



Catalog 2025-26

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Catalog

The 2025-26 University of Oregon Catalog contains information about academic programs offered by the university from fall 2025 through summer 2026. Whether you're an enrolled student or you're considering attending the UO, this site will provide the information you need as you consider your academic goals.

Reader's Guide to the Catalog

About the UO Catalog

This publication, the 2025-26 University of Oregon Catalog, is a statement of university rules, regulations, and calendars that goes into effect at the opening of fall term 2025. Changes to the university curriculum that were made through winter term 2025 are reflected in the academic sections of the catalog. **Bachelor's Degree Requirements** have been updated to reflect curriculum changes that were made through spring term 2025.

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 (p. 9) section for more information.

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 four sections. The first section contains information about admission, registration, academic policies, undergraduate degree requirements, tuition and fees, financial aid and scholarships, employment, and academic and career planning. The second section outlines the majors, minors, and specializations defining the degrees and certificates that may be earned at the University of Oregon, as well as the array of core-education courses available that make up the foundational requirements of those degrees. The third (or curriculum) section describes all the university's academic programs in detail: faculty members, degree and nondegree programs, and course listings. This section includes the College of Arts and Sciences, the honors college, professional schools and colleges, the Division of Graduate Studies and graduate studies information, and ends with a review of undergraduate studies and supplemental academic programs. The final section contains information on academic resources and student services, physical education and recreation, and the academic calendar.

Definitions

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

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

Capstone. A culminating academic project that demonstrates a student's mastery of their field of study.

Certificate. A formal document that recognizes academic achievement in a specific discipline—only as an adjunct to an undergraduate degree program and either as an adjunct to or separate from a graduate degree program, and only for students in an admitted status. Stand-alone noncredit certificates are offered through Continuing and Professional Education 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.

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

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 or a whole term. 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 a minimum of 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.

Cultural Literacy course. A course that counts toward partial fulfillment of bachelor's degree requirements in one of two categories: Global Perspectives; and US: Difference, Inequality, Agency.

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. *Experimental courses may not be used to clear core-education requirements.*

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 100, 300, 196, 198, 199, 299, 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 the total points for all grades 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.

Graduate specialization. A subdivision of a graduate major or an interdisciplinary track in which a strong graduate-level curriculum is available. For more details, visit the website (<https://gradschool.uoregon.edu/policies-procedures/graduate-specialization/>).

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

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

Lab project. An experience in a lab setting in which a group of students focus on skills development rather than content master.

License. See Endorsement.

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

Minor. A secondary undergraduate field of specialized study.

Multilisted course. A single course that is listed under more than one subject code; course numbers end with the letter M.

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. Prerequisite courses must be passed with C- or better or P for undergraduate courses; B- or better or P for graduate courses; and D or better or P for law courses. Courses may have a higher minimum grade for completing the prerequisite course.

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.

Regression. Occurs when a student takes a course that is at a lower level than a course the student has previously passed. Academic departments have the authority to designate a course as regressive.

Repeatable for credit. Only courses designated "repeatable" 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 problems. Specialized inquiry into a particular topic by a student and discussed with a faculty member.

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

Specialization. A graduate-level subdivision of a major or an interdisciplinary track in which a strong graduate-level curriculum is available.

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.

Temporary multilisted course. Courses numbered 200M, 400M, 500M, and 600M, which may be offered once without formal approval.

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 a degree.

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
- **Z:** common course numbering - course information is exactly the same at all Oregon public colleges and universities
- **Prereq:** prerequisite

Sample Course Listings

The following examples are from Biology (BI):

BI 150. *[BI lower-division course number]* **Ocean Planet.** *[course title]*
4 credits. *[course credits]* This course is designed to give students an appreciation for the global ocean, the diversity of marine life, methods and techniques for studying the sea, and their own opportunities to contribute to sustainable and healthy marine ecosystems. Credits will be deducted for regression if BI 357 is taken first. Students cannot receive credit for both BI 150 and EARTH 307. *[course description]*

Equivalent to: EARTH 307 *[equivalent course]*

Additional Information:

Science Area *[core education designation]*

BI 309. *[BI upper-division course number]* **Tropical Diseases in Africa.**
[course title] **4 credits.** *[course credits]* 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. *[course description]*

Requisites: Prereq: BI 212 or BI 282H. *[course prerequisite]*

Additional Information:

Cultural Literacy: Global Perspectives *[core education designation]*

BI 523. *[BI graduate course number]* **Human Molecular Genetics.**
[course title] **4 credits.** *[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]*

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

Repeatable 99 times *[course repeat limits]*

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.

AAAP Historic Preservation
AEIS Academic English for International Students
ACTG Accounting
AFR African Studies
ANTH Anthropology
ANTM Museum of Natural and Cultural History
ARB Arabic
ARCH Architecture
ARH Art History

ART General Art
ARTC Art: Ceramics
ARTD Art: Art and Technology
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
BEHT Behavioral Health
BI Biology
BIOE Bioengineering
BLST Black Studies
BRIN Brewing Innovation
CAS College Scholars Colloquium
CDS Communication Disorders and Sciences
CFT Couples and Family Therapy
CH Chemistry
CHN Chinese
CINE Cinema Studies
CIT Computer Information Technology
CLAS Classics
COLT Comparative Literature
CPSY Counseling Psychology
CRES Conflict and Dispute Resolution
CRWR Creative Writing
CS Computer Science
DAN Professional Dance
DANC Dance Activity
DANE Danish
DSCI Data Science
DSGN College of Design
EALL East Asian Languages and Literatures
EC Economics
EDLD Educational Leadership
EDST Education Studies
EDUC Education
ENG English
ENVD Environmental Design
ENVS Environmental Studies
ERTH Earth Sciences
ES Ethnic Studies
EURO European Studies
FHS Family and Human Services
FIN Finance
FLR Folklore and Public Culture
FR French
GEOG Geography
GER German
GLBL Global Studies
GRK Greek
GRST Graduate Studies
HBRW Hebrew
HC Honors College
HIST History
HPHY Human Physiology
HUM Humanities

IARC Interior Architecture
ICH Ichishkiin
IST Interdisciplinary Studies
ITAL Italian
JC Joint Campus
JCOM Journalism and Communication
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
MENA Middle East/North Africa Studies
MGMT Management
MIL Military Science
MKTG Marketing
MSTC Materials Science and Technology
MUE Music Education
MUJ Music: Jazz Studies
MUP Music Performance
MUS Music
OBA Operations and Business Analytics
PD Product Design
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
PEO Physical Education: Outdoor Pursuits
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
PREV Prevention Science
PS Political Science
PSY Psychology
REES Russian, East European, and Eurasian Studies
REL Religious Studies
RL Romance Languages
RUSS Russian
SBUS Sports Business
SCAN Scandinavian
SOC Sociology
SPAN Spanish
SPD Sports Product Design
SPED Special Education
SPM Sports Product Management

SPSY School Psychology
STAT Statistics
SWAH Swahili
SWED Swedish
TA Theater Arts
UGST Undergraduate Studies
WGS Women's, Gender, and Sexuality Studies
WR Writing

Study-Abroad Subject Codes

Africa

OFES Overseas Studies: Fes, Morocco
OGHA Overseas Studies: Media in Ghana, Accra, Ghana
OSSP Overseas Studies: Dakar, Senegal
OXAF Overseas Experimental Program: Africa

Americas

OCOS Overseas Studies: Costa Rica Programs
OMBI Overseas Studies: Marine Biology in Panama
ONEO Overseas Studies: Neotropical Ecology, Ecuador
ONUI Overseas Studies: Research in Rapa Nui
OQUE Overseas Studies: Querétaro, Mexico
OQUI Overseas Studies: University San Francisco, Quito, Ecuador
OROS Overseas Studies: Rosario, Argentina
OSPE Overseas Studies: Special Education in Mexico
OTRP Overseas Studies: Tropical Ecology in Ecuador
OUNA Overseas Studies: UNAM, Mexico City, Mexico
OVAN Overseas Studies: Vancouver, Canada
OXLA Overseas Experimental Program: Latin American

Asia

OAKI Overseas Studies: Akita International University, Akita, Japan
OCET Overseas Studies: Intensive Chinese Language, China
OCFP Overseas Studies: Chinese Flagship Program
OECN Overseas Studies: East China Normal University, China
OHAR Overseas Studies: Harbin, China
OHAU Overseas Studies: Hanyang University, Seoul, South Korea
OHKU Overseas Studies: University of Hong Kong, Hong Kong
OHOU Overseas Studies: Hokkaido University, Sapporo, Japan
OJWU Overseas Studies: Japan Women's University, Tokyo, Japan
OKUN Overseas Studies: Korea University, Seoul, South Korea
OKYO Overseas Studies: Landscape Architecture, Kyoto, Japan
OMEI Overseas Studies: Meiji University, Tokyo, Japan
ONGO Overseas Studies: Non-Governmental Organizations in Southeast Asia
ONTU Overseas Studies: National Taiwan University, Taipei, Taiwan
ONUS Overseas Studies: National University of Singapore, Singapore
OPAY Overseas Studies: Payap University, Chiang Mai, Thailand
OSEN Overseas Studies: Senshu University, Tokyo, Japan
OWAS Overseas Studies: Waseda University, Tokyo, Japan
OYON Overseas Studies: Yonsei University, Seoul, South Korea

Europe

OANG Overseas Studies: Angers, France
OATH Overseas Studies: Athens, Greece
OBER Overseas Studies: University of Bergen, Bergen, Norway
OBK Overseas Studies: Sustainable Bicycle Transportation Field Seminar, Europe
OBLN Overseas Studies: Berlin, Germany
OBRI Overseas Studies: Bristol University, Bristol, England

OBRT Overseas Studies: London Theatre Arts, England
OBWU Overseas Studies: Universities in Baden-Württemberg, Germany
OCBS Overseas Studies: Copenhagen Business School, Denmark
OCHL Overseas Studies: Charles University, Prague, Czech Republic
ODIS Overseas Studies: Danish Institute for Study Abroad, Copenhagen, Denmark
ODUB Overseas Studies: Dublin, Ireland
OFIB Overseas Studies: Florence, Italy
OGAL Overseas Studies: Galway, Ireland
OJIL Overseas Studies: Journalism in London, England
OLEC Overseas Studies: Lecce, Italy
OLEI Overseas Studies: University of Leicester, Leicester, England
OLON Overseas Studies: British Studies, London, England
OLTV Overseas Studies: University of Latvia, Riga, Latvia
OLYO Overseas Studies: Universities in Lyon (I,II,III and Catholic Faculties), France
OOVI Overseas Studies: Oviedo, Spain
OPAV Overseas Studies: University of Pavia, Pavia, Italy
OPOI Overseas Studies: University of Poitiers, Poitiers, France
OROM Overseas Studies: Rome, Italy
OSCI Overseas Studies: Sciences Po (Paris Institute of Political Studies), France
OSEG Overseas Studies: Segovia, Spain
OSIE Overseas Studies: Siena, Italy
OSLO Overseas Studies: University of Oslo, Oslo, Norway
OTAM Overseas Studies: University of Tampere, Tampere, Finland
OUAB Overseas Studies: University of Aberdeen, Aberdeen, Scotland
OUDB Overseas Studies: Barcelona, Spain
OUEA Overseas Studies: University of East Anglia, Norwich, England
OUPP Overseas Studies: University of Uppsala, Uppsala, Sweden
OVIC Overseas Studies: Vicenza, Italy
OVIE Overseas Studies: Vienna, Austria
OXEU Overseas Experimental Program: Europe

Middle East

OHUJ Overseas Studies: Hebrew University of Jerusalem, Jerusalem, Israel
OQAI Overseas Studies: Intensive Arabic in Amman, Jordan
OXME Overseas Experimental Program: Middle East

Multi-Region

OCIE Overseas Studies: Council for International Educational Exchange
OGSI Overseas Studies: Global Studies Institute
OGWI Overseas Studies: GlobalWorks Institute Internship
OINT Overseas Studies: Internship Program
OPRE Overseas Studies: Pre-Freshman Studies
ORIM Overseas Studies: Revolutionary Imagination
OSBG Overseas Studies: Sports Business Global Studies
OSIT Overseas Studies: School for International Training
OTSP Overseas Studies: Trans-Atlantic Science Student Exchange Program (TASSEP)
OXAO Overseas Experimental Program: Asia and Oceania
OXFA Overseas Experimental Program: Faculty Led
OXGL Overseas Studies: Global Leadership
OXMC Overseas Experimental Program: Multiple Countries

Oceania

OANU Overseas Studies: Australian National University, Canberra, Australia
OCUR Overseas Studies: Curtin University, Perth, Australia
OJCU Overseas Studies: James Cook University, Australia

OLAT Overseas Studies: La Trobe University, Melbourne, Australia
OUOT Overseas Studies: University of Otago, Dunedin, New Zealand

Course Numbering System

Course numbers reflect the nature of instruction, level of work, and scope of content.

1–99

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

100-199

Lower-division courses. Intended as introductory for freshmen and sophomores; do not require any prior knowledge or special preparation.

200-299

Lower-division courses. Intended as introductory for freshmen and sophomores but may require some prior knowledge or special preparation, usually in high school or at 100 college level.

300-399

Upper-division (junior- and senior-level) courses. More specific in topic; provide greater depth of knowledge and academic rigor, and prior university preparation; accessible for non-majors.

400-499

Upper-division (junior- and senior-level) courses. More specific in topic; provide greater depth of knowledge and academic rigor, and prior university preparation; intended for majors or majors in related disciplines.

500–599

Courses that offer graduate-level work in classes that include undergraduate students. Always paired with a 400-level course; students taking graduate level 5xx are expected to complete a substantive and measurable difference in the type and amount of work required for credit.

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.

Temporary Multilisted and Area-Satisfying Courses

100

Temporary lower-division area-satisfying course

200M

Temporary lower-division multilisted course

298

Temporary lower-division area-satisfying course

300

Temporary upper-division area-satisfying course

400M

Temporary upper-division multilisted course

500M

Temporary graduate-level multilisted course

600M

Temporary graduate-level multilisted course

Generic Courses

Certain numbers are reserved for generic courses that may be repeated for credit 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 Practicum: [Topic] or Field Studies: [Topic]

198 Workshop: [Topic] or Laboratory Projects: [Topic]

199 Special Studies: [Topic]

299 Special Studies: [Topic]

399 Special Studies: [Topic]

401 Research: [Topic]

402 Supervised College Teaching

403 Thesis

404 Internship: [Topic]

405 Reading and Conference: [Topic] or Special Problems: [Topic]

406 Practicum: [Topic] or Field Studies: [Topic]

407/507 Seminar: [Topic] or Colloquium: [Topic]

408/508 Workshop: [Topic] or Laboratory Projects: [Topic]

409 Terminal Project or Capstone

410/510 Experimental Course: [Topic]

503 Thesis

601 Research: [Topic]

603 Dissertation

604, 704 Internship: [Topic]

605, 705 Reading and Conference: [Topic] or Special Problems: [Topic]

606, 706 Practicum: [Topic] or Field Studies: [Topic]

607, 707 Seminar: [Topic] or Colloquium: [Topic]

608, 708 Workshop: [Topic] or Laboratory Projects: [Topic]

609, 709 Terminal Project or Capstone

610, 710 Experimental Course: [Topic]

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

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:

1. the unexpired catalog in effect when the student was first admitted and enrolled at the University of Oregon, **or**
2. any subsequent catalog that has not yet expired

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

1. when the student first declared the major or minor, **or**
2. when the student changed to a different major or minor

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

Graduate Students

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

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

While every effort is made to ensure the accuracy of the information in this catalog, the University of Oregon has 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.

About the University of Oregon

Mission Statement

Serving the state, the nation, and the world since 1876.

The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. The university is a community of scholars, helping members of its community to question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.

Purpose

The university community strives for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge, devoted to fostering the next generation of leaders and informed participants in the global community. Through these pursuits, the social, cultural, physical, and economic well-being of the students, the state, the nation, and the world are enhanced.

Vision

The university community aspires to create a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions, seeking to enrich the human condition through collaboration, teaching, mentoring, scholarship, creative inquiry, scientific discovery, outreach, and public service.

Values

The university community values

- the passions, aspirations, individuality, and success of the students and the members of its faculty and staff who work and learn here
- academic freedom, creative expression, and intellectual discourse
- diversity, and seeks to foster equity and inclusion in a welcoming, safe, and respectful community
- the unique geography, history, and culture of Oregon that shapes its identity and spirit
- a shared charge to steward resources sustainably and responsibly

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 more than 250,000 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 2,142 faculty members, 52 librarians, and 1,428 graduate and research assistants serve as mentors, colleagues, and friends to the 24,462 undergraduate and graduate students enrolled at the university.

Over half (52%) of all students are from Oregon, 45 percent are from other states and 3 percent are 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 \$177 million in competitive research awards. The university's science departments receive national attention for their work in such areas as computer science, genetics, materials, optics, and neuroscience. Ten current faculty members belong to the prestigious American Academy of Arts and Sciences, as well as six emeritus faculty. Six current faculty members have been elected to the National Academy of Sciences, as well as six emeritus faculty. One current faculty member has been elected to the National Academy of Medicine, as well as one emeritus faculty. One current faculty member received a National Medal of Science, as well as one emeritus faculty.

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. A second radio station, KWVA-FM, serves the Eugene-Springfield metropolitan area and has a live internet stream, playing a varied mix of music in addition to talk shows and live college sports broadcasts. KWVA is a voice for UO students as well as a place for them to gain broadcast, production, and operation experience.

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 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, directly employing 10,783 people. Overall, University of Oregon activity affects more than \$989 million in household earnings and 25,917 jobs in the state.

The Campus Experience

The university's 295-acre campus is an arboretum of more than 4,000 trees of approximately 500 species, located in the lush Willamette Valley, between the Pacific Ocean and the Cascade Mountains. Campus buildings date from 1876, when the UO's first building opened, to the present, with the recent opening of the Lyllye Reynolds-Parker Black

Cultural Center; Willie and Donald Tykeson Hall, the university's hub for academic and career advising, and home to the College of Arts and Sciences, University Career Center, and Division of Equity and Inclusion; and the Phil and Penny Knight Campus for Accelerating Scientific Impact.

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 Alliance of Museums, is noted for its collections of Asian 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' three-million-volume collection.

Campus athletic facilities include the 54,000-seat Autzen Stadium, the Marcus Mariota Sports Performance Center, the Casanova Athletic Center, the Moshofsky Center, Papé Field, Jane Sanders Stadium, PK Park, Hayward Field, Matthew Knight Arena, and the Student Tennis Center.

Student-guided tours of the university are available Monday through Saturday. Tours may be arranged by calling 541-346-1274. 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 information desk in the main lobby of the Ford Alumni Center.

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

Equal Opportunity

The university is committed to equal access to programs, course offerings, facilities, admission, and employment for all of its employees, students, and campus community members. It is the policy of the university to maintain an environment free from harassment and discrimination against any person.

The Office of Investigations and Civil Rights Compliance, formerly the Office of Affirmative Action and Equal Opportunity and the Office of the Title IX Coordinator, offers the UO community a place to discuss and report issues, concerns, and conflicts regarding discriminatory or harassing behavior. The office also helps identify how such concerns and conflicts may best be addressed and resolved. The office supports the university's compliance with federal and state laws regarding discrimination and harassment, affirmative action, and equal employment opportunity.

The office works with students, members of the faculty and staff, and campus community members by:

- Promoting a learning and working environment free from discrimination and harassment.
- Receiving concerns and complaints from any member of the UO community (i.e. students, faculty and staff members, visitors, and program participants) regarding issues of potential discrimination and discriminatory harassment at the university.
- Investigating reports and complaints of discrimination and harassment. As investigators, the office does not act as advocates, but serve in a neutral and impartial capacity.
- Addressing and resolving concerns and complaints of discrimination and harassment through referral and collaboration with stakeholders and partners across campus.

- Explaining and clarifying university policies and procedures as well as federal and state laws and regulations regarding discrimination, harassment, retaliation, and equal opportunity.

Direct related inquiries to the Office of Investigations and Civil Rights Compliance, 677 E. 12th Ave., Suite 452, 5221 University of Oregon, Eugene, Oregon 97403-5221; telephone 541-346-3123.

Disclaimer

While every effort is made to ensure the accuracy of the information in this catalog, the University of Oregon has 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.

This publication will be made available in accessible formats upon request. Call Marketing Communications–Design and Editing Services, 541-346-2087.

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University of Oregon Board of Trustees

The University of Oregon is an independent public body governed by the Board of Trustees of the University of Oregon. The trustees have broad authority to supervise and manage the university and may exercise all of the powers, rights, duties, and privileges expressly granted by law or that are incident to the board's powers, rights, duties, and privileges. Except for the university president, who is an ex officio, nonvoting member, the trustees are appointed by the governor and confirmed by the Oregon Senate.

The names of the members follow. The expiration date for each term is June 30 of the year shown.

- Steve Holwerda, MBA '91, board chair, 2027
- Marcia Aaron, BA '86, board vice chair, 2029

- Cy Abbott, graduate student, MS '22, 2026
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- Renée James, MBA '86, 2029
- David Mitrov#an Morgan, student, 2026
- Lillian Moses, BArch '09, non-faculty staff member, 2026
- Connie Seeley, BS '92, 2027
- Andy Storment, BS '84, 2027
- Amy Tykeson, BS '78, MBA '97, 2027
- Jenny Ulum, MA '83, 2026
- Dennis Worden, BA '06, 2029
- Karl Scholz, President, Ex-Officio

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. 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
- Association for Advancing Quality in Educator Preparation
- Association to Advance Collegiate Schools of Business
- American Alliance of Museums
- American Bar Association
- American Chemical Society
- American Psychological Association
- Commission on Accreditation for Marriage and Family Therapy Education
- Commission on English Language Program Accreditation
- Council for Interior Design Accreditation
- Council on Academic Accreditation in Audiology and Speech-Language Pathology
- Landscape Architecture Accreditation Board
- National Architectural Accrediting Board
- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Association of School Psychologists
- Nonprofit Academic Centers Council
- Network of Schools of Public Policy, Affairs, and Administration
- Planning Accreditation Board
- Psychological Clinical Science Accreditation

From Admission to Graduation

This section of the catalog holds basic information for prospective students on how to apply to the University of Oregon, choose a major, register for courses, and apply for scholarships, grants, and financial aid, in addition to outlining and explaining their rights and responsibilities.

Admissions

<http://admissions.uoregon.edu>

Erin Hays, Director, Office of Admissions

201 Oregon Hall
541-346-3201
Fax: 541-346-5815

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

Application Deadlines for Fall Term

Student Classification	Enrollment Deadline
Freshman, early action	November 1
Freshman, standard	January 15
University scholarship	January 15
International freshman	January 15
Transfer, priority	March 15
Undergraduate reenrollment	Friday, 2 weeks before registration opens
Transfer, standard	June 1
International transfer	June 1
Postbaccalaureate undergraduate or graduate	Thirty days before the start of the term
Graduate	Set by individual departments

Departmental Application Deadlines

The following majors require a separate consideration. Students applying to these majors will receive a separate decision about their acceptance into the major: architecture, art, interior architecture, product design, or music. Be aware of the special admission requirements and application deadlines, and contact that department directly for more information.

Music majors audition for placement and take a musicianship examination scheduled on several dates throughout the spring. Art majors need to declare their major by completing the declaration form available both online (<https://artdesign.uoregon.edu/art/apply/>) and at the art office located at 254 Lawrence Hall.

Application Deadlines for Winter–Summer Terms

Student Classification	Enrollment Deadline
	Winter Enrollment
Freshman	October 15
Transfers	November 15
	Spring Enrollment

All classifications	February 1
	Summer Enrollment
Freshman	March 1
Transfer	April 15

Freshman Admission

For applicants who are in high school and will graduate prior to enrolling at the University of Oregon or students who have already graduated from high school and will not attempt any college-level coursework after graduation.

Standard Admission Process

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

- Strength of academic course work
- Grades earned
- Grade trends, especially in junior and senior year of high school
- Senior-year course load
- Writing skill, personal characteristics, and special circumstances as shared in the various written and narrative sections of the application
- Extracurricular activities, including community service and employment
- Special talents
- Standardized test scores from the ACT or SAT are optional for admission. However, these scores can be used as one option for meeting requirements such as English proficiency, or alternative requirements for applicants from nonaccredited schools.

Application Procedure

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

- Completed application for admission, including essays and activities and a nonrefundable application fee, by the standard application deadline. Students can use either the UO's own application or the Common Application, and need to submit only one version of an application. Details are available online (<https://admissions.uoregon.edu/freshmen/>).
- An official high school transcript is not required at the time of applying in most cases. Instead, students self-report their complete high school record, and official transcripts will be required at the end of the process unless requested sooner by Admissions.
- Test scores from the SAT or ACT are optional for admission. However, official test scores can be considered if submitted officially through the testing agency, or appearing on an official high school transcript. These scores play no specific role in the admission decision, but are sometimes one of a multiple alternatives applicants might use to address a particular situation.

Standard Admission Requirements

Graduation from a 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 explained

in more detail online (<http://admissions.uoregon.edu/freshmen/alternativeadmission/>).

Completion of Required Course Work

Applicants must satisfactorily complete the following high school course work. To meet minimum admission requirements, applicants must complete 15 units in the core areas listed below with a grade of C– or better in each course. Until further notice, during the pandemic, passing or credit-only results will be acceptable if the applicant's school has not provided grades for these courses. These requirements may be in progress at the time of application, provided they are complete by the time the student enrolls at Oregon.

- **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.

College work may be used 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 have several other options to prove language proficiency through another approved process.

The UO offers tentative admission based on self-reported record and planned senior schedule. Final admission is granted only after the Office of Admissions has received official transcripts verifying successful completion of all admission requirements and graduation. If an applicant's final record shows a substantial change, or if the applicant does not complete a course that was in progress at the time of application or

admission or completes it with a low grade, the offer of admission may be withdrawn by the university.

Submission of Scores from Standardized Tests

The University of Oregon accepts scores for the SAT or ACT when reported on official high school transcripts 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 is 4846; the code for the ACT is 3498.

Consideration of Narratives and Essays

Freshman applicants are required to submit an essay that serves as a personal statement to show not only writing ability but also insights into the applicant's personal characteristics. Students are also offered a chance to write optional essays for various purposes.

Consideration of Activities, Work, and Accomplishments

Most applicants are required to share a set number of examples of their activities outside the classroom. Students choose a variety of ways to be involved in activities—lead, volunteer, intern, hold jobs, and achieve special recognition. No type of activity will be valued more highly than another, so students should consider anything they have done as a possibility to share and discuss. However, applicants are limited to a finite number of items, because the selection process does not reward sheer volume of activity. Instead, the university seeks to use this information to better understand who the applicants are, and to learn more about their most meaningful interests and accomplishments.

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 with D or F grades, especially those grades that make them fall short of course requirements, are strongly encouraged to address the reasons for these grades in this section.

Alternative Admission

The requirements for standard admission confer no guarantees of admission, and applicants who meet them may or may not be admitted due to the selective, holistic process that takes many academic and personal factors into consideration. Also, students who do not meet these requirements will still be considered for admission. Students who fall short of the standard requirements in any way should never let that deter them from applying; they are strongly encouraged to contact the UO Office of Admissions for further guidance and additional requirements. Students from homeschool settings and those who attend nonaccredited schools may be required to submit additional information and materials. Students who fall short of core subject requirements or those with low grades (especially those who fall below a 3.00 GPA) are encouraged to explain the reasons for their situation in the application.

Premajor Status

Departments or programs with premajor admission requirements include the Lundquist College of Business, certain majors in the College of Design, the College of Education, and the Department of International

Studies. These units typically only permit newly admitted students to be considered premajors for their majors. 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.

Transfer Admission

For applicants who will have attempted any college-level coursework after graduating from high school and will 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 still consider applying, and they are encouraged to 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 applicants without Oregon residency
- 2.00 for applicants, regardless of residency, 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

The University of Oregon may recalculate grades for purposes of establishing an admissions GPA. This means that an applicant's admission GPA is not identical to the one presented by the previous institution. These recalculations will be made in regard to transferability of credit, repeat policies, or limits on certain types of credit.

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 at an accredited high school
- Two terms of the same language at a regionally accredited 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 on the Office of Admissions

(<http://admissions.uoregon.edu/apply/secondlanguage.htm>) website. 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, regardless of the major or degree pursued.

Additional Considerations

Even if an applicant meets the minimum requirements stated above, factors of concern, especially a drop in GPA from recent course work, may still be considered before a decision on admission is made. In addition, when considering applicants who do not meet minimum admission requirements, the Office of Admissions considers additional factors such as whether the applicant holds an associate of arts Oregon transfer degree from an Oregon community college or associate of arts degree from select community colleges in other states; 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 application fee
2. An official transcript from each college and university attended. It is a firm requirement that applicants submit transcripts from any previous institution where credit was attempted, regardless of the grades or amount of credit earned, and regardless of how or whether the applicant intends to apply these credits toward UO requirements. Applicants who omit record of previous work attempted will be denied admission, and admitted students for whom this omission is discovered can have their offer of admission revoked, even if it is after they have begun enrollment at Oregon
3. A high school transcript is not always required, but is often needed—not only for admission but for federal aid eligibility. Students should provide the high school transcript at the time of application whenever possible

Transfer students may submit their applications up to six months before they plan to enroll at the university, but may be asked to provide updated transcripts before final decisions are reached. 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 regionally 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** for requirements that apply to new undergraduates.

Premajor Status

Departments or programs with premajor admission requirements are the Lundquist College of Business, certain majors in the College of Design, the College of Education, and the Department of International Studies.

These units only permit newly admitted students to be considered premajors for their majors. 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.

Dual Enrollment Program

The University of Oregon has dual-enrollment agreement with Lane Community College. The program provides students with the academic advantages of simultaneous enrollment at two institutions. More information and the web form can be found on the UO Office of the Registrar web page (<https://registrar.uoregon.edu/registration/register-classes/dual-enrollment-program/>). A student must be fully admitted to the University of Oregon to opt into the program.

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. All deadlines are the same as for US students in these categories. Applications received after the deadlines are considered on a space-available basis. See the admission requirements for individual countries (<http://admissions.uoregon.edu/international/apply/requirements/>).

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. The University of Oregon currently accepts the TOEFL, IELTS, or Duolingo English Test (DET) examinations for establishing proficiency, as well as the SAT or ACT. To be considered for full admission without an English placement test upon arriving, applicants must score an 88 on the TOEFL iBT, 6.5 in the IELTS, or a 100 on the DET. An applicant with at least a 61 TOEFL or 6.0 IELTS can be considered for full admission and will 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.

Conditional admission. International applicants who do not meet the proficiency requirements above may be offered conditional admission if their academic record is otherwise strong for admission. Through the conditional admission program, the student can take courses through the Intensive English Program (IEP), then proceed to regular university credit courses once IEP requirements are satisfied.

More information about the American English Institute and AEIS and IEP courses may be found on the institute's website (<http://aei.uoregon.edu>).

Application Procedure

International applicants for freshman or transfer admission must submit the following to the Office of Admissions:

1. A completed international application for admission and a nonrefundable application fee

2. Official transcripts of all schoolwork taken beyond the eighth year of school (i.e., the equivalent of the American secondary school grades 9–12 and for any college or university work). An official transcript is an original or a certified copy in a sealed envelope. (In most cases, international freshman applicants will instead self-report their high school transcript at the time of application; they will still be required to provide an official final transcript at the end of the process.)
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 US government

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 undergraduate status. These students pay appropriate undergraduate fees. Applications and information are available from the Office of Admissions.

Graduate Admission

Students planning to pursue graduate study at the university must be admitted to the Division of Graduate Studies and the departments in which they plan to study. General admission requirements for the Division of Graduate Studies 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.

Notice to Nonresidents of the State of Oregon

Definitions

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.

A "financially dependent person" is a person who, at the time of application for residency status:

- (a) has been claimed as a dependent on the federal and state income tax returns of another person during the immediately preceding tax year; or
- (b) is eligible to be claimed as a dependent for tax purposes and can provide evidence that one-half or more of the individual's financial support was provided by another person or persons.

Determination of Residence

(1) For purposes of admission and instruction fee assessment, the University of Oregon 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 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 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.

(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 for 12 consecutive months; and
- (b) during that period, has been primarily engaged in activities other than those of being a college student.

Residency Consideration Factors

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

- (a) Reside in Oregon for 12 consecutive months prior to the beginning of the term for which resident classification is sought and during that period be primarily engaged in activities other than those of a college student;
- (b) Reliance upon Oregon resources for financial support;
- (c) Domicile in Oregon of persons legally responsible for the student;
- (d) Acceptance of an offer of permanent employment in Oregon; and
- (e) Ownership by the person of his or her living quarters in Oregon.

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

- (a) Voting or registration to vote;
- (b) Employment in any position normally filled by a student;
- (c) The lease of living quarters;
- (d) Admission to a licensed practicing profession in Oregon;
- (e) Automobile registration;
- (f) Public records, for example, birth and marriage records, Oregon driver's license;
- (g) Continuous presence in Oregon during periods when not enrolled in school;
- (h) Ownership of property in Oregon or the payment of Oregon income or other Oregon taxes; or
- (i) Domicile in Oregon of the student's spouse.

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

Evidence of Financial Dependency

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

- (a) Evidence of established domicile 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.

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) 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.

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) Shoshone-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 that documents tribal membership.

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 and is one of the following:

- (1) A lawful permanent resident. The date of receipt of an application for lawful permanent residency shall be the earliest date upon which the 12-month residency requirements may begin to accrue.
- (2) An immigrant granted refugee or political asylum in the United States, or entering through a special parole program (such as the Haitian Family Reunification Parole Program, the Cuban Family Reunification Parole Program, the Central American Minor Refugee/Parole Program, the Filipino World War II Veterans Parole Program). The date of receipt of an application for political asylum, refugee status, or qualifying special parole program shall be the earliest date upon which the 12-month residency requirements under Section B 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 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.
- (4) A person who is a citizen of an American territory or a sovereign nation that does not require a nonimmigrant visa to travel to the US.
- (5) An immigrant granted a federal status leading to the establishment of permanent residency or citizenship in the United States. Documentation of a status that is not explicitly included in this compact will be at the discretion of the Interinstitutional Residency Committee.

Changes in Residence Classification

- (1) If an Oregon resident student enrolls in an institution outside of Oregon and later seeks to re-enroll in a University that applies these residency standards, the residence classification of that student shall be re-examined and determined on the same basis as for any other person.
- (2) A student who becomes eligible for resident tuition during a term of enrollment at a University will not qualify for resident tuition until 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 other 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.

Review of Residence Classification Decisions

An interinstitutional residency committee (IRC) is established consisting of the officers who determine student residence classification at each university that applies this residency procedure. The chair of the committee shall rotate among the universities with no chair serving more than two consecutive years. A majority of the members of the committee shall constitute a quorum. A majority of a quorum may make recommendations.

Residence cases of unusual complexity, especially where there may be conflict of rules, may be referred to by the originating classification officer to the IRC for its recommendation.

Any person who is aggrieved by the originating classification officer's classification decision may, within 10 days of the date of mailing or other service of the classification decision, request that the IRC review the classification and make recommendations to the registrar or designee of the originating university. The appeal must be in writing and shall be filed with the originating university. An aggrieved person may supply written statements to the IRC for consideration in reviewing the case and may also make oral presentation to the IRC on a date to be scheduled by the IRC. The IRC shall make a recommendation to the registrar or designee of the originating university. That registrar or designee shall then issue a decision. The decision of the registrar or designee shall be final unless appealed.

A person dissatisfied with the decision of the registrar or designee may, within 10 days of the date of the mailing or other service of the decision, appeal the decision to the president or designee of the originating university. An appeal shall be in writing only. The decision of the president or designee shall be final.

A person granted a meritorious hardship exception to residency under the Oregon Administrative Rules regarding residency prior to July 1, 1990, shall not lose the exception solely because of the repeal of the exception authorization.

Registration and Academic Policies

<http://registrar.uoregon.edu>

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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. Officials at another school where the student seeks to enroll or is already enrolled
3. At the direction of a court
4. In situations of health or safety emergency
5. The disclosure is information designated as directory information

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 11 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; 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 and August for freshman and transfer students who enter fall term. All new students are required to complete IntroDUCkTion; students who do not attend IntroDUCkTion are oriented and register for classes during the Week of Welcome. 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, add/drop deadlines, academic standards, student activities, student conduct, and organizations. Academic regulations are listed on the registrar's website.

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.

Students who register and never attend or participate in a course and students who attend and participate in part of the course but do not complete the course requirements will receive a grade of F or N, based on the grading option in registration.

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 when that institution has already recorded a pass/no pass mark or if the registrar's 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 Division of Graduate Studies continuous enrollment requirement.

I (Incomplete)

A mark of "I" represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes shall be granted when the instructor determines that the student meets all the following criteria. The student:

- has been making satisfactory progress on coursework as determined by the criteria in the syllabus;
- has been active in the course;
- is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (end of week 7 of fall/winter/spring terms; variable dates for summer courses);
- is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- requests an Incomplete by the published deadline

If additional class attendance or instruction is required to complete course requirements, the instructor shall not issue an Incomplete.

Lack of engagement, poor performance, or a desire to repeat the course are unacceptable reasons for issuance of the "I" mark.

Instructors shall provide to the student access to course materials necessary to complete the missing work.

Incomplete grades can only be granted by instructors and instructors are under no obligation to grant students an incomplete grade if in their judgement the criteria stated above are not met.

An Incomplete shall not be recorded by the instructor unless a contract between the instructor and student has been completed and filed appropriately.

Effective fall 2022 - General Process for Incompletes

- Incompletes are initiated by the student
- Student contacts instructor and requests Incomplete by 5pm on the last day of finals week (fall, winter, and spring terms)

- If the instructor agrees that the student meets the criteria, the instructor and the student complete a contract outlining how the Incomplete can be resolved, the deadline for resolving the incomplete, and the default grade should the student not complete the agreed upon work. The default grade is the grade the student would receive according to the syllabus grade guidelines with no credit for the missing work
- This form is filed with the department
- The missing work indicated on the form must be completed by the earlier of:
 - grading deadline of the term the student applied to graduate, or
 - deadline stated on the Incomplete Request Form (can be extended at the discretion of the instructor), or
 - the day grades are due one academic year later

For students with Incomplete contracts, the instructor will record the "grade" in DuckWeb that indicates an Incomplete has been agreed to. Currently, that is an "I". The instructor will also record, in DuckWeb and/or the contract form, the grade the student would have received in the course if they received no credit for the missing work. This becomes the default grade that replaces the Incomplete mark should the student not complete the work outlined in the contract by the appropriate deadline (either the grading deadline of the term the student applied to graduate or the day grades are due one academic year later).

If the student completes the work defined in the contract by the agreed upon date, the instructor calculates and updates the grade via the grade change process.

This policy applies to all undergraduate and graduate courses.

The Incomplete mark will roll to the default grade even if an incomplete contract is in place if the student has applied to graduate. Degree application status is not directory information.

A mark of I, with a default or later change to F, will not convert to N as part of First Term Forgiveness.

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 used prior to fall 2017. There is no basis for evaluating the student's performance.

Effective fall 2017, the Y mark is no longer used. Instructors issue a grade of F or N, as indicated by the grading option, to students who register and never attend or participate in the course, and to students who attend and participate in part of the course but do not complete all course requirements.

First-term Grade Forgiveness

Effective fall 2020, the grading option for first-term students who receive an F in a course will automatically be converted from graded to pass/no pass. First-term students who receive a D will have until the end of the following term (defined as 11:59 pm PT Friday of the 10th week for Fall, Winter, Spring and 11:59 pm PT Friday of the 11th week of the final 12-

week summer session) to request that their grading option be converted from graded to pass/no pass. Students are required to meet with an advisor designated by the Office of Academic Advising before submitting a request to have D grades change to N and are encouraged to connect with a Financial Aid counselor.

Eligible students whose F is converted to N may, at their discretion, opt out of the policy and request that the Office of the Registrar convert the grade back to F by the end of the following term. Academic standing will be based on the F grade.

This policy applies to:

- All matriculated first-term admitted undergraduate students pursuing their first bachelor degree, including transfer students.
- All undergraduate classes taken by those students that allow the Pass/No Pass grading option. Classes where the student's grade is associated with a conduct case where the student was found responsible will not be eligible to change to an N under this policy.

For students who receive a D, academic standing will initially be calculated using the letter grade but will be recalculated using the P/N grade if the student requests the grading option change before the end of the following term.

For students who receive an F, academic standing will be calculated using the P/N grading option.

Students who receive an F will have the change to Pass/No Pass made by the Office of the Registrar before calculation of academic standing for the term. Any other changes to grading mode made under this policy will result in a recalculation of academic standing for the term if the Office of the Registrar receives the request from the student prior to the end of the following term. That recalculation will be based on grades recorded for the student at the time the change takes place irrespective of whether any other grade changes were related to this policy.

F grades that are recorded after the grading deadline will not automatically convert to an N; students who wish to request such a change will need to submit a petition for a late grade option change.

A mark of I, with a default or later change to F, will not convert to N as part of First Term Forgiveness.

A student's record (grades, grade option, academic standing) will not be altered under this policy after the end of the following term. A student whose grade changes for other reasons (petitions to change grade option, instructor change, etc.) will not have their academic standing recalculated.

Students whose grade is updated as a result of this policy will be required to meet with an advisor designated by the Office of Academic Advising before the end of the following term. It is strongly recommended that if students are receiving veteran's benefits, they also meet with a veteran's certifying official in the Office of the Registrar.

Grade Point Average

For terms prior to fall 2016, grades for courses taken at the University of Oregon appear on both the official and unofficial transcript and are included in the term and cumulative GPA calculation.

Effective fall 2016 through summer 2019, for undergraduate courses not designated as repeatable for credit, only the second grade earned of a repeated course is calculated into the cumulative GPA.

Effective fall 2019, all graded attempts of courses taken at the University of Oregon are calculated into the term and cumulative GPAs.

Grades for undergraduate courses taken at the University of Oregon appear on both the official and unofficial transcript. However, credit for nonrepeatable courses is given only once.

Grades recorded as a result of sanctions and/or academic misconduct are included in the cumulative GPA and will not be excluded in any event of repetition. Conduct grades may not be petitioned.

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 0.3 per credit, and the minus sign decreases the points assigned the letter grade by 0.3 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. The grade point average is truncated at two digits after the decimal point.

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, 101 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. Terms with marks resulting in no GPA are considered to be below 2.00 unless all attempted credits for that term were passed. 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 students have received academic warning for two consecutive terms and their subsequent UO term GPAs are between 0.00 and 1.99, inclusive, even if the UO cumulative GPA is above a 2.00. Terms with marks resulting in no GPA are considered to be below 2.00 unless all attempted credits for that term were passed. 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 a term GPA below 2.00 after two consecutive terms on academic warning and who earn less than a 2.00 term GPA for the fourth consecutive term. Terms with marks resulting in no GPA are considered to be below 2.00 unless all attempted credits for that term were passed. 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, 234 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, 101 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 priority 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. Students must minimally be registered for "audit" to sit in on classes.

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.

New Student Registration

Entering undergraduate students should plan to attend IntroDUCKtion, offered during the summer. After being notified of admission to the University of Oregon for fall term, new students receive information about this program. Space is limited, so sign up early. IntroDUCKtion is a requirement for all new students. Students admitted in terms other than fall term will attend an orientation session specific to the term for which they are admitted. Additional information is available on the Student Orientation (<https://orientation.uoregon.edu/introducttion/>) website.

Reenrollment

Admitted undergraduate students who plan 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 **Division of Graduate Studies** section of this catalog.

Summer Session

- Non-degree seeking (CEP) students planning to register for summer session should file the registration eligibility form, provided on our website (<https://registrar.uoregon.edu/non-degree-seeking/>). Non-degree seeking students who were enrolled within the prior year do not need to submit this form.
- Admitted undergraduate or graduate students may register without making any special request, subject to the normal reenrollment policies for their student level.
- Disqualified undergraduate students must file a reenrollment form if they have not enrolled during the preceding academic year.

Transcripts

Students are required to send official transcripts to the Office of the Registrar for 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.

Nonrepeatable Courses

Undergraduate students may not (without prior approval by the Academic Requirements Committee) register for nonrepeatable courses in which they are currently enrolled or for which they have already earned a Pass or C or better at the UO or from a transferring institution. Students may register for a nonrepeatable course for which they have already earned a No Pass or C– or less at the UO or from a transferring institution without prior approval, but not more than three times in total. All attempts are counted toward this limit. Credits for nonrepeatable courses are awarded only one time. All graded attempts of repeated courses taken at the UO are calculated into the term and cumulative GPAs. Additional information is available on the registrar's website.

Prerequisite

Some courses require that students have completed previous coursework in order to proceed to the next course. Prerequisite courses must be passed with C– or better or P for undergraduate courses; B– or better or P for graduate courses; and D or better or P for law courses. Courses may have a higher minimum grade for completing the prerequisite course.

Regression

Regression occurs when a student takes a course that is at a lower level than a course the student has previously passed. General Limitation number 11 states *Student may not receive credit for courses that are designated by the department as regressive prerequisites for courses in which they are currently enrolled or have already received credit.*

Academic departments have the authority to designate courses as regressive. Information about the specific order in which courses must be taken and about course regression can be found on this website: <https://registrar.uoregon.edu/regression> (<https://registrar.uoregon.edu/regression/>). **Students do not earn credit for regressive courses.**

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 on the registrar's website (<http://registrar.uoregon.edu/current-students/alternative-ways-to-earn-credit/>) and at testing.uoregon.edu (<http://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 by successful completion of the exam. Course registration is not needed. 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 the title in the University of Oregon catalog. Students should first contact their department or advisor to determine the eligibility for credit by examination. Students must obtain faculty and department approvals before the exam can be scheduled. If eligible, the department approval form and instructor results form are available on the Office of the Registrar's website. Students are billed an examination fee of \$25 per credit hour..

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, MATH 212, MATH 213
- English composition courses (WR 121Z, WR 122Z, WR 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, for example, in art, biology, business, chemistry, Chinese, computer science, economics, English, French, German, history, geography, Japanese, Chinese, mathematics, music, physics, psychology, social and cultural 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 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 Form 214, DD Form 295, or a Joint Services Transcript (JST) is required for military credit.

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, bachelor of fine arts, bachelor of landscape architecture, bachelor of music, and bachelor of music in music education degrees require a total of 180 credits with passing grades. 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 may be offered by the same school or college
2. The student completes the departmental requirements for each major
3. The student completes the core education requirements (formerly 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 applies for the first degree on DuckWeb and submits a request to the Office of the Registrar for the second degree

Students are able to receive concurrent degrees from the same college or school when one of the majors is restricted to one degree.

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.

Declaring a Major (First-Time, Full-Time Freshman Students)

1. Undergraduates who matriculated into the UO as first-time, full-time freshmen, should declare a major by the end of the fourth week of their sixth term of enrollment (typically spring term of the second year at Oregon)
2. Students who have not declared a major by the end of the fourth week of the sixth term of enrollment will need to see an advisor and receive a personal identification number (PIN) before they can register for the next term's classes. Advisors can either assist students in choosing a major or grant an exception and help students develop a plan to declare a major

Declaring a Major (Transfer Students)

1. Transfer students should declare a major by the end of the fourth week of the third term of enrollment at Oregon
2. Transfer students who have not declared a major by the end of the fourth week of the third term of enrollment at the UO will need to see an advisor and receive a PIN before they can register for the next term's classes. Advisors can either assist students in choosing a major or grant an exception and help students develop a plan to declare a major

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, 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 in the class schedule as pass/no pass (P/N) only 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 (Composition I (WR 121Z) and either Composition II (WR 122Z) or College Composition III (WR 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 with a major in chemistry or bachelor of science with a major in chemistry). See majors and degrees listed in the Undergraduate Programs (p. 41) section of this catalog.

Bachelor of Arts Requirements

The bachelor of arts (BA) 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: provide a final official high school transcript to the Office of the Registrar as evidence of formal training in the native language and completion of Composition I (WR 121Z) and either Composition II (WR 122Z) or College Composition III (WR 123) with grades of C– or better or P. Students who graduate from a US high school are not eligible to receive the BA Language waiver.
- 4. Students may fulfill the UO second-language requirement by taking the all three courses in the year-long sequence in Old English (ENG 428, ENG 429, ENG 430) and by achieving a B- or higher in ENG 430. The sequence must be taken in order, since ENG 428 is a prerequisite for ENG 429, which is a prerequisite for ENG 430.

Bachelor of Science Requirements

The bachelor of science (BS) degree requires proficiency in mathematics or computer 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 with your advisor for other possible combinations.

Code	Title	Credits
Option 1		
Select three of the following:		12
MATH 105Z	Math in Society	
MATH 106	University Mathematics II	
MATH 107	University Mathematics III	

MATH 111Z	Precalculus I: Functions
STAT 243Z	Elementary Statistics I
CS 111	Introduction to Web Programming
CS 122	Introduction to Programming and Problem Solving

Option 2*		
MATH 211	Fundamentals of Elementary Mathematics I	4
MATH 212	Fundamentals of Elementary Mathematics II	4
MATH 213	Fundamentals of Elementary Mathematics III	4

*Recommended for Educational Foundations majors only

- 2. Students who placed above the Precalculus I: Functions (MATH 111Z) level on the mathematics placement test may complete MATH 112Z or MATH 241 and one of the following:

Code	Title	Credits
MATH 105Z	Math in Society	4
MATH 106	University Mathematics II	4
MATH 107	University Mathematics III	4
STAT 243Z	Elementary Statistics I	4
CS 111	Introduction to Web Programming	4
CS 122	Introduction to Programming and Problem Solving	4

*A student can satisfy this requirement by taking both MATH 112Z and MATH 241.

- 3. Students who have Precalculus I: Functions (MATH 111Z) skills and an additional prerequisite course or appropriate skills may complete the requirement with one course chosen from the following:

Code	Title	Credits
MATH 242	Calculus for Business and Social Science II	4
MATH 246	Calculus for the Biological Sciences I	4
MATH 251Z	Differential Calculus	4
CS 210	Computer Science I	4

Areas of Inquiry Requirements

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

The current list of area-satisfying courses are listed in the Core Education Courses (p. 45) section of this catalog.

Areas of Inquiry Requirements for Specific Degrees

- 1. **Bachelor of Arts or Science.** Students must complete a minimum of 4 approved area-satisfying courses of at least 3 credits in each of three Areas of Inquiry: arts and letters, social science, and science. Each area must include coursework in at least two different subject codes. No more than three courses with the same subject code may be used to fulfill the requirement. *MUS and MUJ are considered as*

one subject code; *MATH* and *STAT* are considered as one subject code.

2. **Bachelor of Architecture, Education, Fine Arts, Interior Architecture, Landscape Architecture, Music, or Music in Music Education.** Students must complete a minimum 3 area-satisfying courses of at least 3 credits each in each of three Areas of Inquiry: arts and letters, social science, and science. Each area must include coursework in at least two different subject codes. No more than three courses with the same subject code may be used to fulfill the requirement. *MUS* and *MUJ* are considered as one subject code; *MATH* and *STAT* are considered as one subject code.

Cultural Literacy Requirements

United States: Difference, Inequality and Agency

These courses develop students' analytical and reflective capacities to help them understand and ethically engage with the ongoing (cultural, economic, political, social, etc.) power imbalances that have shaped and continue to shape the United States. In addition to considering the scholarship, cultural production, perspectives, and voices from members of historically marginalized communities, students in DIA courses:

- Inquire into intersecting aspects of identity such as race, gender, gender identity, sexuality, socioeconomic status, indigeneity, national origin, religion, or ability;
- Analyze uses of power to marginalize on the basis of identity, as well as the assertions of agency, resistance, and resilience by marginalized groups; and
- Examine historical and contemporary structures, forms of knowledge, cultural practices, or ideologies that perpetuate or change the distribution of power in society.

and undertake one or more of the following:

- Reflect on one's own multiple social identifications and on how they are formed and located in relation to power.
- Practice respectful listening and ethical dialogue around deeply felt or controversial issues.

Global Perspectives

These courses foster a student's encounter with and critical reflection upon cultures, identities, and ways of being in global contexts beyond the United States. Students will consider substantial scholarship, cultural production, perspectives, and voices from members of communities under study, as sources permit. Global Perspectives courses, students will do one or more of the following:

- Engage texts, literature, art, testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond the U.S. context;
- Analyze power relations involving different nations, peoples, and identity groups or world regions;
- Examine hierarchy, marginality, or discrimination based on race, ethnicity, gender, gender identity, religion, sexuality, nationality, or ability (or some combination of these).

and undertake one or more of the following:

- Discuss possibly unfamiliar topics using critical vocabulary and concepts.

- Practice respectful listening and civil dialogue around controversial issues.

Study-abroad programs that are ten weeks or longer automatically satisfy this requirement. Programs between five and nine weeks in duration may qualify if specific criteria are met. Contact Global Education Oregon (<http://geo.uoregon.edu/>) for further information.

Bachelor's degree candidates must complete one course in each of the two categories listed above; a minimum of 6 credits in approved courses must be earned.

The current list of courses that satisfy these requirements are listed in the Core Education Courses (p. 45) section of this catalog.

General Limitations

1. A total maximum of 124 credits may be transferred from domestic, regionally accredited junior or community colleges and from international junior or technical colleges. Of the total maximum of 124 credits, only 90 credits may be transferred from an international junior or technical college.
2. A maximum of 48 credits in law, medicine, pharmacy, chiropractic medicine, dentistry, technology, or any combination may be used toward fulfilling total credit hours for the BA or BS degree.
3. A maximum of 24 credits may be used toward fulfilling total credits in the following areas with not more than 12 credits in any one area:
 - a. Lower-division professional-technical courses;
 - b. Physical education activity, military science activity (e.g., MIL 131 and 331), and dance activity (DANC) courses, except for dance activity courses for majors in dance;
 - c. Performance in music (in subject MUP), except for majors in music;
 - d. Applied and/or experiential courses, academic support skills courses, nonacademic field experience courses, or career and professional development courses.
4. For music majors, a maximum of 24 credits in music performance (in subject code MUP), may count toward requirements for the BA or BS degree.
5. For dance majors, a maximum of 36 credits of DANC may count toward requirements for the BA or BS degree.
6. University of Oregon academic records are sealed thirty days after the official conferral date 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.
7. When the University awards credits for Advanced Placement Program (AP), International Baccalaureate Program (IB), Cambridge Examination Program, the College-Level Examination Program (CLEP), and credit by examination (course challenge), these credits are counted toward the satisfaction of bachelor's degree requirements--except residency and the 45 UO credits graded A,B,C,D. When the university grants credit for AP, IB, Cambridge, and CLEP examinations, pass (P*) credit is granted.
8. For limitations related to repeated courses please refer to *UO Policy on Repeatable and Non-repeatable Undergraduate Courses*.
9. Students may not receive credit for any course assessed as having substantially similar content as a course for which they have already received credit.
10. Students may not receive credit for courses beneath their assessed competency level. Competency level can be assessed by various

means such as placement scores, faculty/departmental assessment, etc.

11. Student may not receive credit for courses that are designated by the department as regressive prerequisites for courses in which they are currently enrolled or have already received credit.
12. Students must have degree-seeking status in order to earn an undergraduate major, minor or certificate; undergraduate majors, minors and certificates must be completed at the time the degree is awarded.

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 27 credits from coursework within the major must be completed after the conferral of the most recent bachelor's 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 a final official high school transcript to the Office of the Registrar as evidence of formal training in the native language and satisfactorily completing Composition I (WR 121Z) and either Composition II (WR 122Z) or College Composition III (WR 123). The bachelor of science degree requires proficiency in mathematics and/or computer science

Bachelor's Degree with Honors

Information about Latin honors and academic honors is listed in the **Academic Honors** section of this catalog. Fellowship and scholarship information is in the **Student Financial Aid and Scholarships (p. 30)** 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 community college or another Oregon public university. The module allows students to complete one year of general-education foundation coursework 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.

Any student holding an Oregon Transfer Module that conforms to the guidelines will have met the requirements for the Transfer Module at any Oregon community college or Oregon public university. Upon

transfer, the receiving institution may specify additional coursework that is required for a major, degree requirement, or to make up the difference between the Transfer Module and the institution's total general-education requirements.

Application for an Undergraduate Degree

Undergraduates who plan to receive a bachelor's degree from the University of Oregon must submit an application through DuckWeb, the university's online information system, 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 academically disqualified must petition for reinstatement to the Scholastic Review Committee to graduate. Students who are out of status due to suspension or expulsion cannot be awarded a degree until they are officially back in status with the university.

All grade changes, removals of incompletes, UO study abroad course work, 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 Division of Graduate Studies.

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; Asian Studies; Biochemistry; Biology; Chemistry; Chinese; Cinema Studies; Classics; Comparative Literature; Computer Science; Earth Sciences; Economics; English; Environmental Science; Environmental Studies; Ethnic Studies; French; General Social Science; Geography; German; Global Studies; History; Humanities; Human Physiology; Italian; Japanese; Judaic Studies; Linguistics; Marine Biology; Mathematics; Medieval Studies; Multidisciplinary Science; Neuroscience; Philosophy; Physics; Political Science; Psychology; Religious Studies; Romance Languages; Russian, East European, and Eurasian Studies; Sociology; Spanish; Spatial Data Science and Technology; Theater Arts; Women's, Gender, and Sexuality Studies.

Charles H. Lundquist College of Business

Accounting; Business Administration.

College of Design

Art History; Planning, Public Policy and Management.

School of Journalism and Communication

Journalism; Journalism: Advertising; Journalism: Media studies;
Journalism: Public Relations.

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

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, complete at least 12 credits taken for a letter grade during the term, and have a term GPA of 3.75 or better. Credits deducted do not count toward the minimum number of credits. Grade changes recorded through the second week of the subsequent term resulting in a change to the term GPA may affect the Dean's List notation (removal or addition).

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. The GPA levels for each distinction is calculated at the beginning of each academic year and is determined by running the average to the first decimal point for all GPAs over the previous five-years. Post-baccalaureate students are not eligible for Latin honors. The Office of the Registrar computes Latin honors during degree conferral.

Tuition and Fees

Kelly Wolf, Associate Vice President Business Affairs and Controller

Thompson's University Center
541-346-3170

Tuition

Tuition and fees for admitted students are based on residency, student classification (undergraduate, graduate, etc.), major, the number of credits enrolled, and the first term enrolled, with exceptions for students enrolled in joint baccalaureate/graduate programs where tuition is assessed by course level rather than student level.

As of summer 2020, the University of Oregon transitioned from a standard undergraduate tuition and fee structure to a Guaranteed Tuition Program under which students will know the cost of their education for up to 5 years. Both tuition and mandatory enrollment fees (other than the Incidental Fee) will be included in the guaranteed structure. The Guaranteed Tuition Program (<https://financialaid.uoregon.edu/oregon-guarantee/>) is mandatory.

Tuition and fee information can be found on the Tuition website (<https://tuition.uoregon.edu/tuition-and-fees/>).

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

Mandatory Enrollment Fees

Building, Health Service, Recreation Center, Student Union, Technology, and Incidental

Students enrolled at the Eugene campus are required to pay all mandatory fees. Students enrolled at the Portland or Charleston campuses, or at an off-campus site, do not pay Recreation Center or EMU fees, and they pay 50% of the Incidental Fee. Students in Portland are required to pay Portland State University's Health Service Fee and students at the Charleston campus pay UO's Health Services Fee. Students at an off-campus site do not pay the Health Services Fee. For the purpose of assessing fees, student enrolled in only online courses pay the Off-Campus set of fees.

Information on Mandatory Enrollment and Course Fees are explained on the Tuition website (<https://tuition.uoregon.edu/tuition-fees/fees/>).

Matriculation Fee

This is a one-time fee required by all admitted students and appears on your bill at the beginning of your first term at the UO.

Course Fees

Certain courses have additional fees which may include lab fees, field trip fees, and material fees. Refer to the Schedule of Classes (<http://classes.uoregon.edu/>) for individual course related fees.

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.

Special Tuition Rates

Non-degree/Community Education Program

Tuition for non-degree seeking students is determined by residency, course level, and the number of credits enrolled. Non-degree seeking undergraduate students are assessed tuition and administrative mandatory fees at the most recent tuition cohort rate.

Senior Citizens Auditing a Course

Oregon senior citizens who are neither seeking academic credit nor working toward a degree may attend classes as senior auditors if space is available on the first day of classes and if the department approves, at no cost. Charges may apply for special course materials. Senior citizens who want to audit a self-support course must pay self-support tuition and fees for the course. Incidental fee services are not provided. Registration is handled through the Office of the Registrar, second floor, Oregon Hall.

Employees and Dependents

Staff tuition provisions are included in the employee benefit program to encourage and assist eligible employees with educational pursuits. Eligible employees may transfer this benefit to a qualified family member each term. For more information see the Human Resources website (<https://hr.uoregon.edu/staff-tuition-benefit/>).

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 the website (<https://brp.uoregon.edu/content/fee-guidelines/>).

Type of Fee	Fee Amount	Information
Credit by Examination	\$25 per credit	Assessed for taking an examination to challenge undergraduate university courses.
Exceptions to Procedures	\$1–\$50	Approved exceptions to registration deadlines are subject to this fee.
Late Registration	\$100	A \$100 fee is charged for registration after the eighth day of class.
Testing	\$3–\$50	
Transcripts	\$15, other costs may apply	Instructions and delivery options are available at https://registrar.uoregon.edu/transcripts (https://registrar.uoregon.edu/transcripts/). 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 in the Thompson University Center. The mailing address is Collections Department, Office of Business Affairs, PO Box 3237, University of Oregon, Eugene, Oregon 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 (<https://registrar.uoregon.edu/calendars/refund-schedules/>).

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 see instructions on the Office of the Registrar website (<https://registrar.uoregon.edu/current-students/duckweb/complete-withdrawal/>). For questions concerning complete withdrawal please contact the Office of Academic Advising (<https://advising.uoregon.edu/>).

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 (<https://registrar.uoregon.edu/forms/>) or from the Office of Academic Advising (<https://advising.uoregon.edu/questions-about-petitions/>).

Veterans Education Benefits

Veterans Access, Choice, and Accountability Act of 2014

Veterans Health Care and Benefits Improvement Act of 2016

Department of Veterans Affairs Expiring Authorities Act of 2018

Isakson and Roe Veterans Health Care and Benefits Improvement Act of 2020

Colonel John M. McHugh Tuition Fairness for Survivors Act of 2021

The following individuals shall be charged the in-state rate for tuition and fees purposes:

- A veteran using educational assistance under either Chapter 30 (Montgomery GI Bill®—Active Duty Program) or Chapter 33 (Post-9/11 GI Bill®), of Title 38, United States Code, who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence).
- Anyone using transferred post-9/11 GI Bill® benefits (38 U.S.C. § 3319) who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence).
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship [38 U.S.C. § 3311(b)(9)] who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence).
- Anyone using educational assistance under Chapter 31, Veteran Readiness and Employment, who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence).
- Anyone using educational assistance under Chapter 35, Dependents Educational Assistance, who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence).
- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the University of Oregon.

GI Bill® is a registered trademark of the US Department of Veterans Affairs. More information about education benefits offered by the department is available at the official US government website (<https://www.benefits.va.gov/gibill/>).

Student Financial Aid and Scholarships

<http://financialaid.uoregon.edu>

Mark Diestler, Interim Director

260 Oregon Hall
1278 University of Oregon
Eugene, OR 97403-3221
541-346-3221
Fax: 541-346-1175
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 8:00am–5:00 pm, Monday, Tuesday, Thursday, and Friday, and 9:00 a.m.–5:00 pm on Wednesday. Drop-in counselors are available Monday through Friday, 9:00 am–11:45am and 1pm–3:45pm. Phone hours are also Monday through Friday, 9:00 am–11:45am and 1pm–3:45pm.

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 the University of Oregon.

Budgets established for financial aid purposes are based on average expenses. Some students have higher costs in a few categories. For example, students in various academic departments may have additional expenses 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 rates for 2025-26 range from \$10,797 to \$27,564. Cooperative housing costs are generally less than the minimum residence hall rate. Sorority and fraternity costs are typically higher.

Although the university does not require proof of health insurance for domestic students, the provisions of the Affordable Care Act may apply. International students are required to purchase health insurance. For more information about health services and coverage, please visit the University Health Services website. (<https://health.uoregon.edu/>)

Personal expenses are governed by individual preference but may include such items as transportation, health care, apparel, and entertainment.

The figures in the following table are the 2025-26 tuition and fees for an incoming undergraduate student enrolled in 15 credits and a graduate student enrolled in 9 credits. Due to Guaranteed Tuition (<https://financialaid.uoregon.edu/oregon-guarantee/>), rates and charges may vary by each individual student's cohort year. UO charges by the credit hour. To view tuition and fees by residency and credit hour, please see the **Tuition and Fees** section of this catalog.

Tuition and Fees

Student Classification	One Term or Semester	Three Terms or Semesters
Undergraduate resident	\$5,585	\$16,755
Undergraduate nonresident	\$15,359	\$46,077
Graduate tuition varies by program. A base tuition would be as follows:		
Graduate resident	\$6,692	\$20,076
Graduate nonresident	\$11,462	\$34,386
Law resident (semester)	\$24,991	\$49,982

Law nonresident (semester)	\$31,119	\$62,237

The Office of Student Financial Aid and Scholarships used the expenses in the following tables to estimate a student's educational costs for the 2025-26 academic year.

Housing and Food

	One Term	Three Terms
Student commuter living with parents	\$1,333	\$3,999
Undergraduate student living off campus	\$4,365	\$13,095
Undergraduate student living on campus	\$5,800	\$17,400
Graduates	\$5,414	\$16,242
Law (semester)	\$8,121	\$16,242

A dependent child-care allowance may be added to the budget for each child less than 12 years of age who is living with a student and for whom the student is paying child-care expenses.

Books, Supplies and Equipment

	One Term	Three Terms
Graduates and undergraduates	\$465	\$1,395
Law (semester)	\$698	\$1,396

Transportation

	One Term	Three Terms
Resident undergraduate or graduate	\$152	\$456
Nonresident undergraduate or graduate	\$486	\$1,458
Law resident (semester)	\$228	\$456
Law nonresident (semester)	\$729	\$1,458

Miscellaneous Personal Expenses

	One Term	Three Terms
Undergraduates	\$867	\$2,601
Graduates	\$867	\$2,601
Law (semester)	\$1,300	\$2,600

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 <https://studentaid.gov/h/apply-for-aid/fafsa> (<https://studentaid.gov/h/apply-for-aid/fafsa/>)

2. List the University of Oregon (using 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 Supplemental Educational Opportunity Grant, Federal Work-Study Program, and tuition waivers 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. The FAFSA is typically available on October 1 prior to the academic year for which the student is applying. Filling out the FAFSA electronically is the recommended method for submission.

Eligibility

Financial aid eligibility for any student is determined by the difference between the estimated cost of education at the University of Oregon and the student aid index (SAI) (as determined by the FAFSA) 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 SAI is less than the cost of education, the university attempts to meet the difference with need-based financial aid first, then attempts to fill the remaining difference with non-need based loans.

Assessing Financial Aid Eligibility

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

Satisfactory Academic Progress

To be eligible for financial aid, students must make satisfactory academic progress toward their degrees, maintain a minimum cumulative grade point average (GPA) and acceptable pace of completion, and graduate within the maximum time frame. Progress is reviewed annually at the end of spring term.

The minimum cumulative GPA needed to meet satisfactory academic progress is 2.00 for an undergraduate and 3.00 for a graduate student (except for law students seeking a JD or LLM degree, who require a 2.00 GPA). For more information on how your cumulative UO GPA is calculated, including how incompletes, withdrawals, or repetitions may affect your GPA, please visit the [GPA calculator \(https://registrar.uoregon.edu/current-students/grading-system/#calculating-a-grade-point-average\)](https://registrar.uoregon.edu/current-students/grading-system/#calculating-a-grade-point-average). If a student's cumulative GPA drops below the required minimum at the time of the evaluation, eligibility for financial aid will be suspended unless the student appeals and is approved for reinstatement. Students may also reestablish eligibility for the subsequent term after raising their GPA to the minimum requirement.

Pace of completion 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 on an aggregate basis. Credit is earned for grades

A, B, C, D, and P. Credit is not earned for grades of F, W, I, Y, N, and X. A [pace calculator \(https://financialaid.uoregon.edu/pace_calculator/\)](https://financialaid.uoregon.edu/pace_calculator/) is located online.

Students must also complete their 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 or the financial aid office determines that it is mathematically impossible to graduate within the maximum time frame, financial aid will be suspended.

Visit the Office of Student Financial Aid and Scholarship [website \(http://financialaid.uoregon.edu/satisfactory_academic_progress/\)](http://financialaid.uoregon.edu/satisfactory_academic_progress/) for information on the appeals process.

Completely withdrawing from (or not passing any) courses during a student's first term at the University of Oregon, or during any two consecutive terms, constitutes failure to meet satisfactory academic progress standards regardless of GPA, pace, or time frame.

For additional information, visit the Office of Student Financial Aid and Scholarship [website \(http://financialaid.uoregon.edu/satisfactory_academic_progress/\)](http://financialaid.uoregon.edu/satisfactory_academic_progress/).

Financial Aid Packages

Students will receive notification of their offer after their financial aid eligibility has been established. The Office of Student Financial Aid and Scholarships attempts to offer financial aid to students up to their estimated cost of education, 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

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.

There may be other conditions when a student would be ineligible for financial aid—for example, when a student is not maintaining satisfactory academic progress or when not enrolled in an eligible program.

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 Supplemental Educational Opportunity Grant and the Federal Work-Study Program.

Financial aid offers are made in accordance with federal and state regulations, as well as university policies. Some offers are tentative if

selected for verification and may be revised after verification has been completed.

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

Refunds and Repayment

Students who withdraw from school may be required to repay all, or a portion of, their financial aid. According to a formula prescribed by federal and state 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.

Additional information concerning the institution's refund policy may be found on the website for the Office of the Registrar. (<https://registrar.uoregon.edu/calendars/refund-schedules/>)

Additional information concerning return of financial aid (http://financialaid.uoregon.edu/return_of_financial_aid/) and participation requirements (<http://financialaid.uoregon.edu/participation/>) may be found on the website for the Office of Student Financial Aid and Scholarships.

Notification of Financial Aid

Typically beginning in March, financial aid offers 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. Financial aid offers are then mailed on a continuing basis to those entering students who supply the necessary information to the offices after the March 1 priority deadline. Students are also able to view their financial aid offer in DuckWeb (student portal) when available.

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 returns (IRS Form 1040), to verify the information on the application.

Students should read the financial aid offer 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.

Financial aid is typically disbursed to students near the beginning of a term based on their enrollment at that time. However, financial aid is actually earned over the course of a term. Therefore, if a student completes a term at a different enrollment status than he or she began the term, some or all of the student's financial aid may need to be returned.

Federal Pell Grant

This program provides grants (funds that do not require repayment, provided you meet the terms of the award) 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 amount of Federal Pell Grant funds a student may receive over their lifetime is limited to the equivalent of six years of Pell Grant funding.

The grant is reduced proportionately if the student is enrolled less than full time (12 credits a term).

The Free Application for Federal Student Aid (FAFSA) 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, provided you meet the terms of the award, 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.

Iraq and Afghanistan Service Grants

The Iraq and Afghanistan Service Grant is a federal grant that, although it does not need to be repaid, provided you meet the terms of the award, has special eligibility criteria. This grant is for undergraduates who

- are not eligible for the Federal Pell Grant on the basis of their SAI but meet the remaining Federal Pell Grant eligibility requirements
- have a parent or guardian who was a member of the US armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of September 11, 2001
- were under 24 years old or enrolled in college at least part-time at the time of their parent's or guardian's death

Children of Fallen Heroes Scholarship

The Children of Fallen Heroes Scholarship is a federal grant that, although it does not need to be repaid, provided you meet the terms of the award, has special eligibility criteria. This grant is for undergraduates who

- are not eligible for a maximum Federal Pell Grant on the basis of their student aid index but meet the remaining Federal Pell Grant eligibility requirements

- have a parent or guardian who died in the line of duty while serving as a public safety officer
- were under 24 years old or enrolled in college at least part-time at the time of their parent's or guardian's death

Oregon Opportunity Grant

Oregon Opportunity Grants are awarded to eligible undergraduate Oregon residents who complete the FAFSA or the Oregon Student Aid Application (ORSAA).

A grant may be renewed for a total of 12 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, and has not completed a bachelor's degree. In addition, the State of Oregon Office of Student Access and Completion (OSAC) may require that a student receive the Oregon Opportunity Grant during the fall term or winter term in order to have any eligibility for the remainder of the year.

OSAC determines eligibility and notifies the university. The funds are provided by the state and disbursed by the university.

University of Oregon Tuition Waiver (Grant)

The UO Tuition Waiver may remit (reduce) a portion of a full-time Oregon resident's tuition charges, for undergraduates who demonstrate financial need and complete their FAFSA application by the published priority deadline. Funding is limited and the amount a student receives is determined by university policy and fund availability.

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

The TEACH program provides up to \$4,000 a year to students enrolled in an eligible education program and who agree to teach in a high-need field at a low-income school for at least four years within eight years of completing the program for which the grant was awarded. If these requirements are not met, the grant converts to a loan, interest is assessed retroactively, and the loan must be repaid.

Federal Work-Study Program

The Federal Work-Study Program allows students with financial need the opportunity to pursue a part-time job. Work-study students must be in good academic standing in an eligible program leading to a degree or certificate.

The amount of work-study a student may earn is determined by university policy and fund availability. Students earn an hourly wage based on the type of work, their skills, and their experience. Students may work a maximum of 25 hours a week while school is in session. Monthly timesheets are completed with the employer and pay is generated at the end of each month.

Students earn work-study funds by working on-campus or off-campus at approved governmental or non-profit agencies that perform services in the public interest. Information on available job opportunities and assistance locating a position can be found at the University Career Center website (<https://career.uoregon.edu/>).

William D. Ford Federal Direct Student Loan Program

Federal Direct Subsidized Loan

Students must demonstrate need to qualify for a Federal Direct Subsidized Loan. The university determines the amount the student may borrow within federal 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. The Federal Direct Subsidized Loan is for undergraduate students with financial need. The US Department of Education pays the interest on (subsidizes) a Direct Subsidized Loan while the student is enrolled, during a student's grace period, and during a period of deferment.

Student borrowers must be enrolled at least half-time, in good academic standing and have been accepted for admission to an eligible program leading to a degree or certificate. Once repayment begins, borrowers are charged a fixed interest rate. The fixed interest rate is set every July 1. For loans first disbursed on or after July 1, 2024 and before July 1, 2025, the interest rate is fixed at 6.53%. For loans first disbursed on or after July 1, 2025 and before July 1, 2026, the interest rate is fixed at 6.39%. There is an origination fee of 1.057% for loans first disbursed on or after October 1, 2020 and before October 1, 2025.

Federal Direct Unsubsidized Loan

Direct Unsubsidized Loans are available to students who do not qualify, in whole or in part, for the Direct Subsidized Loan. The university determines the amount the student may borrow within federal limits: \$5,500 for the first academic year of undergraduate study (up to 44 credits); \$6,500 for the second academic year (45–89 credits); and \$7,500 per year for the remaining years of undergraduate study. The amount of Direct Subsidized Loan eligibility is subtracted from the Direct Unsubsidized Loan maximum amounts listed. Not all students are eligible for the maximums.

Direct Unsubsidized Loans are available to undergraduate and graduate students. There is no requirement to demonstrate financial need. However, the amount of the loan and other financial assistance may not exceed the calculated cost of attendance. The student is responsible for paying the interest on a Direct Unsubsidized Loan during all periods. If the student chooses not to pay the interest while in school and during grace periods and deferment or forbearance periods, the interest will accrue (accumulate) and be capitalized (that is, interest will be added to the principal amount of the loan).

A student's financial need and dependency status determines the amount of the loan offered. Independent students, as defined by answers on the FAFSA, may borrow up to an additional \$4,000 in their freshman and sophomore years and up to an additional \$5,000 in their junior and senior years.

For undergraduate unsubsidized loans first disbursed on or after July 1, 2024 and before July 1, 2025, the interest rate is fixed at 6.53%. For loans first disbursed on or after July 1, 2025 and before July 1, 2026, the interest rate is fixed at 6.39%. There is an origination fee of 1.057% for loans first disbursed on or after October 1, 2020 and before October 1, 2025. Interest that accrues during in-school, grace, and authorized deferment periods will be added to the principal when repayment begins. The interest rate for the Direct Unsubsidized Loan is a fixed rate set every July 1.

Graduate and law students may borrow up to \$20,500 a year depending on their financial need. For graduate and law students with loans first disbursed on or after July 1, 2024 and before July 1, 2025, the interest rate is fixed at 8.08%. For loans first disbursed on or after July 1, 2025 and before July 1, 2026, the interest rate is fixed at 7.94%. There is an origination fee of 1.057% for loans first disbursed on or after October 1, 2020 and before October 1, 2025.

Additional Federal Direct Unsubsidized Loan

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 Direct Unsubsidized Loan funds. Students with fewer than 90 credits may borrow a maximum of \$4,000 per award 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 per award year. Not all applicants qualify for the maximums. The Federal Direct Unsubsidized Loan may be used to replace expected family contribution, but the total borrowing for combined Direct Subsidized Loans and Direct Unsubsidized Loans cannot exceed the cost of attendance.

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 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 attendance minus any other financial assistance the student receives during the periods of enrollment. The borrower may use the amount of the Federal Direct PLUS Loan to replace the expected family contribution for the loan period.

The Federal Direct PLUS Loan 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 or in default on federal loans. A direct loan servicer, contracted by the federal government, performs the required credit check. The interest on the Federal Direct PLUS is a fixed rate set every July 1. For loans first disbursed on or after July 1, 2024 and before July 1, 2025, the interest rate is fixed at 9.08%. For loans first disbursed on or after July 1, 2025 and before July 1, 2026, the interest rate is fixed at 8.94%. There is an origination fee of 4.228% for loans first disbursed on or after October 1, 2020 and before October 1, 2025.

Parents interested in participating in the Federal Direct PLUS Loan program may apply for the loan by visiting the Federal Student Aid (<https://studentaid.gov/plus-app/parent/landing/>).

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

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 US Department of Education is the direct lender of the Graduate PLUS Loan. Typically, repayment must begin within 60 days after the Graduate PLUS Loan is fully disbursed. However, students who meet the requirements may obtain an in-school deferment from

the US Department of Education. There is no grace period for this loan. Interest begins to accrue at the time the first disbursement is made at a fixed rate set every July 1. For loans first disbursed on or after July 1, 2024 and before July 1, 2025, the interest rate is fixed at 9.08%. For loans first disbursed on or after July 1, 2025 and before July 1, 2026, the interest rate is fixed at 8.94%. There is an origination fee of 4.228% for loans first disbursed on or after October 1, 2020 and before October 1, 2025.

Direct Loan Repayment

Payment of all Direct Loans are handled through an assigned direct loan servicer. To locate the appropriate direct loan servicer, the student may sign in to Federal Student Aid (<https://studentaid.gov/>). .

Repayment of Federal Direct Loans (subsidized and unsubsidized) begins six months after termination of at least half-time enrollment. Repayment of Federal PLUS loans typically begins within 60 days of the last disbursement of the loan. 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 10 years
- A graduated repayment schedule in which payments are lower at first and then increase, usually every two years, over a period of as much as 10 years
- An extended repayment plan with a fixed or graduated annual repayment of at least \$50 a month over a period of up to 25 years, depending on the total amount owed
- The Pay As You Earn (PAYE) plan is designed for students who borrow after October 1, 2017 with a prior loan disbursement on or after October 1, 2011. Payments are calculated based on upon income and family size up to 10% of discretionary income, but never more than you would pay under the 10-year Standard Repayment 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. Payments change as the borrower's income changes and are made over a period of up to 25 years. Borrowers must update income and family size each year. Parent PLUS Loans are not eligible for this plan
- 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 25 years. Parent PLUS Loans may be eligible for this plan, if part of a Direct Consolidation Loan. Borrowers must update income and family size each year

If the borrower does not select one of these repayment plans, the Department of Education assigns the standard repayment plan. Visit the [website \(https://studentaid.gov/manage-loans/repayment/plans/\)](https://studentaid.gov/manage-loans/repayment/plans/) 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 temporarily deferred for: (<https://studentaid.gov/manage-loans/lower-payments/get-temporary-relief/deferment/>)

- enrolled at least half-time in an eligible program at an eligible school
- experiencing economic hardship
- in a graduate fellowship program
- performing a qualifying military service
- a post-active duty service member
- a Parent PLUS Loan borrower enrolled in school
- enrolled in an approved rehabilitation training program
- unemployment (up to three years)
- undergoing cancer treatment

During periods of approved deferment, a Federal Direct Subsidized Loan borrower does not need to make payments of principal, and the interest is paid by the federal government. 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 (<https://studentaid.gov/manage-loans/lower-payments/get-temporary-relief/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 may be granted for up to 12 months for reasons such as:

- experiencing financial difficulties, such as medical expenses or change in income
- serving in AmeriCorps
- performing service that would qualify for partial loan forgiveness through the Department of Defense
- working in a medical or dental internship or residency program
- having student loan payments that are high in relation to your income
- Teacher Loan Forgiveness

During forbearance, interest will continue to accrue on the principal balance. If you do not pay the interest as it accrues, the unpaid interest will be capitalized, added to the principal balance of the loan.

Deferments and forbearance are handled by the assigned direct loan servicer. To locate the appropriate direct loan servicer, sign in to Federal Student Aid (<https://studentaid.gov/>).

Public Service Loan Forgiveness

The Public Service Loan Forgiveness Program (PSLF) forgives the remaining balance on your direct loans after you have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualified employer. More information about the PSLF program may be found on the Federal Student Aid (<https://studentaid.gov/manage-loans/forgiveness-cancellation/public-service/>).

Federal Direct Consolidation Loan

Loan consolidation is a way of lowering monthly payments by combining several federal 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 the Direct Loan Program. The interest rate is fixed at the time of consolidation based on the weighted average of the loans being consolidated. Repayment of Consolidation loans may extend to 30 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. More information about Direct Loan Consolidation can be found on the Federal Student Aid (<https://studentaid.gov/app/launchConsolidation.action/>).

Entrance and Exit Counseling

First-time Direct Subsidized, Unsubsidized, and Graduate PLUS Loan borrowers must complete entrance counseling before a loan disbursement can be made.

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

Both entrance and exit counseling sessions are completed at Federal Student Aid (<https://studentaid.gov/>).

Alternative 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 attendance minus other financial assistance. Interest rates and repayment terms vary, but may be less favorable than those provided through the federal direct lending program. Private loans may be used to supplement the federal programs when the cost of attendance minus federal aid still leaves unmet need. Information is available in the Office of Student Financial Aid and Scholarships or on its website under Alternative Student Loans. (http://financialaid.uoregon.edu/alternative_loans/)

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 are available in the Office of Student Financial Aid and Scholarships, on its website (<https://financialaid.uoregon.edu/>), and additional resources are available through the UO Financial Wellness Center (<https://financialwellness.uoregon.edu/>).

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.

Many departments offer assistantships and fellowships—which include an instructional fee waiver, a monthly salary, and health insurance benefits—to outstanding graduate students.

National ROTC Scholarships

The Army Reserve Officers Training Corps (ROTC) Scholarship Program sponsors two-, three-, and four-year scholarship options based on the time remaining to complete a degree. These scholarships include full tuition and fees or the option for room and board in place of tuition and fees. It also provides an additional book allowance of \$1,200 per year, and a monthly living allowance of \$420 per month. The University of Oregon also provides an additional subsidy for a portion of the housing cost to qualifying students. For more information, contact the Department of Military Science at 541-346-3102 or email mcmahond@uoregon.edu. High school seniors may also apply online (<https://www.goarmy.com/rotc.html/>) for a four-year Army ROTC National Scholarship or contact their school's career counselor.

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.

Scholarships Awarded through the Office of Student Financial Aid and Scholarships

Stamps Scholarship

The Stamps Scholarship is awarded competitively to outstanding incoming domestic first-year students. Oregon resident Stamps Scholars receive UO resident tuition and fees with room and board for four years of undergraduate study. Out-of-state recipients receive nonresident tuition and fees. Approximately 20 students per year are awarded this merit-based scholarship by the University of Oregon in partnership with the Stamps Scholars Program. 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 for the 2025-26 school year, a student must:

- be an incoming domestic first-year student
- have a minimum 3.85 cumulative high school grade point average on a 4.00 scale
- exemplify leadership, perseverance, scholarship, service, and innovation

Interested students may apply online. Students must apply for admission by November 1 and submit their Stamps application by November 12.

Scholarship applications will be evaluated along with the Self Reported Academic Record included in the applicant's UO Undergraduate Admissions Application.

The University of Oregon interviews as many as 72 semifinalists in on-campus interviews; finalists will also be interviewed by the Stamps Scholars Program. The Stamps Scholars Program will make the final selection of the recipients, who are notified by March 15.

Scholarship Renewal

Stamps Scholarships are available for up to 12 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 \(http://financialaid.uoregon.edu/stamps_scholarship/\)](http://financialaid.uoregon.edu/stamps_scholarship/) for applications and filing deadlines.

Presidential Scholarship

In 1983, the university established the Presidential Scholarship Program to recognize and reward outstanding Oregon high school graduates. Presidential Scholarships awarded in 2025-26 will be \$9,000 a year for four years (12 terms).

For the 2025-26 year, incoming resident first-year students must submit the Presidential Scholarship application on our website by January 31 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 3.25 grade point average at the university.

Diversity Excellence Scholarship

The University of Oregon Diversity Excellence Scholarship recognizes undergraduate 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 diversity plan.

Diversity Excellence Scholarships awarded in 2025-26 will be \$7,500. Scholarships are renewable for up to 12 terms for entering first-year students, and are prorated for transfer and continuing students. Recipients must meet specific scholarship renewal requirements to retain their scholarships.

Scholarship Criteria. To be considered for this scholarship for the 2025-26 school year, an applicant must be a currently enrolled UO student with at least a 3.00 GPA, or apply for admission and meet standard UO admission requirements and have a 3.00 high school GPA. Scholarship recipients are selected competitively by the UO Diversity Excellence Scholarship Selection Committee, based on the following:

- Past academic performance
- Participation in campus or community activities
- An individual's ability to contribute to diversity
- Preference given to students with financial need as defined by federal and state guidelines

- Preference given to first generation of the family to attend college
- Preference given to Oregon residents

Application. The application is electronic and the submission deadline for the 2025-26 Diversity Excellence Scholarship is January 31 for incoming first-year students and February 28 for continuing UO students. The application deadline for transfer students is April 1. Applications are available within the UO Scholarship Dashboard on the Office of Student Financial Aid and Scholarships website.

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. The application portal is available on the financial aid website for returning students. Applicants must provide copies of academic transcripts from schools they have attended.

For the 2025-26 year, 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 is March 15 and the deadline to submit a scholarship application and supporting documents is April 1. Incoming graduate, law, and continuing UO students must apply by March 1.

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.

National Merit Scholarships

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

UO Excellence Scholarship

The UO Excellence Scholarship for incoming first-year students in 2025-26 is awarded only to out-of-state scholars, with a \$80,000 payout over four years.

Out-of-state first-year students with exceptional admissions applications and stellar academic records will automatically be considered for the UO Excellence Scholarship. A limited number of these most prestigious awards are available.

Award Information. Out-of-state students receive \$20,000 per year for four years. The UO Excellence Scholarship may be combined with other scholarships, including the Diversity Excellence and General University Scholarships. The UO Excellence Scholarships may not be combined with the Summit Scholarship or the Apex Scholarship.

Application Procedures. Students who apply for admission by January 15 and meet the criteria are automatically considered for the UO Excellence Scholarship. No separate application is required.

Scholarship Renewal. UO Excellence Scholarships are renewable for up to 12 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.

Summit Scholarship

The Summit Scholarship for incoming first-year students in 2025-26 is awarded to Oregon resident scholars with a \$20,000 payout over four years, and to out-of-state scholars with a \$50,000 payout over four years.

Scholarship Criteria for 2025-26

- minimum 3.90 high school GPA on a 4.00 scale

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 \$12,500 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 UO Excellence Scholarship or 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 must be received by the February 15 document deadline.

Students whose high school GPA improves sufficiently to make them eligible for the Summit Scholarship by the February 15 document deadline should update their Self Reported Academic Record via the Admissions Portal. They will be notified of changes by April 1. New scholarship awards will not be made based on materials received after February 15.

Scholarship Renewal. Summit Scholarships are renewable for up to 12 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 first-year students in 2025-26 is awarded to Oregon resident scholars with a \$8,000 payout over four years, and to out-of-state scholars with \$40,000 over four years.

Scholarship Criteria for 2025-26

- minimum 3.70 high school GPA on a 4.00 scale

Students whose GPA and test scores are higher than the above criteria may instead qualify for the Summit Scholarship.

Award Information. Oregon residents receive \$2,000 per year for four years. Out-of-state students receive \$10,000 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 UO Excellence Scholarship or 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, must be received by the February 15 document deadline.

Students whose high school GPA improves sufficiently to make them eligible for the Summit Scholarship by the February 15 document deadline should update their Self Reported Academic Record via the Admissions Portal.. They will be notified of changes by April 1. New scholarship awards will not be made based materials received after February 15.

Scholarship Renewal. Apex Scholarships are renewable for up to 12 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

PathwayOregon is the University's promise of full tuition and fees for Oregon residents who are academically qualified and eligible for the Federal Pell Grant. Eligible students will have their tuition and fees covered by a combination of federal, state, and university grants and scholarships for up to four years. Students also receive the academic and personal support that enable them to succeed and graduate from the UO within 12 terms.

To be automatically eligible for PathwayOregon, 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 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 eligible for a Federal Pell Grant
- File the FAFSA by March 1
- Enroll for and maintain full-time attendance
- Make satisfactory academic progress

Academic and Career Planning

Academic Advising

101 Oregon Hall
541-346-3211

Advising

Office of Academic Advising (<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 with an academic advisor. University of Oregon advisors collaborate with students to help them achieve their personal goals, academic potential, and professional success.

Advisors provide students with a declared major a framework in which planning and decision-making may be efficiently completed. Exploring students should work with advisors early and often to explore interests.

Students are strongly urged to consult advisors regularly each term.

Students are also encouraged to speak with faculty members regularly.

Faculty can provide insight, guidance and mentorship within their areas of discipline and research.

The Office of Academic Advising supports new students in their transition to the university, as well as any student seeking guidance to achieve academic success. The office works closely with students in academic distress who may need particular assistance around navigating campus resources.

General Principles in Program Planning

1. To earn a degree in four years (12 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 an advisor
7. New students might want to explore some special curricular programs such as Freshman Interest Groups and Academic Residential Communities, and should be investigated prior to or during orientation
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.

Willie and Donald Tykeson Hall (<https://advising.uoregon.edu/tykeson/>)

Willie and Donald Tykeson Hall, the college and careers building, offers students an integrated academic and career service model within the Tykeson College and Career Advising (TCCA) office. TCCA serves students pursuing, or interested in, a degree within the College of Arts

and Sciences. Tykeson advisors help students plan their academic course of study to align with academic and career goals, as well as each student's values, skills, and interests

Career Planning

University Career Center (<https://career.uoregon.edu/>)

Willie and Donald Tykeson Hall

The University Career Center, a unit of the Division of Student Life, exists to support the career readiness, preparation, and professional development of UO students. Students have an opportunity to learn about career options and paths, develop strategies to find and prepare for part-time jobs, internships, and full-time career opportunities, and meet potential employers. See also University Career Center in the Academic Resources and Student Services (p. 693) section of this catalog.

Undergraduate Programs

University of Oregon undergraduate students must complete an academic major to graduate; they may also complete additional majors, minors, or both.

Minimum requirements are 36 credits in the major, including 24 in upper-division work. Specific requirements are listed under individual departments. Concentrations within majors are additional ways of focusing academic interests, but they do not appear on academic transcripts.

Students choosing to complete a minor must earn a minimum of 24 credits, including 12 in upper-division work. Minor requirements are listed under individual departments. A minor will be awarded only at the time a bachelor's degree is conferred.

Students choosing to complete an undergraduate certificate must earn a minimum of 36 credits, including 24 upper-division with 12 minimum at the 400-level. A certificate will be awarded only at the time a bachelor's degree is conferred.

Undergraduate Majors

Accounting (p. 431): BA, BS
 Anthropology (p. 309): BA, BS
 Architecture (p. 459): BArch
 Art (p. 484): BA, BS, BFA
 Art and Technology (p. 484): BA, BS, BFA
 Art History (p. 495): BA
 Asian Studies (p. 315): BA
 Biochemistry (p. 214): BA, BS
 Biology (p. 200): BA, BS
 Business Administration (p. 434): BA, BS
 Chemistry (p. 218): BA, BS
 Child Behavioral Health (p. 668): BA, BS
 Chinese (p. 90): BA
 Cinema Studies (p. 62): BA, BS
 Classics (p. 67): BA
 Communication Disorders and Sciences (p. 549): BA, BS
 Comparative Literature (p. 79): BA, BS
 Computer Science (p. 227): BA, BS
 Cybersecurity (p. 231): BS
 Dance (p. 592): BA, BS, BFA
 Data Science (p. 237): BA, BS
 Earth Sciences (p. 243): BA, BS
 Economics (p. 325): BA, BS
 Educational Foundations (p. 539): BA, BS
 English (p. 106): BA
 Environmental Design (p. 475): BA, BS
 Environmental Science (p. 331): BA, BS
 Environmental Studies (p. 334): BA, BS
 Ethnic Studies (p. 392): BA, BS
 Family and Human Services (p. 521): BA, BS
 Folklore and Public Culture (p. 115): BA
 French and Francophone Studies (p. 160): BA
 General Social Science (p. 345): BA, BS
 Geography (p. 356): BA, BS
 German (p. 121): BA, BS
 Global Studies (p. 367): BA, BS

History (p. 386): BA, BS
 Humanities (p. 129): BA
 Human Physiology (p. 256): BA, BS
 Interior Architecture (p. 469): BIArch
 Italian Studies (p. 162): BA
 Japanese (p. 94): BA
 Journalism (p. 567): BA, BS
 Journalism: Advertising (p. 569): BA, BS
 Journalism: Media Studies (p. 570): BA, BS
 Journalism: Public Relations (p. 572): BA, BS
 Judaic Studies (p. 131): BA
 Landscape Architecture (p. 478): BLA
 Latin American Studies (p. 400): BA
 Linguistics (p. 135): BA, BS
 Marine Biology (p. 206): BA, BS
 Materials Science and Technology (p. 260): BA, BS
 Mathematics (p. 264): BA, BS
 Mathematics and Computer Science (p. 273): BA, BS
 Medieval Studies (p. 143): BA
 Multidisciplinary Science (p. 279): BA, BS
 Music (p. 609): BA, BS
 Music Composition (p. 623): BMus
 Music Education (p. 625): BMME
 Music: Jazz Studies (p. 638): BMus
 Music Performance (p. 632): BMus
 Native American and Indigenous Studies (p. 394): BA, BS
 Neuroscience (p. 285): BA, BS
 Philosophy (p. 146): BA, BS
 Physics (p. 290): BA, BS
 Planning, Public Policy and Management (p. 504): BA, BS
 Political Science (p. 407): BA, BS
 Popular Music (p. 641): BA, BS
 Product Design (p. 493): BFA
 Psychology (p. 298): BA, BS
 Religious Studies (p. 153): BA, BS
 Romance Languages (p. 163): BA
 Russian, East European, and Eurasian Studies (p. 187): BA
 Sociology (p. 412): BA, BS
 Spanish (p. 165): BA
 Spatial Data Science and Technology (p. 359): BA, BS
 Theater Arts (p. 192): BA, BS
 Women's, Gender, and Sexuality Studies (p. 418): BA, BS

Undergraduate Minors

African Studies (p. 306)
 Anthropology (p. 312)
 Arabic Studies (p. 156)
 Architecture (p. 460)
 Art (p. 490)
 Art and Technology (p. 491)
 Art History (p. 499)
 Biochemistry (p. 223)
 Bioengineering (p. 673)
 Biology (p. 210)
 Black Studies (p. 323)
 Brewing Innovation (p. 674)
 Business Administration (p. 438)
 Chemistry (p. 223)
 Chinese (p. 97)
 Classical Civilization (p. 75)
 Climate Studies (p. 362)

Comics and Cartoon Studies (p. 108)
 Commerce and Society (p. 353)
 Comparative Literature
 Computer Information Technology (p. 232)
 Computer Science (p. 233)
 Creative Writing
 Criminology
 Dance (p. 597)
 Digital Humanities (p. 109)
 Disability Studies (p. 110)
 Documentary Film Production (p. 573)
 Earth Sciences (p. 252)
 East Asian Studies (p. 320)
 Economics (p. 327)
 English (p. 108)
 Entrepreneurship (p. 439)
 Environmental Humanities (p. 338)
 Environmental Studies (p. 338)
 Ethics (p. 149)
 Ethnic Studies (p. 396)
 European Studies (p. 341)
 Folklore and Public Culture (p. 117)
 Food Studies (p. 344)
 Forensic Anthropology (p. 312)
 French and Francophone Studies (p. 167)
 Game Studies (p. 573)
 Geography (p. 363)
 German (p. 126)
 German and Scandinavian Studies (p. 127)
 Global Health (p. 379)
 Global Service (p. 380)
 Global Studies (p. 383)
 Greek (p. 76)
 Historic Preservation (p. 467)
 History (p. 388)
 Interdisciplinary Cognitive Sciences (p. 137)
 Interior Architecture (p. 471)
 Italian (p. 167)
 Japanese (p. 98)
 Judaic Studies (p. 133)
 Korean (p. 98)
 Landscape Architecture (p. 480)
 Latin (p. 76)
 Latin American Studies (p. 403)
 Latinx Studies (p. 396)
 Legal Studies (p. 586)
 Linguistics (p. 136)
 Mathematics (p. 276)
 Mathematical Statistics (p. 277)
 Media Studies (p. 574)
 Medieval Studies (p. 144)
 Middle East–North Africa Studies (p. 404)
 Music (p. 646)
 Native American and Indigenous Studies (p. 397)
 Nonprofit Administration (p. 507)
 Philosophy (p. 149)
 Physics (p. 293)
 Planning, Public Policy and Management (p. 507)
 Political Science (p. 409)
 Psychology (p. 301)
 Queer Studies
 Religious Studies (p. 156)

Russian, East European, and Eurasian Studies (p. 189)
 Scandinavian (p. 127)
 Science Communication (p. 574)
 Secondary Educational Foundations (p. 542)
 Sociology (p. 414)
 South Asian Studies (p. 320)
 Southeast Asian Studies (p. 321)
 Spanish (p. 168)
 Special E (p. 552)ducation
 Sports Business (p. 440)
 Sustainable Business
 Theater Arts (p. 195)
 Women's, Gender, and Sexuality Studies (p. 421)
 Writing, Public Speaking, and Critical Reasoning (p. 110)

Undergraduate Certificate

Global Business (p. 441)
 Second-Language Acquisition and Teaching (p. 138)
 Writing, Public Speaking, and Critical Reasoning (p. 113)

Graduate Programs

The University of Oregon offers graduate level study in a wide range of subjects. There are no minors in graduate degree and certificate programs, but students may pursue a graduate certificate or specialization alongside their degree program. Graduate Microcredentials are only available as standalone programs for non-degree students. For information about law degrees, see the School of Law section of this catalog.

Graduate Degree Programs

Accounting (p. 430): MActg, PhD
 Advertising and Brand Responsibility (p. 574): MA
 American Law (p. 587): LLM
 Anthropology (p. 313): MA*, MS*, PhD
 Applied Behavior Analysis (p. 553): MS
 Applied Physics (p. 674): MS
 Architecture (p. 459): MArch, MS, PhD
 Art (p. 491): MFA
 Art History (p. 495): MA, PhD
 Asian Studies (p. 321): MA, MS
 Bioengineering (p. 675): MS*, PhD
 Biology (p. 200): MS, PhD
 Biology (Knight Campus) (p. 676): MS
 Business Law (p. 587): LLM
 Chemistry (p. 214): MS, PhD
 Chemistry (Knight Campus) (p. 676): MS
 Classics (p. 77): MA
 Communication Disorders and Sciences (p. 549): MS, PhD
 Communication and Media Studies (p. 567): MA, MS, PhD
 Community and Regional Planning (p. 508): MCRP
 Comparative Literature (p. 84): MA*, PhD
 Computer Science (p. 227): MS, PhD
 Conflict and Dispute Resolution (p. 588): MA, MS
 Counseling, Family, and Human Services (p. 529): MEd
 Counseling Psychology (p. 535): MS*, PhD
 Couples and Family Therapy (p. 530): MS
 Creative Writing (p. 88): MFA
 Critical and Sociocultural Studies in Education (p. 545): PhD
 Curriculum and Teacher Education (p. 544): MS
 Curriculum and Teaching (UOTeach) (p. 542): MEd
 Data-driven Music Performance and Composition (p. 646): PhD
 Earth Sciences (p. 243): MS, PhD
 East Asian Languages and Literatures (p. 90): MA, PhD
 Economics (p. 324): MS, PhD
 Education Policy and Leadership (p. 544): MS
 Educational Leadership (p. 517): MEd, EdS, DEd
 English (p. 106): MA, PhD
 Environmental and Natural Resources Law (p. 589): LLM
 Environmental Sciences, Studies, and Policy (p. 340): PhD
 Environmental Studies (p. 339): MA, MS
 Finance (p. 430): MA*, MS, PhD
 Folklore and Public Culture (p. 117): MA, MS
 French (p. 168): MA
 General Business (p. 443): MBA
 General Business Executive (p. 446): MBA
 Geography (p. 355): MA, MS, PhD
 German (p. 121): MA, PhD
 Global Studies (p. 383): MA
 Historic Preservation (p. 467): MS

History (p. 386): MA, PhD
 Human Physiology (p. 259): MS*, PhD
 Immersive Media Communication (p. 578): MS
 Indigenous, Race and Ethnic Studies (p. 398): MA*, PhD
 Interdisciplinary Studies (p. 684): MA, MS
 Interior Architecture (p. 468): MIArch, MS
 Intermedia Music Technology (p. 647): MMus
 Italian (p. 171): MA
 Journalism (p. 578): MA, MS
 Landscape Architecture (p. 475): MLA, PhD
 Language Teaching Studies (p. 139): MA
 Law (p. 590): JD
 Linguistics (p. 134): MA, PhD
 Management (p. 430): MA*, MS, PhD
 Marketing (p. 450): MA*, PhD
 Mathematics (p. 264): MS, PhD
 Multimedia Storytelling (p. 579): MA
 Music Composition (p. 606): MMus, PhD
 Music: Conducting (p. 650): MMus
 Music Education (p. 606): MMus, PhD
 Music: Jazz Studies (p. 661): MMus
 Music Performance (p. 606): MMus, DMA
 Music Theory (p. 606): MA, PhD
 Musicology (p. 606): MA, PhD
 Nonprofit Management (p. 510): MNM
 Operations and Business Analytics (p. 451): MA*, PhD
 Pedagogy: Piano (p. 662): MMus
 Philosophy (p. 146): MA, PhD
 Physics (p. 290): MS, PhD
 Planning and Public Affairs (p. 514): PhD
 Political Science (p. 410): MA*, MS*, PhD
 Prevention Science (p. 521): MS, MEd, PhD
 Psychology (p. 297): MS, PhD
 Public Administration (p. 513): MPA
 Quantitative Research Methods in Education (p. 546): PhD
 Romance Languages (p. 159): MA, PhD
 Russian, East European, and Eurasian Studies (p. 190): MA
 School Psychology (p. 549): EdS, PhD
 Sociology (p. 416): MA*, MS*, PhD
 Spanish (p. 159): MA, PhD
 Special Education (p. 549): MS, DEd, PhD
 Sports Product Design (p. 493): MS
 Sports Product Management (p. 447): MS
 Strategic Communication (p. 581): MS
 Theater Arts (p. 192): MA, MFA

Those programs through which a master's degree is only attainable en route to a doctoral degree are marked with an asterisk ().*

Graduate Certificates

Ecological Design (p. 464)
 Environmental Humanities (p. 340)
 Indigenous, Race, and Ethnic Studies (p. 399)
 Institutional and Organizational Conflict Management (p. 591)
 Museum Studies (p. 501)
 Music Performance (p. 665)
 New Media and Culture (p. 502)
 Nonprofit Management (p. 515)
 Russian, East European, and Eurasian Studies (p. 191)
 Technical Teaching in Architecture (p. 465)
 Women's, Gender, and Sexuality Studies (p. 423)

Graduate Specializations

Accounting and Data Analytics (p. 442)
Advanced Strategy and Leadership (p. 444)
African Studies (p. 307)
Architectural Technology (p. 466)
Asian Studies (p. 322)
Audit and Financial Reporting (p. 442)
Collaborative Piano (p. 666)
Educational Data Science (p. 547)
Ethnomusicology (p. 666)
Finance and Securities Analysis (p. 445)
Folklore and Public Culture (p. 119)
Food Studies (p. 345)
Historical Performance Practice (p. 666)
Housing (p. 466)
Innovation and Entrepreneurship (p. 445)
Interior Architecture (p. 466)
Jazz Pedagogy (p. 666)
Music Theory Pedagogy (p. 666)
Neuroscience (p. 288)
Piano Pedagogy (p. 666)
Politics, Culture, and Identity (p. 114)
Quantitative Research Methods (p. 547)
Quantum and Nanotechnology (p. 295)
Spanish Language Psychological Service and Research (p. 537)
Sports Business (p. 446)
Sustainable Business Practices (p. 446)
Taxation (p. 443)
Translation Studies (p. 185)
Urban Architecture and Urban Design (p. 466)
Urban Historic Preservation (p. 466)
Violin/Viola Pedagogy (p. 667)

Graduate Microcredentials

Child Behavioral Health (p. 671)
Community Podcasting (p. 582)
Video Production (p. 582)

Core Education Courses

Area of Inquiry and **Cultural Literacy** courses count toward partial fulfillment of bachelor's degree requirements under the groups and categories listed in each section.

Some transfer courses are evaluated to count towards Core Education requirements even if they are not direct equivalents to a University of Oregon course. More information is available on the Office of the Registrar's website (<https://registrar.uoregon.edu/transfer-students/transfer-smart-codes/>).

Arts and Letters

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

Code	Title	Credits
ARB 301	Language and Culture I	4
ARB 302	Language and Culture II	4
ARB 303	Language and Culture III	4
ARB 331	Reading Classical Arabic	4
ARB 353	Arab Cinema	4
ARH 150	Introduction to Visual Culture	4
ARH 204	Ancient Mediterranean Art	4
ARH 205	Medieval Renaissance European Art	4
ARH 206	History of Western Art III	4
ARH 207	History of Indian Art	4
ARH 208	History of Chinese Art	4
ARH 209	History of Japanese Art	4
ARH 211	Survey of Latin American Arts	4
ARH 314	History of World Architecture I	4
ARH 315	History of World Architecture II	4
ARH 316	Gothic Architecture	4
ARH 317	Romanesque Architecture	4
ARH 320	Classical Greek Art and Architecture	4
ARH 321	Ancient Jewish Art	4
ARH 322	Hellenistic Art and Architecture	4
ARH 323	Roman Art & Architecture	4
ARH 325	Islamic Art & Architecture	4
ARH 327	Medieval Art	4
ARH 341	Italian Renaissance Art	4
ARH 343	Northern Renaissance Art	4
ARH 350	History of Manga	4
ARH 351	19th Century Art	4
ARH 352	Art of the Enlightenment	4
ARH 353	Modern Art 1880 to 1950	4
ARH 354	Contemporary Art	4

ARH 358	History of Design	4
ARH 359	History of Photography	4
ARH 372	Arts of Colonial Latin America	4
ARH 382	Arts of the Silk Road	4
ARH 387	Chinese Buddhist Art	4
ART 101	Understanding Contemporary Art	4
ART 111	The Artist Experience	4
ASIA 111	Great Books on Modern Asia	4
ASIA 350	What Is Asia: Theoretical Debates	4
ASL 201	Second-Year American Sign Language	4
ASL 202	Second-Year American Sign Language	4
ASL 203	Second-Year American Sign Language	4
CHN 150	Introduction to Chinese Narrative	4
CHN 151	Introduction to Chinese Film	4
CHN 152	Introduction to Chinese Popular Culture	4
CHN 201	Second-Year Chinese	5
CHN 202	Second-Year Chinese	5
CHN 203	Second-Year Chinese	5
CHN 204	Accelerated Second-Year Chinese I	5
CHN 205	Accelerated Second-Year Chinese II	5
CHN 206	Accelerated Second-Year Chinese III	5
CHN 301	Third-Year Chinese I	5
CHN 302	Third-Year Chinese II	5
CHN 303	Third-Year Chinese III	5
CHN 305	History of Chinese Literature	4
CHN 306	History of Chinese Literature II, The Imperial Age	4
CHN 307	History of Chinese Literature	4
CHN 308	Literature of Modern Taiwan	4
CHN 316	Professional Chinese	4
CHN 350	Gender and Sexuality in Traditional Chinese Literature	4
CHN 351	Gender and Sexuality in Modern Chinese Literature	4
CINE 110M	Introduction to Film and Media	4
CINE 111	How to Watch TV	4
CINE 112	How to Watch Movies	4
CINE 121	Storytelling for Screens	4
CINE 151M	Introduction to Korean Cinema	4
CINE 230	Remix Cultures	4
CINE 265	History of the Motion Picture I	4
CINE 266	History of the Motion Picture II	4
CINE 267	History of the Motion Picture III	4
CINE 335	Exhibition and Audiences	4
CINE 340	Production Studies	4
CINE 345	Stars	4
CINE 362M	Contemporary Korean Film	4
CINE 365	Digital Cinema	4
CINE 381M	Film, Media, and Culture	4
CLAS 110	Classical Mythology	4
CLAS 111	Ancient Athletics in Greece and Rome	4
CLAS 201	Greek Life and Culture	4
CLAS 202	Roman Life and Culture	4

CLAS 301	Greek and Roman Epic	4	ENG 322	English Novel	4
CLAS 302	Greek and Roman Tragedy	4	ENG 323	English Novel Conrad to Present	4
CLAS 303	Classical Greek Philosophers	4	ENG 330	Oral Controversy and Advocacy	4
CLAS 310	Early China, Ancient Greece	4	ENG 335	Inventing Arguments	4
CLAS 311	Death and Rebirth in Greece and India	4	ENG 340	Jewish Writers	4
CLAS 314	Gender and Sexuality in Antiquity	4	ENG 360	African American Writers	4
COLT 101	Introduction to Comparative Literature	4	ENG 363	Chicano and Latino Writers	4
COLT 102	Introduction to Comparative Literature	4	ENG 365	Global Literatures in English	4
COLT 103	Introduction to Comparative Literature	4	ENG 380	Film, Media, and History	4
COLT 211	Comparative World Literature	4	ENG 381M	Film, Media, and Culture	4
COLT 212	Comparative World Cinema: [Topic]	4	ENG 385	Graphic Narratives and Cultural Theory	4
COLT 213	United States Culture in Comparative Contexts	4	ENG 386	Bodies in Comics	4
COLT 231	Literature and Society	4	ENG 391	American Novel	4
COLT 232	Literature and Film	4	ENG 392	American Novel	4
COLT 301	Approaches to Comparative Literature	4	ENG 394	20th-Century Literature	4
COLT 305	Cultural Studies	4	ENG 395	20th-Century Literature	4
COLT 360	Gender and Identity in Literature	4	ENVS 203	Introduction to Environmental Studies: Humanities	4
COLT 370	Comparative Comics	4	ENVS 345	Environmental Ethics	4
COLT 390	Comparing Identities, Agencies and Differences	4	FLR 225	Voices of Africa	4
DAN 241	Screendance: History and Theory	4	FLR 235	Folklore and the Supernatural	4
DAN 251	Looking at Dance	4	FLR 236	Magic in the Middle Ages	4
DAN 301	African Dance Aesthetics	4	FLR 250	Introduction to Folklore	4
EALL 109	Language of Food in East Asia	4	FLR 255	Folklore and United States Popular Culture	4
EALL 209	Languages and Societies in East Asia	4	FLR 320	Car Cultures	4
EALL 211	Japan A Cultural Odyssey	4	FLR 350	Folklore and the Bible	4
ENG 101	Life-Changing Books	4	FLR 370	Folklore and Sexuality	4
ENG 104Z	Introduction to Fiction	4	FR 150	Cultural Legacies of France	4
ENG 105Z	Introduction to Drama	4	FR 201	Intermediate French I	4
ENG 106Z	Introduction to Poetry	4	FR 202	Intermediate French II	4
ENG 107	World Literature I	4	FR 203	Intermediate French III	4
ENG 108	World Literature II	4	FR 301	La France contemporaine	4
ENG 110M	Introduction to Film and Media	4	FR 302	Culture et langage Le monde francophone contemporain	4
ENG 113	Introduction to Young Adult Literature	4	FR 312	French Survey of Francophone Literature	4
ENG 142	Introduction to Science-Fiction and Fantasy Literature	4	FR 317	Knights, Queens, and Rebels	4
ENG 207	Early Shakespeare	4	FR 318	Monarchy, Liberty, Revolution	4
ENG 208	Late Shakespeare	4	FR 319	Modernity and Creativity	4
ENG 225	Age of King Arthur	4	FR 330	French Poetry	4
ENG 230	Introduction to Environmental Literature	4	FR 331	French Theater	4
ENG 240	Introduction to Disability Studies	4	FR 333	French Narrative	4
ENG 241	Introduction to African American Literature	4	FR 362	French Film	4
ENG 242	Introduction to Asian American Literature	4	GER 201	Second-Year German I	4
ENG 243	Introduction to Chicano and Latino Literature	4	GER 202	Second-Year German II	4
ENG 244	Introduction to Native American Literature	4	GER 203	Second-Year German III	4
ENG 250	Literature and Digital Culture	4	GER 220M	Existentialist Literature and Thought	4
ENG 280	Introduction to Comic Studies	4	GER 221	Postwar Germany Nation Divided	4
ENG 304	English Major Foundations: Context	4	GER 222	Fascism and Culture	4
ENG 305	English Major Foundations: Theory	4	GER 223	Germany: A Multicultural Society	4
ENG 313	Teen and Children's Literature	4	GER 250	The Culture of Money	4
ENG 321	English Novel	4	GER 251	Sexuality	4
			GER 252	War, Violence, Trauma	4

GER 311	Intermediate Language Training I	4	JDST 353	Jewish Image and Media	4
GER 312	Intermediate Language Training II	4	JDST 354	Jewish Thought and History	4
GER 313	Intermediate Language Training III	4	JPN 201	Second-Year Japanese I	5
GER 345M	Food, Culture, and Identity in Germany and Scandinavia	4	JPN 202	Second-Year Japanese II	5
GER 351	Diversity in Germany	4	JPN 203	Second-Year Japanese III	5
GER 354	German Gender Studies	4	JPN 250	Manga Millennium	4
GER 355	German Cinema: History, Theory, Practice	4	JPN 301	Third-Year Japanese I	5
GER 356	German Fairy Tales	4	JPN 302	Third-Year Japanese II	5
GER 357	Nature, Culture, and the Environment	4	JPN 303	Third-Year Japanese III	5
GER 361	German Literature Literary Movements	4	JPN 305	Introduction to Japanese Literature	4
GER 362	German Literature Interpretive Models	4	JPN 306	Introduction to Japanese Literature	4
GER 363	Modern and Contemporary in Politics and Society	4	JPN 307	Introduction to Japanese Literature	4
GER 364	Works, Authors, Industries in Film and Media	4	JPN 315	Introduction to Japanese Linguistics	4
GER 365	Music and the Arts	4	KRN 151M	Introduction to Korean Cinema	4
GRK 301	Authors: [Topic]	4	KRN 201	Second-Year Korean I	5
GRK 302	Authors: [Topic]	4	KRN 202	Second-Year Korean II	5
GRK 303	Authors: [Topic]	4	KRN 203	Second-Year Korean III	5
GSL 111	Food and Culture in the Middle East	4	KRN 301	Third-Year Korean I	5
GSL 335	Global Perspectives in Food and Film	4	KRN 302	Third-Year Korean II	5
HBRW 301	Second-Year Modern Hebrew I	4	KRN 303	Third-Year Korean III	5
HBRW 302	Second-Year Modern Hebrew II	4	KRN 309	Languages and Cultural Formation in Korea	4
HBRW 303	Second-Year Modern Hebrew III	4	KRN 315	Introduction to Korean Linguistics	4
HC 221H	Arts and Letters Inquiry: [Topic]	4	KRN 361	Korean Popular Culture and Transnationalism	4
HUM 101	Introduction to the Humanities I	4	KRN 362M	Contemporary Korean Film	4
HUM 102	Introduction to the Humanities II	4	LA 260	Understanding Landscapes	4
HUM 103	Introduction to the Humanities III	4	LA 375	Contemporary American Landscape	4
HUM 240	Medical Humanities	4	LANG 201	CourseShare Second-Year Language I: [Topic]	1-6
HUM 300	Themes in the Humanities	4	LANG 202	CourseShare Second-Year Language II: [Topic]	1-6
ICH 201	Second-Year Ichishki'in	5	LANG 203	CourseShare Second-Year Language III: [Topic]	1-6
ICH 202	Second-Year Ichishki'in	5	LAT 301	Authors: [Topic]	4
ICH 203	Second-Year Ichishki'in	5	LAT 302	Vergil: [Topic]	4
ITAL 152	Desire and Resistance: Italian Cinema	4	LAT 303	Authors: [Topic]	4
ITAL 201	Second-Year Italian	4	LING 150	Structure of English Words	4
ITAL 202	Second-Year Italian	4	LING 225	Writing Systems	4
ITAL 203	Second-Year Italian	4	MENA 111	Media Coverage of the Middle East	4
ITAL 301	Cultura e lingua: l'Italia contemporanea	4	MUJ 350	History of Jazz, 1900 to 1950	4
ITAL 303	Cultura e lingua: societa, economia, politica	4	MUJ 351	History of Jazz, 1940 to Present	4
ITAL 305	Cultura e lingua: arte, musica, i mass media	4	MUS 125	Understanding Music	4
ITAL 306	La cultura culinaria	4	MUS 151	Popular Songwriting	4
ITAL 317	Italian Survey of Medieval and Renaissance	4	MUS 227	Elements of Electronic Music	4
ITAL 318	Italian Survey: Baroque and Enlightenment	4	MUS 263	US Popular Music 1800 to 1930	4
ITAL 319	Italian Survey: 19th and 20th Centuries	4	MUS 264	US Popular Music 1930 to 1965	4
ITAL 350	Global Histories of Italian Food	4	MUS 265	US Popular Music 1965 to 2000	4
JCOM 303	Media Ethics	4	MUS 270	History of the Blues	4
JDST 212	Medieval and Early Modern Judaism	4	MUS 351	The Music of Bach and Handel	4
JDST 213	The Jewish Encounter with Modernity	4	MUS 358	Music in World Cultures	4
JDST 330	American Jewish Cultures	4	MUS 359	Music of the Americas	4
JDST 352	Jewish Literature and Culture	4	MUS 360	Hip-Hop History, Culture, Aesthetics	4

MUS 363	The Beatles and Their Times	4	RUSS 316	Third-Year Russian I	5
MUS 367	Survey of African Music	4	RUSS 317	Third-Year Russian II	5
MUS 380	Film Music	4	RUSS 318	Third-Year Russian III	5
PHIL 101	Philosophical Problems	4	RUSS 334	Dostoevsky	4
PHIL 102	Ethics	4	RUSS 351	Russian Literature and Film	4
PHIL 103	Critical Reasoning	4	RUSS 360	Race in Russia and America	4
PHIL 104	History of Western Philosophy	4	SCAN 220M	Existentialist Literature and Thought	4
PHIL 110	Human Nature	4	SCAN 251	Text and Interpretation	4
PHIL 120	Ethics of Enterprise and Exchange	4	SCAN 259	Vikings through the Icelandic Sagas	4
PHIL 130	Philosophy and Popular Culture	4	SCAN 315	Nordic Cinema	4
PHIL 135	Ethics in the Life Sciences	4	SCAN 316	History of Cinema	4
PHIL 170	Love and Sex	4	SCAN 317	Directors, Movements, and Manifestos	4
PHIL 211	Existentialism	4	SCAN 325	Constructions versus Constrictions of Identity	4
PHIL 216	Philosophy and Cultural Diversity	4	SCAN 341	Revisions of the Scandinavian Dream	4
PHIL 219	Sports Ethics	4	SCAN 343	Norse Mythology	4
PHIL 220	Food Ethics	4	SCAN 345M	Food, Culture, and Identity in Germany and Scandinavia	4
PHIL 225	Introduction to Formal Logic	4	SCAN 351	Periods in Scandinavian Literature	4
PHIL 310	History of Ancient Philosophy	4	SCAN 353	Scandinavian Women Writers	4
PHIL 311	History of Philosophy: Modern	4	SCAN 354	Genres in Scandinavian Literature	4
PHIL 312	History of Philosophy: 19th Century	4	SPAN 150	Hispanic and Latinx Cultures	4
PHIL 315	Introduction to Feminist Philosophy	4	SPAN 201	Intermediate Spanish I	4
PHIL 322	Philosophy of the Arts	4	SPAN 202	Intermediate Spanish II	4
PHIL 332	Philosophy of Film	4	SPAN 203	Intermediate Spanish III	4
PHIL 335	Medical Ethics	4	SPAN 218	Latino Heritage I	5
PHIL 340	Environmental Philosophy	4	SPAN 228	Latino Heritage II	5
PHIL 341	African Philosophy	4	SPAN 301	Cultura y lengua: Identidades hispanas	4
PHIL 342	Introduction to Latin American Philosophy	4	SPAN 303	Cultura y lengua: Expresiones artisticas	4
PHIL 345	Place in the Cosmos	4	SPAN 305	Cultura y lengua Cambio social	4
PORT 201	Second Year Portuguese	4	SPAN 323	Languages in Contact	4
PORT 202	Second-Year Portuguese	4	SPAN 334	Identities and Power	4
PORT 203	Second-Year Portuguese	4	SPAN 339	Literary Cultures	4
PORT 301	Cultura e Lingua: Expressoes Artisticas	4	SPAN 341	Hispanic Cultures through Literature I	4
PORT 305	Cultura e lingua: Brasil ontem e hoje	4	SPAN 342	Hispanic Cultures through Literature II	4
PPPM 250	Arts and Human Values	4	SPAN 343	Hispanic Cultures through Literature III	4
REL 101	World Religions: Asian Traditions	4	SPAN 344	Hispanic Cultures through Literature IV	4
REL 102	World Religions: Near Eastern Traditions	4	SPAN 348	Latinx Culture and Society	4
REL 222	Introduction to the Bible I	4	SPAN 350	Introduction to Poetry	4
REL 223	Introduction to the Bible II	4	SPAN 351	Introduction to Theater	4
REL 233	Introduction to Islam	4	SPAN 353	Introduction to Narrative	4
REL 317	Jesus and the Gospels	4	SWAH 201	Second-Year Swahili I	5
REL 335	Introduction to the Qur'an	4	SWAH 202	Second-Year Swahili II	5
REL 353	Dark Self, East and West	4	SWAH 203	Second Year Swahili III	5
REL 355	Mysticism	4	SWED 201	Second-Year Swedish	4
REL 359	Religion After Atheism	4	SWED 202	Second-Year Swedish	4
RL 151	Mediterranean Foodways	4	SWED 203	Second-Year Swedish	4
RUSS 201	Second-Year Russian I	5	TA 271	Introduction to Theater Arts	4
RUSS 202	Second-Year Russian II	5	TA 367	History of the Theater I	4
RUSS 203	Second-Year Russian III	5	TA 368	History of the Theater II	4
RUSS 204	Introduction to Russian Literature	4	TA 369	History of the Theater III	4
RUSS 205	Introduction to Russian Literature	4	WGS 250	Gender, Literature, and Culture	4
RUSS 206	Introduction to Russian Literature	4			
RUSS 240	Russian Culture	4			

WGS 261	Gender and Popular Culture	4
WGS 311	Black Feminist Theories	4
WGS 322	Queer Theory	4
WGS 350	Literature as Feminist Theory	4
WGS 361	Gender, Film and the Media	4

Social Science

Social Science (SSC) courses will be liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They will cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad, e.g., involving more than one issue, place, or time.

Code	Title	Credits
AFR 215	Introduction to African Studies	4
ANTH 114	Anthropology of Pirates and Piracy	4
ANTH 119	Anthropology and Aliens	4
ANTH 150	World Archaeology	4
ANTH 161	Introduction to Cultural Anthropology	4
ANTH 165	Sexuality and Culture	4
ANTH 209	Business Anthropology	4
ANTH 311	Anthropology of Globalization	4
ANTH 315	Gender, Folklore, Inequality	4
ANTH 320	Native North Americans	4
ANTH 322	Anthropology of the United States	4
ANTH 329	Immigration and Farmworkers	4
ANTH 330	Hunters and Gatherers	4
ANTH 331	Cultures of India and South Asia	4
ANTH 342	Archaeology of Egypt and Near East	4
ANTH 343	Pacific Islands Archaeology	4
ANTH 344	Oregon Archaeology	4
ANTH 345	Archaeology of East Asia	4
ANTH 346	Archaeology of Southeast Asia	4
ANTH 351	Decolonizing Archaeology	4
ANTH 373	Psychoactive Substances in Ancient Societies	4
BA 101Z	Introduction to Business	4
CLAS 188	Introduction to Classical Archaeology	4
EC 101	Contemporary Economic Issues	4
EC 201Z	Principles of Microeconomics	4
EC 202Z	Principles of Macroeconomics	4
EC 327	Introduction to Game Theory	4
EC 328	Behavioral Economics and Its Applications	4
EC 330	Urban and Regional Economic Problems	4
EC 333	Resource and Environmental Economic Issues	4
EC 340	Issues in Public Economics	4
EC 350	Labor Market Issues	4
EC 360	Issues in Industrial Organization	4
EC 370	Money and Banking	4
EC 380	International Economic Issues	4

EC 390	Problems and Issues in the Developing Economies	4
EDST 111	Education and Social Change	4
ENVS 201	Introduction to Environmental Studies: Social Sciences	4
ENVS 225	Introduction to Food Studies	4
ENVS 335	Allocating Scarce Environmental Resources	4
ES 101	Introduction to Ethnic Studies	4
ES 250	Introduction to Black Studies	4
ES 252	Introduction to Asian American Studies	4
ES 254	Introduction to Chicanx and Latinx Studies	4
ES 256	Introduction to Native American Studies	4
ES 258	Introduction to Pacific Islander Studies	4
ES 321	Indigenous Peoples of Oregon	4
ES 352	Social Equity and Criminal Justice	4
ES 354	Environmental Racism	4
ES 380	Race, Migration, and Rights	4
FHS 213	Issues for Children and Families	4
GEOG 142	The Human Planet	4
GEOG 181	Our Digital Earth	4
GEOG 201	World Regional Geography	4
GEOG 202	Geography of Europe	4
GEOG 208	Geography of the United States and Canada	4
GEOG 209	Geography of the Middle East and North Africa	4
GEOG 250	Geographies of Outdoor Adventure	4
GEOG 341	Population and Environment	4
GEOG 342	Geography of Globalization	4
GEOG 343	Society, Culture, and Place	4
GEOG 391	Social Science Inquiry and Research	4
GLBL 101	Introduction to Global Issues	4
GLBL 102	Foundations for Intercultural Competence	4
GLBL 230	Global Wellbeing	4
GLBL 240	Perspectives on International Development	4
GLBL 250	Value Systems in Cross-Cultural Perspective	4
GLBL 270	Globalization and the Global Economy	4
GLBL 340	Global Health and Development	4
GLBL 345	African Contemporary Issues and Concerns	4
GLBL 350	Education and Development	4
GLBL 360	International Cooperation and Conflict	4
GLBL 370	International Human Rights	4
GSL 290	Introduction to Epidemiology	4
GSL 345	History and Ethics of Global Health	4
HC 231H	Social Science Inquiry: [Topic]	4
HIST 102	Making Modern Europe	4
HIST 103	Europe and the World	4
HIST 104	World History Antiquity to 1500	4
HIST 105	World History	4
HIST 106	World History	4

HIST 186	Cultures of India	4	LAW 201	Introduction to Environmental Law and Policy	4
HIST 190	Foundations of East Asian Civilizations	4	LAW 202	Introduction to Public International Law	4
HIST 191	China, Past and Present	4	LAW 203	Controversies in Constitutional Law	4
HIST 192	Japan, Past and Present	4	LAW 204	Immigration and Citizenship	4
HIST 201	Inventing America	4	LAW 301	Youth and Social Change	4
HIST 202	Building the United States	4	LING 101	Introduction to Language	4
HIST 203	American Century	4	LING 144	Learning How To Learn Languages	4
HIST 215	Food in World History	4	LING 201	Language and Power in the United States	4
HIST 225	Beer in World History	4	LING 211	Languages of the World	4
HIST 240	War in the Modern World I	4	LING 294	Child Language	4
HIST 241	War in the Modern World II	4	LING 296	Language and Society in the United States	4
HIST 248	Latinos in the Americas	4	LING 297	Introduction to Bilingualism in the United States	4
HIST 250	African American History	4	LING 301	Introduction to Linguistics Analysis	4
HIST 251	African American History	4	LING 302	Introduction to Linguistic Behavior	4
HIST 255	History of the Pacific Islands	4	LING 312	Morphosyntax	4
HIST 262	Portland Past and Present	4	PHIL 123	Internet, Society, and Philosophy	4
HIST 273	Introduction to Global Environmental History	4	PHIL 223	Data Ethics	4
HIST 286	Cities in India and South Asia	4	PHIL 307	Social and Political Philosophy I	4
HIST 301	Modern Europe	4	PHIL 309	Global Justice	4
HIST 302	Modern Europe	4	PHIL 339	Introduction to Philosophy of Science	4
HIST 303	Modern Europe	4	PHIL 343	Critical Theory	4
HIST 308	History of Women in the United States I	4	PHIL 344	Introduction to Philosophy of Law	4
HIST 309	History of Women in the United States II	4	PPPM 101	Advocacy and Social Change	4
HIST 314	Oregon Hidden Histories	4	PPPM 201	Introduction to Public Policy	4
HIST 317	Migrants and Refugees in Modern World History	4	PPPM 202	Healthy Communities	4
HIST 325	Precolonial Africa	4	PPPM 205	Introduction to City Planning	4
HIST 326	Colonial and Postcolonial Africa	4	PPPM 242	Global Sustainable Cities and Landscapes	4
HIST 340	US Military History	4	PPPM 280	Introduction to the Nonprofit Sector	4
HIST 346	Imperial Russia	4	PPPM 321	Inclusive Urbanism	4
HIST 347	Soviet Union and Contemporary Russia	4	PPPM 340	Climate Change Policy	4
HIST 352	The United States in the 1960s	4	PPPM 360	International Public Policy	4
HIST 361	Early Modern Science	4	PS 102	Thinking Like a Social Scientist	4
HIST 362	History of US Cities	4	PS 106	Power, Politics, and Inequality	4
HIST 368	American West in Popular Culture	4	PS 111	Introduction to Political Science	4
HIST 378	American Environmental History to 1890	4	PS 201	United States Politics	4
HIST 379	American Environmental History 1890 to Present	4	PS 205	Introduction to International Relations	4
HIST 380	Latin America	4	PS 206	Ethics, Identity, and Power	4
HIST 381	Latin America	4	PS 210	Politics of Business	4
HIST 382	Latin America, 1910 to the Present	4	PS 275	Legal Process An Introduction to the American Judiciary	4
HIST 383	Soccer and Society in Latin America	4	PS 302	States' Rights and Wrongs	4
HIST 386	India	4	PS 304	Democracy, Dictators, and Development	4
HIST 387	Early China	4	PS 309	Political Ideologies	4
HIST 388	Vietnam War and the United States	4	PS 310	Roots of Democracy	4
HIST 396	Samurai in Film	4	PS 311	Sovereignty and Revolution	4
JCOM 201	Making Sense of Media	4	PS 312	Shadows of Modernity	4
JCOM 302	Communication Law	4	PS 316	Black Lives Matter and American Democracy	4
JCOM 305	Media History	4	PS 319	The Politics of the Body	4
LAW 101	Introduction to United States law	4	PS 324	European Politics	4
LAW 102	Introduction to Criminal Law	4	PS 326	United States Foreign Policy I	4
LAW 104	Introduction to Business Law	4			

PS 330	Governments and Politics in Latin America	4
PS 337	The Politics of Development	4
PS 345	Southeast Asian Politics	4
PS 349	Mass Media and American Politics	4
PS 352	Political Parties and Elections	4
PS 367	Politics, Science, and Climate Change	4
PS 371	United States Congress	4
PS 380	Gender and Politics in Developing Countries	4
PS 384	Nuclear Politics of the Middle East	4
PS 386	United States Social Movements and Political Change	4
PS 387	Russian Politics	4
PS 390	American Indian Politics	4
PS 391	Non-Western Political Theory	4
PSY 202Z	Introduction to Psychology II	4
PSY 366	Culture and Mental Health	4
PSY 380	Psychology of Gender	4
REL 211	Early Judaism	4
REL 302	Chinese Religions	4
REL 303	Japanese Religions	4
REL 304	Religions of India	4
REL 321	History of Christianity I	4
REL 322	History of Christianity II	4
REL 323	History of Christianity III	4
REL 324	History of Eastern Christianity I	4
REL 325	History of Eastern Christianity II	4
SBUS 250	Sports Business and Society	4
SBUS 250N	Sports Business and Society	4
SOC 204Z	Introduction to Sociology	4
SOC 207	Social Inequality	4
SOC 280	Introduction to Criminology	4
SOC 301	American Society	4
SOC 304	Community, Environment, and Society	4
SOC 313	Social Issues and Movements	4
SOC 317	Sociology of the Mass Media	4
SOC 328	Self and Society	4
SOC 345	Race and Ethnicity	4
SOC 346	Work and Occupations	4
SOC 355	Sociology of Gender	4
SOC 380	Deviance, Social Control, and Crime	4
SPAN 308	Culture and Language Bilingual Communities	4
UGST 211	Reacting to the Past	4
WGS 101	Introduction to Women's and Gender Studies	4
WGS 221	Bodies and Power	4
WGS 251	Transnational and Indigenous Feminisms	4
WGS 303	Women and Gender in American History	4
WGS 315	History and Development of Feminist Theory	4
WGS 321	Feminist Perspectives on Identity, Race, Culture	4

WGS 341	Women, Work, and Class	4
WGS 351	Decolonial Feminisms	4

Science

Science (SC) area-satisfying courses will introduce students to the foundations of one or more scientific disciplines, or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses will introduce students to the process of scientific reasoning.

Code	Title	Credits
ANTH 110	Introduction to Traditional Ecological Knowledge	4
ANTH 145	Principles of Archaeology	4
ANTH 163	Origins of Storytelling	4
ANTH 170	Introduction to Human Origins	4
ANTH 171	Introduction to Monkeys and Apes	4
ANTH 173	Evolution of Human Sexuality	4
ANTH 175	Evolutionary Medicine	4
ANTH 176	Introduction to Forensic Anthropology	4
ANTH 220	Introduction to Nutritional Anthropology	4
ANTH 243	Island Archaeology	4
ANTH 255	Atlantis, Aliens, and Archaeology	4
ANTH 260	Domestic Animals	4
ANTH 270	Introduction to Biological Anthropology	4
ANTH 274	Animals and People	4
ANTH 278	Science, Race, and Society	4
ANTH 332	Human Attraction and Mating Strategies	4
ANTH 340	Fundamentals of Archaeology	4
ANTH 341	Food Origins	4
ANTH 349	Origins of Art	4
ANTH 361	Human Evolution	4
ANTH 362	Human Biological Variation	4
ANTH 369	Human Growth and Development	4
ANTH 376	Decoding Your Genome	4
ASTR 121	The Solar System	4
ASTR 122	Birth and Death of Stars	4
ASTR 123	Galaxies and the Expanding Universe	4
BI 121	Introduction to Human Physiology	4
BI 123	Biology of Cancer	4
BI 125	Biology of Immortality	4
BI 130	Introduction to Ecology	4
BI 132	Introduction to Animal Behavior	4
BI 140	Science, Policy, and Biology	4
BI 150	Ocean Planet	4
BI 170	Happiness: a Neuroscience and Psychology Perspective	4
BI 185M	Science and Popular Media	4
BI 214	General Biology IV: Biochemistry and Genetics	5
BI 221Z	Principles of Biology I: Cells	5
BI 222Z	Principles of Biology II: Organisms	5
BI 223Z	Principles of Biology III: Ecology and Evolution	5

BI 281H	Accelerated Biology I: Cells, Biochemistry and Physiology	6	HC 241H	Scientific Inquiry: [Topic]	4
BI 282H	Accelerated Biology II: Genetics and Molecular Biology	6	HPHY 105	Principles of Nutrition	4
BI 283H	Accelerated Biology III: Evolution, Diversity and Ecology	6	HPHY 212	Scientific Investigation in Physiology	4
BI 307	Forest Biology	4	JCOM 185M	Science and Popular Media	4
BI 357	Marine Biology	4	MATH 105Z	Math in Society	4
CH 111	Introduction to Chemical Principles	4	MATH 106	University Mathematics II	4
CH 113	The Chemistry of Sustainability	4	MATH 107	University Mathematics III	4
CH 221Z	General Chemistry I	4	MATH 211	Fundamentals of Elementary Mathematics I	4
CH 222Z	General Chemistry II	4	MATH 212	Fundamentals of Elementary Mathematics II	4
CH 223Z	General Chemistry III	4	MATH 213	Fundamentals of Elementary Mathematics III	4
CH 224H	Advanced General Chemistry I	4	MATH 231	Elements of Discrete Mathematics I	4
CH 225H	Advanced General Chemistry II	4	MATH 232	Elements of Discrete Mathematics II	4
CH 226H	Advanced General Chemistry III	4	MATH 241	Calculus for Business and Social Science I	4
CS 102	Fundamentals of Computer and Information Security	4	MATH 242	Calculus for Business and Social Science II	4
CS 110	Fluency with Information Technology	4	MATH 246	Calculus for the Biological Sciences I	4
CS 111	Introduction to Web Programming	4	MATH 247	Calculus for the Biological Sciences II	4
CS 122	Introduction to Programming and Problem Solving	4	MATH 251Z	Differential Calculus	4
CS 210	Computer Science I	4	MATH 252Z	Integral Calculus	4
CS 211	Computer Science II	4	MATH 253Z	Calculus: Sequences and Series	4
CS 212	Computer Science III	4	MATH 307	Introduction to Proof	4
DAN 260	Anatomy of Human Movement	4	MATH 343	Statistical Models and Methods	4
DSCI 101	Foundations of Data Science I	4	PHYS 101	Essentials of Physics	4
ENVS 202	Introduction to Environmental Studies: Natural Sciences	4	PHYS 152	Physics of Sound and Music	4
ERTH 101	Exploring Planet Earth	4	PHYS 153	Physics of Light, Color, and Vision	4
ERTH 102	Exploring Earth's Environment	4	PHYS 155	Physics Behind the Internet	4
ERTH 103	Exploring Earth History	4	PHYS 156M	Scientific Revolutions	4
ERTH 137	Mountains and Glaciers	4	PHYS 161	Physics of Energy and Environment	4
ERTH 156M	Scientific Revolutions	4	PHYS 162	Solar and Other Renewable Energies	4
ERTH 201	Dynamic Planet Earth	4	PHYS 171	The Physics of Life	4
ERTH 202	Earth's Surface and Environment	4	PHYS 181	Quantum Mechanics for Everyone	4
ERTH 203	History of Life	4	PHYS 201	General Physics	4
ERTH 213	Geology of National Parks	4	PHYS 202	General Physics	4
ERTH 304	The Fossil Record	4	PHYS 203	General Physics	4
ERTH 305	Dinosaurs	4	PHYS 251	Foundations of Physics I	4
ERTH 306	Volcanoes and Earthquakes	4	PHYS 252	Foundations of Physics I	4
ERTH 307	Oceanography	4	PHYS 253	Foundations of Physics I	4
ERTH 308	Geology of Oregon and the Pacific Northwest	4	PSY 201Z	Introduction to Psychology I	4
ERTH 310	Earth Resources and the Environment	4	PSY 301	Scientific Thinking in Psychology	4
ERTH 337	Introduction to Physical Oceanography	4	PSY 348	Music and the Brain	4
ERTH 353	Geologic Hazards	4	STAT 243Z	Elementary Statistics I	4
GEOG 141	The Natural Environment	4			
GEOG 321	Climatology	4			
GEOG 322	Geomorphology	4			
GEOG 323	Biogeography	4			
GEOG 360	Watershed Science and Policy	4			
GEOG 361	Global Environmental Change	4			

United States: Difference, Inequality, and Agency

These courses fulfill the *United States: Difference, Inequality, and Agency* category of the Cultural Literacy Core Education requirement, a requirement informed by UO student activism. It is meant to develop students' analytical and reflective capacities to help them understand and ethically engage with the ongoing (cultural, economic, political, social, etc.) power imbalances that have shaped and continue to shape the United States. In addition to considering the scholarship, cultural

production, perspectives, and voices from members of historically marginalized communities, students in DIA courses:

1. **Inquire** into intersecting aspects of identity such as race, gender, gender identity, sexuality, socioeconomic status, indigeneity, national origin, religion, or ability;
2. **Analyze** uses of power to marginalize on the basis of identity, as well as the assertions of agency, resistance, and resilience by marginalized groups; and
3. **Examine** historical and contemporary structures, forms of knowledge, cultural practices, or ideologies that perpetuate or change the distribution of power in society.

and undertake one or more of the following:

- **Reflect** on one's own multiple social identifications and on how they are formed and located in relation to power.
- **Practice respectful listening and ethical dialogue** around deeply felt or controversial issues.

Code	Title	Credits
ANTH 278	Science, Race, and Society	4
ANTH 320	Native North Americans	4
ANTH 322	Anthropology of the United States	4
ANTH 329	Immigration and Farmworkers	4
ANTH 344	Oregon Archaeology	4
ANTH 351	Decolonizing Archaeology	4
ANTH 425	Migrant, Citizen, Refugee	4
ANTH 442	Northwest Coast Archaeology	4
ARH 354	Contemporary Art	4
ASL 301	American Deaf Culture	4
BEHT 350	Foundations of Culturally Responsive Practice	4
CDS 201	Communication Disorders in Society and Media	4
CINE 112	How to Watch Movies	4
CINE 381M	Film, Media, and Culture	4
COLT 213	United States Culture in Comparative Contexts	4
COLT 390	Comparing Identities, Agencies and Differences	4
EC 330	Urban and Regional Economic Problems	4
EC 430	Urban and Regional Economics	4
EDST 225	School and Representation in Media	4
ENG 240	Introduction to Disability Studies	4
ENG 241	Introduction to African American Literature	4
ENG 242	Introduction to Asian American Literature	4
ENG 243	Introduction to Chicano and Latino Literature	4
ENG 244	Introduction to Native American Literature	4
ENG 316	Women Writers' Forms: [Topic]	4
ENG 360	African American Writers	4
ENG 361	Native American Writers	4
ENG 363	Chicano and Latino Writers	4
ENG 381M	Film, Media, and Culture	4
ENG 386	Bodies in Comics	4

ENG 496	Feminist Film Criticism: [Topic]	4
ES 101	Introduction to Ethnic Studies	4
ES 250	Introduction to Black Studies	4
ES 252	Introduction to Asian American Studies	4
ES 254	Introduction to Chicanx and Latinx Studies	4
ES 256	Introduction to Native American Studies	4
ES 258	Introduction to Pacific Islander Studies	4
ES 310	Race and Popular Culture: [Topic]	4
ES 321	Indigenous Peoples of Oregon	4
ES 330	Women of Color Issues and Concerns	4
ES 350	Native Americans and the Environment	4
ES 352	Social Equity and Criminal Justice	4
ES 354	Environmental Racism	4
ES 360	Black Sexual Politics	4
ES 370	Race, Ethnicity, and Cinema: [Topic]	4
ES 380	Race, Migration, and Rights	4
ES 440	Race, Literature, and Culture: [Topic]	4
ES 456	History of Native American Education	4
ES 464	Relational Studies of Indigeneity, Race and Culture: [Topic]	4
ES 465	Feminist Theories of Race: [Topic]	4
ES 466	Native American Ethnohistory	4
ES 468	Indigenous Research Methods and Ethics	4
ES 470	Native American and Indigenous Feminisms	4
FHS 216	Diversity in Human Services	4
FLR 250	Introduction to Folklore	4
FLR 255	Folklore and United States Popular Culture	4
FLR 370	Folklore and Sexuality	4
GEOG 208	Geography of the United States and Canada	4
HC 444H	HC US: Difference, Inequality, Agency Colloquium: [Topic]	4
HIST 201	Inventing America	4
HIST 202	Building the United States	4
HIST 203	American Century	4
HIST 248	Latinos in the Americas	4
HIST 250	African American History	4
HIST 251	African American History	4
HIST 262	Portland Past and Present	4
HIST 308	History of Women in the United States I	4
HIST 309	History of Women in the United States II	4
HIST 314	Oregon Hidden Histories	4
HIST 351	American Radicalism	4
HIST 362	History of US Cities	4
HIST 368	American West in Popular Culture	4
HIST 378	American Environmental History to 1890	4
HIST 379	American Environmental History 1890 to Present	4
HIST 388	Vietnam War and the United States	4
HIST 455	Colonial American History	4
HIST 469	American Indian History: [Topic]	4
JCOM 301	Gender, Media and Diversity	4

JDST 213	The Jewish Encounter with Modernity	4
JDST 330	American Jewish Cultures	4
JDST 353	Jewish Image and Media	4
LAW 204	Immigration and Citizenship	4
LAW 301	Youth and Social Change	4
LING 201	Language and Power in the United States	4
LING 296	Language and Society in the United States	4
LING 297	Introduction to Bilingualism in the United States	4
MUJ 350	History of Jazz, 1900 to 1950	4
MUJ 351	History of Jazz, 1940 to Present	4
MUS 141	Popular Piano and Musicianship I	4
MUS 151	Popular Songwriting	4
MUS 263	US Popular Music 1800 to 1930	4
MUS 264	US Popular Music 1930 to 1965	4
MUS 265	US Popular Music 1965 to 2000	4
MUS 270	History of the Blues	4
MUS 281	Music of the Woodstock Generation	4
MUS 359	Music of the Americas	4
MUS 360	Hip-Hop History, Culture, Aesthetics	4
PHIL 102	Ethics	4
PHIL 216	Philosophy and Cultural Diversity	4
PHIL 315	Introduction to Feminist Philosophy	4
PHIL 452	Philosophy and Race	4
PPPM 101	Advocacy and Social Change	4
PPPM 201	Introduction to Public Policy	4
PPPM 202	Healthy Communities	4
PPPM 250	Arts and Human Values	4
PPPM 321	Inclusive Urbanism	4
PS 106	Power, Politics, and Inequality	4
PS 206	Ethics, Identity, and Power	4
PS 316	Black Lives Matter and American Democracy	4
PS 319	The Politics of the Body	4
PS 348	Women and Politics	4
PS 368	Gender in the Law	4
PS 372	Music and Politics	4
PS 386	United States Social Movements and Political Change	4
PS 390	American Indian Politics	4
PS 449	Racial Politics in the United States	4
PSY 306	Social Psychology	4
PSY 366	Culture and Mental Health	4
PSY 380	Psychology of Gender	4
SOC 204Z	Introduction to Sociology	4
SOC 207	Social Inequality	4
SOC 280	Introduction to Criminology	4
SOC 301	American Society	4
SOC 345	Race and Ethnicity	4
SOC 355	Sociology of Gender	4
SOC 445	Sociology of Race and Ethnicity: [Topic]	4
SOC 455	Issues in Sociology of Gender: [Topic]	4
SOC 456	Feminist Theory	4

SPAN 218	Latino Heritage I	5
SPAN 348	Latinx Culture and Society	4
SPED 415	Diversity and Special Education	3
SPED 418	Disrupting the School to Prison Pipeline	3
TA 472	Multicultural Theatre: [Topic]	4
WGS 101	Introduction to Women's and Gender Studies	4
WGS 201	Introduction to Queer Studies	4
WGS 221	Bodies and Power	4
WGS 250	Gender, Literature, and Culture	4
WGS 261	Gender and Popular Culture	4
WGS 303	Women and Gender in American History	4
WGS 311	Black Feminist Theories	4
WGS 315	History and Development of Feminist Theory	4
WGS 321	Feminist Perspectives on Identity, Race, Culture	4
WGS 331	Science, Technology, and Gender	4
WGS 350	Literature as Feminist Theory	4
WGS 411	Feminist Praxis	4
WGS 422	Sexuality Studies: [Topic]	4

Global Perspectives

These courses fulfill the *Global Perspectives* category of the Cultural Literacy Core Education requirement. A Global Perspectives course aims to foster student encounter with and critical reflection upon cultures, identities, and ways of being in global contexts beyond the United States.

Students will consider substantial scholarship, cultural production, perspectives, and voices from members of communities under study, as sources permit. In Global Perspectives courses, students will do one or more of the following:

1. **Engage** texts, literature, art testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond the U.S. context;
2. **Analyze** power relations involving different nations, peoples, and identity groups or world regions;
3. **Examine** hierarchy, marginality, or discrimination based on race, ethnicity, gender, gender identity, religion, sexuality, nationality, or ability (or some combination of these).

and undertake one or more of the following:

- **Discuss** possibly unfamiliar topics using critical vocabulary and concepts.
- **Practice respectful listening and civil dialogue** around controversial issues.

Code	Title	Credits
AFR 215	Introduction to African Studies	4
ANTH 110	Introduction to Traditional Ecological Knowledge	4
ANTH 114	Anthropology of Pirates and Piracy	4
ANTH 150	World Archaeology	4
ANTH 161	Introduction to Cultural Anthropology	4
ANTH 163	Origins of Storytelling	4
ANTH 165	Sexuality and Culture	4

ANTH 173	Evolution of Human Sexuality	4	CHN 202	Second-Year Chinese	5
ANTH 209	Business Anthropology	4	CHN 203	Second-Year Chinese	5
ANTH 220	Introduction to Nutritional Anthropology	4	CHN 204	Accelerated Second-Year Chinese I	5
ANTH 274	Animals and People	4	CHN 205	Accelerated Second-Year Chinese II	5
ANTH 311	Anthropology of Globalization	4	CHN 206	Accelerated Second-Year Chinese III	5
ANTH 315	Gender, Folklore, Inequality	4	CHN 305	History of Chinese Literature	4
ANTH 330	Hunters and Gatherers	4	CHN 306	History of Chinese Literature II, The Imperial Age	4
ANTH 331	Cultures of India and South Asia	4	CHN 307	History of Chinese Literature	4
ANTH 342	Archaeology of Egypt and Near East	4	CHN 308	Literature of Modern Taiwan	4
ANTH 346	Archaeology of Southeast Asia	4	CHN 316	Professional Chinese	4
ANTH 349	Origins of Art	4	CHN 350	Gender and Sexuality in Traditional Chinese Literature	4
ANTH 362	Human Biological Variation	4	CHN 351	Gender and Sexuality in Modern Chinese Literature	4
ANTH 420	Culture, Illness, and Healing	4	CHN 434	Media Chinese	4
ANTH 434	Indigenous Peoples of South America	4	CHN 452	Chinese Film and Theory	4
ANTH 448	Gender and Archaeology	4	CINE 151M	Introduction to Korean Cinema	4
ARB 301	Language and Culture I	4	CINE 362M	Contemporary Korean Film	4
ARB 302	Language and Culture II	4	CLAS 110	Classical Mythology	4
ARB 303	Language and Culture III	4	CLAS 111	Ancient Athletics in Greece and Rome	4
ARB 353	Arab Cinema	4	CLAS 188	Introduction to Classical Archaeology	4
ARH 204	Ancient Mediterranean Art	4	CLAS 201	Greek Life and Culture	4
ARH 207	History of Indian Art	4	CLAS 310	Early China, Ancient Greece	4
ARH 208	History of Chinese Art	4	CLAS 311	Death and Rebirth in Greece and India	4
ARH 209	History of Japanese Art	4	CLAS 314	Gender and Sexuality in Antiquity	4
ARH 211	Survey of Latin American Arts	4	COLT 101	Introduction to Comparative Literature	4
ARH 314	History of World Architecture I	4	COLT 102	Introduction to Comparative Literature	4
ARH 315	History of World Architecture II	4	COLT 103	Introduction to Comparative Literature	4
ARH 320	Classical Greek Art and Architecture	4	COLT 211	Comparative World Literature	4
ARH 321	Ancient Jewish Art	4	COLT 212	Comparative World Cinema: [Topic]	4
ARH 322	Hellenistic Art and Architecture	4	COLT 231	Literature and Society	4
ARH 323	Roman Art & Architecture	4	COLT 232	Literature and Film	4
ARH 325	Islamic Art & Architecture	4	COLT 301	Approaches to Comparative Literature	4
ARH 350	History of Manga	4	COLT 305	Cultural Studies	4
ARH 353	Modern Art 1880 to 1950	4	COLT 360	Gender and Identity in Literature	4
ARH 368	Arts and Visual Cultures of Climate Change	4	COLT 370	Comparative Comics	4
ARH 372	Arts of Colonial Latin America	4	DAN 301	African Dance Aesthetics	4
ARH 373	20th Century Latin American Art	4	EALL 109	Language of Food in East Asia	4
ARH 382	Arts of the Silk Road	4	EALL 209	Languages and Societies in East Asia	4
ARH 387	Chinese Buddhist Art	4	EALL 211	Japan A Cultural Odyssey	4
ARH 421	Ancient Mediterranean Art: [Topic]	4	EC 390	Problems and Issues in the Developing Economies	4
ARH 481	Chinese Art: [Topic]	4	EC 490	Economic Growth and Development	4
ARH 485	Japanese Art: [Topic]	4	ENG 107	World Literature I	4
ARH 488	Japanese Prints	4	ENG 108	World Literature II	4
ASIA 111	Great Books on Modern Asia	4	ENG 340	Jewish Writers	4
ASIA 350	What Is Asia: Theoretical Debates	4	ENG 365	Global Literatures in English	4
ASIA 425	Asian Foodways	4	ENVS 225	Introduction to Food Studies	4
ASIA 480	Chinese Economy: Transition, Development, Globalization	4	FLR 225	Voices of Africa	4
BA 252	Global Perspectives in Business	4	FLR 411	Folklore and Religion	4
CHN 150	Introduction to Chinese Narrative	4	FR 150	Cultural Legacies of France	4
CHN 151	Introduction to Chinese Film	4	FR 201	Intermediate French I	4
CHN 152	Introduction to Chinese Popular Culture	4			
CHN 201	Second-Year Chinese	5			

FR 301	La France contemporaine	4	GLBL 345	African Contemporary Issues and Concerns	4
FR 302	Culture et langage Le monde francophone contemporain	4	GLBL 350	Education and Development	4
FR 312	French Survey of Francophone Literature	4	GLBL 360	International Cooperation and Conflict	4
FR 317	Knights, Queens, and Rebels	4	GLBL 370	International Human Rights	4
FR 319	Modernity and Creativity	4	GLBL 415	The Global Story of Race	4
FR 330	French Poetry	4	GLBL 421	Gender and International Development	4
FR 333	French Narrative	4	GLBL 431	Cross-Cultural Communication	4
FR 362	French Film	4	GLBL 442	South Asia: Development and Social Change	4
GEOG 142	The Human Planet	4	GLBL 443	Europe Development and Social Change	4
GEOG 201	World Regional Geography	4	GLBL 444	Southeast Asia Today	4
GEOG 202	Geography of Europe	4	GLBL 445	Development and Social Change in Sub-Saharan Africa	4
GEOG 209	Geography of the Middle East and North Africa	4	GSL 111	Food and Culture in the Middle East	4
GEOG 341	Population and Environment	4	GSL 290	Introduction to Epidemiology	4
GEOG 342	Geography of Globalization	4	GSL 335	Global Perspectives in Food and Film	4
GEOG 343	Society, Culture, and Place	4	GSL 440	Methods in Food Systems Studies	4
GEOG 441	Political Geography	4	HBRW 301	Second-Year Modern Hebrew I	4
GEOG 444	Cultural Geography	4	HBRW 302	Second-Year Modern Hebrew II	4
GEOG 445	Culture, Ethnicity, and Nationalism	4	HBRW 303	Second-Year Modern Hebrew III	4
GEOG 465	Environment and Development	4	HC 434H	Honors College Global Perspectives Colloquium: [Topic]	4
GER 202	Second-Year German II	4	HIST 102	Making Modern Europe	4
GER 203	Second-Year German III	4	HIST 104	World History Antiquity to 1500	4
GER 220M	Existentialist Literature and Thought	4	HIST 105	World History	4
GER 221	Postwar Germany Nation Divided	4	HIST 106	World History	4
GER 222	Fascism and Culture	4	HIST 186	Cultures of India	4
GER 223	Germany: A Multicultural Society	4	HIST 190	Foundations of East Asian Civilizations	4
GER 250	The Culture of Money	4	HIST 191	China, Past and Present	4
GER 251	Sexuality	4	HIST 192	Japan, Past and Present	4
GER 252	War, Violence, Trauma	4	HIST 215	Food in World History	4
GER 345M	Food, Culture, and Identity in Germany and Scandinavia	4	HIST 225	Beer in World History	4
GER 351	Diversity in Germany	4	HIST 255	History of the Pacific Islands	4
GER 354	German Gender Studies	4	HIST 273	Introduction to Global Environmental History	4
GER 355	German Cinema: History, Theory, Practice	4	HIST 286	Cities in India and South Asia	4
GER 356	German Fairy Tales	4	HIST 317	Migrants and Refugees in Modern World History	4
GER 357	Nature, Culture, and the Environment	4	HIST 325	Precolonial Africa	4
GER 360	German Literature Poetry, Plays, Prose	4	HIST 326	Colonial and Postcolonial Africa	4
GER 361	German Literature Literary Movements	4	HIST 346	Imperial Russia	4
GER 362	German Literature Interpretive Models	4	HIST 347	Soviet Union and Contemporary Russia	4
GER 363	Modern and Contemporary in Politics and Society	4	HIST 361	Early Modern Science	4
GER 364	Works, Authors, Industries in Film and Media	4	HIST 380	Latin America	4
GER 365	Music and the Arts	4	HIST 381	Latin America	4
GLBL 101	Introduction to Global Issues	4	HIST 382	Latin America, 1910 to the Present	4
GLBL 102	Foundations for Intercultural Competence	4	HIST 383	Soccer and Society in Latin America	4
GLBL 230	Global Wellbeing	4	HIST 386	India	4
GLBL 240	Perspectives on International Development	4	HIST 387	Early China	4
GLBL 250	Value Systems in Cross-Cultural Perspective	4	HIST 396	Samurai in Film	4
GLBL 270	Globalization and the Global Economy	4	HIST 414	Ancient Rome: [Topic]	4
GLBL 340	Global Health and Development	4	HIST 415	Advanced World History: [Topic]	4

HIST 416	Advanced Women's History: [Topic]	4	PHIL 110	Human Nature	4
HIST 417	Society and Culture in Modern Africa: [Topic]	4	PHIL 170	Love and Sex	4
HIST 440	History of the Book	4	PHIL 309	Global Justice	4
HIST 444	The Holocaust	4	PHIL 340	Environmental Philosophy	4
HIST 446	Modern Russia: [Topic]	4	PHIL 341	African Philosophy	4
HIST 480	Mexico	4	PHIL 342	Introduction to Latin American Philosophy	4
HIST 483	Latin America: [Topic]	4	PHIL 343	Critical Theory	4
HIST 487	China: [Topic]	4	PORT 301	Cultura e Lingua: Expressões Artísticas	4
HIST 490	Japan: [Topic]	4	PORT 305	Cultura e língua: Brasil ontem e hoje	4
HIST 491	Medicine and Society in Premodern Japan	4	PPPM 242	Global Sustainable Cities and Landscapes	4
HIST 497	Culture, Modernity, and Revolution in China: [Topic]	4	PPPM 360	International Public Policy	4
HIST 498	Early Japanese Culture and Society: [Topic]	4	PPPM 370	Global Sustainable Development and Policy	4
ITAL 152	Desire and Resistance: Italian Cinema	4	PS 304	Democracy, Dictators, and Development	4
ITAL 301	Cultura e língua: l'Italia contemporanea	4	PS 324	European Politics	4
ITAL 303	Cultura e língua: sociedade, economia, política	4	PS 330	Governments and Politics in Latin America	4
ITAL 305	Cultura e língua: arte, música, e mídia	4	PS 337	The Politics of Development	4
ITAL 306	La cultura culinária	4	PS 342	Politics of China	4
ITAL 317	Italian Survey of Medieval and Renaissance	4	PS 345	Southeast Asian Politics	4
ITAL 350	Global Histories of Italian Food	4	PS 380	Gender and Politics in Developing Countries	4
JCOM 306	Global Communications	4	PS 387	Russian Politics	4
JDST 212	Medieval and Early Modern Judaism	4	PS 391	Non-Western Political Theory	4
JPN 250	Manga Millennium	4	PS 478	Globalization and Development	4
JPN 260	Workplace Communication in Japan I	4	REL 101	World Religions: Asian Traditions	4
JPN 261	Workplace Communication in Japan II	4	REL 102	World Religions: Near Eastern Traditions	4
JPN 305	Introduction to Japanese Literature	4	REL 211	Early Judaism	4
JPN 306	Introduction to Japanese Literature	4	REL 233	Introduction to Islam	4
JPN 307	Introduction to Japanese Literature	4	REL 302	Chinese Religions	4
JPN 315	Introduction to Japanese Linguistics	4	REL 303	Japanese Religions	4
JPN 425	Modern Japanese Literature: [Topic]	4	REL 304	Religions of India	4
KRN 151M	Introduction to Korean Cinema	4	REL 321	History of Christianity I	4
KRN 309	Languages and Cultural Formation in Korea	4	REL 323	History of Christianity III	4
KRN 315	Introduction to Korean Linguistics	4	REL 324	History of Eastern Christianity I	4
KRN 361	Korean Popular Culture and Transnationalism	4	REL 325	History of Eastern Christianity II	4
KRN 362M	Contemporary Korean Film	4	REL 335	Introduction to the Qur'an	4
LAS 200	Introduction to Latin American Studies	4	REL 353	Dark Self, East and West	4
LAS 211	Latin American Humanities: [Topic]	4	REL 355	Mysticism	4
LING 211	Languages of the World	4	REL 357	War, Terrorism, and Religion	4
LING 491	Sociolinguistics	4	REL 359	Religion After Atheism	4
MENA 111	Media Coverage of the Middle East	4	REL 440	Readings in Buddhist Scriptures	4
MUS 250	Popular Musics in Global Context	4	REL 444	Medieval Japanese Buddhism	4
MUS 358	Music in World Cultures	4	RL 151	Mediterranean Foodways	4
MUS 367	Survey of African Music	4	RUSS 201	Second-Year Russian I	5
MUS 436	World Music Ensemble: [Topic]	2	RUSS 202	Second-Year Russian II	5
MUS 451	Introduction to Ethnomusicology	4	RUSS 203	Second-Year Russian III	5
MUS 452	Musical Instruments of the World	4	RUSS 204	Introduction to Russian Literature	4
MUS 462	Popular Musics in the African Diaspora	4	RUSS 205	Introduction to Russian Literature	4
			RUSS 206	Introduction to Russian Literature	4
			RUSS 240	Russian Culture	4
			RUSS 317	Third-Year Russian II	5
			RUSS 334	Dostoevsky	4

RUSS 351	Russian Literature and Film	4
RUSS 360	Race in Russia and America	4
SBUS 250	Sports Business and Society	4
SBUS 250N	Sports Business and Society	4
SCAN 220M	Existentialist Literature and Thought	4
SCAN 251	Text and Interpretation	4
SCAN 259	Vikings through the Icelandic Sagas	4
SCAN 315	Nordic Cinema	4
SCAN 316	History of Cinema	4
SCAN 317	Directors, Movements, and Manifestos	4
SCAN 325	Constructions versus Constrictions of Identity	4
SCAN 341	Revisions of the Scandinavian Dream	4
SCAN 343	Norse Mythology	4
SCAN 344	Medieval Hero and Monster	4
SCAN 345M	Food, Culture, and Identity in Germany and Scandinavia	4
SCAN 353	Scandinavian Women Writers	4
SCAN 354	Genres in Scandinavian Literature	4
SPAN 150	Hispanic and Latinx Cultures	4
SPAN 201	Intermediate Spanish I	4
SPAN 202	Intermediate Spanish II	4
SPAN 203	Intermediate Spanish III	4
SPAN 228	Latino Heritage II	5
SPAN 301	Cultura y lengua: Identidades hispanas	4
SPAN 305	Cultura y lengua Cambio social	4
SPAN 308	Culture and Language Bilingual Communities	4
SPAN 323	Languages in Contact	4
SPAN 334	Identities and Power	4
SPAN 339	Literary Cultures	4
SPAN 341	Hispanic Cultures through Literature I	4
SPAN 342	Hispanic Cultures through Literature II	4
SPAN 343	Hispanic Cultures through Literature III	4
SPAN 344	Hispanic Cultures through Literature IV	4
SPAN 350	Introduction to Poetry	4
SPAN 353	Introduction to Narrative	4
SPAN 355	Creative Writing in Spanish	4
SPAN 475	Comparative Spanish Speaking World: [Topic]	4
SPAN 480	19th-Century Spanish American Literature: [Topic]	4
SPAN 490	20th-Century Latin American Literature: [Topic]	4
SWAH 201	Second-Year Swahili I	5
SWAH 202	Second-Year Swahili II	5
SWAH 203	Second Year Swahili III	5
WGS 351	Decolonial Feminisms	4
WGS 361	Gender, Film and the Media	4

Bachelor of Arts

The bachelor of arts (BA) degree requires proficiency in a second language. Please see the Bachelor of Arts Requirements (p. 26) section of the catalog for more information.

Code	Title	Credits
ARB 303	Language and Culture III	4
ASL 203	Second-Year American Sign Language	4
CHN 203	Second-Year Chinese	5
CHN 206	Accelerated Second-Year Chinese III	5
CHN 301	Third-Year Chinese I	5
CHN 302	Third-Year Chinese II	5
CHN 303	Third-Year Chinese III	5
CHN 316	Professional Chinese	4
CHN 413	Modern Chinese Texts: [Topic]	1-4
CHN 420	Intermediate Language Strategies	4
CHN 421	Intermediate Language Strategies	4
CHN 434	Media Chinese	4
CHN 436	Literary Chinese	4
CHN 437	Literary Chinese	4
EALL 443	Chinese, Japanese, and Korean Pedagogy	4
FR 203	Intermediate French III	4
FR 301	La France contemporaine	4
FR 302	Culture et langage Le monde francophone contemporain	4
FR 307	Oral Skills	2
FR 312	French Survey of Francophone Literature	4
FR 317	Knights, Queens, and Rebels	4
FR 318	Monarchy, Liberty, Revolution	4
FR 319	Modernity and Creativity	4
FR 330	French Poetry	4
FR 331	French Theater	4
FR 333	French Narrative	4
FR 362	French Film	4
FR 416	Advanced Writing in French	4
FR 460	18th-Century Literature: [Topic]	4
FR 480	19th-Century Literature: [Topic]	4
FR 490	20th-Century Literature: [Topic]	4
GER 203	Second-Year German III	4
GER 311	Intermediate Language Training I	4
GER 312	Intermediate Language Training II	4
GER 313	Intermediate Language Training III	4
GER 360	German Literature Poetry, Plays, Prose	4
GER 361	German Literature Literary Movements	4
GER 362	German Literature Interpretive Models	4
GER 363	Modern and Contemporary in Politics and Society	4
GER 364	Works, Authors, Industries in Film and Media	4
GER 365	Music and the Arts	4
GER 411	Advanced Language Training	4
GER 425	Play Performance: [Topic]	4
GRK 303	Authors: [Topic]	4

GRK 411	Authors: [Topic]	4	SPAN 324	Spanish Pronunciation and Phonetics	4
HBRW 303	Second-Year Modern Hebrew III	4	SPAN 334	Identities and Power	4
ICH 203	Second-Year Ichishki'in	5	SPAN 339	Literary Cultures	4
ITAL 203	Second-Year Italian	4	SPAN 341	Hispanic Cultures through Literature I	4
ITAL 301	Cultura e lingua: l'Italia contemporanea	4	SPAN 342	Hispanic Cultures through Literature II	4
ITAL 303	Cultura e lingua: societa, economia, politica	4	SPAN 343	Hispanic Cultures through Literature III	4
ITAL 305	Cultura e lingua: arte, musica, i mass media	4	SPAN 344	Hispanic Cultures through Literature IV	4
ITAL 306	La cultura culinaria	4	SPAN 348	Latinx Culture and Society	4
ITAL 317	Italian Survey of Medieval and Renaissance	4	SPAN 350	Introduction to Poetry	4
ITAL 318	Italian Survey: Baroque and Enlightenment	4	SPAN 351	Introduction to Theater	4
ITAL 319	Italian Survey: 19th and 20th Centuries	4	SPAN 353	Introduction to Narrative	4
JPN 203	Second-Year Japanese III	5	SPAN 420	Spanish Linguistics: [Topic]	4
JPN 301	Third-Year Japanese I	5	SPAN 424	History of the Spanish Language	4
JPN 302	Third-Year Japanese II	5	SPAN 428	Spanish in the United States	4
JPN 303	Third-Year Japanese III	5	SPAN 448	National Identities and Border Cultures in the Americas	4
JPN 411	Fourth-Year Spoken Japanese	4	SPAN 480	19th-Century Spanish American Literature: [Topic]	4
JPN 412	Fourth-Year Spoken Japanese	4	SPAN 490	20th-Century Latin American Literature: [Topic]	4
JPN 413	Fourth-Year Spoken Japanese	4	SWAH 203	Second Year Swahili III	5
JPN 414	Fourth-Year Reading and Writing Japanese	4	SWED 203	Second-Year Swedish	4
JPN 415	Fourth-Year Reading and Writing Japanese	4			
JPN 416	Fourth-Year Reading and Writing Japanese	4			
JPN 490	Translation and Japanese Literature	4			
KRN 203	Second-Year Korean III	5			
KRN 301	Third-Year Korean I	5			
KRN 302	Third-Year Korean II	5			
KRN 303	Third-Year Korean III	5			
LANG 203	CourseShare Second-Year Language III: [Topic]	1-6			
LAT 303	Authors: [Topic]	4			
LAT 411	Authors: [Topic]	4			
PORT 203	Second-Year Portuguese	4			
PORT 301	Cultura e Lingua: Expressoes Artisticas	4			
PORT 305	Cultura e lingua: Brasil ontem e hoje	4			
RUSS 203	Second-Year Russian III	5			
RUSS 316	Third-Year Russian I	5			
RUSS 317	Third-Year Russian II	5			
RUSS 318	Third-Year Russian III	5			
RUSS 436	Advanced Russian: [Topic]	4			
SPAN 203	Intermediate Spanish III	4			
SPAN 228	Latino Heritage II	5			
SPAN 301	Cultura y lengua: Identidades hispanas	4			
SPAN 303	Cultura y lengua: Expresiones artisticas	4			
SPAN 305	Cultura y lengua Cambio social	4			
SPAN 307	Oral Skills	2			
SPAN 308	Culture and Language Bilingual Communities	4			
SPAN 311	Advanced Writing in Spanish	4			
SPAN 312	Spanish in the Media	4			
SPAN 320	Grammars of Spanish	4			
SPAN 322	Introduction to Hispanic Linguistics	4			
SPAN 323	Languages in Contact	4			

Bachelor of Science

The bachelor of science (BS) degree requires proficiency in mathematics or computer science or a combination of the two. The requirement may be satisfied in one of three different ways, depending on the student's experience in mathematics. Please see the Bachelor of Science Requirements (p. 26) section of the catalog for more information.

Code	Title	Credits
CS 111	Introduction to Web Programming	4
CS 122	Introduction to Programming and Problem Solving	4
CS 210	Computer Science I	4
CS 211	Computer Science II	4
CS 212	Computer Science III	4
MATH 105Z	Math in Society	4
MATH 106	University Mathematics II	4
MATH 107	University Mathematics III	4
MATH 111Z	Precalculus I: Functions	4
MATH 112Z	Precalculus II: Trigonometry	4
MATH 211	Fundamentals of Elementary Mathematics I	4
MATH 212	Fundamentals of Elementary Mathematics II	4
MATH 213	Fundamentals of Elementary Mathematics III	4
MATH 231	Elements of Discrete Mathematics I	4
MATH 232	Elements of Discrete Mathematics II	4
MATH 241	Calculus for Business and Social Science I	4
MATH 242	Calculus for Business and Social Science II	4
MATH 246	Calculus for the Biological Sciences I	4
MATH 247	Calculus for the Biological Sciences II	4
MATH 251Z	Differential Calculus	4

MATH 252Z	Integral Calculus	4
MATH 253Z	Calculus: Sequences and Series	4
MATH 425	Statistical Methods I	4
STAT 243Z	Elementary Statistics I	4

College of Arts and Sciences

<http://cas.uoregon.edu>

Christopher J. Poulsen, Dean

401 Tykeson Hall
541-346-3902

The College of Arts and Sciences (<https://cas.uoregon.edu/>) is the academic and intellectual hub of the University of Oregon, providing a core liberal arts curriculum to the vast majority of UO undergraduates—including 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. The fundamental academic mission of the College of Arts and Sciences 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 more than 50 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 over 800 faculty members, including teaching specialists and research scholars who 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 arts education that prepares them to be successful global citizens in the 21st century.

Students in the College of Arts and Sciences can take advantage of integrated academic and career advising to help them set their path forward, through a full set of services located in Willie and Donald Tykeson Hall.

Liberal Education

Social, political, and economic change is accelerating at a phenomenal pace, and career paths are evolving in response to these changes. When surveyed, employers say they place high value on critical thinking and problem solving; oral and written communication; teamwork and collaboration; adaptability to new and emerging technologies; leadership skills to guide, motivate, prioritize, and delegate work; and global and intercultural fluency. These are the very skills and knowledge that students gain from a liberal arts education.

No matter what their specific career paths, all UO students 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. A liberal arts education provides an essential framework for a lifetime of learning, work and growth in a world where many professions are undergoing profound, sweeping transformations.

Humanities

The departments and programs of the Humanities Division (<https://humanities.uoregon.edu/>) are committed to the study of human meaning as it is expressed in diverse languages, explained in diverse literatures, and reflected upon from diverse philosophical and religious perspectives. Students seek to understand the values and purposes that make practices and systems worthwhile. In an increasingly interconnected world, the ability to critically consider how individuals and communities make sense of their world is an essential skill.

- Cinema Studies (p. 62)
- Classics (p. 66)
 - Greek
 - Latin
- Comparative Literature (p. 78)
- Creative Writing (p. 87)
- English (p. 103)
 - Comics and Cartoon Studies
 - Digital Humanities
 - Disability Studies
 - Writing, Public Speaking and Critical Reasoning
- Folklore and Public Culture (p. 114)
- Humanities (p. 129)
- Linguistics (p. 133)
- Medieval Studies (p. 142)
- Philosophy (p. 145)
 - Ethics
- Religious Studies (p. 152)
 - Arabic Studies
- Theater Arts (p. 191)

Schnitzer School of Global Studies and Languages

- East Asian Languages and Literatures (p. 89)
 - Chinese
 - Japanese
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- German and Scandinavian (p. 119)
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- Romance Languages (p. 156)
 - French and Francophone Studies
 - Italian
 - Portuguese
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- Russian, East European and Eurasian Studies (p. 185)

Affiliated Centers and Institutions

Chinese Flagship Program (<https://chineseflagship.uoregon.edu/>)

Northwest Indigenous Language Institute (<https://nili.uoregon.edu/>)

Spanish Heritage Language Program (<https://shl.uoregon.edu/>)

Yamada Language Center (<https://ylc.uoregon.edu/>)

Cinema Studies

<http://cinema.uoregon.edu>

Michael G. Aronson, Department Head

331 McKenzie Hall
541-346-5104
asu5@uoregon.edu

The UO's Department of Cinema Studies offers a one-of-a-kind opportunity to explore every facet of the world of moving images. Students become skilled producers of images as well as responsible consumers and thoughtful critics. While traditional film schools teach students how to make movies, UO cinema students approach film, television and new media from a variety of disciplinary angles and perspectives. Our interdisciplinary department teaches the creative and technical aspects of storytelling as well as the broader historical, philosophical, and geopolitical contexts of this industrial art form. Students take a diverse array of courses in history, theory, criticism, and aesthetics as well as in digital production.

Faculty

Peter Alilunas, associate professor (cinema studies). BA, 2006, Oregon; MA, 2008, Texas, Austin; PhD, 2013, Michigan. (2014)

Michael G. Aronson, professor (cinema studies). BA, 1994, Pennsylvania; MA, 1997, PhD, 2002, Pittsburgh. (2003)

Michael Bray, instructor (digital arts, cinema). BA, 1997, Illinois, Urbana-Champaign; MFA, 2008, Oregon. (2008)

Jon Crawford, assistant professor (film/TV production, queer cinema, documentary studies). MFA, 2011, University of California, Los Angeles. (2025)

Nissryne Dib, assistant professor (production, international film, documentary studies). MFA, 2020, University of California, Los Angeles. (2025)

Nicholas Forster, assistant professor (African-American cinema, media studies, golden age of television, African-American theater). PhD, 2019, Yale University. (2024)

Sangita Gopal, associate professor (cinema studies). BA, 1990, Calcutta; MA, 1995, PhD, 2000, Rochester. (2004)

Erin Hanna, associate professor (cinema studies). BA, 2004, MA 2007 York (Toronto); PhD, 2014, Michigan. (2014)

Masami Kawai, associate professor (cinema studies). BA, 2003, Hampshire College; MFA, 2013, California, Los Angeles. (2014)

Dong Hoon Kim, associate professor (cinema studies). BA, 1998, Yonsei; MA, 2002, PhD, 2008, Southern California. (2011)

Kevin May, instructor (cinema studies); multimedia assistant. BA, 2006, MEd, 2010, Oregon (2016)

Allison McGuffie, assistant teaching professor (African studies, digital humanities, English, cinema studies). PhD, 2013, University of Iowa (2020)

HyeRyoung Ok, instructor (cinema studies). BA, 1996, MA, 2000, Seoul National; MA, 2002, New York; PhD, 2008, Southern California. (2011)

Priscilla Peña Ovalle, associate professor (cinema studies, ethnic studies). BS, 1998, Emerson College; MA, 2001, PhD, 2006, Southern California. (2006)

Andre Sirois, associate teaching professor (cinema studies); multimedia supervisor. BA, 2002, Central Connecticut State; MA, 2005, Maine; PhD, 2011, Oregon. (2012)

Daniel Gómez Steinhart, associate professor (cinema studies). BA, 2000, Wesleyan; MA, 2006, PhD, 2013, California, Los Angeles. (2014)

Colin Williamson, assistant professor (cinema studies). BA, 2006, UC Santa Barbara, PhD, 2013, Chicago. (2023)

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

Appointed Faculty

Michael Allan, comparative literature

Rachel DiNitto, East Asian Languages and Literatures

Gabriela Martinez, journalism and communication

Affiliated Faculty

Kenneth S. Calhoon, comparative literature

Daniel L. Miller, journalism and communication

Kate Mondloch, history of art and architecture

Elizabeth M. Peterson, library

Stephen Rust, English

Biswarup "Bish" Sen, journalism and communication

Rick Silva, art

Janet Wasko, journalism and communication

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Identify, define, and apply the vocabulary used to describe and analyze the aesthetics of media. This vocabulary anchors the analytical (ideological, historical, etc.) and artistic work of the Cinema Studies curriculum.
- Historically and contextually analyze a broad range of media from newspapers to newer media to think critically about its intersections, institutions, functions, and social impacts.
- Show a basic knowledge of cinema which includes film, television, and newer media by identifying and describing the technological, artistic, and cultural histories of media in various national contexts while building researching and writing skills.
- Create, present, and constructively critique narrative films, documentaries, or video art pieces. Students will learn the basics of pre-production, production, and post-production to gain an overview of the film and art making process. Using critical thinking skills, students will develop and refine their creative and technical choices while navigating workflow standards.
- Develop artistic skills in specific areas such as screenwriting, directing, lighting, sound recording, and editing to enhance their

creative, theoretical, and technical understanding of moving image production. Students will specialize in a craft that enhances their personal creative voice and critical thinking skills.

- Identify and analyze important structures including economic, industrial, legal, political, or regulatory forces that shape the production, distribution, or exhibition of cinema. Students use critical and creative thinking, writing, and/or research skills to develop analytical projects about cinema.
- Perform critical, formal, and cultural analyses of cinematic texts. Using theories specific to cinema studies, students may identify change and continuities in discourses of the auteur, star, genre, etc., or situate texts within intersectional contexts. Students will use critical and creative thinking, writing, and/or research skills to develop analytical projects about cinema.
- Identify and analyze international/transnational/global modes of production, circulation, and aesthetics, then contextualize them broadly or more specifically according to the nation or region. Students will use critical and creative thinking, writing, and/or research skills to develop analytical projects about cinema.
- Exhibit specialized skills in writing, critical thinking, and/or creative practice through capstone seminars, workshops, and/or professionalization courses. Students may also apply the methods of other disciplines to complement cinematic analyses.

Undergraduate Studies

The department offers bachelor of arts (BA) and bachelor of science (BS) degree programs, consisting of 58 credits divided among four categories: fundamentals, production, core courses, and electives. 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.

Cinema Studies Major Requirements

Code	Title	Credits
Fundamentals Courses ¹		
CINE 260M	Media Aesthetics	4
Select three of the following:		12
CINE 265	History of the Motion Picture I	
CINE 266	History of the Motion Picture II	
CINE 267	History of the Motion Picture III	
CINE 268	Television History	
Production Courses ²		
Take the following Production A course:		6
CINE 270	Narrative Production I	
Select one of the following Production B courses:		4
JCOM 220	Introduction to Documentary Production	
ARTD 256	Introduction to Production	
CINE 320	Beginning Screenwriting	
CINE 370	Narrative Production II	
CINE 408	Workshop: [Topic]	
CINE 420	Advanced Screenwriting	
CINE 425	Cinema Production: [Topic]	
CINE 426	Art of Directing: [Topic]	
ARTD 251	Time-Based Digital Arts	

ARTD 252	Interactive Digital Arts
ARTD 361	Introduction to Animation
ARTD 379	Introduction to Video Art
ARTD 415	Video Art: Experimental Film
JCOM 420	Documentary Pre-Production
JCOM 421	Documentary Production
JCOM 422	Documentary Post-Production
JCOM 428M	Latino Roots II
Core Courses ³	
24	

Core A: Cinema Industries

CINE 303	Introductory Media Industry Studies: [Topic]
CINE 335	Exhibition and Audiences
CINE 340	Production Studies
CINE/JCOM 411M	US Film Industry
CINE 430	Advanced Media Industry Studies: [Topic]
JCOM 314	Understanding Disney
ENG 485	Television Studies

Core B: Theory and Criticism

CINE 305	Theory and Criticism: [Topic]
CINE 345	Stars
CINE 350	
CINE 360	Film Theory
CINE 365	Digital Cinema
CINE/ENG 381M	Film, Media, and Culture
CINE 490	Directors and Genres: [Topic]
ENG 496	Feminist Film Criticism: [Topic]
JCOM 320	Survey of the Documentary
SCAN 317	Directors, Movements, and Manifestos

Core C: National, Regional, and Transnational Cinema

CINE 310	National and Regional Cinema: [Topic]
CINE 440	National and Regional Cinema: [Topic]
CINE/KRN 362M	Contemporary Korean Film
KRN 361	Korean Popular Culture and Transnationalism
GER 355	German Cinema: History, Theory, Practice
JPN 473	Japanese Environmental Cinema
SCAN 315	Nordic Cinema
SCAN 316	History of Cinema

Electives

⁴

For a list of courses that satisfy elective requirements, review the course lists at cinema.uoregon.edu/term-course-lists. Two electives are required and may include additional fundamentals, production, and/or core courses.

Total Credits **58**

¹ Fundamentals courses (16 credits) introduce majors to three central approaches to cinema studies: historical, social-institutional, and aesthetic. These must be completed before entry into production courses.

- Students must complete Media Aesthetics (CINE 260M) and three of the following courses, History of the Motion Picture I (CINE 265), History of the Motion Picture II (CINE 266), History of the Motion Picture III (CINE 267), and Television History (CINE 268), which may be taken in any order. Completion of all fundamentals courses is required before taking any production courses.

² **Production courses (10 credits: 6 from Production A and 4 from Production B)** give majors a chance to learn the essentials of media production.

- After completing the fundamentals requirements, students may enroll in a Production A course [Narrative Production I (CINE 270).
- After successful completion of a Production A course, students are eligible to register for Production B courses [various topics in production; please see term course list (<http://cinema.uoregon.edu/term-course-lists/>) (<http://cinema.uoregon.edu/term-course-lists/>) for offerings].

³ Core courses (24 credits) strengthen students' understanding of cinema as a dynamic, multicultural, and transnational phenomenon. Please see term course list (<http://cinema.uoregon.edu/term-course-lists/>) for offerings.

- Students must complete six core courses, with at least one from each subcategory: Core A (cinema industries); Core B (theory and criticism); and Core C (national, regional, and transnational cinema).
- Two courses in the core with the CINE subject code (8 credits out of the required 24) are required.

⁴ Electives (8 credits) allow students to broaden their exposure to cinema and media studies. These courses are not focused exclusively on cinema but instead study it in relation to other modes of inquiry, including (but not limited to) Asian studies, comparative literature, ethnic studies, folklore and public culture, philosophy, journalism, literary studies, music, Romance languages, and women's, gender, and sexuality studies.

A wide variety of elective courses from a range of departments and programs are available. Additional fundamentals, production, and core courses may also count as elective courses. Elective credit for the major may also be derived from internship and/or independent study.

Honors

The department provides qualified undergraduate majors with options for participating in the honors program. Students arriving in the 2018–19 academic year or earlier may receive program honors at graduation if they have a final cumulative grade point average (GPA) of at least 3.75 in cinema studies course work. Beginning in 2019–20, incoming students must meet this GPA and, in addition, complete a scholarly or screenwriting project that originates from a cinema studies course and is then expanded in a faculty-led project development seminar. An honors college thesis also fulfills program honors requirements.

[For more information, contact cinema@uoregon.edu](mailto:cinema@uoregon.edu)

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Cinema Studies

Course	Title	Credits	Milestones
First Year			
Fall			
First term of 1st-year second-language sequence		4	
WR 121Z	Composition I	4	
Core-education course in science		4	Start of Science Area of Inquiry Courses
CINE 265	History of the Motion Picture I	4	
Credits		16	
Winter			
Second term of 1st-year second-language sequence		4	
WR 122Z	Composition II	4	
or WR 123 or College Composition III			
Core-education course in science		4	
CINE 266	History of the Motion Picture II	4	
Credits		16	
Spring			
Third term of 1st-year second-language sequence		4	
Core-education course in social science		4	Start of Social Science Area of Inquiry courses
CINE 260M	Media Aesthetics	4	
CINE 267	History of the Motion Picture III	4	
or or Television History			
CINE 268			
Credits		16	
Second Year			
Fall			
First term of 2nd-year second-language sequence		4	
Cultural Literacy Course in US: Difference, Inequality, and Agency or Global Perspectives		4	Start of Cultural Literacy requirement
Core-education course in science		4	
CINE Production A course		4	CINE Production A complete
Credits		16	
Winter			
Second term of 2nd-year second-language sequence		4	
Core-education course in social science		4	
Cultural Literacy Course in Global Perspectives or US: Cultural Difference, Inequality, and Agency		4	Cultural Literacy requirement complete

CINE Production B course	Production requiremer completed	4
Credits		16
Spring		
Third term of 2nd-year second-language sequence	Second language requiremer complete	4
Core-education course in social science	Social science requirement complete	4
Core-education course in science	Science requiremer complete	4
CINE Core course		4
Credits		16
Third Year		
Fall		
Upper-division elective course		4
Core-education course in arts and letters		8
CINE Core course		4
Credits		16
Winter		
Upper-division elective courses		8
CINE Core courses		8
Begin minor(s) or continue double major		
Credits		16
Spring		
Upper-division elective courses		8
CINE Production or CINE elective course		4
CINE Core course		4
CINE internship encouraged this term (or in summer)		
Credits		16
Fourth Year		
Fall		
Upper-division courses		8
CINE Production or CINE elective	CINE elective requirements complete	4
CINE Core course		4
Credits		16
Winter		
Upper-division courses		16
Credits		16
Spring		
Upper-division courses		16
Complete minor(s) or double major. CINE internship encouraged this term		
Credits		16
Total Credits		192

Bachelor of Science in Cinema Studies

Course	Title	Credits	Milestones
First Year			
Fall			
BS MATH/CS course		4	
WR 121Z	Composition I	4	
Core-education course in science		4	Start of Science Area courses
CINE 265	History of the Motion Picture I	4	
Credits		16	
Winter			
BS MATH/CS course		4	
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Core-education course in science		4	
CINE 266	History of the Motion Picture II	4	
Credits		16	
Spring			
BS MATH/CS course		4	
Core-education course in social science		4	Start of Social Science Area courses
CINE 260M	Media Aesthetics	4	
CINE 267	History of the Motion Picture III	4	
or CINE 268	or Television History		
Credits		16	
Second Year			
Fall			
Global Perspective or US: DIA course		4	Start of Cultural Literacy requiremer
Core-education course in science		4	
CINE Production A course		4	CINE Production A complete
Elective course		4	
Credits		16	
Winter			
Global Perspective or US: DIA course		4	Cultural Literacy requirement complete
Core-education course in social science		4	
CINE Production B course		4	
Elective course		4	
Credits		16	

Spring

Core-education course in social science	4
Core-education course in science	4
CINE Prefix Core A, B, or C	4
Elective course	4
Credits	16

Third Year

Fall

Upper-division elective course	4
Core-education courses in arts and letters	8
CINE Core course	4
Credits	16

Winter

Two Upper-division Elective courses	8
CINE Core course	4
CINE Prefix Core A, B, or C	4
Credits	16

Spring

Core-education course in arts and letters	4
Upper-division elective course	4
CINE Production or CINE elective course	4
CINE Core course	4
CINE internship encouraged this term (or in summer)	
Credits	16

Fourth Year

Fall

Two Upper-division courses	8
CINE Production or CINE elective	4
CINE Core course	4
Credits	16

Winter

Upper-division courses	16
Credits	16

Spring

Upper-division courses	16
Credits	16
Total Credits	192

Classics

<http://classics.uoregon.edu>
P. Lowell Bowditch, Department Head

311 Susan Campbell Hall
1267 University of Oregon
Eugene, OR 97403-1267
541-346-4306
Fax: 541-346-4118
classics@uoregon.edu

The field of Classics embraces all aspects of Greek and Roman culture from the prehistoric to the medieval period.

Through the study of classical literature, history, philosophy, art history, and archaeology, students gain an understanding of the culture and ideals of the Greco-Roman world. Students who study classics at the undergraduate and graduate level have notable success in acceptance into graduate schools and in the job market. By studying the primary languages students engage with the Greeks and Romans in a direct and scholarly manner.

Students may also study the archaeology of the ancient Mediterranean world. Through the study of classical archaeology, students acquire a broad understanding of Greek and Roman sites and material culture. Grounded in the study of Greek and Roman buildings, tools, and objects, the courses also stress the cross-cultural influences and interactions that informed how people produced, used, and valued these materials.

By studying classical literature in the original language and in English translation, as well as other areas encompassed by the classics, such as 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.

Members of the classics faculty have a broad range of research and teaching specialties and foster close interdisciplinary ties with the faculty of several departments, including anthropology, art history, comparative literature, English, history, and philosophy.

Faculty

P. Lowell Bowditch, professor (Latin literature, comparative literature, literary theory). BA, 1984, California, Berkeley; MA, 1989, PhD, 1992, Brown. (1993)

Cristina Calhoon, associate teaching professor (Latin literature, women in antiquity, Romans and barbarians). Laurea, 1978, Torino; MA, 1983, PhD, 1994, California, Irvine. (1988)

David Chamberlain, instructor (Greek literature, Latin literature). BA, 1989, Oxford; MA, 1991, PhD, 1997, California, Berkeley. (1997)

Kevin D. Dicus, associate professor (classical archaeology, Latin literature) BA, 1992, MA, 2002, Arizona; PhD, 2012, Michigan, Ann Arbor. (2015)

Christopher Eckerman, professor (Greek literature, lyric poetry, social history). BA, 2000, California, Davis; MA, 2002, PhD, 2007, California, Los Angeles. (2008)

Mary K. Jaeger, professor (Latin literature, historiography, food in antiquity). BA, 1982, Gustavus Adolphus; MA, 1984, PhD, 1990, California, Berkeley. (1990)

Ximing Lu, assistant professor (Latin Literature, Roman culture, global receptions). BA 2014, Creighton University; MA, 2016, PhD, 2021, Madison, Wisconsin. (2024)

Steven Shankman, professor. See **English**

Malcolm Wilson, professor (ancient philosophy, history of science). BA, 1985, Western Ontario; MA, 1986, Toronto; PhD, 1993, California, Berkeley. (1990)

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

Emeritus

Jeffrey M. Hurwit, professor emeritus. See **History of Art and Architecture**

John Nicols, professor emeritus. See **History**.

Participating

Martha J. Bayless, English

Sander Goldberg, professor of practice

Kristen Seaman, history of art and architecture

Undergraduate Programs

Major - Bachelor's Degree

- Classics (BA) (p. 67)

Minors

- Classical Civilization (p. 75)
- Greek (p. 76)
- Latin (p. 76)

Graduate Program

Major - Master's Degree

- Classics (MA) (p. 77)

Classics (BA)

The field of classics embraces Greek and Roman culture from the prehistoric to the medieval periods.

One of the undergraduate's primary aims 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.

Students may also study the archaeology of the ancient Mediterranean world. Through the study of classical archaeology, students acquire a broad understanding of Greek and Roman sites and material culture. Grounded in the study of Greek and Roman buildings, tools, and objects, the courses also stress the cross-cultural influences and interactions that informed how people produced, used, and valued these materials.

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.

Members of the classics faculty have a broad range of research and teaching specialties, including Greek poetry and prose, Roman poetry and prose, ancient philosophy and science, and classical archaeology, and foster close interdisciplinary ties with the faculty of several departments, including anthropology, art history, comparative literature, English, history, and philosophy.

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.

Students earning a BA in Classics at the University of Oregon will be expected to demonstrate the following learning outcomes, with proportionate emphasis given to the outcomes focused on the particular content area of the chosen concentration in Classics (Classics; Greek; Latin; Classical Civilization; and Classical Archaeology and Material Culture):

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Have acquired Ancient Greek / Latin, including competencies in reading and translating, and a socio-linguistic understanding of the language(s).
- Understand literature, art, and other artifacts from the cultures of the Greco-Roman world, and the capacity to situate them in their sociohistorical context, to identify, interpret, and discuss them, and to describe their later influence. Key aspects of these cultures include philosophy, political theory, rhetoric, theatre, art, archaeology, historiography, poetry, and religion.
- Understand ancient Greco-Roman society as a complex and changing organism shaped by a range of factors such as demography, political organization, class, gender roles, education, economy, and values; the capacity to analyze and synthesize evidence to draw valid conclusions about social phenomena.
- Understand the archaeology and material culture of Ancient Greek and Roman civilizations; the development of practical and analytical skills that allow students to critically interpret disparate bodies of material evidence, as well as to recognize and construct well-reasoned interpretations of ancient material culture. Key themes include methods and theory of archaeological excavation and survey, mortuary practices, social organization, the ancient economy, and the materiality of religious practice.
- Have mastery of transferable skills including skills in critical thinking, analysis of documentary evidence, ability to conduct independent research, and effective oral and verbal communication.

- Classical Archeology (p. 67)
- Classical Civilization (p. 68)
- Greek (p. 69)
- Greek and Latin (p. 69)
- Latin (p. 70)

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.

Classics (Classical Archaeology) Major Requirements

Code	Title	Credits
GRK 101–103	Basic Greek ¹	15
or LAT 101–103	Basic Latin	
Three upper-division courses in Greek or Latin: ²		12

GRK 301–303	Authors: [Topic]	
LAT 301–303	Authors: [Topic]	
Three courses in classical archaeology:		12
CLAS 188	Introduction to Classical Archaeology	
CLAS 330	Greek and Roman Archaeology: [Topic]	
One other approved course		
HIST 412	Ancient Greece: [Topic] ³	4
HIST 414	Ancient Rome: [Topic] ³	4
Select two of the following art history courses:		8
ARH 322	Hellenistic Art and Architecture	
or ARH 421 Ancient Mediterranean Art: [Topic]		
ARH 323	Roman Art & Architecture	
or ARH 421 Ancient Mediterranean Art: [Topic]		
Select two of the following anthropology courses:		8
ANTH 145	Principles of Archaeology	
ANTH 150	World Archaeology	
ANTH 340	Fundamentals of Archaeology	
ANTH 342	Archaeology of Egypt and Near East	
ANTH 471	Zooarchaeology: [Topic]	
Other anthropology courses approved by advisor		
Total Credits		63

¹ Complete the introductory language courses with grades of mid-C or better or demonstrate proficiency at the introductory level.

² Language courses must be completed with grades of mid-C or better.

³ Please consult your undergraduate advisor for appropriate alternatives if HIST 412 and HIST 414 are unavailable.

Classics (Classical Civilization) Major Requirements

Code	Title	Credits
Select one of the following archaeology courses:		4
CLAS 188	Introduction to Classical Archaeology	
CLAS 330	Greek and Roman Archaeology: [Topic]	
CLAS 407	Seminar: [Topic]	
Select one of the following language sequences: ¹		12
GRK 301–303	Authors: [Topic]	
or LAT 301– Authors: [Topic]		
303		
HIST 412	Ancient Greece: [Topic] ⁴	4
HIST 414	Ancient Rome: [Topic] ⁴	4
Select two of the following:		8
CLAS 201	Greek Life and Culture	
CLAS 202	Roman Life and Culture	
CLAS 301	Greek and Roman Epic	
CLAS 302	Greek and Roman Tragedy	
CLAS 303	Classical Greek Philosophers	
HUM 101	Introduction to the Humanities I ²	
Select two of the following:		8
ARH 322	Hellenistic Art and Architecture	
or ARH 421 Ancient Mediterranean Art: [Topic]		
ARH 323	Roman Art & Architecture	

or ARH 421 Ancient Mediterranean Art: [Topic]	
Electives (see table below). ³	8
Total Credits	48

¹ Complete the introductory language courses with grades of mid-C or better or demonstrate proficiency at the introductory level. Students whose Greek or Latin language courses were taken 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.

² Department head approval required.

³ Choose electives in consultation with a classics department advisor.

⁴ Please consult your undergraduate advisor for appropriate alternatives if HIST 412 and HIST 414 are unavailable.

Approved Elective Courses

Code	Title	Credits
ANTH 145	Principles of Archaeology	
ANTH 150	World Archaeology	
ANTH 342	Archaeology of Egypt and Near East	
ANTH 349	Origins of Art	
ARH 204	Ancient Mediterranean Art	
ARH 314	History of World Architecture I	
ARH 321	Ancient Jewish Art	
ARH 323	Roman Art & Architecture	
ARH 326		
ARH 421	Ancient Mediterranean Art: [Topic]	
CLAS 110	Classical Mythology	
CLAS 201	Greek Life and Culture	
CLAS 202	Roman Life and Culture	
CLAS 301	Greek and Roman Epic	
CLAS 302	Greek and Roman Tragedy	
CLAS 303	Classical Greek Philosophers	
CLAS 310	Early China, Ancient Greece	
CLAS 311	Death and Rebirth in Greece and India	
CLAS 314	Gender and Sexuality in Antiquity	
CLAS 407	Seminar: [Topic]	
GRK 301	Authors: [Topic]	
GRK 302	Authors: [Topic]	
GRK 303	Authors: [Topic]	
GRK 411	Authors: [Topic]	
HIST 101		
HIST 104	World History Antiquity to 1500	
HIST 412	Ancient Greece: [Topic]	
HIST 414	Ancient Rome: [Topic]	
HUM 101	Introduction to the Humanities I	
HUM 361		
LAT 301	Authors: [Topic]	
LAT 302	Vergil: [Topic]	
LAT 303	Authors: [Topic]	
LAT 411	Authors: [Topic]	
PHIL 421	Ancient Philosophers: [Topic]	

Classics (Greek) Major Requirements

Code	Title	Credits
GRK 101–103	Basic Greek ¹	15
Select one of the following archaeology courses:		4
CLAS 188	Introduction to Classical Archaeology	
CLAS 330	Greek and Roman Archaeology: [Topic]	
CLAS 407	Seminar: [Topic]	
Select six of the following:		24
GRK 301	Authors: [Topic] ²	
GRK 302	Authors: [Topic] ²	
GRK 303	Authors: [Topic] ²	
300-level Greek courses where repeatable		
400-level Greek courses		
HIST 412	Ancient Greece: [Topic] ⁴	4
HIST 414	Ancient Rome: [Topic] ⁴	4
Three upper-division Greek or Latin courses beyond the first year, courses in translation, or courses from related departments (see table below). ³		12
Total Credits		63

¹ Complete the introductory language courses or demonstrate proficiency at the introductory level.

² Repeated with departmental approval.

³ A list of approved courses is available from the department.

⁴ Please consult your undergraduate advisor for appropriate alternatives if HIST 412 and HIST 414 are unavailable.

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.

Approved Elective Courses

Code	Title	Credits
ANTH 342	Archaeology of Egypt and Near East	
ANTH 349	Origins of Art	
ARH 314	History of World Architecture I	
ARH 321	Ancient Jewish Art	
ARH 322	Hellenistic Art and Architecture	
ARH 323	Roman Art & Architecture	
ARH 326		
ARH 421	Ancient Mediterranean Art: [Topic]	
CLAS 301	Greek and Roman Epic	
CLAS 302	Greek and Roman Tragedy	
CLAS 303	Classical Greek Philosophers	
CLAS 310	Early China, Ancient Greece	
CLAS 311	Death and Rebirth in Greece and India	
CLAS 314	Gender and Sexuality in Antiquity	
CLAS 407	Seminar: [Topic]	
GRK 301	Authors: [Topic]	
GRK 302	Authors: [Topic]	
GRK 303	Authors: [Topic]	
GRK 411	Authors: [Topic]	
HIST 412	Ancient Greece: [Topic]	

HIST 414	Ancient Rome: [Topic]
HUM 361	
LAT 301	Authors: [Topic]
LAT 302	Vergil: [Topic]
LAT 303	Authors: [Topic]
LAT 411	Authors: [Topic]
PHIL 421	Ancient Philosophers: [Topic]

Classics (Greek and Latin) Major Requirements

Code	Title	Credits
GRK 101–103	Basic Greek ¹	15
LAT 101–103	Basic Latin ¹	15
Select one of the following archaeology courses:		4
CLAS 188	Introduction to Classical Archaeology	
CLAS 330	Greek and Roman Archaeology: [Topic]	
CLAS 407	Seminar: [Topic]	
Select seven of the following courses: ²		28
LAT 301–303	Authors: [Topic]	
	or GRK 301-Authors: [Topic]	
	303	
300-level Greek or Latin courses where repeatable		
400-level Greek or Latin courses		
HIST 412	Ancient Greece: [Topic] ⁴	4
HIST 414	Ancient Rome: [Topic] ⁴	4
Two upper-division Greek or Latin courses beyond the first year, courses in translation, or courses from related departments (see table below). ³		8
Total Credits		78

¹ Complete the introductory language courses or demonstrate proficiency at the introductory level.

² No fewer than 8 credits devoted to each language. Courses may be repeated with departmental approval.

³ A list of approved courses is available from the department.

⁴ Please consult your undergraduate advisor for appropriate alternatives if HIST 412 and HIST 414 are unavailable.

Students are encouraged to take electives in ancient literature in translation and in ancient art, religion, mythology, or philosophy.

Approved Elective Courses

Code	Title	Credits
ANTH 342	Archaeology of Egypt and Near East	
ANTH 349	Origins of Art	
ARH 314	History of World Architecture I	
ARH 321	Ancient Jewish Art	
ARH 322	Hellenistic Art and Architecture	
ARH 323	Roman Art & Architecture	
ARH 326		
ARH 421	Ancient Mediterranean Art: [Topic]	
CLAS 301	Greek and Roman Epic	
CLAS 302	Greek and Roman Tragedy	

CLAS 303	Classical Greek Philosophers
CLAS 310	Early China, Ancient Greece
CLAS 311	Death and Rebirth in Greece and India
CLAS 314	Gender and Sexuality in Antiquity
CLAS 407	Seminar: [Topic]
GRK 301	Authors: [Topic]
GRK 302	Authors: [Topic]
GRK 303	Authors: [Topic]
GRK 411	Authors: [Topic]
HIST 412	Ancient Greece: [Topic]
HIST 414	Ancient Rome: [Topic]
HUM 361	
LAT 301	Authors: [Topic]
LAT 302	Vergil: [Topic]
LAT 303	Authors: [Topic]
LAT 411	Authors: [Topic]
PHIL 421	Ancient Philosophers: [Topic]

Classics (Latin) Major Requirements

Code	Title	Credits
LAT 101–103	Basic Latin ¹	15
Select one of the following archaeology courses:		4
CLAS 188	Introduction to Classical Archaeology	
CLAS 330	Greek and Roman Archaeology: [Topic]	
CLAS 407	Seminar: [Topic]	
Select six of the following:		24
LAT 301	Authors: [Topic] ²	
LAT 302	Vergil: [Topic] ²	
LAT 303	Authors: [Topic] ²	
300-level Latin courses where repeatable		
400-level Latin courses		
HIST 412	Ancient Greece: [Topic] ⁴	4
HIST 414	Ancient Rome: [Topic] ⁴	4
Three upper-division Latin or Greek courses beyond the first year, courses in translation, or courses from related departments (see table below). ³		12
Total Credits		63

¹ Complete the introductory language courses or demonstrate proficiency at the introductory level.

² Repeated with departmental approval.

³ A list of approved courses is available from the department.

⁴ Please consult your undergraduate advisor for appropriate alternatives if HIST 412 and HIST 414 are unavailable.

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.

Approved Elective Courses

Code	Title	Credits
ANTH 342	Archaeology of Egypt and Near East	
ANTH 349	Origins of Art	

ARH 314	History of World Architecture I
ARH 321	Ancient Jewish Art
ARH 322	Hellenistic Art and Architecture
ARH 323	Roman Art & Architecture
ARH 326	
ARH 421	Ancient Mediterranean Art: [Topic]
CLAS 301	Greek and Roman Epic
CLAS 302	Greek and Roman Tragedy
CLAS 303	Classical Greek Philosophers
CLAS 310	Early China, Ancient Greece
CLAS 311	Death and Rebirth in Greece and India
CLAS 314	Gender and Sexuality in Antiquity
CLAS 407	Seminar: [Topic]
GRK 301	Authors: [Topic]
GRK 302	Authors: [Topic]
GRK 303	Authors: [Topic]
GRK 411	Authors: [Topic]
HIST 412	Ancient Greece: [Topic]
HIST 414	Ancient Rome: [Topic]
HUM 361	
LAT 301	Authors: [Topic]
LAT 302	Vergil: [Topic]
LAT 303	Authors: [Topic]
LAT 411	Authors: [Topic]
PHIL 421	Ancient Philosophers: [Topic]

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

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- Greek Concentration
- Latin Concentration
- Greek and Latin Concentration
- Classical Civilization Concentration
- Classical Archaeology Concentration

Bachelor of Arts in Classics: Greek Concentration

Course	Title	Credits	Milestones
First Year			
Fall			
GRK 101	First-Year Greek		5

WR 121Z	Composition I	4
Core-education course in social science		4
Elective course		4
Credits		17
Winter		
GRK 102	First-Year Greek	5
WR 122Z	Composition II	4
or WR 123 or College Composition III		
Core-education course in arts and letters		4
Core-education course in science		4
Credits		17
Spring		
GRK 103	First-Year Greek	5
Core-education course in arts and letters		4
Core-education course in science		4
Core-education course in social science		4
Credits		17
Second Year		
Fall		
GRK 301	Authors: [Topic]	4
CLAS 188	Introduction to Classical Archaeology	4
or or Seminar: [Topic]		
CLAS 407		
Core-education course in social science		4
Core-education course that also satisfies a cultural literacy requirement		4
Credits		16
Winter		
GRK 302	Authors: [Topic]	4
Core-education course in arts and letters		4
Core-education course in social science		4
Core-education course that also satisfies a cultural literacy requirement		4
Credits		16
Spring		
GRK 303	Authors: [Topic]	4
Core-education course in science		8
Elective course		4
Credits		16
Third Year		
Fall		
GRK 411	Authors: [Topic]	4
HIST 412	Ancient Greece: [Topic]	4
Core-education course in arts and letters		4
Elective course		4
Credits		16
Winter		
GRK 411	Authors: [Topic]	4
HIST 414	Ancient Rome: [Topic]	4
Upper-division elective course		4
Elective course		4
Credits		16

Spring		
GRK 411	Authors: [Topic]	4
Upper-division course with CLAS subject code		4
Elective courses		8
Credits		16
Fourth Year		
Fall		
Upper-division course with CLAS subject code		4
Upper-division elective course		4
Elective course		4
Credits		12
Winter		
Upper-division course with CLAS subject code		4
Upper-division elective course		4
Elective course		4
Credits		12
Spring		
Upper-division elective course		4
Elective courses		8
Credits		12
Total Credits		183

Bachelor of Arts in Classics: Latin Concentration

Course	Title	Credits	Milestones
First Year			
Fall			
LAT 101	First-Year Latin	5	
WR 121Z	Composition I	4	
Core-education course in social science		4	
Elective course		4	
Credits		17	
Winter			
LAT 102	First-Year Latin	5	
WR 122Z	Composition II	4	
or WR 123 or College Composition III			
Core-education course in arts and letters		4	
Core-education course in science		4	
Credits		17	
Spring			
LAT 103	First-Year Latin	5	
Core-education course in arts and letters		4	
Core-education course in social science		4	
Core-education course in science		4	
Credits		17	
Second Year			
Fall			
LAT 301	Authors: [Topic]	4	
CLAS 188	Introduction to Classical Archaeology	4	
or or Seminar: [Topic]			
CLAS 407			
Core-education course in social science		4	

Core-education course that also satisfies a cultural literacy requirement	4
Credits	16
Winter	
LAT 302 Vergil: [Topic]	4
Core-education course in arts and letters	4
Core-education course in social science	4
Core-education course that also satisfies a cultural literacy requirement	4
Credits	16
Spring	
LAT 303 Authors: [Topic]	4
Core-education course in arts and letters	4
Core-education course in social science	4
Core-education course that also satisfies a cultural literacy requirement	4
Credits	16
Third Year	
Fall	
LAT 411 Authors: [Topic]	4
HIST 412 Ancient Greece: [Topic]	4
Core-education course in science	4
Elective course	4
Credits	16
Winter	
LAT 411 Authors: [Topic]	4
HIST 414 Ancient Rome: [Topic]	4
Upper-division elective	4
Elective course	4
Credits	16
Spring	
LAT 411 Authors: [Topic]	4
Upper-division course with CLAS subject code	4
Core-education course in arts and letters	4
Elective course	4
Credits	16
Fourth Year	
Fall	
Upper-division course with CLAS subject code	4
Upper-division elective course	4
Elective course	4
Credits	12
Winter	
Upper-division course with CLAS subject code	4
Upper-division elective course	4
Elective course	4
Credits	12
Spring	
Upper-division elective course	4
Elective courses	8
Credits	12
Total Credits	183

Bachelor of Arts in Classics: Greek and Latin Concentration

Course	Title	Credits	Milestones
First Year			
Fall			
LAT 101 or GRK 101	First-Year Latin or First-Year Greek	5	
WR 121Z	Composition I	4	
Core-education course in social science		4	
Elective course		4	
Credits		17	
Winter			
LAT 102 or GRK 102	First-Year Latin or First-Year Greek	5	
WR 122Z or WR 123	Composition II or College Composition III	4	
Core-education course in arts and letters		4	
Core-education course in science		4	
Credits		17	
Spring			
LAT 103 or GRK 103	First-Year Latin or First-Year Greek	5	
Core-education course in arts and letters		4	
Core-education course in science		4	
Core-education course in social science		4	
Credits		17	
Second Year			
Fall			
LAT 301 or GRK 301	Authors: [Topic] or Authors: [Topic]	4	
GRK 101 or LAT 101	First-Year Greek or First-Year Latin	5	
CLAS 188 or CLAS 407	Introduction to Classical Archaeology or Seminar: [Topic]	4	
Core-education course in social science		4	
Credits		17	
Winter			
LAT 302 or GRK 302	Vergil: [Topic] or Authors: [Topic]	4	
GRK 102 or LAT 102	First-Year Greek or First-Year Latin	5	
Core-education course in arts and letters		4	
Core-education course in social science		4	
Credits		17	
Spring			
LAT 303 or GRK 303	Authors: [Topic] or Authors: [Topic]	4	

GRK 103	First-Year Greek	5
or LAT 103	or First-Year Latin	
Core-education course in arts and letters		4
Core-education course in science		4
Credits		17
Third Year		
Fall		
LAT 411	Authors: [Topic]	4
or	or Authors: [Topic]	
GRK 411		
GRK 301	Authors: [Topic]	4
or LAT 301	or Authors: [Topic]	
HIST 412	Ancient Greece: [Topic]	4
Core-education course in science		4
Credits		16
Winter		
LAT 411	Authors: [Topic]	4
or	or Authors: [Topic]	
GRK 411		
GRK 302	Authors: [Topic]	4
or LAT 302	or Vergil: [Topic]	
HIST 414	Ancient Rome: [Topic]	4
Upper-division elective course		4
Credits		16
Spring		
GRK 303	Authors: [Topic]	4
or LAT 303	or Authors: [Topic]	
Upper-division course with CLAS subject code		4
Core-education courses that also satisfy a cultural literacy requirement		8
Credits		16
Fourth Year		
Fall		
Upper-division course with CLAS subject code		4
Upper-division elective course		4
Elective course		4
Credits		12
Winter		
Upper-division course with CLAS subject code		4
Upper-division elective course		4
Elective course		4
Credits		12
Spring		
Upper-division elective course		4
Elective courses		8
Credits		12
Total Credits		186

Bachelor of Arts in Classics: Classical Civilization Concentration

Course	Title	Credits	Milestones
First Year			
Fall			
LAT 101	First-Year Latin	5	
or	or First-Year Greek		
GRK 101			
WR 121Z	Composition I	4	
Elective course		4	
Core-education course in social science		4	
Credits		17	
Winter			
LAT 102	First-Year Latin	5	
or	or First-Year Greek		
GRK 102			
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Core-education course in arts and letters		4	
Core-education course in science		4	
Credits		17	
Spring			
LAT 103	First-Year Latin	5	
or	or First-Year Greek		
GRK 103			
Core-education course in social science		4	
Core-education course in science		4	
Elective course		4	
Credits		17	
Second Year			
Fall			
LAT 301	Authors: [Topic]	4	
or	or Authors: [Topic]		
GRK 301			
CLAS 188	Introduction to Classical Archaeology	4	
or	or Seminar: [Topic]		
CLAS 407			
Core-education course that also satisfies a cultural literacy requirement		4	
Credits		12	
Winter			
LAT 302	Vergil: [Topic]	4	
or	or Authors: [Topic]		
GRK 302			
Art History course		4	
Core-education course in arts and letters		4	
Core-education course that also satisfies a cultural literacy requirement		4	
Credits		16	
Spring			
LAT 303	Authors: [Topic]	4	
or	or Authors: [Topic]		
GRK 303			
Core-education course in arts and letters		4	

Core-education course in science	4
Core-education course in social science	4
Credits	16
Third Year	
Fall	
HIST 412 Ancient Greece: [Topic]	4
CLAS 201 Greek Life and Culture	4
or or Roman Life and Culture	
CLAS 202 or Greek and Roman Epic	
or or Classical Greek Philosophers	
CLAS 301 or Introduction to the Humanities II	
or	
CLAS 303	
or	
HUM 102	
Core-education course in science	4
Core-education course in social science	4
Credits	16
Winter	
HIST 414 Ancient Rome: [Topic]	4
CLAS 202 Roman Life and Culture	4
or or Greek Life and Culture	
CLAS 201 or Greek and Roman Epic	
or or Classical Greek Philosophers	
CLAS 301 or Introduction to the Humanities II	
or	
CLAS 303	
or	
HUM 102	
Upper-division elective course	4
Elective course	4
Credits	16
Spring	
Upper-division CLAS course	4
Upper-division elective	4
Core-education course in arts and letters	4
Elective course	4
Credits	16
Fourth Year	
Fall	
Upper-division course with CLAS subject code	4
Upper-division elective course	4
Elective course	4
Credits	12
Winter	
Upper-division course with CLAS subject code	4
Elective courses	8
Credits	12
Spring	
Upper-division elective course	4
Elective courses	8
Credits	12
Total Credits	179

Bachelor of Arts in Classics: Classical Archaeology Concentration

Course	Title	Credits	Milestones
First Year			
Fall			
LAT 101	First-Year Latin	5	
or	or First-Year Greek		
GRK 101			
WR 121Z	Composition I	4	
Core-education course in social science		4	
Elective course		4	
Credits		17	
Winter			
LAT 102	First-Year Latin	5	
or	or First-Year Greek		
GRK 102			
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Core-education course in arts and letters		4	
Core-education course in science		4	
Credits		17	
Spring			
LAT 103	First-Year Latin	5	
or	or First-Year Greek		
GRK 103			
Core-education course in science		4	
Core-education course in social science		4	
Elective course		4	
Credits		17	
Second Year			
Fall			
LAT 301	Authors: [Topic]	4	
or	or Authors: [Topic]		
GRK 301			
CLAS 188	Introduction to Classical Archaeology	4	
or	or Seminar: [Topic]		
CLAS 407			
Core-education course that also satisfies a cultural literacy requirement		4	
Credits		12	
Winter			
LAT 302	Vergil: [Topic]	4	
or	or Authors: [Topic]		
GRK 302			
Art History course		4	
Core-education course in arts and letters		4	
Core-education course that also satisfies a cultural literacy requirement		4	
Credits		16	
Spring			
LAT 303	Authors: [Topic]	4	
or	or Authors: [Topic]		
GRK 303			
Core-education course in arts and letters		4	

Core-education course in science	4
Core-education course in social science	4
Credits	16
Third Year	
Fall	
HIST 412 Ancient Greece: [Topic]	4
ANTH 150 World Archaeology	4
or Fundamentals of Archaeology	
ANTH 340 or Zooarchaeology: [Topic]	
or	
ANTH 471	
Core-education course in science	4
Core-education course in social science	4
Credits	16
Winter	
HIST 414 Ancient Rome: [Topic]	4
Upper-division elective course	4
Elective courses	8
Credits	16
Spring	
Upper-division elective	4
Core-education course in arts and letters	4
Elective courses	8
Credits	16
Fourth Year	
Fall	
Upper-division elective courses	8
Elective course	4
Credits	12
Winter	
Upper-division elective courses	8
Elective course	4
Credits	12
Spring	
Upper-division elective course	4
Elective courses	8
Credits	12
Total Credits	179

Classical Civilization Minor

The field of Classics embraces Greek and Roman culture from the prehistoric to the medieval periods. Through the study of classical archaeology, students acquire a broad understanding of Greek and Roman sites and material culture. Grounded in the study of Greek and Roman buildings, tools, and objects, the courses also stress the cross-cultural influences and interactions that informed how people produced, used, and valued these materials. 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.

Classical Civilization Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of mid-C or better.

Code	Title	Credits
Lower- or upper-division courses from approved list		8
Upper-division courses from approved list		16
Total Credits		24

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.

Approved Courses

Code	Title	Credits
ANTH 145	Principles of Archaeology	
ANTH 150	World Archaeology	
ANTH 342	Archaeology of Egypt and Near East	
ANTH 349	Origins of Art	
ARH 204	Ancient Mediterranean Art	
ARH 314	History of World Architecture I	
ARH 321	Ancient Jewish Art	
ARH 322	Hellenistic Art and Architecture	
ARH 323	Roman Art & Architecture	
ARH 326		
ARH 421	Ancient Mediterranean Art: [Topic]	
CLAS 110	Classical Mythology	
CLAS 201	Greek Life and Culture	
CLAS 202	Roman Life and Culture	
CLAS 301	Greek and Roman Epic	
CLAS 302	Greek and Roman Tragedy	
CLAS 303	Classical Greek Philosophers	
CLAS 310	Early China, Ancient Greece	
CLAS 311	Death and Rebirth in Greece and India	
CLAS 314	Gender and Sexuality in Antiquity	
CLAS 407	Seminar: [Topic]	
GRK 301	Authors: [Topic]	
GRK 302	Authors: [Topic]	
GRK 303	Authors: [Topic]	
GRK 411	Authors: [Topic]	
HIST 101		
HIST 104	World History Antiquity to 1500	
HIST 412	Ancient Greece: [Topic]	
HIST 414	Ancient Rome: [Topic]	
HUM 101	Introduction to the Humanities I	
HUM 361		
LAT 301	Authors: [Topic]	
LAT 302	Vergil: [Topic]	
LAT 303	Authors: [Topic]	
LAT 411	Authors: [Topic]	
PHIL 421	Ancient Philosophers: [Topic]	

Greek Minor

The minor in Greek at the UO introduces students to the study of the ancient language and its literatures. After a year of introduction, students can expect to read and study closely such authors as Plato, Lysias, Euripides and Homer in the original Greek.

Greek Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of mid-C or better.

Code	Title	Credits
Upper-division Greek (GRK) courses ¹		16
Upper-division elective courses (see table below)		8
Total Credits		24

¹ Four credits of first-year Greek may be applied to this total.

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.

Approved Elective Courses

Code	Title	Credits
ANTH 342	Archaeology of Egypt and Near East	
ANTH 349	Origins of Art	
ARH 314	History of World Architecture I	
ARH 321	Ancient Jewish Art	
ARH 322	Hellenistic Art and Architecture	
ARH 323	Roman Art & Architecture	
ARH 326		
ARH 421	Ancient Mediterranean Art: [Topic]	
CLAS 301	Greek and Roman Epic	
CLAS 302	Greek and Roman Tragedy	
CLAS 303	Classical Greek Philosophers	
CLAS 310	Early China, Ancient Greece	
CLAS 311	Death and Rebirth in Greece and India	
CLAS 314	Gender and Sexuality in Antiquity	
CLAS 407	Seminar: [Topic]	
GRK 301	Authors: [Topic]	
GRK 302	Authors: [Topic]	
GRK 303	Authors: [Topic]	
GRK 411	Authors: [Topic]	
HIST 412	Ancient Greece: [Topic]	
HIST 414	Ancient Rome: [Topic]	
HUM 361		
LAT 301	Authors: [Topic]	
LAT 302	Vergil: [Topic]	
LAT 303	Authors: [Topic]	
LAT 411	Authors: [Topic]	
PHIL 421	Ancient Philosophers: [Topic]	

Latin Minor

The UO Department of Classics introduces students to foundational concepts of Western culture and literature through the study of Roman history and culture. Undergraduate students can minor in Latin, giving them the opportunity to explore Roman history and culture through concentrated study on Latin language as well as related courses. Students read literature, philosophy, and history texts both in the original Latin and in translation.

Latin Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of mid-C or better.

Code	Title	Credits
Upper-division Latin (LAT) courses ¹		16
Upper-division elective courses (see table below)		8
Total Credits		24

¹ Four credits of first-year Latin may be applied to this total.

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.

Approved Elective Courses

Code	Title	Credits
ANTH 342	Archaeology of Egypt and Near East	
ANTH 349	Origins of Art	
ARH 314	History of World Architecture I	
ARH 321	Ancient Jewish Art	
ARH 322	Hellenistic Art and Architecture	
ARH 323	Roman Art & Architecture	
ARH 326		
ARH 421	Ancient Mediterranean Art: [Topic]	
CLAS 301	Greek and Roman Epic	
CLAS 302	Greek and Roman Tragedy	
CLAS 303	Classical Greek Philosophers	
CLAS 310	Early China, Ancient Greece	
CLAS 311	Death and Rebirth in Greece and India	
CLAS 314	Gender and Sexuality in Antiquity	
CLAS 407	Seminar: [Topic]	
GRK 301	Authors: [Topic]	
GRK 302	Authors: [Topic]	
GRK 303	Authors: [Topic]	
GRK 411	Authors: [Topic]	
HIST 412	Ancient Greece: [Topic]	
HIST 414	Ancient Rome: [Topic]	
HUM 361		
LAT 301	Authors: [Topic]	
LAT 302	Vergil: [Topic]	
LAT 303	Authors: [Topic]	
LAT 411	Authors: [Topic]	
PHIL 421	Ancient Philosophers: [Topic]	

Classics (MA)

The Department of Classics currently offers the master of arts (MA) in classics with a focus on ancient languages and literatures. Students may focus their coursework on Greek, Latin, or Greek and Latin. In addition, the department offers a master of arts degree with a focus on classical archaeology and material culture.

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 Anthropology (subject code ANTH), art history (ARH), Classics (CLAS), English (ENG), Latin (LAT), Greek (GRK), History (HIST), Philosophy (PHIL), and Religious Studies (REL).

Program's Admission Requirements

Please visit the program's website (<https://cas.uoregon.edu/classics/apply/graduate-admissions/>).

Students earning a MA in Classics will be expected to demonstrate the following learning outcomes with proportionate emphasis given to the outcomes focused on the particular content area of the chosen concentration in Classics (Language and Literature; Classical Archaeology and Material Culture):

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Advanced proficiency in Latin and/or Greek, including competencies in reading and translating, and a socio-linguistic understanding of the language(s).
- Advanced understanding of the archaeology and material culture of Ancient Greek and Roman civilizations; the development of practical and analytical skills that allow students to critically interpret disparate bodies of material evidence, as well as to recognize and construct well-reasoned interpretations of ancient material culture.
- Advanced understanding of literature, art, and other artifacts from the cultures of the Greco-Roman world, and the capacity to situate them in their sociohistorical context, to identify, interpret, and discuss them, and to describe their later influence.
- Proficiency in a modern European language, which is a major carrier of secondary literature and research, usually French or German.
- Ability to write research papers, requiring advanced knowledge of a range of bibliographic resources.
- Classical Archaeology and Material Culture (p. 77)
- Languages and Literatures (p. 77)

Master of Arts in Classics: Classical Archaeology and Material Culture

Code	Title	Credits
Graduate Courses		
CLAS 611	Introduction to Philological Methods	4
600-699 level courses taken in residence ¹		9
CLAS 507	Seminar: [Topic] (Topics in archaeology and material culture)	8
500-level art history course ²		4
500-level anthropology course ³		4
GRK 511	Authors: [Topic] (Two courses in Greek or Latin authors)	8

or LAT 511	Authors: [Topic]	
Additional graduate courses		8
Select one of the following: ⁴		9
GRK 503	Thesis	
LAT 503	Thesis	
CLAS 503	Thesis	
Total Credits		45

- ¹ In addition to the mandatory Classics 611, these may be chosen from Seminar: [Topic] (CLAS 607), Terminal Project (CLAS 609), Archaeology and Anthropology (ANTH 681), Professional Writing (ANTH 685), Social Theory II (ANTH 689), Graduate Studies in Art History (ARH 611), Historical Methods and Writings (HIST 612)
- ² Choose from Seminar: [Topic] (ARH 507) (when on relevant topics), Experimental Course: [Topic] (ARH 510), Ancient Mediterranean Art: [Topic] (ARH 521).
- ³ Choose from (ANTH 546), Gender and Archaeology (ANTH 548), Zooarchaeology: [Topic] (ANTH 571). Students are encouraged to take multiple classes from the anthropology department since classical archaeology, as a discipline, is now steeped in interdisciplinary work with anthropology.
- ⁴ Satisfactory completion of the thesis includes an oral defense.

Master of Arts in Classics: Languages and Literatures

Code	Title	Credits
Graduate Courses		
CLAS 507	Seminar: [Topic] (or seminar in art history, history, Greek, or Latin)	4
CLAS 507	Seminar: [Topic] (topics in archaeology and material culture)	4
CLAS 611	Introduction to Philological Methods	4
600-level courses in residence		9
Additional graduate courses		30
Option 1		
Select one of the following: ²		9
GRK 503	Thesis	
LAT 503	Thesis	
CLAS 503	Thesis	
Option 2		
Two-part comprehensive examination: translation and essay ³		
Total Credits		51

- ¹ Equivalent courses taken as an undergraduate may fulfill this requirement.
- ² The credits may be counted toward the 45-credit minimum. Satisfactory completion of the thesis includes an oral defense.
- ³ The candidate must, in consultation with his or her advisors, define a reading list for the translation part of the examination.

Additional Requirements

- Complete the general MA requirements stipulated by the Division of Graduate Studies

- Pass with a grade of mid-B or better five courses in Greek and/or Latin authors
- 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

Additional information may be obtained from the classics department and is included with the letter of admission.

Comparative Literature

<http://complit.uoregon.edu>

Katya Hokanson, Department Head

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The University of Oregon offers major programs in comparative literature leading to the bachelor of arts (BA), bachelor of sciences (BS), and doctor of philosophy (PhD) degrees. In addition, comparative literature offers a compact minor program.

Interdisciplinary at its core, comparative literary study begins with the insistence that any artifact—whether from the realm of literature, cinema, the visual arts, or graphic and digital platforms—requires active attention and probing engagement. While the national literatures designate their subjects by language or cultural area, comparative literature provides for a pluralistic approach that bridges divides between languages and cultures, not to mention media.

Closely allied with critical theory, philosophy, and media studies, comparative literature is defined by an open-ended spirit of inquiry rather than a specific methodology or a preestablished canon of materials. Students of comparative literature develop a sense of their subject matter as they discover the meaning and method of their approach.

Oregon's graduate program, established in 1962, has an international reputation. It is the home of the founding 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. In addition, comparative literature is the home of the Nomad Mentorship Program and *Nomad*, the journal of undergraduate criticism. Library holdings, which are strong in all areas of research in literature and other media, include an outstanding collection of journals and are augmented by an extensive interlibrary resources.

Faculty

Aycan Akçemete, assistant professor (performance studies, contemporary theater in the UK and Turkey, intercultural theater, theater criticism). BA, 2007, MA, 2010, Hacettepe University; PhD, 2023, University of Texas at Austin. (2024) See also: Theater Arts

Michael Allan, associate professor (Arabic and Francophone literature, postcolonial studies, cinema). BA, 2000, Brown; PhD, 2008, California, Berkeley. (2008)

Monique Balbuena, associate professor (Jewish Studies, Sephardic Languages, Ladino, Poetry, French and Francophone Literatures, Latin American Studies). BA, 1988, MA, 1993, Federal University of Rio de Janeiro; PhD, 2003, California, Berkeley. (2004)

Steven T. Brown, professor (Japanese film, comparative film, popular culture). BA, 1987, Illinois, Urbana-Champaign; MA, 1988, PhD, 1993, Stanford. (1993)

Katherine "Katy" Brundan, associate teaching professor (18th- and 19th-century English and European literature, novel, media and popular culture). BA 1992, MA, 1996, Cambridge; PhD, 2006, Oregon (2013)

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)

Roy Chan, associate professor. See **East Asian Languages and Literatures**.

Katya E. Hokanson, professor (Russian literature, travel literature, cultural studies). BA, 1984, Williams; MA, 1988, PhD, 1994, Stanford. (1995)

Sangita Gopal, associate professor (cinema studies). BA, 1990, Calcutta; MA, 1995, PhD, 2000, Rochester. (2004)

Dawn Marlan, associate teaching professor (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)

Lanie Millar, associate professor (20th- and 21st-century Caribbean and Latin American literature, Luso-African literature, global south studies). BA, 2002, Baylor; MA, 2003, Middlebury College; PhD, 2011, Texas, Austin. (2013)

Jenifer Presto, associate professor (Russian literature, poetry, modernism). AB, 1985, Smith; MA, 1988, Middlebury; MA, 1989, PhD, 1996, Wisconsin, Madison. (2003)

Tze-Yin Teo, associate professor (comparative, global, and transnational modernism; translation studies; literary theory). BA, 2009, National University of Singapore; PhD, 2015, Emory. (2015)

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

Participating

Stacy Alaimo, English

P. Lowell Bowditch, classics

Anita Chari, political science

Joyce Cheng, history of art and architecture

James R. Crosswhite, English

Dianne M. Dugaw, English

Cecilia Enjuto Rangel, Romance languages

Pedro García-Caro, Romance languages

Miguel Gualdrón Ramírez, Philosophy

D. Gantt Gurley, German and Scandinavian

Lamia Karim, anthropology

Martin Klebes, German and Scandinavian

Colin Koopman, Philosophy

Jeffrey S. Librett, German and Scandinavian

Massimo Lollini, Romance languages

Fabienne Moore, Romance languages

Dorothee Ostmeier, German and Scandinavian

Paul W. Peppis, English

F. Regina Psaki, Romance languages

Forest Pyle, English

Judith Raiskin, women's and gender studies

Sergio Rigoletto, Romance languages

Daniel Rosenberg, honors college

Gordon M. Sayre, English

Steven Shankman, English

Carol Silverman, anthropology

Beata Stawarska, philosophy

Michael Stern, German and Scandinavian

Analisa Taylor, Romance languages

Alejandro Vallega, philosophy

Daniela Vallega-Neu, philosophy

Yugen Wang, East Asian languages and literatures

Elizabeth A. Wheeler, English

Daniel N. Wojcik, English

Undergraduate Programs

Major - Bachelor's Degree

- Comparative Literature (BA/BS) (p. 79)

Minor

- Comparative Literature (p. 82)

Graduate Program

Major - Doctoral Degree

- Comparative Literature (PhD) (p. 84)

Comparative Literature (BA/BS)

The undergraduate program offers a unique major that cuts across disciplines, teaches critical skills, and provides an intellectually challenging curriculum that trains students to analyze, critique and contribute to culture while preparing them for possible careers in the public humanities, media and multi-media, law, government, non-profit work, political activism and organization, public relations, advertising, 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 in a variety of historical and theoretical perspectives.

The program combines flexibility with a rigorous grounding in the basics of literary theory, cultural studies, and critical writing. Based on their interests, majors choose one of two tracks: language and culture or disciplines in dialogue. In the first, students develop proficiency in two linguistic traditions. In the second, students explore links between a single linguistic tradition and a nonliterary field. Both tracks are ideally suited to students considering either a double-major or a major and a minor, as students 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). This small seminar, capped at fifteen, offers both personalized attention and the sorts of pedagogical experiences that a small course enables, from workshop style formats to lengthier, individualized final projects. In addition, the Capstone allows students to work closely and collaboratively with other advanced students in their cohort.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Foreign-language proficiency: Majors are required to develop reading proficiency in at least one language other than English (many of our majors work in two). This requirement is fulfilled by the completion of three upper division courses in that language.
- National-Linguistic Fields: Majors are required to develop a familiarity with the literature and culture (including non-literary media and related cultural forms) in at least one national-linguistic tradition other than English (many of our majors work in two such traditions, though British or American literature is also fully acceptable as one of their two required fields). This requirement is satisfied by the completion of four upper-division courses in which materials are studied in the original language.
- Critical and Interpretive Reading: We endeavor to teach our students to read, not for merely plot or comprehension but with a heightened sensitivity to the ways in which literary works and related materials are informed by myriad linguistic ambiguities and shadings, by rhetorical and generic traditions, as well as by contexts that are themselves not "given" but are often only fully manifest in the texts they envelop.
- Theoretical Preparation: Comparative Literature has been defined historically not only by its multi-linguistic, cross-national habit but also by its emphasis on theoretical approaches—doubly important within a field in which students working in a variety of traditions cannot be expected to have a common textual base. We expect our majors to become familiar with a range of literary-theoretical orientations and to

- be able to apply them in the analysis of literary, cinematic or related works.
- Analytical Writing: Students are expected to be able to write probing analytical essays that demonstrate not only a facility with various critical registers, but which also demonstrate an ability to read carefully and closely.
 - Interdisciplinarity: Comparative analyses of literary and other works often hew closely to approaches developed in disciplines such as philosophy, linguistics, political thought, cultural history, religious studies, and more. Our students are expected to demonstrate a working awareness of the inherent interdisciplinarity of our field. This is more explicit in the “disciplines in dialogue” track of our major, but it is true also of our “literature and culture track.”
 - Diversity: Diversity is “built in” to the structure of a field that, by definition, places different cultures in dialogue. Our program endeavors to extend our students’ awareness of diversity along multi-cultural axes.

Note: The courses that satisfy the learning outcome one and two requirements may overlap. Because these courses are taken under prefixes other than COLT, for example FR, IT, GER, SPAN, RUSS, JPN, success in these courses will reflect the learning outcomes developed by the home departments.

Comparative Literature Major Requirements

The comparative literature major offers two tracks, language and culture and disciplines in dialogue. In order to complete a bachelor’s degree in comparative literature in the language and culture track, it is necessary to complete the language and culture language requirement. Students may demonstrate language proficiency in any one of the following ways: 1) The student is a native speaker of a language other than English. 2) One of the upper-division courses used to complete the Primary Linguistic Tradition was taught in the target language; that is, the course must be a full-fledged literature or cinema course, not a course whose primary focus is language acquisition. 3) Three, 300-level (or higher) language courses in the same language (not English).

In order to complete a bachelor’s degree in comparative literature in the disciplines in dialogue track, it is necessary to complete at least the third term of the second year of a second-language course taught in the language (i.e., the language requirement for the Bachelor of Arts degree). Note that this requirement applies to students who seek both the Bachelor of Arts and the Bachelor of Science degree.

All coursework required for the comparative literature major and minor must be taken for a letter grade and passed with grades of mid-C or better. Online courses do not count toward the comparative literature major.

Code	Title	Credits
Language Requirement ¹		
Core Courses		
Two COLT electives		8
COLT 301	Approaches to Comparative Literature	4
or COLT 305	Cultural Studies	
Select one of the following:		4
COLT 302	Theories of Poetry	
COLT 303	Theories of the Novel	
400-level COLT elective		4
COLT 415	Capstone Seminar	4

Focus Fields Courses	
Three upper-division courses in primary linguistic tradition ^{1,2}	12
Three upper-division courses in a secondary linguistic tradition (language and culture track) or a nonliterary discipline (disciplines in dialogue track)	12
Total Credits	48

¹ With the approval of the director of undergraduate studies, courses taken abroad may be used to fulfill this requirement.
² One of these courses may be on a non-literary topic relevant to the field such as history or philosophy.

Honors in Comparative Literature

Comparative literature students may apply 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, instructor, or a participating faculty member; a writing sample; and the student’s transcript. Materials should be submitted by week 2 of spring term of the junior year. Completion of the honors track requires the successful completion of a bachelor of arts honors thesis. Students invited to participate in the Honors Track will develop and present a thesis prospectus in the fall term of their senior year. 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 the director of undergraduate studies, then the student enrolls in Thesis (COLT 403) during winter of the senior year. The full draft of the thesis is due by the end of week 10 of winter term. 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 and defense, which will be held in spring term. The thesis advisor and the second reader should be chosen from the comparative literature faculty or participating faculty. With approval of the director of undergraduate studies, a second reader who is not a participating member may be chosen from another department.

Tracks 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 track, language and culture, features comparative study across different linguistic traditions. This track is recommended for students who want to study abroad, attend graduate school in comparative literature, or want to gain an in-depth understanding of linguistic cultures in addition to their own. A second track, disciplines in dialogue, requires less formal language study and allows students to combine the critical study of literature with work in another field. This emphasis offers a manageable path for students considering a double major in literature and another discipline. It is also well-suited to students who want to combine literary and cinema studies with creative writing, performance, the visual arts, philosophy, history, and journalism.

Language and Culture Track

Students in this track designate two linguistic traditions, a primary linguistic tradition and a second linguistic tradition. In addition, the language chosen to fulfill the language requirement should coincide with one of these national-linguistic traditions. The linguistic traditions commonly studied for the comparative literature major are listed below. Other traditions may be chosen, but must be approved by the department.

- Arabic
- Chinese
- Classics
- English
- French
- German
- Greek
- Italian
- Japanese
- Korean
- Romance Languages
- Russian
- Scandinavian
- Spanish

Disciplines in Dialogue Track

Students in this track designate one linguistic tradition and one additional disciplinary field. Courses taken in this disciplinary field may be spread out across several subject codes, with the approval of the director of undergraduate studies. The disciplinary focus fields commonly studied for the comparative literature major are listed below. An individualized course of study may be chosen, but must be approved by the department:

- African Studies
- Anthropology
- Art
- Art History
- Asian Studies
- Black Studies
- Business
- Cinema Studies
- Computer Science
- Comics and Cartoon Studies
- Creative Writing
- Dance
- Economics
- Environmental Studies
- Folklore
- Global Studies
- History
- Indigenous, Race, and Ethnic Studies
- Journalism
- Judaic Studies
- Latin American Studies
- Linguistics
- Music
- Philosophy
- Planning, Public Policy, and Management
- Political Science
- Psychology
- Religious Studies
- Sociology
- Theater Arts
- Women and Gender Studies

Students are strongly advised to complete their language requirement in a language relevant either to their linguistic tradition or to their disciplinary field.

Languages

The study of comparative literature entails advanced interdisciplinary work. Students who pursue the languages and culture track work across

and between languages, and develop proficiencies beyond the two years required for the UO Bachelor's of Arts Degree. This proficiency can be demonstrated in a number of ways (see below). Students who pursue the disciplines in dialogue track develop the language proficiency required for the UO Bachelor of Arts Degree.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Comparative Literature

Course	Title	Credits	Milestones
First Year			
Fall			
COLT 101	Introduction to Comparative Literature	4	
WR 121Z	Composition I	4	
First term of 1st-year second-language sequence		4	
Core education course		4	
Credits		16	
Winter			
COLT 102	Introduction to Comparative Literature	4	
Second term of 1st-year second-language sequence		4	
WR 122Z	Composition II	4	
or WR 123 or College Composition III			
Core education course		4	
Credits		16	
Spring			
COLT 103	Introduction to Comparative Literature	4	
Third term of 1st-year second-language sequence		4	
Core education courses		8	
Credits		16	
Second Year			
Fall			
Lower-division COLT course		4	
First term of 2nd-year second-language sequence		4	
Core education courses		8	
Credits		16	
Winter			
Lower-division COLT course		4	
Second term of 2nd-year second-language sequence		4	
Core education course		8	
Credits		16	
Spring			
Lower-division COLT course		4	
Third term of 2nd-year second-language sequence		4	
Core education courses		8	
Credits		16	
Third Year			
Fall			
COLT 301	Approaches to Comparative Literature	4	
Upper-division language course		4	
Upper-division course in primary focus field		4	

Upper-division course in secondary focus field	4
Credits	16
Winter	
COLT 302 Theories of Poetry or Theories of the Novel COLT 303	4
Upper-division language course	4
Upper-division course in secondary focus field	4
Core education course	4
Credits	16
Spring	
COLT 305 Cultural Studies	4
Upper-division language course	Complete third-year language proficiency
Upper-division course in primary focus field	4
Elective course	4
Credits	16
Fourth Year	
Fall	
COLT 415 Capstone Seminar	4
Upper-division course in primary focus field	4
Upper-division course in secondary focus field	4
Credits	12
Winter	
400-level COLT course	4
Elective courses	8
Credits	12
Spring	
Elective courses	12
Credits	12
Total Credits	180

Comparative Literature Minor

Comparative Literature students have a passion for words, images, and ideas. They are drawn to stories, and they understand the power of representation. They think across disciplines and challenge existing frameworks. They are creative, critical, and committed to imagining a more just world.

The Comparative Literature minor offers an opportunity for students to pursue an interest in world literature and film without advanced language study.

Minor Requirements

The comparative literature minor offers an opportunity for students to pursue an interest in world literature and film without advanced language study.

Code	Title	Credits
COLT 301	Approaches to Comparative Literature	4
Four COLT courses (at least two upper-division courses)		16

Two upper-division literature or film courses in same subject area ¹	8
Total Credits	28

¹ 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

Literature or Film Courses

Code	Title	Credits
ARB 353	Arab Cinema	
CHN 305	History of Chinese Literature	
CHN 306	History of Chinese Literature II, The Imperial Age	
CHN 307	History of Chinese Literature	
CHN 308	Literature of Modern Taiwan	
CHN 350	Gender and Sexuality in Traditional Chinese Literature	
CHN 351	Gender and Sexuality in Modern Chinese Literature	
CHN 380		
CHN 413	Modern Chinese Texts: [Topic]	
CHN 452	Chinese Film and Theory	
CINE 350		
CINE 360	Film Theory	
CINE 362M	Contemporary Korean Film	
CINE 365	Digital Cinema	
CINE 370	Narrative Production II	
CINE 381M	Film, Media, and Culture	
CINE 411M	US Film Industry	
CINE 440	National and Regional Cinema: [Topic]	
CINE 486M	New Media and Digital Culture: [Topic]	
CINE 490	Directors and Genres: [Topic]	
CLAS 301	Greek and Roman Epic	
CLAS 302	Greek and Roman Tragedy	
CRWR 330	Intermediate Poetry Writing	
CRWR 335	Kidd Workshop III: Poetry	
CRWR 336	Intermediate Creative Nonfiction	
CRWR 340	Intermediate Fiction Writing	
CRWR 345	Kidd Workshop III: Fiction	
CRWR 399	Special Studies: [Topic]	
CRWR 405	Writing and Conference: [Topic]	
CRWR 407	Seminar: [Topic]	
CRWR 410	Experimental Course: [Topic]	
CRWR 413	Literature for Poets	
CRWR 414	Literature for Fiction Writers	
CRWR 435	Advanced Poetry Writing	
CRWR 445	Advanced Fiction Writing	
ENG 321	English Novel	
ENG 322	English Novel	
ENG 323	English Novel Conrad to Present	
ENG 325	Literature of the Northwest	
ENG 340	Jewish Writers	

ENG 352		ITAL 317	Italian Survey of Medieval and Renaissance
ENG 360	African American Writers	ITAL 318	Italian Survey: Baroque and Enlightenment
ENG 361	Native American Writers	ITAL 319	Italian Survey: 19th and 20th Centuries
ENG 363	Chicano and Latino Writers	ITAL 449	
ENG 365	Global Literatures in English	ITAL 491	
ENG 381M	Film, Media, and Culture	J 411M	
ENG 385	Graphic Narratives and Cultural Theory	JDST 352	Jewish Literature and Culture
ENG 391	American Novel	JDST 353	Jewish Image and Media
ENG 392	American Novel	JPN 305	Introduction to Japanese Literature
ENG 394	20th-Century Literature	JPN 306	Introduction to Japanese Literature
ENG 395	20th-Century Literature	JPN 307	Introduction to Japanese Literature
ENG 413		JPN 425	Modern Japanese Literature: [Topic]
ENG 423	The Age of Beowulf	JPN 434	Advanced Readings in Japanese Literature
ENG 425	Medieval Romance	JPN 435	Advanced Readings in Japanese Literature
ENG 427	Chaucer	JPN 436	Advanced Readings in Japanese Literature
ENG 430	Old English III: [Topic]	JPN 471	
ENG 434		JPN 473	Japanese Environmental Cinema
ENG 436	Advanced Shakespeare	JPN 480	Early Modern Comics
ENG 440		JPN 490	Translation and Japanese Literature
ENG 455	English Romantic Writers	KRN 362M	Contemporary Korean Film
ENG 457	Victorian Literature and Culture: [Topic]	LAT 301	Authors: [Topic]
ENG 461	American Literature to 1800	LAT 302	Vergil: [Topic]
ENG 468	Ethnic Literature: [Topic]	LAT 303	Authors: [Topic]
ENG 469	Literature and the Environment: [Topic]	LAT 411	Authors: [Topic]
ENG 485	Television Studies	MUS 380	Film Music
ENG 486M	New Media and Digital Culture: [Topic]	PHIL 331	Philosophy in Literature
ENG 488	Race and Representation in Film: [Topic]	PHIL 332	Philosophy of Film
ENG 496	Feminist Film Criticism: [Topic]	PS 350	Politics and Film
FLR 350	Folklore and the Bible	RUSS 334	Dostoevsky
FR 312	French Survey of Francophone Literature	RUSS 351	Russian Literature and Film
FR 317	Knights, Queens, and Rebels	RUSS 410	Experimental Course: [Topic]
FR 318	Monarchy, Liberty, Revolution	SCAN 315	Nordic Cinema
FR 319	Modernity and Creativity	SCAN 316	History of Cinema
FR 330	French Poetry	SCAN 317	Directors, Movements, and Manifestos
FR 331	French Theater	SCAN 344	Medieval Hero and Monster
FR 333	French Narrative	SCAN 351	Periods in Scandinavian Literature
FR 361		SCAN 353	Scandinavian Women Writers
FR 362	French Film	SCAN 354	Genres in Scandinavian Literature
FR 451		SPAN 341	
FR 480	19th-Century Literature: [Topic]	SPAN 342	Hispanic Cultures through Literature II
FR 490	20th-Century Literature: [Topic]	SPAN 343	Hispanic Cultures through Literature III
GER 355	German Cinema: History, Theory, Practice	SPAN 344	Hispanic Cultures through Literature IV
GER 356	German Fairy Tales	SPAN 348	Latinx Culture and Society
GER 360	German Literature Poetry, Plays, Prose	SPAN 350	Introduction to Poetry
GER 361	German Literature Literary Movements	SPAN 351	Introduction to Theater
GER 362	German Literature Interpretive Models	SPAN 353	Introduction to Narrative
GLBL 448	Bollywood's Lens on Indian Society	SPAN 410	Experimental Course: [Topic]
GRK 301	Authors: [Topic]	SPAN 448	National Identities and Border Cultures in the Americas
GRK 302	Authors: [Topic]	SPAN 480	19th-Century Spanish American Literature: [Topic]
GRK 303	Authors: [Topic]		
GRK 411	Authors: [Topic]		
HBRW 311			

SPAN 490	20th-Century Latin American Literature: [Topic]
TA 367	History of the Theater I
TA 368	History of the Theater II
TA 369	History of the Theater III
WGS 350	Literature as Feminist Theory
WGS 361	Gender, Film and the Media

Comparative Literature (PhD)

The graduate program in comparative literature is founded on the conviction that literary traditions are best understood when contextualized across national and cultural boundaries. To thrive professionally, every scholar in the discipline must be closely trained in a primary national literature, proficient in at least three languages, and attuned to the importance of philology, bibliography, and linguistic training. At the same time, a commitment to comparative study requires a firm grasp of translation among languages and media and the history of reading practices, as well as aesthetic and cultural theory.

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.

Program's Admission Requirements

Please visit the program's website (<https://complit.uoregon.edu/admissions/>).

The component parts of the doctoral program in Comparative Literature constitute an apprenticeship to a profession that requires the learning outcomes listed below.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Publish as a means to establish oneself as a part of a professional community.
- Become conversant with the principal texts, discussions and problems in and across at least two fields of study (thus, "comparative").
- Be proficient in multiple languages, such that advanced research and analysis can be carried out in a chosen field or fields of study.

The key benchmarks in this apprenticeship are:

- The successful completion of coursework and/or examination in languages relevant to a doctoral student's area of research.
- The Third-Year article.
- The successful completion of a written exam.
- The successful completion of a comprehensive oral exam.
- The successful completion and defense of a doctoral dissertation.

Overview of Requirements

Within their first three years of graduate study, students must complete the language requirement, six foundation courses, at least five courses in the primary field, and at least four courses in the secondary 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. The foundation courses include Graduate Studies in Translation (COLT 613), Graduate Studies in Comparative Literature (COLT 614), Graduate Studies in Comparative Literature (COLT 615), Transmedial Aesthetics (COLT 616), and at least two other graduate-level COLT courses. Courses applied to the degree must be passed with a grade of B+ or better, and students must maintain a grade point average of at least 3.50 in all graduate-level courses in order to remain in good standing in the program.

After completing all course work and language requirements, students are eligible to take their written and oral PhD qualifying examinations. Following 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.

Foundation Courses

The graduate program provides a solid foundation in theoretical and historical methods integral to comparative literature and relevant to working across national literary traditions, historical periods, theoretical paradigms, and media. Through these courses, students are expected to acquire a comprehensive understanding of scholarly method, 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. The student must complete six graduate-level foundation courses; these courses are Graduate Studies in Translation (COLT 613), Graduate Studies in Comparative Literature (COLT 614), Graduate Studies in Comparative Literature (COLT 615), Transmedial Aesthetics (COLT 616), and two others selected from among the COLT graduate course offerings.

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 department 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 a 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 department 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, foundation, and elective fields.

Electives

Three of the program's required 18 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.

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. Students are required to complete graduate-level work in their languages. The following guidelines apply: (1) at least two graduate courses must be taken in each language to meet this requirement and should ideally be taught by a specialist in the target language; (2) the seminar paper for each course should demonstrate competency dealing with the target language and should be suitable for publication in the national literature field. The seminar paper for each of the two non-English languages must be submitted to the department at the end of the course for approval. The language requirement must be satisfied by the end of the third year.

Timetable from Entrance to Examinations

Advisors

During their first two terms of study (fall and winter), students are advised by the director of graduate studies. By Monday of week two 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 first-year conversation and the first two terms of the second year.

By Monday of week two of the spring term of the second year, the student will have chosen his or her advisor of record. This advisor, who will be competent in the student's primary research interests, will mentor the student through the second-year review and the third year of study.

First Year

First-Year Statement

By Friday of week four of spring term, first-year students, in consultation with their interim advisors, submit a two- to three-page statement of purpose. It should identify and justify the primary and secondary 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 week six or 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 successful completion of all first-year course work with a GPA of 3.50, the student may proceed to the second year. A brief memo written by the student that summarizes the conversation is due to the department by Wednesday of week eight.

Second Year

Second-Year Article

During the second year, as part of preparation for publication in the field, students are required to begin expanding a seminar paper into an article for submission to a journal. Workshops are held to prepare students to write an article and select an appropriate publication venue. This process is meant to provide step-by-step guidance in publishing before the student advances to candidacy.

Second-Year Review

By Monday of week two in spring term of the second year, a student will have chosen the advisor 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 approved by the advisor of record and submitted by Monday of week eight of spring term. The graduate committee reviews these reports, and small revisions and clarifications may be required before they approve the document. With approval of the review and completion of all second-year course work with a GPA of 3.50, the student may proceed to the third year.

Third Year

Third-Year Article

During the first term of the third year, the student will finalize the third-year article in consultation with an advisor in preparation for submitting it for peer review. By Friday of week five of spring term of the third year, the student will submit this article to the department along with a cover letter addressed to an appropriate journal.

Completion of Course Work and Language Requirement

The program is designed so that students may complete all course work and language requirements by the end of their third year. By Friday of week nine of spring term of the third year, students submit the course work and language requirement completion form for approval by the director of graduate studies and the graduate committee.

PhD Degree Requirements

Code	Title	Credits
Foundation Courses		
Six foundation courses: the four listed below and two other graduate COLT courses.		
COLT 613	Graduate Studies in Translation	4-5
COLT 614	Graduate Studies in Comparative Literature	5

COLT 615	Graduate Studies in Comparative Literature	5
COLT 616	Transmedial Aesthetics	5

Primary Field CoursesAt least five graduate courses ¹**Secondary Field Courses**At least four graduate courses ²**Electives**At least three graduate courses ³

¹ At least three of the courses should share the same departmental subject code.

² Three courses 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, foundation, and elective fields.

³ Choose electives in consultation with an advisor.

Additional Requirements

- Successfully passing the PhD qualifying exams
- Writing dissertation prospectus
- Dissertation

Examination Committee

By the beginning of spring term of the third year, each student selects an examination committee consisting of the advisor of record and two additional 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 the student's foundation 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 their examination committee membership to the department. 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 early in the process as possible. The examination committee membership must be approved by the director of graduate studies.

Examination 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 foundation 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. Exam committee members can provide assistance in choosing the works on this list.

Students must 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 are submitted to the department by the end of week nine in

spring term of the third year. Prior to final approval, the exam statement and reading list are reviewed by the graduate committee, which may have additional 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.

When the graduate committee and director of graduate studies have approved the Course Work and Language Requirements Completion Form and the exam statement and reading list, the student may proceed with the examination process.

Overview of Fourth Year

The fourth year is dedicated to completing the doctoral examinations and writing 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 the prospectus by the middle of spring term. The prospectus conversation must be held by the beginning of week 10 of spring term in the fourth year, so that students may advance to candidacy in a timely manner at the end of spring term.

Written Examination

In this phase, students compose three essays over three 24-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 the 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 foundation field. Instead, the examiners will explore the full gamut of the student's reading list with questions designed to ascertain the student's mastery of his or her methods as applied to the primary and secondary fields.

The three examiners all grade and comment on the comparative essay and read the field exams. The two field exams are graded separately and commented upon 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 an essay, the student may 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 to candidacy, 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 in week nine of fall term—that is, two weeks after completion of the final essay.

Oral Examination

The oral examination is scheduled during week 10 or 11 of fall term; it is proctored by the exam committee chair and is usually two hours in length. The committee and the student revisit the written examinations, 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 exam will be dedicated to a meeting with 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 Friday of week five of winter term in the fourth year, the student must designate a dissertation committee, including the dissertation chair and outside reader. The director of graduate studies must approve this committee. For details concerning faculty eligibility, students should refer to the Division of Graduate Studies' 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 Friday of week 10 of winter term. A completed draft of the prospectus, approved by all four committee members, must be submitted by Friday 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 the student, prior to the completion of the bulk of his or her research. The prospectus is typically 10 to 15 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. In addition, the prospectus 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, which 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, and with approval of the director of graduate studies and the graduate committee, the student advances to candidacy.

Dissertation

The dissertation, which is defended in a final oral presentation, is typically completed within two years of advancement to candidacy. 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.

Creative Writing

<http://crwr.uoregon.edu>

Jason Brown, Program Director

208 Alder Building
5243 University of Oregon
Eugene, OR 97403-5243
541-346-0510

Students in the Creative Writing Program can pursue a minor or an MFA. We also offer Kidd Workshops, a unique studio experience in which students workshop their creative work in small classes with the support of peers and graduate mentor.

Faculty

Daniel Anderson, professor (poetry). BA, 1987, Cincinnati; MA, 1989, Johns Hopkins. (2010)

Jason Brown, associate professor (fiction). BA, 1991, Bowdoin; MFA, 1995, Cornell. (2011)

Marjorie Celona, associate professor (fiction). BA, 2006, Victoria; MFA, 2009, Iowa. (2015)

Geri Doran, professor (poetry). BA, 1986, Vassar; MFA, 1995, Florida. (2007)

Garrett K. Hongo, College of Arts and Sciences Distinguished Professor (poetry). BA, 1973, Pomona; MFA, 1980, California, Irvine. (1989)

Mat Johnson, Philip H. Knight Chair of the Humanities, professor (fiction), BA, 1993, Earlham College; MFA, 1999, Columbia. (2018)

Brian Trapp, Kidd Program Director, assistant teaching professor (fiction), BA, 2005, Ohio University; PhD, 2015, Cincinnati. (2015)

Karen Thompson Walker, assistant professor (fiction). BA, 2002, California, Los Angeles; MFA, 2006, Columbia. (2017)

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 Program

Minor

- Creative Writing (p. 87)

Graduate Program

Major - Master's Degree

- Creative Writing (MFA) (p. 88)

Creative Writing Minor

Students who elect to minor in Creative Writing represent a variety of majors from across the University of Oregon campus. Architecture, Psychology, English, Biology, Journalism, Art History, Classics, Ethnic Studies, Sociology, and Public Relations are just a few of the fields of

studies of our past minors. All Creative Writing students enjoy small classes with a highly dedicated faculty.

Imagination and creative are certainly points of emphasis in our courses, but they are in equal balance with an emphasis on critical inquiry and the concise articulation of ideas in the workshop process. Our conversations may be about our art, but they are not *just* about our art. They require compassion and clarity, kindness and honesty. We believe the skills a successful Creative Writing student develops transcend any given workshop in Poetry, Fiction, or Nonfiction. The skills we foster in the Creative Writing Program will serve the aspiring English teacher, medical student, entrepreneur, and computer scientist alike.

For those students interested in pursuing the M.F.A. degree, the Creative Writing Minor signals a serious commitment to craft, and will provide students significant and refined portfolio materials for their applications.

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 take courses for letter grades. Course work required for the minor must be passed with grades of B– or better.

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 UO courses.

Code	Title	Credits
Select two from one of the following groups:		8
Group 1		
CRWR 225	Kidd Workshop I ¹	
CRWR 235	Kidd Workshop II Poetry ¹	
	or CRWR 244Kidd Workshop II: Fiction	
Group 2		
CRWR 230	Introduction to Poetry Writing	
CRWR 240	Introduction to Fiction Writing	
CRWR 244		
Select two of the following:		8
CRWR 330	Intermediate Poetry Writing ²	
CRWR 335	Kidd Workshop III: Poetry ¹	
	or CRWR 344Kidd Workshop III: Fiction	
CRWR 336	Intermediate Creative Nonfiction ²	
CRWR 340	Intermediate Fiction Writing ²	
Select two of the following:		8
CRWR 407	Seminar: [Topic]	
CRWR 413	Literature for Poets ²	
CRWR 414	Literature for Fiction Writers ²	
CRWR 435	Advanced Poetry Writing ²	
CRWR 445	Advanced Fiction Writing ²	
Total Credits		24

¹ Nontransferable. Kidd Tutorial courses are by application only.

² Repeatable for credit.

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 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 section matches one graduate employee—a poet or fiction writer—with as many as 10 students and is overseen by the director of the Kidd Tutorial Program. Participants earn 12 credits in Kidd Workshop I (CRWR 225), Kidd Workshop II Poetry (CRWR 235), Kidd Workshop III: Poetry (CRWR 335) or Kidd Workshop I (CRWR 225), Kidd Workshop II: Fiction (CRWR 245). Kidd Workshop III: Fiction (CRWR 345). Information about application procedures is available on the program's website.

Creative Writing (MFA)

The Creative Writing Program at the University of Oregon is a two-year residency in which **Master of Fine Arts (MFA)** students concentrate in either poetry or fiction. The Program emphasizes the workshop, integrating concentrated time for writing with craft seminars and individualized reading tutorials.

You'll hear our program is not for the faint of heart. It isn't—and we're proud of that. We hope to offer our students the rigorous apprenticeship we undertook with our own teachers.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Proficiency in close reading. We expect our MFA candidates to read widely and meticulously while pursuing their studies. Our aim is for each student to encounter a variety of historical periods, aesthetic styles, and critical approaches. Any student graduating from our program should be capable of examining a single text for its many formal conventions and the style or styles with which it is conversant.
- Development of vocabularies for assessing literature, with an emphasis on craft. Our graduate students are expected to acquire the clear and sophisticated language that enables them to speak at length about a range of craft considerations for any single piece of literature. This applies to the published works they encounter in our craft seminars, but it is equally essential in the Creative Writing Workshop, when they comprehensively critique the works of their peers.
- Application of the formal elements of craft in either genre. We expect our apprentice poets and fiction writers to be able to identify, assess, and deploy many of the formal conventions they encounter in the Creative Writing workshop and craft seminar. We believe that the practice of exploring formal challenges is necessary for the MFA student in order to build on his or her own resources as an artist. We especially believe that a knowledge of such conventions is a responsibility of any writer in our MFA program.

- Familiarity with fundamental concepts, forms, modes, and traditions in literary fiction and/or poetry. At the graduate level, this outcome is particularly geared toward and measured by the MFA exam that all of our graduating students take at the end of their second year. Our expectation is that our students will demonstrate a command of the texts they have encountered while earning their degrees, along with the multitude of aesthetic concepts, compositional possibilities, and artistic concerns to which they have been exposed.

NOTE: The list of outcomes above builds on the basic expectations we also hold for our undergraduate students in the Creative Writing Program. Because our pedagogical goals are continuously fundamental in nature, both at the undergraduate and graduate level of study, we view our curriculum and the varietal redundancies below as a cumulative process, one through which our poets and fiction writers build a portfolio of knowledge whose components are interactive. This is to say we view historical periods, critical modalities, and aesthetic movements to be in constant conversation with one another.

Additionally, what distinguishes the outcomes below from their undergraduate counterparts is that we expect all our MFA candidates to wear two hats simultaneously: that of the apprentice writer and that of the apprentice teacher, given that all of the people enrolled in our program teach Creative Writing classes in their first year and Composition in their second. The following outcomes should be considered very much in this context, in that our graduate students are expected to both pursue these goals as scholars then contemplate the many ways these skills translate to their own pedagogical experience.

The entirety of our curriculum is structured with the expectation that we enable our MFA graduates to continue to grow intellectually and develop as writers and masters of the craft once they have received their degrees, long after they have left the University of Oregon.

Master of Fine Arts Degree Requirements

The candidate must complete the graduate work during six consecutive terms in residence at the university. The candidate must pass a written examination on a reading list of works of fiction or poetry.

Code	Title	Credits
CRWR 605	Writing and Conference: [Topic]	9
CRWR 607	Seminar: [Topic] (MFA Seminar)	18
CRWR 609	Terminal Project	9
CRWR 635	MFA Poetry Workshop	36

or CRWR 645 MFA Fiction Workshop

Total Credits

72

East Asian Languages and Literatures

<http://eall.uoregon.edu>

Yugen Wang, Department Head

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The Department of East Asian Languages and Literatures presents a wide range of courses in several programs, from introductory courses in the languages and literatures of East Asia (Chinese, Japanese, and Korean) to advanced graduate-level study of linguistics and literature. Undergraduate degrees include a bachelor of arts (BA) degree in Chinese or Japanese and minors in Chinese, Japanese, or Korean. The department also offers master's (MA) and doctoral (PhD) degrees in East Asian languages and literatures. At all levels, students may choose to focus on either language or literature, though all degree programs require course work from both areas.

The department typically supports dozens of students in graduate-level study while 100 undergraduate BA majors graduate each year. Faculty members are strongly committed to promoting a rich immersion in Chinese, Japanese, and Korean, and undergraduates and graduate students alike are encouraged to study abroad and conduct research throughout East Asia.

Preparation

The department recommends the following preparation for study leading to an undergraduate major or minor in Chinese, Japanese, or Korean:

As much work as possible in the student's major language, focusing on oral and written communication and reading comprehension
Knowledge of the history, culture, and geography of the area in which that language is spoken
Course work in literary analysis and cultural studies
Careers

Students with an undergraduate degree in Chinese, Japanese, or Korean are well prepared for graduate-level study in the humanities, social sciences, and professions (e.g., law or business). They are also suited to a range of jobs in many different sectors, including business, education, and journalism as well as government agencies and nonprofit organizations. Recent graduates have found jobs in all of these areas.

Faculty

Roy Chan, associate professor (modern Chinese and Russian literature). BA, 2002, Washington (Seattle); PhD, 2009, California, Berkeley. (2013)

Weijun Chen, associate teaching professor (Chinese). BA, 1997, Anhui; MA, 2000, Nanjing. (2008)

Rachel DiNitto, professor (modern Japanese literature, cultural studies). BA, 1988, Pennsylvania; MA, 1996, PhD, 2000, Washington (Seattle). (2015)

Maram Epstein, professor (Ming-Qing vernacular fiction). BA, 1983, MA, 1987, PhD, 1992, Princeton. (1994)

Alisa D. Freedman, professor (modern Japanese literature and film). BA, 1991, Wesleyan; MA, 1995, PhD, 2002, Chicago. (2005)

Yukari Furikado-Koranda, associate teaching professor (Japanese). BA, 2002, Kobe College; MA, 2010, Oregon. (2010)

Denise Gigliotti, associate teaching professor (Chinese). BA, 1995, National Taiwan; MA, 1998, California, Los Angeles. (2002)

Alison Groppe, associate professor (Chinese culture). BA, 1989, Wellesley College; MA, 1995, PhD, 2006, Harvard. (2008)

Luke Habberstad, associate professor (early Chinese literature). BA, 2003, Yale; MA, 2007, PhD, 2014, California, Berkeley. (2014)

Reiko Hashimoto, associate teaching professor (Japanese). BA, 1982, Chukyo; MA, 1992, Minnesota State, Mankato; PhD, 2000, Indiana, Bloomington. (2000)

Kaori Idemaru, professor (linguistics). BA, 1990, Osaka; MA, 1992, Northern Iowa; PhD, 2005, Oregon. (2008)

Rika Ikei, associate teaching professor (Japanese). BA, 1992, Kyoto University of Foreign Studies; MA, 1998, West Chester. (2003)

Zhuo Jing-Schmidt, professor (Chinese linguistics). BA, 1992, MA, 1995, Peking; MA, 1997, California, Los Angeles; PhD, 2005, Cologne. (2010)

Boyoung Kim, instructor (Korean). B.A. with Honors, University of Iowa; M.A., Ph.D., University of California, San Diego

Jina Kim, associate professor (Korean literature). BA, 1993, University of Chicago; MA, 2002, University of Washington; MA, 2009, Cornell; PhD, 2006, University of Washington. (2018)

Nayoung Kwon, associate professor (Korean linguistics). BA, 1997, Korea; MA, 1999, Korea; MA, 2003, California (San Diego); PhD, 2008, California (San Diego). (2020)

Fengjun Mao, associate teaching professor (Chinese). BA, 2000, MA, 2003, East China Normal. (2008).

Naoko Nakadate, associate teaching professor (Japanese). BA, 1988, Tokyo University of Foreign Studies; MA, 1992, Oregon. (1993)

Yoko O'Brien, associate teaching professor (Japanese). BA, 1996, Washington State; MA, 2000, Oregon. (2007)

Thomas Glynne Walley, associate professor (early modern Japanese literature). BA, 1996, Brigham Young; MA, 2001, Washington (St. Louis); PhD, 2009, Harvard. (2012)

Yugen Wang, professor (classical Chinese poetry and poetics). BA, 1992, Anhui Normal; MA, 1995, Peking; PhD, 2005, Harvard. (2005)

Sunhee Woo, instructor (Korean). BA, 2004; M.Ed, 2012, Graduate School of Education, Hanyang University. (2021)

Jean Yuanpeng Wu, associate teaching professor (Chinese). 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)

Wendy Larson, professor emerita. BA, 1974, Oregon; MA, 1978, PhD, 1984, California, Berkeley. (1985)

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

Undergraduate Programs

Majors - Bachelor's Degree

- Chinese (BA) (p. 90)
- Japanese (BA) (p. 94)

Minors

- Chinese (p. 97)
- Japanese (p. 98)
- Korean (p. 98)

Graduate Programs

Major - Master's Degree

- East Asian Languages and Literatures (MA) (p. 98)

Major - Doctoral Degree

- East Asian Languages and Literatures (PhD) (p. 101)

Chinese (BA)

Achieve a high level of proficiency in Chinese language through friendly, activity-filled, intensive classes. You will learn Chinese culture, society, literature, and linguistics from historical and contemporary perspectives. Students have the option of three different tracks in the Chinese major: language, culture, or linguistics. In consultation with department advisors, you can select a track that allows you to study and master the aspects of Chinese that interest you most. Students with advanced Chinese language proficiency beyond third-year Chinese should consult with EALL's China faculty advisors to develop an individualized program. Chinese is one of several majors taught within the Department of East Asian Languages and Literatures.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Content objectives: for culture and language intensive: Identify, describe, and explain materials, terminologies, methodologies, and theories in Chinese literature, film and media. For linguistics intensive: Describe, analyze and explain language structure and

usage using terminologies, methodologies, and theories in Chinese linguistics.

- Critical thinking/Analytical skills: for culture and language intensive: Read, discuss, and evaluate texts from both historical sources and contemporary works in literature, film and media, and linguistics, employing methodologies and criteria. For linguistics focus: Discuss and evaluate descriptive grammars of Chinese, as well as studies on various levels of Chinese linguistics including, phonetics, phonology, semantics, syntax, pragmatics, sociolinguistics and the relationship between language, cognition and culture.
- Argumentation: Formulate original arguments, anticipating objections and responding in conscientious fashion.
- Communication: Communicate knowledge, ideas, and reasoning in written, oral, or other forms, in English or Chinese. Reach intermediate/advanced proficiency level in written and spoken modern Chinese. For CHN language intensive: Acquire introductory to intermediate reading skills in classical Chinese.
- Culture Intensive (p. 91)
- Language Intensive (p. 91)
- Linguistics Intensive (p. 91)

Bachelor of Arts in Chinese: Culture-Intensive Option

At least five of the required courses must be completed within the Department of East Asian Languages and Literatures.

Code	Title	Credits
CHN 301	Third-Year Chinese I	5
CHN 302	Third-Year Chinese II	5
CHN 303	Third-Year Chinese III	5
Select four of the following, with two in upper division.		16
CHN 150	Introduction to Chinese Narrative	
CHN 151	Introduction to Chinese Film	
CHN 152	Introduction to Chinese Popular Culture	
CHN 305	History of Chinese Literature	
CHN 306	History of Chinese Literature II, The Imperial Age	
CHN 307	History of Chinese Literature	
CHN 308	Literature of Modern Taiwan	
Four upper-division courses ¹		16
Total Credits		47

¹ Courses must be in Chinese language, culture, literature, linguistics, film, or other advisor-approved areas taken from this or other departments. Of these, at least three must be from the Department of East Asian Languages and Literatures, with two having the CHN subject code. A third non-Chinese course chosen from within the department may also count toward the culture-intensive option.

Bachelor of Arts in Chinese: Language-Intensive Option

At least five of the required courses must be completed within the Department of East Asian Languages and Literatures.

Code	Title	Credits
CHN 301	Third-Year Chinese I	5
CHN 302	Third-Year Chinese II	5
CHN 303	Third-Year Chinese III	5
Select three of the following:		12
CHN 305	History of Chinese Literature	
CHN 306	History of Chinese Literature II, The Imperial Age	
CHN 307	History of Chinese Literature	
CHN 308	Literature of Modern Taiwan	
CHN 480	Chinese Linguistics	
CHN 436	Literary Chinese	4
CHN 437	Literary Chinese	4
Select three of the following:		12
CHN 413	Modern Chinese Texts: [Topic]	
CHN 434	Media Chinese	
CHN 439	Chinese Academic Writing	
CHN 445	Advanced Chinese: [Topic]	
Total Credits		47

Bachelor of Arts in Chinese: Linguistics-Intensive Option

Code	Title	Credits
CHN 301	Third-Year Chinese I	5
CHN 302	Third-Year Chinese II	5
CHN 303	Third-Year Chinese III	5
Select two of the following:		8
CHN 413	Modern Chinese Texts: [Topic]	
CHN 420	Intermediate Language Strategies	
CHN 421	Intermediate Language Strategies	
CHN 422	Intermediate Language Strategies	
CHN 439	Chinese Academic Writing	
CHN 445	Advanced Chinese: [Topic]	
Select three of the following linguistics survey courses:		12
CHN 480	Chinese Linguistics	
CHN 482	History of the Chinese Language	
EALL 209	Languages and Societies in East Asia	
LING 301	Introduction to Linguistics Analysis	
Select two of the following:		8
CHN 481		
CHN 482	History of the Chinese Language	
CHN 436	Literary Chinese	
CHN 437	Literary Chinese	
EALL 407	Seminar: [Topic]	
EALL 442	Second-Language Acquisition	
EALL 443	Chinese, Japanese, and Korean Pedagogy	
One advisor-approved elective in courses with the subject codes EALL, CHN, and LING		4
Total Credits		47

Four-Year Degree Plans

- Sample Cultural-Intensive Option (p. 92)
- Sample Language-Intensive Option (p. 92)
- Sample Linguistics-Intensive Option (p. 93)

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Chinese: Culture-Intensive Option

Course	Title	Credits	Milestones
First Year			
Fall			
CHN 101	First-Year Chinese	5	
WR 121Z	Composition I	4	
Area-satisfying courses		8	
Credits		17	
Winter			
CHN 102	First-Year Chinese	5	
One of the major survey courses, lower-division (150, 151, 152)		4	
WR 122Z	Composition II	4	Complete writing requirement
or WR 123	or College Composition III		
Area-satisfying course		4	
Credits		17	
Spring			
CHN 103	First-Year Chinese	5	
Area-satisfying courses		12	
Credits		17	
Second Year			
Fall			
CHN 201	Second-Year Chinese	5	
One of the major survey courses (150, 151, 305, 306, 307, 308)		4	
Area-satisfying courses		8	
Credits		17	
Winter			
CHN 202	Second-Year Chinese	5	
One of the major survey courses (150, 151, 305, 306, 307, 308)		4	
Area-satisfying courses		8	
Credits		17	
Spring			
CHN 203	Second-Year Chinese	5	
One of the major survey courses (150, 151, 305, 306, 307, 308)		4	
Area-satisfying courses		8	
Credits		17	

Third Year			
Fall			
CHN 301	Third-Year Chinese I		5
Upper-division elective course			4
Elective courses			8
Credits			17
Winter			
CHN 302	Third-Year Chinese II		5
Upper-division elective course			4
Elective courses			8
Credits			17
Spring			
CHN 303	Third-Year Chinese III	Complete third-year language requirements	5
Upper-division elective course			4
Elective courses			8
Credits			17
Fourth Year			
Fall			
Upper-division elective course		Complete upper-division electives requirement	4
Elective courses			8
Credits			12
Winter			
Elective courses			12
Credits			12
Spring			
Elective courses			12
Credits			12
Total Credits			189

Bachelor of Arts in Chinese: Language-Intensive Option

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Course	Title	Credits	Milestones
First Year			
Fall			
CHN 101	First-Year Chinese	5	
WR 121Z	Composition I	4	
Area-satisfying courses		8	
Credits		17	
Winter			
CHN 102	First-Year Chinese	5	
WR 122Z	Composition II	4	Complete writing requiremer
or WR 123	or College Composition III		

Area-satisfying courses	8	
Credits	17	
Spring		
CHN 103 First-Year Chinese	5	
Area-satisfying courses	12	
Credits	17	
Second Year		
Fall		
CHN 201 Second-Year Chinese	5	
One of the major survey courses (EALL 209, CHN 480, CHN 482)	4	
Area-satisfying courses	8	
Credits	17	
Winter		
CHN 202 Second-Year Chinese	5	
One of the major survey courses (EALL 209, CHN 480, CHN 482)	4	
Area-satisfying courses	8	
Credits	17	
Spring		
CHN 203 Second-Year Chinese	5	Complete lower-division language courses
One of major survey courses (EALL 209, CHN 480, CHN 482)	4	Complete major survey requirements
Area-satisfying course	4	Complete area requiremer
Elective course	4	
Credits	17	
Third Year		
Fall		
CHN 301 Third-Year Chinese I	5	
Elective courses	12	
Credits	17	
Winter		
CHN 302 Third-Year Chinese II	5	
Elective courses	12	
Credits	17	
Spring		
CHN 303 Third-Year Chinese III	5	Complete third-year language courses
Elective courses	12	
Credits	17	
Fourth Year		
Fall		
CHN 420 Intermediate Language Strategies	4	
CHN 436 Literary Chinese	4	

Elective course	4	
Credits	12	
Winter		
CHN 421 Intermediate Language Strategies	4	
CHN 437 Literary Chinese	4	Complete literary Chinese requirement
Elective course	4	
Credits	12	
Spring		
CHN 413 or CHN 422 Modern Chinese Texts: [Topic] or Intermediate Language Strategies	4	Complete fourth-year language requiremer
Elective courses	8	
Credits	12	
Total Credits	189	

Bachelor of Arts in Chinese: Linguistic-Intensive Option

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Course	Title	Credits	Milestones
First Year			
Fall			
CHN 101	First-Year Chinese	5	
WR 121Z	Composition I	4	
Area-satisfying courses		8	
Credits		17	
Winter			
CHN 102	First-Year Chinese	5	
WR 122Z or WR 123	Composition II or College Composition III	4	Complete writing requiremer
Area-satisfying courses		8	
Credits		17	
Spring			
CHN 103	First-Year Chinese	5	
Area-satisfying courses		12	
Credits		17	
Second Year			
Fall			
CHN 201	Second-Year Chinese	5	
One of major survey course (EALL 209, LING 301, CHN 480, CHN 482)		4	
Area-satisfying courses		8	
Credits		17	
Winter			
CHN 202	Second-Year Chinese	5	

One major survey course (EALL 209, LING 301, CHN 480, CHN 482)	4
Area-satisfying courses	8

Credits 17

Spring

CHN 203	Second-Year Chinese	Complete lower-division language courses	5

One major survey course (EALL 209, LING 301, CHN 480, CHN 482)	Complete major survey requirements	4

Area-satisfying course	Complete area requirement	4

Elective course	4

Credits 17

Third Year

Fall

CHN 301	Third-Year Chinese I	5

Elective courses	12

Credits 17

Winter

CHN 302	Third-Year Chinese II	5

Elective courses	12

Credits 17

Spring

CHN 303	Third-Year Chinese III	Complete third year language requirement	5

Upper-division elective course with CHN, JPN, EALL, or KRN subject code	Complete upper-division elective requirement	4

Elective courses	8

Credits 17

Fourth Year

Fall

Upper-division Chinese language course	4

Advisor-approved upper-division linguistics-literacy course (CHN 436, 437, EALL 440, 442, 443, 486)	4

Elective course	4

Credits 12

Winter

Upper-division Chinese language course	Complete 400-level language requirements	4

Advisor-approved upper-division linguistics course (CHN 481, EALL 440, 442, 443, 486)	Complete advisor-approved upper-division linguistics courses with EALL subject code from list	4

Elective course	4

Credits 12

Spring

Additional advisor-approved upper-division linguistics course with EALL subject code	4

Elective courses	8

Credits 12

Total Credits 189

Japanese (BA)

Learn Japanese language in friendly, activity-based, intensive classes designed to achieve high-level proficiency. You will learn the basics of Japanese culture, society, literature and linguistics from historical and contemporary perspectives. Japanese is one of several majors taught within the Department of East Asian Languages and Literatures including Korean and Chinese.

Students have the option of three different tracks in the Japanese major: language, culture, or linguistics. In consultation with department advisors, you can choose a track that will allow you to study and master those aspects of Japanese that interest you most.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Content objectives (literature/film/culture): for culture and language intensive: Identify, describe, and explain materials, terminologies, methodologies, and theories in Japanese literature, film, media, or linguistics. For linguistics intensive: Identify, describe, and explain materials, terminologies, methodologies, and theories in Japanese linguistics.
- Critical thinking/Analytical skills: for culture and literature intensive: Read, discuss, and evaluate texts from both historical sources and contemporary works in literature, film and media, and linguistics, employing methodologies and criteria. For linguistics intensive: Discuss and evaluate descriptive grammars of Japanese, as well as studies on various levels of Japanese linguistics including, phonetics, phonology, semantics, syntax, pragmatics, sociolinguistics and the relationship between language, cognition and culture.
- Argumentation: Formulate original arguments, anticipating objections and responding in conscientious fashion.
- Communication: Communicate knowledge, ideas, and reasoning in written, oral, or other forms of languages, in English or Japanese. Reach intermediate/advanced proficiency level in written and spoken modern Japanese.

- Culture Intensive (p. 95)
- Language Intensive (p. 95)
- Linguistics Intensive (p. 95)

Bachelor of Arts in Japanese: Culture-Intensive Option

At least five of the required courses must be completed within the Department of East Asian Languages and Literatures.

Code	Title	Credits
JPN 301	Third-Year Japanese I	5
JPN 302	Third-Year Japanese II	5
JPN 303	Third-Year Japanese III	5
Select two of the following:		8
JPN 411	Fourth-Year Spoken Japanese	
JPN 412	Fourth-Year Spoken Japanese	
JPN 413	Fourth-Year Spoken Japanese	
JPN 414	Fourth-Year Reading and Writing Japanese	
JPN 415	Fourth-Year Reading and Writing Japanese	
JPN 416	Fourth-Year Reading and Writing Japanese	
JPN 434	Advanced Readings in Japanese Literature	
JPN 435	Advanced Readings in Japanese Literature	
JPN 436	Advanced Readings in Japanese Literature	
JPN 437		
JPN 455	Japanese Business Culture and Language	
Select two of the following:		8
JPN 305	Introduction to Japanese Literature	
JPN 306	Introduction to Japanese Literature	
JPN 307	Introduction to Japanese Literature	
JPN 315	Introduction to Japanese Linguistics	
Four upper-division courses ¹		16
Total Credits		47

¹ Courses must be in Japanese culture, literature, linguistics, film, or other advisor-approved areas taken from this or other departments. Of these, at least three must be from the Department of East Asian Languages and Literatures, with two having the JPN subject code. A third non-JPN course chosen from within the department may also count toward the culture-intensive option.

Bachelor of Arts in Japanese: Language-Intensive Option

At least five of the required courses must be completed within the Department of East Asian Languages and Literatures.

Code	Title	Credits
JPN 301	Third-Year Japanese I	5
JPN 302	Third-Year Japanese II	5
JPN 303	Third-Year Japanese III	5
JPN 411	Fourth-Year Spoken Japanese	4
JPN 412	Fourth-Year Spoken Japanese	4
JPN 414	Fourth-Year Reading and Writing Japanese	4
JPN 415	Fourth-Year Reading and Writing Japanese	4

JPN 413	Fourth-Year Spoken Japanese	4
or JPN 416	Fourth-Year Reading and Writing Japanese	
Select two of the following:		8
JPN 305	Introduction to Japanese Literature	
JPN 306	Introduction to Japanese Literature	
JPN 307	Introduction to Japanese Literature	
JPN 315	Introduction to Japanese Linguistics	
Upper-division course ¹		4
Total Credits		47

¹ Courses must have the JPN subject code. Courses outside the department require advisor approval.

Bachelor of Arts in Japanese: Linguistics-Intensive Option

At least five of the required courses must be completed in the Department of East Asian Languages and Literatures.

Code	Title	Credits
JPN 301	Third-Year Japanese I	5
JPN 302	Third-Year Japanese II	5
JPN 303	Third-Year Japanese III	5
Select two of the following:		8
JPN 411	Fourth-Year Spoken Japanese	
JPN 412	Fourth-Year Spoken Japanese	
JPN 413	Fourth-Year Spoken Japanese	
JPN 414	Fourth-Year Reading and Writing Japanese	
JPN 415	Fourth-Year Reading and Writing Japanese	
JPN 416	Fourth-Year Reading and Writing Japanese	
JPN 434	Advanced Readings in Japanese Literature	
JPN 435	Advanced Readings in Japanese Literature	
JPN 436	Advanced Readings in Japanese Literature	
JPN 437		
Select three of the following:		12
EALL 209	Languages and Societies in East Asia	
JPN 315	Introduction to Japanese Linguistics	
LING 301	Introduction to Linguistics Analysis	
Three upper-division courses ¹		12
Total Credits		47

¹ At least two courses must be EALL linguistics courses. All of them require advisor approval.

Four-Year Degree Plans

Sample Cultural-Intensive Option (p. 96)

Sample Language-Intensive Option (p. 96)

Bachelor of Arts in Japanese: Cultural-Intensive Option

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Course	Title	Credits	Milestones
First Year			
Fall			
JPN 101	First-Year Japanese	5	
WR 121Z	Composition I	4	
Area-satisfying courses		8	
Credits		17	
Winter			
JPN 102	First-Year Japanese	5	
WR 122Z or WR 123	Composition II or College Composition III	4	Complete writing requirement
Area-satisfying courses		8	
Credits		17	
Spring			
JPN 103	First-Year Japanese	5	
Area-satisfying courses		12	
Credits		17	
Second Year			
Fall			
JPN 201	Second-Year Japanese I	5	
One major survey course (JPN 305, 306, 307, 315)		4	
Area-satisfying courses		8	
Credits		17	
Winter			
JPN 202	Second-Year Japanese II	5	
One major survey course (JPN 305, 306, 307, 315)		4	Complete major survey requirement
Area-satisfying course		8	
Credits		17	
Spring			
JPN 203	Second-Year Japanese III	5	Complete lower-division language requirement
Upper-division elective course		4	
Area-satisfying course		4	Complete area requirement
Elective course		4	
Credits		17	
Third Year			
Fall			
JPN 301	Third-Year Japanese I	5	

Upper-division elective course		4	
Elective courses		8	
Credits		17	
Winter			
JPN 302	Third-Year Japanese II	5	
Upper-division elective course		4	
Elective courses		8	
Credits		17	
Spring			
JPN 303	Third-Year Japanese III	5	Complete third-year language requirement
Upper-division elective course		4	Complete upper-division elective requirement
Elective courses		8	
Credits		17	
Fourth Year			
Fall			
One 400-level Japanese language course		4	
Elective courses		8	
Credits		12	
Winter			
One 400-level Japanese language course		4	Complete fourth-year language requirement
Elective courses		8	
Credits		12	
Spring			
Elective courses		12	
Credits		12	
Total Credits		189	

Bachelor of Arts in Japanese: Language-Intensive Option

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Course	Title	Credits	Milestones
First Year			
Fall			
JPN 101	First-Year Japanese	5	
WR 121Z	Composition I	4	
Area-satisfying courses		8	
Credits		17	
Winter			
JPN 102	First-Year Japanese	5	

WR 122Z or WR 123	Composition II or College Composition III	Complete writing requirement	4
Area-satisfying courses			8
Credits			17
Spring			
JPN 103	First-Year Japanese		5
Area-satisfying courses			12
Credits			17
Second Year			
Fall			
JPN 201	Second-Year Japanese I		5
One major survey course (JPN 305, 306, 307, 315)			4
Area-satisfying courses			8
Credits			17
Winter			
JPN 202	Second-Year Japanese II		5
One major survey course (JPN 305, 306, 307, 315)		Complete major survey requirement	4
Area-satisfying courses			8
Credits			17
Spring			
JPN 203	Second-Year Japanese III	Complete lower- division language requirement	5
Upper-division elective		Complete upper- division elective	4
Area-satisfying course		Complete area requirement	4
Elective course			4
Credits			17
Third Year			
Fall			
JPN 301	Third-Year Japanese I		5
Elective courses			12
Credits			17
Winter			
JPN 302	Third-Year Japanese II		5
Elective courses			12
Credits			17
Spring			
JPN 303	Third-Year Japanese III	Complete third-year language courses	5
Elective courses			12
Credits			17

Fourth Year**Fall**

JPN 411	Fourth-Year Spoken Japanese	4
JPN 414	Fourth-Year Reading and Writing Japanese	4

Elective course		4

Credits		12

Winter

JPN 412	Fourth-Year Spoken Japanese	4
JPN 415	Fourth-Year Reading and Writing Japanese	4

Elective course		4

Credits		12

Spring

JPN 413 or JPN 416	Fourth-Year Spoken Japanese or Fourth-Year Reading and Writing Japanese	4

Elective courses		8

Credits		12

Total Credits		189

Chinese Minor

Learn Chinese language, culture, society, literature, and linguistics from historical and contemporary perspectives. Our classes encourage active participation and communication in a friendly and supportive environment. The Chinese minor combines language courses with culture, literature, and linguistics courses. Chinese is one of several minors taught within the Department of East Asian Languages and Literatures.

Minor in Chinese

The Chinese minor requires a minimum of six upper-division courses (24 graded credits), which must consist of at least three language courses, two courses in literature, linguistics, and/or culture, and a sixth course with a CHN or EALL subject code. At least three of the six courses must be taken in residence on the University of Oregon campus from the Department of East Asian Languages and Literatures.

Code	Title	Credits
Modern Chinese language—a minimum of three courses, at third-year level or higher, chosen from the following:		
CHN 301	Third-Year Chinese I	
CHN 302	Third-Year Chinese II	
CHN 303	Third-Year Chinese III	
CHN 411		
CHN 412		
CHN 413	Modern Chinese Texts: [Topic]	
Culture, literature, film, linguistics—a minimum of two courses chosen from the following		
CHN 305	History of Chinese Literature	
CHN 306	History of Chinese Literature II, The Imperial Age	
CHN 307	History of Chinese Literature	
CHN 308	Literature of Modern Taiwan	
CHN 480	Chinese Linguistics	

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 Minor

Learn Japanese language, culture, society, literature, and linguistics from historical and contemporary perspectives. Our classes encourage active participation and communication in a friendly and supportive environment. The Japanese minor combines language courses with culture, literature, and linguistics courses. Japanese is one of several minors taught within the Department of East Asian Languages and Literatures.

Minor in Japanese

The Japanese minor requires a minimum of 6 upper-division courses (a minimum of 24 graded credits), which must consist of at least 3 language courses, 2 courses in literature, linguistics, and/or culture, and a sixth course that has any JPN or EALL subject code. At least three of the six courses must be taken in residence on the University of Oregon campus form the Department of East Asian Languages and Literatures.

Code	Title	Credits
Japanese language—a minimum of three courses, at third-year level or higher, chosen from the following:		
JPN 301	Third-Year Japanese I	
JPN 302	Third-Year Japanese II	
JPN 303	Third-Year Japanese III	
JPN 411	Fourth-Year Spoken Japanese	
JPN 412	Fourth-Year Spoken Japanese	
JPN 413	Fourth-Year Spoken Japanese	
JPN 414	Fourth-Year Reading and Writing Japanese	
JPN 415	Fourth-Year Reading and Writing Japanese	
JPN 416	Fourth-Year Reading and Writing Japanese	
JPN 434	Advanced Readings in Japanese Literature	
JPN 435	Advanced Readings in Japanese Literature	
JPN 436	Advanced Readings in Japanese Literature	
JPN 437		
JPN 455	Japanese Business Culture and Language	
Culture, literature, film, linguistics—a minimum of two courses chosen from the following		
JPN 305	Introduction to Japanese Literature	
JPN 306	Introduction to Japanese Literature	
JPN 307	Introduction to Japanese Literature	
JPN 315	Introduction to Japanese Linguistics	

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.

Korean Minor

Learn Korean language, culture, society, literature, and linguistics from historical and contemporary perspectives. Our classes encourage active participation and communication in a friendly and supportive environment. The Korean minor combines language courses with culture, literature,

and linguistics courses. Korean is one of several minors taught within the Department of East Asian Languages and Literatures.

Minor in Korean

The Korean minor requires a minimum of six upper-division courses (24 graded credits), which must consist of at least three language courses, two courses in literature, linguistics, and/or culture, and a sixth course with a KRN or EALL subject code. At least three of the six courses must be taken in residence on the University of Oregon campus from the Department of East Asian Languages and Literatures.

Code	Title	Credits
Korean language—a minimum of three courses, at third-year level or higher, chosen from the following:		
KRN 301	Third-Year Korean I	5
KRN 302	Third-Year Korean II	5
KRN 303	Third-Year Korean III	5
Culture, literature, film, linguistics—a minimum of two courses chosen from the following:		
KRN 309	Languages and Cultural Formation in Korea	4
KRN 315	Introduction to Korean Linguistics	4
KRN 361	Korean Popular Culture and Transnationalism	4
KRN 362M	Contemporary Korean Film	4
Electives		
Upper-division KRN courses		
Upper-division EALL courses		

Upper-division language courses must be taken at the University of Oregon or through an Oregon University System program in Korea. Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

East Asian Languages and Literatures (MA)

<https://eall.uoregon.edu>

The Department of East Asian Languages and Literatures offers programs of study leading to the degrees of master of arts (MA) in East Asian Languages and Literatures. Students may choose to specialize in Chinese Studies, Japanese Studies, Korean Studies, or Linguistics.

In addition to departmental requirements, graduate students must fulfill the general requirements of the Division of Graduate Studies 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, Japanese and Korean 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, gender, and sexuality studies.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Coursework: Demonstrate mastery of subject content knowledge.
- Coursework: Demonstrate effective oral and written communication skills.
- Thesis/Project/Exam: Demonstrate mastery of subject content knowledge.
- Thesis: Demonstrate effective oral and written communication skills.
- Thesis: Conduct independent research and analysis in their discipline and contribute substantive work in their field.
- Chinese Studies (p. 99)
- Japanese Studies (p. 99)
- Korean Studies (p. 100)
- Linguistics and Language Pedagogy (p. 100)

Master of Arts in East Asian Languages and Literatures, Chinese Studies: 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.

Code	Title	Credits
CHN 623		5
CHN 624		5
CHN 625		5
EALL 611	Critical Approaches	2
Five seminars on Chinese subject matter (at least three with the CHN subject code)		20
Two graduate courses in linguistics, literary theory, or another literature (advisor approved); as appropriate, these courses may count toward the five Chinese seminars		
One course in language pedagogy, Asian history, or another field relevant to student's career objectives (advisor approved); as appropriate, may count as one of the five Chinese seminars ¹		
CHN 503	Thesis ²	9
Total Credits		46

¹ Reading and Conference: [Topic] (CHN 605) may be counted toward the fourteen required courses, with advisor approval.

² Students who elect to write a thesis must register for this course.

Students must pass a comprehensive written examination at the end of study or write a master of arts thesis.

Master of Arts in East Asian Languages and Literatures, Chinese Studies: 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. Students must pass a comprehensive oral examination that covers the student's primary areas of study.

Code	Title	Credits
CHN 623		5
CHN 624		5
CHN 625		5
EALL 611	Critical Approaches	2
Five seminars on Chinese subject matter (at least three with the CHN subject code)		20
Two graduate courses in linguistics, literary theory, or another literature (advisor approved); as appropriate, may count toward the five Chinese seminars		
One course in language pedagogy, Asian history, or another field relevant to student's career objectives (advisor approved); as appropriate, may count as one of the five Chinese seminars ¹		
Total Credits		37

¹ Reading and Conference: [Topic] (CHN 605) may be counted toward the twelve required courses, with advisor approval.

Master of Arts in East Asian Languages and Literatures, Japanese Studies

Code	Title	Credits
EALL 611	Critical Approaches	2
One course on modern Japan (with JPN prefix)		4
One course on premodern Japan (with JPN prefix)		4
Two courses on methodology/theory (any prefix)		8
Three further Japan-related courses (with JPN prefix)		12
Two further Japan-related courses (with any prefix)		8
Thesis or examination		9
Total Credits		47

Period distribution requirement:

Student must take at least 1 JPN-prefix course on modern Japan and at least 1 JPN-prefix course on premodern Japan. For the purposes of this requirement "modern Japan" is considered to begin in 1868. To count, over 50% of a course's content must focus on the requisite period; advisor approval required.

Methodology/theory requirement:

Student must take at least 2 courses substantially focused on methodology or theory. They may be from any department (any prefix); advisor approval required.

Japan-related courses:

Students are required to take 5 Japan-related courses beyond the period distribution and methodology/theory requirements. At least 3 of these must be JPN-prefix courses. Up to 2 of them may be courses with any

prefix, provided they have at least 30% Japan-related content; advisor approval required.

Language proficiency requirement:

Nonnative speakers are required to demonstrate 4th-year-level Japanese language proficiency by either passing a course at that level or testing into the 4th-year level in a placement exam. Up to 3 4th-year-level (or beyond) language courses can be counted toward the MA requirements.

Thesis or written examination:

Typically students are required to write an MA thesis; the Graduate School requires thesis writers to take 9 credits of JPN 503 Thesis. In some circumstances, a student in consultation with the advisor may decide to take a written examination in lieu of writing a thesis; the student will then be required to take a number of JPN 605 Reading and Conference credits sufficient to bring the total number of credits earned toward the MA to 47.

Master of Arts in East Asian Languages and Literatures, Korean Studies

The MA degree in East Asian Languages and Literatures with a specialization in Korean literature, film, and culture requires successful completion of a minimum of 12 graduate-level courses (at least 4 credits each). These courses must be chosen in consultation with the student's advisor.

Code	Title	Credits
Three courses in the Korean sector		12
Four Korea-related courses, which may be taught outside the department		16
Five advisor-approved electives with the subject code EALL		20
Total Credits		48

In addition to completion of the required courses, students must pass a comprehensive examination at the end of study or write and defend a MA thesis.

Option 1: MA Comprehensive Exam

Students who choose to take a comprehensive exam must successfully pass a two-part written examination based on the following reading list:

1. Approximately 20 works of Korean literature and/or film, which should provide comprehensive coverage of major periods, writers, and genres of Korean literature and/or film. The student's advisor will provide a model reading list.
2. Approximately 10 works of general theory and criticism, based on the student's specialized area, which can be outside of the area of Korean studies.
3. Approximately 10 works of 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 Korean literature and/or film deriving from section one of the students' 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 48 hours for each part to produce the final typed, double-spaced exams of approximately 10 to 12 pages each.

Option 2: MA Thesis

Students who elect to write a thesis must register for 9 credits of Thesis (KRN 503).

Two terms before graduation, the student meets with the advisor during the first week of the term to set up a two-member committee and a schedule for submitting thesis or project drafts (e.g., the first week of winter term if planning to graduate spring term).

At least six weeks before the date of the thesis or project defense, the student submits a draft to the main advisor for approval. The advisor is expected to return comments within two weeks. Then, a continuing dialogue ensues between the student and advisor until the manuscript is considered complete. If approval is not obtained at this point, there is no guarantee that the student will be able to graduate that term.

The student submits a clean copy of the thesis or project to the advisor and committee members either two weeks before defense or four weeks before the filing date for an approved thesis as published by the Graduate School.

East Asian Languages and Literatures Major - Linguistics and Language Pedagogy

This MA program offers a complete East Asian linguistics and pedagogy program, covering Chinese, Japanese, and Korean. Students may elect to specialize in Chinese, Japanese, or Korean linguistics and pedagogy.

Code	Title	Credits
EALL 611	Critical Approaches	2
Core Courses		16
Choose four from the following:		
CHN 580	Chinese Linguistics	
CHN 582	History of the Chinese Language	
EALL 542	Second-Language Acquisition	
EALL 543	Chinese, Japanese, and Korean Pedagogy	
EALL 545	East Asian Psycholinguistics	
EALL 680	Linguistics Research and Bibliography	
Linguistics Electives		12
Choose advisor-approved 3 courses on linguistics		
Open Electives		8
Two advisor-approved courses in linguistics, literature, and languages with an EALL subject code		
Thesis/project/exam		9
9 credits of 503 (thesis option), 605 (exam option), or 609 (Terminal Project option)		
CHN 503	Thesis	
CHN 605	Reading and Conference: [Topic]	
CHN 609	Terminal Project	
JPN 503	Thesis	
JPN 605	Reading and Conference: [Topic]	
JPN 609	Terminal Project	
KRN 503	Thesis	
KRN 605	Reading and Conference: [Topic]	
KRN 609	Terminal Project	
Total Credits		47

¹ Must be taken by all graduate students during first term.

Additional Requirements

Nonnative speakers are required to complete a course (or receive credit by examination) in the language in which they specialize at the fourth-year level.

The Graduate School requires all MA students to take a total of 9 credits in 600-level courses.

East Asian Languages and Literatures (PhD)

<https://eall.uoregon.edu>

The Department of East Asian Languages and Literatures offers the doctor of philosophy (PhD) in East Asian Languages and Literatures. Students may choose to specialize in Chinese Studies, Japanese Studies, Korean Studies, or Linguistics.

In addition to departmental requirements, graduate students must fulfill the general requirements of the Division of Graduate Studies 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, Japanese and Korean 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, gender, and sexuality studies.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of subject content knowledge.
- Demonstrate effective oral and written communication skills.
- Conduct independent research and analysis in their discipline and contribute original and substantive work in their field.
- Demonstrate independent critical thinking and advanced knowledge in their current discipline and in related areas of their discipline.
- Demonstrate professionalization in the field of study in the form of publications, presentations, conference attendance, funded fellowships received, and other professional association activities.

- Chinese Studies (p. 101)
- Japanese Studies (p. 101)
- Korean Studies (p. 101)
- Linguistics (p. 102)

PhD in East Asian Languages and Literatures, Chinese Studies

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.

Code	Title	Credits
Six courses in Chinese literature, linguistics, or film		
CHN 623		5
CHN 624		5
CHN 625		5

Select one of the following:

Demonstrate the ability to use a second foreign language substantively in research or pass a translation examination in the language

Demonstrate advanced knowledge of a particular methodology or theory by taking three graduate-level courses, including one course in CHN 605 for which the student writes a paper applying the methodology to Chinese literature

Complete three courses in a secondary literature

¹ Or equivalents—unless the student has already taken these courses.

PhD in East Asian Languages and Literatures, Japanese Studies

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.

Code	Title	Credits
Four courses in Japanese studies		
Two courses in methodology-theory, preferably in Japanese studies ¹		
Japanese linguistics or teaching methodology course		
Two courses chosen in consultation with advisor ¹		

¹ At least one of the two must be in EALL

PhD in East Asian Languages and Literatures, Korean Studies

The PhD degree in East Asian languages and literatures with a specialization in Korean studies requires nine to twelve graduate-level courses depending on the student's background or preparation at the time of admission to the PhD program. The program will be customized in consultation with the student's advisor.

PhD in East Asian Languages and Literatures, Linguistics

The PhD with a specialization in East Asian linguistics is designed to build a high level of competence in linguistics research in Chinese, Japanese, or Korean. The program has four components:

- Course work
- Comprehensive exam
- Qualifying paper
- Dissertation

A total of nine graduate courses beyond those at the MA level is required. Courses must be chosen in consultation with a doctoral advisor.

Code	Title	Credits
Choose three or more core courses in East Asian linguistics:		
CHN 580	Chinese Linguistics	
EALL 540	Chinese, Japanese, and Korean Phonetics	
EALL 541		
EALL 680	Linguistics Research and Bibliography	
Choose three or more electives in East Asian linguistics:		
CHN 581		
CHN 582	History of the Chinese Language	
EALL 543	Chinese, Japanese, and Korean Pedagogy	
KRN 510	Experimental Course: [Topic]	
EALL 542	Second-Language Acquisition	
CHN 603	Dissertation	
JPN 603	Dissertation	

Other electives may be taken in linguistics, language teaching specialization, or psychology in consultation with an advisor.

Students in the PhD track must successfully complete a comprehensive examination and prospectus defense (culture students) or qualifying paper (linguistics students) to advance to candidacy (all but dissertation) status. By the end of their second year in the program (at the very latest), each student should identify a committee of three faculty members who will oversee their training for the comprehensive examination. Since each person's needs and interests may be different, students are expected to work closely with their primary advisor at all stages of the process.

Comprehensive Examination

The goal of the comprehensive examination is to ensure that students have received training broad enough to qualify as a teacher beyond the narrow research focus of their dissertation. The comprehensive examination is composed of a written and an oral component.

In conjunction with their primary advisor, students choose three fields, a major field and two minor fields, each to be advised by a faculty member in that area. Cultural fields may be determined by genre, time period, or methodology; linguistic fields may be determined by theoretical orientation, language orientation, and methodology. In conjunction with their advisors, students develop a reading list of twenty to forty items for each field. For culture students, these items may include both primary and secondary texts; the composition of each reading list will be tailored to the individual student's needs. It is expected that reading lists will develop organically from graduate seminars and readings and conferences.

For each field, the student will submit a comprehensive examination paper. The papers may be developed from a term paper written for a seminar or written for the sake of the examination, as determined by the advisor. These comprehensive examination papers should demonstrate the student's broad knowledge of a field. Ideally, for the major field, this paper will be the basis for a dissertation chapter. In some instances, students may be asked to develop a syllabus rather than write a research paper.

Advisors have two weeks to read and approve each comprehensive examination paper. After the three comprehensive examination papers have been approved by the field examiner and the primary advisor, the student schedules an oral examination. The oral examination (one to two hours in duration) is an opportunity for the three examiners to engage the student in an in-depth conversation about the items on the reading lists. The goal of the oral examination is to ensure that students have enough familiarity with both the critical and primary works in the field to teach at the postsecondary level. The oral examination is not open to the public.

Both parts of the comprehensive examination should be completed by the end of the student's third year in the program. It is at the discretion of the committee to determine if students should have a second opportunity to sit for an oral examination if the first attempt is not successful. At the discretion of the committee, those students whose performance is deemed unsatisfactory may be granted a terminal MA.

Prospectus (Culture Track)

Before scheduling the prospectus defense, students need to notify the graduate secretary of the membership of their dissertation committee (three faculty members from the department and one from another department). The prospectus defense is the first meeting of the entire dissertation committee to provide feedback on the dissertation research project. The prospectus, a document of twenty to thirty pages, should introduce the research question, the methodology, and a basic outline of the dissertation; a bibliography is required. Once the advisors approve a draft of the dissertation prospectus, certifying that in their opinion the project is well-conceived and viable, the student schedules a meeting of the entire committee. A defense is an opportunity for the committee to ask questions and provide advice and direction for the research project. The prospectus defense is public.

In order to leave enough time for the dissertation research and writing, the prospectus defense should take place during the third year of study and no later than the winter term of the fourth year. Students who are unable to complete a viable prospectus by spring of their fourth year in the program will be granted a terminal MA.

Qualifying Paper (Linguistics Track)

As the equivalent of the prospectus defense for culture track students, linguistics students are expected to produce an original publishable paper, of substantial length and quality, in a subfield of linguistics. This qualifying paper should demonstrate the student's ability to carry out an empirical study and write an analytical research paper. The unmodified MA thesis cannot serve this purpose.

A committee consisting of the advisor and a second faculty member familiar with the subfield will referee the qualifying paper. The student may be asked to revise the qualifying paper before it is accepted as satisfactory work. Upon documented completion of the paper, the student needs to identify a dissertation committee (three faculty members from the department and one from another department) and notify the graduate secretary. The student then confirms the dissertation topic

and presents a prospectus constituting a short abstract detailing their research topic. This should be done within one term of completing the qualifying paper. After the prospectus has been approved, the student will advance to candidacy.

To leave enough time for the dissertation research and writing, the qualifying paper and prospectus should be completed during the third year of study and no later than the winter term of the fourth year. Students who are unable to complete a viable qualifying paper by spring of their fourth year in the program will be granted a terminal MA.

Program Goals

The comprehensive examination is distinct from the dissertation prospectus or qualifying paper. The comprehensive examination papers and oral examination involve general preparation and give the student an opportunity to show broad knowledge of a field. The prospectus defense for culture-track students is more narrowly focused on the dissertation project and demonstrates the student's ability to identify and define a research project. Similarly, the qualifying paper for linguistics students is focused on the student's main research area and demonstrates the ability to undertake a research project. The comprehensive examination and prospectus defense or qualifying paper enable students to demonstrate that they can be successful as teachers and researchers. Students will advance to ABD (all but dissertation) status after the successful completion of both the comprehensive examination and the prospectus defense or qualifying paper, in addition to the completion of all required course work.

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 defend their dissertation prospectus within one academic term after the completion of doctoral course work.

English

<http://english.uoregon.edu>

Mark Whalan, Department Head

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With nearly 50 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.

We teach exciting courses in argumentative writing, critical thinking, and ethical dialogue—all skills employers and professional schools desire from new graduates. Our major, minors, and graduate programs include

distinctive offerings in environmental humanities, comics and cartoon studies, medical humanities, disability studies, digital humanities, and the study of race and ethnicity.

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. 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.

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 Composition I (WR 121Z) and either Composition II (WR 122Z) or College Composition III (WR 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

Scores of 37 or better on the new College Board SAT Reading and Writing tests waive the need to take Composition I (WR 121Z). No credit is given for this waiver. A score of 710 or better on the old SAT Critical Reading test (650 prior to 1995) or 32 or better on the ACT English test will also waive WR 121Z (without credit). A score of 3, 4, or 5 on the Advanced Placement (AP) Language and Composition Examination produces credit for WR 121Z.

Waiver Examinations

Waiver examinations for Composition I (WR 121Z) and Composition II (WR 122Z) are offered during the first week of classes, fall through spring terms, at the UO Testing Office, Knight Library, room 31; call 541-346-3230. Visit the Testing Office website (<https://testing.uoregon.edu/>) 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 Composition I (WR 121Z) or Composition II (WR 122Z) 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. Students whose scores fall below 26 on the new SAT Reading and Writing tests, below 480 on the old SAT Verbal, or below 19 on the ACT are eligible for concurrent enrollment in Writing Tutorial (WR 195) with Composition I (WR 121Z).

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. These may include Introductory Academic Writing (AEIS 110), Intermediate Academic Writing (AEIS 111), and Advanced Academic Writing (AEIS 112) (taught in the Department of Linguistics). Placement tests are 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.

Faculty

Stacy Alaimo, professor (Environmental Humanities, Posthumanities/New Materialism, American Studies, Cultural Studies). BA, 1985, Gustavus Adolphus College; MA, 1986, University of Wisconsin, Madison; PhD, 1994, University of Illinois (2019)

Faith Barter, assistant professor (19th-century African American literature). AB, 2001, Dartmouth College; JD, 2007, American; MA, 2012, PhD, 2016, Vanderbilt. (2018)

Martha J. Bayless, professor (medieval literature). BA, 1980, Bryn Mawr; MA, 1984, PhD, 1990, Cambridge. (1989)

Carolyn Bergquist, associate teaching professor (Renaissance literature; rhetoric and composition). BA, 1994, California State, Stanislaus; MA, 1996, PhD, 2003, Oregon. (2003)

Elizabeth A. Bohls, professor (18th-century literature), associate department head. BA, 1979, Mount Holyoke College; PhD, 1989, Stanford. (1998)

Tina Boscha, associate teaching professor (composition). BA, 1995, Calvin College; MFA, 2003, Oregon. (2003)

Lara Bovilsky, associate professor (Renaissance literature and culture; graduate professionalism). BA, 1995, Brown; MA, 1998, PhD, 2001, Duke. (2008)

Kirby Brown, associate professor (Native and ethnic American literatures). BA, 1997, Texas, Austin; MA, 2005, Texas, San Antonio. (2011)

Kristy Bryant-Berg, associate teaching professor (composition); associate director, composition. BA, 2002, Colorado, Boulder; MA, 2004, Oregon; PhD, 2009, Oregon. (2014)

Mattie Burkert, associate professor (digital humanities). BA 2009, New York, NY; MA 2011, Wisconsin, Madison; PhD, 2016, Wisconsin, Madison. (2020)

Anna Carroll, associate teaching professor (composition). BA, 2007, MA, 2010, West Florida; PhD, 2015, Oregon. (2018)

Mai-lin Cheng, associate professor (19th-century literary studies). BA, 1993, Brown; PhD, 2006, University of California, Berkeley (2008)

Ulrick Casimir, instructor (composition). BA, 1995, North Carolina State; MFA, 2000, North Carolina; MA, 2005, PhD, 2008, Oregon. (2018)

Stephanie Clark, associate professor (medieval literature). BA, 2002, Texas, Dallas; MA, 2004, PhD, 2011, Illinois, Urbana-Champaign. (2011)

Ashley Cordes, assistant professor (Indigenous Studies, Digital Media, Environmental/Place-Based Storytelling, Critical/Cultural Studies). BA, 2010, Loyola, Marymount; MA 2012, Hawaii Pacific; PhD, 2019, Oregon. (2021)

José Cortez, assistant professor (rhetoric and composition). BA, 2009, MA, 2011, Eastern Washington; PhD, 2017, Arizona. (2018)

James R. Crosswhite, professor (rhetoric, writing, critical theory). BA, 1975, California, Santa Cruz; MA, 1979, PhD, 1987, California, San Diego. (1989)

Brent Dawson, associate professor (Renaissance/Early Modern Literary Studies). BA, 2007, Washington University. St. Louis; PhD, 2014, Emory (2017)

Rachel Eccleston, associate teaching professor (composition). BA, 2007, Texas, Austin; PhD, 2017, Oregon. (2018)

Sophie Ell, instructor (composition). BA, 2004, California, Berkeley; MA, 2007

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)

Cassandra Galentine, instructor (composition). BA, 2013, San Diego; MA 2016, Northern Arizona; PhD, 2023, Oregon. (2023)

Miriam Gershow, associate teaching professor (composition); associate director, composition. BS, 1992, Michigan, Ann Arbor; MFA, 2002, Oregon. (2004)

Molly Hatay, instructor (composition). BA, 2010, San Diego State; MA, 2014; PhD, 2023, Oregon. (2023)

Salvador Herrera, assistant professor (English, Performance, Latinx). BA, 2018, Cornell; PhD, 2024, California, Los Angeles. (2024)

Helen Huang, associate teaching professor (composition). BA, 2002, National Chengchi; MA, 2007, National Taiwan; PhD, 2018, Oregon. (2018)

Stephanie Jones, assistant professor (Afrofuturist Feminisms, Black Feminist Rhetorical Studies, Digital Humanities). PhD, 2022, Syracuse. (2024)

Heidi N. Kaufman, Sherl K. Coleman and Margaret E. Guitteau Teaching Professor in the Humanities; associate professor (19th-century British literature). BA, 1991, Drew; MA, 1994, Boston; PhD, 2011, New Hampshire. (2013)

Katherine Kelp-Stebbins, associate professor (comic studies). BA, 2003, Wesleyan; MA, 2009, PhD, 2014, California, Santa Barbara. (2018)

Anna Kovalchuk, associate teaching professor (composition). BA, 2007, California, San Diego; PhD, 2017, Oregon. (2017)

C. Anne Laskaya, associate professor (medieval literature, women writers, rhetoric). BA, 1976, Lawrence; BMus, Lawrence Conservatory of Music; MA, 1978, PhD, 1989, Rochester. (1983)

Stephanie LeMenager, Barbara and Carlisle Moore Distinguished Professor in English and American Literature (environmental literature). BA, 1991, Stanford; MA, 1994, PhD, 1999, Harvard. (2013)

Addison Koneval, instructor (composition). BA, 2016, Whitworth; MA, 2018, Oregon State; PhD, 2023, Ohio State. (2023)

Quinn Miller, associate professor (film and media studies). BA, 2003, Chicago; MA, 2005, PhD, 2010, Northwestern. (2012)

Paul W. Peppis, professor (modern British literature); director, Oregon Humanities Center. BA, 1984, Williams; MA, 1987, PhD, 1993, Chicago. (1995)

Ana Zalyubovskiy, instructor (composition). BA, 1992, MA, 1994, Minnesota State; MFA, 1996, Vermont College. (2018)

Sarah Preston, instructor (composition). BA, 2005, Las Vegas; MA, San Diego State, 2014; PhD, 2023, Oregon. (2023)

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. (2006)

Indigo Recker, instructor (composition). BA, 2013, Concordia; MA Carnegie Mellon, 2017; PhD, 2023, Duquesne University. (2023)

Stephen Rust, associate teaching professor (composition), interim WSCR director. BS, 1999, Idaho State; MA, 2006, Oregon State; PhD, 2011, Oregon. (2015)

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), director of undergraduate studies. BA, 1988, Brown; PhD, 1993, State University of New York, Buffalo. (1993)

Emily Simnitt, associate teaching professor (composition). BA, 1995, Brigham Young; MA, 2005, Idaho State. (2015)

Bjorn Smars, associate teaching professor (composition), assistant department head. BA, 2012, Walla Walla University; MA, 2014, Oregon. (2014)

Bennet Smith, instructor (composition). BA, 2002, George Fox; MA, Boston, 2004; PhD, 2010, Oregon. (2022)

Helen Southworth, professor (modernism, digital humanities). BA, 1989 London; PhD, 1999, California, Los Angeles. (2001)

Thomas Tasker, associate teaching professor (academic reading and writing, curriculum development). MA, 1992, Illinois, Chicago. (2013)

Courtney Thorsson, professor (African American literature, 19th- and 20th-century American literature, food studies). BA, 2000, Virginia; MA, 2004, MPhil, 2006, PhD, 2009, Columbia. (2009)

Avinnash Tiwari, instructor (composition). BA, 2010, Pennsylvania; MA, 2013, Oregon. (2016)

Corbett Upton, associate teaching professor (Central American poetry); associate director, undergraduate studies. BA, 2001, Arizona State; MA, 2006, PhD, 2010, Oregon. (2010)

Angela Waddell, instructor (composition). BA, 1996, Cedarville University; MA, 2022, Oregon (2023)

Eleanor Wakefield, instructor (composition). BA, 2007, Gonzaga; MA, 2011, PhD, 2017, Oregon, 2017. (2018)

Mark Whalan, professor (modern and 20th-century literature); Robert D. and Eve D. Horn Chair in English and American Literature. BA, 1995, Warwick; MA, 1996, Durham; PhD, 2002, Exeter. (2011)

Elizabeth A. Wheeler, professor (post-1945 literature, cultural studies, disability studies). BA, 1982, Bowdoin; MA, 1988, City University of New York; PhD, 1996, California, Berkeley. (1996)

Jenée Wilde, instructor (composition). BA, 1994, Boise State; MFA, 2003, Goddard College; PhD, 2015, Oregon (2016)

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. (1995)

Mary E. Wood, professor (19th-century American literature, gender studies). BA, 1978, Yale; MA, 1980, PhD, 1987, Stanford. (1987)

Ana Zalyubovskiy, associate teaching professor (composition). BA, 1992, MA, 1994, Minnesota State; MFA, 1996, Vermont College. (2018)

Emeriti

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)

Dianne M. Dugaw, professor emerita. BA, 1971, Portland; MA, 1976, PhD, 1982, California, Los Angeles. (1990)

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)

John T. Gage, professor emeritus. BA, 1969, MA, 1971, PhD, 1976, California, Berkeley. (1980)

Warren Ginsberg, professor emeritus, Philip H. Knight Professor. MA, 1971, State University of New York, Stony Brook; PhD, 1975, Yale. (2000)

Robert Grudin, professor emeritus. BA, 1960, Harvard; MA, 1963, PhD, 1969, California, Berkeley. (1971)

Ruth F. Jackson, senior instructor emerita. BA, 1929, MA, 1933, Oregon. (1955)

Kathleen Rowe Karlyn, professor emerita. BA, 1969, Connecticut; MLA, 1973, Johns Hopkins; PhD, 1992, Oregon. (1994)

Linda Kintz, professor emerita. BA, 1967, Texas Tech; MA, 1969, Southern Methodist; PhD, 1982, Oregon. (1988)

David Leiwei Li, Collins professor of the humanities emeritus. BA, 1982, Shanghai Foreign Languages Institute; MA, 1986, Indiana University of Pennsylvania; PhD, 1991, Texas, Austin. (1999).

William Rockett, associate professor emeritus. BA, 1961, MA, 1963, Oklahoma; PhD, 1969, Wisconsin, Madison. (1966)

William Rossi, professor emeritus. BA, 1972, MA, 1979, Missouri; PhD, 1986, Minnesota. (1989)

George Rowe, professor emeritus; editor, *Comparative Literature*. BA, 1969, Brandeis; MA, 1971, PhD, 1973, Johns Hopkins. (1985)

Steven Shankman, professor emeritus. BA, 1969, Texas, Austin; BA, 1971, MA, 1976, Cambridge; PhD, 1977, Stanford. (1984)

Sharon R. Sherman, professor emerita. PhD, 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

David A. Frank, honors college

Michael Hames-García, ethnic studies

Mat Johnson, creative writing

Sharon Luk, ethnic studies

Sarah Wald, environmental studies

Undergraduate Programs

Major - Bachelor's Degree

- English (BA) (p. 106)

Minors

- Comics and Cartoon Studies (p. 108)
- English (p. 108)
- Digital Humanities (p. 109)
- Disability Studies (p. 110)
- Writing, Public Speaking, and Critical Reasoning (p. 110)

Certificate

- Writing, Public Speaking, and Critical Reasoning (p. 113)

Graduate Programs

Major - Master's Degree

- English (MA) (p. 111)

Major - Doctoral Degree

- English (PhD) (p. 112)

Specialization

- Politics, Culture, and Identity (p. 114)

English (BA)

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.

An English major offers skills in reading, writing, researching, organizing, responding, arguing, and most importantly, analysis – abilities we need now more than ever. The skills you learn as an English major never grow obsolete, as the ability to understand and shape language is one of the most essential parts of being human.

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

UO English offers several ways to pursue your passion for stories. These include a major leading to a bachelor's degree and several minors that range from traditional studies in literature and rhetoric to more interdisciplinary programs in a wide range of texts, cultural artifacts, and new media, such as comics and cartoon studies.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Read literary and cultural texts with discernment and comprehension and with an understanding of their conventions.
- Draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts.
- Perform critical, formal analyses of literary, cinematic, and other cultural texts.
- Write focused, analytical essays in clear, grammatical prose.
- Employ logic, creativity, and interpretive skills to produce original, persuasive arguments.
- Employ primary and/or secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay's thesis.

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.

English Major Requirements

Courses used to fulfill the major requirements must be taken for a letter grade and passed with a grade of mid-C or better.

Code	Title	Credits
Lower-Division Courses		16
ENG 205	Genre: [Topic] (Taken twice with differing topics)	
Two lower-division elective courses ¹		
Foundation Courses ²		8
ENG 303	Foundations of the English Major: Text	
ENG 304	English Major Foundations: Context	
or ENG 305	English Major Foundations: Theory	
Writing Requirement		4
Select one of the following:		
ENG 209	The Craft of the Sentence	
ENG 420	The Art of the Sentence	
WR 320	Scientific and Technical Writing	
WR 321	Business Communications	
WR 423	Advanced Composition	
Upper-Division Courses		28
Students must take at least one class in each of the categories (A-G) ³		
A: Literature course, pre-1500		
B: Literature course, 1500–1789		
C: Literature course, 1789 to the present		
D: Literary theory or rhetoric course		
E: Media, folklore, or culture course		
F: Gender, ability, queer studies, or sexuality course		
G: Empire, race, or ethnicity course		
Additional upper-division course work in literature, media, folklore, or writing ⁴		
Total Credits		56

¹ May include only one of the following: Introduction to Fiction (ENG 104Z), Introduction to Drama (ENG 105Z), Introduction to Poetry (ENG 106Z), and may include no courses with a WR subject code. ENG 209 counts for writing requirement and lower-division elective.

² Completion of at least one Genre: [Topic] (ENG 205) topics course is a prerequisite or co-requisite for enrolling in ENG 303. Completion of ENG 303 is a pre-requisite for enrolling in ENG 304 or ENG 305.

³ One course may satisfy a maximum of two upper-division area requirements at once, as indicated on the current advising supplement.

⁴ No more than 8 credits of Research: [Topic] (ENG 401), Thesis (ENG 403), Reading and Conference: [Topic] (ENG 405), or Writing and Conference: [Topic] (CRWR 405). Upper-division CRWR courses may also be used to fulfill this requirement.

Additional Requirements

- Majors must complete the university second-language requirement for the BA degree.
- Majors must complete a minimum of 40 upper-division credits.

- At least 28 upper-division credits must be taken at the University of Oregon.

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: [Topic] (ENG 407) (Capstone).
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 be approved by the advisor and a second reader (typically both faculty members in English) after an oral defense.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in English

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121Z	Composition I	4	
First term of 1st-year second-language sequence		5	
Core-education course in science		4	
Lower-division elective course with ENG subject code		4	
Credits		17	
Winter			
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Second term of 1st-year second-language sequence		5	
Core-education course in social science		4	
Lower-division elective course with ENG subject code		4	
Credits		17	
Spring			
ENG 205	Genre: [Topic]	Complete writing req	4
Third term of 1st-year second-language sequence		5	
Core-education course in arts and letters		4	
Core-education course in science		4	
Credits		17	
Second Year			
Fall			
ENG 205	Genre: [Topic]	Begin Foundation of English Major seq	4

ENG 303	Foundations of the English Major: Text	4
First term of 2nd-year second-language sequence		5
Core-education course in social science		4
Credits		17

Winter

Second term of 2nd-year second-language sequence		5
ENG 304	English Major Foundations: Context	4
Core-education course in science		4
Cultural literacy course in US: difference, inequality, agency or global perspective		4
Credits		17

Spring

ENG 209	The Craft of the Sentence	4
ENG 305	English Major Foundations: Theory	4
Third term of 2nd-year second-language sequence		5
Core-education course in arts and letters		4
Credits		17

Third Year**Fall**

FLR 320	Car Cultures	4
ENG 340	Jewish Writers	4
Upper-division elective course with ENG subject code		4
Core-education course in social science		4
Credits		16

Winter

ENG 436	Advanced Shakespeare	Completed English writing req	4
Core-education course in arts and letters			4
Core-education course in science			4
Course on women writers chosen in consultation with advisor			4
Credits			16

Spring

ENG 407	Seminar: [Topic]		4
ENG 427	Chaucer	Completed BA language req	4
Core-education course in social science			4
Cultural literacy course in US: difference, inequality, agency or global perspective			4
Credits			16

Fourth Year**Fall**

Upper-division elective course with ENG subject code		4
Elective courses		12
Credits		16

Winter

Upper-division elective course with ENG subject code		4
Elective courses		12
Credits		16

Spring

Elective courses	16
Credits	16
Total Credits	198

English Minor

The Department of English offers several distinctive minors that range from traditional studies in literature and rhetoric to more interdisciplinary studies that explore a wide range of texts, cultural materials, and new media.

Our minors are ideal for students who want to think creatively, hone their critical thinking, and become versatile writers. The skills gained in our programs provide vital preparation for business and professional careers, as well as for further academic work or artistic endeavors. The experience of our graduates has proven that studies in literature, rhetoric, and culture are an excellent background for law, medicine, teaching, management, publishing, advertising and advanced technology fields.

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 and on our [website \(https://english.uoregon.edu/undergraduate/explore-our-minors/english-minor/\)](https://english.uoregon.edu/undergraduate/explore-our-minors/english-minor/).

- Of the total 24 credits, a maximum of 8 credits may be lower-division.
- All upper-division courses must be taken in residence at the University of Oregon
- Course work must be taken for letter grades and passed with grades of mid-C or better.
- Courses with the prefix ENG can be used for the minor, except:
 - Only one of the three Introduction to Literature courses (ENG 104Z, ENG 105Z, ENG 106Z) and transfer equivalents may be used to satisfy minor requirements.
 - Research: [Topic] (ENG 401), Thesis (ENG 403), and Reading and Conference: [Topic] (ENG 405) may not be used to satisfy minor requirements.
- Courses with the prefixes FLR, HC and WR may be used for the minor as approved by the department.
- Multi-listed courses (CINE 110M, CINE 260M, CINE 381M) with ENG subject code may be used for the minor.

Comics and Cartoon Studies Minor

Ben Saunders and Kate Kelp-Stebbing, Program Directors

1267 University of Oregon
Eugene, OR 97403-1267
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Comics are one of the most powerful forms of communication ever devised. Whether students are interested in the humanities or the sciences, finance or philosophy, marketing or medicine, they can learn

from the ways that the greatest comics creators have told stories, sold characters, and conveyed messages.

Comics studies draws upon the established fields of art history, literary studies, and cultural studies, while also tapping into the professional traditions of commercial design and advertising. The program's goal is to foster creative thought by encouraging a deeper and more profound understanding of how words and images work together, how they affect us, and how they shape the world in which we live.

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 Comic 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 comics.uoregon.edu (<http://comics.uoregon.edu>).

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.

Digital Humanities Minor

The way we approach humanities subjects, such as English, history, philosophy, and religious studies, began to change with the advent of the internet. Over past decades, new digital tools and techniques have expanded our subjects and practices of studying these fields. The minor in digital humanities prepares students to enter this new world, equipping them with skills in digital text analysis, data visualization, mapping and geospatial studies, the creation of multimedia archives, and forms of digital storytelling. While learning how to create digital humanities projects, students will have opportunities to study global cultural expressions that emerge through new forms of digital reading, writing, and gaming.

Program's Admission Requirements

Students wishing to declare the Digital Humanities minor complete a brief form (https://oregon.qualtrics.com/jfe/form/SV_80W3vvIWTgPoUBw/) and then connected with the Director of the Digital Humanities Minor (currently Assistant Professor Mattie Burkert) for further advising.

Digital Humanities Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of mid-C or better.

Code	Title	Credits
ENG 250	Literature and Digital Culture	4
LIB/DSCI 350M	Humanities Research Data Management (Humanities Research Data Management) 1	4

ENG 470	Technologies and Texts Capstone	4
Three Additional Courses: ²		12
ART 101	Understanding Contemporary Art	
CINE/ENG 110M	Introduction to Film and Media	
CINE/ENG 260M	Media Aesthetics	
CINE 230	Remix Cultures	
CINE 365	Digital Cinema	
CINE/ENG 381M	Film, Media, and Culture	
CINE/ENG 486M	New Media and Digital Culture: [Topic]	
CS 110	Fluency with Information Technology	
CS 111	Introduction to Web Programming	
CS 122	Introduction to Programming and Problem Solving	
CS 210	Computer Science I	
DSCI 101	Foundations of Data Science I	
DSCI 102	Foundations of Data Science II	
ENG 485	Television Studies	
GEOG 181	Our Digital Earth	
GEOG 250	Geographies of Outdoor Adventure	
GEOG 281	The World and Big Data	
GEOG 343	Society, Culture, and Place	
GEOG 481	GIScience I	
GEOG 482	GIScience II	
GEOG 498		
JCOM 201	Making Sense of Media	
JCOM 305	Media History	
MUS 227	Elements of Electronic Music	
MUS 479	Data Sonification	
PHIL 123	Internet, Society, and Philosophy	
PHIL 223	Data Ethics	
PHIL 423	Technology Ethics: [Topic]	
PS 349	Mass Media and American Politics	
PS 350	Politics and Film	
RUSS 404	Internship: [Topic]	
SOC 317	Sociology of the Mass Media	
WGS 331	Science, Technology, and Gender	
Total Credits		24

¹ This requirement may also be fulfilled by LIB 410 (Spring 2023).

² At least one class must be at the upper division level. To ensure interdisciplinary, these three courses must come from at least two different departments.

ENG 470/570 (capstone course) must be taken in residence. All other courses can be taken as traditional, hybrid, or online courses at UO or at other universities offering comparable courses. Transfer credits from other institutions must be approved by the DH coordinator in order to count for credit in the minor.

Disability Studies Minor

<http://disability.uoregon.edu>

Brian Trapp, Director

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541-346-0508
trapp@uoregon.edu

Disability studies is a dynamic interdisciplinary minor that considers disability as a civil and human rights issue, an identity, a community, a history, and a form of critical analysis. Disability studies investigates how different cultures define normality and abnormality in terms of bodies and minds, and how the resultant distinctions impact peoples' everyday lives. Rather than approaching disability as a problem in need of a cure, disability studies as a field understands disability as a defining human experience that offers unique perspectives on culture and society. It explores issues and histories from the viewpoints of disabled people and communities, in intersection with other identities like race, class, gender, sexuality and nationality.

Minor in Disability Studies

The minor in disability studies prepares students for a growing range of careers through study of disability and deaf cultures, politics, and histories in fields such as international development, health, design, sign language interpreting, education, and nonprofit management. The interdisciplinary program of study ranges across the university, and many courses fulfill university general-education, multicultural, and second-language requirements.

At least 12 of the required 24 credits must be taken at the University of Oregon; at least 12 must be upper-division credits.

Courses used to fulfill the minor requirements must be passed with a letter grade of at least C- or better. Fieldwork may receive a mark of P* where pass/no pass is the only grading option for the course.

Code	Title	Credits
ENG 240	Introduction to Disability Studies	4
Choose three from the following list of courses on social models: ¹		12
ASL 201–203	Second-Year American Sign Language	
ASL 301	American Deaf Culture	
CDS 201	Communication Disorders in Society and Media	
ENG 386	Bodies in Comics	
ES 354	Environmental Racism	
FHS 483		
GLBL 340	Global Health and Development	
GLBL 467		
HUM 240	Medical Humanities	
IARC 204	Understanding Contemporary Interiors	
PHIL 335	Medical Ethics	
PPPM 202	Healthy Communities	
PPPM 250	Arts and Human Values	
PPPM 321	Inclusive Urbanism	
PPPM 407	Seminar: [Topic]	
PSY 366	Culture and Mental Health	
SOC 385	Medical Sociology	

WGS 221	Bodies and Power	
Choose one from the following list of courses on career paths: ¹		4
ARCH 440	Human Context of Design	
ASL 101–103	First-Year American Sign Language	
FHS 213	Issues for Children and Families	
FHS 215	Exploring Family and Human Services	
FHS 216	Diversity in Human Services	
FHS 228	Human Development in the Family Context	
GLBL 463	Population Displacement and Global Health	
PD 487	BFA Studio II	
PPPM 280	Introduction to the Nonprofit Sector	
PPPM 321	Inclusive Urbanism	
PPPM 325	Community Leadership and Change	
PPPM 422	Grant Proposal Writing	
PPPM 480	Nonprofit Management	
PPPM 481	Fundraising for Nonprofit Organizations	
PPPM 484	Public and Nonprofit Financial Management	
PSY 459	Cultural Psychology	
PSY 472	Psychology of Trauma	
Field work ²		4
GLBL 435	Global Perspectives on Disability	
SPED 420	Applied Experience in Special Education	
Total Credits		24

¹ Visit disability.uoregon.edu for a full list of options.

² Fieldwork gives students direct contact with disability and deaf communities, and ranges from self-designed internships to such options as adaptive skiing, community theater, and consultation with international advocates. Please contact the department for approved topic courses (e.g., ENG 404 and PSY 406).

Writing, Public Speaking, and Critical Reasoning Minor

<https://wscr.uoregon.edu/>

Emily Simnitt, Director

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To leave college with the ability to write well, to speak in public, and to think critically is one of the most valuable outcomes of a college education. The minor in writing, public speaking, and critical reasoning offers students a coherent program of courses that will strengthen their abilities in all three essential areas. This interdisciplinary minor is built on courses in English, Writing, and Philosophy, and is taught by professors from English, Philosophy, and the Honors College. The minor is open to all University of Oregon undergraduates in any major. Undergraduates who want even more concentrated work in this area may enroll in the

Certificate program, which requires 36 credits (9 courses, including a senior capstone course).

Through coursework in Writing, English, Philosophy, and more, students develop written and speaking skills about how to be effective culturally responsive communicators in career and civic life.

More information about the program can be found at wscr.uoregon.edu.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Describe the role of language, identity, and power in community/public communication contexts.
- Examine one's own critical communication process, including reading, writing, listening, and speaking.
- Practice culturally responsive deliberation with others on contemporary issues in the public sphere.
- Examine writing, speaking, and other critical communication forms in a variety of disciplines and public contexts using ethical rhetorical analysis.
- Compose and deliver relevant, purpose-driven documents, speeches, and other forms/genres for audiences beyond the classroom.

Writing, Public Speaking, and Critical Reasoning Minor Requirements

A minor in Writing, Public Speaking, and Critical Reasoning requires 24 credits as follows:

Code	Title	Credits
Select two courses in writing from the following: ¹		8
WR 123	College Composition III	
WR 320	Scientific and Technical Writing	
WR 321	Business Communications	
ENG 413		
ENG 420	The Art of the Sentence	
WR 423	Advanced Composition	
Select two courses in rhetoric from the following (at least one of which must be ENG 200 or ENG 330): ¹		8
ENG 200	Public Speaking as a Liberal Art	
ENG 330	Oral Controversy and Advocacy	
ENG 492	History of Rhetoric and Composition	
ENG 493	Modern Rhetorical Criticism	
Select two courses in reasoning from the following: ¹		8
PHIL 103	Critical Reasoning	
ENG 335	Inventing Arguments	
Total Credits		24

¹ Reasoning, Speaking, Writing (ENG 494), Internship: [Topic] (ENG 404) or Laboratory Projects: [Topic] (WR 198) may be taken to satisfy one course requirement.

English (MA)

The Department of English offers graduate study in English and American literature, film and television studies, folklore, critical theory, rhetoric and composition, cultural studies, popular culture, ecocriticism,

ethnic literatures, gender studies, postcolonial studies, comic studies, disability studies. It offers the master of arts (MA) and doctor of philosophy (PhD) degrees in English.

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. 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. The number of seats in the MA program is limited, and admission is competitive.

Program's Admission Requirements

Please visit the program's website (<https://cas.uoregon.edu/english/apply/graduate-admissions/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate broad knowledge of literary texts (which may also include film, media, folklore, and/or other objects of study covered in English Department areas of emphasis) in English as well as a general understanding of English and American literary history.
- Demonstrate ability to write to a professional standard within the field of literary studies.
- Demonstrate ability to analyze literary texts (which may include film, media, and/or folklore) using theoretically informed methods as well as skills in close reading.
- Demonstrate ability to speak coherently and professionally about literature (which may also include film, media, and/or folklore), including literary form and genre, literary history, and literary scholarship.
- Demonstrate ability to conduct original research and writing on literature, film, and media, as well as other cultural expressions related to literature, film, and media.
- Demonstrate mastery of a specialized subject area within literary and/or film/media and/or folklore studies, including mastery of both primary sources and scholarship within that area.

English Major Requirements

Code	Title	Credits
ENG 690	Introduction to Graduate Studies in English	5
One seminar before 1800		
One seminar after 1800 or rhetoric or advanced theory		
Nine formal 600-level seminars ¹		
ENG 503	Thesis (if electing the thesis option) ²	9

¹ Chosen according to the graduate student's interests, in consultation with the Faculty Advisor and approved by the Director of Graduate Studies. MA students may wish to develop an area of focus, but they may also choose to take courses in many different areas.

² A master's thesis may be substituted for 1 elective seminar with the prior approval of the director of graduate studies in consultation with the faculty thesis advisor. Note that ENG 503 may substitute for only 1 of the 12 seminars, which means that electing the thesis option adds 4 credits to the requirements for the degree.

Graduate course work should be completed 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 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.

Students who have completed 12 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.

English (PhD)

The Department of English offers graduate study in English and American literature, film and television studies, folklore, critical theory, rhetoric and composition, cultural studies, popular culture, ecocriticism, ethnic literatures, gender studies, postcolonial studies, comic studies, disability studies. It offers the master of arts (MA) and doctor of philosophy (PhD) degrees in English.

In the English PhD program, students take courses exploring a variety of fields and theoretical approaches in years one and two and then focus on their special area of study in years three through five. After fulfilling a limited number of distribution requirements, each student fashions an Individual Program of Study with the assistance of their faculty advisor, who is a specialist in the appropriate field. The number of places in the PhD program is limited, and admission is competitive.

Program's Admission Requirements

Please visit the program's website (<https://cas.uoregon.edu/english/apply/graduate-admissions/#doctoral>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate knowledge of literary texts (which may also include film, media, folklore, and/or other objects of study covered in English Department areas of emphasis, hereafter understood as included in literature literary texts) in English as well as a general understanding of English and American literary history.
- Demonstrate ability to write to a professional standard within the field of literary studies.
- Demonstrate ability to analyze literary texts using theoretically informed methods as well as skills in close reading.
- Demonstrate ability to speak coherently and professionally about literature, including literary form and genre, literary history, and literary scholarship.
- Demonstrate ability to conduct original research and writing on literature, film, and media, as well as other cultural expressions related to literature, film, and media.
- Demonstrate mastery of a specialized subject area within literary and/or film/media studies, including mastery of both primary sources and scholarship within that area.
- Demonstrate ability to write an in-depth, original work of scholarship.
- Demonstrate ability to teach undergraduate composition and/or literature courses to a professional standard.

Doctor of Philosophy Degree Requirements

Code	Title	Credits
ENG 614	Introduction to Literary and Cultural Theory	5
ENG 690	Introduction to Graduate Studies in English	5
ENG 608	Workshop: [Topic] (Publication)	1
Select two of the following: ¹		
Pre-1500 course		
1500-1660 course		
1660–1800 course		
Select two of the following: ¹		
19th century course		
20th century course		
Rhetoric or advanced theory course		
Twelve seminars ²		

- ¹ Film and folklore courses are included under the appropriate time period.
- ² The 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.

Graduate course work should be completed 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.

Second Language

The graduate language requirement for the doctoral degree is reading competence in one non-English language is required for the PhD. Reading competence may be demonstrated in the foreign language 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.

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 two
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 two. 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 Division of Graduate Studies approves the advancement to candidacy.

The dissertation may be a work of literary, film, folklore, 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.

Residency Requirements

The Division of Graduate Studies 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 Division of Graduate Studies 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 employees (GEs) must also enroll for a minimum of 9 graduate credits each term they hold a GE appointment.

Writing, Public Speaking, and Critical Reasoning Certificate

To leave college with the ability to write well, to speak in public, and to think critically is one of the most valuable outcomes of a college education. The minor in writing, public speaking, and critical reasoning offers students a coherent program of courses that will strengthen their abilities in all three essential areas. This interdisciplinary minor is built on courses in English, Writing, and Philosophy, and is taught by professors from English, Philosophy, and the Honors College. The minor is open to all University of Oregon undergraduates in any major. Undergraduates who want even more concentrated work in this area may enroll in the Certificate program, which requires 36 credits (9 courses, including a senior capstone course).

Through coursework in Writing, English, Philosophy, and more, students develop written and speaking skills about how to be effective culturally responsive communicators in career and civic life.

More information about the program can be found at wscr.uoregon.edu.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Describe the role of language, identity, and power in community/public communication contexts.
- Examine one's own critical communication process, including reading, writing, listening, and speaking.
- Practice culturally responsive deliberation with others on contemporary issues in the public sphere.
- Examine writing, speaking, and other critical communication forms in a variety of disciplines and public contexts using ethical rhetorical analysis.
- Compose and deliver relevant, purpose-driven documents, speeches, and other forms/genres for audiences beyond the classroom.

Writing, Public Speaking, and Critical Reasoning Certificate

A certificate in writing, public speaking, and critical reasoning requires 36 credits as follows:

Code	Title	Credits
Select three courses in writing (at least one at the 400 level):		12
ENG 413		
ENG 420	The Art of the Sentence	
WR 123	College Composition III	
WR 320	Scientific and Technical Writing	
WR 321	Business Communications	
WR 423	Advanced Composition	
Select three courses in rhetoric (at least one of which must be ENG 200 or ENG 330):		12
ENG 200	Public Speaking as a Liberal Art	
	or ENG 330 Oral Controversy and Advocacy	
ENG 492	History of Rhetoric and Composition	
ENG 493	Modern Rhetorical Criticism	
Select two courses in reasoning:		8
ENG 335	Inventing Arguments	

PHIL 103	Critical Reasoning	
One capstone course:		4
ENG 494	Reasoning, Speaking, Writing	
Total Credits		36

Politics, Culture, and Identity Graduate Specialization

Politics, Culture, and Identity Graduate Specialization

- The completion of 16 credits of approved specialization-related curriculum offered at the 600-level. At least 4 of those credits must come from the Department of English and at least 4 must come from the Department of Political Science.
- The completion of one term of a colloquia course (1 credit; P/NP; ENG 608 Wrk Coll Pol/Cul/Ident; offered during spring term)
- The completion of and two terms of a dissertation writing course (1 credit each; P/NP; ENG 608 Wrk Diss Pol/Cul/Ident; offered in fall and spring terms)
- At least one member of the student's dissertation committee must be a PCI participating faculty member.
- The student's dissertation must have a substantive focus on themes of politics, culture, and identity

Folklore and Public Culture

<http://folklore.uoregon.edu>

Martha Bayless, Program Director

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The Folklore and Public Culture Program is one of a few major centers of folkloristic research in the United States. With more than thirty core and participating faculty, the program provides an interdisciplinary approach to an undergraduate major and minor as well as a Master's Degree, allowing students to create a focused course of study in their areas of interest. Participants in the Folklore and Public Culture Program use theoretical analyses, research methods, and fieldwork techniques to study the ways tradition continues to enrich human behavior throughout the world. Participants examine the historical, cultural, social, and psychological dimensions of expressive forms such as mythology, legend, folktale, music, dance, art, belief, food, ritual, and ceremony. Students will gain fresh perspectives on the ethnic, regional, occupational, gender, and other identities of individuals in specific communities.

The Folklore and Public Culture Program offers bachelor of arts, master of arts, and master of science degrees in folklore and public culture. An undergraduate minor is also available. Folklore and public culture courses cover an extensive range of interdisciplinary topics: cultural heritage, ethnicity, subcultures, popular culture, performance, gender, film, religion, public folklore, and issues of diversity and globalization. Folklore and public culture graduates work in public and private agencies

as educators, archivists, editors, arts and humanities consultants, museum curators, and festival planners.

Faculty

Martha J. Bayless, professor (Britain, Welsh, Old and Middle English medieval literature and culture). See **English**.

D. Gantt Gurley, associate professor (Scandinavian literature and folklore, Jewish literature and folklore, Old Norse literature). See **German and Scandinavian**.

Habib Iddrisu, assistant professor (Africa, dance, performance). See **Dance**.

Leah Lowthorp, assistant professor (folklore and gender, fieldwork methods and theory, social justice). See **Anthropology**.

Dorothee Ostmeier, professor (18th- and 20th-century literature, culture, philosophy). See **German and Scandinavian**.

Whitney Phillips, assistant professor (digital cultures, media ecologies, media ethics, narrative and identity). See **Journalism and Communication**.

Riki H. Saltzman, instructor (public folklore, foodways, ethnicity-identity).

Gordon M. Sayre, professor (early American literature, 18th-century literature, folklore). See **English**.

Philip W. Scher, professor (Caribbean, politics of culture, transnationalism). See **Anthropology**.

Thomas Glynne Walley, associate professor (Japanese literature and culture). See **East Asian Languages and Literature**.

Daniel N. Wojcik, professor (alternative religions, subcultures, vernacular arts). See **English**.

Juan Eduardo Wolf, associate professor (ethnomusicology, folklore, Latin American studies). See **Music**.

Participating

Ina Asim, history

Mokaya Bosire, linguistics

Bob Bussel, Labor Education and Research Center

Carl R. Bybee, journalism and communication

Matthew Dennis, history

Keith Eggener, history of art and architecture

Maria Fernanda Escallón, anthropology

Kenneth I. Helphand, landscape architecture

Lamia Karim, anthropology

Patricia Lambert, planning, public policy and management

Ana Lara, anthropology

Gabriela Martinez, journalism and communication

Debra L. Merskin, journalism and communication

Julianne H. Newton, journalism and communication

Jeffrey Ostler, history

Priscilla P. Ovalle, English

Eleonora Redaelli, School of Planning, Public Policy and Management

Ben Saunders, English

Janet Wasko, journalism and communication

Stephanie Wood, College of Education

Stephen R. Wooten, global studies

Undergraduate Programs

Major - Bachelor's Degree

- Folklore and Public Culture (BA) (p. 115)

Minor

- Folklore and Public Culture (p. 117)

Graduate Programs

Major - Master's Degree

- Folklore and Public Culture (MA/MS) (p. 117)

Specialization

- Folklore and Public Culture (p. 119)

Folklore and Public Culture (BA)

Students studying folklore and public culture 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.

Courses cover an extensive range of interdisciplinary topics: cultural heritage, ethnicity, subcultures, popular culture, performance, gender, film, religion, public folklore, and issues of diversity and globalization. Folklore and Public Culture graduates work in public and private agencies as educators, archivists, editors, arts and humanities consultants, museum curators, and festival planners.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Identify and explain key concepts in academic and public folklore.
- Demonstrate knowledge of the research methods associated with academic and public folklore.
- Understand and apply fieldwork methods and proper documentation techniques necessary for submission of fieldwork for archival preservation.
- Demonstrate knowledge of the multiple theoretical orientations contributing to an understanding and analysis of academic and public folklore.

- Demonstrate an understanding of the types of folkloric expression and various types of folk groups in relationship to historical, cultural, and social contexts.
- Understand and give examples of what academic and public folklorists do.
- Evaluate how academic and public folklore contributes to understanding contemporary issues requiring decision making and policy development.

Folklore and Public Culture Major

Students studying folklore and public culture 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. Students majoring in folklore and public culture must earn a minimum of 48 credits, of which 32 must be upper division, and 20 of the 48 must be Folklore (FLR) credits.

Code	Title	Credits
FLR 250	Introduction to Folklore	4
FLR 495	Folklore Fieldwork	4
Electives from Electives list		40
Total Credits		48

Electives

Code	Title	Credits
Folklore		
FLR 198	Workshop: [Topic]	1-2
FLR 225	Voices of Africa	4
FLR 235	Folklore and the Supernatural	4
FLR 236	Magic in the Middle Ages	4
FLR 255	Folklore and United States Popular Culture	4
FLR 320	Car Cultures	4
FLR 350	Folklore and the Bible	4
FLR 370	Folklore and Sexuality	4
FLR 399	Special Studies: [Topic]	1-5
FLR 400M		1-5
FLR 401	Research: [Topic]	1-6
FLR 403	Thesis	1-6
FLR 404	Internship: [Topic]	1-8
FLR 405	Reading and Conference: [Topic]	1-6
FLR 406	Practicum: [Topic]	1-6
FLR 407	Seminar: [Topic]	1-5
FLR 408	Workshop: [Topic]	1-5
FLR 409	Terminal Project	1-6
FLR 410	Experimental Course: [Topic]	1-5
FLR 411	Folklore and Religion	4
FLR 415	Folklore and Foodways	4
FLR 495	Folklore Fieldwork	4
Anthropology		
ANTH 114	Anthropology of Pirates and Piracy	4
ANTH 119	Anthropology and Aliens	4
ANTH 161	Introduction to Cultural Anthropology	4
ANTH 315	Gender, Folklore, Inequality	4
ANTH 331	Cultures of India and South Asia	4

ANTH 365	Food and Culture	4
ANTH 429		4
ANTH 441	Recent Cultural Theory	4
Arts and Administration		
PPPM 250	Arts and Human Values	4
PPPM 399	Special Studies: [Topic]	1-5
PPPM 470	The Arts in Society	4
PPPM 471	Cultural Policy	4
PPPM 472	Creative Placemaking	4
PPPM 480	Nonprofit Management	4
PPPM 473	Cultural Programming	4
Dance		
DAN 301	African Dance Aesthetics	4
DAN 410	Experimental Course: [Topic] (Dema)	1-5
DAN 436	Dema African Performance Ensemble: [Topic]	3
Judaic Studies		
JDST 213	The Jewish Encounter with Modernity (Judaic Studies)	4
Music		
MUS 358	Music in World Cultures	4
MUS 359	Music of the Americas	4
MUS 360	Hip-Hop History, Culture, Aesthetics	4
MUS 365		4
MUS 436	World Music Ensemble: [Topic]	2
MUS 451	Introduction to Ethnomusicology	4
MUS 452	Musical Instruments of the World	4
MUS 462	Popular Musics in the African Diaspora	4
Religious Studies		
REL 303	Japanese Religions	4
REL 353	Dark Self, East and West	4
Scandinavian and German		
GER 356	German Fairy Tales	1-4
SCAN 259	Vikings through the Icelandic Sagas	4
SCAN 325	Constructions versus Constrictions of Identity	4
SCAN 343	Norse Mythology	4
SCAN 344	Medieval Hero and Monster	4
SCAN 345M	Food, Culture, and Identity in Germany and Scandinavia	4
Women's and Gender Studies		
WGS 321	Feminist Perspectives on Identity, Race, Culture	4

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, arts and administration, classics, dance, English, ethnic studies, German and Scandinavian, historic preservation, humanities, international studies, journalism and communication, Judaic studies, music, religious studies, Romance languages, theater arts, and women's, gender, and sexuality studies.

Minimum Grade

Course work required for the folklore and public culture 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.

Residency Requirement

Twenty-eight credits of upper-division coursework for the major must be completed at the University of Oregon.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Folklore and Public Culture

Course	Title	Credits	Milestones
First Year			
Fall			
FLR 225	Voices of Africa	4	
WR 121Z	Composition I	4	
ANTH 161	Introduction to Cultural Anthropology	4	
First term of 1st-year second-language sequence		5	
Credits		17	
Winter			
ANTH 163	Origins of Storytelling	4	
WR 122Z	Composition II	4	
or WR 123 or College Composition III			
Approved HIST course		4	
Second term of 1st-year second-language sequence		5	
Credits		17	
Spring			
FLR 250	Introduction to Folklore	4	
PSY 201Z	Introduction to Psychology I	4	
JDST 213	The Jewish Encounter with Modernity	4	
Third term of 1st-year second-language sequence		5	
Credits		17	
Second Year			
Fall			
GEOG 142	The Human Planet	4	
FLR 235	Folklore and the Supernatural	4	
FLR 255	Folklore and United States Popular Culture	4	
First term of 2nd-year second-language sequence		5	
Credits		17	
Winter			
FLR 320	Car Cultures	4	
ANTH 341	Food Origins	4	
Second term of 2nd-year second-language sequence		5	
Credits		13	

Spring

ENVS 345	Environmental Ethics	4
PPPM 250	Arts and Human Values	4
Third term of 2nd-year second-language sequence		5
Credits		13

Third Year**Fall**

MUS 358	Music in World Cultures	4
GEOG 361	Global Environmental Change	4
ANTH 365	Food and Culture	4
Upper-division FLR course		4
Credits		16

Winter

ANTH 326 or similar		4
FLR 350	Folklore and the Bible	4
MUS 360	Hip-Hop History, Culture, Aesthetics	4
FLR 411	Folklore and Religion	4
Credits		16

Spring

ANTH 315	Gender, Folklore, Inequality	4
GER 356	German Fairy Tales	4
PPPM 473	Cultural Programming	4
MUS 359	Music of the Americas	4
Credits		16

Fourth Year**Fall**

FLR 415	Folklore and Foodways	4
FLR 411	Folklore and Religion	4
Anthropology course chosen in consultation with advisor		4
PPPM 470	The Arts in Society	4
Credits		16

Winter

FLR 483 or similar		4
ANTH 441	Recent Cultural Theory	4
PPPM 399	Special Studies: [Topic] (Arts Management)	4
Credits		12

Spring

Program approved course		4
Anthropology course chosen in consultation with advisor		4
PPPM 471	Cultural Policy	4
Credits		12
Total Credits		182

Folklore and Public Culture Minor

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 how traditions enrich and express the dynamics of human behavior throughout the world. Folklore courses examine the historical, cultural,

social, political, and economic dimensions of such expressive forms as mythology, legend, art, music, dance, culinary practices, religion, ritual, and ceremony. Folklore and Public Culture minors go on to work as educators, archivists, editors, arts and humanities consultants, museum curators, and festival planners.

Minor in Folklore and Public Culture

Courses

The minor requires the completion of 24 credits. Introduction to Folklore (FLR 250) is required of all minors. A maximum of 8 credits may be taken in lower-division courses. A minimum of 12 credits must be "FLR" courses. Remaining courses are selected from the list of courses on the 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, classics, dance, English, ethnic studies, German and Scandinavian, historic preservation, humanities, international studies, journalism and communication, Judaic studies, music, planning, public policy, and management, religious studies, Romance languages, theater arts, and women's and gender studies.

Minimum Grade

Course work required for the folklore and public culture 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 minor.

Residency Requirement

Sixteen credits of course work for the minor must be completed at the University of Oregon.

Folklore and Public Culture (MA/MS)

The master of arts (MA) or master of science (MS) degree in folklore and public culture is interdisciplinary. In consultation with an advising committee, students take designated courses from faculty members in anthropology, arts and administration, English, folklore and public culture, German, 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.

Students in the masters degree program in Folklore and Public Culture may choose from two tracks with differing emphases. The General Folklore Track provides students with a strong foundation in folklore studies while also allowing students to take elective courses in their areas of focus. The General Folklore Track requires students to take specific classes from Folklore and Public Culture program faculty in a variety of subjects including anthropology, arts and administration, English, and music, among other disciplines. The Public Folklore Track prepares students who plan to work in the public sphere by building professional skills such as ethnographic research, documentation, grant writing, administration and programming. The program also focuses on building scholarly fundamentals of folklore and establishing relationships within the folklore field.

Program's Admission Requirements

Please visit the program's website (<https://folklore.uoregon.edu/admission-requirements/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Identify and explain key concepts in folklore studies.
 - Demonstrate knowledge of the research methods associated with folklore studies.
 - Understand and apply fieldwork methods and proper documentation techniques necessary for submission of fieldwork for archival preservation.
 - Demonstrate knowledge of the multiple theoretical orientations contributing to an understanding and analysis of folkloric expression.
 - Demonstrate an understanding of the types of folkloric expression and various types of folk groups in relationship to historical, cultural, and social contexts.
 - Understand and give examples of what academic and public folklorists do.
 - Understand ethical issues and responsibilities relating to fieldwork, professionalism, and the writing and publishing of scholarly papers.
 - Conduct independent research and analysis, culminating in a thesis or a terminal project based on original research, presented within a scholarly framework, that makes a substantive contribution to current knowledge in the field.
- General Folklore (p. 118)
 - Public Folklore (p. 118)

General Folklore Track (62 credits)

Code	Title	Credits
Required Courses		
FLR 681	History and Theory of Folklore Research	5
FLR 595	Folklore Fieldwork ¹	4
Interdisciplinary Core Courses ²		28
Folklore Core Courses		
FLR 511	Folklore and Religion	
FLR 515	Folklore and Foodways	
Anthropology Core Courses		
ANTH 529		
ANTH 611	Ethnographic Research: Epistemology, Methods, Ethics	
German and Scandinavian Core Courses		
GER 625	Translations-Transformations (Fairy Tales on the Move)	
Music Core Courses		
MUS 551	Introduction to Ethnomusicology	
MUS 552	Musical Instruments of the World	
MUS 562	Popular Musics in the African Diaspora	
Planning, Public Policy and Management Core Courses		
PPPM 571	Cultural Policy	
PPPM 573	Cultural Programming	
Electives		16

Select courses from the folklore core or outside that bolster areas of student expertise

Thesis or Terminal Project		
FLR 503	Thesis ³	9
	or FLR 609	Terminal Project
Total Credits		62

¹ Or other fieldwork course approved by advising committee.
² 12 of the 28 credits must be earned in folklore (FLR) courses.
³ Students complete a thesis or terminal project based on original research. The number of thesis or terminal project credits that a candidate may complete has no maximum, although only 9 credits count toward the degree.

Courses are chosen in consultation with the student's advising committee. Students may substitute courses not listed above to fulfill requirements with the approval of their advising committee.

Master of Arts: Public Folklore Track (63 credits)

Code	Title	Credits
Required Courses		
FLR 550		4
FLR 681	History and Theory of Folklore Research	5
FLR 684	¹	5
PPPM 573	Cultural Programming	4
Interdisciplinary Core Courses		
Select 20 credits from the following courses: ²		20
Folklore Core Courses		
FLR 507	Seminar: [Topic] (Video Production)	
FLR 511	Folklore and Religion	
FLR 514		
FLR 515	Folklore and Foodways	
FLR 516		
FLR 518		
FLR 583		
Anthropology Core Courses		
ANTH 511		
ANTH 519		
ANTH 529		
ANTH 593		
ANTH 611	Ethnographic Research: Epistemology, Methods, Ethics	
German and Scandinavian Core Courses		
GER 625	Translations-Transformations (Fairy Tales on the Move)	
Music Core Courses		
MUS 551	Introduction to Ethnomusicology	
MUS 552	Musical Instruments of the World	
MUS 562	Popular Musics in the African Diaspora	
Planning, Public Policy and Management Core Courses		
PPPM 571	Cultural Policy	

Electives 12

Select courses from the folklore core or outside that bolster specialization areas

Internship

FLR 604 Internship: [Topic] ³ 4

Thesis or Terminal Project

FLR 503 Thesis ⁴ 9
or FLR 609 Terminal Project

¹ Or other fieldwork course approved by advising committee.

² Students may substitute other courses not listed to fulfill requirements with the approval of their advising committee.

³ An internship related to public folklore amounting to 120 clock hours of service on-site, organized through the Folklore Program or the Oregon Folklife Network.

⁴ The number of thesis or terminal project credits that a candidate may complete has no maximum, although only 9 credits count toward the degree.

Language Requirement for the MA Degree

The master of arts degree requires the satisfactory completion of a second-year level of proficiency in a second language, as required for the B.A. degree (see Bachelor's Degree Requirements (p. 25) in the catalog for details). Competency may be demonstrated by either a standardized test or with adequate undergraduate course work. Language competence must be demonstrated within the overall seven-year limit for completion of a master's degree.

Additional Courses

Consult the program's website or members of its faculty each term for special offerings that fulfill degree requirements. Visit the program website for a list of additional approved courses.

Other undergraduate and graduate courses with related subject matter may be applied to folklore and public culture certificate programs by arrangement with the instructors and the folklore and public culture director. For a list of these courses, visit the program website.

Folklore and Public Culture Graduate Specialization**Graduate Specialization: Folklore and Public Culture**

Code	Title	Credits
FLR 681	History and Theory of Folklore Research	5
FLR 550		4
Minimum of 7 credits from the following: ²		7
FLR 511	Folklore and Religion	
FLR 513		
FLR 515	Folklore and Foodways	
FLR 583		
FLR 605	Reading and Conference: [Topic]	
FLR 606	Field Studies: [Topic]	
Total Credits		16

¹ One fieldwork/public folklore course, chosen from FLR 550 (*Public Folklore*), FLR 684 (*Fieldwork*) or another Folklore course or a course taught by core faculty approved by the Director of Graduate Studies in the Folklore and Public Culture Program.

² FLR 550 and FLR 684 are also applicable if not taken to satisfy the fieldwork and public folklore section.

³ Courses must be taken for a letter grade and grade must be a B- or better to count for the specialization. An overlap maximum of 4 credits may be permitted with permission of the Folklore Director of Graduate Studies.

See https://folklore.uoregon.edu/welcome/course_descriptions/ for course descriptions

Additional Requirements

A statement of interest and a transcript of higher education to date are required. Contact information for recommenders is required, but recommendations are not required at this stage. Send application, including statement of purpose, transcripts, and list of recommenders, to Folklore administrative staff at flr@uoregon.edu (emagee@uoregon.edu). Applications are accepted on a rolling basis. Students must be matriculated students at the University of Oregon.

German and Scandinavian

<http://uoregon.edu/~gerscan> (<http://uoregon.edu/~gerscan/>)

Jeffrey S. Librett

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The Department of German and Scandinavian offers a range of courses and degree programs, from instruction in beginning German and Swedish through a wealth of general-education and advanced undergraduate and graduate offerings in the literatures and cultures of German-speaking and Scandinavian Europe. Students may earn a bachelor of arts (BA) or a bachelor of science (BS) degree with a focus on German language, literature, and culture; interdisciplinary German and Scandinavian studies; or Scandinavian. Minors in all three of these focuses are also possible, and many undergraduates pursue concurrent degrees with second majors or minors in other departments and programs. At the graduate level, the department offers the master of arts (MA) and doctor of philosophy (PhD) degrees in German. Our five-year combined BA/MA program is an excellent option for motivated students. Ours is the only program in the state of Oregon that grants a PhD in German.

Preparation

No prior knowledge of German is required to major or minor in German.

The beginning is simply curiosity about the language and culture of Germany, Austria, Switzerland, and Central Europe. With some prior knowledge, of course, one will be able to proceed more quickly through the major or minor by placing into a higher level. Similarly, one can choose the Scandinavian focus without prior knowledge of Swedish language or Scandinavian cultures. Curiosity about the cultures of Sweden, Norway, Finland, and Iceland would here provide the necessary and sufficient point of departure.

Careers

Our alumni have found positions in media and communications, government and public service, international business and law, education and teaching, social services, and the travel and tourism industry. Many go on to graduate school in education, law, the humanities, and other fields. Proficiency in a second language opens career opportunities in any number of fields that demand superior skills in oral and written communication, critical thinking and analysis, and intercultural understanding. Particularly in combination with another major or minor, the career possibilities are limitless. Students who graduate with a degree in German or Scandinavian enter a great variety of occupations, including but by no means limited to those with a direct connection to the languages and countries of Europe.

Major Requirements

The regular German Major requirements begin with the second year of German language (German 201, 202, 203). Once you've completed the second year (or placed out of it), you have only 9 further courses to complete. See 'Programs' for details on all German Major foci.

Note: the department does not accept a grade of C- or lower in any course used to fulfill requirements for a major in German.

Faculty

Corinne Bayerl, associate teaching professor (16th- to early 18th-century French and German literature and philosophy; gender questions; history of pedagogy). Currently in the Clark Honors College. See **Comparative Literature**.

Sonja Boos (†), associate professor (19th- through 21st-century German literature, culture, and film; critical thought). MA, 1997, Heinrich-Heine Universität Düsseldorf; MA, 2004, PhD, 2008, Princeton. (2013)

Miriam Chorley-Schulz, assistant professor and Mokin Fellow of Holocaust Studies (German & Scandinavian, Judaic Studies, History, Russian East European and Eurasian Studies). MA, M.Phil., PhD, 2015; 2018; 2021, Columbia University; MA, 2014, Freie Universität Berlin; BA, 2011, Freie Universität Berlin. (2023)

D. Gantt Gurley, associate professor (Scandinavian literature and folklore, Old Norse literature, Jewish studies). Currently in the Clark Honors College. BA, 1994, Bard College; MA, 2002, PhD, 2007, California, Berkeley. (2009)

Elizabeth Howard, assistant teaching professor (Swedish and Scandinavian). BFA, 2008, Emerson College; MFA, 2010, Boston University; PhD, 2020, University of Oregon.

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)

Dawn A. Marlan, teaching professor (German and European literature and culture from 1700 forward; modernist novel). BA, 1989, Bennington College; MA, 1991, PhD, 2000, Chicago. (2004)

Dorothee Ostmeier, 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, teaching professor (second-language acquisition); language coordinator, German language programs; coordinator, German Global Scholars. BA, 1993, Johannes Gutenberg, Mainz; MA, 1996, Oregon. (2011)

Emeriti

Susan C. Anderson, professor emeritus. BA, 1978, North Carolina, Asheville; MA, 1981, PhD, 1985, North Carolina, Chapel Hill. (1986)

Kenneth S. Calhoon, professor emeritus. BA, 1979, Louisville; MA, 1981, PhD, 1984, California, Irvine. (1987)

Alexander Mathäs, professor emeritus. Staatsexamen, 1981, Tübingen; MA, 1984, Oregon; PhD, 1990, Texas, Austin. (1996)

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.

German Studies Participating Faculty

Nina Amstutz, history of art and architecture

Jack Boss, music

Anita Chari, political science

Joyce Cheng, history of art and architecture

James Conran, political science

Colin Koopman, philosophy

David M. Luebke, history

John McCole, history

Nicolae Morar, environmental studies

Barbara Muraca, philosophy

Craig Parsons, political science

Daniel Rosenberg, history

Emily Scott, history of art and architecture

Barbara Stawarska, philosophy

Alejandro Vallega, philosophy

Daniela Vallega-Neu, philosophy

Peter Warnek, philosophy

Undergraduate Programs

Major - Bachelor's Degree

- German (BA/BS) (p. 121)

Minors

- German (p. 126)
- German and Scandinavian Studies (p. 127)
- Scandinavian (p. 127)

Graduate Programs

Major - Master's Degree

- German (MA) (p. 128)

Major - Doctoral Degree

- German (PhD) (p. 128)

German (BA/BS)

Learning another language fulfills the primary purpose of a university education: It prepares you to reason, analyze, solve problems, and communicate in a world of widely differing cultures. Within the Department of German and Scandinavian, students can choose a major focus in German; in Scandinavian; or in interdisciplinary German and Scandinavian Studies. In the 'interdisciplinary German and Scandinavian Studies' option, the student usually chooses German or Scandinavian for one half of their course work, and another discipline that overlaps with German or Scandinavian (such as History, Global Studies, Political Science, etc.) for the other half of their course work. We offer language instruction in both German and Swedish (Swedish being the language for the Scandinavian majors and minors). Culture and society courses are offered at the upper level in both German and in English, depending on the course.

More than 100 million people speak German as a first language, and it is the official language of six countries. More than one thousand companies based in German-speaking countries have subsidiaries in the U.S. In all of these firms there is a need for employees with an understanding of German language and culture.

Approximately 20 million people's mother tongue is a Scandinavian language, and notable Scandinavian literature spans a broad range from the beloved children's stories of Hans Christian Andersen to the modern crime novels by Stieg Larsson.

The UO Department of German and Scandinavian ranks among the top 10 colleges and universities in the number of students majoring in German. The UO also has the only program in Oregon in which students can get a major or a minor in Scandinavian. Classes are discussion-based with engaging activities designed to involve and engross students, with both group and individual writing assignments.

Many students choose to study abroad (<https://humanities.uoregon.edu/german-scandinavian/experiential-learning/study-abroad/>) some with awards from The Fulbright Program (<https://eca.state.gov/fulbright/>) and the German Academic Exchange Service (<https://www.daad.org/en/>)

(DAAD). The UO offers a local internship program for advanced students of German to teach German in an elementary or middle school. Or you might take advantage of an opportunity to intern in a German-speaking or Scandinavian country.

German Focus

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Language: Students should attain the point where they can discuss literature and culture in German fluently in an advanced academic environment. In addition, they should be able to write a fluent 20-30 page essay in German on an academic literary topic.
- Literature: Students should be able to provide a general characterization of the history and shapes of all major genres (lyric, drama, and narrative) in the literature of the German language from the early Enlightenment through the post-World War II period. Students should also possess an overview of all major interpretive paradigms in literary studies since World War I. Beyond this general knowledge, students must be able to demonstrate mastery of the stakes of one genre across several periods of German literary history, mastery of the literature of one period in all genres, and mastery of at least one philosophical movement or interpretive paradigm. Mastery here includes broad knowledge and significant comprehension, as well as a basic overview of the scholarly literature on the subject.
- Demonstrate mastery of the broader contours of German literary history in terms of genres, periods, as well as of relevant theoretical paradigms and critical traditions.
- Demonstrate effective oral and written scholarly communication skills in English and German.
- Demonstrate ability to conduct independent research and analysis in German studies, following professional standards of writing and citation.
- Present research in a professional setting, such as a colloquium or a conference.

German and Scandinavian Studies Focus

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Language: Students should master skills in listening, speaking, reading, and writing up to an advanced level, and become proficient users (C1-level) of German or Swedish according to the internationally recognized standards and proficiency levels determined in the Common European Frame of Reference for language learning (CEFR).
- Literature: Students should be able to identify, define, and contextualize works of literature from diverse populations in German and Scandinavian societies. Students should be familiar with the main concepts of literary analysis specific to the German or Scandinavian language traditions, including the major periods/movements (and their social-historical conditions), genres, and interpretive paradigms, as well as several main themes. This includes an awareness of the demographic changes in Germany and Scandinavia which open up the notion of these literatures to a more global analysis. Cultural change as a result of a changing population is also of central concern. Diversity in Germany and Scandinavia both

historically and of late is stressed as an important component of a changing field of study.

- **Culture:** Students should be able to describe and provide examples of several main aspects of contemporary German and Scandinavian cultures, including governmental structures, demographic changes and the corresponding cultural implications, major news media and periodical publications, and contemporary cinema, literature, and arts. The dynamic aspect of culture is stressed so that the students become aware of the changes happening due to global population and informational flows.
- **Critical Thought and Writing:** Students should be able to write essays of 5-7 pages that argue fluently in a coherent, logical, and persuasive manner for independently developed interpretive positions on cultural artifacts. Of late, we are stressing views from both the inside and outside of dominant cultures in Germany and Scandinavia.

Scandinavian Focus

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Language:** Students should master skills in listening, speaking, reading, and writing up to an advanced level, and become proficient users (C1-level) of German or Swedish according to the internationally recognized standards and proficiency levels determined in the Common European Frame of Reference for language learning (CEFR).
- **Literature:** Students should be able to identify, define, and contextualize works of literature from diverse populations in German and Scandinavian societies. Students should be familiar with the main concepts of literary analysis specific to the German or Scandinavian language traditions, including the major periods/movements (and their social-historical conditions), genres, and interpretive paradigms, as well as several main themes. This includes an awareness of the demographic changes in Germany and Scandinavia which open up the notion of these literatures to a more global analysis. Cultural change as a result of a changing population is also of central concern. Diversity in Germany and Scandinavia both historically and of late is stressed as an important component of a changing field of study.
- **Culture:** Students should be able to describe and provide examples of several main aspects of contemporary German and Scandinavian cultures, including governmental structures, demographic changes and the corresponding cultural implications, major news media and periodical publications, and contemporary cinema, literature, and arts. The dynamic aspect of culture is stressed so that the students become aware of the changes happening due to global population and informational flows.
- **Critical Thought and Writing:** Students should be able to write essays of 5-7 pages that argue fluently in a coherent, logical, and persuasive manner for independently developed interpretive positions on cultural artifacts. Of late, we are stressing views from both the inside and outside of dominant cultures in Germany and Scandinavia.

The department does not accept a grade of D+ or lower in any course used to fulfill requirements for a major in German.

- German Focus (p. 122)
- German and Scandinavian Studies Focus (p. 122)
- Scandinavian Focus (p. 123)

German Focus

Courses used to fulfill the major requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
Core Language Courses		28
GER 201	Second-Year German I	
GER 202	Second-Year German II	
GER 203	Second-Year German III	
GER 311	Intermediate Language Training I	
GER 312	Intermediate Language Training II	
GER 313	Intermediate Language Training III	
GER 411	Advanced Language Training	
Five German literature and culture courses ¹²³		20
Total Credits		48

- ¹ All GER subject code courses except language courses listed above.
- ² At least three of the five German literature and culture courses must be upper division courses with the GER subject code, taught in the German language, and must be taken at the University of Oregon.
- ³ Of the remaining two literature and culture courses, up to two may be courses taught in English (GER 200-level courses, GER 345M, GER 350-359). One or both of these may be at the 200 level and both must be courses with the GER subject code.

Of the requirements listed above, the following rules apply:

- Six courses must be taken in the UO Department of German and Scandinavian.
- One course may be taken pass/no pass.

The following courses may not be used to satisfy major requirements:

Code	Title	Credits
GER 199	Special Studies: [Topic]	
GER 405	Reading and Conference: [Topic]	
GER 406	Practicum: [Topic] ¹	
GER 408	Workshop: [Topic]	
GER 409	Terminal Project	

- ¹ 4 credits of Practicum: Teaching Internship (GER 406) will satisfy a requirement for the major.

Since all courses are not offered every year, plans should be made well in advance so that students can take prerequisites for 300-level literature and culture courses and 400-level courses. Specific questions should be addressed to departmental undergraduate German advisors.

German and Scandinavian Studies Focus

German and Scandinavian studies is a focus for the German major offered by the Department of German and Scandinavian.

Requirements

The German and Scandinavian studies focus requires second-year language proficiency. Of the 48 credits beyond second-year language, at

least 24 must be in courses taught by the UO Department of German and Scandinavian; at least 44 must be taken for a letter grade.

Code	Title	Credits
16 upper-division credits in courses taught in German or a Scandinavian language ¹		16
16 additional upper-division credits in approved courses		16
16 additional lower- or upper-division credits in approved courses		16
Completion of an approved capstone project		
Total Credits		48

¹ Eligible courses in this category include GER 311–313, GER 340–341, GER 360–499, and SWED 405.

Approved Courses

- German (GER) and Scandinavian (SCAN) courses numbered 210–499
- Courses taken at a European university taught in German or a Scandinavian language above the second-year level
- Courses from the preapproved list, which count automatically toward the major and the minor: (EURO 415), German History: [Topic] (HIST 342), Europe in the 20th Century: [Topic] (HIST 428), (HIST 436), 16th-Century European Reformations (HIST 441), , Modern Germany: [Topic] (HIST 443), , The Jewish Encounter with Modernity (JDST 213), The Music of Bach and Handel (MUS 351), History of Philosophy: 19th Century (PHIL 312), 19th-Century Philosophers: [Topic] (PHIL 453), Shadows of Modernity (PS 312), European Politics (PS 324)
- Other courses taken as part of an approved thematic pathway

Thematic Pathways. These are recommended course lists that include a significant number of approved course options beyond those on the preapproved list. Students are strongly encouraged to follow a thematic pathway, culminating in a capstone project, in consultation with a faculty advisor. Details are posted on the department's website and are also available from the director of undergraduate studies.

Capstone Project. This is a piece of guided independent scholarly or creative work integrating knowledge acquired in courses for the major, typically as the culmination of a thematic pathway. It must be preapproved and either supervised or cosupervised by a faculty member in the department. This requirement typically will be met by a research paper of at least 15 pages or by a comparable scholarly or creative project in a 400-level course in an appropriate department, or through at least one credit of GER 401, 403, or 405; SCAN 401, 403, or 405; or SWED 401, 403, or 405. Work with non-English materials is strongly encouraged.

Double-Counting. Majors who seek an additional minor in either German or Scandinavian may count all credits for both. The same rule applies to minors who seek an additional major in either German or Scandinavian. Majors may not seek an additional major in either German or Scandinavian. The department encourages, and imposes no restrictions on, major or minor combinations with other programs.

Scandinavian Focus

Code	Title	Credits
One topical upper-division course from related field (advisor approved)		4
SWED 201–203	Second-Year Swedish (or the equivalent)	12
Eight Scandinavian literature or culture courses		32
Total Credits		48

Of the requirements listed above, the following rules apply:

- Three courses must be taken in the UO Department of German and Scandinavian
- One literature or culture course may be taken pass/no pass

Majors in Scandinavian must be proficient in Swedish at the third-year level, demonstrated either by evaluation by the Scandinavian advisor or by successful completion of work beyond Second-Year Swedish (SWED 203). Typically, this will occur through independent study in Reading and Conference: [Topic] (SWED 405), work with supplementary texts in advanced Swedish as extra requirements in the department's Scandinavian courses, and/or through study abroad in Scandinavia. Students should plan their course work carefully in consultation with a departmental undergraduate advisor in Scandinavian. They may also satisfy this requirement in Danish or Norwegian.

Honors

To earn a bachelor's 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).

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- German Focus
- German and Scandinavian Studies Focus
- Scandinavian Focus

Bachelor of Arts in German: German Focus

Course	Title	Credits	Milestones
First Year			
Fall			
GER 101	First-Year German	5	
	Core-education course in social science	4	
	Second major or elective courses ¹	8	
Credits		17	
Winter			
GER 102	First-Year German	5	
	Core-education course in social science	4	
	Second major or elective courses	8	
Credits		17	
Spring			
GER 103	First-Year German	5	
	Core-education course in social science	4	

Second major or elective courses	8
Credits	17
Second Year	
Fall	
GER 201 Second-Year German I	4
Core-education course in social science	4
Second major or elective courses	8
Credits	16
Winter	
GER 202 Second-Year German II	4
Core-education course in science	4
Second major or elective courses	8
Credits	16
Spring	
GER 203 Second-Year German III	4
Core-education course in science	4
Second major or elective courses	8
Credits	16
Third Year	
Fall	
GER 311 Intermediate Language Training I	4
300-level German course (taught in English) ²	4
Core-education course in science	4
Second major or elective course	4
Credits	16
Winter	
GER 312 Intermediate Language Training II	4
300-level German course (taught in German)	4
Core-education course in science	4
Second major or elective course	4
Credits	16
Spring	
GER 313 Intermediate Language Training III	4
300-level German course (taught in German)	4
Core-education course in arts and letters	4
Elective course	4
Credits	16
Fourth Year	
Fall	
GER 411 Advanced Language Training ³	4
Second major or elective course	4
Core-education course in arts and letters	4
Credits	12
Winter	
300- or 400-level German courses (taught in German)	8
Core-education course in arts and letters or social science that also satisfies cultural literacy requirement	4
Credits	12
Spring	
300- or 400-level German course (taught in German)	4
German course taught in German or English	4

Core-education course in arts and letters or social science that also satisfies cultural literacy requirement	4
Credits	12
Total Credits	183

- ¹ Beyond the German major and general-education requirements, this example includes 15 further courses for a second major and/or electives for a total of 180 credits, with only three courses each term senior year. With a full load of four courses per term, which would add up to 192 credits, there would room for 18 further courses.
- ² The first of eight upper-division German literature and culture courses for the major, and the one that may be taken in English language. For this and subsequently listed upper-division literature and culture courses in the Department of German and Scandinavian, any other 300- or 400-level courses could be substituted.
- ³ Advanced German grammar review completed (for increased fluency). Four upper-division German language courses now complete (including 300-level language courses).

Bachelor of Arts in German: German and Scandinavian Studies Focus

Course	Title	Credits	Milestones
First Year			
Fall			
GER 101	First-Year German	5	
	Core-education course in social science	4	
	Second major or elective courses ¹	8	
Credits		17	
Winter			
GER 102	First-Year German	5	
	Core-education course in social science	4	
	Second major or elective courses	8	
Credits		17	
Spring			
GER 103	First-Year German	5	
	Core-education course in social science	4	
	Second major or elective courses	8	
Credits		17	
Second Year			
Fall			
GER 201	Second-Year German I	4	
	Core-education course in social science	4	
	Second major or elective courses	8	
Credits		16	
Winter			
GER 202	Second-Year German II	4	
	Core-education course in science	4	
	Second major or elective courses	8	
Credits		16	
Spring			
GER 203	Second-Year German III	4	
	Core-education course in science	4	

Second major or elective courses	8
Credits	16
Third Year	
Fall	
GER 311 Intermediate Language Training I	4
Upper-division course with German focus	4
Core-education course in science	4
Second major or elective course	4
Credits	16
Winter	
GER 312 Intermediate Language Training II	4
400-level course with German focus	4
Core-education course in science	4
Second major or elective course	4
Credits	16
Spring	
GER 313 Intermediate Language Training III	4
400-level course with German focus	4
Core-education course in arts and letters	4
Elective course	4
Credits	16
Fourth Year	
Fall	
GER 411 Advanced Language Training ²	4
400-level course with German focus	4
Core-education course in arts and letters	4
Credits	12
Winter	
Upper-division German course (taught in German) ³	4
400-level German course	4
Upper-division core-education course in arts and letters or social science that also satisfies cultural literacy requirement	4
Credits	12
Spring	
Upper-division German course	4
400-level German course	4
Upper-division core-education course in arts and letters or social science that also satisfies cultural literacy requirement	4
Credits	12
Total Credits	183

¹ Beyond the German major and general-education requirements, this example includes 15 further courses for a second major and/or electives for a total of 180 credits, with only three courses each term senior year. With a full load of four courses per term, which would add up to 192 credits, there would room for 18 further courses.

² Advanced German grammar review completed (for increased fluency).

³ For this course and subsequently listed 300- or 400-level literature and culture courses in the department, others may be substituted that are at the same level or higher. In addition, courses from outside the

Department of German and Scandinavian that are on the list of eligible courses for this major may be substituted.

Bachelor of Arts in German: Scandinavian Focus

Course	Title	Credits	Milestones
First Year			
Fall			
HUM 101	Introduction to the Humanities I	4	
or	or Postwar Germany Nation Divided		
GER 221	or Sexuality		
or			
GER 251			
SWED 101	First-Year Swedish	5	
SCAN 251	Text and Interpretation	4	
or	or Vikings through the Icelandic		
SCAN 259	Sagas		
Elective course		4	
Credits		17	
Winter			
HIST 102	Making Modern Europe	4	
or	or World History		
HIST 105			
HUM 102	Introduction to the Humanities II	4	
or	or Fascism and Culture		
GER 222	or The Culture of Money		
or			
GER 250			
SWED 102	First-Year Swedish	5	
WR 121Z	Composition I	4	
Credits		17	
Spring			
SWED 103	First-Year Swedish	5	
HIST 105	World History	4	
or	or World History		
HIST 106			
GER 223	Germany: A Multicultural Society	4	
or	or War, Violence, Trauma		
GER 252			
Elective course		4	
Credits		17	
Second Year			
Fall			
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
SWED 201	Second-Year Swedish	4	
CINE 265	History of the Motion Picture I	4	
or	or Introduction to Comparative		
COLT 102	Literature		
or	or Age of King Arthur		
ENG 225			
Core-education course in social science		4	
Credits		16	
Winter			
ERTH 101	Exploring Planet Earth	4	

SWED 202	Second-Year Swedish	4
PHIL 211	Existentialism	4
or	or History of the Motion Picture II	
CINE 266	or Introduction to Folklore	
or		
FLR 250		
Elective course		4

Credits **16**

Spring

BI 150	Ocean Planet	4
SWED 203	Second-Year Swedish	4
SCAN 220M	Existentialist Literature and Thought	4
ENG 260M	Media Aesthetics	4
or	or History of the Motion Picture III	
CINE 267	or Literature and Film	
or	or History of Western Art III	
COLT 232		
or		
ARH 206		

Credits **16**

Third Year

Fall

BI 121	Introduction to Human Physiology	4
SCAN 316	History of Cinema	4
or	or Revisions of the Scandinavian Dream	
SCAN 341		Beginning of upper-division coursework in the major
HIST 342	German History: [Topic]	4
or	or Modern Europe	
HIST 301	or Science, Technology, and Gender	
or		
WGS 331		
SWED 405	Reading and Conference: [Topic]	4

Credits **16**

Winter

ASTR 122	Birth and Death of Stars	4
COLT 303	Theories of the Novel	4
SCAN 344	Medieval Hero and Monster	4
or	or Constructions versus	
SCAN 325	Constrictions of Identity	
or	or Nordic Cinema	
SCAN 315		
SWED 405	Reading and Conference: [Topic]	4

Credits **16**

Spring

SCAN 315	Nordic Cinema	4
ARH 206	History of Western Art III	4
or	or Philosophy in Literature	
PHIL 331		
SWED 405	Reading and Conference: [Topic]	4

Elective course	Complete remaining core-education requirement

Credits **12**

Fourth Year

Fall

SCAN 354	Genres in Scandinavian Literature	4
FLR 350	Folklore and the Bible	4
or	or History of Philosophy: Modern	
PHIL 311	or German Fairy Tales	
or		
GER 356		

Elective course	4

Credits **12**

Winter

SCAN 317	Directors, Movements, and Manifestos	4
SCAN 351	Periods in Scandinavian Literature	4
Elective course		4

Credits **12**

Spring

COLT 305	Cultural Studies	4
SCAN 341	Revisions of the Scandinavian Dream	4
SCAN 407	Seminar: [Topic]	4
		Completion of major studies on an advanced level

Credits **12**

Total Credits **179**

German Minor

The German minor correlates well with studies that have an international or European concentration. It is particularly useful for students of global studies, international business, European history, medieval studies, sociology, political science, journalism, linguistics, philosophy, art history, music history, other languages, theater, and related fields.

German Minor Requirements

The German minor correlates well with studies that have an international or European concentration. It is particularly useful for students of Global Studies, international business, European history, medieval studies, sociology, political science, journalism, linguistics, art history, music history, other languages, theater, and related fields.

Code	Title	Credits
Four upper-division German courses ¹		16
GER 201	Second-Year German I	4
GER 202	Second-Year German II	4
GER 203	Second-Year German III	4
Total Credits		28

¹ May include courses in language, literature, or culture. Two courses taught in English may be applied to the minor in German. Grades of

at least 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 12 credits must be taken in the UO Department of German and Scandinavian.

The following courses may not be used to satisfy minor requirements:

Code	Title	Credits
GER 199	Special Studies: [Topic]	
GER 405	Reading and Conference: [Topic]	
GER 406	Practicum: [Topic]	
GER 408	Workshop: [Topic]	
GER 470		

German and Scandinavian Studies Minor

The German and Scandinavian Studies Minor is actually an *interdisciplinary* German and/or Scandinavian Studies Minor in which the student will normally choose to work on either German or Scandinavian, and then add to that linguistic-cultural focus courses from one other discipline or interest area (such as History, Cinema Studies, Philosophy, Global Studies, Art History, etc.) that overlaps with the German or Scandinavian world. A minor in German and Scandinavian Studies is a great choice for students interested in German and/or Scandinavian culture and history. Faculty members from the humanities, music, and social sciences who share a common interest in German and Scandinavian culture, letters, history, and society administer this program.

The influence of German and Scandinavian culture and letters on modern life is incalculable. In philosophy and religion; in sociology and psychology; in music; law; political science; and history, German-speaking thinkers have helped define our perception of the world.

German and Scandinavian studies is an interdisciplinary program offering undergraduates the opportunity to study these influences in context with the society and cultures that produced them. It combines advanced language training with an interdisciplinary program of literature courses offered in the Department of German and Scandinavian.

Minor in German and Scandinavian Studies

The German and Scandinavian studies minor requires second-year language proficiency. Of the 24 credits beyond second-year language, at least 12 must be in courses taught by the UO Department of German and Scandinavian; at least 20 must be taken for a letter grade.

Courses used to fulfill the minor requirements must be taken for letter grade and passed with a grade of C- or better.

Code	Title	Credits
	12 upper-division credits in courses taught in German or a Scandinavian language ¹	12
	8 additional upper-division credits in approved courses	8
	4 additional lower- or upper-division credits in approved courses	4
	Completion of an approved capstone project	
Total Credits		24

¹ Eligible courses in this category include GER 311–313, GER 340–341, GER 360–499, and SWED 405.

Approved courses are described in the Bachelor of Arts in German: German and Scandinavian Studies Focus section above.

Scandinavian Minor

You might want to study Scandinavian culture or learn Swedish to get in touch with your roots. Maybe your grandparents sang Nordic folk songs, baked delicious Danish pastries, or told tales about the old country. Maybe you've already traveled in Europe or want to learn about cultural differences and immerse yourself before doing so. Or you may want to build a career in a global business environment

Approximately 20 million people's mother tongue is a Scandinavian language, and notable Scandinavian literature spans a broad range from the beloved children's stories of Hans Christian Andersen to modern crime novels by Stieg Larsson. Scandinavian heritage permeates Western society, particularly in the areas of classical music, literature, science, philosophy, and theology.

Learning about other cultures fulfills the primary purpose of a university education—it will prepare you to reason, analyze, solve problems, and communicate in a world of widely differing cultures. The UO offers the only minor program in Scandinavian in Oregon. Classes are small and discussion-based with engaging activities designed to involve and engross students, with both group and individual writing assignments.

Assistant Professor **Gantt Gurley** says, "College is a time to learn to explore, to set boundaries and jump over boundaries that you won't have the luxury to do later on. Scandinavian studies sets up a larger configuration of European and cultural studies. It is about the life of the mind."

Minor in Scandinavian

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.

Code	Title	Credits
	Successful completion of one year of Swedish or equivalent	12
	Six Scandinavian literature or culture courses	24
Total Credits		36

Of the requirements listed above, the following rules apply:

- Three courses must be taken in the UO Department of German and Scandinavian
- One literature or culture course may be taken pass/no pass

Minors in Scandinavian must demonstrate basic aptitude in Swedish, demonstrated either by evaluation by the Scandinavian advisor or by successful completion of First-Year Swedish (SWED 103) with a grade of mid-C or better.

Specific questions about the Scandinavian minor should be addressed to departmental undergraduate advisors in Scandinavian.

German (MA)

The graduate program in German offers the master of arts (MA) in German, either through a regular two-year program or through a combined BA-MA program that enables students to complete the requirements for both the BA and the MA in German in five years. The program also offers the doctor of philosophy (PhD) degree in German, for which applicants may apply either with a BA or an MA already earned. The requirements for the PhD include one year of graded course work past the MA level and a written dissertation. The MA degree prepares students for teaching German language and culture up through the secondary-school level (in conjunction with teacher certification), while the PhD degree, as the highest degree in the field, is generally expected for an academic career involving both research and teaching.

The graduate curriculum acquaints students with the history of German letters (with a primary focus on modernity since the enlightenment), places this history in a European context, and provides tools for a critical analysis of the literary, theoretical, and cinematic discourses involved. The program encourages comparative, theoretically oriented work.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Language:** Students should attain the point where they can discuss literature and culture in German fluently in an advanced academic environment. In addition, they should be able to write a fluent 20-30 page essay in German on an academic literary topic.
- **Literature:** Students should be able to provide a general characterization of the history and shapes of all major genres (lyric, drama, and narrative) in the literature of the German language from the early Enlightenment through the post-World War II period. Students should also possess an overview of all major interpretive paradigms in literary studies since World War I. Beyond this general knowledge, students must be able to demonstrate mastery of the stakes of one genre across several periods of German literary history, mastery of the literature of one period in all genres, and mastery of at least one philosophical movement or interpretive paradigm. Mastery here includes broad knowledge and significant comprehension, as well as a basic overview of the scholarly literature on the subject.
- **Demonstrate mastery of the broader contours of German literary history** in terms of genres, periods, as well as of relevant theoretical paradigms and critical traditions.
- **Demonstrate effective oral and written scholarly communication skills** in English and German.
- **Demonstrate ability to conduct independent research and analysis** in German studies, following professional standards of writing and citation.
- **Present research in a professional setting**, such as a colloquium or a conference.

Core Curriculum

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.

Code	Title	Credits
GER 621		
GER 622		
GER 623		
GER 624	¹	
GER 625	Translations-Transformations ²	4
GER 690	³	

¹ Acquaints students with important aspects of German philosophical discourse since Kant.

² 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 methodology, literary theory, history of German literature, and advanced methodology.

Beyond course work, the program features close mentoring, including guidance for developing portfolio papers that expand on writing done for courses, and, at the PhD level, a dissertation-writing colloquium in which students and faculty members join in responding to ongoing dissertation work by students in the program.

German (PhD)

The graduate program in German offers the doctor of philosophy (PhD) degree in German, for which applicants may apply either with a BA or an MA already earned. The requirements for the PhD include one year of graded course work past the MA level and a written dissertation. The PhD degree, as the highest degree in the field, is generally expected for an academic career involving both research and teaching.

The graduate curriculum acquaints students with the history of German letters (with a primary focus on modernity since the enlightenment), places this history in a European context, and provides tools for a critical analysis of the literary, theoretical, and cinematic discourses involved. The program encourages comparative, theoretically oriented work.

We work closely with the programs in Comparative Literature, Philosophy, Judaic Studies, and other related fields, and we encourage our students to take some courses outside the department in pursuit of their specific interests, as well as to obtain any of a broad number of interdisciplinary graduate certificates, such as those in New Media and Culture; Women's, Gender, and Sexuality Studies; Nonprofit Management; or Museum Studies.

Program's Admission Requirements

Please visit the program's website (https://insight.uoregon.edu/portal/academic_programs/?cmd=programcall&programid=91a71b32-1183-41d6-af97-a9f42c8d7549).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Literature and Culture -- Range:** Students should demonstrate the capacity to master a range of different specific topics within the

field of German literary and cultural studies, by writing at least three essays on diverse topics during their period of study.

- Literature and Culture -- Field Definition: Students should demonstrate a professional-level mastery of three literary-historical or literary-critical categories. This should include coverage of the primary literature, a strong knowledge base in the secondary literature, and a capacity to argue persuasively in written form for a given position on the category under consideration. Students should be able to design courses as well as answer questions in oral form on their chosen categories, so as to demonstrate their readiness to teach on the university level in the subfields defined by these categories.
- Literature and Culture -- Specialization: Students should demonstrate the capacity to develop a book-length argument of persuasively innovative character on a topic within the field of German literary and cultural studies (and related to at least one of the categories of focus under point 1 above). In addition, they should demonstrate the capacity to defend their written work orally--justifying the legitimacy of its argumentation in professional terms--in response to, and dialogue with, specific reasoned challenges and questioning.
- Demonstrate mastery of the full range of German literary history in terms of genres, periods, as well as of relevant theoretical paradigms and critical traditions.
- Demonstrate effective oral and written scholarly communication skills in English and German, as well as working knowledge in at least one additional language for research purposes.
- Demonstrate ability to conduct independent advanced research and analysis in German studies, following professional standards of writing and citation.
- Develop a professional profile through conference presentations and the submission of at least one article for publication.
- Contribute substantive and original work in the field in the form of a dissertation.

German Major Requirements - Entering with a B.A. Degree

Code	Title	Credits
Core Curriculum		
GER 621		4
GER 622		4
GER 623		4
GER 624		4
GER 625	Translations-Transformations	4
GER 690		4
Teaching Methods ¹		4
Pedagogy ²		12
GER 606	Practicum: [Topic]	
Mentoring ¹		1
Portfolio Papers ¹		3
Dissertation		18
GER 603	Dissertation	
Electives		
500 or 600 Level GER or COLT Courses		24
Total Credits		86

¹ Please contact the Graduate Advisor for approved courses.

² Precise number of credits depending on GE status.

German Major Requirements - Entering with an M.A. Degree

Code	Title	Credits
Core Curriculum		
500 or 600 Level GER or COLT Courses		24
Teaching Methods ¹		4
Pedagogy ²		6
GER 606	Practicum: [Topic]	
Mentoring ¹		1
Portfolio Paper ¹		1
Dissertation		18
GER 603	Dissertation	
Total Credits		54

¹ Please contact the Graduate Advisor for approved courses.

² Precise number of credits depending on GE status.

Humanities

Martha Bayless, Program Director

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The Humanities Program offers general-education courses to students across the University. It also provides the opportunity for motivated and independently minded students to craft an individualized major with a humanistic orientation. Students working toward a Humanities major, which is designed in consultation with the program advisor, pursue their interests in a systematic and coherent way across several disciplines.

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.

The Humanities Program is committed to fostering an inclusive and diverse campus. Study of the humanities draws upon the many voices of the world in all their diversity, in time, in place, in gender, race, class, and age. The program welcomes all students and encourages the rational analysis of works of art and literature, and the reasoned expression of diverse points of view.

Program Committee

Katya E. Hokanson, comparative literature

Mary Jaeger, classics

Jeffrey S. Librett, German and Scandinavian

George J. Sheridan Jr., history

Michael Stern, German and Scandinavian

Lisa Wolverton, history

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Read critically and analyze texts from a variety of periods and cultures.
- Analyze critically a variety of cultural artifacts such as paintings, sculpture, architecture, and music.
- Show familiarity with the cultures that produced these texts and artifacts.
- Do research, write clearly, develop a coherent argument, and substantiate that argument with relevant evidence (citations of texts, references to cultural artifacts, etc.).
- Identify ideas that unite different disciplines.
- Understand issues of historical contingency and enculturation and, accordingly, be able to reflect critically on the thought systems (e.g. economic, political, religious) inculcated in our own culture.

Bachelor of Arts in Humanities

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.

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.

Humanities Major Requirements

Code	Title	Credits
Introductory Courses		
Option 1		8
Select two of the following:		
HUM 101	Introduction to the Humanities I	
HUM 102	Introduction to the Humanities II	
HUM 103	Introduction to the Humanities III	
Option 2		
HUM 300	Themes in the Humanities ¹	4
Breadth Requirement ²		
Arts (music history, theater history, art history) (see Courses from Other Department below)		4
Philosophy (see Courses from Other Department below)		4
Ancient World (see Courses from Other Department below)		4
History (see Courses from Other Department below)		4
Concentration		
Seven upper-division courses in concentration ^{3, 4}		28
Total Credits		48-52

- ¹ Recommended for students who declare the major in the junior or senior year.
- ² At least two breadth requirement courses must be in the upper division.
- ³ 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.
- ⁴ Students are encouraged to take at least one Seminar (407) as part of their concentration.

Courses from Other Departments

Arts: Any course with an ARH, ART, MUP, MUS, or TA prefix.

Philosophy: Any course with a PHIL prefix excluding course(s) applied to Ancient World.

Ancient World: Any course with a CLAS prefix, (HIST 101), World History Antiquity to 1500 (HIST 104), Foundations of East Asian Civilizations (HIST 190), Precolonial Africa (HIST 325), History of Ancient Philosophy (PHIL 310), Early Judaism (REL 211).

History: Any course with a HIST prefix excluding course(s) applied to Ancient World.

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

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Humanities

Course	Title	Credits	Milestones
First Year			
Fall			
HUM 101	Introduction to the Humanities I		4
WR 121Z	Composition I		4
First term of 1st-year second-language sequence			5
Elective course			4
Credits			17
Winter			
HUM 102	Introduction to the Humanities II		4
WR 122Z	Composition II		4
or WR 123 or College Composition III			
Second term of 1st-year second-language sequence			5
Core-education course in social science			4
Credits			17

Spring

HUM 103 Introduction to the Humanities III 4

Third term of 1st-year second-language sequence 5

Core-education course that also satisfies a cultural literacy requirement 4

Core-education course in arts and letters 4

Credits 17**Second Year****Fall**

Lower-division course that fulfills the humanities breadth requirement 4

First term of 2nd-year second-language sequence 4

Core-education course in social science 4

Core-education course in science 4

Credits 16**Winter**

Lower-division course that fulfills the humanities breadth requirement 4

Second term of 2nd-year second-language sequence 4

Core-education course that also satisfies a cultural literacy requirement 4

Core-education course in arts and letters 4

Credits 16**Spring**

Third term of 2nd-year second-language sequence 4

Core-education course in social science 4

Core-education course in science 4

Core-education course in arts and letters 4

Credits 16**Third Year****Fall**

Upper-division course that fulfills the humanities breadth requirement 4

Upper-division elective course 4

Core-education course in science 4

Core-education course in arts and letters 4

Credits 16**Winter**

Upper-division course that fulfills the humanities breadth requirement 4

Upper-division elective course 4

Core-education course in social science 4

Core-education course in science 4

Credits 16**Spring**

Upper-division elective course 4

Core-education course in social science 4

Elective courses 8

Credits 16**Fourth Year****Fall**

Upper-division elective course 4

Elective courses 8

Credits 12**Winter**

Upper-division elective course 4

Elective courses 8

Credits 12**Spring**

Elective courses 12

Credits 12**Total Credits 183**

Judaic Studies

<http://uoregon.edu/~jdst> (<http://uoregon.edu/~jdst/>)**Bassem Hosny, Program Director**

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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 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.

Faculty

Gantt Gurley, associate professor. See **German and Scandinavian**.

Bassem Hosny, Assistant Teaching Professor (Modern Hebrew and Hebrew literature and film)

Emerita

Judith R. Baskin, professor emerita. See **Religious Studies**.

Executive Committee

Gantt Gurley (chair), German and Scandinavian

Bassem Hosny, Judaic and Hebrew Studies

Undergraduate Programs

Major - Bachelor's Degree

- Judaic Studies (BA) (p. 131)

Minor

- Judaic Studies (p. 133)

Judaic Studies (BA)

Students from many different backgrounds and diverse interests benefit from learning more about the history of Western civilization through the perspective of Judaic studies. The Harold Schnitzer Family Program in Judaic Studies offers both a major and a minor for students. The program emphasizes the history, religion, and civilization of the Jewish people,

as well as two years' proficiency in Hebrew language and literature. The major is interdisciplinary, meaning undergraduates can take courses from a variety of departments that appeal to their unique interests. Students graduate with both advanced language skills and an increased awareness of diverse cultures and traditions.

The Judaic studies program consists of core courses taught under the HBRW, JDST, and REL subject codes and related courses taught in the disciplines of participating faculty members—anthropology, art history, comparative literature, conflict and dispute resolution, English, geography, folklore and public culture, German and Scandinavian, history, landscape architecture, music, philosophy, political science, religious studies, Romance languages, and women's and gender studies.

The focus on Jewish cultures and experience as a lens to study the world provides a liberal arts background suitable to careers in a range of professional fields (law, education, rabbinate, social service, public policy) and prepares students for graduate work in Judaic studies, religious studies, and related fields.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Obtain B2 language proficiency in Modern Hebrew (CEFR); identify and explain the significance of language in assessing Jewish culture(s).
- Identify, describe and explain Jewish experiences, achievements, and challenges in various historical, social, religious, political, and cultural contexts.
- Identify and analyze Jewish aesthetic and cultural artifacts and be able to contextualize them and critically discuss their connection to other disciplines, i.e., political science, anthropology, literary theory, etc.
- Read and critically analyze primary sources and current scholarly literature, applying appropriate theoretical and methodological tools in the academic study of Judaism and Jewish culture.
- Make an effective and valid argument in speech and writing: one that successfully establishes a premise and critically supports that premise with appropriate and persuasive scholarly evidence.
- Knowledge of major historical figures, writers and other cultural figures and ability to evaluate and discuss them/their work.
- Critically understand the difference between the American Jewish experience and the Jewish experience in other nations.
- Identify, describe and explain materials, terminologies, and methodologies in literature, film and media pertaining to the field.

Judaic Studies Major Requirements

Courses used to fulfill the major requirements must be taken for letter grade and passed with a grade of C+ or better. A maximum of two courses can be overlapped with another major or minor (up to 8 credits).

Code	Title	Credits
Foundation Courses (Take two courses)		8
REL 211	Early Judaism	
JDST 212	Medieval and Early Modern Judaism	
JDST 213	The Jewish Encounter with Modernity	
Upper-Division Courses		
JDST 330	American Jewish Cultures	4
JDST 352	Jewish Literature and Culture	4

JDST 353	Jewish Image and Media	4
JDST 354	Jewish Thought and History	4
Modern Hebrew Language Courses		
HBRW 101	First-Year Modern Hebrew I	4
HBRW 102	First-Year Modern Hebrew II	4
HBRW 103	First-Year Modern Hebrew III	4
HBRW 301	Second-Year Modern Hebrew I	4
HBRW 302	Second-Year Modern Hebrew II	4
HBRW 303	Second-Year Modern Hebrew III	4
Total Credits		48

Honors in Judaic Studies

A degree with honors in Judaic studies requires the following:

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: [Topic] (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.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Judaic Studies

Course	Title	Credits	Milestones
First Year			
Fall			
HBRW 101	First-Year Modern Hebrew I	4	
WR 121Z	Composition I	4	
REL 211	Early Judaism	4	
Core-education course in arts and letters		4	
Credits		16	
Winter			
HBRW 102	First-Year Modern Hebrew II	4	
WR 122Z	Composition II	4	
or WR 123 or College Composition III			
JDST 212	Medieval and Early Modern Judaism	4	
REL 222	Introduction to the Bible I	4	
Credits		16	
Spring			
HBRW 103	First-Year Modern Hebrew III	4	
JDST 213	The Jewish Encounter with Modernity	4	
Core-education course in social science		4	
Core-education course in science		4	
Credits		16	

Second Year**Fall**

HBRW 301	Second-Year Modern Hebrew I	4
Core-education course in social science		4
Core-education course that also satisfies a cultural literacy requirement		4
Upper-division elective course		4
Credits		16

Winter

HBRW 302	Second-Year Modern Hebrew II	4
Core-education course in arts and letters		4
Core-education course in science		4
Upper-division elective course		4
Credits		16

Spring

HBRW 303	Second-Year Modern Hebrew III	4
JDST 330	American Jewish Cultures	4
Core-education course in social science		4
Core-education course in science		4
Credits		16

Third Year**Fall**

Core-education course in arts and letters		4
Core-education course in science		4
Upper-division elective courses		8
Credits		16

Winter

Core-education course in arts and letters		4
Core-education course that also satisfies a cultural literacy course		4
Upper-division elective course		4
Elective course		4
Credits		16

Spring

Core-education course in social science		4
Upper-division elective course		4
Elective courses		8
Credits		16

Fourth Year**Fall**

Upper-division core-education courses		8
Elective courses		8
Credits		16

Winter

Upper-division core-education courses		8
Elective courses		8
Credits		16

Spring

Upper-division core-education courses		8

Elective courses	8
Credits	16
Total Credits	192

Judaic Studies Minor

The Judaic Studies Minor provides a comprehensive undergraduate curriculum in the history, religion, and cultural traditions of the Jewish people and offers instruction in Hebrew language and literature. The focus on Jewish cultures and experience as a lens to study the world provides a liberal arts background suitable to careers in a range of professional fields (law, education, rabbinate, social service, public policy, among others) and prepares students for graduate work in Judaic studies, religious studies, and related fields.

Judaic Studies Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
Lower-Division Requirements (2 of 3)		8
REL 211	Early Judaism	
JDST 212	Medieval and Early Modern Judaism	
JDST 213	The Jewish Encounter with Modernity	
Upper-Division Requirements (Take 4 courses)		16
HBRW 301	Second-Year Modern Hebrew I	
HBRW 302	Second-Year Modern Hebrew II	
HBRW 303	Second-Year Modern Hebrew III	
JDST 330	American Jewish Cultures	
JDST 352	Jewish Literature and Culture	
JDST 353	Jewish Image and Media	
JDST 354	Jewish Thought and History	
Total Credits		24

Linguistics

<http://linguistics.uoregon.edu>

Vsevolod Kapatsinski, Department Head

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Students and Faculty in the Department of Linguistics study language in all its forms: how it's used, how it's acquired, how it changes, and what it means. Our work lies at the intersection of cognition, culture, and computation, and our coursework and research experiences combine language with culture and society; action and cognition; and computation and learning.

We offer a major and a minor in Linguistics. These combine linguistic coursework with language courses. We also offer a minor in Interdisciplinary Cognitive Science and provide special emphasis courses for the Data Science major. As an interdisciplinary field, Linguistics combines well with majors or minors from a variety of other disciplines — from Romance Languages to Data Science, Psychology to Computer

Science, and Sociology to Communication Disorders and Sciences, to name but a few.

Students can also earn a certificate in Second Language Acquisition and Teaching (SLAT) as a starting point for careers in language teaching.

Faculty

B. Mokaya Bosire, associate teaching professor (Swahili). BA, 1991, MA, 1993, Nairobi; PhD, 2008, State University of New York, Albany. (2012)

Don Daniels, associate professor (languages of Papua New Guinea, language change and reconstruction, linguistic fieldwork, morphosyntax). BA, 2006, Dartmouth College; PhD, 2015, California, Santa Barbara. (2018)

Spike Gildea, professor (language description, diachronic syntax, typology, phonology, comparative linguistics, field methods and ethics, Cariban and other South American languages). BA, 1983, MA, 1989, PhD, 1992, Oregon. (2000)

Nika Jurov, assistant professor (computational psycholinguistics, cognitive science, speech, computational neuroscience). BA, 2008, MA, 2019, University of Paris; PhD, 2024, University of Maryland. (2025)

Vsevolod Kapatsinski, professor (psycholinguistics, corpus linguistics, experimental morphology and phonology, language learning in the lab). BA, 2003, MA, 2005, New Mexico; PhD, 2009, Indiana. (2009)

Kristopher Kyle, associate professor (second language acquisition, language assessment, natural language processing, second language writing). BA, 2005, Harding; MA, 2011, Colorado State; PhD, 2016, Georgia State. (2019)

Gabriela Pérez Báez, associate professor (language documentation and description, language revitalization, semantic typology, language and cognition, Zapotec languages). BFA, 1997, MA, 2005, PhD 2009, State University of New York, Buffalo. (2018)

Melissa Redford, professor (phonetics, laboratory phonology, psycholinguistics, cognitive science). BA, 1992, California, Berkeley; MA, 1995, PhD, 1999, Texas, Austin. (2002)

Julie M. Sykes, professor (second language acquisition, interlanguage pragmatics, transformative pedagogy). BA, 2001, MA, 2005, Arizona State; PhD, 2008, Minnesota. (2016)

Guillem Belmar Viernes, assistant professor (language revitalization, language documentation and description, language rights, minority multilingualism, indigenous diaspora). BA, 2013, Universitat Autònoma de Barcelona; MA, 2017, Universidad Nacional de Educación a Distancia; MA, 2019, Rijksuniversiteit Groningen; PhD, 2024, California, Santa Barbara. (2024)

Keli D. Yerian, teaching professor (language teacher education, curriculum development, gesture in discourse); director, Language Teaching Specialization MA Program. BA, 1991, North Carolina, Chapel Hill; MS, 1994, PhD, 2000, Georgetown. (2007)

Emeriti

Scott DeLancey, professor emeritus. BA, 1972, Cornell; PhD, 1980, Indiana. (1982)

T. Givón, professor emeritus. BSc, 1959, Jerusalem; MS, 1962, MA, 1966, PhD, 1969, California, Los Angeles. (1981)

Doris L. Payne, professor emerita (morphology, syntax, semantics, discourse; Amerindian and African languages). BS, 1974, Wheaton; MA, 1976, Texas, Arlington; PhD, 1985, California, Los Angeles. (1987)

Cynthia M. Vakareliyska, professor emerita. BA, 1973, Princeton; JD, 1976, Columbia; PhD, 1990, Harvard. (1994)

Participating

Gregory D. Anderson, linguistics

Dare A. Baldwin, psychology

Robert L. Davis, Romance languages

Robert Elliott, Northwest Indigenous Language Institute

Devin Grammon, Romance languages

Kaori Idemaru, East Asian languages and literatures

Zhuo Jing-Schmidt, East Asian languages and literatures

Mark Johnson, philosophy

Tyler Kendall, Linguistics

Nayoung Kwon, East Asian languages

Thomas E. Payne, Linguistics

Trish Pashby, Linguistics

Janne Underriner, Northwest Indigenous Language Institute

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

Undergraduate Programs

Major - Bachelor's Degree

- Linguistics (BA/BS) (p. 135)

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- Second-Language Acquisition and Teaching (p. 138)

Graduate Programs

Major - Master's Degree

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- Linguistics (MA) (p. 140)

Major - Doctoral Degree

- Linguistics (PhD) (p. 141)

Linguistics (BA/BS)

<http://cas.uoregon.edu/linguistics/undergraduate-programs> (<http://cas.uoregon.edu/linguistics/undergraduate-programs/>)

Language is with you all day, every day of your life—it is central to the human experience. You use language to think, to learn new things, to get things done, to share your heart, and to engage with others more generally. In the Linguistics Department, you will be introduced to the science of language in a high-powered and welcoming research community. You will learn all about how language works, how it is learned, how it varies from society to society, and how it changes over time.

Work in linguistics cultivates key intellectual abilities: analytical skills, data analysis skills, reasoning and argumentation, and written and oral communication skills. A degree in linguistics prepares students for professions and further training in any number of areas that value these abilities. Those who pursue degrees in linguistics frequently go on to pursue careers in teaching (e.g., foreign language or ESL teaching in the US or abroad), the tech industry (e.g., software development and testing, speech analysis and synthesis), health sciences (e.g., speech-language pathology), or national security.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Perform basic acoustic analyses of recorded speech sounds.
- Discover the phoneme inventory and basic phonotactic structure in a sufficiently large set of phonetically transcribed words.
- Analyze the morphological and syntactic constructions in a sample of glossed linguistic data.
- Design a laboratory or field research project in some area of linguistics.
- Read and demonstrate an understanding of current research literature in areas of linguistics taught in our program.

Linguistics Major Requirements

Code	Title	Credits
Core Courses		
LING 301	Introduction to Linguistics Analysis	4
LING 302	Introduction to Linguistic Behavior	4
LING 311	Phonetics and Phonology	4
LING 312	Morphosyntax	4
Specialization Courses		20
LING 411	Phonetics	
LING 415	Semantics	
LING 416	Language and Cognition	
LING 430	Research Methods for Applied Linguistics	
LING 431	Statistical Methods in Linguistics	
LING 435	Advanced Morphology	
LING 444	Second-Language Acquisition	
LING 450	Introduction to Phonology	
LING 451	Advanced Syntax	
LING 460	Historical Linguistics	
LING 491	Sociolinguistics	
LING 493	Corpus Linguistics	

Seminar	4
EALL 407 Seminar: [Topic]	
LING 407 Seminar: [Topic]	
Electives	4
Any 200-level or greater LING course ¹	
Total Credits	44

¹ Excludes LING 403

Additional Requirements

Two years of one second language and one year of another.

Courses applied to the major in linguistics must be taken for letter grades. A course in which a grade of D+ or lower is earned cannot count toward the major.

The study program of undergraduate linguistics majors must be approved by a departmental undergraduate 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, a grade point average (GPA) of 3.75 or better in linguistics courses and at least 3.50 overall is required. At the end of the senior year, a GPA of 3.75 or better in linguistics courses is required.

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.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Linguistics

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121Z	Composition I	4	
First term of 1st-year second-language sequence		4-5	
Elective course with LING subject code (200-level)		4	
Core-education course in arts and letters		4	
Credits		16-17	
Winter			
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
LING 302	Introduction to Linguistic Behavior	4	

Second term of 1st-year second-language sequence	4-5
Core-education course in social science	4

Credits	16-17

Spring

LING 301	Introduction to Linguistics Analysis	Complete before Fall 2nd year	4

Third term of 1st-year second-language sequence	4-5
Core-education course in social science	4
Core-education course in science	4

Credits	16-17

Second Year**Fall**

LING 311	Phonetics and Phonology	4
First term of 2nd-year second-language sequence		4-5
Core-education course in social science		4
Core-education course in arts and letters		4

Credits	16-17

Winter

LING 312	Morphosyntax	4
Second term of 2nd-year second-language sequence		4-5
Core-education course in science		4
Elective course		4

Credits	16-17

Spring

Any 400-level LING specialization course		4
Third term of 2nd-year second-language sequence		4-5
Core-education course in social science	Complete cultural literacy requiremer	4
Core-education course in science		4

Credits	16-17

Third Year**Fall**

Any two 400-level LING specialization courses	8
First term of a third-language sequence	5
Core-education course in arts and letters	4

Credits	17

Winter

Any two 400-level LING specialization courses	8
Second term of a third-language sequence	5
Core-education course in social science	4

Credits	17

Spring

LING 407	Seminar: [Topic]	4
Third term of a third-language sequence		5
Core-education course in science		4
Elective course		4

Credits	17

Fourth Year**Fall**

Core-education course in arts and letters	4
Elective courses	12

Credits	16

Winter

Elective courses	16

Credits	16

Spring

Elective courses	Apply for graduation	16

Credits	16

Total Credits	195-201

Linguistics Minor

Linguists study how languages are used and structured by societies, how they are learned and processed by individuals, and how they change over time in society and the individual. Faculty in the UO Department of Linguistics have research interests that extend into the areas of speech-language pathology, psychology, anthropology, and the maintenance and revitalization of endangered languages. The Department offers a minor in linguistics which gives the student both a grounding in the basis of linguistic analysis and the opportunity to pursue areas of special interest.

The undergraduate minor requirements changed in Fall of 2020. Students admitted to the minor before Fall of 2020 can choose to follow the current degree requirements or the previous minor requirements. The Linguistics Department website provides more information.

Linguistics Minor

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
Required Courses:		16
LING 301	Introduction to Linguistics Analysis	
LING 302	Introduction to Linguistic Behavior	
LING 311	Phonetics and Phonology	
LING 312	Morphosyntax	
Electives ¹		12
LING 201	Language and Power in the United States	
LING 211	Languages of the World	
LING 225	Writing Systems	
LING 294	Child Language	
LING 296	Language and Society in the United States	
LING 297	Introduction to Bilingualism in the United States	
LING 407	Seminar: [Topic]	
LING 410	Experimental Course: [Topic]	
LING 411	Phonetics	
LING 415	Semantics	
LING 416	Language and Cognition	
LING 420	Language, Mind and Society	
LING 430	Research Methods for Applied Linguistics	

LING 431	Statistical Methods in Linguistics	
LING 432	Interdisciplinary Cognitive Sciences	
LING 435	Advanced Morphology	
LING 444	Second-Language Acquisition	
LING 450	Introduction to Phonology	
LING 451	Advanced Syntax	
LING 455	Linguistic Research: [Topic]	
LING 460	Historical Linguistics	
LING 491	Sociolinguistics	
LING 493	Corpus Linguistics	
LING 494	English Grammar	
Total Credits		28

¹ Two electives must be taken at the 400+ level courses. The third must be taken at the 200+ level.

Language Requirement

The language requirement for the minor is the same as the language requirement that is required for the Bachelor of Arts at the UO. See the UO Academic Policies (<http://uocatalog.uoregon.edu/admissionto graduation/bachelorrequirements/>); scroll down to the "Bachelor of Arts Requirements" for an explanation of the BA second language requirement.

Interdisciplinary Cognitive Science Minor

What does it mean to think? How does our thought affect the way we interact with the world, and how do our experiences shape our thought? The Interdisciplinary Cognitive Sciences minor will introduce you to questions related to human (and non-human) cognition, thought, and consciousness. You will take courses from a wide variety of disciplines, all of which will help you wrestle through the relationships between thought, language, and the mind. The minor culminates with a capstone course that will let you synthesize everything you have learned and then propose an independent research project in cognitive science.

Admission Information

Students must meet with the Director of Undergraduate Studies in Interdisciplinary Cognitive Science and fill out the qualtrics form to declare.

Minor in Interdisciplinary Cognitive Sciences

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
One course from each of the following core disciplines:		12
Linguistics		
LING 294	Child Language	
LING 302	Introduction to Linguistic Behavior	
LING 416	Language and Cognition	
LING 407	Seminar: [Topic]	
Computer Science		
CS 122	Introduction to Programming and Problem Solving	

CS 210	Computer Science I	
CS 211	Computer Science II	
Psychology		
PSY 201Z	Introduction to Psychology I	
PSY 301	Scientific Thinking in Psychology	
PSY 304	Biopsychology	
PSY 305	Cognition	
One additional course from one of the aforementioned disciplines (depth requirement) ¹		4
One course from a supplemental department (breadth requirement) ²		4
Biology		
BI 132	Introduction to Animal Behavior	
Philosophy		
PHIL 101	Philosophical Problems	
PHIL 110	Human Nature	
PHIL 225	Introduction to Formal Logic	
Anthropology		
ANTH 171	Introduction to Monkeys and Apes	
ANTH 173	Evolution of Human Sexuality	
ANTH 278	Science, Race, and Society	
ANTH 361	Human Evolution	
ANTH 369	Human Growth and Development	
ANTH 463	Primate Behavior	
ANTH 481	Principles of Evolutionary Psychology	
Sociology		
SOC 328	Self and Society	
Economics		
EC 201Z	Principles of Microeconomics	
EC 320	Introduction to Econometrics I	
EC 327	Introduction to Game Theory	
EC 428	Behavioral and Experimental Economics	
Methods Course		4
CS 122	Introduction to Programming and Problem Solving	
CS 210	Computer Science I	
CS 211	Computer Science II	
EC 320	Introduction to Econometrics I	
PHIL 225	Introduction to Formal Logic	
PSY 301	Scientific Thinking in Psychology	
Cognitive Science Seminar		4
LING 432	Interdisciplinary Cognitive Sciences	
LING 403	Thesis	
CS 403	Thesis	
ANTH 403	Thesis	
BI 401	Research: [Topic]	
PHIL 403	Thesis	
PSY 403	Thesis	
Total Credits		28

¹ One additional course from one of the aforementioned disciplines (depth requirement). Note: If majoring in one of the three disciplines, this depth course must be in one of the disciplines outside of the major.

² Another department/course in consultation with advisor.

³ At least 12 credits must be upper division.

Additional Requirements

At least 16 credits must be taken in residence, including the upper division capstone course and 8 other upper division course credits.

Second Language Acquisition and Teaching Certificate

<http://slat.uoregon.edu>

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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate knowledge of current linguistic and educational research and theory in the fields of Second Language Acquisition (SLA) and Second Language Teaching (SLT).
- Demonstrate critical understanding of influential current and historical methodological frameworks in language teaching.
- Successfully review, organize, synthesize, and critically evaluate appropriate scholarly sources, as well as demonstrate the ability to apply these to the development of their teaching materials.
- Demonstrate the ability to evaluate, adapt, and apply pedagogical techniques in principled and innovative lesson planning according to varied contextual and learner factors.
- Demonstrate sensitivity to the needs of culturally and linguistically diverse learners through differentiation and universal design of materials and practices.
- Demonstrate the ability to apply research and analysis of specific linguistic and cultural phenomena (i.e. of the chosen target language) to their own design of materials and practices.
- Demonstrate the ability to put key principles derived from current SLA/SLT research into embodied practice within actual teaching contexts, including the appropriate use of classroom management and leadership skills.

Students must complete a total of 36 credits (must include 24 upper-division credits) with 12 credits at the 400 level.

Code	Title	Credits
Three courses on second language acquisition and teaching:		12
LING 444	Second-Language Acquisition	
LT 435	Language Learning Design	
LT 436	Design for Learning Language Systems	
Language Area (See Course List Below)		12
Select one of the following Internship/Practicum courses:		2-4
¹		
EALL 406	Field Studies: [Topic]	
FR 406	Practicum: [Topic]	
GER 406	Practicum: [Topic]	
LT 406	Supervised Tutoring	

LT 437	Second-Language Teaching Practice
SPAN 406	Practicum: [Topic]

¹ Choose the appropriate course in the language selected for the certificate.

Language Areas

Code	Title	Credits
Chinese		
CHN 480	Chinese Linguistics	4
CHN 481		4
One of the following:		4
CHN 482	History of the Chinese Language	
EALL 442	Second-Language Acquisition	
EALL 443	Chinese, Japanese, and Korean Pedagogy	
English		
LT 439	Design for Language Learning Pronunciation	4
LING 494	English Grammar	4
One of the following: ¹		4
LING 150	Structure of English Words	
LT 428	Teaching English Culture and Literature	
French		
FR 320		4
FR 416	Advanced Writing in French	4
FR 425	French-English Translation	4
German		
GER 411	Advanced Language Training	4
GER 412		4
One of the following: ¹		4
GER 425	Play Performance: [Topic]	
GER 470		
Japanese		
EALL 443	Chinese, Japanese, and Korean Pedagogy	4
Any two from the following list:		8
EALL 442	Second-Language Acquisition	
EALL 410	Experimental Course: [Topic]	
JPN 315	Introduction to Japanese Linguistics	
JPN 410	Experimental Course: [Topic]	
Korean		
EALL 443	Chinese, Japanese, and Korean Pedagogy	4
Any two from the following list:		8
EALL 442	Second-Language Acquisition	
EALL 410	Experimental Course: [Topic]	
KRN 315	Introduction to Korean Linguistics	
KRN 410	Experimental Course: [Topic]	
Spanish		
Any three courses from the following list:		12
SPAN 308	Culture and Language Bilingual Communities	
SPAN 320	Grammars of Spanish	
SPAN 322	Introduction to Hispanic Linguistics	
SPAN 324	Spanish Pronunciation and Phonetics	

SPAN 420	Spanish Linguistics: [Topic]
SPAN 424	History of the Spanish Language
SPAN 425	Literary Translation
SPAN 428	Spanish in the United States
Other Languages²	
12	

¹ A substitute course may be accepted with advisor's approval

² If you would like to compose a SLAT certificate for other languages taught at UO, contact the SLAT Director, Dr. Keli Yerian at yerian@uoregon.edu

Language Teaching Studies (MA)

The University of Oregon Master of Arts (MA) degree program in Language Teaching Studies is an 11-month intensive graduate degree designed to prepare leaders in the field of language teaching and learning. A unique feature of this program is that participants are able to specialize in more than one language, including majority languages such as English and minoritized languages such as the indigenous languages of the Pacific Northwest.

The MA in Language Teaching Studies focuses on transformational approaches to language instruction through innovation in curriculum, pedagogy, materials development, digital technologies, and assessment, including how evidence-based principles and practices can be adapted across a wide range of language learning contexts. The program is particularly sensitive to the evolving needs of both majority and minority language learners in this era of globalization and internationalization.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate knowledge of current linguistic and educational research and theory in the fields of Second Language Acquisition (SLA) and Second Language Teaching (SLT). Students demonstrate understanding of how this research and theory applies to their own areas of focus in second language, world language, or indigenous language teaching and learning.
- Demonstrate critical understanding of influential current and historical methodological frameworks in language teaching, as well as demonstrate the ability to evaluate, adapt, and apply pedagogical techniques drawn from these frameworks in principled and innovative lesson planning, according to contextual need.
- Recognize, value, and integrate instructional, curricular, and learner initiated elements related to culture, interaction, and pragmatics within their teaching practices. Students will be able to value and integrate elements of text and performance as they pertain to literature and multiliteracies.
- Demonstrate ability to apply key principles derived from current SLA and SLT research, standards, and practice to curriculum design, course design, materials design, and assessment design in empirically grounded and innovative ways.
- Demonstrate the ability to apply key principles derived from current SLA/SLT research and practice to effective incorporation of digital technologies into their plans and teaching.
- Demonstrate the ability to put key principles derived from current SLA/SLT research into embodied practice within actual teaching contexts, including the appropriate use of classroom management and leadership skills.

- Successfully review, organize, synthesize, and critically evaluate appropriate scholarly sources, as well as demonstrate the ability to apply principled small-scale needs analysis research methods and appropriate data collection techniques for the development of their teaching and curriculum materials.
- Demonstrate sensitivity to the needs of culturally and linguistically diverse learners through differentiation of curricula and practice.
- Demonstrate flexibility and innovation in the face of the various sociocultural and contextual factors impacting language instruction.
- Demonstrate autonomy and initiative in their own professional development, including welcoming peer and faculty mentoring, engaging in teamwork, and adapting to the dynamic nature of the language-teaching field.

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.

Master of Arts in Language Teaching Studies

Code	Title	Credits
LING 530	Research Methods for Applied Linguistics	4
LT 534	Language Learning in Context	4
LT 536	Design for Learning Language Systems	4
LT 537	Second-Language Teaching Practice	4
LT 538	Design for Language Learning Pragmatics	4
LT 539	Design for Language Learning Pronunciation	4
LING 544	Second-Language Acquisition	4
LT 630	Curriculum and Materials Development	5
LT 631	Measuring Language Ability	5
LT 611	Terminal Project	5
Internship and Reading ¹		4
LT 604	Internship: [Topic]	
LING 605	Reading and Conference: [Topic]	
Total Credits		47

¹ Course selection must be approved by program director before enrollment in Internship: [Topic] (LING 604) and Reading and Conference: [Topic] (LING 605).

Electives

Students working towards an MA degree can take additional optional elective course work, which may include any language or education related coursework, internships, or supervised tutoring or teaching opportunities. Students who have already taken any of the required courses or their equivalents previous to entering the LTS program should replace them with elective credits in consultation with the LTS Director.

Courses that can count as electives include:

- Additional LT courses or seminars
- Graduate level courses in other language departments (such as Romance Languages or East Asian Languages and Literatures)
- Courses in the College of Education, International Studies, Psychology, and others

Internships are arranged on an individual basis in a range of language teaching or curriculum developing contexts. Students

can intern in language classrooms or participate in curriculum or materials development at the American English Institute (<https://aei.uoregon.edu/>) (AEI) at all levels, at Lane Community College (<https://www.lanecc.edu/>), in various Foreign Language classes at the UO or LCC, at the Center for Applied Second Language Studies (<https://casls.uoregon.edu/>) (CASLS), and in K-12 classrooms in the Eugene area, for example in the Chinese Immersion School. Classroom internships involve observation, assisting, and some teaching under the supervision of a cooperating teacher. LTS students can also earn internship credit through tutoring UO FL and ESL students individually, such as through the UO Writing Lab (<https://engage.uoregon.edu/tutoring/>), if the tutoring is part of a supervised program.

Language Requirement

All graduate students are required to either a) have taken at least two years of one additional language within the past seven years either before or by the time they graduate with the MA, or b) pass a proficiency test at an intermediate level or above in an additional language (administered at the UO). At the MA level, any additional language is acceptable, including English as an additional language for relevant international students.

Master's Project

All LTS students complete a final Master's Capstone Portfolio Project in the final Summer term. Projects are individual portfolios of materials designed during the program. It is presented in a public forum during the final term.

Master's Project

Students working toward the Language Teaching Studies MA degree must complete a master's 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.

Linguistics (MA)

Admissions

Students apply through the same procedure and application as for the PhD program in linguistics but specify that they are interested in the MA in linguistics. Students are required to submit a statement of purpose describing their interest in the program, goals for their time in the program and the faculty with whom they would like to work, a writing sample (such as a substantial term paper), any transcripts showing relevant coursework, and three recommendation letters. GRE scores are optional.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Be able to analyze and describe the structure of an unfamiliar language from provided and prepared data
- Be able to test the psychological reality of a pattern experimentally
- Acquire in-depth knowledge of functional and usage-based approaches to the core areas of linguistics (phonology, syntax and semantics)
- Acquire the methodological skills and command of the literature in a research area to complete an empirical study in linguistics

- Be able to describe the grammatical patterns that occur in languages of the world, how common they are and where they come from

Master of Arts in Linguistics

Thesis Option:

Code	Title	Credits
Core Courses		
LING 550	Introduction to Phonology	4
LING 551	Advanced Syntax	4
LING 507	Seminar: [Topic] ¹	4
or LING 607	Seminar: [Topic]	
or LING 660	Historical Syntax	
or EALL 545	East Asian Psycholinguistics	
or EALL 680	Linguistics Research and Bibliography	
LING 614	Linguistic Theory: Phonology	4
LING 615	Linguistic Theory: Syntax	4
LING 616	Linguistic Theory: Semantics	4
Elective Courses		
Graduate-level linguistics or other relevant courses ²		16
Thesis Requirement		
LING 503	Thesis	9
Total Credits		49

¹ Or another seminar (course requiring reading primary literature and evaluated with a research term paper) in linguistics, chosen in consultation with your advisor

² Select electives in consultation with department's director of graduate studies and the student's faculty advisor.

Non-Thesis Option:

Code	Title	Credits
Core Courses		
LING 550	Introduction to Phonology	4
LING 551	Advanced Syntax	4
LING 507	Seminar: [Topic] ¹	4
or LING 607	Seminar: [Topic]	
or LING 660	Historical Syntax	
or EALL 545	East Asian Psycholinguistics	
or EALL 680	Linguistics Research and Bibliography	
LING 614	Linguistic Theory: Phonology	4
LING 615	Linguistic Theory: Syntax	4
LING 616	Linguistic Theory: Semantics	4
Elective Courses		
Graduate-level linguistics or other relevant courses ²		24
Total Credits		48

¹ Or another seminar (course requiring reading primary literature and evaluated with a research term paper) in linguistics, chosen in consultation with your advisor

² Select electives in consultation with department's director of graduate studies and the student's faculty advisor.

No course with a grade lower than B– may be used to satisfy degree requirements.

Second-Language Requirement

Candidates for the MA are required to have taken at least two years of one second language within the past seven years. At the MA level, any foreign language is acceptable, including English for an international student whose first language is not English. It should be noted that the MA language may count toward the two language requirements for the PhD program if the language is used as a research language (see PhD requirements below).

MA Thesis or Substitute

Students in good standing may form an MA committee consisting of two linguistics 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.

Linguistics (PhD)

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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Conduct independent research and advance knowledge in area of specialization.
- Write technical papers that are of sufficiently high-quality to merit publication in scholarly journals.
- Demonstrate mastery in at least 2 core areas of linguistics sufficient to teach lower division courses in linguistics.
- Demonstrate mastery of current theory, literature, research methods, and data management in area of specialization sufficient to teach upper-division and graduate-level courses in linguistics.
- Demonstrate clear understanding of the principles of ethical research in area of specialization and adhere to these principles when conducting research.

Linguistics Major Requirements

Students must complete at least 81 graduate credits, of which at least 18 must be dissertation research credits. As part of the requirements for completing the PhD, students must also take at least (30) credits of approved courses for the Linguistics PhD outlined below. The remaining (33) required graduate credits (considered below to be “electives”) may be fulfilled from a variety of course codes, areas, and departments, but these should all be approved and discussed with the student’s doctoral advisor beforehand.

Required Courses

Code	Title	Credits
Select two of the following:		8
LING 616	Linguistic Theory: Semantics	
LING 615	Linguistic Theory: Syntax	
LING 614	Linguistic Theory: Phonology	
Select two courses out of the following:		10
LING 507	Seminar: [Topic]	
LING 607	Seminar: [Topic]	
Equivalent seminar courses		
Three methods courses such as field methods, corpus linguistics, statistical methods in linguistics, or research methods in applied linguistics.		12
LING 531	Statistical Methods in Linguistics	
LING 593	Corpus Linguistics	
and other courses in quantitative methods		
LING 530	Research Methods for Applied Linguistics	
and other courses in applied research methods		
Combination of courses from these areas		
Dissertation		18
LING 603	Dissertation	
Electives		33
Total Credits		81

The course work must be approved by the student's doctoral advisor. Even those students who have already earned an MA degree are typically expected to complete all MA degree course work requirements at Oregon as part of the normal progress toward the PhD.

For each student, the specific courses 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 to be advanced to candidacy.

Residency Requirement

The Division of Graduate Studies 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 the faculty members at a department meeting. Materials submitted by the student to the department for this review must include the following:

1. A report that includes a research plan for the next year's course work, potential topics for the two qualifying papers, a statement about

the student's career plans beyond the doctoral degree (and how the specific qualifying paper and thesis topics are relevant), and any other details worked out in consultation with the student's advisor

2. A curriculum vitae (CV)
3. Written evidence of research progress and scholarly potential, such as a substantive term paper or revision of a term paper that demonstrates excellence of original research or a linguistics master's thesis; the materials must be submitted to the Department by April 15

Following review of these materials, the faculty members 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 possibility for continued study.

As soon as possible after completion of the review, a letter to each graduate student under review is issued by the director of graduate studies informing the student of his or her status and, in the case of a one-year probation, specifying the conditions that must be met for a successful outcome during the additional third-year review. The language of the probation conditions is drafted by the student's doctoral advisor and the director of graduate studies. The director may also meet with any students who are denied continued study or who are granted probation.

Annual review

Beginning in the third year of the program, each graduate student must submit an annual report and CV to his or her advisor by April 15 of each year. The report should be no more than one page in length and should detail what the student has accomplished over the past year in the program.

Doctoral Examination and Advancement to Candidacy

Requirements for the Qualifying Paper

The doctoral examination consists of two original publishable papers (QPs) in different subfields of linguistics. The term "different subfields" may include two different methodological approaches to a single broad topic. Acceptance of a QP indicates that the review committee has deemed the paper to constitute sufficient evidence for the student's readiness to perform PhD-level research and write a dissertation. Submission of both QPs for publication is required before the student can advance to candidacy. The publishing venue may be a refereed journal, a refereed or nonrefereed conference proceedings volume, an online publication, or another venue. While submission of each qualifying paper to a publishing venue is required for advancement to candidacy, acceptance for publication is not a requirement.

An unmodified MA thesis cannot serve as one of the qualifying papers. A qualifying paper may be, however, a publishable expansion or revision of an MA thesis or publishable term paper written for a course conducted by any faculty member in the department or, where deemed reasonable, for a course conducted by a faculty member outside the department. The paper may be written under the supervision of either the student's advisor or another faculty member in consultation with the student's advisor, who approves the topic and the final version before submission to the QP Coordinator.

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.

Medieval Studies

<http://medieval.uoregon.edu>

Stephanie Clark, Director

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541-346-3960
medieval@uoregon.edu

Medieval studies, an interdisciplinary undergraduate program, integrates various approaches to the Middle Ages by medievalists in diverse 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 course of study might include literature from medieval England, Iceland, China, and Japan; Gothic art and architecture; Vikings and Crusades; religion, such as early Christianity, Judaism, and Islam; medieval languages like Latin and Old English; and cultural topics like gender in the cultures of the period. The program aims to provide a comprehensive introduction to the medieval worldview in Europe and beyond, and the origins of the modern world.

Participating Faculty

Ina Asim, history

Martha J. Bayless, English

Louise M. Bishop, honors college, EMERITA

Stephanie Clark, english

Rick Colby, religious studies

Stephen Dueppen, anthropology

Andrew E. Goble, history

Deborah A. Green, judaic studies

D. Gantt Gurley, german and scandinavian

David Hollenberg, religious studies

Maile Hutterer, history of art and architecture

Mary Jaeger, classics

Lori Kruckenberg, music

Charles H. Lachman, history of art and architecture, EMERITUS

C. Anne Laskaya, english

Eric Mentzel, music

Stephen J. Shoemaker, religious studies

Mark T. Unno, religious studies

Cynthia M. Vakareliyska, linguistics, EMERITA

David Wacks, romance languages

Lisa Wolverton, history

Undergraduate Programs

Major - Bachelor's Degree

- Medieval Studies (BA) (p. 143)

Minor

- Medieval Studies (p. 144)

Medieval Studies (BA)

Medieval studies, an interdisciplinary undergraduate program, integrates various approaches to the Middle Ages by medievalists in diverse 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 course of study might include literature from medieval England, Iceland, China, and Japan; Gothic art and architecture; Vikings and Crusades; religion, such as early Christianity, Judaism, and Islam; medieval languages like Latin and Old English; and cultural topics like gender in the cultures of the period. The program aims to provide a comprehensive introduction to the medieval worldview in Europe and beyond, and the origins of the modern world.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Identify materials, terminologies, and methodologies within one or more following areas of study focused on the Middle Ages: art history; languages and literatures; history; religious studies and religious backgrounds to medieval culture; music history and performance; cross-cultural contacts and borrowings; classical backgrounds for medieval culture.
- Analyze primary material from the Middle Ages, explaining what specific features in the primary text/object carry medieval cultural content. (This can include focus, meaning, formal features, aims, assumptions, and purposes evident in the primary material.)
- Critically assess and interpret primary and secondary sources.
- Recognize and evaluate the cultural phenomena of the medieval world and their relationship to the modern world.
- Synthesize an argument from textual or other evidence and express it in formal prose. (Write organized, well-structured, clear essays that make use of evidence to advance assertions and a main thesis.)

Bachelor of Arts Degree 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. See the program website for more information.

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

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Medieval Studies

Course	Title	Credits	Milestones
First Year			
Fall			
	Course on medieval subject		4
LAT 101	First-Year Latin		5
WR 121Z	Composition I		4
	Elective course		4
Credits			17
Winter			
	Course on medieval subject		4

WR 122Z	Composition II	4
or WR 123	or College Composition III	
LAT 102	First-Year Latin	5
Core-education course in social science		4
Credits		17
Spring		
Course on medieval subject		4
LAT 103	First-Year Latin	5
Core-education course in arts and letters		4
Core-education course in social science		4
Credits		17
Second Year		
Fall		
Course on medieval subject		4
LAT 301	Authors: [Topic]	4
Core-education course in social science		4
Core-education course in arts and letters		4
Credits		16
Winter		
Course on medieval subject		4
LAT 302	Vergil: [Topic]	4
Core-education course in science		4
Core-education course in arts and letters		4
Credits		16
Spring		
Course on medieval subject		4
LAT 303	Authors: [Topic]	4
Upper-division elective course		4
Core-education course in science		4
Credits		16
Third Year		
Fall		
Course on medieval subject		4
Upper-division elective course		4
Core-education course in arts and letters		4
Core-education course in science		4
Credits		16
Winter		
Course on medieval subject		4
Upper-division elective course		4
Core-education course in social science		4
Core-education course in science		4
Credits		16
Spring		
Course on medieval subject		4
Core-education course		4
Core-education course that also fulfills cultural literacy requirement		4
Upper-division elective course		4
Credits		16

Fourth Year**Fall**

Course on medieval subject	4
Upper-division elective course	4
Core-education course	4
Credits	12

Winter

Course on medieval subject	4
Upper-division elective course	4
Core-education course that fulfills cultural literacy requirement	4
Credits	12

Spring

Course on medieval subject	4
Upper-division elective course	4
Core-education course	4
Credits	12
Total Credits	183

Medieval Studies Minor

The Medieval Studies minor offers students an extensive curriculum which includes the Christian, Judaic, and Islamic Middle Ages, as well as courses in feudal Japanese culture and East Asian Art and religious traditions. Students gain deeper historical and cultural knowledge that contextualizes modern political and cultural developments and encourages cross-cultural connections. Courses are offered via a variety of departments, from philosophy, literature, and history to art, architecture, and music, grounding students' learning in a variety of disciplinary approaches.

Minor Requirements

Students who want a minor in medieval studies must complete seven medieval courses in at least two departments.

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of mid-C or better.

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.

Code	Title	Credits
Arabic		
ARB 331	Reading Classical Arabic	4
Classics		
CLAS 110	Classical Mythology	4
CLAS 314	Gender and Sexuality in Antiquity	4
Additional Latin and Greek course offerings, depending on topic		
English		
ENG 225	Age of King Arthur	4

ENG 423	The Age of Beowulf	4
ENG 425	Medieval Romance	4
ENG 427	Chaucer	4
ENG 428 & ENG 429 & ENG 430	Old English I and Old English II: [Topic] and Old English III: [Topic]	12
History		
HIST 190	Foundations of East Asian Civilizations	4
HIST 320		4
HIST 321		4
HIST 387	Early China	4
HIST 396	Samurai in Film	4
HIST 414	Ancient Rome: [Topic] (depends on topic)	4
HIST 490	Japan: [Topic] (The Classical Age)	4
HIST 498	Early Japanese Culture and Society: [Topic] (Buddhism and Society in Medieval Japan; Samurai and War; Medieval Japan)	4
History of Art and Architecture		
ARH 205	Medieval Renaissance European Art	4
ARH 425	Medieval Art and Architecture: [Topic]	4
Humanities		
HUM 102	Introduction to the Humanities II	4
HUM 300	Themes in the Humanities ¹	4
Italian		
ITAL 317	Italian Survey of Medieval and Renaissance	4
Japanese		
JPN 305	Introduction to Japanese Literature	4
Judaic Studies		
JDST 212	Medieval and Early Modern Judaism	4
Additional courses in Judaic Studies and Hebrew, depending on topic		
Music		
MUS 267	History of Music 800 to 1600	4
MUS 391	Collegium Musicum	1-3
Philosophy		
PHIL 310	History of Ancient Philosophy	4
Religious Studies		
REL 222 & REL 223	Introduction to the Bible I and Introduction to the Bible II	8
REL 233	Introduction to Islam	4
REL 321 & REL 322	History of Christianity I and History of Christianity II	8
REL 324	History of Eastern Christianity I	4
REL 335	Introduction to the Qur'an	4
REL 355	Mysticism	4
REL 414	Biblical Book: [Topic]	4
REL 432	Islamic Mysticism: [Topic]	4
REL 444	Medieval Japanese Buddhism	4
Scandinavian		
SCAN 259	Vikings through the Icelandic Sagas	4
SCAN 343	Norse Mythology	4
SCAN 344	Medieval Hero and Monster	4

¹ Depending on the topic; may only be taken once for medieval studies major or minor credit.

Philosophy

<http://philosophy.uoregon.edu>

Scott Pratt, Department Head

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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.

Offering both graduate (Ph.D. and M.A.) and undergraduate (B.A., B.S. and minors in Philosophy and in Ethics) degrees, the department is home to ongoing dialogues and inquiries across philosophical perspectives and academic disciplines.

Our graduate program produces first-rate scholars and teachers with a strong foundation in the history of philosophy, a well-rounded preparation in the diverse concerns of contemporary philosophy, and the skills to communicate effectively across different traditions and schools of thought.

Our thriving undergraduate program includes a major and minor in Philosophy as well as a minor in Ethics. Throughout our undergraduate curriculum, we encourage our students to become engaged, reflective citizens and lifelong learners while preparing them for careers in government, law, the non-profit sector, business, or higher education.

Faculty

Ramón Alvarado, assistant professor of philosophy (data ethics, philosophy of computation, philosophy of technology). BA, 2011, University of Texas at El Paso; MA, 2014, University of Texas at El Paso; MA, 2017, University of Kansas; PhD, 2019, University of Kansas. (2019)

Steven Brence, teaching professor (social and political philosophy, philosophy of film, ethics). BS, 1989, MA, 1993, PhD, 2001, Oregon. (2001)

Miguel Gualdrón Ramírez, assistant professor (decolonial philosophy, gender-race constructions, resistance). BA, 2005, MA, 2009, Universidad Nacional de Colombia; PhD, 2019, DePaul. (2023)

Colin Koopman, professor (political philosophy, data politics, pragmatism, genealogy). BA, 1997, Evergreen State College; MA, 1999, Leeds; PhD, 2006, McMaster. (2010)

Bonnie Mann, professor (feminist, Continental). BA, 1983, Portland State; PhD, 2002, State University of New York, Stony Brook. (2003)

Cintia Martinez Velasco, assistant professor (Feminist philosophy, Gender theory, Decolonial philosophy, Latinx philosophy, Critical theory in Latin America). BA, 2010, MA, 2013, PhD, 2019, University of Mexico. (2022)

Erin McKenna, professor (feminist theory, American pragmatism, animal ethics). BA, 1987, Claremont McKenna College; MA, 1990, PhD, 1992, Purdue. (2016)

Nicolae Morar, associate professor (bioethics, philosophy of biology, ecology). BA, 2004, MA, 2005, Université Jean Moulin Lyon 3; PhD, 2011, Purdue. (2015)

Barbara Muraca, associate professor (environmental and social philosophy, process philosophy, feminist philosophy). MA, 1998, Turin; PhD, 2008, Greifswald. (2019)

Jacob P. Neal, assistant professor (History of Philosophy of Science, History of Philosophy of Biology). BA/BS, 2008, Richmond; MA, 2010, Memphis; MS, 2012, Maryland, Baltimore County; PhD, 2021, Pittsburgh. (2023)

Scott L. Pratt, professor of philosophy (American philosophy, history of philosophy, education). BA, 1981, Beloit; PhD, 1995, Minnesota. (1995)

Camisha Russell, associate professor (critical philosophy of race, bioethics, feminist philosophy). BA, 2000, American; MA, 2008, Memphis; PhD, 2013, Penn State. (2017)

Beata Stawarska, professor (phenomenology, Continental, philosophical psychology). BA, 1992, MA, 1994, PhD, 2000, Louvain. (2003)

Alejandro Vallega, professor (Latin American philosophy, Continental philosophy, Ancient philosophy, aesthetics). BA, 1993, Saint John's College; MA, 1996, Boston; PhD, 1999, Vienna. (2010)

Daniela Vallega-Neu, 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)

Emeriti

William E. Davie, associate professor emeritus. BA, 1964, Washington (Seattle); PhD, 1969, California, Irvine. (1968)

Mark Johnson, professor emeritus (cognitive science, metaphor theory, pragmatism). BA, 1971, Kansas; MA, 1972, PhD, 1977, Chicago. (1994)

Naomi Zack, professor (race, feminism, disaster). BA, 1966, New York University; PhD, 1970, Columbia. (2001)

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

Participating

Kristen Bell, Knight Law School

Joyce Cheng, history of art and architecture

Jeffrey S. Librett, German and Scandinavian

Lisa Mazzei, education studies

Jerry L. Rosiek, education studies

Steven Shankman, English

Michael Stern, German and Scandinavian

Mark T. Unno, religious studies

Malcolm Wilson, classics

Undergraduate Programs

Major - Bachelor's Degree

- Philosophy (BA/BS) (p. 146)

Minors

- Ethics (p. 149)
- Philosophy (p. 149)

Graduate Programs

Major - Master's Degree

- Philosophy (MA) (p. 150)

Major - Doctoral Degree

- Philosophy (PhD) (p. 151)

Philosophy (BA/BS)

Philosophy engages fundamental questions concerning 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 facilitates 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.

With over 200 undergraduate majors and minors, the Philosophy major at the University of Oregon is one of the most vibrant in the country. Our program emphasizes the study of ethics, social and political philosophy, American philosophy, continental philosophy, feminist philosophy, philosophy of mind, the philosophy of race, the history of philosophy, and environmental philosophy.

The philosophy department provides a wide range of opportunities for majors outside the classroom. These include public lectures by prominent visiting philosophers as well as an undergraduate philosophy club. The department also routinely hosts regional, national, and international conferences, and all undergraduates are invited and encouraged to participate in these events.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Delineate the history of Western philosophy and differentiate the main schools of thought, key authors, debates, terms, and methods, that emerged in the history of philosophy.
- Demonstrate critical thinking, reading, and writing skills through use of a broad range of research methods, including collaborative projects and scholarly essays that deal with primary and secondary sources in the literature and are written in an academic format.
- Present and assess views that differ from one's own, particularly perspectives relative to gender, race, class, and culture, including non-Western philosophical perspectives, within an inclusive classroom environment.
- Compare, contrast, and critique representative authors from various philosophical traditions and historical periods.
- Engage in philosophical inquiry that examines a broad range of topics such as human nature, the self and the community, political authority, morality, knowledge and reality, the arts, literature, film, the internet.
- Define and explain the various sub-disciplines within the field of philosophy, such as ethics, metaphysics, epistemology, aesthetics, philosophy of language, philosophical psychology, philosophy of law, environmental philosophy, social and political philosophy, and others, such as they are approached in within various philosophical fields of focus: Continental European, American and Latin American, Asian, feminist, critical race theory, and analytic.

Coursework for the major in philosophy must be passed with grades of C- or better or P (pass). No more than 8 credits may be taken pass/no pass.

Philosophy Major Requirements

Code	Title	Credits
PHIL 225	Introduction to Formal Logic	4
Select two of the following:		8
PHIL 310	History of Ancient Philosophy	
PHIL 311	History of Philosophy: Modern	
PHIL 312	History of Philosophy: 19th Century	
In addition to two of the three history of philosophy courses above, select two additional history or traditions courses:		8
PHIL 310	History of Ancient Philosophy	
PHIL 311	History of Philosophy: Modern	
PHIL 312	History of Philosophy: 19th Century	
PHIL 342	Introduction to Latin American Philosophy	
PHIL 415	Continental Philosophy: [Topic]	
PHIL 420	American Philosophy: [Topic]	
Select two of the following:		8
PHIL 421	Ancient Philosophers: [Topic]	
PHIL 433	17th- and 18th-Century Philosophers: [Topic]	
PHIL 453	19th-Century Philosophers: [Topic]	
PHIL 463	20th-Century Philosophers: [Topic]	
Select one of the following:		4
PHIL 110	Human Nature	
PHIL 170	Love and Sex	
PHIL 216	Philosophy and Cultural Diversity	
PHIL 315	Introduction to Feminist Philosophy	
PHIL 342	Introduction to Latin American Philosophy	
PHIL 443	Feminist Philosophy: [Topic]	
PHIL 451	Native American Philosophy	

PHIL 452	Philosophy and Race	
Additional philosophy courses		20
Total Credits		52

Additional Requirements

- At least 40 credits must be upper-division (300- or 400-level)
- At least 20 upper-division credits must be from courses taken at the University of Oregon

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.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Philosophy

Course	Title	Credits	Milestones
First Year			
Fall			
PHIL 101	Philosophical Problems	4	
PHIL 101 or any 100/200 level class			
First term of 1st-year second-language sequence		4	
WR 121Z	Composition I	4	
Core-education course in science		4	
		Credits	16
Winter			
PHIL 102	Ethics	4	

PHIL 102 or any 100/200 level class	
Second term of 1st-year second-language sequence	4
WR 122Z Composition II	4
Core-education course in arts and letters	4

Credits	16

Spring

PHIL 103 Critical Reasoning	4
PHIL 103 or any 100/200 level class	
Third term of 1st-year second-language sequence	4
Core-education course in social science	4
Core-education course in science	4

Credits	16

Second Year**Fall**

PHIL 310 History of Ancient Philosophy	4
First term of 2nd-year second-language sequence	4
Cultural literacy course in US: difference, inequality, agency or global perspective	4
Core-education course in science	4

Credits	16

Winter

PHIL 311 History of Philosophy: Modern	4
Second term of 2nd-year second-language sequence	4
100- or 200-level PHIL course	4
Cultural literacy course in US: difference, inequality, agency or global perspective	4

Credits	16

Spring

PHIL 312 History of Philosophy: 19th Century	4
PHIL 225 Introduction to Formal Logic	4
Third term of 2nd-year second-language sequence	4
Core-education course in arts and letters	4

Credits	16

Third Year**Fall**

PHIL 453 19th-Century Philosophers: [Topic]	4
Core-education course in social science	4
Core-education course in science	4
Elective course	4

Credits	16

Winter

PHIL 463 20th-Century Philosophers: [Topic]	4
300- or 400-level PHIL course	4
Core-education course in arts and letters	4
Core-education course in social science	4

Credits	16

Spring

300- or 400-level PHIL course	4
Core-education course in science	4
Elective course	4

Credits	12

Fourth Year**Fall**

300- or 400-level PHIL course	4
Elective courses	8

Credits	12

Winter

Elective courses	16

Credits	16

Spring

300- or 400-level PHIL course	4
Elective courses	8

Credits	12

Total Credits	180

Bachelor of Science in Philosophy

Course	Title	Credits	Milestones

First Year**Fall**

PHIL 101 Philosophical Problems	4
Mathematics course	4
WR 121Z Composition I	4
Core-education course in science	4

Credits	16

Winter

PHIL 102 Ethics	4
Mathematics course	4
WR 122Z Composition II	4
Core-education course in arts and letters	4

Credits	16

Spring

PHIL 103 Critical Reasoning	4
Mathematics course	4
Core-education course in social science	4
Core-education course in science	4

Credits	16

Second Year**Fall**

PHIL 310 History of Ancient Philosophy	4
Elective course	4
Core-education course in science	4
Cultural literacy course in US: difference, inequality, agency or global perspective	4

Credits	16

Winter

PHIL 311 History of Philosophy: Modern	4
100- or 200-level PHIL course	4
Elective course	4
Cultural literacy course in US: difference, inequality, agency or global perspective	4

Credits	16

Spring

PHIL 312 History of Philosophy: 19th Century	4

Elective course	4
Core-education course in arts and letters	4
Credits	12
Third Year	
Fall	
PHIL 453 19th-Century Philosophers: [Topic]	4
Core-education course in social science	4
Core-education course in science	4
Elective course	4
Credits	16
Winter	
PHIL 463 20th-Century Philosophers: [Topic]	4
300- or 400-level PHIL course	4
Core-education course in arts and letters	4
Core-education course in social science	4
Credits	16
Spring	
300- or 400-level PHIL course	4
Core-education course in science	4
Elective course	4
Credits	12
Fourth Year	
Fall	
300- or 400-level PHIL course	4
Elective courses	12
Credits	16
Winter	
Elective courses	16
Credits	16
Spring	
300- or 400-level PHIL course	4
Elective courses	8
Credits	12
Total Credits	180

Philosophy Minor

Philosophy engages fundamental questions concerning 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. Our program emphasizes the study of ethics, social and political philosophy, American philosophy, continental philosophy, feminist philosophy, philosophy of mind, the philosophy of race, the history of philosophy, and environmental philosophy.

Philosophy Minor Requirements

Code	Title	Credits
Select two of the following:		8
PHIL 310	History of Ancient Philosophy	
PHIL 311	History of Philosophy: Modern	
PHIL 312	History of Philosophy: 19th Century	
PHIL 342	Introduction to Latin American Philosophy	

PHIL 415	Continental Philosophy: [Topic]	
PHIL 420	American Philosophy: [Topic]	
Course on the work of a specific philosopher		4
PHIL 421	Ancient Philosophers: [Topic]	
PHIL 433	17th- and 18th-Century Philosophers: [Topic]	
PHIL 453	19th-Century Philosophers: [Topic]	
PHIL 463	20th-Century Philosophers: [Topic]	
Upper-division philosophy course		4
Two additional philosophy courses		8
Total Credits		24

Courses must be passed with grades of C– or better or P (pass). No more than 8 credits may be taken pass/no pass.

Ethics Minor

Erin McKenna, Director

237 Susan Campbell Hall
1295 University of Oregon
Eugene, OR 97403-1295
541-346-5547
Fax: 541-346-5544
ethicsminor@uoregon.edu

The minor in ethics gives students tools for critically reflecting on moral questions. Students choose ethics-related courses from the Department of Philosophy, in topics such as medical ethics, internet ethics, and moral theory. Students who complete the minor in ethics will have skills in critical thinking and social engagement and be prepared to take on the major moral challenges of the 21st century.

Ethics Minor Requirements

Code	Title	Credits
PHIL 102	Ethics	4
or PHIL 323	Moral Theory	
Five ethics-related courses chosen from the following (or from additional rotating topics courses):		20
PHIL 102	Ethics	
PHIL 120	Ethics of Enterprise and Exchange	
PHIL 123	Internet, Society, and Philosophy	
PHIL 130	Philosophy and Popular Culture	
PHIL 135	Ethics in the Life Sciences	
PHIL 170	Love and Sex	
PHIL 216	Philosophy and Cultural Diversity	
PHIL 219	Sports Ethics	
PHIL 220	Food Ethics	
PHIL 223	Data Ethics	
PHIL 307	Social and Political Philosophy I	
PHIL 308	Social and Political Philosophy: [Topic]	
PHIL 309	Global Justice	
PHIL 315	Introduction to Feminist Philosophy	
PHIL 320	Philosophy of Religion	
PHIL 323	Moral Theory	
PHIL 335	Medical Ethics	

PHIL 340	Environmental Philosophy
PHIL 341	African Philosophy
PHIL 342	Introduction to Latin American Philosophy
PHIL 343	Critical Theory
PHIL 344	Introduction to Philosophy of Law
PHIL 423	Technology Ethics: [Topic]
PHIL 443	Feminist Philosophy: [Topic]
PHIL 451	Native American Philosophy
PHIL 452	Philosophy and Race
BA 325	Business Law and Ethics ¹
ENG 491	Rhetoric and Ethics ¹
ENVS 345	Environmental Ethics
ENVS 435	Environmental Justice ¹
ES 101	Introduction to Ethnic Studies ¹
JCOM 303	Media Ethics ¹
PS 106	Power, Politics, and Inequality ¹
PSY 202Z	Introduction to Psychology II ¹
SOC 207	Social Inequality ¹
WGS 101	Introduction to Women's and Gender Studies ¹
Any other PHIL course focusing primarily on topics in ethics (contingent upon review by and approval from instructor of record as well as Ethics Minor Director)	
Total Credits	

24

¹ One UO course from outside the Department of Philosophy (except ENVS 345) is allowed.

Courses must be passed with grades of C– or better or P (pass). No more than 8 credits may be taken pass/no pass.

Twelve credits must be taken at the upper-division level, 4 credits of which must be at the 400 level.

A minimum of 12 upper-division credits must be taken in residence at the University of Oregon.

Students minoring in ethics and also pursuing either a minor in philosophy or a major in philosophy may have a maximum two-course overlap between their ethics minor courses and their philosophy major/minor courses.

Philosophy (MA)

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, feminist philosophy, Latin American philosophy, philosophy of race, philosophical psychology, and environmental philosophy.

Our program is known for its pluralism, close mentoring relationships between graduate students and faculty, a faculty committed to teaching excellence as well as research, supportive rather than competitive

relationships among graduate students, and professionally active and successful graduate students.

The department and faculty have particular strengths in a range of traditions and fields of focus. The program requires students to develop a broad knowledge of the history of philosophy, major fields, and various approaches and methods. We also welcome interdisciplinary approaches. Students are expected to concentrate in a specific area at the advanced level.

Each student designs a program in consultation with a faculty adviser. Two or more years are typically required to complete the master's degree and five years for the doctorate.

Program's Admission Requirements

Please visit the program's website (https://philosophy.uoregon.edu/graduate/how_to_apply/).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Represent the pluralistic orientation of philosophy including the four major traditions of inquiry: Continental European, American, Feminist, and Analytic.
- Delineate the history of Western philosophy, including the main eras: Ancient, Modern, 19th C., 20th and 21st C.
- Develop expertise in any combination of the sub-disciplines within the field of philosophy, such as ethics, data ethics, bioethics, metaphysics, epistemology, aesthetics, philosophy of language, philosophy of race, decolonial philosophy, social and political philosophy, critical theory, philosophical psychology, environmental philosophy, philosophy of race and others.
- Students must explore emerging and engaged areas of philosophical work.
- Develop proficiency in a second language relevant to their area of research.
- Develop proficiency in logic.
- Specialize in specific philosophical areas at an advanced research level by researching relevant primary and secondary literature, designing, and writing a doctoral dissertation or a master's thesis.

Philosophy Major Requirements

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.

- History Requirements (3 courses)
- Traditions Requirements (4 courses)
- Emerging and Engaged Philosophies Requirements (3 courses)

Coursework Track

Code	Title	Credits
History Requirements *		
One course from each of the following:		12
	Course from ancient period (e.g., PHIL 521)	
	Course from modern (16th-18th centuries) period (e.g., PHIL 533) *	
	Course from 19th century (e.g., PHIL 553)	
Traditions Requirements		
One course about continental philosophical traditions ¹		4
One course about analytic philosophic traditions ¹		4
One course about American philosophical traditions ¹		4
One course about feminist philosophical traditions ¹		4
Emerging and Engaged Philosophies *		
Two courses in Emerging Philosophies		8
PHIL 551	Native American Philosophy	
PHIL 643	Feminist Philosophy: [Topic]	
PHIL 657	Philosophy and Race: Contemporary Issues	
One course in Engaged Philosophies		4
PHIL 623	Data Ethics	
PHIL 645	Environmental Philosophy: [Topic]	
Electives		8
Total Credits		48

¹ Usually satisfied by taking the Advanced Introduction in each area (571, 572, 573, 574).

* May be filled by topics courses.

Note on criteria for multiple fulfillment:

Graduate courses may be listed as counting toward the simultaneous fulfillment of multiple categories of distribution simultaneously, though this is possible for only some of the categories. A course may count toward one Historical Period while also fulfilling a Philosophical Tradition or a course in Emerging and Engaged Philosophies. Courses may count toward either a Philosophical Tradition or the Emerging and Engaged requirement, but no course may count toward both of these requirements at once. For example, a course in nineteenth-century feminist philosophy can count toward either the requirement in the Feminist Tradition or in Emerging and Engaged Philosophies (but not both) and at the same time fulfill a requirement for Historical Periods. When a course is listed so as to provide an option for fulfillment of either the Traditions or Emergent & Engaged requirements, students must choose which requirement the course is to fulfill.

Thesis Track

Code	Title	Credits
PHIL 503	Thesis	9
Additional graduate-level philosophy courses ¹		36
Total Credits		45

¹ The Thesis track must still follow the Distribution Requirements above.

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 Division of Graduate Studies as satisfying its requirements for thesis preparation.

Philosophy (PhD)

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, feminist philosophy, Latin American philosophy, philosophy of race, philosophical psychology, and environmental philosophy.

Our program is known for its pluralism, close mentoring relationships between graduate students and faculty, a faculty committed to teaching excellence as well as research, supportive rather than competitive relationships among graduate students, and professionally active and successful graduate students.

The department and faculty have particular strengths in a range of traditions and fields of focus. The program requires students to develop a broad knowledge of the history of philosophy, major fields, and various approaches and methods. We also welcome interdisciplinary approaches. Students are expected to concentrate in a specific area at the advanced level.

Each student designs a program in consultation with a faculty adviser. Two or more years are typically required to complete the master's degree and five years for the doctorate.

Program's Admission Requirements

Please visit the program's website (https://philosophy.uoregon.edu/graduate/how_to_apply/).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Represent the pluralistic orientation of philosophy including the four major traditions of inquiry: Continental European, American, Feminist, and Analytic.
- Delineate the history of Western philosophy, including the main eras: Ancient, Modern, 19th C., 20th and 21st C.
- Develop expertise in any combination of the sub-disciplines within the field of philosophy, such as ethics, data ethics, bioethics, metaphysics, epistemology, aesthetics, philosophy of language, philosophy of race, decolonial philosophy, social and political philosophy, critical theory, philosophical psychology, environmental philosophy, and others.

- Students must explore emerging and engaged areas of philosophical work.
- Develop proficiency in a second language relevant to their area of research.
- Develop proficiency in logic.
- Deepen the knowledge of main topics in the history of philosophy by producing an independent research paper (PhD students).
- Specialize in specific philosophical areas at an advanced research level by researching relevant primary and secondary literature, designing, and writing a doctoral dissertation or a master's thesis.

Philosophy Major Requirements

Students must complete at least 81 graduate credits, of which at least 18 must be dissertation research credits. As part of the requirements for completing the PhD, students must also take at least *twelve* 4-credit graduate courses within the department of philosophy. Students must complete the course distribution requirements, demonstrate proficiency in a second language and pass two comprehensive examinations, which in our program are extensive research projects — one in the history of philosophy (the 'history paper') and one in the student's intended area of research specialization (the literature review). Most students finish their doctoral degrees within five to six years. The Division of Graduate Studies 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

- History Requirements (3 courses)
- Traditions Requirements (4 courses)
- Emerging and Engaged Philosophies Requirements (3 courses total)
- Logic Requirement (1 course)
- In the first year of employment as a GE, graduate students must also complete a total of 3 credits by enrolling in a one-credit professionalization pro-seminar on teaching for all three terms of the regular academic year.

Code	Title	Credits
History Requirements *		12
One course from each of the following:		
	Course from ancient period (e.g., PHIL 521)	
	Course from modern (16th-18th centuries) period (e.g., PHIL 533)	
	Course from 19th century (e.g., PHIL 553)	
Traditions Requirements		
One courses about continental philosophical traditions ¹		4
One courses about analytic philosophic traditions ¹		4
One courses about American philosophical traditions ¹		4
One courses about feminist philosophical traditions ¹		4
Engaged and Emerging Philosophy *		
Two courses in Emerging Philosophies		8
PHIL 551	Native American Philosophy	
PHIL 643	Feminist Philosophy: [Topic]	
PHIL 657	Philosophy and Race: Contemporary Issues	
One course in Engaged Philosophies		4
PHIL 623	Data Ethics	

PHIL 645	Environmental Philosophy: [Topic]	
Logic		
One course in advanced symbolic logic (PHIL 526)		4
Teaching Seminar		
Three one-credit teaching seminars		3
Dissertation		
PHIL 603	Dissertation	18
Electives		16
Total Credits		81

¹ The traditions requirement is usually fulfilled by completing the Advanced Introductory course in the area (571, 572, 573, 574).
* May be filled by topics courses.

Note on criteria for multiple fulfillment:

Graduate courses may be listed as counting toward the simultaneous fulfillment of multiple categories of distribution simultaneously, though this is possible for only *some* of the categories. A course may count toward one Historical Period while also fulfilling a Philosophical Tradition or a course in Emerging and Engaged Philosophies. Courses may count toward *either* a Philosophical Tradition *or* the Emerging and Engaged requirement, but no course may count toward both of these requirements at once. For example, a course in nineteenth-century feminist philosophy can count toward either the requirement in the Feminist Tradition or in Emerging and Engaged Philosophies (but not both) and at the same time fulfill a requirement for Historical Periods. When a course is listed so as to provide an option for fulfillment of either the Traditions or Emergent & Engaged requirements, students must choose which requirement the course is to fulfill.

Additional Requirements

The comprehensive examinations are passed by completing two substantial research papers under the supervision of faculty members. Students are advanced to candidacy upon completion of the comprehensives. A dissertation prospectus must be accepted by the candidate's committee after a preliminary oral examination. The written dissertation must receive the approval of the dissertation committee after a final oral examination.

Religious Studies

<http://religion.uoregon.edu>
Mark Unno, Department Head

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religion@uoregon.edu

The Department of Religious Studies offers courses about the teachings and practices of the world's religions from an academic perspective. Courses focus on the history of religions including their origins, sacred texts, rituals and practices, beliefs, and subgroups. These 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.

From antiquity to the present, religion has provided a vocabulary for individuals to confront ultimate questions about the meaning of life. At the societal level, religion drives the formation of community and conflict. The rise of militant Buddhism in Myanmar, the role of Evangelicals in US politics, and the struggle for legitimacy among contemporary Muslims are only a few contemporary examples of the relevance of religious studies. Understanding the role of religion is critical for analyzing socio-political forces shaping the world today.

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.

Faculty

Frederick Colby, associate professor (Islam). BA, 1991, Haverford College; MA, 1995, Chicago; PhD, 2002, Duke. (2008)

Hanan Elsherif, associate teaching professor (Arabic). BA, 1993, MA, 2002, PhD, 2009, Minia. (2011)

Deborah A. Green, associate professor (history and literature of Judaism, biblical studies). BA 1984, Brandeis University; MA 1997, University of Chicago; PhD 2003, University of Chicago. (2003)

Luke Habberstad, assistant professor. BA, 2003, Yale; MA, 2007, PhD, 2014, California, Berkeley. (2014)

David Hollenberg, associate professor (Arabic). BA, 1990, Wesleyan; MA, 1996, California, Santa Barbara; PhD, 2006, Pennsylvania. (2010)

Jeffrey Schroeder, assistant professor (religion and modern Asia). BA, 2005, MA, 2009, Reed; MA, 2009, Duke; PhD, 2015, Duke. (2017)

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, 1987, Oberlin; MA, 1991, PhD, 1994, Stanford. (2000)

Lily Vuong, assistant professor (Biblical Studies). BA, 2001, University of Toronto; MA, 2003 Wilfred Laurier University; PhD, 2010, McMaster University (2024)

Emeriti

Judith R. Baskin, professor emerita. BA, 1971, Antioch; PhD, 1976, Yale. (2000)

Hee-Jin Kim, professor emeritus. BA, 1957, MA, 1958, California, Berkeley; PhD, 1966, Claremont. (1973)

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

Akiko Walley, history of art and architecture

Anita M. Weiss, international studies

Daniel N. Wojcik, English

Undergraduate Programs

Major - Bachelor's Degree

- Religious Studies (BA/BS) (p. 153)

Minors

- Arabic Studies (p. 156)
- Religious Studies (p. 156)

Religious Studies (BA/BS)

From antiquity to the present, religion has provided a vocabulary for individuals to confront ultimate questions about the meaning of life. Understanding the role of religion is critical for analyzing socio-political forces shaping the world. A major in religious studies provides training for any humanitarian profession. Recent graduates have gone on to study law, medicine, and journalism; work in social service organizations; and pursue graduate study in a variety of disciplines. The skills students hone as majors—critical reading, analytical thinking, and writing—along with knowledge of global religious traditions, serves them well in whatever career path they choose.

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 religious studies department offers courses that reflect the research expertise of the faculty. Students can enroll in classes ranging from "Early Judaism," to "The Dark Self: East and West," and "War, Terrorism, and Religion." Many religious studies seminars are small, limited to fifteen students, allowing for deep exploration of the material and low student to professor ratios. For a full list of regular course offerings, follow the "courses" link on the right.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Identify, describe, and explain a wide diversity of religious phenomena in their historical, social, political, and cultural contexts.
- Discuss diverse religious phenomena with others in a well-informed, critical, and respectful manner.
- Read and critically evaluate current scholarly literature on method and theory in the academic study of religion.
- Read and critically analyze primary and secondary sources from and about diverse religious traditions, applying appropriate theoretical and methodological tools in the academic study of religion.
- In speech and writing, make an effective and valid argument about religion: one that successfully establishes a premise and supports the premise with appropriate and persuasive evidence.

Courses used to satisfy major requirements must be taken for letter grades and passed with a mid-C or better.

Religious Studies Major Requirements

Code	Title	Credits
REL 101–102	World Religions	8
Electives in religious studies or additional courses		8
Upper-division religious studies courses (Must include REL 411)		16
Upper-division religious studies courses and/or upper-division additional courses		12
Total Credits		44

Additional Courses

Code	Title	Credits
Folklore		
FLR 350	Folklore and the Bible	
FLR 411	Folklore and Religion	
History		
HIST 320		
HIST 321		
HIST 441	16th-Century European Reformations	
HIST 498	Early Japanese Culture and Society: [Topic]	
History of Art and Architecture		
ARH 321	Ancient Jewish Art	
ARH 387	Chinese Buddhist Art	
Global Studies		
GLBL 423		
Judaic Studies		
JDST 212	Medieval and Early Modern Judaism	
JDST 213	The Jewish Encounter with Modernity	
Philosophy		
PHIL 320	Philosophy of Religion	

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: [Topic] (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.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Religious Studies

Course	Title	Credits	Milestones
First Year			
Fall			
REL 101	World Religions: Asian Traditions	4	
WR 121Z	Composition I	4	
First term of 1st-year second-language sequence		5	
Elective course		4	
		Credits	17
Winter			
REL 102	World Religions: Near Eastern Traditions	4	
WR 122Z	Composition II	4	
or WR 123 or College Composition III			
Second term of 1st-year second-language sequence		5	
Core-education course that also satisfies a cultural literacy requirement		4	
		Credits	17
Spring			
Third term of 1st-year second-language sequence		5	
Core-education course in arts and letters		4	
Core-education course in science		4	
Lower-division elective for major		4	
		Credits	17
Second Year			
Fall			
First term of 2nd-year second-language sequence		4	
Core-education course in arts and letters		4	
Core-education course in social science		4	
Core-education course that also satisfies a cultural literacy requirement		4	
		Credits	16
Winter			
Second term of 2nd-year second-language sequence		4	
Core-education course in arts and letters		4	
Core-education course in social science		4	
Core-education course in science		4	
		Credits	16
Spring			
Third term of 2nd-year second-language sequence		4	
Core-education course in arts and letters		4	
Core-education course in social science		4	
Core-education course in science		4	
		Credits	16
Third Year			
Fall			
Upper-division course with REL subject code		4	

Upper-division elective course	4
Core-education course in science	4
Core-education course	4
Credits	16

Winter

Upper-division course with REL subject code	4
Upper-division elective course	4
Core-education course in social science	4
Elective course	4
Credits	16

Spring

Upper-division course with REL subject code	4
Upper-division elective course	4
Elective courses	8
Credits	16

Fourth Year**Fall**

Upper-division course with REL subject code	4
Elective courses	8
Credits	12

Winter

Upper-division course with REL subject code	4
Elective courses	8
Credits	12

Spring

Elective courses	12
Credits	12
Total Credits	183

Bachelor of Science in Religious Studies

Course	Title	Credits	Milestones
First Year			
Fall			
REL 101	World Religions: Asian Traditions	4	
WR 121Z	Composition I	4	
MATH 105Z or MATH 111Z	Math in Society or Precalculus I: Functions	4	
Elective course		4	
Credits		16	
Winter			
REL 102	World Religions: Near Eastern Traditions	4	
MATH 106 or MATH 112Z	University Mathematics II or Precalculus II: Trigonometry	4	
WR 122Z or WR 123	Composition II or College Composition III	4	
Core-education course that also satisfies a cultural literacy requirement		4	
Credits		16	

Spring

MATH 107 or MATH 112Z	University Mathematics III or Precalculus II: Trigonometry	4
Lower-division elective for major		4
Core-education course in arts and letters		4
Core-education course in science		4
Credits		16

Second Year**Fall**

Core-education course in arts and letters	4
Core-education course in social science	4
Core-education course in science	4
Core-education course that also satisfies a cultural literacy requirement	4
Credits	16

Winter

Core-education course in arts and letters	4
Core-education course in social science	4
Core-education course in science	4
Elective course	4
Credits	16

Spring

Core-education course in arts and letters	4
Core-education course in social science	4
Core-education course in science	4
Elective course	4
Credits	16

Third Year**Fall**

Lower-division elective course with REL subject code	4
Upper-division elective course	4
Core-education course in social science	4
Elective course	4
Credits	16

Winter

Upper-division course with REL subject code	4
Upper-division elective course	4
Elective courses	8
Credits	16

Spring

Upper-division course with REL subject code	4
Upper-division elective course	4
Elective courses	8
Credits	16

Fourth Year**Fall**

Upper-division course with REL subject code (Must take REL 101 by this term)	4
Elective courses (Must begin year of mathematics by this term)	8
Credits	12

Winter	
Elective courses	12
Credits	12
Spring	
Elective courses	12
Credits	12
Total Credits	180

Religious Studies Minor

From antiquity to the present, religion has provided a vocabulary for individuals to confront ultimate questions about the meaning of life. Understanding the role of religion is critical for analyzing socio-political forces shaping the world today. The Religious Studies Department at the University of Oregon offers courses that reflect the research expertise of the faculty. Most seminars are small, allowing for deep exploration of the material. The critical reading, analytical thinking, and writing skills students hone as a Religious Studies minor, along with knowledge of global religious traditions, will serve them well in whatever career path they choose.

Courses used to satisfy minor requirements must be taken for letter grades and passed with a mid-C or better.

Religious Studies Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of mid-C or better.

Code	Title	Credits
REL 101	World Religions: Asian Traditions	4
REL 102	World Religions: Near Eastern Traditions	4
Religious studies courses		4
Upper-division religious studies courses		12
Total Credits		24

Arabic Studies Minor

<https://arabic.uoregon.edu>

David Hollenberg, Director of Arabic Studies

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541-346-8096
religion@uoregon.edu

The minor in Arabic Studies facilitates proficiency in the Arabic language, familiarizes students with the cultures of the Arabic-speaking world, provides facility with the Arabic textual tradition, and affords a foundation for professional and graduate work using the Arabic language. Coursework trains students to read, interpret, and contextualize "texts," broadly construed as written, oral, and audio-visual. This is accomplished through mastering the Arabic language, increasing knowledge of Arab cultural themes, and engaging apposite scholarly literature necessary to understand Arabic texts in an informed, relevant way.

Courses used to satisfy minor requirements must be taken for letter grades and passed with a mid-C or better.

Arabic Studies Minor Requirements

Code	Title	Credits
Category I: Third-Year Arabic		
ARB 301–303	Language and Culture	12
Category II: Advanced Arabic		
ARB 331	Reading Classical Arabic	4
An additional course, approved by an advisor		4
Category III: Arabic Culture and Society		
An elective from the following list (or any course with substantial content in Arabic, Middle Eastern, or Islamic studies):		4
ARB 199	Special Studies: [Topic]	
COLT 370	Comparative Comics	
GEOG 209	Geography of the Middle East and North Africa	
REL 102	World Religions: Near Eastern Traditions	
REL 233	Introduction to Islam	
REL 324–325	History of Eastern Christianity	
REL 335	Introduction to the Qur'an	
REL 432	Islamic Mysticism: [Topic]	
Total Credits		24

Modified Requirements for Students with Prior Literacy in Arabic

Students who already have skills that satisfy the equivalent of the ARB 301–303 third-year sequence—whether from native proficiency, study abroad, or courses from another university—may choose to test out of one or more of these courses by passing a proficiency examination, administered by the UO Testing Center, designed to demonstrate basic literacy in Arabic. If students wish to transfer their third-year Arabic courses from other universities or from overseas study, they may do so contingent on the successful completion of an examination at the appropriate level, to ensure proper placement.

Students who pass the proficiency exam must still complete 24 credits for the minor in Arabic studies, including at least 12 from among Category II courses and up to 12 from among Category III electives.

Romance Languages

<http://rl.uoregon.edu>

David Wacks, Department Head

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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 and Francophone Studies, Italian, Spanish, or Romance languages; the master of arts (MA) is also available in these areas. The doctor of philosophy (PhD), is awarded in either Spanish or Romance languages (RL). The RL PhD 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 that require strong analytical and communication skills.

Preparation

The department recommends the following preparation for study leading to a major in any of the Romance languages:

- As much work as possible in the student's major language. Knowledge of a second Romance language is helpful but not required
- Knowledge of the history, geography, and politics of the areas where the student's major language is spoken
- Communication skills, speech, and essay writing that help the student convey ideas logically. In literature and film courses, papers or essay examinations are generally required
- Experience in literary and cultural studies and linguistics

Careers

Students who graduate with a bachelor of arts degree in Romance languages typically 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, cinema 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 Beall Graduate Dissertation Scholarship is awarded to doctoral students to support dissertation writing
- The Françoise Calin scholarship is awarded every year to a French major or minor
- The Giustina Family Italian Fund provides a one-time scholarship to Italian major/minors and RL majors with a 3.0 GPA or higher.
- The Leona M. Kail Scholarship supports studies in the Department of Romance Languages (Offered on alternate years.)
- Wayne Andre Gottshall Fund supports undergraduate students in studies in the Department of Romance Languages
- 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
- Dr. Carl L. Johnson Scholarship supports studies in the Department of Romance Languages with preference to French majors.

- The Helen Fe Jones Spanish Student Fellowship supports study abroad in a Spanish-speaking country
- 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
- Nicolette B. Weicker Memorial Scholarship is awarded with preference to students specializing in French or Italian.
- The James T. and Mary Alice Wetzel Graduate Scholarship is awarded every year to an outstanding graduate student in the Department of Romance Languages

More information may be obtained from the department office in early January or on the department website, Scholarships (RL) | RL: Romance Languages Major (uoregon.edu) (<https://romance.uoregon.edu/undergraduates/scholarships-rl/>)

Study Abroad

One of the best ways to learn a language and its culture is the experience of immersion in it. The Department of Romance Languages strongly encourages students to participate in one of the numerous study-abroad programs that the UO offers. Visit the GEO website for more information. Home | Global Education Oregon (uoregon.edu) (<https://geo.uoregon.edu/>)

The department sponsors programs for the study of French, Italian, Portuguese, and Spanish languages and cultures. Students live, study, and travel in Europe, Africa, and the Americas, in countries such as Argentina, Bolivia, Brazil, Ecuador, France, Italy, Mexico, Morocco, Peru, Senegal, and Spain. Cosponsoring programs include IE₃ Global, the Council on International Educational Exchange, the School for International Training, and the National Student Exchange.

To ensure success in goals of language and cultural study, majors and minors in the department need to identify the program that best fits their academic requirements, financial situation, and personal interests. The list of programs posted on the department website is recommended based on their outstanding academic, linguistic, and cultural opportunities and strong on-site support.

Before traveling abroad, students should consult their assigned major or minor advisor about the selection of a program and the courses to be taken within that program.

Tips for Selecting a Study-Abroad Program

- Choose a program that offers a maximum of immersion (e.g., living with host families or local students, course work entirely in the target language, direct university enrollment opportunities)
- Longer programs offer you more opportunity to acclimate to the language, to be more fully immersed in the local culture, and to form meaningful relationships with people from the host country
- Courses in which the readings and lectures are in English **do not** count toward majors or minors in the Department of Romance Languages or the UO bachelor of arts second-language requirement
- Students in all UO overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. Advisors can help students determine course equivalencies to maximize the credits applied to requirements for the degree

- The department offers scholarships to help students with travel expenses for language learning and research projects. For more information, visit the scholarships page (<http://rl.uoregon.edu/scholarships/>).

For additional information and to obtain applications for specific programs, contact the Office of International Affairs at (541) 346-3206. For questions on applying study-abroad credit to majors or minors, students should visit their assigned departmental advisor.

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 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 elementary and high schools (*écoles 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 29 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.

Faculty

Maria Licia Aldana Rogers, instructor I (Spanish). BA

Rafael Arias, teaching professor (Spanish). BA, 2009, MA, 2011, Oregon (2011)

Grecia Chirinos, assistant teaching professor (Spanish) BA 2010, Pontificia Universidad Católica del Perú; MA 2017, Middlebury College (2023)

Amy Costales, teaching professor (Spanish). BA, 1993, State University of New York, Cortland; MA, 2009, Oregon. (2007)

Liliana Darwin Lopez, teaching professor (Spanish). BA, 2001, MA, 2007, Oregon. (2007)

Robert L. Davis, professor (methodology and pedagogy, Spanish and Romance linguistics). BA, 1983, Southern Mississippi; MA, 1987, PhD, 1991, North Carolina, Chapel Hill. (1991)

Lauretta De Renzo-Huter, teaching professor (Italian); supervisor and coordinator, first-year Italian programs. Laurea in Lingue e Letterature Starniere Moderne, 1988, Torino; MA, 1992, PhD, 2001, Oregon. (2019)

Juanita Devereaux, teaching professor (Spanish). BA, 1999, MA, 2001, Oregon. (2001)

Connie Dickey, associate teaching professor (French); supervisor-coordinator, first-year French program. BA, 1979, Portland; MA, 1981, Seattle; PhD, 1991, California, Berkeley. (2014)

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. (2000)

Paula Ellister, teaching professor (Spanish); supervisor and 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); director of undergraduate studies. BA, 1998, Universidad de Puerto Rico; MA, 2002, PhD, 2005, Yale. (2005)

Pedro García-Caro, associate 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)

Diana Garvin, assistant professor (Mediterranean studies). AB, 2006, Harvard; PhD, 2016, Cornell. (2019)

Amalia Gladhart, professor (20th-century Latin American literature, theater, feminist studies). BA, 1989, Michigan State; PhD, 1995, Cornell. (1995)

Devin Grammon, assistant professor (Spanish socio-linguistics). BA, 2010; University of Northern Colorado; MA, 2012, University of Colorado, Boulder; PhD 2018, The Ohio State University, Columbus (2018)

Paulo Henriquez, instructor (Spanish); licenciado en castellano, 2000, Universidad Austral de Chile; MA, 2005, PhD, 2012, Oregon. (2012)

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)

Jon Jaramillo, assistant teaching professor (Spanish) BA, 2013, MA 2015, Ph.D. 2023 Oregon (2023)

Harinder Kaur Khalsa, associate teaching professor (Italian). BA, 1991, Istanbul; MA, 1996 and 1998, Oregon. (1999)

Kelley León Howarth, teaching professor (Spanish). BA, 1995, Wisconsin, Eau Claire; MA, 2002, Oregon. (2002)

Sergio Loza, Assistant professor (Spanish heritage language education, Spanish socio-linguistics) BA, 2013, Arizona State University; PhD, 2019, Arizona State University. (2019)

Leah Middlebrook, associate professor (early modern Spanish and French literature and culture, lyric poetry, comparative literature). See **Comparative Literature**.

Lanie Millar, associate professor (20th- and 21st-century Caribbean and Latin American literature, Luso-African literature, global south studies). BA, 2002, Baylor; MA, 2003, Middlebury College; PhD, 2011, Texas, Austin. (2013)

Fabienne Moore, associate professor (French Enlightenment, prose poetry, contemporary France). License, 1987, Toulouse–Le Mirail; PhD, 2001, New York University. (2000)

Heather Quarles, teaching professor (Spanish). BA, 2000, MA, 2003, Oregon. (2001)

Sergio Rigoletto, associate professor (European cinema, popular culture, gender studies). Laurea, 2002, Catania; MA, 2004, Birkbeck, London; PhD, 2010, Reading. (2012)

Andrew Rothgery, teaching professor (Spanish); head undergraduate advisor. BA 1991, MA, 1994, Oregon. (1994)

Mariana Sabino Salazar, assistant teaching professor (Spanish) BS 2007 Universidad Iberoamericana; MA 2014 Benemérita Universidad Autónoma de Puebla; MA 2017, Ph.D. 2023, University of Texas at Austin (2023)

Maria Benedita Santos, associate teaching professor (Portuguese). BA, 1974, Federal University of Maranhão; MA, 2007, Oregon. (2012)

Jésus Sepúlveda, associate teaching professor (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, teaching professor (Italian); supervisor and coordinator, second-year Italian. Laurea, 1995, Bologna; MA, 2006, Ca' Foscari, Venice. (2005)

David Wacks, professor (medieval Iberian literature and culture, Sephardic studies). BA, 1991, Columbia; MA, 1997, Boston College; PhD, 2003, California, Berkeley. (2003)

Nathan Whalen, teaching professor (Spanish). BA, 1999, MA, 2001, Oregon. (2001)

Latifa Zoulagh, assistant teaching professor (French) BA, 1997, DESA, 1999 University of Sidi Mohammed Ben Abdallah; MA 2009, North Carolina State University; Ph.D. 2014 University of Oklahoma 2014 (2023)

Alex Zunterstein, teaching professor (Spanish); assistant department head; Spanish heritage language undergrad program coordinator. BA, 2000, MA, 2002, Oregon. (2002)

Emeriti

Alexandre Albert-Galtier, associate professor emeritus. Licence, 1981, DEA, 1983, PhD, 1988, Lyon II. (1994)

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)

Nadia Ceccacci, senior instructor emerita (Italian). Corso di laurea in Lingue e Letterature Straniere, 1981, Università degli Studi di Perugia; MA, 1986, Oregon. (1989)

Richard H. Desroches, associate professor emeritus. BA, 1947, Clark; PhD, 1962, Yale. (1957)

Juan A. Epple, professor emeritus. Licenciante, 1971, Chile; MA, 1977, PhD, 1980, Harvard. (1980)

Leonardo García-Pabón, professor emeritus (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)

Sylvia Giustina, senior instructor emerita. BA, 1956, Marylhurst; MA, 1966, Oregon. (1968)

Evlyn Gould, professor emerita. BA, 1975, California, Irvine; MA, 1977, PhD, 1983, California, Berkeley. (1983)

Mónica Lara, senior instructor emerita (Spanish). BA, 1982, MA, 1992, Oregon. (1992) Massimo Lollini, professor emeritus. Laurea, 1978, Bologna; PhD, 1992, Yale. (1992)

Elisabeth A. Marlow, associate professor emerita. Diplôme, 1953, Hautes Études Commerciales, Paris; MA, 1958, PhD, 1966, Oregon. (1958)

Karen McPherson, professor emerita. BA, 1970, Oregon; MA, 1983, PhD, 1987, Yale. (1998)

Rosario Murcia, senior instructor emerita (Spanish); supervisor-coordinator, second-year Spanish program. BA, 1984, Alicante; MA, 1988, Oregon. (1988) Barbara D. May, associate professor emerita. BA, 1972, MA, 1973, PhD, 1975, Utah. (1976)

Amanda W. Powell, senior lecturer emerita. BA, 1977, Yale; MA, 1983, Boston University. (1991)

F. Regina Psaki, professor emerita. BA, 1980, Dickinson; MA, 1986, PhD, 1989, Cornell. (1989)

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)

Gloria Zabala, senior instructor emerita (Spanish). BA, 1983, MA, 1989, Oregon. (1989)

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

Undergraduate Programs

Majors - Bachelor's Degree

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- Italian Studies (BA) (p. 162)
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Minors

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Graduate Programs

Majors - Master's Degree

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- Italian (MA) (p. 171)
- Romance Languages (MA) (p. 173)
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Majors - Doctoral Degree

- Romance Languages (PhD) (p. 179)
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Specialization

- Translation Studies (p. 185)

French and Francophone Studies (BA)

In the eighth century, the emperor Charlemagne, “the father of Europe,” declared that, “to speak another language is to possess a second soul.” There’s something wonderful about studying another language, being able to think and express yourself in a new way. Using that skill to communicate with people whose culture and life experiences are very different from your own can be very exciting.

More than 250 million people in more than 50 countries speak French. It is an official language in 29 countries and maintains its status as a major language of culture, diplomacy, and economics. The Organisation Internationale de la Francophonie (<https://www.francophonie.org/>), established in 1970 and usually referred to as “La Francophonie,” includes 57 member states on four continents. French is a passport to much of the world!

You may want to study French language and culture to get in touch with your family’s history or to learn about the rich cultural legacies of France in Europe and across the globe. Perhaps you’re looking forward to traveling through some of the countries and regions of Europe, Africa, North America, or Asia, where French is spoken and you want to build your language skills. Or, maybe you’re interested in a diplomatic or global business career that involves multinational companies. Whatever the basis of your interest, a major in French in the University of Oregon’s Department of Romance Languages will help you to expand your knowledge and horizons.

The Department of Romance Languages is a diverse multicultural and multilingual unit with a first-rate faculty from around the world. As a major or minor, you will gain an extensive knowledge of languages and cultures and will have invaluable opportunities for intellectual growth. You’ll also be able to engage in a wide variety of extracurricular activities, including lectures and film festivals, language conversation groups, study abroad programs, and internships.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Language proficiency: French majors should reach at least a level of Intermediate-High (speaking) and Advanced (writing) in the primary target language according to ACTFL proficiency standards.

- Analytical skills related to the field/target language (research and writing): French majors should be able to: a) use basic tools/methods of analysis in literary and cultural studies; b) use technical vocabulary appropriate for the discipline (literary and cultural analysis, linguistic style and register, etc.); c) demonstrate understanding of academic writing (manage and cite bibliographic resources, document all sources, including in-line citations in writing, etc.)
- Content objectives (literature/culture): Demonstrate familiarity with examples of the cultural/artistic production in the target language from different historical periods and different geographical areas in the Francophone world. Identify authors, texts, themes, and literary/artistic/intellectual movements in the areas studied. Relate cultural artifacts (literature, film, fine arts) to the historical, cultural, and social contexts in which they were produced.
- Disciplinary methods (humanities or social science): identify basic disciplinary questions that define literary analysis/cultural studies or sociolinguistics; apply or relate disciplinary questions to current debates in the arts, politics, social conflicts, etc.
- Interact with proficient speakers on a variety of familiar and professional topics, in a culturally appropriate manner.

Courses for the major are principally taught in the language of study and immerse students in a diversity of cultures and variations spoken. Cultural, linguistic and literary production – writing, film and other media – studied in RL courses reflect variations of race, gender, social class, climate, religion, and historical and artistic movements and counter-movements.

All courses for French and Francophone Studies majors and minors must be *upper-division*, with the exception of two lower-division classes (FR 150 and FR 203). Courses used to fulfill the major requirements must be taken for a letter grade and passed with a grade of C- or better. Coursework transferred in from Advanced Placement or International Baccalaureate exams are acceptable with a mark of P*.

French and Francophone Studies Major Requirements

Courses used to fulfill the major requirements must be taken for a letter grade and passed with a grade of C- or better. Coursework transferred in from Advanced Placement or International Baccalaureate exams are acceptable with a mark of P*

Code	Title	Credits
Culture and Language		8
FR 203	Intermediate French III	
FR 301	La France contemporaine	
FR 302	Culture et langage Le monde francophone contemporain	
FR 307	Oral Skills ((must take twice for 4 credits to count toward this requirement))	
Foundations ^{1, 4}		28
FR 150	Cultural Legacies of France	
300-Level or above FR courses ²		
Courses that address French-speaking communities (literature, culture, linguistics, food studies, history, art, art history, political science, etc) may be applied. ³		
Expertise ⁴		12

FR 407 or above FR courses

Total Credits 48¹ 16 credits must be in French (FR 300-level or above).² Extra Culture and Language courses may be used (FR 301, FR 302, FR 307).³ Contact the department's advisor for approved course list.⁴ RL 407 may be used with approval from department's advisor.**Additional Requirements**

- 12 credits must be taught by UO faculty (in-residence or study abroad/away)

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.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in French and Francophone Studies

Course	Title	Credits	Milestones
First Year			
Fall			
FR 101	First-Year French	5	
	Core-education course in arts and letters	4	
	Core-education course in science	4	
	Participate in the Romance Languages Opportunities Fair in October		
	Take a lighter course load in your first term as you adjust to college		
Credits		13	
Winter			
FR 102	First-Year French	5	
WR 121Z	Composition I	4	

Core-education course in arts and letters (Minor or second major course, if applicable)	4
Study skills or time management course	1
Talk with advisors about study abroad or other experiential learning options	

Credits		14
Spring		
FR 103	First-Year French	5
WR 122Z	Composition II	4
	or WR 123 or College Composition III	
	Core-education course in arts and letters	4
	Core-education course in social science	4
	Meet with University Career Center advisor to discuss potential major(s) and career ideas	

Credits		17
Second Year		
Fall		
FR 201	Intermediate French I	4
	Core-education course in arts and letters	4
	Core-education course in social science (Minor or second major course, if applicable)	4
	Core-education course in science (Minor or second major course, if applicable)	4
	Participate in the Romance Languages Opportunities Fair in October	

Credits		16
Winter		
FR 202	Intermediate French II	4
	Core-education course in social science	4
	Core-education course in science	4
	Global Perspective course	4

Credits		16
Spring		
FR 203	Intermediate French III	4
	Declare French major	
	Core-education course in social science	4
	Core-education course in science	4
	Elective course	4
	Confirm study abroad or experiential learning plans, and work with advisor to verify progress toward degree	

Credits		16
Third Year		
Fall		
FR 301	La France contemporaine	4
FR 302	Culture et langage Le monde francophone contemporain	4
	Electives or courses for minor or second major	8
	Participate in the Romance Languages Opportunities Fair in October	

Credits		16
Winter		
	Choose two French Foundation courses	8

Electives or courses for minor or second major		8
Apply for Romance languages scholarships		
Credits		16
Spring		
Choose two French Foundation courses		8
Electives or courses for minor or second major		8
Meet with advisor to confirm major progress and plan for senior year		
Credits		16
Fourth Year		
Fall		
FR 407	Seminar: [Topic]	4
French Foundation Course		4
Electives or courses for minor or second major		8
Credits		16
Winter		
FR 407	Seminar: [Topic]	4
Electives or courses for minor or second major		8
Credits		12
Spring		
FR 407	Seminar: [Topic]	4
		Apply for graduation including any certificates
Electives or courses for minor or second major		8
Credits		12
Total Credits		180

Italian Studies (BA)

Leonardo da Vinci said, "The noblest pleasure is the joy of understanding." There's something especially wonderful about understanding another language. It enables you to think and express yourself in a new way. Using that newfound skill to communicate with people whose culture and life experiences are very different from yours can bring you much joy.

An estimated 180 million people worldwide speak Italian as their primary or secondary language. Almost 20 million North Americans identify as having Italian ancestry. Italy is internationally recognized for its rich contributions to art, architecture, music, literature, and philosophy. Today Italy attracts interest in a wide variety of areas, including tourism, emigrant heritage, filmmaking, fashion and design, and gastronomy.

You might want to study Italian to get in touch with your family's history, or with Italy's incomparable artistic heritage. Or maybe you're looking forward to traveling in a famously beautiful country, and you want to take some language skills with you. Perhaps you're interested in a global business career that involves multinational companies. Whatever the basis of your interest, the University of Oregon's Department of Romance Languages will help you to expand your knowledge and horizons.

Romance Languages is a diverse, multicultural and multilingual unit that offers a first-rate faculty from around the world. As a major or minor, you will gain an extensive knowledge of languages and cultures and will have invaluable opportunities for intellectual growth. You'll also be able to engage in a wide variety of extracurricular activities, including lectures

and film festivals, language conversation groups, study abroad programs, and internships.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Language proficiency: Italian majors should reach a level of Intermediate-High (speaking and writing) in the primary target language according to ACTFL proficiency standards.
- Analytical skills related to the field/target language (research and writing): Italian majors should be able to a) use basic tools/methods of analysis in either literary studies or linguistics; b) use technical vocabulary for literary analysis and criticism or linguistic analysis; c) demonstrate mastery of technical aspects of professional writing (manage bibliographic resources, document ideas using MLA or APA style, include in-line citations in writing, etc.)
- Content objectives (literature/culture): Demonstrate familiarity with examples of the cultural/artistic production in the target language from different historical periods. Identify authors, texts, themes, and literary/artistic/intellectual movements in the periods studied. Relate cultural artifacts (literature, film, fine arts) to the historical, cultural, and social contexts in which they were produced.
- Discipline (humanities or social science): identify basic disciplinary questions that define literary analysis/cultural studies or sociolinguistics; apply or relate disciplinary questions to current debates in the arts, politics, social conflicts, etc.

Courses for the major are principally taught in the language of study and immerse students in a diversity of cultures and variations spoken. Cultural, linguistic and literary production – writing, film and other media – studied in RL courses reflect variations of race, gender, social class, climate, religion, and historical and artistic movements and counter-movements.

Italian Studies Major Requirements

Courses used to fulfill the major requirements must be taken for a letter grade and passed with a grade of C- or better. Coursework transferred in from Advanced Placement or International Baccalaureate exams are acceptable with a mark of P*.

Code	Title	Credits
Culture and Language		12
ITAL 201	Second-Year Italian	
ITAL 202	Second-Year Italian	
ITAL 203	Second-Year Italian	
300-Level ITAL courses		
Approved study abroad courses (e.g., OLEC 288, OLEC 388)		
Foundations ¹		28
ITAL 150		
ITAL 152	Desire and Resistance: Italian Cinema	
ITAL 199	Special Studies: [Topic]	
RL 151	Mediterranean Foodways	
RL 152		
300-Level ITAL courses		
Approved study abroad courses		
ARH 341	Italian Renaissance Art	
ARH 343	Northern Renaissance Art	

CLAS 110	Classical Mythology
CLAS 111	Ancient Athletics in Greece and Rome
CLAS 188	Introduction to Classical Archaeology
CLAS 202	Roman Life and Culture
CLAS 301	Greek and Roman Epic
CLAS 302	Greek and Roman Tragedy
CLAS 314	Gender and Sexuality in Antiquity
CLAS 330	Greek and Roman Archaeology: [Topic]
GEOG 202	Geography of Europe
HIST 414	Ancient Rome: [Topic]
PS 324	European Politics
PS 475	Politics of the European Union
Expertise	8
ITAL 407 or higher	
RL 407 or higher ²	
Total Credits	48

¹ 20 credits must be upper-division. 12 of 20 upper-division credits must be taught in Italian.

² Coursework must be completed in Italian.

Additional Requirements

- 28 upper-division credits
- 24 credits must be taught in Italian (200-level or higher ITAL courses)
- 12 credits must be taught by UO faculty (in-residence or study abroad)

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.

Romance Languages (BA)

Students who major in Romance languages intensively study two Romance languages (French, Italian, Portuguese, or Spanish). Advanced knowledge of two languages opens up a world of travel, study, and job opportunities.

Our students explore not only the languages but also the literature and cultures of the modern and historical Romance world. Courses in the

program focus on prose, poetry, theater, and film, as well as history and language. Romance languages students are encouraged to travel and study abroad.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Language proficiency: RL majors should reach at least a level of Intermediate-High (speaking) and Advanced (writing) in the primary target language and for the second language at least a level of Intermediate-Mid in all skills according to ACTFL proficiency standards.
- Analytical skills related to the field/target languages (research and writing): Romance Languages majors should be able to: a) use basic tools/methods of analysis in either literary studies or linguistics, b) use technical vocabulary for literary analysis and criticism or linguistic analysis, c) demonstrate mastery of technical aspects of professional writing (manage bibliographic resources, document ideas using appropriate stylesheet, include in-line citations in writing, etc.)
- Content objectives (literature/culture): Demonstrate familiarity with examples of the cultural/artistic production in the target languages from different historical periods. Identify authors, texts, themes, and literary/artistic/intellectual movements in the periods studied. Relate cultural artifacts (literature, film, fine arts) to the historical, cultural, and social contexts in which they were produced.
- Discipline (humanities or social science): identify basic disciplinary questions that define literary analysis/cultural studies or sociolinguistics; apply or relate disciplinary questions to current debates in the arts, politics, social conflicts, etc.

Romance Languages Major Requirements

Romance languages majors must complete a minimum of 12 credits in literature, film, translation, and/or linguistics courses on the Eugene campus. At least 8 credits of these 12 must be in courses numbered 407 or higher.

Courses used to fulfill the major requirements must be taken for a letter grade and passed with a grade of C- or better. Coursework transferred in from Advanced Placement or International Baccalaureate exams are acceptable with a mark of P*.

Code	Title	Credits
First Romance Language		
Language courses		12
Literature survey sequence for French, Italian, or Spanish: ¹		12
Three of the following in French:		
FR 312	French Survey of Francophone Literature ²	
FR 317	Knights, Queens, and Rebels	
FR 318	Monarchy, Liberty, Revolution	
FR 319	Modernity and Creativity	
Three of the following in Italian:		
ITAL 317	Italian Survey of Medieval and Renaissance	
ITAL 318	Italian Survey: Baroque and Enlightenment	
ITAL 319	Italian Survey: 19th and 20th Centuries	
Three of the following in Spanish:		
SPAN 320	Grammars of Spanish	
SPAN 322	Introduction to Hispanic Linguistics	

SPAN 324	Spanish Pronunciation and Phonetics	
SPAN 341		
SPAN 342	Hispanic Cultures through Literature II	
SPAN 343	Hispanic Cultures through Literature III	
SPAN 344	Hispanic Cultures through Literature IV	
SPAN 350	Introduction to Poetry	
SPAN 351	Introduction to Theater	
SPAN 353	Introduction to Narrative	
Additional literature, film, linguistics, or translation courses		8
Second Romance Language ³		
Language courses or Literature survey sequence courses		8
Courses in literature, film, linguistics, or translation or Literature survey sequence courses		8
Total Credits		48

¹ For the Spanish survey, choose only **one** of the two concentrations: Literature and Culture **or** Language and Society.

² Students who have already taken *Culture et langage: identités francophones* (FR 303) cannot receive credit for French Survey of Francophone Literature (FR 312).

³ Portuguese will only be available as a "Second Romance Language."

Language courses

Code	Title	Credits
French		
FR 301	La France contemporaine	
FR 302	Culture et langage Le monde francophone contemporain	
FR 307	Oral Skills (Taken twice)	
FR 416	Advanced Writing in French	
Italian		
ITAL 301	Cultura e lingua: l'Italia contemporanea	
ITAL 303	Cultura e lingua: societa, economia, politica	
ITAL 305	Cultura e lingua: arte, musica, i mass media	
ITAL 307	(Taken twice)	
ITAL 320		
Portuguese		
PORT 301	Cultura e Lingua: Expressoes Artisticas	
PORT 305	Cultura e lingua: Brasil ontem e hoje	
Spanish		
SPAN 301	Cultura y lengua: Identidades hispanas	
SPAN 303	Cultura y lengua: Expresiones artisticas	
SPAN 305	Cultura y lengua Cambio social	
SPAN 308	Culture and Language Bilingual Communities	
SPAN 311	Advanced Writing in Spanish	
or SPAN 312: Spanish in the Media		

Literature, Film, Linguistics, or Translation courses

Code	Title	Credits
French		
FR 330	French Poetry	

FR 331	French Theater
FR 333	French Narrative
FR 362	French Film
FR 407	Seminar: [Topic]
FR 425	French-English Translation
FR 451	
FR 460	18th-Century Literature: [Topic]
FR 480	19th-Century Literature: [Topic]
FR 490	20th-Century Literature: [Topic]

Italian

ITAL 407	Seminar: [Topic]
ITAL 449	
ITAL 491	

Portuguese

Please contact the department for approved courses.

Spanish

SPAN 348	Latinx Culture and Society
SPAN 350	Introduction to Poetry
SPAN 351	Introduction to Theater
SPAN 353	Introduction to Narrative
SPAN 407	Seminar: [Topic]
SPAN 420	Spanish Linguistics: [Topic]
SPAN 424	History of the Spanish Language
SPAN 425	Literary Translation
SPAN 428	Spanish in the United States
SPAN 448	National Identities and Border Cultures in the Americas
SPAN 466	
SPAN 480	19th-Century Spanish American Literature: [Topic]
SPAN 490	20th-Century Latin American Literature: [Topic]

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.

Spanish (BA)

Courses in language, literature, film, visual arts, and other media from many different regions and periods offer students the chance to explore the breadth and depth of the cultures of the Spanish-speaking world. Students gain knowledge of the linguistic structure of the language and its different varieties and are exposed to the historical and social contexts of Spanish-speaking communities, highlighting the social characteristics of communities where Spanish is used.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Language proficiency: RL majors should reach at least a level of Intermediate-High (speaking) and Advanced (writing) in the primary target language according to ACTFL proficiency standards.
- Analytical skills related to the field/target language (research and writing): RL majors should be able to \ a) use basic tools/methods of analysis in either literary studies or linguistics , \ b) use technical vocabulary for literary analysis and criticism or linguistic analysis, \ c) demonstrate mastery of technical aspects of professional writing (manage bibliographic resources, document ideas using MLA or APA style, include in-line citations in writing, etc.)
- Content objectives (literature/culture): Demonstrate familiarity with examples of the cultural/artistic production in the target language from different historical periods. Identify authors, texts, themes, and literary/artistic/intellectual movements in the periods studied. Relate cultural artifacts (literature, film, fine arts) to the historical, cultural, and social contexts in which they were produced. Content objectives (language in society-Spanish): Identify the geographical distribution and historical origins of varieties of Spanish; recognize variation as a fundamental part of language, and explain the kinds of sociolinguistic variation (historical, social, geographic) that can occur in languages; explain the relationship between language and identity; demonstrate understanding of methods of linguistic data collection and analysis.
- Discipline (humanities or social science): identify basic disciplinary questions that define literary analysis/cultural studies or sociolinguistics; apply or relate disciplinary questions to current debates in the arts, politics, social conflicts, etc.
- Writing: write logical, convincing critical argument as response to a critical question, using evidence from primary literary and historical documents as well as secondary essays by modern scholars. Demonstrate continued improvement in written expression in Spanish, with increased attention to accuracy and fluency.

Courses for the major are principally taught in the language of study and immerse students in a diversity of cultures and variations spoken. Cultural, linguistic and literary production – writing, film and other media – studied in RL courses reflect variations of race, gender, social class, climate, religion, and historical and artistic movements and counter-movements.

Spanish Major Requirements

Courses used to fulfill the major requirements must be taken for a letter grade and passed with a grade of C- or better. Coursework transferred in from Advanced Placement or International Baccalaureate exams are acceptable with a mark of P*.

Code	Title	Credits
Cultura y lengua		
Two from the following:		8
SPAN 301	Cultura y lengua: Identidades hispanas	
SPAN 303	Cultura y lengua: Expresiones artisticas	
SPAN 305	Cultura y lengua Cambio social	
SPAN 308	Culture and Language Bilingual Communities	
Writing		4
SPAN 311	Advanced Writing in Spanish ¹	
	or SPAN 312 Spanish in the Media	
Foundations Courses - Three from the following:		12
SPAN 320	Grammars of Spanish	
SPAN 322	Introduction to Hispanic Linguistics	
SPAN 324	Spanish Pronunciation and Phonetics	
SPAN 341		
SPAN 342	Hispanic Cultures through Literature II	
SPAN 343	Hispanic Cultures through Literature III	
SPAN 344	Hispanic Cultures through Literature IV	
SPAN 348	Latinx Culture and Society	
SPAN 350	Introduction to Poetry	
SPAN 351	Introduction to Theater	
SPAN 353	Introduction to Narrative	
SPAN 355	Creative Writing in Spanish	
Expertise - Two from the following:		8
SPAN 407	Seminar: [Topic]	
SPAN 420	Spanish Linguistics: [Topic]	
SPAN 424	History of the Spanish Language	
SPAN 425	Literary Translation	
SPAN 428	Spanish in the United States	
SPAN 448	National Identities and Border Cultures in the Americas	
SPAN 466		
SPAN 480	19th-Century Spanish American Literature: [Topic]	
SPAN 490	20th-Century Latin American Literature: [Topic]	
Electives ²		16
Any 300-or 400-Level SPAN courses		
Total Credits		48

¹ Students cannot receive credit for both SPAN 311 and SPAN 312.

² One course may be from: SPAN 150, SPAN 203, SPAN 228, SPAN 238, SPAN 248, GLBL 102, LAS 200, LING 297.

Additional Requirements

- Minimum 24 credits must be taken with UO faculty (in Eugene or elsewhere).

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.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Spanish

Course	Title	Credits	Milestones
First Year			
Fall			
SPAN 101	First-Year Spanish	5	
SPAN 150	Hispanic and Latinx Cultures	4	
	Core-education course in science	4	
	Participate in Romance Languages Opportunities Fair in October		
	Take a lighter course load in your first term as you adjust to college		
Credits		13	
Winter			
SPAN 102	First-Year Spanish	5	
WR 121Z	Composition I	4	
	Core-education course in social science	4	
	Study skills or time management course	4	
	Talk with advisors about study abroad or other experiential learning options		
Credits		17	
Spring			
SPAN 103	First-Year Spanish	5	
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
ARH 211	Survey of Latin American Arts	4	
HIST 248	Latinos in the Americas	4	
	Meet with University Career Center advisor to discuss potential major(s) and career ideas		
Credits		17	
Second Year			
Fall			
SPAN 201	Intermediate Spanish I	4	
LING 301	Introduction to Linguistics Analysis	4	

	Core-education course in arts and letters	4
	Core-education course in science	4
	Participate in Romance Languages Opportunities Fair in October	
	Talk with advisors about study abroad or other experiential learning options	
Credits		16
Winter		
SPAN 202	Intermediate Spanish II	4
LING 296	Language and Society in the United States	4
	Core-education course in arts and letters	4
	Core-education course in science	4
	Apply for Romance languages scholarships (if you have already declared a major or minor in Spanish)	
Credits		16
Spring		
SPAN 203	Intermediate Spanish III	4
	Declare Spanish major	
	Core-education course in science	4
	Courses for minor or second major	8
	Confirm study abroad or internship plans, and work with advisor to verify progress toward degree	
Credits		16
Third Year		
Fall		
SPAN 301	Cultura y lengua: Identidades hispanas	4
SPAN 308	Culture and Language Bilingual Communities	4
	Courses for minor or second major	8
	Participate in Romance Languages Opportunities Fair in October	
Credits		16
Winter		
SPAN 320	Grammars of Spanish	4
or	or Introduction to Hispanic Linguistics	
SPAN 322	or Spanish Pronunciation and Phonetics	
SPAN 324	or Hispanic Cultures through Literature II	
or	or Hispanic Cultures through Literature III	
SPAN 343	or Hispanic Cultures through Literature IV	
or	or Latinx Culture and Society	
SPAN 348	or Introduction to Poetry	
or	or Introduction to Theater	
SPAN 350	or Introduction to Narrative	
or	or Creative Writing in Spanish	
SPAN 351		
or		
SPAN 353		
or		
SPAN 355		

SPAN 311	Advanced Writing in Spanish	4
or	or Spanish in the Media	
SPAN 312		
Courses for minor or second major		8
Apply for scholarships		

Credits	16

Spring

SPAN 320	Grammars of Spanish	4
or	or Introduction to Hispanic	
SPAN 322	Linguistics	
or	or Spanish Pronunciation and	
SPAN 324	Phonetics	
or	or Hispanic Cultures through	
SPAN 342	Literature II	
or	or Hispanic Cultures through	
SPAN 343	Literature III	
or	or Hispanic Cultures through	
SPAN 344	Literature IV	
or	or Latinx Culture and Society	
SPAN 348	or Introduction to Poetry	
or	or Introduction to Theater	
SPAN 350	or Introduction to Narrative	
or	or Creative Writing in Spanish	
SPAN 351		
or		
SPAN 353		
or		
SPAN 355		
300-level course with SPAN subject code		4
Courses for minor or second major		8
Meet with advisor to confirm major progress and plan for senior year		

Credits	16

Fourth Year**Fall**

SPAN 320	Grammars of Spanish	4
or	or Hispanic Cultures through	
SPAN 342	Literature II	
or	or Hispanic Cultures through	
SPAN 343	Literature III	
or	or Hispanic Cultures through	
SPAN 344	Literature IV	
or	or Latinx Culture and Society	
SPAN 348	or Introduction to Poetry	
or	or Introduction to Theater	
SPAN 350	or Introduction to Narrative	
or	or Creative Writing in Spanish	
SPAN 351		
or		
SPAN 353		
or		
SPAN 355		
300-level course with SPAN subject code		4
Courses for minor or second major		8
Participate in Romance Languages Opportunities Fair in October		
Credits		16

Winter

300-level course with SPAN subject code	4
400-level course with SPAN subject code	4
Course for minor or second major	4

Credits	12

Spring

400-level course with SPAN subject code	4
Course for minor or second major	4

Credits	8

Total Credits	179

French and Francophone Studies Minor

As one of the major languages of world governance, diplomacy, commerce, and culture, French opens up a world of opportunities. In addition to gaining real-world proficiency and mastering communication skills across languages and cultures, students of French learn essential critical thinking skills, analytical reasoning, and adaptability. No matter the career and life path you choose, studying French will prepare you to face the challenges and opportunities both of the job market and of an increasingly globalized world.

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better. Coursework transferred in from Advanced Placement or International Baccalaureate exams are acceptable with a mark of P*. Further details are available on the department website.

French and Francophone Studies Minor Requirements

Code	Title	Credits
	Upper-division FR courses taught in French ¹	24
	Elective ²	4
Total Credits		28

¹ 12 credits must be taught by UO faculty (in-residence or on approved study abroad/away).

² Electives may include FR 150, FR 203, or any upper-division FR courses taught in French.

Upper-division FR courses taught in French:

- 300-level FR courses (301-399, excluding FR 361)
- 400-level FR courses (407, 410-499)

Italian Minor

An estimated 180 million people worldwide speak Italian as their primary or secondary language. Almost 17 million North Americans identify as having Italian ancestry. Italian culture is traditionally recognized for its rich contributions to art, architecture, music, literature, and philosophy. Today Italy attracts interest in a wide variety of areas, including tourism, its emigrant heritage, filmmaking, fashion industry, and gastronomy.

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better. Coursework transferred in from Advanced Placement or International Baccalaureate exams

are acceptable with a mark of P*. Further details are available on the department website.

Italian Minor Requirements

Code	Title	Credits
Upper-division ITAL or approved upper-division courses (e.g., RL)		12
ITAL or approved courses at any level		16
Total Credits		28

ITAL and Approved Courses

Code	Title	Credits
ITAL 150	¹	
ITAL 152	Desire and Resistance: Italian Cinema ¹	
ITAL 201	Second-Year Italian	
ITAL 202	Second-Year Italian	
ITAL 203	Second-Year Italian	
ITAL 301	Cultura e lingua: l'Italia contemporanea	
ITAL 303	Cultura e lingua: societa, economia, politica	
ITAL 305	Cultura e lingua: arte, musica, i mass media	
ITAL 306	La cultura culinaria	
ITAL 317	Italian Survey of Medieval and Renaissance	
ITAL 318	Italian Survey: Baroque and Enlightenment	
ITAL 319	Italian Survey: 19th and 20th Centuries	
ITAL 350	Global Histories of Italian Food ¹	
ITAL 399	Special Studies: [Topic] ²	
ITAL 410	Experimental Course: [Topic]	
OLEC 288	Overseas Studies: Intensive Italian Language in Lecce	
OLEC 388	Overseas Studies: Intensive Italian Language in Lecce	
RL 151	Mediterranean Foodways ¹	
RL 152	¹	
RL 407	Seminar: [Topic] ³	

¹ Taught in English.

² ITAL 399 may be taught in English or in Italian. Please check with your advisor.

³ If seminar has Italian content.

Additional Requirements

- Minimum 16 credits must be taken with UO faculty (in Eugene or elsewhere).
- Minimum 20 credits must be taught in Italian.

Spanish Minor

Spanish is the official language of twenty-one countries in the world, and it is the second most spoken language in the United States. We provide classes in Spanish that help students develop linguistic abilities with an emphasis on real-world proficiency, as well as introduce students to the major historical and cultural phenomena that characterize the Spanish-speaking world.

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better. Coursework transferred in from Advanced Placement or International Baccalaureate exams are acceptable with a mark of P*. Further details are available on the department website.

Minor in Spanish

Code	Title	Credits
Upper-division SPAN courses taught in Spanish ¹		24
Elective ²		4
Total Credits		28

¹ 12 credits must be taught by UO faculty (in-residence or on approved study abroad/away)

² Electives may include SPAN 150, 203, 228, 238, 248, LAS 200, HIST 248, or any upper-division SPAN course taught in Spanish.

Upper-division SPAN courses taught in Spanish:

- 300-level SPAN courses (301-399)
- 400-level SPAN courses (407, 410-499)

French (MA)

As one of the major languages of world governance, diplomacy, commerce, and culture, French opens up a world of opportunities. In addition to gaining real-world proficiency and mastering communication skills across languages and cultures, students of French learn essential critical thinking skills, analytical reasoning, and adaptability. No matter the career and life path you choose, studying French will prepare you to face the challenges and opportunities both of the job market and of an increasingly globalized world.

The Department of Romance Languages offers an MA program in French. Our graduate students have the opportunity to study with leading scholars whose research interests range from modern and contemporary French studies in fields ranging from Francophone Africa and the French Enlightenment to terror studies and translation studies.

Admission Procedure

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.

To apply for graduate study in the Department of Romance Languages, you must first complete the University of Oregon online graduate application (<https://insight.uoregon.edu/apply/>).

All required items must be uploaded in order for the application to be considered complete. The department's application requires the following:

Graduate School/Department Application Questions: This serves as your application for both admission *and* application for Graduate Employee (GE) salary and benefits at .49 FTE. Please see our complete GE funding (<https://graduatestudies.uoregon.edu/funding/ge/salary-benefits/>) details.

Statement of Purpose: You must upload a 750-word statement of purpose describing: your academic experience, your reasons

for wanting to do graduate work at the Department of Romance Languages, and your eventual career goals. Students applying to the PhD program must also specify their research interests. Please see our suggested Guidelines on Writing a Statement of Purpose (https://romance.uoregon.edu/sites/romance1.uoregon.edu/files/guidelines_on_writing_a_statement_of_purpose_1.pdf).

Writing Sample: Only required if applying to the PhD program. The substantial writing sample may be a MA thesis, a graduate seminar paper, or an undergraduate research paper on a relevant topic.

Three (3) Letters of Recommendation: In the online application, you will provide contact information for three (3) professors who can make direct reference to your aptitude for graduate courses in literary and cultural studies, as well as your language competency. One referee may refer to your potential teaching ability. Please see our suggested Guidelines on Requesting Letters of Recommendation from Faculty (https://romance.uoregon.edu/sites/romance1.uoregon.edu/files/guidelines_for_requesting_letters_of_recommendation_from_faculty_1.pdf).

Your referees will be automatically emailed a request to provide their letter of recommendations at the email address you provide.

Transcripts: Upload official or unofficial copies to the online application. Please see detailed instructions on Official Transcript Requirements (<https://gradschool.uoregon.edu/admissions/how-to-apply/transcripts/>).

English Language Proficiency: Requirement now for all applicants whose native language is not English (not just international students). Please see detailed instructions here on acceptable tests and test scores (<https://graduatestudies.uoregon.edu/admissions/how-to-apply/english-proficiency/>).

GRE scores are not required for the Department of Romance Languages graduate programs.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of subject content knowledge.
- Demonstrate effective oral and written communication skills in discipline-specific genres.
- Understand ethical issues and responsibilities especially in matters related to professionalism and in presenting original work and writing and publishing papers.
- Conduct independent research and analysis in their discipline.

All courses must be taken on a graded basis. Coursework 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.

Master of Arts: French

Code	Title	Credits
RL 636	Teaching and Learning Romance Languages ¹	4
RL 620	Graduate Study in Romance Languages ²	4
RL 623	Romance Languages Colloquium: [Topic]	4
RL 601	Research: [Topic] ³	4

One graduate-level course focused on pre-1800 literature and culture	4
One graduate-level course focused on post-1800 literature and culture	4
Graduate-level French courses	28
Research project	
Total Credits	52

¹ Typically taken fall term of first year.

² Typically taken winter term of first year.

³ Taken in preparation for second-year fall forum presentation.

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: [Topic] (FR 601), Research: [Topic] (ITAL 601), or Research: [Topic] (SPAN 601) and Practicum: [Topic] (FR 606), Practicum: [Topic] (ITAL 606), or Practicum: [Topic] (SPAN 606).

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 Division of Graduate Studies (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: [Topic] (FR 605), Reading and Conference: [Topic] (ITAL 605), or Reading and Conference: [Topic] (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: [Topic] (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. Most Romance language 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.

Italian (MA)

An estimated 180 million people worldwide speak Italian as their primary or secondary language. Almost 17 million North Americans identify as having Italian ancestry.

Italian culture is traditionally recognized for its rich contributions to art, architecture, music, literature, and philosophy. Today Italy attracts interest in a wide variety of areas, including tourism, its emigrant heritage, filmmaking, fashion industry, and gastronomy.

We offer an MA in Italian. The Master of Arts program consists of:

- Coursework (<https://italian.uoregon.edu/coursework-0/>)
- Fall Forum Presentation and Paper (<https://italian.uoregon.edu/fall-forum/>)
- Written Examinations (<https://italian.uoregon.edu/examinations/>)
- M.A. Research Project (<https://italian.uoregon.edu/ma-research-project/>)

The program is designed to be completed in two years.

Admission Procedure

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.

To apply for graduate study in the Department of Romance Languages, you must first complete the University of Oregon online graduate application.

All required items must be uploaded in order for the application to be considered complete. The department's application requires the following:

Graduate School/Department Application Questions: This serves as your application for both admission *and* application for Graduate Employee (GE) salary and benefits at .49 FTE. Please see our complete GE funding details.

Statement of Purpose: You must upload a 750-word statement of purpose describing: your academic experience, your reasons for wanting to do graduate work at the Department of Romance Languages, and your eventual career goals. Students applying to the PhD program must also specify their research interests. Please see our suggested Guidelines on Writing a Statement of Purpose.

Writing Sample: Only required if applying to the PhD program. The substantial writing sample may be a MA thesis, a graduate seminar paper, or an undergraduate research paper on a relevant topic.

Three (3) Letters of Recommendation: In the online application, you will provide contact information for three (3) professors who can make direct reference to your aptitude for graduate courses in literary and cultural studies, as well as your language competency. One referee may refer to your potential teaching ability. Please see our suggested Guidelines on Requesting Letters of Recommendation from Faculty.

Your referees will be automatically emailed a request to provide their letter of recommendations at the email address you provide.

Transcripts: Upload official or unofficial copies to the online application. Please see detailed instructions on Official Transcript Requirements.

English Language Proficiency: Requirement now for all applicants whose native language is not English (not just international students). Please see detailed instructions here on acceptable tests and test scores.

GRE scores are not required for the Department of Romance Languages graduate programs.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of subject content knowledge.
- Demonstrate effective oral and written communication skills in discipline-specific genres.
- Understand ethical issues and responsibilities especially in matters related to professionalism and in presenting original work and writing and publishing papers.
- Conduct independent research and analysis in their discipline.

All courses must be taken on a graded basis. Coursework 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.

Master of Arts: Italian

Code	Title	Credits
RL 636	Teaching and Learning Romance Languages ¹	4
RL 620	Graduate Study in Romance Languages ²	4
RL 623	Romance Languages Colloquium: [Topic]	4
One graduate-level course in literatures and cultures before 1800		4
RL 601	Research: [Topic] ³	4
One graduate-level course in literatures and culture since 1800		4
Graduate-level Italian language courses		28
Research project		
Total Credits		52

¹ Taken fall term of first year.

² Taken winter term of first year.

³ Taken in preparation for second-year fall forum.

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: [Topic] (FR 601), Research: [Topic] (ITAL 601), or Research: [Topic] (SPAN 601) and Practicum: [Topic] (FR 606), Practicum: [Topic] (ITAL 606), or Practicum: [Topic] (SPAN 606).

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 Division of Graduate Studies (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: [Topic] (FR 605), Reading and Conference: [Topic] (ITAL 605), or Reading and Conference: [Topic] (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: [Topic] (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. Most Romance language 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.

Romance Languages (MA)

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), is awarded in either Spanish or Romance languages (RL). The RL PhD 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 that require strong analytical and communication skills.

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, geography, and politics of the areas where the student's major language is spoken
- 3. Communication skills, speech, and essay writing that help the student convey ideas logically. In literature and film courses, papers or essay examinations are generally required
- 4. Experience in literary and cultural studies and linguistics

Careers

Students who graduate with a bachelor of arts degree in Romance languages typically 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, cinema 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 Beall Graduate Dissertation Scholarship is awarded to doctoral students to support dissertation writing
- The Françoise Calin scholarship is awarded every year to a French major or minor
- The Leona M. Kail Scholarship supports studies in the Department of Romance Languages (Offered on alternate years.)
- Wayne Andre Gottshall Fund supports undergraduate students in studies in the Department of Romance Languages
- 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
- Dr. Carl L. Johnson Scholarship supports studies in the Department of Romance Languages with preference to French majors.
- The Helen Fe Jones Spanish Student Fellowship supports study abroad in a Spanish-speaking country
- 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

- Nicolette B. Weicker Memorial Scholarship is awarded with preference to students specializing in French or Italian.
- The James T. and Mary Alice Wetzel Graduate Scholarship is awarded every year to an outstanding graduate student in the Department of Romance Languages

More information may be obtained from the department office in early January or on the department website, rl.uoregon.edu/scholarships (<http://rl.uoregon.edu/scholarships/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of subject content knowledge.
- Demonstrate effective oral and written communication skills in discipline-specific genres.
- Understand ethical issues and responsibilities especially in matters related to professionalism and in presenting original work and writing and publishing papers.
- Conduct independent research and analysis in their discipline.

All courses must be taken on a graded basis. Coursework 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.

Master of Arts: Romance Language

Code	Title	Credits
RL 636	Teaching and Learning Romance Languages ¹	4
RL 620	Graduate Study in Romance Languages ²	4
RL 623	Romance Languages Colloquium: [Topic]	4
RL 601	Research: [Topic]	4
One graduate-level course in literatures and cultures before 1800 in major language		4
RL 507	Seminar: [Topic]	
RL 607	Seminar: [Topic]	
FR 507	Seminar: [Topic]	
FR 551		
FR 560	18th-Century Literature: [Topic]	
FR 607	Seminar: [Topic]	
ITAL 507	Seminar: [Topic]	
ITAL 549		
ITAL 607	Seminar: [Topic]	
SPAN 507	Seminar: [Topic]	
SPAN 524	History of the Spanish Language	
SPAN 548	National Identities and Border Cultures in the Americas	
SPAN 566		
SPAN 607	Seminar: [Topic]	
One graduate-level course in literatures and cultures since 1800 in major language		4
RL 507	Seminar: [Topic]	

RL 607	Seminar: [Topic]	
FR 507	Seminar: [Topic]	
FR 607	Seminar: [Topic]	
FR 580	19th-Century Literature: [Topic]	
FR 590	20th-Century Literature: [Topic]	
ITAL 591		
ITAL 507	Seminar: [Topic]	
ITAL 607	Seminar: [Topic]	
SPAN 507	Seminar: [Topic]	
SPAN 607	Seminar: [Topic]	
SPAN 580	19th-Century Spanish American Literature: [Topic]	
SPAN 590	20th-Century Latin American Literature: [Topic]	
SPAN 680		
SPAN 690	Advanced 20th-Century Latin American Literature: [Topic]	
Additional Graduate-level courses in major language ¹		12
Graduate-level courses in minor language ²		16
Research project		
Total Credits		52

¹ Any graduate-level course with FR, ITAL, RL, or SPAN prefixes, depending on the major language of focus.

² Any graduate-level course with FR, ITAL, RL, or SPAN prefixes, depending on the minor language of focus.

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: [Topic] (FR 601), Research: [Topic] (ITAL 601), or Research: [Topic] (SPAN 601) and Practicum: [Topic] (FR 606), Practicum: [Topic] (ITAL 606), or Practicum: [Topic] (SPAN 606).

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 Division of Graduate Studies (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: [Topic] (FR 605), Reading and Conference: [Topic] (ITAL 605), or Reading and Conference: [Topic] (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: [Topic] (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. Most Romance language 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.

Spanish (MA)

<http://rl.uoregon.edu>

David Wacks, Department Head

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Spanish is the official language of twenty-one countries in the world, and it is the second most spoken language in the United States. Our department pioneers the teaching of Spanish as a Heritage Language. (<https://shl.uoregon.edu/>)

We provide classes in Spanish that help students develop linguistic abilities with an emphasis on real-world proficiency, as well as introduce students to the major historical and cultural phenomena that characterize the Spanish-speaking world.

We offer both MA and PhD programs in Spanish. Most of our graduate students have a Graduate Employee (GE) position that provides a tuition waiver, health insurance, and a stipend to cover living expenses. We also offer scholarships and support for travel to professional meetings.

The master's degree program provides solid grounding and broad coverage in the literatures and cultures of each of the language areas. The university's library resources for research in Spanish support the department's graduate programs; in some fields they are outstanding. The library's holdings of learned periodicals are extensive.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of subject content knowledge.
- Demonstrate effective oral and written communication skills in discipline-specific genres.
- Understand ethical issues and responsibilities especially in matters related to professionalism and in presenting original work and writing and publishing papers.
- Conduct independent research and analysis in their discipline.

All courses must be taken on a graded basis. Coursework 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.

Master of Arts: Spanish

Code	Title	Credits
RL 636	Teaching and Learning Romance Languages ¹	4
RL 620	Graduate Study in Romance Languages ²	4
RL 623	Romance Languages Colloquium: [Topic]	4
RL 601	Research: [Topic] ³	4
Literature and Culture Courses		12
Option 1: One graduate level course in Spanish linguistics and 1 course in literatures and cultures before 1800 and one course in literatures and cultures since 1800		
Option 2: Two graduate-level courses in Spanish linguistics and one course in literatures and cultures		
Courses that satisfy linguistics requirement for either Option 1 or Option 2		
SPAN 520	Spanish Linguistics: [Topic]	
SPAN 524	History of the Spanish Language	
SPAN 525	Literary Translation	
Courses that satisfy literatures and cultures before 1800		

SPAN 566

Courses that satisfy literatures and cultures since 1800		
SPAN 548	National Identities and Border Cultures in the Americas	
SPAN 580	19th-Century Spanish American Literature: [Topic]	
SPAN 590	20th-Century Latin American Literature: [Topic]	
SPAN 680		
SPAN 690	Advanced 20th-Century Latin American Literature: [Topic]	
Additional courses in Spanish ⁴		24
Research project		
Total Credits		52

¹ Taken fall term of first year.

² Taken winter term of first year.

³ Taken in preparation for second-year fall forum.

⁴ This requirement can be satisfied with any SPAN graduate course or relevant RL graduate course.

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: [Topic] (FR 601), Research: [Topic] (ITAL 601), or Research: [Topic] (SPAN 601) and Practicum: [Topic] (FR 606), Practicum: [Topic] (ITAL 606), or Practicum: [Topic] (SPAN 606).

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 Division of Graduate Studies (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: [Topic] (FR 605), Reading and Conference: [Topic] (ITAL 605), or Reading and Conference: [Topic] (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: [Topic] (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. Most Romance language 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.

Romance Languages (PhD)

<http://rl.uoregon.edu>

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The Department of Romance Languages the degree of doctor of philosophy (PhD) in Romance languages.

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.

The PhD program in Romance languages is designed to provide

- a thorough familiarity with several fields (e.g., a movement, a genre, a period, or a literary problem)
- 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
- the tools necessary to engage literary issues at a high level
- 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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of subject content knowledge.
- Demonstrate effective oral and written communication skills in discipline-specific genres.
- Conduct independent research and analysis in their discipline.
- Demonstrate independent scientific thinking and advanced knowledge in their current discipline and in related areas of their discipline.
- Understand ethical issues and responsibilities especially in matters related to professionalism, field work, and in writing and publishing theses, dissertations and academic papers.
- Professionalization into the field of study: publications, presentations, attended conferences, funded fellowships, and professional association activities.

Program Overview

Academic advisors assigned to the students as they enter the program will give them concrete advice on how to fulfill our program requirements (core courses, electives and second language requirement, among other items). Students completing a PhD in Romance Languages will have the opportunity to develop expertise in primary and secondary fields based on cohesive themes, disciplinary approaches, and linguistic geographies:

- Geographies: Mediterranean studies, transatlantic studies, European studies, Latin American studies, Latinx studies
- Poetics, genre, and form
- Critical race and postcolonial studies
- Gender and queer studies
- Media studies (visual, material and digital cultures)
- Environment, food studies, and green and blue humanities

- Language in contact: sociolinguistics, second language studies, and/or language program directorship
- Translation studies
- Other fields proposed by student, approved by advisor and graduate committee

With their advisor's approval and by petition to the graduate committee, any graduate student can apply to fulfill a primary or secondary field not represented on this list or in fields outside the department.

Coursework

Coursework for the PhD in Romance Languages allows students to:

- Acquire exposure to a broad range of theoretical perspectives and methodological approaches.
- Develop expertise in a primary and secondary field.
- Broaden and deepen their conception of the PhD scholarly project/dissertation.
- Acquire exposure to interdisciplinary comparative approaches, transnational connections, and minority languages and cultures.
- Join and/or establish professional networks in their chosen discipline(s).

Besides English and their primary Romance language, students fulfill a second language requirement relevant to their research interests, either another Romance language taught in the department (French, Italian, Spanish, or Portuguese) or another language relevant to their research. A student wishing to integrate a language other than a Romance language in their PhD program is invited to develop its articulation with their research interests in their PhD statement and plan of study. The advisor will certify on the PhD timeline form that the student has completed the second language requirement before advancing to the PhD exam.

Course Requirements

Course requirements depend on a student's credentials when admitted. Students entering with a BA must complete 80 credits; students holding an MA degree in an appropriate field must complete 40 credits. All credits must be taken graded and at the graduate level (500-600), and a grade point average (GPA) of 3.00 or better must be maintained. Distribution of course requirements for the PhD is as follows:

- RL 636 Language teaching methods (4 credits)
- RL 620 Graduate Study in RL (4 credits)
- RL 623 RL Colloquium (4 credits)
- 4 courses in primary area (16 credits)
- 3 courses in secondary area (12 credits)
- RL 603 Dissertation (12-18 credits)

Students typically will register for RL 601 or RL 605 during the terms that they are preparing for exams or writing their prospectus.

PhD students who are teaching take FR, ITAL, or SPAN 609 1st year Pedagogy or FR, ITAL, or SPAN 609 2nd year Pedagogy (2 credits), which requires weekly meetings with their teaching supervisor and provides training that prepares them further to teach their classes successfully.

Graduate Courses (https://uoregon-my.sharepoint.com/:w/g/personal/Imillar_uoregon_edu/EFWF2EHaYXIZDu6wS-QxoceEBsp1Z_ADqmoEg-rVZOPBahQ/?e=BbVF7p)

Students Entering with a BA

Students entering the RL PhD program with a BA will need a total of 20 courses (80 credits) to complete their PhD requirements, and prepare in their primary and secondary fields:

- Three courses (12 credits) of RL required courses (RL 636, 620, 623)
- Eleven courses (44 credits) in the Romance Languages department, usually concentrated in the major language
- Three courses (12 credits) outside the department in fields related to their research (i.e., linguistics, philosophy, history, English, anthropology, ethnic studies, women and gender studies, education studies, comparative literature)
- Three courses (12 credits) with the RL prefix (RL, ITAL, PORT or FR), or in other departments if the courses are related to their primary and secondary fields, which may also satisfy the second language requirement

Students Entering with an MA

Students entering the RL PhD with an MA will complete a total of 10 courses (40 credits), with their primary and secondary field-satisfying courses drawn from any of the categories below:

- Three graduate courses (12 credits) of RL required courses (RL 636, 620, 623)
- Four graduate courses (16 credits) in the Romance Languages department, usually in the major language
- Three graduate courses (12 credits) in Romance Languages, SPAN, FR, PORT, ITAL, or outside the department, which may also satisfy the second language requirement

Students who have taken RL 636, RL 620, and RL 623 in the course of completing an MA in the Romance Languages department at UO will be considered to have met these requirements, and in consultation with their advisor may substitute these credits with courses of their choosing inside or outside the department. If the MA preparation is found to be deficient or if the MA has been taken in a different field, students may be required to take additional coursework.

FR, ITAL, and SPAN 609 (2 credits) are a required courses with the Teaching Language Supervisor for those graduate students who are teaching FR, ITAL, or SPAN 101, 102, 103 (1st year) or FR, ITAL, and SPAN 201, 202, 203 (2nd year). It is not a required course to graduate.

Second-Language Requirement

In addition to their major language, students must demonstrate proficiency in a second language that is relevant to their research interests and that will allow them to participate in additional academic discourse communities. This may be another Romance language taught in the department (French, Italian, Portuguese or Spanish) or another language relevant to their research (Latin, Arabic, or Ladino; Basque, Catalan, or Galician; Nahuatl, Quechua, or Yucatec Maya; etc.). Students will justify their choice of second language and how they will evidence competency in the annual review at the end of their first year.

Students can fulfill the second-language requirement in several ways, as follows:

- Completing three graduate courses or equivalent (12 graded credits) in a second Romance language: French, Italian, Spanish or Portuguese or RL-prefix course structured around readings in one of these languages

- Completing three graduate courses or equivalent (12 graded credits) in an approved language outside the Romance Languages department

Students will work with their advisor(s) to plan how they will satisfy their second language requirement and submit a petition to the graduate committee for approval.

Qualifying Examination

The PhD qualifying examination evaluates students in their chosen fields of specialization and consists of two written exams followed by an oral exam. It serves to clarify both the subject matter of the dissertation and possible approaches to it. Examinations are graded PASS or NO PASS by a faculty committee (the "exam committee"). Upon successful completion of the PhD qualifying examination, a student is advanced to candidacy and may present the dissertation prospectus.

The PhD qualifying examination is a two-term process. At least one term prior to the term in which the exam will take place, the student designates an exam committee. The exam committee is composed of three members of the RL graduate faculty, one of whom serves as the chair. A fourth committee member may be added from RL or another department. The student consults with their exam committee members to determine their fields of interest. These fields form the basis of their PhD qualifying examination, and typically the dissertation. During this term, students will register for guided readings (RL 605 for 2-4 credits) with the exam committee chair. In consultation with the members of the exam committee, students:

- Create a core reading list for their primary field of interest (15 works minimum) and a core reading list for their secondary field of interest (10 works minimum).
- Compose two annotated bibliographies (one page per work): one of works in the primary field (15 works) and one of works in their secondary field(s) (10 works). Students are encouraged to include both theoretical/methodological works as well as primary texts, case studies, or data sets, as appropriate, as part of the annotated bibliographies. These bibliographies form the basis for the exam reading list.
- Work with their committee chair to compose a one-page exam research statement. This statement explains their interests, presents connections among their fields of study, outlines the beginnings of their dissertation project, and offers a term-by-term plan of work.

During the term of the qualifying exam, the student composes two written exams. Each written exam responds to one of two questions formulated by members of the exam committee. These exams should be a maximum of 20 double-spaced, typed pages. The student has two weeks to write each of the essays. Two weeks after the successful completion of both written exams, the student takes an oral exam. The oral exam will integrate the areas addressed in the written exams with other facets of the student's declared fields of interest. During the two-hour oral exam, the candidate should be prepared to defend the written exams, respond to questions about the full reading list, and elaborate on ways in which the written essays help to define a dissertation project within the student's fields of interest.

Dissertation Prospectus

The prospectus should define the scope of the dissertation and demonstrate the originality of the project. The student submits an eight-to-ten-page prospectus and a substantial research bibliography of primary and secondary material to the faculty members on his or her

dissertation committee. Students are responsible for putting together a dissertation committee, which normally consists of four members: one director and one core member from the Department of Romance Languages, one additional core member from Romance Languages or another department, and one member from another department who serves as the institutional representative. A student may also choose to have two co-directors in the Department of Romance Languages (plus one further member of the department).

When the student has a solid draft of the prospectus, she or he will schedule 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 will submit 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.

Original Dissertation and Oral Defense

The dissertation should constitute an original and valuable contribution to scholarship in the student's field of interest. It should be characterized by mature analysis, 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.

Preparing the dissertation for approval: Students are strongly encouraged to familiarize themselves with the stringent formatting and structure guidelines for the dissertation (the information is provided by the Graduate School and is available online). Students are reminded that a final copy of the dissertation must be distributed to the dissertation committee for final approval at least four weeks before the dissertation defense. It must be complete at the time it is sent to the committee with all chapters including introduction and conclusion, appendices, and bibliography.

Final oral dissertation defense: When all members of the dissertation committee have approved the dissertation, a public oral presentation and defense of the work is held.

Program Benchmarks:

Annual Meeting: Students provide a progress report, a future plan of study term by term, and meet with their advisor annually during the spring term. We will have a template for the progress report with an advising checklist to assure consistency.

Dissertation Progress Meeting: No later than one year following approval of the prospectus, the student meets with the advisor and one other member of the dissertation committee to discuss the progress, status and trajectory of the dissertation, potential publications associated with it, and any factors impeding the work or troubling the student. The student will submit all drafted work to the advisor and second committee member at least one week before the meeting takes place. After this meeting, the advisor will submit a brief description of the student's qualitative and quantitative progress to the Director of Graduate Studies. Please use the First Year Dissertation Status Meeting form to document the meeting. Students may find it useful to have a fall term progress meeting with two members of their committee during each year of

dissertation writing. Advisors should submit a Progress Meeting form to the Director of Graduate Studies.

First Chapter Requirement: By the last day of classes of the third regular term of dissertation writing, the student must submit a fully drafted chapter of the dissertation to the Dissertation Advisor and the Graduate Coordinator. “Fully drafted” implies a chapter whose argumentative structure is complete, and which has been proofread and includes references, but which might not be considered “polished” or final text. Students who do not meet this milestone work must meet with the Director of Graduate Studies to discuss available resources and strategies to support their progress and to craft and execute a writing plan. (Such meetings are available to all students at any point of the degree.) As per the GDRS, graduate students must be making satisfactory progress toward degree. Students who fail to submit a fully drafted chapter of the dissertation to the Graduate Coordinator by the end of winter term of the first full year of dissertation writing risk losing their GE appointments, unless the advisor or the DGS can provide and document the reasons for an extension of this submission. Note: It is worth emphasizing that the first fully drafted chapter may be submitted as part of the dissertation progress meeting earlier, and that, ideally, students will have progressed well beyond a single chapter draft at the end of the first full year of dissertation writing. At the same time, individual paths and timelines to a complete dissertation vary widely among students.

Spanish (PhD)

Spanish is the official language of twenty-one countries in the world, and it is the second most spoken language in the United States. Our department pioneers the teaching of Spanish as a Heritage Language. (<https://shl.uoregon.edu/>)

We provide classes in Spanish that help students develop linguistic abilities with an emphasis on real-world proficiency, as well as introduce students to the major historical and cultural phenomena that characterize the Spanish-speaking world.

We offer both MA and PhD programs in Spanish. Most of our graduate students have a Graduate Employee (GE) position that provides a tuition waiver, health insurance, and a stipend to cover living expenses. We also offer scholarships and support for travel to professional meetings.

Coursework for the PhD in Spanish allows students to:

- acquire exposure to a broad range of theoretical perspectives and methodological approaches
- develop expertise in a primary and secondary field
- broaden and deepen their conception of the Ph.D. Scholarly Project/ dissertation
- acquire exposure to interdisciplinary comparative approaches, transnational connections, and minority languages and cultures
- join and/or establish professional networks in their chosen discipline(s)

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of subject content knowledge.
- Demonstrate effective oral and written communication skills in discipline-specific genres.

- Conduct independent research and analysis in their discipline.
- Demonstrate independent scientific thinking and advanced knowledge in their current discipline and in related areas of their discipline.
- Understand ethical issues and responsibilities especially in matters related to professionalism, field work, and in writing and publishing theses, dissertations and academic papers.
- Professionalization into the field of study: publications, presentations, attended conferences, funded fellowships, and professional association activities.

PhD in Spanish

Program Overview

Academic advisors assigned to the students as they enter the program will give them concrete advice on how to fulfill our program requirements (core courses, electives and second language requirement, among other items). Students completing a PhD in Spanish will have the opportunity to develop expertise in primary and secondary fields based on cohesive themes, disciplinary approaches, and linguistic geographies:

- Geographies: Mediterranean studies, transatlantic studies, European studies, Latin American studies, Latinx studies
- Poetics, genre, and form
- Critical race and postcolonial studies
- Gender and queer studies
- Media studies (visual, material and digital cultures)
- Environment, food studies, and green and blue humanities
- Language in contact: Sociolinguistics, second language studies, and/or language program directorship
- Translation studies
- Other fields proposed by student, approved by advisor and graduate committee

With their advisor’s approval and by petition to the graduate committee, any graduate student can apply to fulfill a primary or secondary field not represented on this list or in fields outside the department.

Course Requirements

Course requirements depend on a student’s credentials when admitted. Students entering with a BA must complete 80 credits; students holding an MA degree in an appropriate field (see Graduate Admissions) must complete 40 credits. All credits must be taken graded and at the graduate level (500-600), and a grade point average (GPA) of 3.00 or better must be maintained. Distribution of course requirements for the PhD is as follows:

- RL 636 Language teaching methods (4 credits)
- RL 620 Graduate Study in RL (4 credits)
- RL 623 RL Colloquium (4 credits)
- Four courses in primary area (16 credits)
- Three courses in secondary area (12 credits)
- RL 603 Dissertation (12-18 credits)

Students typically will register for RL 601 or RL 605 during the terms that they are preparing for exams or writing their prospectus.

PhD students who are teaching take SPAN 609 1st year Pedagogy or SPAN 609 2nd year Pedagogy (2 credits), which requires weekly

meetings with their teaching supervisor and provides training that prepares them further to teach their classes successfully.

Students Entering with a BA

Students entering the Spanish PhD program with a BA will need a total of 20 courses (80 credits) to complete their PhD requirements, and prepare in their primary and secondary fields:

- Three courses (12 credits) of RL required courses (RL 636, 620, 623)
- Eleven courses (44 credits) in the Romance Languages department. At least 9 courses must have a SPAN prefix; up to two courses may have an RL prefix when the written coursework is completed in Spanish
- Three courses (12 credits) outside the department in fields related to their research (i.e.: linguistics, philosophy, history, English, anthropology, ethnic studies, women and gender studies, education studies, comparative literature)
- Three courses (12 credits) with the RL prefix (RL, ITAL, PORT or FR), or in other departments if the courses are related to their primary and secondary fields, which may also be used to satisfy the second language requirement

Students Entering with an MA

Students entering the Spanish PhD with an MA will complete a total of 10 courses (40 credits), with their Primary and Secondary Field-satisfying courses drawn from any of the categories below:

- Three graduate courses (12 credits) of RL required courses (RL 636, 620, 623)
- Four graduate courses (16 credits) in the Romance Languages Department with SPAN prefix
- Three graduate courses (12 credits) in Romance Languages, SPAN, FR, PORT, ITAL, or outside the department, which may also satisfy the second language requirement (One of these courses may also satisfy the second language requirement.)

Students who have taken RL 636, RL 620, and RL 623 in the course of completing an MA in the Romance Languages department at UO will be considered to have met these requirements and in consultation with their advisor may substitute these credits with courses of their choosing inside or outside the department. If the MA preparation is found to be deficient or if the MA has been taken in a different field, students may be required to take additional coursework.

SPAN 609 (2 credits) is a required course with the Teaching Language Supervisor for those graduate students who are teaching SPAN 101, 102, 103 (1st year) or SPAN 201, 202, 203 (2nd year). It is not a required course to graduate.

Second-Language Requirement

In addition to their major language, students must demonstrate proficiency in a second language that is relevant to their research interests and that will allow them to participate in additional academic discourse communities. This may be another Romance language taught in the department (French, Italian, Portuguese or Spanish) or another language relevant to their research (Latin, Arabic, or Ladino; Basque, Catalan, or Galician; Nahuatl, Quechua, or Yucatec Maya; etc.). Students will justify their choice of second language and how they will evidence competency in the annual review at the end of their first year.

Students can fulfill the second-language requirement in several ways, as follows:

- Completing one graduate course or equivalent (4 graded credits) in a second Romance language: French, Italian, or Portuguese or RL-prefix course structured around readings in one of these languages
- Completing one graduate course or equivalent (4 graded credits) in an approved language outside the Romance Languages department.

Students will work with their advisor(s) to plan how they will satisfy their second language requirement and submit a petition to the Graduate Committee for approval.

Benchmarks

Graduate Portfolio: Students will file the materials they create throughout their progress in the program (Coursework essays, Pre-professional Experience Internship, Prospectus, publications, and their dissertation) in a Portfolio that will allow their committees to track their academic progress and their intellectual commitment to the field.

Professional Development Experience

Students interested in exploring alternative careers as future professional opportunities are encouraged to undertake an internship or a comparable experience in the community in Eugene in the summer or during the year, or in another state or any other Latin American country or Spain, in a place where they can use their Spanish linguistic skills while developing administrative skills. This is not a mandatory professional experience. Faculty advisors or/and the Career Center will work with students to locate appropriate opportunities. This professional development experience is envisioned to train further our graduate students for a career paths outside the academia. The experience does not have to be local; students can contemplate diverse options nationally or internationally. For example, some options would be to work as a volunteer interpreters in a court of law or in a hospital, as assistant teacher in a public school, internship in a government facility, administrative assistant or Public relations in a business, assistant or interpreter in an NGO such as Centro Latinoamericano in Eugene, or another NGO related to their field in the US, Latin America or the Iberian peninsula. The internship or voluntary work could range from 15 hours to 30 hours. It may be completed at any time during their years of study; it is an optional experience, not a requirement. Students must submit a brief reflection (500-1000 words) on their experience to their graduate advisor; the reflection should address how the experience has been formative, and how it affected their thinking about future career option once they finish their PhD. The reflection should also speak to how it may connect to their course of study and enrich their preparation as graduate students. The reflection should be shared with the contact person in the institution they worked with, who should also send a brief letter certifying that the student did the voluntary work.

Qualifying Examination

The PhD qualifying examination evaluates students in their chosen fields of specialization and consists of two written exams followed by an oral exam. It serves to clarify both the subject matter of the dissertation and possible approaches to it. Examinations are graded PASS or NO PASS by a faculty committee (the "Exam Committee"). Upon successful completion of the PhD Qualifying Examination, a student is advanced to candidacy and may present the dissertation prospectus.

The PhD qualifying examination is a two-term process. At least one term prior to the term in which the exam will take place, the student designates

an exam committee. the exam committee is composed of three members of the RL graduate faculty, one of whom serves as the chair. A fourth committee member may be added from RL or another department. The student consults with their exam committee members to determine their fields of interest.

These fields form the basis of their PhD qualifying examination, and typically for the dissertation. During this term, students will register for guided readings (RL 605 for 2-4 credits) with the exam committee chair. In consultation with the members of the exam committee, students:

- Create a core reading list for their Primary Field of interest (15 works minimum) and a core reading list for their secondary field of interest (10 works minimum).
- Compose two annotated bibliographies (one page per work), one of works in the primary field (15 works) and one of works in their secondary field(s) (10 works). Students are encouraged to include both theoretical/ methodological works as well as primary texts, case studies, or data sets, as appropriate, as part of the annotated bibliographies. These bibliographies form the basis for the exam reading list.
- Work with their committee chair to compose a one-page Exam Research Statement. This statement explains their interests, presents connections among their fields of study, outlines the beginnings of their dissertation project, and offers a term-by-term plan of work.

During the term of the qualifying exam, the student composes two written exams. Each written exam responds to one of two questions formulated by members of the Exam Committee. These exams should be a maximum of 20 double-spaced, typed pages. The student has two weeks to write each of the essays. Two weeks after the successful completion of both written exams, the student takes an oral exam. The oral exam will integrate the areas addressed in the written exams with other facets of the student's declared fields of interest. During the two-hour oral exam, the candidate should be prepared to defend the written exams, respond to questions about the full reading list, and elaborate on ways in which the written essays help to define a dissertation project within the student's fields of interest.

Dissertation Prospectus

The prospectus should define the scope of the dissertation and demonstrate the originality of the project. The student submits an eight-to ten-page prospectus and a substantial research bibliography of primary and secondary material to the faculty members on his or her dissertation committee. Students are responsible for putting together a dissertation committee, which normally consists of four members: one director and one core member from the Department of Romance Languages, one additional core member from Romance Languages or another department, and one member from another department who serves as the institutional representative. A student may also choose to have two co-directors in the Department of Romance Languages (plus one further member of the department).

When the student has a solid draft of the prospectus, she or he will schedule 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 will submit 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.

Original Dissertation and Oral Defense

The dissertation should constitute an original and valuable contribution to scholarship in the student's field of interest. It should be characterized by mature analysis, 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.

Preparing the dissertation for approval: Students are strongly encouraged to familiarize themselves with the stringent formatting and structure guidelines for the dissertation (the information is provided by the Graduate School and is available online or in pamphlet form). Students are reminded that a final copy of the dissertation must be distributed to the dissertation committee for final approval at least four weeks before the dissertation defense. It must be complete at the time it is sent to the committee with all chapters including introduction and conclusion, appendices, and bibliography.

Final oral dissertation defense: When all members of the dissertation committee have approved the dissertation, a public oral presentation and defense of the work is held.

Program Benchmarks:

Annual Meeting: Students provide a progress report, a future plan of study term by term, and meet with their advisor annually during the spring term. We will have a template for the progress report with an advising checklist to assure consistency.

Dissertation Progress Meeting: No later than one year following approval of the prospectus, the student meets with the advisor and one other member of the dissertation committee to discuss the progress, status and trajectory of the dissertation, potential publications associated with it, and any factors impeding the work or troubling the student. The student will submit all drafted work to the advisor and second committee member at least one week before the meeting takes place. After this meeting, the advisor will submit a brief description of the student's qualitative and quantitative progress to the Director of Graduate Studies. Please use the First Year Dissertation Status Meeting form to document the meeting. Students may find it useful to have a fall term progress meeting with two members of their committee during each year of dissertation writing. Advisors should submit a Progress Meeting form to the Director of Graduate Studies.

First Chapter Requirement: By the last day of classes of the third regular term of dissertation writing, the student must submit a fully drafted chapter of the dissertation to the Dissertation Advisor and the Graduate Coordinator. "Fully drafted" implies a chapter whose argumentative structure is complete, and which has been proofread and includes references, but which might not be considered "polished" or final text. Students who do not meet this milestone work must meet with the Director of Graduate Studies to discuss available resources and strategies to support their progress and to craft and execute a writing plan. (Such meetings are available to all students at any point of the degree.) As per the GDRS, graduate students must be making satisfactory progress toward degree. Students who fail to submit a fully drafted chapter of the dissertation to the Graduate Coordinator by the end of winter term of the first full year of dissertation writing risk losing their GE appointments, unless the advisor or the DGS can provide and

document the reasons for an extension of this submission. Note: It is worth emphasizing that the first fully drafted chapter may be submitted as part of the dissertation progress meeting earlier, and that, ideally, students will have progressed well beyond a single chapter draft at the end of the first full year of dissertation writing. At the same time, individual paths and timelines to a complete dissertation vary widely among students.

RL 607 Professionalization and Dissertation Workshop This course will be offered every other year for students who have submitted their prospectus, and before or while they enter the job market. While the course will allow students to examine the range of career opportunities within and outside the academic job market, the focus will be on drafting cover letters, teaching statements, CVs, and grant proposals; throughout the term, workshop participants will draft a journal article, most likely from a dissertation chapter in progress, and identify an appropriate journal for submission and peer review. As part of this course requirements the students will be developing **Professional Portfolio**, and an **Individual Development Plan (IDP)** to explore professional, career opportunities outside the academia, and how to prepare for them competitively.

Translation Studies Graduate Specialization

Graduate Specialization in Translation Studies

The Oregon Center for Translation Studies, supported by the UO Global Studies Institute, draws together a diverse group of faculty, graduate students, and active professional community members and emeriti who work across languages and disciplines in the area of Translation Studies. We pursue research, teaching, and practice related to multiple forms of translation. As a group we are committed to exploring interdisciplinary aspects of these endeavors.

The Graduate Specialization in Translation Studies aims to strengthen and enrich opportunities for UO students by drawing on existing offerings across disciplines and, where possible, adding to the current curriculum, in Languages, Literatures, Anthropology, International Studies, and Folklore at UO. In this way, the Specialization contributes to strengthening graduate offerings in this vital and complex field.

Russian, East European, and Eurasian Studies

<http://reees.uoregon.edu>

Katya Hokanson, Program Director

114 Friendly Hall
541-346-4065

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, Buddhism 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.

REEES offers a bachelor of arts degree (BA) and a minor.

Fields of Concentration

The program offers the following concentrations for the undergraduate major and minor:

- Russian language, literature, and culture (humanities emphasis/field of concentration)
- Russian and East European history, politics, and society (social science emphasis/field of concentration)

Courses with these focus areas are offered by the program and such participating departments as anthropology, geography, history, political science, religious studies 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 can view sample programs of study in the various concentrations on the program website.

The **major** requires 36 graded credits; courses must be passed with grades of C– or better. Credits used to fulfill the language requirement (students must complete three years of Russian or show they have attained third-year proficiency) may not be applied to the 36-credit requirement.

The **minor** requires 24 graded credits; courses must be passed with a grade of C– or better, and also requires third-year proficiency. Courses taken to fulfill the language requirement may not be used to fulfill the 24-credit requirement.

Overseas Study

Qualified students of Russian may spend a summer, semester, or academic year studying the language. While study in Russia is not currently supported, a direct exchange program with the University of Latvia is available, as well as Russian language study programs organized by SRAS in Armenia, Georgia, Latvia and Kyrgyzstan. American Councils offers Russian language programs in Kazakhstan, Armenia, and Georgia. 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, Office of International Affairs, 5209 University of Oregon, Eugene, Oregon 97403-5209; 541-346-3206.

Students may also wish to study Russian domestically at Middlebury College or the University of California, Los Angeles. Students with advanced proficiency are encouraged to apply for relevant internships and career development opportunities, such as working at *Lesnoe Ozero*, Concordia Language Villages' summer Russian immersion program for children ages 7-18

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 other organizations. Students in the program typically run a REEES club, focusing on cultural activities and the practice of Russian language skills.

Visiting Faculty Members

The program sponsors extended stays by visiting Fulbright and International Research and Exchange Board scholars from Russia and Eastern Europe.

Resources

The University of Oregon's library has more than 130,000 volumes in 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, visit the website (<https://ylc.uoregon.edu/>).

Faculty

Heghine Hakobyan, instructor (Slavic librarian). BA, 1983, Kurgan College of Culture and Enlightenment; MA, 1988, Tyuman State; MLIS, 2003, City University of New York, Queens College. (2007)

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

Susanna Soojung Lim, associate professor (19th- and 20th-century Russian literature). BA, 1996, MA, 1998, Korea; MA, 1999, PhD, 2006, California, Los Angeles. (2007)

Julia Nemirovskaya, associate teaching professor (Russian literature and theater). MA, 1986, PhD, 1991, Moscow State. (2002)

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

Lara Ravitch, associate teaching professor (Russian language). B.A., 1998, Connecticut College; M.A., 2002, Monterey (Middlebury) Institute of International Studies. (2012)

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

Participating

Roy Bing Chan, East Asian languages and literatures (Chinese literature)

Miriam Chorley-Schulz, German and Scandinavian (Jewish studies, Yiddish studies, Holocaust studies)

Julie Hessler, history (20th-century Russia, Europe)

Ryan Tucker Jones, history (Russian and environmental history)

Mikhail Myagkov, political science (comparative politics, formal political theory)

Stephen J. Shoemaker, religious studies (history of Eastern Christianity)

Courtesy

Amanda Bird, courtesy instructor (folklore, translation, Persian literature). BA, 1994, Baylor; MA, 2006, Oregon. (2013)

Alexander Kashirin, courtesy professor. BA, 2002, Eastern New Mexico University; MA, 2005, Oregon; Ph.D., 2010, Oregon. (2003)

Tamara Morris, courtesy professor (Russian language, culture of "Old Believers"). Baccalaureate, D. Banzarov; MA, 1984, Krasnoyarsky State Pedagogical Institute; PhD, 1986, Institute of Russian Language. (2013)

Emeriti

Esther Jacobson-Tepfer, history of art and architecture

R. Alan Kimball, history (modern Russia)

Yelaina Kripkov, Russian Language

Steven Shankman, English (comparative literature, Russian novel)

Carol T. Silverman, anthropology (performance, eastern Europe, gender)

Sherwin Simmons, history of art and architecture

Ronald Wixman, geography

Cynthia Vakareliyska, linguistics

Associated

John E. Bonine, law

Lisa Wolverton, history

Undergraduate Programs

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Minor

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Graduate Programs

Major - Master's Degree

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Certificate

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Russian, East European, and Eurasian Studies (BA)

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, Buddhism 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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Humanities Track: Be proficient in reading, writing, and speaking Russian (or other language of the region) consistent with completion of at least a third-year level (from novice high to intermediate high).
- Humanities Track: Have a broad general understanding of the region of Russia, Eastern Europe, and Eurasia including its history and culture, and ability to communicate about that culture in both Russian (or other language of the region) and English. Knowledge of major historical figures, writers and other cultural figures of the region and ability to evaluate and discuss them/their work.
- Humanities Track: Identify, describe and explain materials, terminologies, and methodologies in literature, film and media of the region.
- Social Science Track: Be proficient in reading, writing, and speaking Russian consistent with completion of at least a third-year level (from novice high to intermediate high).
- Social Science Track: Have a broad general understanding of the region of Russia, Eastern Europe, and Eurasia including its history and culture, and ability to communicate about that culture in both Russian (or other language of the region) and English. Knowledge of major historical figures, writers and other cultural figures of the region and ability to evaluate and discuss them/their work.
- Social Science Track: Identify, describe and explain important movements, terminologies, and methodologies in history, politics and religion of the region.

Fields of Concentration

The program offers the following concentrations for the undergraduate major and minor:

- Russian language, literature, and culture (humanities emphasis/field of concentration)
- Russian and East European history, politics, and society (social science emphasis/field of concentration)

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 the REEES Director of Undergraduate Studies 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 view sample programs of study in the various concentrations on the program website.

Major Requirements

The major requires 36 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 36-credit requirement.

Bachelor of Arts Degree Requirements

Code	Title	Credits
Language Courses		
RUSS 101–103	First-Year Russian ¹	15
RUSS 201–203	Second-Year Russian ¹	15
RUSS 316–318	Third-Year Russian ¹	15
Five Field of Concentration Courses		20
At least four courses in a chosen concentration must be upper-division Elective Courses ²		
Elective Courses ³		16
Total Credits		36

¹ Three years of college-level Slavic language study is usually fulfilled by taking Russian language courses. 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 Two courses must be at the 400 level.

³ At least two 4-credit courses should be outside of the field of concentration.

Russian Language, Literature, and Culture Concentration Courses

Code	Title	Credits
RUSS 204	Introduction to Russian Literature	
RUSS 205	Introduction to Russian Literature	
RUSS 206	Introduction to Russian Literature	
RUSS 240	Russian Culture	
RUSS 309	Russian through Theater	
RUSS 334	Dostoevsky	
RUSS 351	Russian Literature and Film	
RUSS 399	Special Studies: [Topic]	
RUSS 403	Thesis	
RUSS 404	Internship: [Topic]	
RUSS 405	Reading and Conference: [Topic]	

RUSS 407	Seminar: [Topic]
RUSS 409	Terminal Project
RUSS 410	Experimental Course: [Topic]
RUSS 434	Russian Literature: [Topic]
RUSS 436	Advanced Russian: [Topic]
SCAN 351	Periods in Scandinavian Literature

Russian and East European History, Politics and Society Concentration Courses

Code	Title	Credits
HIST 346	Imperial Russia	
HIST 347	Soviet Union and Contemporary Russia	
HIST 444	The Holocaust	
HIST 446	Modern Russia: [Topic]	
GEOG 202	Geography of Europe	
GEOG 441	Political Geography	
JDST 213	The Jewish Encounter with Modernity	
PS 387	Russian Politics	
PS 433	Marxism and Radical Thought	
PS 455	Theories of International Politics	
PS 475	Politics of the European Union	
REES 199	Special Studies: [Topic]	
REES 403	Thesis	
REES 405	Reading and Conference: [Topic]	
REES 407	Seminar: [Topic]	
REES 410	Experimental Course: [Topic]	
REL 324	History of Eastern Christianity I	
REL 325	History of Eastern Christianity II	

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 the REEES Director of Undergraduate Studies, then submit a thesis proposal to the program’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 must be completed at least one term before the term of graduation.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years (Below is a sample for a Russian, East European, and Eurasian studies major with a concentration in Russian language, literature, and culture). There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Russian, East European, and Eurasian Studies (Humanities Concentration)

Course	Title	Credits	Milestones
First Year			
Fall			
RUSS 101	First-Year Russian	5	
WR 121Z	Composition I	4	

RUSS 204	Introduction to Russian Literature	4
Core-education course in social science that also satisfies cultural literacy requirement		4

Credits		17

Winter

RUSS 102	First-Year Russian	5
WR 122Z	Composition II	4
or WR 123 or College Composition III		

RUSS 309	Russian through Theater	4
Core-education course in science		4

Credits		17

Spring

RUSS 103	First-Year Russian	5
RUSS 334	Dostoevsky	4
Core-education course in social science		4
Core-education course in science		4

Credits		17

Second Year

Fall

RUSS 201	Second-Year Russian I	5
Upper-division content course in REEES humanities (Field of concentration course)		4
Core-education course in arts and letters		4
Core-education course in science		4

Credits		17

Winter

RUSS 202	Second-Year Russian II	5
RUSS 426 or similar		4
Core-education course in arts and letters		4
Core-education course in social science		4

Credits		17

Spring

RUSS 203	Second-Year Russian III	5
HIST 346	Imperial Russia	4
Core-education course in arts and letters		4
Core-education course in science		4

Credits		17

Third Year

Fall

PS 475	Politics of the European Union	4
RUSS 316	Third-Year Russian I	5
Elective or second major courses		8

Credits		17

Winter

RUSS 317	Third-Year Russian II	5
PS 433	Marxism and Radical Thought	4
Elective or second major courses		8

Credits		17

Spring

RUSS 318	Third-Year Russian III	5
Elective or second major courses		8

Credits		13

Fourth Year**Fall**

Elective or second major courses	16

Credits	16

Winter

Elective or second major courses	16

Credits	16

Total Credits	181

Bachelor of Arts in Russian, East European, and Eurasian Studies (Social Science Concentration)

Course	Title	Credits	Milestones

First Year**Fall**

RUSS 101	First-Year Russian	5

WR 121Z	Composition I	4

Core-education course in social science	4

Core-education course in science	4

Credits	17

Winter

RUSS 102	First-Year Russian	5

WR 122Z	Composition II	4

HIST 346	Imperial Russia	4

Core-education course in arts and letters that also satisfies cultural literacy requirement	4

Credits	17

Spring

RUSS 103	First-Year Russian	5

HIST 347	Soviet Union and Contemporary Russia	4

JDST 213	The Jewish Encounter with Modernity	4

Core-education course in social science	4

Credits	17

Second Year**Fall**

RUSS 201	Second-Year Russian I	5

Content course in REEES social science (Field of concentration course)	4

Core-education course in arts and letters	4

Core-education course in science	4

Credits	17

Winter

RUSS 202	Second-Year Russian II	5

PS 433	Marxism and Radical Thought	4

Core-education course in arts and letters	4

Core-education course in social science	4

Credits	17

Spring

RUSS 203	Second-Year Russian III	5

RUSS 240	Russian Culture	4

Core-education course in social science	4

Core-education course in science	4

Credits	17

Third Year**Fall**

RUSS 316	Third-Year Russian I	5

REEES elective course (outside concentration, different from first elective course)	4

Elective or second major courses	8

Credits	17

Winter

RUSS 309	Russian through Theater	4

RUSS 317	Third-Year Russian II	5

Elective or second major courses	8

Credits	17

Spring

RUSS 318	Third-Year Russian III	5

Elective or second major courses	12

Credits	17

Fourth Year**Fall**

Elective or second major courses	16

Credits	16

Winter

Elective or second major courses	12

Credits	12

Total Credits	181

Russian, East European, and Eurasian Studies Minor

Students interact with native Russian speakers, perform in bilingual plays, and learn about the unique political foundations of the Russian Federation. REEES covers a wide array of subjects, allowing you to choose an emphasis in humanities or social science. Whether your interests in Russia, Eastern Europe, or Eurasia have roots in the literature of Dostoevsky and Pushkin or stem from a fascination with Russian zombie cinema, there is a place for you in REEES.

Minor Requirements

The minor requires 24 graded credits; courses must be passed with a grade of C– or better. Courses taken to fulfill the language requirement may not be used to fulfill the 24-credit requirement.

Code	Title	Credits

Language Courses

RUSS 101–103	First-Year Russian ¹	15

RUSS 201–203	Second-Year Russian ¹	15

RUSS 316–318	Third-Year Russian ¹	15

Field of Concentration Courses	12

Three upper-division courses in a chosen concentration ²	

Elective Courses	12

Total Credits	24

¹ Three years of college-level Slavic language study is usually fulfilled by taking Russian language courses. 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 One course in the field of concentration must be at the 400 level.

Additional Requirements

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 16 transfer credits to the major, but no more than 8 of these credits can be applied to the field of concentration. Undergraduate minors may apply up to 8 transfer credits to the minor, but no more than 4 of them can be applied to the field of concentration.

Russian, East European, and Eurasian Studies (MA)

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:

- Byzantine
- Mongolian
- Ottoman Turkish
- Holy Roman
- Austro-Hungarian
- Russian
- 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.

The program offers an MA in Russian, East European, and Eurasian 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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Be proficient in reading, writing, and speaking Russian consistent with completion of at least the fourth-year level.
- Translate specialized texts from the field of concentration into good professional English.
- Have a broad general understanding of the region of Russian, Eastern Europe, and Eurasia including its history and culture.
- Have in-depth competency in the field of concentration, its methodology, and foundational scholarship.
- Produce an extended piece of scholarship that is based on relevant primary and secondary materials and that makes a contribution to the field of study.

Russian, East European, and Eurasian Studies Major Requirements

The MA in Russian, East European, and Eurasian studies requires 40 graded graduate-level credits passed with a grade of B– or better and 9 thesis credits (taken pass/no pass), for a total of 49 graduate credits. Only the thesis may be graded pass/no pass, all other courses must be graded. Credits used to fulfill the language requirement may not be applied to the 49-credit requirement. The MA typically takes two years (six terms) to complete. Because the REES MA is interdisciplinary, courses are chosen in consultation with faculty advisers, and are typically offered in the prefixes of RUSS, REES, HIST, REL, PS, COLT, GLOBL and GEOG.

Code	Title	Credits
Language Courses		
Four years of university study of a Slavic language or equivalent, plus reading competency as defined by a translation exam in the student's field of concentration ¹		
Field of Concentration Courses		16
Four graded graduate-level courses in a chosen concentration		
Research and Thesis		9
REES 503 Thesis or RUSS 501 Thesis		
Elective Courses		24
Six graded graduate-level courses ²		
Total Credits		49

¹ 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 Two courses may be in the field of concentration. The electives must include courses in at least two fields outside the student's concentration.

Additional Requirements

A written comprehensive examination on the field of concentration is typically taken the term prior to submission of the thesis. The thesis is defended before the candidate's committee. The defense may include discussion of the comprehensive exam.

Fields of Concentration

- Russian literature
- Russian and East European history
- Contemporary Russia, East Europe, and Eurasia

Russian, East European, and Eurasian Studies Graduate Certificate

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:

- Byzantine
- Mongolian
- Ottoman Turkish
- Holy Roman
- Austro-Hungarian
- Russian
- 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.

The program offers a graduate certificate in Russian, East European, and Eurasian 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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Be proficient in reading, writing, and speaking Russian consistent with completion of at least the fourth-year level.
- Translate specialized texts from the field of concentration into good professional English.
- Have a broad general understanding of the region of Russian, Eastern Europe, and Eurasia including its history and culture.
- Complete a significant (e.g. 25-page) research paper written in conjunction with a course, or written as part of an individualized reading course.

Russian, East European, and Eurasian Studies Graduate Certificate

The graduate certificate in Russian, East European, and Eurasian studies requires 28 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 28-credit requirement. Because the REEES Graduate Certificate is interdisciplinary, courses are chosen in consultation with faculty advisers, and are typically offered in the prefixes of RUSS, REES, HIST, REL, PS, COLT, GLBL and GEOG.

Code	Title	Credits
Language Courses		
Select one of the following:		
	Four years of college study or equivalent in one Slavic language	
	Total of four years of college study in two languages of the region	
Field of Concentration Courses		12
	Three graduate-level courses in chosen concentration	
Elective Courses		16
	Four graduate-level courses ¹	
Total Credits		28

¹ One elective may be in the field of concentration.

Additional Requirements

A research paper written in conjunction with a course or as a separate reading course in the field of concentration.

Fields of Concentration

- Russian literature
- Russian and East European history
- Contemporary Russia, East Europe, and Eurasia

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.

Theater Arts

<http://theatre.uoregon.edu>

Philip W. Scher, Department Head

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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 Fine arts (MFA) with a specialization in design and technology, and Doctor of Philosophy (PhD) degrees. The Master of Science (MS) degree program is currently inactive.

Courses in Theater Arts are available for all students who want to develop their communication skills, explore lighting, scenic design and costume technology, practice leadership in collaborative teamwork, or study diverse Histories of Theater (including Middle Eastern American

and Arab American Theater, Native and Latinx Theater, Eco Dramaturgy, Ethnic and Communal Engagements). Students can also gain practical theater experience through involvement with our University Theater productions as actors, designers, technicians, dramaturgs and stage managers.

The Department offers a cross-disciplinary and liberal-arts education. Upper division courses provide vocational competence in many aspects of commercial theater. Students seek careers in professional, educational, and community theaters as designers, actors, technicians, stage managers, or theater managers, or continue specialized training in MFA degree programs or non-degree professional training schools. Other students use the Theater Arts' background to pursue vocational opportunities that require advanced skills in communication and organization.

At the graduate level, the department offers intensive study and practical work toward the MFA degree focus areas of costume design, scenic design, lighting design, and technical theater, with opportunities to also emphasize projection design, sound design, or both. The MFA also provides training and experience in teaching theater. The MA and PhD programs offer an in-depth study of theater and performance through contemporary critical and cultural theories as well as historiography and performance praxis.

Theaters

The James F. Miller Theatre Complex includes the renovated Robinson Theatre, a proscenium theater seating 300, and the Hope Theatre, a flexible venue that can seat 100–150. The complex includes a large lobby and costume and scene shops. The Pocket Playhouse, in Villard Hall, is a small proscenium stage and seats 75 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.

University Theatre

The department's season is composed of productions in two venues: the Robinson Theatre and the 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.

Faculty

Bradley Branam, associate professor (technical direction, media design). BA, 2000, Luther College; MFA, 2009, Missouri, Kansas City. (2012)

Bair, Heather, instructor, (costume shop). BFA, 1995, Southwest Missouri State University; MFA, 1999 Temple University. (2021)

Jeanette De Jong, associate professor. BA, 1982, Puget Sound; MFA, 1984, Oregon. (2015)

Jerry Hooker, associate professor (scene designer). BA, 1978, Puget Sound; MFA, 1985, Utah State. (2001)

Theresa May, professor (acting, embodiment, Native American theater); director, graduate studies. BA, 1980, California, Irvine; MFA, 1983, Southern California; PhD, 2000, Washington (Seattle). (2007)

Michael Malek Najjar, associate professor (Arab American theater and performance, playwriting, performance theory). BA, 1993, New Mexico; MFA, 1999, York; PhD, 2011, California, Los Angeles. (2011)

Tricia Rodley, instructor (acting, voice and dialect) BA, 1992, Oregon; MA, 2005, Royal Central School of Speech and Drama (London); PhD, 2014, Oregon. (2015)

Janet Rose, associate teaching professor (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

Alexandra Bonds, professor emerita. BS, 1972, Syracuse; MA, 1974, Denver. (1979)

Robert Barton, professor emeritus. BA, 1967, Western Michigan; MA, 1968, PhD, 1977, Bowling Green State. (1980)

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.

Undergraduate Programs

Major - Bachelor's Degree

- Theater Arts (BA/BS) (p. 192)

Minor

- Theater Arts (p. 195)

Graduate Programs

Majors - Master's Degree

- Theater Arts (MA) (p. 196)
- Theater Arts (MFA) (p. 196)

Major - Doctoral Degree

- Theater Arts (PhD)

Important note: Theater Arts is not currently accepting PhD applications but will in the future as new faculty members are hired.

Theater Arts (BA/BS)

The Department of Theatre Arts combines a broad liberal arts education with practical experience through University Theatre (<https://blogs.uoregon.edu/theatre/>) productions and studio coursework.

Create purposeful works of art and use your voice to change the world. With outstanding facilities, knowledgeable faculty members, and a supportive theater community, the University of Oregon's Department of

Theatre Arts provides everything you need to hone your craft and achieve your goals.

You'll be given the opportunity to write, direct, and manage your own performances through classes and the Pocket Playhouse, a fully operational theater for undergraduates. In addition, you'll study the history, literature, and cultural aspects of theater across the globe, providing you with a valuable liberal arts background. Learn practical skills such as playwriting, acting, wood construction, sewing, and stage management. Take risks and gain insight in a nurturing and engaging environment. An adventure awaits you, whether your focus is on acting, stage production, or designing dazzling costumes.

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

Students study acting, directing, design, costume, lighting, stagecraft, history, dramatic literature, and theory. Courses in these fields are available to both majors and nonmajors.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate knowledge, research, and analysis of theatre history, dramatic literature and critical theory across time and cultures, employing effective written and oral communication.
- Demonstrate the comprehension of form and content in theatre through production-related practice, applying skillsets of design, technology, management, and performance.
- Demonstrate personal theatrical aesthetic and artistic vision through script analysis and interpretation, integrating the visual and material/physical in collaborative practice.
- Demonstrate understanding of degree requirements and production expectations for the major, and chart prospective internship and other educational or professional opportunities in current theatre and related fields during and especially after college.

Theater Arts Major Requirements

Courses used to fulfill the major requirements must be taken for a letter grade and passed with a grade of mid-C or better.

Code	Title	Credits
TA 210	Introduction to Design	4
TA 211–212	Theater Production I-II	8
TA 250	Introduction to Acting	4
TA 271	Introduction to Theater Arts	4
TA 367–369	History of the Theater I-III	12
TA 470	Majors Seminar	4
TA 490	Theater Capstone: [Topic] (Play Direction, Playwriting, Devising, Dramaturgy)	4
Three of the following: ¹		3
TA 321	Scenery Production	
TA 322	Costume Production	
TA 323	Lighting Production	

TA 324	Production	
Three upper-division courses in acting, directing, design, technical production, or playwriting		12
Three upper-division courses in history, literature, criticism, or dramaturgy ²		12
Total Credits		67

¹ Production assignments are 1–4 credits each and are arranged individually between the student and faculty member overseeing the area of interest.

² With the consent of an advisor, a student may substitute a course in another department for one of these courses, selected from a list approved by the theater arts faculty.

Approved Courses

Code	Title	Credits
Acting, Directing, Design, Technical Production or Playwriting Courses		
TA 410	Experimental Course: [Topic]	
TA 416	Costume Design	
TA 418	Costume Pattern Drafting	
TA 420		
TA 452	Advanced Acting: [Topic]	
TA 441	Scene Design: Single Set	
TA 445	Advanced Projects in Theater Technology: [Topic] ¹	
TA 467	Lighting for the Stage	
History, Literature, Criticism, or Dramaturgy Courses		
TA 411	Costume History I	
TA 412	Costume History II	
TA 471	Studies in Theater and Culture: [Topic] ¹	
TA 472	Multicultural Theatre: [Topic] ¹	

¹ Repeatable when topic changes

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 production courses listed in the course list 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.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Theater Arts

Course	Title	Credits	Milestones
First Year			
Fall			
TA 271	Introduction to Theater Arts	4	
WR 121Z	Composition I	4	
First term of 1st-year second-language sequence		4	
TA 250 or TA 210	Introduction to Acting or Introduction to Design	4	
Credits		16	
Winter			
TA 211	Theater Production I	4	
Second term of 1st-year second-language sequence		4	
TA 250 or TA 251	Introduction to Acting or Acting Scene Study	4	
WR 122Z or WR 123	Composition II or College Composition III	4	
Credits		16	
Spring			
TA 212 or TA 210	Theater Production II or Introduction to Design	4	
TA 250 or TA 252	Introduction to Acting or Acting Auditions	4	Complete UO writing requiremer
Core-education course		4	
Third term of 1st-year second-language sequence		4	
Meet with TA advisor			
Credits		16	
Second Year			
Fall			
Core-education course		4	
First term of 2nd-year second-language sequence		4	
TA 321	Scenery Production	1	
TA 322	Costume Production	1	
TA 323	Lighting Production	1	
TA 324	Production	1	
TA 271 or TA 210 or TA 211	Introduction to Theater Arts or Introduction to Design or Theater Production I	4	
Credits		16	
Winter			
Second term of 2nd-year second-language sequence		4	
Core-education courses		8	
TA 321 & TA 322 & TA 323 & TA 324 or TA 251	Scenery Production or Acting Scene Study	4	
Credits		16	
Spring			
Third term of 2nd-year second-language sequence		4	
Core-education courses		8	

TA 321 & TA 322 & TA 323 & TA 324 or TA 252	Scenery Production or Acting Auditions	4
Credits		16
Third Year		
Fall		
TA 367	History of the Theater I	4
Area-satisfying courses		8
Upper-division course with TA subject code		4
Meet with TA advisor		
Credits		16
Winter		
TA 368	History of the Theater II	4
TA 470	Majors Seminar	4
Area-satisfying courses		8
Credits		16
Spring		
TA 369	History of the Theater III	4
Upper-division course with TA subject code		4
Core-education course that also satisfies a cultural literacy requirement		8
Credits		16
Fourth Year		
Fall		
TA 490	Theater Capstone: [Topic]	4
Upper-division courses with TA subject code		8
TA 321 & TA 322 & TA 323 & TA 324	Scenery Production and Costume Production and Lighting Production and Production	4
Meet with TA advisor		
Credits		16
Winter		
TA 490	Theater Capstone: [Topic]	4
Upper-division course with TA subject code		4
Elective courses		8
Credits		16
Spring		
Elective courses (Overall UO GPA of 2.00 or higher)		8
Upper-divisin courses with TA subject code		8
Credits		16
Total Credits		192

Bachelor of Science in Theater Arts

Course	Title	Credits	Milestones
First Year			
Fall			
TA 271	Introduction to Theater Arts	4	
WR 121Z	Composition I	4	
TA 250 or TA 210	Introduction to Acting or Introduction to Design	4	

Mathematics course	4
Credits	16
Winter	
TA 211 Theater Production I	4
WR 122Z Composition II or WR 123 or College Composition III	4
TA 250 Introduction to Acting or TA 251 or Acting Scene Study	4
Mathematics course	4
Credits	16
Spring	
TA 212 Theater Production II or TA 210 or Introduction to Design	4
TA 250 Introduction to Acting or TA 252 or Acting Auditions	4
General-education course	4
Mathematics course	4
Meet with TA advisor	
Credits	16
Second Year	
Fall	
TA 271 Introduction to Theater Arts or TA 210 or Introduction to Design or TA 211 or Theater Production I	4
TA 321 Scenery Production & TA 322 and Costume Production & TA 323 and Lighting Production & TA 324 and Production	4
Core-education courses	8
Credits	16
Winter	
TA 321 Scenery Production & TA 322 or Acting Scene Study & TA 323 & TA 324 or TA 251	4
Core-education courses	12
Credits	16
Spring	
TA 321 Scenery Production & TA 322 or Acting Auditions & TA 323 & TA 324 or TA 252	4
Core-education courses	12
Credits	16
Third Year	
Fall	
TA 367 History of the Theater I	4
Core-education courses	8
Upper-division course with TA subject code	4
Meet with TA advisor	
Credits	16

Winter

TA 368 History of the Theater II	4
TA 470 Majors Seminar	4

Core-education course	4

Core-education or elective course	4

Credits	16

Spring

TA 369 History of the Theater III	4

Upper-division course with TA subject code	4

Core-education course that also satisfies a cultural literacy requirement	4

Core-education or elective course	4

Credits	16

Fourth Year**Fall**

TA 490 Theater Capstone: [Topic]	4

TA 321 Scenery Production	4

& TA 322 and Costume Production	

& TA 323 and Lighting Production	

& TA 324 and Production	

Upper-division courses with TA subject code	8

Meet with TA advisor	

Credits	16

Winter

TA 490 Theater Capstone: [Topic]	4

Upper-division course with TA subject code	4

Elective courses	8

Credits	16

Spring

Upper-division courses with TA subject code (Overall UO GPA of 2.00 or higher)	8

Elective courses	8

Credits	16

Total Credits	192

Theater Arts Minor

The purpose of the Minor degree in Theater is to expose the student to a variety of the disciplines within Theater and to allow for some specialization.

Theater Arts Minor Requirements

Coursework for the minor must be completed with letter grades of mid-C or better. At least 16 credits must be taken at the university. One course in each of the following areas must be included:

- literature and criticism
- performance
- technical theater
- theater history

Code	Title	Credits
Theater arts courses		8
Upper-division theater arts courses		16
Total Credits		24

Approved Courses

Code	Title	Credits
Literature and Criticism		
TA 271	Introduction to Theater Arts	
TA 471	Studies in Theater and Culture: [Topic]	
TA 472	Multicultural Theatre: [Topic]	
TA 490	Theater Capstone: [Topic]	
Performance		
TA 250	Introduction to Acting	
TA 251	Acting Scene Study	
TA 252	Acting Auditions	
TA 452	Advanced Acting: [Topic]	
Technical Theater		
TA 210	Introduction to Design	
TA 211	Theater Production I	
TA 212	Theater Production II	
TA 416	Costume Design	
TA 418	Costume Pattern Drafting	
TA 441	Scene Design: Single Set	
TA 467	Lighting for the Stage	
TA 445	Advanced Projects in Theater Technology: [Topic]	
Theater History		
TA 367	History of the Theater I	
TA 368	History of the Theater II	
TA 369	History of the Theater III	
TA 411	Costume History I	
TA 412	Costume History II	
TA 471	Studies in Theater and Culture: [Topic]	

Theater Arts (MA)

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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of subject content though course work.
- Demonstrate effective oral and written communication skills.
- Acquire research skills necessary to carry out a significant independent research project (i.e. an M.A. Thesis as described in the Graduate Handbook).
- Demonstrate pedagogic ability in teaching undergraduates.

- Complete requirements for foreign language proficiency (equivalent to completion of two years of college-level foreign language study in one foreign language).

Master of Arts in Theater Arts

Code	Title	Credits
Graduate credits in graded theater arts course work		28
TA 503	Thesis	12
TA 607	Seminar: [Topic] ¹	16
Total Credits		56

¹ Course topic changes every term. The master of arts requires at least 16 credits (four seminars). The student may also take approved 600-level course work.

Additional Requirements

- A minimum grade point average of 3.00
- Language proficiency (course work or examination)
- Completion of approved thesis
- Faculty-guided artistic production in design, acting, directing, technical production, dramaturgy, and playwriting

Theater Arts (MFA)

The master of fine arts is the terminal degree for those planning to work or teach in theatrical production. We offer three-year programs of study in scenic design, costume design, and lighting design, or a pairing of two of these areas. Some students also work on technical direction. Completion involves a creative project with an accompanying written report.

We do not offer the master of fine arts degree in acting, directing, or playwriting.

The master of fine arts in theater arts at the University of Oregon includes both academic and production components. In comparison to the master's degree, it requires additional credit hours in design and technology, and the satisfactory completion of a design project with a written component. Students are approved to begin work on a final project after a satisfactory qualifying presentation given to the full faculty.

The qualifying presentation is usually scheduled during the winter term of the second year. All master of fine arts final projects are juried by the full faculty and must demonstrate high artistic ability. The degree requires a minimum of 88 credit hours beyond the bachelor's degree. The minimum requirement for financial aid and a graduate employee appointment is nine credits. Students most commonly enroll for 12 credits per term, including practicum credits, except for the term in which the final project is being executed when the minimum of 9 credits is recommended.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of subject content and technical skills though course work.
- Demonstrate effective artistic, oral, and written communication skills.
- Demonstrate pedagogic ability in teaching and/or supervising undergraduates.

- Develop technical and artistic skills necessary to carry out and report on a significant "Final Project" (as outlined in the Graduate Handbook).

Master of Fine Arts Degree Requirements

The following are minimum requirements, all of which must be taken for a letter grade with the exception of Research: [Topic] (TA 601) and Terminal Project (TA 609).

Code	Title	Credits
TA 601	Research: [Topic]	4
TA 607	Seminar: [Topic] ¹	8
TA 609	Terminal Project	16
Design and technology courses ²		24
Theater history, literature, and theory courses at the 500 and 600 level		8
Related courses outside the department ³		8
At least one course from acting, directing, dramaturgy, or stage management		4
Additional graded graduate-level theater arts course work		16
Total Credits		88

¹ Course topics change every term. The MFA requires at least 8 credits. Students may also take approved and graded 600-level course work.

² Must include at least one course each in lighting, scenery, and costumes.

³ With advisor approval, undergraduate courses at the 300 level may apply.

Additional Requirements

- A minimum grade point average of 3.00
- Completion and approval of a final project and written document

The master of fine arts degree does **not** require proficiency in a second language. Coursework is substantially completed during the first years; the MFA program typically takes three years to complete.

Natural Sciences

In Natural Sciences (<https://naturalsciences.uoregon.edu/>), our departments are committed to creating and disseminating new knowledge in their fields by combining research and teaching. Our 200 faculty members — including fellows of many learned societies and academies — are engaged in research that spans a broad range, from questions about the foundations of quantum mechanics, to the development of cancer cells and the workings of the brain, to work resulting in the spin-off of high-technology companies. Faculty share their excitement about their research with their students, training them to become part of the next generation of scientists who will push the frontiers of human knowledge.

- Biology (p. 198)
 - Marine Biology
- Chemistry and Biochemistry (p. 213)
- Earth Sciences (p. 242)
- Human Physiology (p. 254)
- Materials Science and Technology (p. 260)
- Mathematics (p. 262)
 - Mathematics and Computer Science
- Multidisciplinary Science (p. 279)
- Neuroscience (p. 284)
- Physics (p. 289)
- Psychology (p. 295)

School of Computer and Data Sciences

- Computer Science (p. 225)
 - Computer and Information Technology
 - Cybersecurity
- Data Science (p. 237)

Biology

<http://biology.uoregon.edu>

Matthew Streisfeld, Department Head

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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, neuroscience and behavior, and bioinformatics offer students opportunities to learn and work with scientists who are making important contributions to knowledge in these areas.

Faculty

Matthew F. Barber, associate professor (evolutionary genetics, host-microbe interactions, and biochemistry). BA, 2006, Colgate; PhD, 2012, Stanford. (2016)

Nicola C. Barber, associate teaching professor (molecular biology, science education). BA, 2006, Colgate; PhD, 2011, California, Berkeley. (2016)

Brendan J. M. Bohannon, Alec and Kay Keith 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)

Mark C. Carrier, associate teaching professor (developmental biology and physiology). BS, BA, 1987, Massachusetts; MS, 1998, California, Berkeley. (2000)

Amy A. Connolly, instructor (genetics, cell biology, cell division). BS, 2008, Kansas; PhD, 2014, Oregon. (2018)

William A. Cresko, professor (evolutionary developmental genetics). BA, 1992, University of Pennsylvania; PhD, 2000, Clark. (2005)

Jeffrey M. Diez, associate professor (community ecology, phenology, climate change ecology). BA, MA, 1998, University of Pennsylvania; PhD, 2005, University of Georgia. (2020)

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)

Aaron W. E. Galloway, associate professor (marine trophic ecology, fatty acids). BA, 1999, Evergreen State College; MS, 2004, Central Washington; PhD, 2013, Washington, Seattle. (2015)

David M. Garcia, assistant professor (molecular biology and epigenetics, prions that regulate RNA). BS, 2004, California, Santa Cruz; PhD, 2012, Massachusetts Institute of Technology. (2018)

Daniel T. Grimes, assistant professor (developmental biology, zebrafish genetics, human disease models). MBiochem, 2008, DPhil, 2013, Oxford. (2019)

Lauren M. Hallett, associate professor (plant community ecology, restoration ecology). BS, 2008, Yale; MSc, 2010, Western Australia; PhD, 2015, California, Berkeley. (2017)

Victoria Herman, associate professor (development and function of nervous system in *Drosophila*). BA, 1989, Harvard-Radcliffe; PhD, 1998, Massachusetts Institute of Technology. (2003)

Cristin L. Hulslander, associate teaching professor (behavioral ecology). BA, 1992, Bryn Mawr; PhD, 2003, Clark. (2003)

Santiago Jaramillo, associate professor (neuronal circuits underlying behavioral flexibility). BS, 1998, Universidad Pontificia Bolivariana; MS, 2002, New Mexico; PhD, 2007, National University of Ireland. (2013)

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

Andrew D. Kern, associate professor (population genetics, computational biology). ScB, 1999, Brown; PhD, 2005, California, Davis. (2017)

Diana E. Libuda, associate professor (molecular genetics, DNA repair, chromosome dynamics during meiosis). BS, 2003, California, Los Angeles; PhD, 2008, Harvard. (2014)

Shawn R. Lockery, professor (invertebrate neurobiology and neural networks). BA, 1981, Yale; PhD, 1989, California, San Diego. (1993)

V. Pattenon Lombardi, associate teaching professor 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)

Stilianos Louca, assistant professor (microbial ecology and evolution, bioinformatics, mathematical modeling). BSc, 2010, Diplom, 2012, Friedrich Schiller; PhD, 2016, British Columbia. (2019)

Svetlana Maslakova, associate professor (evolution, development and systematics of marine invertebrates). BA, 1998, MS, 1999, Moscow State; PhD, 2005, George Washington. (2008)

Luca Mazzucato, assistant professor (neural basis sensory perception, neurostatistical analysis). MSci, 2002, Padua; PhD, 2005, Scuola Internazionale Superiore di Studi Avanzati. (2017)

David A. McCormick, professor (cellular mechanisms of cortical function); Presidential Chair. BA, BS, 1979, Purdue; PhD, 1983, Stanford. (2017)

Krista McGuire, associate professor (microbial ecology). BS, 2000, Muhlenberg College; PhD, 2007, Michigan, Ann Arbor. (2017)

Adam C. Miller, associate professor (neural circuit formation and function). BS, 2001, PhD, 2008, Oregon. (2016)

James M. Murray, assistant professor (theoretical neuroscience, learning in neural circuits). BS, 2006, Montana State University; PhD, 2013, Johns Hopkins University. (2020)

Cristopher M. Niell, associate professor (development and function of neural circuits for visual processing). BS, 1995, PhD, 2004, Stanford. (2011)

Ken-ichi Noma, professor (3D genome organization in yeast and human systems). BS, 1995, Nagaoka University; PhD, 2000, University of Tokyo. (2018)

Laurel E. Pfeifer-Meister, associate teaching professor (ecology, climate change, biodiversity). BA, BS, 2000, Westmont College; PhD, 2008, Oregon. (2016)

Patrick C. Phillips, professor (evolution, genetics, complex traits). BA, 1986, Reed; PhD, 1991, Chicago. (2000)

Tobias J. Policha, associate teaching professor (plant community ecology, pollination, tropical orchid conservation). BS, 2007, MS, 2011, PhD, 2014, Oregon. (2017)

Lauren C. Ponisio, assistant professor (community ecology, species interactions, data science). BS, 2010, Stanford University; MS, 2011, Stanford University; PhD, 2017, California, Berkeley (2020)

Jana Prikryl, associate teaching professor (molecular genetics). BS, 1999, Colorado, Boulder; PhD, 2009, Oregon. (2010).

Peter L. Ralph, associate professor (evolution and population genetics, data analysis, stochastic processes). AB, 2002, PhD, 2009, California, Berkeley. (2016)

Eric Selker, professor (epigenetic mechanisms). BA, 1975, Reed; PhD, 1980, Stanford. (1985)

Lucas Silva, associate professor (terrestrial ecology, biogeochemistry, biogeography) BS 2005, Forest Engineering, University of Brasilia; MS 2007, Ecosystem Ecology, University of Miami/University of Brasilia; PhD, 2011, Environmental Biology, University of Guelph (2016)

Nadia D. Singh, associate professor (evolutionary genetics, genomics). BA, 1999, Harvard; PhD, 2006, Stanford. (2016)

Kryn Stankunas, associate professor (chromatin and regulators as dynamic sources of epigenetic information during heart development). BS, 1997, British Columbia; PhD, 2003, Stanford. (2009)

Matthew A. Streisfeld, associate professor (adaptation in natural plant populations). BS, 1998, Emory; PhD, 2005, California, San Diego. (2009).

Kelly Sutherland, associate professor (marine biology). BS, 1999, Tufts; MSc, 2004, South Alabama; PhD, 2009, Massachusetts Institute of Technology. (2011)

Emily L. Sylwestrak, assistant professor (neural circuits of behavior, motivation, synaptic physiology). BS, 2006, Illinois Urbana-Champaign; PhD, 2011, California, San Diego. (2019)

George R. von Dassow, associate professor (cell biology of development). PhD, 2000, Washington (Seattle). (2014)

Philip E. Washbourne, associate professor (molecular neurobiology, synapse formation). BS, 1995, Imperial College; PhD, 2000, Padua. (2004)

Maya W. Watts, instructor/education coordinator (invertebrate zoology, parasitology). BS, 2004, College of Charleston; PhD, 2010, University of Oregon. (2018)

Monte Westerfield, professor (molecular genetics of nervous system development). AB, 1973, Princeton; PhD, 1977, Duke. (1981)

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)

Anne Zemper, assistant professor (intestinal stem cell biology, adult homeostasis disease states). BA, 2003, Concordia; PhD, 2010, Oregon Health and Science. (2014)

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)

Carl A. Stiefbold, courtesy associate teaching professor (science laboratory education). BS, 1971, Portland State. (1987)

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)

Alice Barkan, professor emerita (molecular genetics). BS, 1978, Massachusetts Institute of Technology; PhD, 1983, Wisconsin, Madison. (1991)

Howard T. Bonnett Jr., professor emeritus. BA, 1958, Amherst; PhD, 1964, Harvard. (1965)

Scott D. Bridgham, professor emeritus (ecosystem ecology, plant community dynamics). BA, 1980, BA, 1982, Maine; MS, 1986, Minnesota; PhD, 1991, Duke. (2002)

Roderick A. Capaldi, professor emeritus. BS, 1967, London; PhD, 1970, York. (1973)

George C. Carroll, professor emeritus. BA, 1962, Swarthmore; PhD, 1966, Texas. (1967)

John S. Conery, professor emeritus. BA, 1976, California, San Diego; PhD, 1983, California, Irvine. (1983)

David. O. Conover, professor emeritus (fisheries science, marine ecology, evolutionary biology). BS, 1975, Eckerd College; MS, 1979, PhD, 1981, University of Massachusetts, Amherst. (2016)

Alan Dickman, professor emeritus. BA, 1976, California, Santa Cruz; PhD, 1984, Oregon. (1986)

Janet Hodder, senior lecturer (ecology of marine birds and mammals, science education). BS, 1977, Liverpool; PhD, 1986, Oregon. (1986)

Charles B. Kimmel, professor emeritus. BA, 1962, Swarthmore; PhD, 1966, Johns Hopkins. (1969)

John H. Postlethwait, professor emeritus. BS, 1966, Purdue; PhD, 1970, Case Western Reserve. (1971)

William Roberts, professor emeritus. BA, 1970, Harvard; PhD, 1979, California, San Diego. (1989)

Bitty A. Roy, professor emerita. BS, 1982, Evergreen State; MS, 1985, Southern Illinois; PhD 1992, Claremont Graduate School. (2001)

Paul P. Rudy, professor emeritus. BA, 1955, MA, 1959, PhD, 1966, California, Davis. (1968)

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

Alan Shanks, professor emeritus (marine and intertidal ecology, larval biology, zooplankton). BA, 1977, California, Santa Cruz; PhD, 1985, California, San Diego. (1993)

Lynda P. Shapiro, professor emerita. BA, 1960, MS, 1963, Arkansas; PhD, 1974, Duke. (1990)

George F. Sprague Jr., professor emeritus. BS, 1969, North Carolina State; PhD, 1977, Yale. (1981)

Karen U. Sprague, professor emerita. BA, 1964, Bryn Mawr; PhD, 1970, Yale. (1977)

Franklin W. Stahl, professor emeritus. AB, 1951, Harvard; PhD, 1956, Rochester. (1959)

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

Nora B. Terwilliger, professor emerita. BS, 1963, Vermont; MS, 1965, Wisconsin, Madison; PhD, 1981, Oregon. (1972)

Nathan J. Tublitz, professor emeritus (peptidergic regulation of behavior in insects and cephalopod mollusks). BA, 1975, Reed; PhD, 1984, Washington (Seattle). (1986)

Daniel Udovic, professor emeritus. BA, 1970, Texas; PhD, 1973, Cornell. (1973)

Janis C. Weeks, professor emerita. BS, 1975, Massachusetts Institute of Technology; PhD, 1980, California, San Diego. (1989)

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)

Peter B. Wetherwax, senior instructor emeritus 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)

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 Programs

Majors - Bachelor's Degree

- Biology (BA/BS) (p. 200)
- Marine Biology (BA/BS) (p. 206)

Minor

- Biology (p. 210)

Graduate Programs

Major - Master's Degree

- Biology (MS) (p. 211)

Major - Doctoral Degree

- Biology (PhD) (p. 211)

Biology (BA/BS)

Thank you sincerely for your interest in studying Biology at the University of Oregon (U of O), a member of the Association of American Universities (<https://www.aau.edu/who-we-are/our-members/>) that includes 71 top public and private research universities devoted to enhancing

human life through education, research and discovery. We have developed an outstanding major that will prepare you for a multitude of options including graduate schools and careers in biomedicine and research, allied health, private industry and education. Our nationally and internationally recognized graduates have completed top MD, PhD, MD-PhD, MS programs and internships all over the world. Emphasis Areas for the Biology major include Ecology & Evolution, Human Biology, Marine Biology, Molecular Cellular & Developmental Biology and Neuroscience & Behavior.

University of Oregon faculty have been visionary pioneers in a variety of areas within biology. Biology faculty who conduct research and teach, specialize in cellular and molecular biology, data science, developmental biology, ecology and evolution, human biology, marine biology, microbiology, and neuroscience and behavior. The Oregon Institute of Marine Biology, the first established in Oregon, began in 1924 as a summer education and research program. Our faculty there combine world-class research in marine sciences with immersive undergraduate and graduate education and community engagement. In 1959, the Institute of Molecular Biology was established with research faculty from multiple departments engaging collaboratively to make discoveries. George Streisinger, one of the institute's founders, cloned the first vertebrate, a zebrafish in 1981, 15 years before Dolly the sheep. Now more than 1500 research labs worldwide use zebrafish, many based on U of O strains. So, it is in our nature to discover and foster collaboration among students, staff and faculty across Biology, Chemistry and Biochemistry, Human Physiology, Physics and Psychology Departments. Our students learn and work alongside scientists making important contributions in their field of expertise. Our rich history and interdisciplinary nature create many opportunities for students while they are studying here and well after they graduate.

Our graduates have secured a variety of jobs working with:

- Biomedical research groups
- Biotechnology companies
- Clinics and hospitals
- Industry and laboratories
- Inspection agencies and control boards
- Pharmaceutical companies
- Private research institutions
- Public health departments
- State and federal government agencies
- Universities and Colleges
- Zoos and aquariums

We are excited that you have considered Biology as a major and look forward to meeting with you soon here on campus in Eugene.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Understand the process and application of scientific inquiry; develop well-reasoned hypotheses and design experiments by which to test them.
- Apply mathematical and statistical approaches to analyze and explain biological information; illustrate and interpret graphical representations of biological information.
- Express a broad-based knowledge of biology at multiple levels and in interdisciplinary contexts; demonstrate competency in reading,

understanding, and critically evaluating scientific information across major areas of the curriculum, from molecules to ecosystems.

- Communicate scientific ideas clearly, both orally and in writing to both general and professional audiences.
- Explain the relationship between science and modern society as well as the potential impact of scientific discovery on the future.
- Use modeling and simulation to study biological systems.

Fundamental Concepts:

After successfully completing a Biology major, students will comprehend the following fundamental concepts:

- Evolution and biological diversity: all living organisms are genetically related; the diversity of life evolved over time by processes of mutation and selection.
- Structure and function relationships: Basic units of structure give rise to the function of all living things.
- Information flow, exchange, and storage: Properties of organisms emerge from the flow, exchange, expression, and storage of genetic information.
- Pathways and transformations of energy and matter: Biological systems grow and change by processes based on chemical transformation pathways and are governed by the laws of thermodynamics.
- Systems: Living systems are interconnected and interacting.

Biology Major Requirements

Courses used to fulfill the major requirements must be taken for a letter grade of C- or better or a mark of Pass (P or P*).

Code	Title	Credits
Core Courses		
Math		8
MATH 246 or MATH 251	Calculus for the Biological Sciences I Differential Calculus	12
MATH 247 or MATH 251	Calculus for the Biological Sciences II Integral Calculus	
General Chemistry		18
CH 221Z or CH 224H	General Chemistry I Advanced General Chemistry I	12
CH 222Z or CH 225H	General Chemistry II Advanced General Chemistry II	
CH 223Z or CH 226H	General Chemistry III Advanced General Chemistry III	12
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I ¹	
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II ¹	4
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III ¹	
Organic Chemistry ²		4
CH 331	Organic Chemistry I	12
Physics ^{3, 4}		
PHYS 201 & PHYS 202 & PHYS 203	General Physics and General Physics and General Physics	

or PHYS 251 Foundations of Physics I
and Foundations of Physics I
& PHYS 252 and Foundations of Physics I

& PHYS 253

Lower-Division Biology 18-20

BI 221Z	Principles of Biology I: Cells
& BI 222Z	and Principles of Biology II: Organisms
& BI 223Z	and Principles of Biology III: Ecology and
& BI 214	Evolution
	and General Biology IV: Biochemistry and
	Genetics
or BI 281H	Accelerated Biology I: Cells, Biochemistry and
& BI 282H	Physiology
& BI 283H	and Accelerated Biology II: Genetics and Molecular
	Biology
	and Accelerated Biology III: Evolution, Diversity and
	Ecology

Upper-Division Biology ⁵ 44

At least one course needs to be completed from each area (I, II, and III):

Area I: 300-level molecular, cellular, and developmental biology course

Area II: 300-level systems and organisms course

Area III: 300-level ecology and evolution course

At least one 300- or 400-level course with significant laboratory or fieldwork

12 credits of courses numbered BI 410, 420–499

At least one course in modeling, analysis, programming, and statistics (MAPS) ⁶

One course from the following: an additional Lab/Field course
OR an additional MAPS course OR 4 credits of BI 401
Research

Total Credits 104-106

¹ Students who transfer CH 227Z/228Z/229Z credits from other schools may have the corresponding CH 217/218/219 course and credit requirements waived.

² Graduate programs in medicine and allied health typically require additional organic chemistry lectures, Organic Chemistry II (CH 335), Organic Chemistry III (CH 336), and laboratories (CH 337, 338) beyond that required by the biology major. Often, course work in biochemistry and genetics as well as other additional courses are typically required or preferred. Please consult the Health Professions Program (<https://healthprofessions.uoregon.edu/>) for further details.

³ Graduate programs in medicine and allied health typically require additional laboratories (PHYS 204, 205, 206) or three terms of Foundations of Physics Laboratory (PHYS 290) beyond that required by the biology major. Please consult the Health Professions Program (<https://healthprofessions.uoregon.edu/>) for further details.

⁴ Students may also take PHYS 251, 202, and 203 or PHYS 251, 252, and 203. Students may not go from the 201-203 series to the 251-253 series without approval from the department.

⁵ Students must complete a minimum of 44 upper-division biology credits. A maximum of 20 credits may be from other departments. For a complete list of approved courses and other details about upper-division requirements, see the online requirements for the biology major (<https://biology.uoregon.edu/undergraduate-program/requirements/>).

⁶ Visit the Biology Advising Center for a list of approved courses.

Area I Courses

Code	Title	Credits
BI 320	Molecular Genetics	4
BI 322	Cell Biology	4
BI 326	Immunology and Infectious Disease	4
BI 328	Developmental Biology	4
BI 360	Neurobiology	4

Area II Courses

Code	Title	Credits
BI 330	Microbiology	6
& BI 331	and Microbiology Laboratory ¹	
BI 353	Sensory Physiology	4
BI 356	Animal Physiology	5
BI 358	Investigations in Medical Physiology	4
BI 359	Plant Biology	4
BI 451	Invertebrate Zoology	1-8

¹ Both BI 330 and BI 331 must be taken to satisfy the Area II requirement.

Area III Courses

Code	Title	Credits
BI 307	Forest Biology	4
BI 357	Marine Biology	4
BI 370	Ecology	5
BI 374	Conservation Biology	4
BI 380	Evolution	4
BI 390	Animal Behavior	4
BI 395		4
BI 474	Marine Ecology	1-8

Laboratory or Fieldwork Courses

Code	Title	Credits
BI 307	Forest Biology	4
BI 328	Developmental Biology	4
BI 330	Microbiology	6
& BI 331	and Microbiology Laboratory ¹	
BI 356	Animal Physiology	5
BI 357	Marine Biology	4
BI 370	Ecology	5
BI 432	Mycology	5
BI 442	Systematic Botany	5
BI 448	Field Botany	4
BI 454	Estuarine Biology	5
BI 455	Marine Birds and Mammals	1-6
BI 457	Marine Biology: [Topic]	1-8
BI 458	Biological Oceanography	5
BI 474	Marine Ecology	1-8

¹ Both BI 330 and BI 331 must be taken.

Modeling, Analysis, Programming, and Statistics (MAPS) Courses

Code	Title	Credits
BI 471	Population Ecology	4
ANTH 470	Statistical Analysis of Biological Anthropology	4
ERTH 418	Earth and Environmental Data Analysis	4
MATH 425	Statistical Methods I	4

Approved Courses from Other Departments

Code	Title	Credits
Anthropology		
ANTH 376	Decoding Your Genome	4
ANTH 459	Advanced Evolutionary Medicine	4
ANTH 463	Primate Behavior	4
ANTH 467	Paleoecology and Human Evolution	4
ANTH 470	Statistical Analysis of Biological Anthropology	4
ANTH 472	Primate Conservation Biology	4
ANTH 487	Bioanthropology Methods	4
Computer Science		
CS 445	Modeling and Simulation	4
CS 471	Introduction to Artificial Intelligence	4
Chemistry		
CH 360	Physiological Biochemistry	4
CH 461	Biochemistry	4
CH 462	Biochemistry	4
CH 463	Biochemistry	4
CH 467	Biochemistry Laboratory	4
Earth Sciences		
ERTH 418	Earth and Environmental Data Analysis	4
ERTH 434	Vertebrate Paleontology	4
Environmental Studies		
ENVS 427	Environmental and Ecological Monitoring	4
ENVS 465	Wetland Ecology and Management	4
ENVS 477	Soil Science	4
Geography		
GEOG 323	Biogeography	4
GEOG 423	Advanced Biogeography: [Topic]	4
Human Physiology		
HPHY 321	Human Anatomy I	5
HPHY 322	Human Physiology I	5
HPHY 323	Human Anatomy II	5
HPHY 324	Human Physiology II	5
Landscape Architecture		
LA 441	Principles of Applied Ecology	2-6
Mathematics		
MATH 425	Statistical Methods I	4
Psychology		
PSY 302	Statistical Methods in Psychology	4

PSY 304	Biopsychology	4
PSY 438	Perception	4
PSY 445	Brain Mechanisms of Behavior	4
PSY 449	Cognitive Neuroscience	4

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 choose to concentrate their upper-division course work in one of five emphasis areas:

- ecology and evolution
- human biology
- marine biology
- molecular, cellular, and developmental biology
- neuroscience and behavior

The requirements listed for each emphasis may be fulfilled as the student completes the upper-division course work for the biology major. Though not required, emphasis areas are designed to guide students, based on their specific interests, through upper-division course work. Upon graduation, students who complete the requirements for an emphasis area receive a written recognition from the department.

Visit biology.uoregon.edu/undergraduate-program/requirements (<http://biology.uoregon.edu/undergraduate-program/requirements/>) for the current requirements for each emphasis area, or contact the Biology Advising Center at 541-346-4525 for more information.

Honors Program in Biology

The honors program requires substantial laboratory or field research supervised by a faculty member. Biology majors who satisfy the following requirements are eligible to graduate with honors:

1. Registration for the honors program through the Biology Advising Center, which includes obtaining an acceptance signature from the faculty research advisor, *before* beginning research
2. Completion of all requirements for the major in biology
3. Attainment of a minimum 3.30 GPA in all upper-division biology courses (including 300- and 400-level approved courses outside the department; see a biology advisor for a list). The GPA will be calculated for **all** courses in this category, regardless of the total number of credits.
4. Completion of a minimum of three terms of intensive research (summer session counts as a term); at least four terms and summer research experience are strongly encouraged
5. Completion of a minimum of 4 credits in Research: [Topic] (BI 401) under the supervision of a single faculty advisor. Up to 4 credits may be applied towards the 44 upper-division elective Biology credits. (*See #7 for Honors College students.*)
6. Completion of a thesis, with the following requirements:
 - a. Oversight by a thesis committee comprising two faculty members—a primary advisor and one faculty member on the Biology Undergraduate Affairs Committee
 - b. A final version of the thesis must be provided to the committee one week prior to the thesis defense
 - c. Both committee members must sign the thesis within one week of the thesis defense, and a final signed copy must be submitted to the Biology Advising Center

7. Thesis defense
- a. Thesis committee must attend the thesis defense.

b. Defense must happen at least one week prior to the end of the term in which the student is graduating.

c. The thesis defense will be an open seminar. Other faculty, students, and staff will be encouraged to attend.

The chair of the Biology Undergraduate Affairs Committee will notify students during their senior year with the name of the committee member who will serve as their second thesis committee member. Students should contact both committee members via email sometime during the term before the defense to start working on a range of possible defense dates. For more information, contact the committee chair.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Biology

Course	Title	Credits	Milestones
First Year			
Fall			
CH 111	Introduction to Chemical Principles	4	
MATH 111Z	Precalculus I: Functions	4	
WR 121Z	Composition I	4	
Core-education course in arts and letters or social science		4	
Credits		16	
Winter			
CH 221Z	General Chemistry I	4	
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I	2	
MATH 112Z	Precalculus II: Trigonometry	4	
WR 123 or WR 122Z	College Composition III (WR 123 Recommended) or Composition II	4	
PE or seminar elective		1	
Credits		15	
Spring			
CH 222Z	General Chemistry II	4	
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II	2	
MATH 246 or MATH 251Z	Calculus for the Biological Sciences I (Math 246 recommended) or Differential Calculus	4	
Core-education course in arts and letters or social science		4	
PE or seminar elective		1	
Credits		15	
Second Year			
Fall			
BI 221Z	Principles of Biology I: Cells	5	
CH 223Z	General Chemistry III	4	
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III	2	

Core-education course in arts and letters or social science		4
PE or seminar elective		1
Credits		16
Winter		
BI 222Z	Principles of Biology II: Organisms	5
MATH 247 or MATH 252Z	Calculus for the Biological Sciences II or Integral Calculus	4
Elective or core-education course that also satisfies a cultural literacy requirement		8
Credits		17
Spring		
BI 223Z or BI 214	Principles of Biology III: Ecology and Evolution or General Biology IV: Biochemistry and Genetics	5
Core-education course in arts and letters or social science		8
Elective, cultural literacy, or minor course		4
Credits		17
Third Year		
Fall		
BI 214 or BI 223Z	General Biology IV: Biochemistry and Genetics or Principles of Biology III: Ecology and Evolution	5
CH 331	Organic Chemistry I	4
Upper-division Biology course or MAPS		4
Core-education course in arts and letters or social science		4
Credits		17
Winter		
CH 335	Organic Chemistry II	4
Upper-division Biology courses, MAPS requirement		8
Core-education course in arts and letters or social science		4
Credits		16
Spring		
Upper-division Biology courses		8
Core-education course in arts and letters or social science		4
Elective or course for minor		4
Credits		16
Fourth Year		
Fall		
PHYS 201	General Physics	4
Upper-division Biology course, MAPS course if still need it		4
Upper-division Biology course or elective		4
Elective courses - consider BI 401, BI 402, or BI 406		4
Credits		16
Winter		
PHYS 202	General Physics	4

Upper-division Biology course or elective	4
Elective course or MAPS if still need it - consider BI 401, BI 402, or BI 406, depending on career plans	4

Credits	12

Spring

PHYS 203	General Physics	4
Upper-division Biology course		4
Upper-division Biology course or elective - consider BI 401, BI 402, or BI 406		4

Credits	12

Total Credits	185

Bachelor of Science in Biology

Course	Title	Credits	Milestones

First Year**Fall**

CH 221Z	General Chemistry I	4
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I	2
MATH 112Z	Precalculus II: Trigonometry	4
WR 121Z	Composition I	4
PE or seminar elective		1

Credits	15

Winter

CH 222Z	General Chemistry II	4
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II	2
MATH 246 or MATH 251Z	Calculus for the Biological Sciences I (MATH 246 recommended) or Differential Calculus	4
WR 123 or WR 122Z	College Composition III (WR 123 recommended) or Composition II	4
PE or seminar elective		1

Credits	15

Spring

CH 223Z	General Chemistry III	4
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III	2
MATH 247 or MATH 252Z	Calculus for the Biological Sciences II (Math 247 recommended) or Integral Calculus	4
Core-education course that also satisfies cultural literacy requirement		4
PE or seminar elective		1

Credits	15

Second Year**Fall**

BI 221Z or BI 281H	Principles of Biology I: Cells or Accelerated Biology I: Cells, Biochemistry and Physiology	5
CH 331	Organic Chemistry I	4
Core-education course that also satisfies cultural literacy requirement		4

Core-education course that also satisfies cultural literacy requirement		4

Core-education or minor requirement	4

Credits	17

Winter

BI 222Z or BI 282H	Principles of Biology II: Organisms or Accelerated Biology II: Genetics and Molecular Biology	5
CH 335	Organic Chemistry II	4
Elective or core-education course that also satisfy a cultural literacy requirement		4
Core-education course in arts and letters or social science		4

Credits	17

Spring

BI 223Z or BI 214 or BI 283H	Principles of Biology III: Ecology and Evolution or General Biology IV: Biochemistry and Genetics or Accelerated Biology III: Evolution, Diversity and Ecology	5

Core-education courses	8

Core-education or minor requirement	4

Credits	17

Third Year**Fall**

BI 214 or BI 223Z	General Biology IV: Biochemistry and Genetics or Principles of Biology III: Ecology and Evolution	5

PHYS 201	General Physics	4

Upper-division Biology course, MAPS		4

Elective course - consider BI 401, BI 402, or BI 406		4

Credits	17

Winter

PHYS 202	General Physics	4
Upper-division Biology courses, MAPS		8
Elective course - consider BI 401, BI 402, OR BI 406		4

Credits	16

Spring

PHYS 203	General Physics	4
Upper-division Biology courses		8
Upper-division elective course		4

All students are required to take 62 upper-division (300- or 400-level) credits

Credits	16

Fourth Year**Fall**

Upper-division Biology courses, MAPS if still need it		8
Upper-division elective course - Pre-med students will need biochemistry (CH 360 or CH 461)		4
Minor requirement or upper-division Biology course		4

Credits	16

Winter

Upper-division Biology courses, MAPS if still need it		8

Elective course - consider BI 401, BI 402, or BI 406	4
Credits	12
Spring	
Upper-division Biology courses	8
Upper-division elective course - consider BI 401, BI 402, or BI 406	4
Credits	12
Total Credits	185

Marine Biology (BA/BS)

<https://oimb.uoregon.edu>

Maya Watts, Education Program Coordinator

Oregon Institute of Marine Biology

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What if your classrooms were tidepools and mudflats? Situated on 130 acres of coastal property along Coos Bay, the Oregon Institute of Marine Biology (OIMB) is a vast, living classroom where students in biology, marine biology, general science, and environmental science study marine organisms in their natural habitat.

Marine biology majors study physiology, ecology, biology, chemistry, mathematics, and physics on campus in Eugene. During junior or senior year, undergraduates immerse themselves in three terms of intensive field and lab classes at OIMB covering diverse topics of marine biology, with opportunities for independent research and internships. With courses such as Invertebrate Zoology, Oceanography, Marine Birds and Mammals, and Tropical Marine Biology in Panama, it is little wonder our majors consider their time at OIMB to be the highlight of their college experience.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Understand the process and application of scientific inquiry; the ability to develop well-reasoned hypotheses and to design experiments by which to test them.
- Apply mathematical and statistical approaches to understanding biological information; an ability to interpret graphical representations of biological information.
- Have a broad-based knowledge of biology at multiple levels and in interdisciplinary contexts; competency in reading, understanding, and critically evaluating scientific information across major areas of the curriculum, from molecules to ecosystems.
- Communicate scientific ideas clearly, both orally and in writing to both general and professional audiences.
- Understand the relationship between science and modern society as well as the potential impact of scientific discovery on the future.
- Be aware of biological diversity in the marine environment and the mechanisms that shape this diversity.
- Understand the mechanisms that influence the structure and function of marine communities and ecosystems, and an appreciation for the bathymetric and biogeographic distributions of organisms in the sea.
- Be aware of both global and local environmental challenges in the marine environment.

Fundamental Concepts:

- Evolution and biological diversity: all living organisms are genetically related; the diversity of life evolved over time by processes of mutation and selection.
- Structure and function: Basic units of structure give rise to the function of all living things.
- Information flow, exchange, and storage: Properties of organisms emerge from the flow, exchange, expression, and storage of genetic information.
- Pathways and transformations of energy and matter: Biological systems grow and change by processes based on chemical transformation pathways and are governed by the laws of thermodynamics.
- Systems: Living systems are interconnected and interacting.

Marine Biology Major Requirements

Courses used to fulfill the major requirements must be passed with a grade of Pass or C- or better.

Code	Title	Credits
Core Courses		
Math ¹		8
MATH 246	Calculus for the Biological Sciences I	4
or MATH 251	Differential Calculus	
MATH 247	Calculus for the Biological Sciences II	4
or MATH 251	Integral Calculus	
General Chemistry		18
CH 221Z	General Chemistry I	4
or CH 224H	Advanced General Chemistry I	
CH 222Z	General Chemistry II	4
or CH 225H	Advanced General Chemistry II	
CH 223Z	General Chemistry III	4
or CH 226H	Advanced General Chemistry III	
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I ²	2
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II ²	
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III ²	4
Organic Chemistry		4
CH 331	Organic Chemistry I	
Physics		8
PHYS 201 & PHYS 202	General Physics and General Physics	4
or PHYS 251	Foundations of Physics I and Foundations of Physics I	
& PHYS 252		4
or PHYS 251	Foundations of Physics I and General Physics	
& PHYS 202		
Lower-Division Biology		18-20

BI 221Z & BI 222Z & BI 223Z & BI 214	Principles of Biology I: Cells and Principles of Biology II: Organisms and Principles of Biology III: Ecology and Evolution and General Biology IV: Biochemistry and Genetics	
or BI 281H & BI 282H & BI 283H	Accelerated Biology I: Cells, Biochemistry and Physiology and Accelerated Biology II: Genetics and Molecular Biology and Accelerated Biology III: Evolution, Diversity and Ecology	
Upper-Division Biology ³		44
At least one course needs to be completed from each area (I, II, and III)		
Area I: 300-level molecular, cellular, and developmental biology course		
Area II: 300-level systems and organisms course		
Area III: 300-level ecology and evolution course		
Three terms of full-time enrollment in courses at OIMB (at least 12 credits) ⁴		
12 credits of courses numbered BI 420–499		
One course in modeling, analysis, programming, and statistics (MAPS) ⁴		
Total Credits		100-102

¹ A course in statistics is required if an ecology and evolution or neuroscience and behavior emphasis area is selected.

² Students who transfer CH 227Z/228Z/229Z credits from other schools may have the corresponding CH 217/218/219 course and credit requirements waived.

³ Students must complete a minimum of 44 upper-division biology credits. For a complete list of approved courses and other details about upper-division requirements, see the online requirements for the marine biology major (<https://biology.uoregon.edu/undergraduate-program/requirements/>).

⁴ Courses at the Oregon Institute of Marine Biology (OIMB) are offered summer session, fall, and spring terms. See oimb.uoregon.edu (<http://oimb.uoregon.edu>) for details of OIMB courses.

⁵ Visit the Biology Advising Center for a list of approved courses.

Students are required 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, on the OIMB website, or Tykeson College and Career Advising.

Area I Courses

Code	Title	Credits
BI 320	Molecular Genetics	4
BI 322	Cell Biology	4
BI 326	Immunology and Infectious Disease	4
BI 328	Developmental Biology	4
BI 360	Neurobiology	4

Area II Courses

Code	Title	Credits
BI 330 & BI 331	Microbiology and Microbiology Laboratory ¹	6
BI 353	Sensory Physiology	4
BI 356	Animal Physiology	5
BI 358	Investigations in Medical Physiology	4
BI 359	Plant Biology	4
BI 451	Invertebrate Zoology	1-8

¹ Both BI 330 and BI 331 must be taken to satisfy the Area II requirement.

Area III Courses

Code	Title	Credits
BI 357	Marine Biology	4
BI 370	Ecology	5
BI 374	Conservation Biology	4
BI 380	Evolution	4
BI 390	Animal Behavior	4
BI 395		4
BI 474	Marine Ecology	1-8

Modeling, Analysis, Programming, and Statistics (MAPS) Courses

Code	Title	Credits
BI 471	Population Ecology	4
BI 485		4
ANTH 470	Statistical Analysis of Biological Anthropology	4
ERTH 418	Earth and Environmental Data Analysis	4
MATH 425	Statistical Methods I	4

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.

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 instructor of record before enrolling.

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 and the

summer session, 300- and 400-level courses take advantage of the institute's unique coastal setting. Typical offerings include the following:

Code	Title	Credits
BI 322	Cell Biology	4
BI 390	Animal Behavior	4
BI 451	Invertebrate Zoology	8
BI 454	Estuarine Biology	5
BI 455	Marine Birds and Mammals	1-6
BI 457	Marine Biology: [Topic] (Biology of Fishes, Comparative Embryology and Larval Biology, Marine Conservation Biology, Molecular Marine Biology, Subtidal and Deep Sea Ecology)	4-5
BI 458	Biological Oceanography	5
BI 474	Marine Ecology	1-8

A seminar series, Seminar: [Topic] (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 (<https://oimb.uoregon.edu>).

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.

Honors Program in Marine Biology

To graduate with honors in marine biology, students must meet the following requirements:

1. Completion of all the requirements for the major in marine biology
2. A minimum cumulative GPA of 3.30 for all upper-division biology courses required for the major
3. Biology courses used to satisfy the marine biology degree requirements must be taken for letter grades
4. Registration for the honors program before research begins. This requires approval of the honors thesis topic by the faculty sponsor and the selection of a second member of the marine biology faculty to serve on the thesis approval committee
5. A minimum of 4 credits of research over at least three terms of research. One of these terms can be accomplished on the main campus while the thesis is being written. That term may, however, require periodic visits to the Oregon Institute of Marine Biology (OIMB)
6. Completion of a thesis, based on laboratory and/or field research that is approved by the OIMB faculty advisor and one other member of the OIMB faculty. Included at the front of the thesis should be a title page

and the thesis defense committee approval. A final copy of the thesis is to be submitted to the OIMB library

7. A public defense of the thesis at OIMB

Students in residence on the main campus while enrolled in the marine biology honors program should consider enrolling in Thesis (BI 403). Contact the instructor of record for information on this course.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Marine Biology

Course	Title	Credits	Milestones
First Year			
Fall			
CH 221Z	General Chemistry I	4	
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I	2	
MATH 112Z	Precalculus II: Trigonometry	4	
WR 121Z	Composition I	4	
PE or seminar elective		1	
		Credits	15
Winter			
CH 222Z	General Chemistry II	4	
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II	2	
MATH 246 or MATH 251Z	Calculus for the Biological Sciences I (Math 246 recommended) or Differential Calculus	4	
WR 123 or WR 122Z	College Composition III (WR 123 recommended) or Composition II	4	
PE or seminar elective		1	
		Credits	15
Spring			
CH 223Z	General Chemistry III	4	
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III	2	
MATH 247 or MATH 252Z	Calculus for the Biological Sciences II (Math 247 recommended) or Integral Calculus	4	
Core-education course in arts and letters or social science		4	
PE or seminar elective		1	
		Credits	15
Second Year			
Fall			
BI 221Z or BI 281H	Principles of Biology I: Cells or Accelerated Biology I: Cells, Biochemistry and Physiology	5	
CH 331	Organic Chemistry I	4	
Core-education course in arts and letters or social science		4	

Core-education course or minor requirement	4
Credits	17
Winter	
BI 222Z Principles of Biology II: Organisms or BI 282H or Accelerated Biology II: Genetics and Molecular Biology	5
Core-education course in arts and letters or social science	4
Elective or core-education course that also satisfies a cultural literacy requirement	4
Elective or core-education course	4
Credits	17
Spring	
BI 223Z Principles of Biology III: Ecology and or BI 214 Evolution or BI 283H or General Biology IV: Biochemistry and Genetics or Accelerated Biology III: Evolution, Diversity and Ecology	5
Core-education course in arts and letters or social science	8
Elective or core-education course that also satisfies a cultural literacy requirement	4
Credits	17
Summer	
PHYS 201 General Physics & PHYS 202 and General Physics	8
Elective course	4
Credits	12
Third Year	
Fall	
BI 214 General Biology IV: Biochemistry and or BI 223Z Genetics or Principles of Biology III: Ecology and Evolution	5
Upper-division course with BI subject code	4
Core-education course in arts and letters or social science	4
Credits	13
Winter	
Upper-division course with BI subject code	8
Core-education course in arts and letters or social science	4
Credits	12
Spring	
OIMB or upper-division course	4
OIMB or core-education course in arts and letters or social science	4
OIMB or elective course or MAPS	4
Credits	12
Summer	
Modeling, analysis, programming, and statistics course at Oregon Institute of Marine Biology or in an approved outside department	4

Upper-division 400-level course at Oregon Institute of Marine Biology	2-6
Course in BI 420-499 range at Oregon Institute of Marine Biology	6-8
Credits	12-18
Fourth Year	
Fall	
Oregon Institute of Marine Biology, BI 214, or upper- division Biology course	4
Oregon Institute of Marine Biology or upper-division Biology course	4
Oregon Institute of Marine Biology or elective course	4
Oregon Institute of Marine Biology or core-education course in arts and letters or social science	4
Credits	16
Winter	
Upper-division Biology course or core-education elective course	4
BI 401, BI 402, BI 403, or BI 409 at Oregon Institute of Marine Biology	3-5
Elective courses or courses in modeling, analysis, programming, and statistics, if needed	8
Credits	15-17
Total Credits	188-196

Bachelor of Science in Marine Biology

Course	Title	Credits	Milestones
First Year			
Fall			
CH 221Z	General Chemistry I	4	
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I	2	
MATH 112Z	Precalculus II: Trigonometry	4	
WR 121Z	Composition I	4	
PE or seminar elective		1	
Credits		15	
Winter			
BI 221Z	Principles of Biology I: Cells	5	
CH 222Z	General Chemistry II	4	
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II	2	
MATH 246 or MATH 251Z	Calculus for the Biological Sciences I or Differential Calculus	4	
PE or seminar elective		1	
Credits		16	
Spring			
WR 123 or WR 122Z	College Composition III (WR 123 recommended) or Composition II	4	
BI 222Z	Principles of Biology II: Organisms	5	
CH 223Z	General Chemistry III	4	
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III	2	

PE or seminar elective	1
Credits	16
Second Year	
Fall	
BI 223Z Principles of Biology III: Ecology and or BI 214 Evolution	5
or General Biology IV: Biochemistry and Genetics	
MATH 247 Calculus for the Biological Sciences II or MATH 252Z or Integral Calculus	4
CH 331 Organic Chemistry I	4
Core-education course in arts and letters	4
Credits	17
Winter	
Upper-division Biology course from Area II course list ¹	4
Core-education course in arts and letters	4
Core-education course in social science that also satisfies a cultural literacy requirement	4
Elective course	4
Credits	16
Spring	
BI 214 General Biology IV: Biochemistry and or BI 223Z Genetics	5
or Principles of Biology III: Ecology and Evolution	
Upper-division Biology course	4
Upper-division Biology course from Area I or III course list	4
Core-education course in arts and letters that also satisfies a cultural literacy requirement	4
Credits	17
Summer	
Upper-division Biology courses at Oregon Institute of Marine Biology	12
Credits	12
Third Year	
Fall	
PHYS 201 General Physics	4
Upper-division Biology course from Area I or III course list ¹	4
Core-education course in social science	8
Credits	16
Winter	
PHYS 202 General Physics	4
Upper-division Biology courses or numbered 420-499	8
Core-education course in arts and letters	4
Credits	16
Spring	
Upper-division Biology courses or numbered 420-499	8
Core-education course in social science	4
Elective course	4
Credits	16

Summer

Modeling, analysis, programming, and statistics course at Oregon Institute of Marine Biology or in an approved outside department	4
400-level course at Oregon Institute of Marine Biology	2-6
Course in BI 420-499 range at Oregon Institute of Marine Biology	6-8

Credits	12-18

Fourth Year**Fall**

Course in BI 420-499 range or BI 401, 402, 403, or other 400-level course at Oregon Institute of Marine Biology	4-5
Course in BI 420-499 range at Oregon Institute of Marine Biology	10

Credits	14-15

Winter

BI 401, BI 402, BI 403 or BI 409 taken at Oregon Institute of Marine Biology	4-5
Elective courses taken on UO campus	8-10

Credits	12-15

Spring

BI 401, 402, 403, or other 400-level course at Oregon Institute of Marine Biology	2-4
Course in BI 420-499 range at Oregon Institute of Marine Biology	11-13

Credits	13-17

Total Credits	208-222

¹ Marine biology course lists for Areas I, II, and III may be found online (<https://oimb.uoregon.edu/academics/marine-biology-major/requirements-for-the-marine-biology-major/>).

Biology Minor

The Department of Biology at the University of Oregon offers expertise and research opportunities in a wide range of disciplines including cell and developmental biology, ecology, evolution, genetics, human biology, marine biology, and neuroscience and behavior. Our undergraduate curriculum provides an introductory overview in each of these areas and provides the opportunity for advanced training and specialization in particular areas through coursework and research experience.

Minor in Biology

Code	Title	Credits
Lower-Division Biology Courses		15
Select three of the following:		
BI 221Z	Principles of Biology I: Cells	
BI 222Z	Principles of Biology II: Organisms	
BI 223Z	Principles of Biology III: Ecology and Evolution	
BI 214	General Biology IV: Biochemistry and Genetics	
Or all three of the following:		

BI 281H	Accelerated Biology I: Cells, Biochemistry and Physiology	
BI 282H	Accelerated Biology II: Genetics and Molecular Biology	
BI 283H	Accelerated Biology III: Evolution, Diversity and Ecology	
Upper-Division Biology Courses ¹		16
Total Credits		31

¹ No more than 4 credits from BI 401–409.

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 an electronic submission of a transcript or transfer evaluation that shows any transfer courses that may be applied to the minor.

At least 16 credits of biology applied to the minor must be taken at the University of Oregon.

Course work must be completed with grades of P or C– or better.

Biology (MS)

Master's degrees in biology may be earned in the following programs:

- Ecology and Evolution - this degree is typically completed on the UO campus and emphasizes ecology and evolution and can involve research on terrestrial, aquatic, or marine organisms.
- Marine Biology - this degree is typically completed at the Oregon Institute of Marine Biology campus location at Charleston Oregon (110 miles, 2.5 hours from Eugene) and provides training for a variety of careers in aquatic or marine biology.

Two years are typically required for completion of the master's degree. More information is available on the biology department website (<https://naturalsciences.uoregon.edu/biology/graduate-programs/masters-requirements/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Achieve fluency in the scholarly literature, compelling questions, and research methods in the student's primary field of research.
- Acquire demonstrable and autonomous research skills, in field or laboratory, as befits specialty.
- Learn to process and present scientific data in compelling, credible formats.

Biology Major

Code	Title	Credits
Graduate-level Coursework ¹		36
BI 503	Thesis ²	9
Total Credits		45

¹ Coursework is chosen in consultation with advisor based on student's area of interest. Minimum 30 hours of Graduate-Level Biology Coursework. 24 credits must be completed in residence and graded. Minimum of 9 credits must be at the 600 level.

² Nearly all master's candidates are admitted into the 'thesis' program. In very rare circumstances a student may complete a 'course only' program which would necessitate completing 60 graduate level credits.

Biology (PhD)

PhD students will be considered for one or more Institute-tracks depending on the research interests indicated on their application. Course requirements for individual students vary based on the recommendation of their committees and advisors, but in general, there are very few required courses.

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 therefore invaluable in helping students select a laboratory in which to carry out dissertation research. After the first year in the program, students devote nearly all of their efforts to research. These activities culminate in the public defense of a dissertation.

More information about Biology PhD requirements can be found here: PhD Requirements | Biology | Natural Sciences (<https://naturalsciences.uoregon.edu/biology/graduate-programs/phd-requirements/>) and in the Graduate Student Handbook here (updated annually): Graduate Community | Biology | Natural Sciences (<https://naturalsciences.uoregon.edu/biology/graduate-programs/community/>)

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Achieve fluency in the scholarly literature, compelling questions, and research methods in the student's primary field of research.
- Acquire demonstrable and autonomous research skills, in field or laboratory, as befits specialty.
- Learn to process and present scientific data in compelling, credible formats.
- Gain experience and skills in pedagogy and teaching.
- Develop and execute an original research project that would be judged credible by peers and has or will result in one or more peer-reviewed publications appropriate to the field of study.

Doctor of Philosophy Degree in Biology

Requirements for Doctoral Students

A PhD in Biology from the University of Oregon begins with first-year research rotations, teaching assistantships, coursework, and exams. To help introduce students to different PIs, research, approaches, and biological subdisciplines, first year students participate in three, 10-week long lab rotations. The rotation process helps students gain a sound basis for choosing an area of research for their dissertation and aids them in finding the lab best suited to their interests, personalities, and capabilities.

In addition to rotations, first year students are required to serve three terms as a Graduate Employee (GE) Teaching Assistant (TA). Three terms of being a TA are required to Advance to Candidacy. PhD students also take courses, including Seminars and Journal Clubs each term. There are very few required courses (the exception is BI 610, Ethics in Life Science) although students must complete a minimum of 81 credits to graduate, which is easily achieved over the five-year average time-to-graduation. Institute and training programs may dictate further course

requirements but typically there is abundant flexibility for students to choose courses that are of the greatest interest to them.

Following their first year students will identify a thesis lab and form their Dissertation Advisory Committee (DAC).

Outstanding students may be selected for specialized training as part of shared training programs:

- Molecular Biology and Biophysics Training Program (<https://imb.uoregon.edu/graduate-program/molbio-training-program/>)
- Genetics Training Program (<https://imb.uoregon.edu/graduate-program/genetics-training-program/>)
- Developmental Biology Training Program (<https://devbio.uoregon.edu/>)

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 therefore invaluable in helping students select a laboratory in which to carry out dissertation research. After the first year in the program, students devote nearly all of their efforts to research. These activities culminate in the public defense of a dissertation.

Second year students conduct research, meet with members of their DAC, take courses, and complete a Proposal Exam. Once students have successfully passed their proposal exam, completed rotations and the teaching requirement (three terms each), and maintained a minimum GPA of 3.0, they may Advance to Candidacy. Thereafter, the primary focus for the student is on their dissertation research.

Code	Title	Credits

All Biology PhD Students

BI 607	Seminar: [Topic] (Total Credits Vary) ¹	
BI 610	Experimental Course: [Topic] (Ethics in Life Science)	
BI 601	Research: [Topic] (Total Credits Vary)	

IMB Students

BI 620	Molecular Genetics	
CH 662	Advanced Biochemistry	
BI 610	Experimental Course: [Topic] (Scientific Reasoning)	

INGP students in the Development Track ³

BI 620	Molecular Genetics	

INGP students in the Neurons, Circuits & Cognition Program

BI 610	Experimental Course: [Topic] (Advanced Cellular Neuroscience)	
PSY 610	Experimental Course: [Topic] (Advanced Systems Neuroscience)	
PSY 610	Experimental Course: [Topic] (Advanced Cognitive Neuroscience)	

INGP students in the Theoretical Neuroscience Program - Sub-track A ⁴

BI 610	Experimental Course: [Topic] (Advanced Cellular Neuroscience)	
PSY 610	Experimental Course: [Topic] (Advanced System Neuroscience)	
BI 510	Experimental Course: [Topic] (Analysis of Neural Data)	

MATH 510	Experimental Course: [Topic] (Machine Learning and Statistics)	
CS 572	Machine Learning	
or CS 573	Probabilistic Methods for Artificial Intelligence	
or BIOE 610	Experimental Course: [Topic]	
or BI 510	Experimental Course: [Topic]	

INGP students in the Theoretical Neuroscience Program - Sub-track B ⁴

BI 610	Experimental Course: [Topic] (Advanced Cellular Neuroscience)	
PSY 610	Experimental Course: [Topic] (Advanced System Neuroscience)	
MATH 607	Seminar: [Topic] (Applied Math II: Statistical Learning)	
MATH 607	Seminar: [Topic] (Applied Math III: Neural Networks – Math607)	
CS 572	Machine Learning	
or CS 573	Probabilistic Methods for Artificial Intelligence	
or BIOE 610	Experimental Course: [Topic]	
or BI 510	Experimental Course: [Topic]	

Teaching Requirement Year 1

Statistics Training ²

Quarterly Exams Year 1

Proposal Exam Year 2

Dissertation: 18

BI 603	Dissertation	

Total Credits: 81

¹ • All Biology PhD students are required to register for, and participate in, one Journal Club each term of each academic year. Students are required to make at least one journal club presentation each year, starting in Year 2. See the UO course catalog for current journal club offerings. Students who are off campus for research purposes or have conflicts with teaching assignments are exempt from this requirement. The exemption is given on a case-by-case basis.

• All Biology PhD students and OIMB MS students are expected to attend research seminars. Each research institute sponsors a series of research seminars that are typically given by prominent scientists from other institutions. Students are required to register for seminars in their research area each term that relevant seminars are offered. Students who are off campus for research purposes or have conflicts with teaching assignments are exempt from this requirement. Students who are working remotely away from their home campus are still required to attend seminars at the campus they are visiting, or via remote options, if available. In general, remote attendance (i.e., via Zoom) should be considered a temporary measure and in-person participation, where possible, is expected. The exemption is given on a case-by-case basis.

² All Biology PhD students on the Eugene campus must meet their institute's requirement for training in statistics as determined by the IAC, DAC, advisor, or institute requirements. INGP students in the Developmental track and the Neurons, Circuits & Cognition Program are required to take Bi600/DSCI600 Advanced Biological Statistics (Fall) or, with approval from the ION representative to the Graduate Affairs Committee, DSCI626 Foundational Statistics (Spring).

³ INGP students in the Development Track are strongly encouraged to take Advanced Biochemistry - Ch662 in the Winter of the first year. Students in this track are further encouraged to take the other Advanced Development courses as they are offered.

⁴ In some cases, students may also take different combinations of courses from the sub-tracks listed above with approval by the IAC or DAC.

Chemistry and Biochemistry

<http://chemistry.uoregon.edu>

Vicki DeRose, Department Head

91 Klamath Hall
541-346-4603

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.

Faculty

Shannon W. Boettcher, professor (inorganic, materials science). BA, 2003, Oregon; PhD, 2008, California, Santa Barbara. (2010)

Carl Brozek, assistant professor (physical inorganic, materials science). SB, 2010, Chicago; PhD, 2015, Massachusetts Institute of Technology. (2018)

Jeffrey A. Cina, professor (physical). BS, 1979, Wisconsin, Madison; PhD, 1985, California, Berkeley. (1995)

Donald Clayton, instructor. BS, 2010, Central Washington; MS, 2013, PhD, 2017, Oregon. (2022)

Amanda Cook, assistant professor (organic, inorganic materials science). BS, 2010, California State, Fullerton; PhD, 2015, Michigan, Ann Arbor. (2018)

Victoria J. De Rose, professor (bioinorganic). BA, 1983, Chicago; PhD, 1990, California, Berkeley. (2006)

Deborah B. Exton, associate teaching professor. BS, 1987, Metropolitan State College of Denver; PhD, 1992, Denver. (1993)

Adam Glass, instructor. BS, 2006, Pacific; PhD, 2011, Oregon. (2021)

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)

Tanya Gupta, instructor. BS, 1998, Beneras Hindu University; MS, 2000, Lunkow; M.Ed., 2007, PhD, 2012, Iowa State. (2021)

Michael M. Haley, Richard M. and Patricia H. Noyes Professor in Chemistry (organic, materials science). BA, 1987, PhD, 1991, Rice. (1993)

Scott Hansen, assistant professor (biochemistry, molecular biology and biophysics). BS, 2004, California, Davis; PhD, 2012, California, San Francisco. (2017)

Michael Harms, associate professor (biochemistry, molecular biology and biophysics). BS, 2004, Oregon State; PhD, 2008, Johns Hopkins. (2013)

Diane K. Hawley, professor (biochemistry). BA, 1976, Kansas; PhD, 1982, Harvard. (1986)

Christopher Hendon, assistant professor (computational materials). BSc, 2011, Monash; PhD, 2015, Bath. (2018)

James E. Hutchison, professor (organic, materials science); Lokey-Harrington Chair in the Department of Chemistry. BS, 1986, Oregon; PhD, 1991, Stanford. (1994)

Ramesh Jasti, professor (organic, inorganic, supramolecular). BS, 1998, North Carolina, Chapel Hill; PhD., 2006, California, Irvine. (2014)

Darren W. Johnson, Bradshaw and Holzapfel Research Professor in Transformational Science and Mathematics (organic). BS, 1996, Texas, Austin; PhD, 2000, California, Berkeley. (2003)

David C. Johnson, professor (inorganic, materials science); Rosaria P. Haugland Foundation Chair in Pure and Applied Chemistry. BA, 1978, Rutgers; MS, 1980, PhD, 1983, Cornell. (1986)

Michael E. Kellman, professor (physical). BS, 1971, California, Berkeley; PhD, 1977, Chicago. (1989)

Paul Kempler, research assistant professor. BS, 2015, Vanderbilt; PhD, 2020, California Institute of Technology. (2020)

Michael Koscho, associate teaching professor (organic). BS, 1993, Purdue; PhD, 1999, Illinois, Urbana-Champaign. (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, associate professor (physical). MS, 1999, Moscow Institute of Physics and Technology; PhD, 2007, California, Irvine. (2010)

Brad J. Nolen, 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, 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)

James Prell, associate professor (physical). BA, 2005, Washington (St. Louis); PhD, 2011, California, Berkeley. (2014)

Geraldine L. Richmond, professor (physical, materials science); Presidential Chair. BS, 1975, Kansas State; PhD, 1980, California, Berkeley. (1985)

Julia Widom, assistant professor (physical, biochemistry). BA, 2009, Northwestern; PhD, 2013, Oregon. (2018)

Cathy Wong, associate professor (physical). BSc, 2004, McMaster; PhD, 2011, Toronto. (2015)

Emeriti

Bruce P. Branchaud, professor emeritus. BS, 1976, Massachusetts; MA, 1981, Dartmouth College; PhD, 1981, Harvard. (1983)

Frederick W. Dahlquist, professor emeritus. BA, 1964, Wabash; PhD, 1969, California Institute of Technology. (1971)

Kenneth M. Doxsee, professor (organic, materials science). BS, 1978, MS, 1979, Stanford; PhD, 1983, California Institute of Technology. (1989)

Thomas R. Dyke, professor emeritus. BA, 1966, Wooster; PhD, 1972, Harvard. (1974)

Thomas Greenbowe, senior instructor. BA, 1972, William Paterson College of New Jersey; MS, 1974, Indiana State University; MS, 1979, Purdue University; PhD, 1982, Purdue University. (2015)

O. Hayes Griffith, professor emeritus. AB, 1960, California, Riverside; PhD, 1964, California Institute of Technology. (1965)

Julie A. Haack, senior instructor. BS, 1986, Oregon; PhD, 1991, Utah. (2000)

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)

Tom H. Stevens, Philip H. Knight Professor (biochemistry). BA, 1974, MS, 1976, San Francisco State; PhD, 1980, California Institute of Technology. (1982)

David R. "Randy" Sullivan, senior instructor. BS, 1982, MS, 1989, North Texas. (2001)

David R. Tyler, Charles J. and M. Monteith Jacobs Professor in Chemistry (inorganic, materials science). BS, 1975, Purdue; PhD, 1979, California Institute of Technology. (1985)

Peter H. von Hippel, professor emeritus. BS, 1952, MS, 1953, PhD, 1955, 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 Programs

Majors - Bachelor's Degree

- Biochemistry (BA/BS) (p. 214)
- Chemistry (BA/BS) (p. 218)

Minors

- Biochemistry (p. 223)
- Chemistry (p. 223)

Graduate Programs

Major - Master's Degree

- Chemistry (MS) (p. 223)

Major - Doctoral Degree

- Chemistry (PhD) (p. 225)

Biochemistry (BA/BS)

The Department of Chemistry and Biochemistry offers majors in chemistry and biochemistry. Biochemistry majors complete an integrated, rigorous program that includes foundational course work in chemistry and biochemistry and additional course work in related fields. Undergraduate majors benefit from taking graduate courses in synthetic modeling, physical chemistry, materials, computational chemistry, biochemistry, molecular biology, and modern instrumental techniques.

The American Chemistry Society-certified degree emphasizes laboratory experience and the development of professional skills. A unique strength of the department is the opportunity for undergraduates to participate in the activities of a dynamic research group that considers problems extending well beyond textbook instruction.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Coursework:** Students will demonstrate an understanding of the fundamental concepts in the basic areas of the discipline (organic, inorganic, analytical, physical, and biochemical). Students will demonstrate a firm foundation in the conceptual, quantitative, and computational thinking that underlies the theories and models that form the basis for reasoning about molecular systems. Students will be able to connect this theoretical understanding to the experimental methods used to test those theories and models. Students will also have opportunities to obtain in-depth knowledge in multiple areas of the discipline. The foundational and in-depth coursework will be aligned with the most recent American Chemical Society Guidelines for Chemistry Programs (<https://www.acs.org/education/policies/acs-approval-program.html>).
- **Instructional Laboratory:** Students will demonstrate proficiency in laboratory techniques and the use of modern instrumentation. Students will be able to carry out experiments in the laboratory, accurately record data and observations, and be able to analyze the results of experiments. Students will be able to handle, synthesize, purify, and characterize new and existing substances. This includes knowing the proper procedures and regulations for the safe handling, use and disposal of chemicals.
- **Research:** Students will employ critical thinking and the scientific method to design, carry out, record, analyze and communicate the results of chemical/biochemical experiments. This includes the ability to identify, or create an appropriate model, formulate a hypothesis, choose an appropriate set of tools and techniques, and design an experiment that tests the hypothesis and analyze the results from that experiment drawing sound scientific conclusions from the results obtained. Students must be able to locate, identify and critically evaluate the chemical/biochemical literature.
- **Communication:** Students will demonstrate effective scientific communication skills, both orally and in writing, to a range of audience levels and for a variety of purposes. Students will

understand how scientific information is shared between peers in modern science, including responsible conduct for acknowledging prior and current contributions.

- **Professional Skills:** Students will develop the interpersonal skills to function cooperatively in a team setting. Students will successfully pursue their career objectives in advanced education in professional and/or graduate schools, in a scientific career in government or industry, in a teaching career in the school systems, or in a related career following graduation
- **Ethics:** Students will be able to understand and apply ethics and values to all professional activities. Students will demonstrate an awareness of the benefits and impacts of chemistry related to the environment, society, and other disciplines outside the scientific community. Students will be prepared to contribute solutions to society's challenges at the intersection of science and society.

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 CH 401 Research: [Topic] 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.

Biochemistry Major Requirements

Code	Title	Credits
Required Chemistry Courses		
CH 221Z or CH 224H	General Chemistry I Advanced General Chemistry I	4
CH 222Z or CH 225H	General Chemistry II Advanced General Chemistry II	4
CH 223Z or CH 226H	General Chemistry III Advanced General Chemistry III	4
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I ¹	2
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II ¹	2
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III ¹	2
CH 337	Organic Chemistry Laboratory	3
CH 341–343	Majors Track Organic Chemistry I-III	12
CH 348	Organic Chemistry Laboratory for Majors	4
CH 411–412	Physical Chemistry	8
CH 461–463	Biochemistry	12
CH 467	Biochemistry Laboratory	4
Related Science Requirements		
MATH 251Z– 253Z	Calculus: Differential, Integral, and Sequences & Series	12
PHYS 201–203 or PHYS 251– 253	General Physics ² Foundations of Physics I	12
BI 281H	Accelerated Biology I: Cells, Biochemistry and Physiology	6

BI 282H	Accelerated Biology II: Genetics and Molecular Biology	6
BI 320	Molecular Genetics	4

Physical Laboratory Requirement

Select one of the following:		3-8
PHYS 204– 206	Introductory Physics Laboratory	
PHYS 290	Foundations of Physics Laboratory (three terms)	
CH 417 & CH 418	Physical Chemistry Laboratory and Physical Chemistry Laboratory ³	

Advanced Laboratory Requirement

Select one of the following:		4-6
CH 417	Physical Chemistry Laboratory ³	
CH 418	Physical Chemistry Laboratory ³	
CH 419	Physical Chemistry Laboratory	
CH 429	Instrumental Analysis	
CH 401	Research: [Topic] (three terms) ⁴	

Advanced Biochemistry Electives

Select two of the following:		8
CH 464	RNA Biochemistry	
CH 465	Physical Biochemistry	
CH 466	Structural Biochemistry	
CH 468	Cellular Biochemistry	

Other Advanced Electives

See the table below ³	12
Total Credits	128-135

- ¹ Students who transfer CH 227Z/228Z/229Z credits from other schools may have the corresponding CH 217/218/219 course and credit requirements waived.
- ² Students may also take PHYS 251, 202, and 203 or PHYS 251, 252, and 203. Students may not go from the 201-203 series to the 251-253 series without approval from the department.
- ³ Courses cannot be used to satisfy requirements in more than one area.
- ⁴ Minimum of 6 credits of CH 401 and a written report are required for Research.

Other Advanced Electives

Code	Title	Credits
Three approved 400-level courses in chemistry and biology. Students may use one approved 300-level biology course (BI 322, BI 328, or BI 360) as one of the three advanced electives. ¹		
CH 413	Physical Chemistry	
CH 417	Physical Chemistry Laboratory	
CH 418	Physical Chemistry Laboratory	
CH 419	Physical Chemistry Laboratory	
CH 420	Physical Organic Chemistry I	
CH 421	Physical Organic Chemistry II	
CH 429	Instrumental Analysis	
CH 431	Inorganic Chemistry	
CH 432	Inorganic Chemistry	
CH 433	Inorganic Chemistry	

CH 441	Quantum Chemistry
CH 442	Quantum Chemistry and Spectroscopy
CH 443	Quantum Chemistry and Spectroscopy
CH 445	Statistical Mechanics
CH 446	Chemical Kinetics: [Topic]
CH 447	Computational Chemistry
CH 451	Advanced Organic-Inorganic Chemistry
CH 452	Advanced Organic Chemistry— Stereochemistry and Reactions
CH 454	Advanced Electrochemistry
CH 464	RNA Biochemistry
CH 465	Physical Biochemistry
CH 466	Structural Biochemistry
CH 468	Cellular Biochemistry
BI 322	Cell Biology
or BI 328	Developmental Biology
or BI 360	Neurobiology
BI 422	Protein Toxins in Cell Biology
BI 423	Human Molecular Genetics
BI 426	Genetics of Cancer
BI 427	
BI 428	Developmental Genetics
BI 433	Bacterial-Host Interactions
BI 461	Systems Neuroscience
BI 463	Cellular Neuroscience
BI 466	Developmental Neurobiology
BI 484	Molecular Evolution

¹ See advisor for complete list. Courses used to satisfy the physical and advanced laboratory requirements cannot also be used as an advanced elective.

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 approval)

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Biochemistry

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 112Z or MATH 251Z	Precalculus II: Trigonometry or Differential Calculus		4
WR 121Z	Composition I		4
CH 221Z or CH 224H	General Chemistry I or Advanced General Chemistry I		4
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I		2
Credits			14
Winter			
WR 123 or WR 122Z	College Composition III or Composition II		4
CH 222Z or CH 225H	General Chemistry II or Advanced General Chemistry II		4
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II		2
MATH 251Z or MATH 252Z	Differential Calculus or Integral Calculus		4
Meet with an advisor to prepare a four-year plan			
Credits			14
Spring			
CH 223Z or CH 226H	General Chemistry III or Advanced General Chemistry III		4
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III		2
MATH 252Z or MATH 253Z	Integral Calculus or Calculus: Sequences and Series		4
Core-education course in social science that also satisfies cultural literacy requirement			4
Meet with an advisor if interested in undergraduate research.			
All majors take the American Chemical Society Exam at the end of the academic year.			
Credits			14
Second Year			
Fall			
MATH 253Z or MATH 256 or MATH 281	Calculus: Sequences and Series or Introduction to Differential Equations or Several-Variable Calculus I		4
BI 281H	Accelerated Biology I: Cells, Biochemistry and Physiology		6
CH 337	Organic Chemistry Laboratory		3
CH 341	Majors Track Organic Chemistry I		4

Students should meet with an advisor to create an individual development plan

Credits	17

Winter

MATH 253Z	Calculus: Sequences and Series	4
BI 282H	Accelerated Biology II: Genetics and Molecular Biology	6
CH 342	Majors Track Organic Chemistry II	4
CH 348	Organic Chemistry Laboratory for Majors	4

Credits	18

Spring

BI 320	Molecular Genetics	4
CH 343	Majors Track Organic Chemistry III	4
	Core-education course in arts and letters that also satisfies cultural literacy requirement	4
	Core-education course in social science	4
	Majors take the American Chemical Society Exam at the end of the academic year	
	Students interested in undergraduate research should make arrangements to start	

Credits	16

Third Year

Fall

PHYS 201 or PHYS 251	General Physics or Foundations of Physics I	4
PHYS 204 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2
CH 461	Biochemistry	4
CH 467	Biochemistry Laboratory	4
	First term of 1st-year second-language sequence	5
	Students should meet with an advisor to review their four-year plan and individual development plan	

Credits	19

Winter

PHYS 202 or PHYS 252	General Physics or Foundations of Physics I	4
PHYS 205 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2
CH 462	Biochemistry	4
	Second term of 1st-year second-language sequence	5
	Core-education course in social science	4

Credits	19

Spring

PHYS 203 or PHYS 253	General Physics or Foundations of Physics I	4
PHYS 206 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2
CH 463	Biochemistry	4

400-level course in chemistry or biology	4

Third term of 1st-year second-language sequence	5

Credits	19

Fourth Year

Fall

CH 411	Physical Chemistry	4
CH 417	Physical Chemistry Laboratory	4
	400-level course in chemistry or biology	4
	First term of 2nd-year second-language sequence	4
	Core-education course in arts and letters	4

Credits	20

Winter

CH 412	Physical Chemistry	4
	400-level courses in chemistry or biology	8
	Second term of 2nd-year second-language sequence	4
	Core-education course in arts and letters	4

Credits	20

Spring

	400-level course in chemistry or biology	4
	Third term of 2nd-year second-language sequence	4
	Core-education course in social science	4
	Core-education course in arts and letters	4
	Apply for degree in DuckWeb by end of fourth week of spring term	

Credits	16

Total Credits	206

Bachelor of Science in Biochemistry

Course	Title	Credits	Milestones

First Year

Fall

MATH 112Z or MATH 251Z	Precalculus II: Trigonometry or Differential Calculus	4	
WR 121Z	Composition I	4	
CH 221Z or CH 224H	General Chemistry I or Advanced General Chemistry I	4	
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I	2	

Credits	14

Winter

WR 123 or WR 122Z	College Composition III or Composition II	4	
CH 222Z or CH 225H	General Chemistry II or Advanced General Chemistry II	4	
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II	2	
MATH 251Z or MATH 252Z	Differential Calculus or Integral Calculus	4	

Meet with an advisor to prepare a four-year plan		
Credits		14
Spring		
CH 223Z or CH 226H	General Chemistry III or Advanced General Chemistry III	4
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III	2
MATH 252Z or MATH 253Z	Integral Calculus or Calculus: Sequences and Series	4
Core-education course in arts and letters		4
Meet with an advisor if interested in undergraduate research.		
All majors take the American Chemical Society Exam at the end of the academic year.		
Credits		14
Second Year		
Fall		
MATH 253Z	Calculus: Sequences and Series	4
BI 281H	Accelerated Biology I: Cells, Biochemistry and Physiology	6
CH 337	Organic Chemistry Laboratory	3
CH 341	Majors Track Organic Chemistry I	4
Students should meet with an advisor to create an individual development plan		
Credits		17
Winter		
MATH 253Z	Calculus: Sequences and Series	4
BI 282H	Accelerated Biology II: Genetics and Molecular Biology	6
CH 342	Majors Track Organic Chemistry II	4
CH 348	Organic Chemistry Laboratory for Majors	4
Credits		18
Spring		
BI 320	Molecular Genetics	4
CH 343	Majors Track Organic Chemistry III	4
Core-education course in arts and letters		4
Core-education course in social science		4
Majors take the American Chemical Society Exam at the end of the academic year		
Students interested in undergraduate research should make arrangements to start		
Credits		16
Third Year		
Fall		
PHYS 201 or PHYS 251	General Physics or Foundations of Physics I	4
PHYS 204 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2
CH 461	Biochemistry	4
CH 467	Biochemistry Laboratory	4

Students should meet with an advisor to review their four-year plan and individual development plan

Credits		14
Winter		
PHYS 202 or PHYS 252	General Physics or Foundations of Physics I	4
PHYS 205 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2
CH 401	Research: [Topic]	2
CH 462	Biochemistry	4
Core-education course in social science		4
Credits		16
Spring		
PHYS 203 or PHYS 253	General Physics or Foundations of Physics I	4
PHYS 206 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2
CH 401	Research: [Topic]	2
CH 463	Biochemistry	4
Core-education course in arts and letters		4
Students should meet with an advisor to review their four-year plan and individual development plan		
Credits		16
Fourth Year		
Fall		
CH 401	Research: [Topic]	2
CH 411	Physical Chemistry	4
400-level courses in chemistry or biology		8
Core-education course in arts and letters		4
Credits		18
Winter		
CH 412	Physical Chemistry	4
400-level courses in chemistry or biology		8
Core-education course in social science		4
Credits		16
Spring		
400-level course in chemistry or biology		4
Core-education course in social science		4
Cultural literacy courses		8
Apply for degree in DuckWeb by end of fourth week of spring term		
Credits		16
Total Credits		189

Chemistry (BA/BS)

The Department of Chemistry and Biochemistry offers majors in chemistry and biochemistry. Biochemistry majors complete an integrated, rigorous program that includes foundational course work in chemistry and biochemistry and additional course work in related fields. Undergraduate majors benefit from taking graduate courses in synthetic modeling,

physical chemistry, materials, computational chemistry, biochemistry, molecular biology, and modern instrumental techniques.

The American Chemistry Society-certified degree emphasizes laboratory experience and the development of professional skills. A unique strength of the department is the opportunity for undergraduates to participate in the activities of a dynamic research group that considers problems extending well beyond textbook instruction.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Coursework:** Students will demonstrate an understanding of the fundamental concepts in the basic areas of the discipline (organic, inorganic, analytical, physical, and biochemical). Students will demonstrate a firm foundation in the conceptual, quantitative, and computational thinking that underlies the theories and models that form the basis for reasoning about molecular systems. Students will be able to connect this theoretical understanding to the experimental methods used to test those theories and models. Students will also have opportunities to obtain in-depth knowledge in multiple areas of the discipline. The foundational and in-depth coursework will be aligned with the most recent American Chemical Society Guidelines for Chemistry Programs (<https://www.acs.org/education/policies/acs-approval-program.html>).
- **Instructional Laboratory:** Students will demonstrate proficiency in laboratory techniques and the use of modern instrumentation. Students will be able to carry out experiments in the laboratory, accurately record data and observations, and be able to analyze the results of experiments. Students will be able to handle, synthesize, purify, and characterize new and existing substances. This includes knowing the proper procedures and regulations for the safe handling, use and disposal of chemicals.
- **Research:** Students will employ critical thinking and the scientific method to design, carry out, record, analyze and communicate the results of chemical/biochemical experiments. This includes the ability to identify, or create an appropriate model, formulate a hypothesis, choose an appropriate set of tools and techniques, and design an experiment that tests the hypothesis and analyze the results from that experiment drawing sound scientific conclusions from the results obtained. Students must be able to locate, identify and critically evaluate the chemical/biochemical literature.
- **Communication:** Students will demonstrate effective scientific communication skills, both orally and in writing, to a range of audience levels and for a variety of purposes. Students will understand how scientific information is shared between peers in modern science, including responsible conduct for acknowledging prior and current contributions.
- **Professional Skills:** Students will develop the interpersonal skills to function cooperatively in a team setting. Students will successfully pursue their career objectives in advanced education in professional and/or graduate schools, in a scientific career in government or industry, in a teaching career in the school systems, or in a related career following graduation.
- **Ethics:** Students will be able to understand and apply ethics and values to all professional activities. Students will demonstrate an awareness of the benefits and impacts of chemistry related to the environment, society, and other disciplines outside the scientific community. Students will be prepared to contribute solutions to society's challenges at the intersection of science and society.

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 CH 401 Research: [Topic].

Chemistry Major Requirements

Code	Title	Credits
Chemistry Courses		
CH 221Z or CH 224H	General Chemistry I Advanced General Chemistry I	4
CH 222Z or CH 225H	General Chemistry II Advanced General Chemistry II	4
CH 223Z or CH 226H	General Chemistry III Advanced General Chemistry III	4
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I ¹	2
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II ¹	2
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III ¹	2
CH 341–343	Majors Track Organic Chemistry I-III	12
CH 337	Organic Chemistry Laboratory	3
CH 348–349	Organic Chemistry Lab for Majors	8
CH 411–413	Physical Chemistry	12
CH 417–419	Physical Chemistry Laboratory	12
Advanced Electives (see Advanced Electives table below)		9-12
CH 429	Instrumental Analysis	5
Related Science Requirements		
MATH 251Z– 253Z	Calculus: Differential, Integral, and Sequences & Series	12
MATH 256	Introduction to Differential Equations	4
MATH 281	Several-Variable Calculus I	4
PHYS 251–253 or PHYS 201– 203	Foundations of Physics I ² General Physics	12
PHYS 290 or PHYS 204	Foundations of Physics Laboratory (Fall) Introductory Physics Laboratory	1-2
PHYS 290 or PHYS 205	Foundations of Physics Laboratory (Winter) Introductory Physics Laboratory	1-2
PHYS 290 or PHYS 206	Foundations of Physics Laboratory (Spring) Introductory Physics Laboratory	1-2
Total Credits		114-120

¹ Students who transfer CH 227Z/228Z/229Z credits from other schools may have the corresponding CH 217/218/219 course and credit requirements waived.

² Students may also take PHYS 251, 202, and 203 or PHYS 251, 252, and 203. Students may not go from the 201-203 series to the 251-253 series without approval from the department.

Advanced Electives

Code	Title	Credits
Advanced electives (e.g., three courses or 9 credits of research or one course and 6 credits of research) chosen from the following: ¹		9-12
CH 401	Research: [Topic]	
CH 420	Physical Organic Chemistry I	
CH 421	Physical Organic Chemistry II	
CH 431	Inorganic Chemistry	
CH 432	Inorganic Chemistry	
CH 433	Inorganic Chemistry	
CH 441	Quantum Chemistry	
CH 442	Quantum Chemistry and Spectroscopy	
CH 443	Quantum Chemistry and Spectroscopy	
CH 445	Statistical Mechanics	
CH 446	Chemical Kinetics: [Topic]	
CH 447	Computational Chemistry	
CH 451	Advanced Organic-Inorganic Chemistry	
CH 452	Advanced Organic Chemistry—Stereochemistry and Reactions	
CH 454	Advanced Electrochemistry	
CH 461	Biochemistry	
CH 462	Biochemistry	
CH 463	Biochemistry	
CH 464	RNA Biochemistry	
CH 465	Physical Biochemistry	
CH 466	Structural Biochemistry	
CH 467	Biochemistry Laboratory	
CH 468	Cellular Biochemistry	
ERTH 471	Thermodynamic Geochemistry	
ERTH 472		
ERTH 473	Isotope Geochemistry	
PHYS 411–413	Mechanics, Electricity, and Magnetism	
PHYS 414–415	Quantum Physics	
Total Credits		9-12

¹ Other courses may be included with advisor approval.

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 approval)

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Chemistry

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 112Z or MATH 251Z	Precalculus II: Trigonometry or Differential Calculus	4	
WR 121Z	Composition I	4	
CH 221Z or CH 224H	General Chemistry I or Advanced General Chemistry I	4	
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I	2	
Credits		14	
Winter			
WR 123 or WR 122Z	College Composition III or Composition II	4	
CH 222Z or CH 225H	General Chemistry II or Advanced General Chemistry II	4	
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II	2	
MATH 251Z or MATH 252Z	Differential Calculus or Integral Calculus	4	
Credits		14	
Spring			
CH 223Z or CH 226H	General Chemistry III or Advanced General Chemistry III	4	
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III	2	
MATH 252Z or MATH 253Z	Integral Calculus or Calculus: Sequences and Series	4	
Core-education course in arts and letters		4	
Meet with an advisor if interested in undergraduate research.			
All majors take the American Chemical Society Exam at the end of the academic year.			
Credits		14	
Second Year			
Fall			
PHYS 201 or PHYS 251	General Physics or Foundations of Physics I	4	
PHYS 204 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2	

CH 337	Organic Chemistry Laboratory	3
CH 341	Majors Track Organic Chemistry I	4
Students should meet with an advisor to create an individual development plan		
Credits		13
Winter		
PHYS 202 or PHYS 252	General Physics or Foundations of Physics I	4
PHYS 205 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2
CH 342	Majors Track Organic Chemistry II	4
CH 348	Organic Chemistry Laboratory for Majors	4
Credits		14
Spring		
PHYS 203 or PHYS 253	General Physics or Foundations of Physics I	4
PHYS 206 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2
CH 343	Majors Track Organic Chemistry III	4
CH 349	Organic Chemistry Lab for Majors	4
Core-education course in social science		4
Majors take the American Chemical Society Exam at the end of the academic year		
Students interested in undergraduate research should make arrangements to start		
Credits		18
Third Year		
Fall		
CH 411	Physical Chemistry	4
CH 417	Physical Chemistry Laboratory	4
MATH 256 or MATH 281	Introduction to Differential Equations or Several-Variable Calculus I	4
First term of 1st-year second-language sequence		5
Students should meet with an advisor to review their four-year plan and individual development plan		
Credits		17
Winter		
CH 412	Physical Chemistry	4
CH 418	Physical Chemistry Laboratory	4
Second term of 1st-year second-language sequence		5
Core-education course that also satisfies cultural literacy requirement		4
Credits		17
Spring		
CH 413	Physical Chemistry	4
CH 419	Physical Chemistry Laboratory	4
Third term of 1st-year second-language sequence		5

Core-education course in social science		4
Credits		17
Fourth Year		
Fall		
CH 401	Research: [Topic]	2
400-level course in chemistry, earth sciences, or physics		4
First term of 2nd-year second-language sequence		5
Core-education course in arts and letters		4
Core-education course in social science that also satisfies cultural literacy requirement		4
Credits		19
Winter		
CH 401	Research: [Topic]	2
400-level course in chemistry, earth sciences, or physics		4
Second term of 2nd-year second-language sequence		5
Core-education course in arts and letters		4
Core-education course in social science		4
Credits		19
Spring		
CH 401	Research: [Topic]	2
CH 429	Instrumental Analysis	5
400-level course in chemistry, earth sciences, or physics		4
Third term of 2nd-year second-language sequence		5
Core-education course in arts and letters		4
Credits		20
Total Credits		196

Bachelor of Science in Chemistry

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 112Z or MATH 251Z	Precalculus II: Trigonometry or Differential Calculus	4	
WR 121Z	Composition I	4	
CH 221Z or CH 224H	General Chemistry I or Advanced General Chemistry I	4	
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I	2	
Credits		14	
Winter			
WR 123 or WR 122Z	College Composition III or Composition II	4	
CH 222Z or CH 225H	General Chemistry II or Advanced General Chemistry II	4	
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II	2	

MATH 251Z	Differential Calculus	4
or	or Integral Calculus	
MATH 252Z		
Meet with an advisor to prepare a four-year plan		
Credits		14
Spring		
CH 223Z	General Chemistry III	4
or	or Advanced General Chemistry III	
CH 226H		
CH 229Z	General Chemistry III Laboratory	2
& CH 219	and Chemistry Tools III	
MATH 252Z	Integral Calculus	4
or	or Calculus: Sequences and Series	
MATH 253Z		
Core-education course in arts and letters		4
Meet with an advisor if interested in undergraduate research.		
All majors take the American Chemical Society Exam at the end of the academic year.		
Credits		14
Second Year		
Fall		
PHYS 201	General Physics	4
or	or Foundations of Physics I	
PHYS 251		
PHYS 204	Introductory Physics Laboratory	2
or	or Foundations of Physics	
PHYS 290	Laboratory	
CH 337	Organic Chemistry Laboratory	3
CH 341	Majors Track Organic Chemistry I	4
Students should meet with an advisor to create an individual development plan		
Credits		13
Winter		
PHYS 202	General Physics	4
or	or Foundations of Physics I	
PHYS 252		
PHYS 205	Introductory Physics Laboratory	2
or	or Foundations of Physics	
PHYS 290	Laboratory	
CH 342	Majors Track Organic Chemistry II	4
CH 348	Organic Chemistry Laboratory for Majors	4
Credits		14
Spring		
PHYS 203	General Physics	4
or	or Foundations of Physics I	
PHYS 253		
PHYS 206	Introductory Physics Laboratory	2
or	or Foundations of Physics	
PHYS 290	Laboratory	
CH 343	Majors Track Organic Chemistry III	4
CH 349	Organic Chemistry Lab for Majors	4
Core-education course in social science		4
Majors take the American Chemical Society Exam at the end of the academic year		

Students interested in undergraduate research should make arrangements to start

Credits **18**

Third Year

Fall

CH 411	Physical Chemistry	4
CH 417	Physical Chemistry Laboratory	4
MATH 256	Introduction to Differential Equations	4
or	or Several-Variable Calculus I	
MATH 281		

Core-education course in arts and letters 4

Students should meet with an advisor to review their four-year plan and individual development plan

Credits **16**

Winter

MATH 281	Several-Variable Calculus I	4
or	or Introduction to Differential	
MATH 256	Equations	
CH 412	Physical Chemistry	4
CH 418	Physical Chemistry Laboratory	4
Core-education course in social science		4

Credits **16**

Spring

CH 413	Physical Chemistry	4
CH 419	Physical Chemistry Laboratory	4
CH 429	Instrumental Analysis	5
Core-education course in social science		4

Credits **17**

Fourth Year

Fall

CH 401	Research: [Topic]	2
400-level course in chemistry, earth sciences, or physics		4
Core-education course in arts and letters		4
Core-education course that also satisfies cultural literacy requirement		4

Credits **14**

Winter

CH 401	Research: [Topic]	2
400-level course in chemistry, earth sciences, or physics		4
Core-education course that also satisfies cultural literacy requirement		4
Core-education course in social science		4

Credits **14**

Spring

CH 401	Research: [Topic]	2
400-level course in chemistry, earth sciences, or physics		4
Core-education course in arts and letters		4

Credits **10**

Total Credits **174**

Biochemistry Minor

Biochemistry minors complete an integrated, rigorous program that includes foundational course work in general, organic and biochemistry. Undergraduates may also benefit from taking upper division courses in materials, computational chemistry, molecular biology, and modern instrumental techniques. A unique strength of our program is the opportunity for undergraduates to participate in the activities of a dynamic research group that considers problems extending well beyond textbook instruction.

Chemistry majors cannot minor in Biochemistry minor.

Biochemistry Minor

Code	Title	Credits
Lower Division		
CH 221Z or CH 224H	General Chemistry I Advanced General Chemistry I	4
CH 222Z or CH 225H	General Chemistry II Advanced General Chemistry II	4
CH 223Z or CH 226H	General Chemistry III Advanced General Chemistry III	4
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I ¹	2
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II ¹	2
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III ¹	2
Upper Division		
CH 331 & CH 335	Organic Chemistry I and Organic Chemistry II	8
CH 461 & CH 462	Biochemistry and Biochemistry	8
CH 463 or CH 467	Biochemistry Biochemistry Laboratory	4
Total Credits		38

¹ Students who transfer CH 227Z/228Z/229Z credits from other schools may have the corresponding CH 217/218/219 course and credit requirements waived.

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 CH 407 Seminar: [Topic], CH 405 Reading and Conference: [Topic], and CH 409 Capstone may not be applied to required coursework for the biochemistry minor.

Chemistry Minor

Chemistry minors complete an integrated, rigorous program that includes foundational work in general and organic chemistry. Undergraduates may also benefit from taking upper division courses in synthetic, physical, materials, computational chemistry, biochemistry, molecular biology, and modern instrumental techniques. A unique strength of the program is the opportunity for undergraduates to participate in the activities of a dynamic

research group that considers problems extending well beyond textbook instruction.

Biochemistry majors cannot minor in Chemistry minor.

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 CH 407 Seminar: [Topic], CH 405 Reading and Conference: [Topic], and CH 409 Capstone may not be applied as required course work for the minor.

Chemistry (MS)

Research at the University of Oregon is designed to keep student researchers at the forefront of chemical science. Our programs in the traditional areas of biochemistry, inorganic, organic, and physical chemistry lay the foundation for new discoveries in materials science, molecular biology, optics, and theoretical chemistry. Though our department is medium in size, we are a leading innovator in chemistry.

A unique strength of our program is its interdisciplinary approach to research and teaching. Chemical scientists may be interested in the Institute of Molecular Biology, the Institute for Fundamental Science, the Materials Science Institute, the Oregon Center for Optical, Molecular, and Quantum Science (OMQ), and the programs in cell biology and molecular synthesis, structure, and dynamics.

We offer a traditional Master's as well as several internship-based Master's programs. Internship salaries can help offset the cost of tuition for students in an internship program; the traditional Master's program does not include financial support.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Have in-depth knowledge in a main subfield of chemistry. Students will acquire this knowledge by doing advanced course work in the field, reading scientific papers, and optionally performing original research in the lab.
- Students pursuing a research master's degree will learn how to carry out independent chemistry research. Students will learn literature comprehension skills, will properly cite and reference techniques and methods, will be able to place one's research in context of the field, and will be able to communicate research results through scientific publications and presentations. Students will be able to formulate scientific hypotheses, understand the scientific method and apply it to research design, will become proficient at data gathering and interpretation, and will be able to write a research proposal. Students will pursue a research problem culminating in a written thesis that makes a significant and original contribution to the understanding of chemistry.
- Have professional development skills and knowledge. Students will attend professional meetings and make oral or poster presentations. Students will learn how to get internships in governmental labs, in industry, or in teaching. Students will learn soft skills, such as leadership, problem-solving, teamwork, communication.

- Understand and have awareness of professional, ethical and safety applications of their knowledge. Students will develop and understand the ethical and social dimension of science and the role and responsibility of chemistry for the advancement of the society. Students will learn and put into practice the expectations of responsible conduct in the professional field. Students will learn about laboratory safety and best safety practices.

Chemistry Major Requirements

Code	Title	Credits
Department Requirements ^{1, 2}		30
Internship Program in Electrochemistry		28
CH 554	Advanced Electrochemistry	
CH 689	Chemistry Professional Development ³	
CH 690	Numerical Simulation in Electrochemistry	
CH 691	Analytical Electrochemistry Laboratory	
CH 692	Electrochemical Device Engineering	
CH 693	Electrochemical Device Laboratory	
CH 694	Applied Electrochemistry Projects Laboratory ³	
CH 695	External Graduate Internship ³	
Total Credits		58

¹ Six graded graduate-level courses with a minimum 24 credits.

² Nine credit hours in 600-level courses.

³ May substitute for an approved alternative course.

Chemistry - Electrochemical Technology Concentration

Code	Title	Credits
Electrochemistry AMP Courses		
CH 554	Advanced Electrochemistry	4
CH 531	Inorganic Chemistry	4
CH 689	Chemistry Professional Development	1
CH 690	Numerical Simulation in Electrochemistry	2
CH 691	Analytical Electrochemistry Laboratory	2
CH 692	Electrochemical Device Engineering	4
CH 693	Electrochemical Device Laboratory	4
CH 694	Applied Electrochemistry Projects Laboratory	4
CH 695	External Graduate Internship	30
Core Undergraduate Chemistry Courses		
CH 221Z	General Chemistry I	4
or CH 224H	Advanced General Chemistry I	
CH 222Z	General Chemistry II	4
or CH 225H	Advanced General Chemistry II	
CH 223Z	General Chemistry III	4
or CH 226H	Advanced General Chemistry III	
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I ¹	2
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II ¹	2
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III ¹	2

CH 341	Majors Track Organic Chemistry I	4
or CH 331	Organic Chemistry I	
CH 342	Majors Track Organic Chemistry II	4
or CH 335	Organic Chemistry II	
CH 343	Majors Track Organic Chemistry III	4
or CH 337	Organic Chemistry Laboratory	
CH 337	Organic Chemistry Laboratory	3
CH 338	Organic Chemistry Laboratory	3
CH 348	Organic Chemistry Laboratory for Majors	4
CH 349	Organic Chemistry Lab for Majors	4
CH 411	Physical Chemistry	4
CH 412	Physical Chemistry	4
CH 413	Physical Chemistry	4
CH 417	Physical Chemistry Laboratory	4
CH 418	Physical Chemistry Laboratory	4
CH 419	Physical Chemistry Laboratory	4
CH 429	Instrumental Analysis	5

Required Math Courses

MATH 251Z	Differential Calculus	4
MATH 252Z	Integral Calculus	4
MATH 253Z	Calculus: Sequences and Series	4
MATH 256	Introduction to Differential Equations	4
MATH 281	Several-Variable Calculus I	4

Required Physics Courses

PHYS 251	Foundations of Physics I	4
or PHYS 201	General Physics	
PHYS 252	Foundations of Physics I	4
or PHYS 202	General Physics	
PHYS 253	Foundations of Physics I	4
or PHYS 203	General Physics	
PHYS 204	Introductory Physics Laboratory	2
or PHYS 290	Foundations of Physics Laboratory	
PHYS 205	Introductory Physics Laboratory	2
or PHYS 290	Foundations of Physics Laboratory	
PHYS 206	Introductory Physics Laboratory	2
or PHYS 290	Foundations of Physics Laboratory	

University Requirements The Student will need complete the UO requirements in Writing, Arts and Letters, Social Science, and Cultural Literacy **53**

Total Credits **219**

¹ Students who transfer CH 227Z/228Z/229Z credits from other schools may have the corresponding CH 217/218/219 course and credit requirements waived.

Admission Process

Students apply to program during their junior year.

- (1) GPA and course of study to date
- (2) resume including volunteer and paid work, and previous experiences
- (3) personal statement including experiences, career goals and discussion of contributions to diversity, equity, and inclusion
- (5) interview including technical, experience, and behavioral components

Chemistry (PhD)

Research at the University of Oregon is designed to keep student researchers at the forefront of chemical science. Our programs in the traditional areas of biochemistry, inorganic, organic, and physical chemistry lay the foundation for new discoveries in materials science, molecular biology, optics, and theoretical chemistry. Though our department is medium in size, we are a leading innovator in chemistry.

At the University of Oregon, we recognize the importance of diversity and breadth in graduate education and continue to respond to the shifts and changes in career opportunities available to our graduates. In pursuit of this goal, we take a cross-disciplinary, interdepartmental approach to research and graduate training. Institutes and centers facilitate scientific investigation at the boundaries of traditional fields and foster collaboration and cooperation between researchers in different departments. Faculty members and students are actively involved in collaborative research efforts in the department and in the interdepartmental research institutes, providing unique opportunities for defining and solving scientific problems. Students pursuing a Ph.D. in chemistry may choose to complete thesis projects under the guidance of faculty in other departments, such as biology or physics.

While we de-emphasize the boundaries of traditional disciplines, the classic areas of chemistry do provide a convenient and familiar way to describe the department's educational activities and research. They include: biochemistry, molecular biology and biophysical chemistry; organic-inorganic chemistry; and physical chemistry.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Acquire in-depth knowledge in a main subfield of chemistry. Students will acquire this knowledge by doing advanced course work in the field, reading scientific papers, performing original research in the lab, and passing an advancement exam in the student's research area.
- Acquire a breadth of knowledge in other subfields of chemistry. Students will acquire this knowledge by doing course work and taking cumulative exams.
- Learn how to carry out independent chemistry research. Students will learn literature comprehension skills, will properly cite and reference techniques and methods, will be able to place one's research in context of the field, and will be able to communicate research results through scientific publications and presentations. Students will be able to formulate scientific hypotheses, understand the scientific method and apply it to research design, will become proficient at data gathering and interpretation, and will be able to write a research proposal. Students will pursue a research problem culminating in a written thesis that makes a significant and original contribution to the understanding of chemistry.
- Acquire professional development skills and knowledge. Students will attend professional meetings and make oral or poster presentations. Students will learn how to obtain internships in governmental labs, in industry, or in teaching. Students will learn soft skills, such as leadership, problem-solving, teamwork, communication.
- Understand and apply ethics and values to all professional activities. Students will demonstrate an awareness of the benefits and impacts of chemistry related to the environment, society, and other disciplines outside the scientific community. Students will learn and put into practice the expectations of responsible conduct in the professional field. Students will learn about laboratory safety and best safety

practices. Students will be prepared to contribute solutions to society's challenges at the intersection of science and society.

Chemistry Major Requirements

Requirements for all students

- Participate in the undergraduate teaching program for at least 3 terms
- Rotate through 3 different labs during the first year
- Identify and join a research group by the end of the first year
- 4th term review is usually in the fall of 2nd year with a written and an oral report
- Annual review each year after advancement to candidacy with a written and an oral report

Biochemistry Requirements

- Advancement to Candidacy
- Satisfactory completion of BI 620, CH 662
- Seminars and Journal Club

Organic/Inorganic/Material Requirements

- Advancement to Candidacy Exam
- Six graded graduate-level courses of 3 or 4 credits each
- Seminars and Journal Club (CH 607, CH 623)

Physical Chemistry Requirements

- Advancement to Candidacy Exam; 3rd-year research presentation
- Six graded graduate-level courses of 3 or 4 credits each
- Seminars and Journal Club (CH 607, CH 624)

Computer Science

<http://cs.uoregon.edu>

Reza Rejaie, Department Head

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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 and networking.

Faculty

Zena M. Ariola, professor (programming languages, lambda calculus, logic). BS, 1980, Pisa; PhD, 1992, Harvard. (1992)

Hank Childs, professor (scientific visualization, high-performance computing, computer graphics). BS, 1999, PhD, 2006, California, Davis. (2013)

Jee W. Choi, assistant professor (high-performance computing, scientific computation, data analytics). BS, 2000, PhD, 2015, Georgia Institute of Technology. (2019)

Phil Colbert, instructor (education, healthcare, environmental sciences, IoT, full stack development, CIT Minor). BS, 1990 CSU Chico; MS, 2008, CSU Chico. (2014)

Dejing Dou, professor (artificial intelligence, data mining, natural language processing). BE, 1996, Tsinghua; MS, 2000, PhD, 2004, Yale. (2004)

Brittany Erickson, assistant professor (scientific computing, computational seismology, high performance computing). BS, 2004, MS, 2006, PhD, 2010, California, Santa Barbara. (2018)

Ramakrishnan Durairajan, assistant professor (computer networking, multi-cloud computing, Internet data science, programmable optics, cybersecurity). BS, 2010, College of Engineering, Guindy; MS, 2014, PhD, 2017, Wisconsin, Madison. (2017)

Stephen F. Fickas, professor (software engineering, formal modeling of distributed systems, digital humanities). BS, 1971, Oregon State; MS, 1973, Massachusetts; PhD, 1983, California, Irvine. (1983)

Kathleen Freeman Hennessy, associate teaching professor; director of undergraduate studies. BS, 1982, Bucknell; PhD, 1993, Oregon. (2011)

Anthony J. Hornof, professor (human-computer interaction, assistive technology, cognitive modeling). BA, 1988, Columbia; MS, 1996, PhD, 1999, Michigan. (1999)

Lei Jiao, assistant professor (networking and distributed computing, performance modeling and evaluation, algorithm design and application). BS, 2007, MS, 2010, Northwestern Polytechnical; PhD, 2014, Göttingen. (2016)

Jun Li, professor (computer and network security, network architectures and protocols, distributed systems). BS, 1992, Peking; ME, 1995, Chinese Academy of Sciences; MS, 1998, PhD, 2002, California, Los Angeles. (2002)

Yingjiu (Joe) Li, professor (cyber security and privacy). BS, 1990, Dalian University of Technology; PhD, 2003, George Mason University. (2019)

Daniel Lowd, associate professor (machine learning, data mining, artificial intelligence). BS, 2003, Harvey Mudd College; MS, 2005, PhD, 2010, Washington (Seattle). (2009)

Allen D. Malony, professor (parallel processing, performance evaluation, neuroinformatics). BS, 1980, MS, 1982, California, Los Angeles; PhD, 1990, Illinois, Urbana-Champaign. (1991)

Thanh H. Nguyen, assistant professor (artificial intelligence, multi-agent systems, machine learning). BS, 2010, Hanoi University of Science and Technology; PhD, 2016, University of Southern California. (2018)

Thien Huu Nguyen, assistant professor (natural language processing, data mining, machine learning, artificial intelligence). BE, 2011, HUST, Hanoi; MS, 2014, PhD, 2018, NYU, New York. (2018)

Boyana Norris, associate professor (high-performance computing, compilers, performance analysis and optimization, software engineering, data science). BS, 1995, Wake Forest; PhD, 2000, Illinois, Urbana-Champaign. (2013)

Reza Rejaie, professor (computer networks, networked systems, Internet measurement). BS, 1991, Sharif University of Technology; MS, 1996, PhD 1999, Southern California. (2002)

Humphrey Shi, assistant professor (Computer Vision, Machine Learning, AI Systems & Applications). BS, 2005, Tsinghua University; PhD, 2017, University of Illinois at Urbana-Champaign. (2019)

Joseph Sventek, professor (complex event processing, Internet of Things). BS, 1973, Rochester; PhD, 1979, California, Berkeley. (2014)

Dave Wilkins, instructor. BA, 1965, Whitman College; MS, 1971, Oregon. (2010)

Eric D. Wills, associate teaching professor. BS, 2000, MS, 2002, PhD, 2008, Oregon. (2010)

Christopher B. Wilson, associate professor (computational complexity, models of computation). BS, 1978, Oregon; MS, 1980, PhD, 1984, Toronto. (1984)

Michal Young, associate professor (software engineering, software test and analysis). BA, 1983, Oregon; MS, 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)

Michael Hennessy, senior instructor. BS, 1982, MS, 1984, Oregon. (1984)

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)

Andrzej Proskurowski, professor emeritus. MS, 1967, Warsaw University of Technology; PhD, 1974, Royal Institute of Technology, Stockholm. (1975)

Kent A. Stevens, professor emeritus. BS, 1969, MS, 1971, California, Los Angeles; PhD, 1979, Massachusetts Institute of Technology. (1982)

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

Affiliated Faculty

Sameer Shende, research associate professor and director, Performance Research Laboratory (performance evaluation tools, programming models, software stack for HPC and AI/ML). BTech, 1991, IIT Bombay; MS, 1996, PhD 2001, University of Oregon. (2001)

Participating

Heidi Kaufman, English

Amy K. Lobben, geography

Marc Schlossberg, planning, public policy and management

McKay M. Sohlberg, special education and clinical sciences

Sanjay Srivastava, psychology

Jeffrey Stolet, music

Don M. Tucker, psychology

Undergraduate Programs

Major - Bachelor's Degree

- Computer Science (BA/BS) (p. 227)
- Cybersecurity (BS) (p. 231)
- Mathematics and Computer Science (BA/BS) (p. 273)

Minors

- Computer Information Technology (p. 232)
- Computer Science (p. 233)

Graduate Programs

Major - Master's Degree

- Computer Science (MS) (p. 233)

Major - Doctoral Degree

- Computer Science (PhD) (p. 235)

Computer Science (BA/BS)

As a computer science major, you'll study the computer as a machine—both concrete and abstract—and as a powerful tool for solving problems and exploring in a wide variety of areas. Through your computer science courses, you will learn how to design, analyze, and implement algorithms and programs, computer systems, and programming languages. You will have the opportunity to take classes in topics such as data science, artificial intelligence, networks and security, graphics and visualization, and more. From research and web design to data mining and software engineering, students in this field are on the cutting edge of prospective careers.

As computer science becomes increasingly intrinsic to countless aspects of daily life, the spectrum of career opportunities in this field continues to expand. By the time you graduate with a degree in computer science, you'll be a computational thinker prepared to flourish in any profession you choose.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate technical competency in the main areas of computer science, including theoretical foundations, computer systems, programming languages, and software development.
- Draw on a broad knowledge of computer science to design, implement, and test software solutions to significant problems in a variety of areas.
- Understand the broad applicability and impacts of computing; be proficient in one or more subareas of computer science or applied computer science.

- Adapt and extend fundamental knowledge and skills to new problem domains and emerging technologies.
- Communicate and collaborate with others as part of a project team, and express ideas orally and in writing.
- Recognize professional responsibilities and make informed judgments in computing practice based on ethical principles.

Computer Science Major Requirements

Computer science majors must complete at least 60 credits of CS courses, of which 24, including 12 upper-division credits, must be earned in residence at the University of Oregon. In addition, majors must complete 28 credits in mathematics, 12 credits in the sciences, and 4 credits of technical or business writing. The specific requirements for the CS major fall into five categories: core courses, concentration and elective courses, mathematics, writing, and science.

Computer Science I (CS 210), Computer Science II (CS 211), Computer Science III (CS 212), Elements of Discrete Mathematics I (MATH 231), and Elements of Discrete Mathematics II (MATH 232) must be passed with grades of **B– or better** before students can take the upper-division core courses. Advanced Placement or International Baccalaureate exams for CS 210, CS 211, MATH 251Z, MATH 252Z, and MATH 253Z are acceptable with a mark of P*.

Courses used to fulfill the major requirements must be taken for a letter grade and passed with a grade of C- or better, unless otherwise noted with * footnote.

Code	Title	Credits
Core Courses: Lower Division		
CS 210–212	Computer Science I-III	12
MATH 231–232	Elements of Discrete Mathematics I-II	8
Core Courses: Upper Division		
CS 313	Intermediate Data Structures	4
CS 314	Computer Organization	4
CS 315	Intermediate Algorithms	4
CS 330	C/C++ and Unix	4
CS 415	Operating Systems	4
CS 422	Software Methodology I	4
CS 425	Principles of Programming Languages	4
Core Courses: Mathematics		
MATH 251Z	Differential Calculus	4
or MATH 261		
or MATH 246	Calculus for the Biological Sciences I	
MATH 252Z	Integral Calculus	4
or MATH 247	Calculus for the Biological Sciences II	
MATH 341	Elementary Linear Algebra	4
MATH 343	Statistical Models and Methods	4
or MATH 345M	Probability and Statistics for Data Science	
Core Courses: Ethics *		
PHIL 223	Data Ethics	4
or PHIL 123	Internet, Society, and Philosophy	
Core Courses: Science *		
Select 12 credits from one the following science areas: ¹		12
Biology ^{2,3}		
CH 111	Introduction to Chemical Principles	
or CH 113	The Chemistry of Sustainability	

or CH 221Z General Chemistry I		
or CH 224H Advanced General Chemistry I		
BI 221Z	Principles of Biology I: Cells	
BI 222Z	Principles of Biology II: Organisms	
or BI 223Z	Principles of Biology III: Ecology and Evolution	
Chemistry ³		
CH 221Z–223Z	General Chemistry I-III	
or CH 224H-Honors General Chemistry 226H		
Earth Sciences		
ERTH 201	Dynamic Planet Earth	
ERTH 202	Earth's Surface and Environment	
ERTH 203	History of Life	
Geography		
GEOG 141	The Natural Environment	
Select two of the following:		
GEOG 321	Climatology	
GEOG 322	Geomorphology	
GEOG 323	Biogeography	
Physics ^{3,4}		
PHYS 201	General Physics	
or PHYS 251Foundations of Physics I		
PHYS 202	General Physics	
or PHYS 252Foundations of Physics I		
PHYS 203	General Physics	
or PHYS 253Foundations of Physics I		
Psychology		
PSY 201Z	Introduction to Psychology I	
Select two of the following:		
PSY 301	Scientific Thinking in Psychology	
PSY 304	Biopsychology	
PSY 305	Cognition	
PSY 348	Music and the Brain	
Core Course: Writing [*]		
WR 320	Scientific and Technical Writing	4
or WR 321 Business Communications		
or HC 301H Research and Writing: [Topic]		
Electives: Upper Division		
Upper-division CS courses in student's chosen concentration or courses numbered 410 or higher ⁵		12
Upper-division CS courses in student's chosen concentration, honors thesis, capstone project, or other upper-division courses ^{*,5,6}		8
Upper-division mathematics or theoretical computer science course ^{*,7}		4
Total Credits		108

* Courses used to fulfill this requirement must be taken for a letter grade of C- or better or mark of Pass (P or P*).

¹ To support interdisciplinary study, students are encouraged to complete a minor (typically 24–32 credits) or major in a computing-related field. Students who complete a minor (other than computer information technology or mathematics) or another major (including

mathematics) in a computing-related field may, with the approval of the Undergraduate Education Committee, replace the CS laboratory science requirement with the completed minor or major.

² BI 221Z-223Z are acceptable.

³ Students are encouraged to complete the accompanying lab courses.

⁴ Physics is recommended for networks concentration students.

⁵ If Experimental Course: [Topic] (CS 410) courses are applied, they must have different topic subtitles to satisfy this requirement.

⁶ A maximum of 8 credits in upper-division courses numbered less than 410, multi-listed with CS course (DSCI 372M), or DSCI 311. CS courses numbered 400–409 may be taken for a maximum of 4 credits per course number. Special Studies: [Topic] (CS 399), Seminar: [Topic] (CS 407), and Experimental Course: [Topic] (CS 410) courses must have different topic subtitles to satisfy this requirement. CS 399 and CS 410 courses must have a prerequisite of CS 313 and have regular weekly class meetings and homework assignments.

⁷ The mathematics elective is selected from upper-division mathematics courses with a prerequisite of Integral Calculus (MATH 252Z) or higher, or from theoretical computer science courses. A list of theoretical computer science courses is available in the computer science office or the department website.

Major Progress Review and Major in Good Standing

Each major must meet with a computer science advisor and file the Major Progress Review form while taking Intermediate Data Structures (CS 313) or Computer Organization (CS 314). Mathematics and CS core courses and at least 12 credits of CS upper division elective courses numbered 410 or higher 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 CS upper-division credits applied to the degree must be taken in residence at the university.

Concentrations

Concentrations, or focus areas, highlight areas of specialization within the department and guide student elective choices. Each concentration has an approved list of CS courses, available from the Computer Science office or the department website. Concentrations may also include recommended science or mathematics courses or a recommended minor in another field.

AI and Machine Learning Concentration

The artificial intelligence and machine learning concentration prepares students to develop computational solutions to problems that require emerging problem solving techniques, often involving inference from large collections of noisy data. Course work focuses on neural and statistical approaches to inference as well as search.

Computer Networks Concentration

The Computer Networks concentration 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.

High Performance Computing/Computational Science Concentration

The High Performance Computing/Computational science concentration prepares students to apply computational and mathematical techniques to the analysis and management of scientific data. Course work in this concentration combines depth in applied and formal aspects of Computer Science.

Security Concentration

The Security concentration 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.

Software Development Concentration

The Software Development concentration 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.

Honors Program

Students with a GPA of 3.50 or higher in computer science and a cumulative GPA of 3.50 or higher, or a GPA of 3.75 or higher in computer science and a cumulative GPA of 3.25 or higher, are encouraged to apply to the department honors program after completing Intermediate Data Structures (CS 313), Computer Organization (CS 314), Intermediate Algorithms (CS 315), and C/C++ and Unix (CS 330). The application form is available in the department office. To graduate with departmental honors, a student must write and present a thesis under the supervision of a faculty member. Honors students will take 4 credits of CS 403 Thesis and up to 4 credits of CS 401 Research to satisfy this requirement.

Computer Science Accelerated Master's Program

Computer Science undergraduate majors at the UO have the opportunity to graduate with B.S. and M.S. Computer Science degrees in a five-year program. See Computer Science Graduate Program (MS) (p. 234).

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them. Additional information may be found at the department website (<https://cs.uoregon.edu>).

Bachelor of Arts in Computer Science

Course	Title	Credits	Milestones
First Year			
Fall			
CS 122	Introduction to Programming and Problem Solving (recommended)	4	

MATH 112Z	Precalculus II: Trigonometry	4
WR 121Z	Composition I	4
Core-education course in arts and letters		4
Credits		16

Winter

CS 210	Computer Science I	4
MATH 251Z	Differential Calculus	4
or	or Calculus for the Biological Sciences I	
MATH 246	Sciences I	
WR 122Z	Composition II	4
or WR 123	or College Composition III	
Core-education course in social science		4
Credits		16

Spring

CS 211	Computer Science II	4
MATH 252Z	Integral Calculus	4
or	or Calculus for the Biological Sciences II	
MATH 247	Sciences II	
Core-education course in arts and letters		4
Core-education course in social science		4
Credits		16

Second Year

Fall

CS 212	Computer Science III	4
MATH 231	Elements of Discrete Mathematics I	4
First course of additional science sequence		4
Core-education course in social science that also satisfies a cultural literacy requirement		4
Credits		16

Winter

CS 314	Computer Organization	4
MATH 232	Elements of Discrete Mathematics II	4
Second course of additional science sequence		4
Core-education course in arts & letters		4
Credits		16

Spring

CS 322	Introduction to Software Engineering	4
or WR 320	or Scientific and Technical Writing	
	or Business Communications	
or	or Research and Writing: [Topic]	
WR 321		
or		
HC 301H		
MATH 253Z	Calculus: Sequences and Series	4
or	or Elementary Linear Algebra	
MATH 341	or Statistical Models and Methods	
	or Statistical Methods I	
or	or Probability and Statistics for Data Science	
MATH 343	Science	

or
MATH 425

or
MATH 345M

Third course of additional science sequence	4
Core-education course in arts & letters that also satisfies a cultural literacy requirement	4
Credits	16
Third Year	
Fall	
CS 313 Intermediate Data Structures	4
MATH 253Z Calculus: Sequences and Series	4
or MATH 341 or Elementary Linear Algebra or Statistical Models and Methods or Statistical Methods I or MATH 343 or Probability and Statistics for Data Science	
or MATH 425	
or MATH 345M	
WR 320 Scientific and Technical Writing	4
or WR 321 or Business Communications or Research and Writing: [Topic] or HC 301H Introduction to Software Engineering or CS 322	
First term of second-language sequence	4
Credits	16
Winter	
CS 315 Intermediate Algorithms	4
CS 330 C/C++ and Unix	4
Upper-division mathematics elective course	4
Second term of second-language sequence	4
Credits	16
Spring	
CS 415 Operating Systems	4
Upper-division elective course with CS subject code	4
PHIL 223 Data Ethics	4
Third term of second-language sequence	4
Credits	16
Fourth Year	
Fall	
CS 425 Principles of Programming Languages	4
Upper-division elective course (410-499) with CS subject code	4
Upper-division elective course	4
Credits	12
Winter	
CS 422 Software Methodology I	4
Upper-division elective course (410-499) with CS subject code	4
Upper-division elective course	4
Credits	12
Spring	
Upper-division elective course with CS subject code	4

Upper-division elective course (410-499) with CS subject code	4
Upper-division elective course	4
Credits	12
Total Credits	180

Bachelor of Science in Computer Science

Course	Title	Credits	Milestones
First Year			
Fall			
CS 122	Introduction to Programming and Problem Solving (recommended)	4	
MATH 112Z	Precalculus II: Trigonometry	4	
WR 121Z	Composition I	4	
Core-education course in arts and letters		4	
Credits		16	
Winter			
CS 210	Computer Science I	4	
MATH 251Z	Differential Calculus	4	
or MATH 246	or Calculus for the Biological Sciences I		
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Core-education course in social science		4	
Credits		16	
Spring			
CS 211	Computer Science II	4	
MATH 252Z	Integral Calculus	4	
or MATH 247	or Calculus for the Biological Sciences II		
Core-education course in arts and letters		4	
Core-education course in social science		4	
Credits		16	
Second Year			
Fall			
CS 212	Computer Science III	4	
MATH 231	Elements of Discrete Mathematics I	4	
First course of additional science sequence		4	
Core-education course in social science that also satisfies a cultural literacy requirement		4	
Credits		16	
Winter			
CS 314	Computer Organization	4	
MATH 232	Elements of Discrete Mathematics II	4	
Second course of additional science sequence		4	
Core-education course in arts & letters		4	
Credits		16	

Spring

CS 322	Introduction to Software Engineering	4
or WR 320	or Scientific and Technical Writing	
or	or Business Communications	
WR 321	or Research and Writing: [Topic]	
or		
HC 301H		
MATH 253Z	Calculus: Sequences and Series	4
or	or Elementary Linear Algebra	
MATH 341	or Statistical Models and Methods	
	or Statistical Methods I	
or	or Probability and Statistics for Data	
MATH 343	Science	
or		
MATH 425		
or		
MATH 345M		
Third course of additional science sequence		4
Core-education course in arts & letters that also satisfies a cultural literacy requirement		4
Credits		16

Third Year**Fall**

CS 313	Intermediate Data Structures	4
MATH 253Z	Calculus: Sequences and Series	4
or	or Elementary Linear Algebra	
MATH 341	or Statistical Models and Methods	
	or Statistical Methods I	
or	or Probability and Statistics for Data	
MATH 343	Science	
or		
MATH 425		
or		
MATH 345M		
WR 320	Scientific and Technical Writing	4
or WR 321	or Business Communications	
	or Research and Writing: [Topic]	
or	or Introduction to Software	
HC 301H	Engineering	
or CS 322		
Elective course		4
Credits		16

Winter

CS 315	Intermediate Algorithms	4
CS 330	C/C++ and Unix	4
Upper-division mathematics elective course		4
Elective course		4
Credits		16

Spring

CS 415	Operating Systems	4
Upper-division elective course with CS subject code		4
PHIL 223	Data Ethics	4

Elective course	4

Credits	16

Fourth Year**Fall**

CS 425	Principles of Programming Languages	4
Upper-division elective course (410-499) with CS subject code		4
Upper-division elective course		4
Credits		12

Winter

CS 422	Software Methodology I	4
Upper-division elective course (410-499) with CS subject code		4
Upper-division elective course		4
Credits		12

Spring

Upper-division elective course with CS subject code	4
Upper-division elective course (410-499) with CS subject code	4
Upper-division elective course	4
Credits	12
Total Credits	180

Cybersecurity (BS)

As our lives increasingly rely on cyberspace, the demand for securing cyberspace continues to grow. There is a substantial shortage of cybersecurity professionals in Oregon and nationwide. As a cybersecurity major, you will have the foundational knowledge and hands-on skills to become leaders in this crucial field. The curriculum for the major closely follows the guidelines and standards set by the National Security Agency (NSA) for cybersecurity education. This ensures that graduates possess a robust skill set and knowledge base that aligns with the latest developments in the field. Graduates of this program will be well-prepared to tackle the evolving challenges of modern cybersecurity threats.

We invite students who are passionate about cybersecurity, eager to immerse themselves in experiential learning, and ready to contribute to the safety of cyberspace to explore this exciting new program. Together, we will shape the future of cybersecurity and cultivate a generation of professionals who are at the forefront of defending against ever-evolving cyber threats.

Computer Science majors and Computer Science minors cannot major in Cybersecurity major.

Admission

Students may be admitted to the major after consultation with an adviser in the Department of Computer Science or with an advisor in Tykeson Hall. Students should seek admission to this major early in their career at the university as the requirements have a number of course dependencies.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Learn essential knowledge and up-to-date techniques in cybersecurity, including those in the main areas of fundamental

security concepts and principles, applied cryptography, program security, and system and network security.

- Hone hands-on skills in cybersecurity via computer and network security lab courses and field studies.
- Be able to draw on a broad knowledge and hands-on skills of cybersecurity to design, implement, and test solutions to cybersecurity tasks.
- Understand the wide-ranging effects and interdisciplinary aspects of cybersecurity while attaining proficiency in one or multiple subdomains within the field of cybersecurity.
- Apply and expand foundational knowledge and skills to new problem domains and emerging technologies.
- Possess effective communication and collaboration abilities and express ideas clearly and concisely both orally and in written form.
- Adhere to ethical principles and make well-informed decisions in the field of cybersecurity.

Cybersecurity Major Requirements

Code	Title	Credits
Stage 1 All courses must be taken graded with a grade of B- or better.		
CS 102	Fundamentals of Computer and Information Security	4
CS 210	Computer Science I	4
CS 211	Computer Science II	4
CS 212	Computer Science III	4
MATH 231	Elements of Discrete Mathematics I	4
MATH 232	Elements of Discrete Mathematics II	4
Stage 2 All courses must be taken graded.		
CS 313	Intermediate Data Structures	4
CS 314	Computer Organization	4
CS 315	Intermediate Algorithms	4
CS 330	C/C++ and Unix	4
CS 332	System and Security Administration Lab	4
CS 333	Applied Cryptography	4
Stage 3 All courses must be taken graded.		
CS 415	Operating Systems	4
CS 422	Software Methodology I	4
CS 425	Principles of Programming Languages	4
CS 432	Introduction to Networks	4
CS 433	Computer and Network Security	4
CS 437	Computer and Network Security Practicum (Computer and Network Security Practicum) to be submitted for approval soon	4
Stage-3 depth courses		8
CS 434	Computer and Network Security II	
CS 436	Secure Software Development	
Breadth Courses A maximum of 8 credits may be taken Pass/No Pass.		16
Any 400-level CS courses and CS 322		
A maximum number of 8 credits from courses CS 399, CS 400M, and CS 410 may be counted toward the degree		
A maximum number of 8 credits from CS 403 may be counted toward the degree		
A maximum number of 4 credits from courses CS 405 and CS 407 may be counted toward the degree		

CS 405, CS 407, CS 399, CS 410 repeatable only with different subtitles

Writing Requirement: one of the three The course may be taken Pass/No Pass or Graded. **4**

WR 320	Scientific and Technical Writing
WR 321	Business Communications
HC 301H	Research and Writing: [Topic]
Field Study Over one or multiple terms with a total four (4) credits. The course may be taken Pass/No Pass or Graded. 4	
CS 401	Research: [Topic]
CS 404	Internship: [Topic]
CS 406	Practicum: [Topic]

Total Credits **104**

Additional Requirements

- 24 CS credits must be earned in residence at the University of Oregon.
- Satisfactory progress: Apart from Stage 1, all other courses must be completed with a grade of C- or better if graded. Students who receive three grades below C- in all courses will be removed from the major. Below C- grades are cumulative. Retaking and passing a course does not change the total number of below C- grades.

Computer Information Technology Minor

The minor in computer information technology (CIT) teaches students about the development and management of business databases, computer networks, web applications, and software systems.

Computer Information Technology Minor

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.

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.

Code	Title	Credits
Lower-Division Courses		
CS 110	Fluency with Information Technology	4
CS 111	Introduction to Web Programming	4
CIT 281	Web Applications Development I	4
Upper-Division Courses		
CIT 381	Database Systems	4
CIT 382	Web Applications Development II	4

CIT 383	Networking Fundamentals	4
Total Credits		24

Computer Science Minor

The minor in computer 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 other related fields such as multimedia, economics, digital humanities, data science, and more. Students from all majors have found their career opportunities enhanced through the CS minor.

Before enrolling in upper-division courses, students planning a minor in computer science must file an application form with the department. Each student should consult with a CS faculty advisor to plan the minor program.

Computer Science Minor Requirements

Computer Science I (CS 210), Computer Science II (CS 211), Computer Science III (CS 212), Elements of Discrete Mathematics I (MATH 231), and Elements of Discrete Mathematics II (MATH 232) must be passed with grades of B- or better before students can take the upper-division core courses.

Upper-division courses used to fulfill the minor requirements must be taken for a letter grade of C- or better or a mark of Pass (P, in courses where P/N is an option). 8 of 12 upper-division credits must be taken in residence.

Code	Title	Credits
Lower-Division Courses		
CS 210–212	Computer Science I-III	12
MATH 231–232	Elements of Discrete Mathematics I-II	8
Upper-Division Courses		
CS 313	Intermediate Data Structures	4
Electives ¹		8
Total Credits		32

¹ Complete at least two upper-division courses (CS 300-399, CS 410-499, DSCI 311, DSCI 372M). CS 400-409 courses do not count for CS minor requirements.

Computer Science (MS)

The Master of Science (MS) degree program prepares students for ever-expanding career opportunities. Possibilities range from the development of time-critical software for aerospace applications to the design of graphics and animation software, and implementation and testing of next-generation internet protocols.

Program's Admission Requirements

Please visit the program's website (<https://scds.uoregon.edu/cs/graduate-programs/masters/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Core Knowledge Breadth: Demonstrate a working knowledge of fundamental theories, research findings, and methodological

approaches within Computer Science (Foundations, Systems, Data Science).

- Core Knowledge Depth: Demonstrate a deep working knowledge of advanced theories, research findings, and methodological approaches within one of the Computer Science areas of Foundations, Systems, and Data Science.
- Software Engineering: Demonstrate a working knowledge of software engineering and development techniques and related hands-on skills.
- Thesis Option Additional Outcome - Scientific Inquiry: Achieve a fluency in the scientific literature and the ability to pursue compelling questions within a primary field of research, and (for empirical research studies) achieve proficiency in relevant experimental design, methodology, and data analysis/statistical methods.
- Thesis Option Additional Outcome - Scientific Communication: Demonstrate effective written scientific communication skills.

Master of Science in Computer Science Requirements

Code	Title	Credits
Breadth Requirement: 12 credits total ¹		12
CS 621	Algorithms and Complexity	
CS 670	Data Science	
And one of the following:		
CS 630	Distributed Systems	
CS 631	Advanced Parallel Computing	
Depth Requirement: Choose one, 12 credits total ¹		12
Each Depth requires three courses, at least one at 600-level		
Foundations Depth		
CS 513	Advanced Data Structures	
CS 520	Automata Theory	
CS 543	User Interfaces	
CS 545	Modeling and Simulation	
CS 561	Introduction to Compilers	
CS 624		
Data Science Depth		
CS 543	User Interfaces	
CS 551	Database Processing	
CS 553	Data Mining	
CS 571	Introduction to Artificial Intelligence	
CS 572	Machine Learning	
CS 573	Probabilistic Methods for Artificial Intelligence	
CS 600 level course		
Systems Depth		
CS 531	Introduction to Parallel Computing	
CS 532	Introduction to Networks	
CS 533	Computer and Network Security	
CS 534	Computer and Network Security II	
CS 541	Introduction to Computer Graphics	
CS 561	Introduction to Compilers	
CS 630	Distributed Systems	
CS 631	Advanced Parallel Computing	
CS 632	Computer Networks	
CS 633	Advanced Network Security	
Writing Requirement		2

CS 640	Writing in Computer Research
Elective Options: 28 credits total ⁴	
28	
Up to twelve credits in courses outside department in area closely related to professional goals may be used ⁵	
Thesis Option ⁶	
CS 503	Thesis
Maximum of 16 units (total) from CS 503 (thesis), CS 601 (research) and CS 609 (final project). Also, there must be between 9 and 12 units of CS 503.	
CS 5XX and CS 6XX: Minimum of 8 graded credits, maximum of 11 P/NP credits	
Non-Thesis Option	
CS 609	Terminal Project
CS 5XX and CS 6XX: Minimum of 18 graded credits, maximum of 10 P/NP credits	
DRP Option ⁸	
CS 601	Research: [Topic]
Maximum of 16 units (total) from CS 503 (thesis), CS 601 (research) and CS 609 (final project).	
Completion of the directed research project (DRP) milestone in the CS PhD program and approval from the DRP committee that the project meets the standards of an MS thesis.	
Total Credits	
54	

¹ A grade of B- or better is required
² Cannot duplicate Depth course used
³ Cannot duplicate Breadth course used
⁴ A grade of C or better is required in graded elective credits
⁵ Courses must be approved by petition to the CS GEC; options include courses in linguistics, mathematics, physics, and psychology.
⁶ Cannot include CS 609 Final Project
⁷ CS 609 Final Project requirements: 8-12 credits; graded or P/NP
⁸ No credit of CS 503 (Thesis) or CS 609 (Final Project) may count toward the elective credit requirements

Grade Requirements

The 24 credits in the breadth courses and the depth courses must be passed with grades of B– or better. 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 (CS 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 9 credits, and as many as 12, in Final Project Terminal Project (CS 609).

Under the supervision of a faculty member, the project may entail a group effort involving several master’s degree students.

Computer Science Accelerated Master's Program

Computer Science undergraduate majors at the UO have the opportunity to graduate with B.S. and M.S. Computer Science degrees in a five-year program.

Students with junior or senior status in the Computer Science major who have completed the 300-level required courses and CS 415 (with a grade of A- or better), and have a GPA of 3.50 or higher in computer science and a cumulative GPA of 3.50 or higher, or a GPA of 3.75 or higher in computer science and a cumulative GPA of 3.25 or higher may apply to the Accelerated Master's Program in Computer Science (AMP-CS). This application form is available in the department office.

Interested students should schedule an appointment with the CS Director of Undergraduate Studies before applying. Upon acceptance to AMP-CS, students may take graduate courses to fulfill major requirements that will also fulfill Master's degree requirements, according to UO AMP guidelines, for students admitted to the Computer Science Master's degree program.

AMP-CS students will work closely with undergraduate and graduate advisors to ensure that they are on track to graduate with both degrees. Students who do not maintain satisfactory progress or who choose not to continue to a master's degree can still graduate with a B.S. degree in Computer Science in four years.

Computer Science Early Start Master's Program

This program is open to students who earn a BS or BA degree in computer 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 CS courses to participate in this Computer Science Early Start Master's program. Note that all admission procedures, as outlined in the Master's Degree Program section, are also applicable. Applications are available in the department office. This program may be combined with the Computer Science Accelerated Master's Program (described above).

Code	Title	Credits
Senior Year Graduate Level Courses		
CS 522	Software Methodology I ^a	4
Three graduate level courses ^{b, c}		12
Total Credits		16
Code	Title	Credits
Breadth Requirement¹		12
CS 621	Algorithms and Complexity	
CS 670	Data Science	
And one of the following:		
CS 630	Distributed Systems ²	
CS 631	Advanced Parallel Computing ³	
Depth Requirement: Choose one¹		12
Each Depth requires three courses, at least one at 600-level		

Foundations Depth

CS 513	Advanced Data Structures
CS 520	Automata Theory
CS 543	User Interfaces
CS 545	Modeling and Simulation
CS 561	Introduction to Compilers
CS 624	

Data Science Depth

CS 543	User Interfaces
CS 551	Database Processing
CS 553	Data Mining
CS 571	Introduction to Artificial Intelligence
CS 572	Machine Learning
CS 573	Probabilistic Methods for Artificial Intelligence
CS 600 level course	

Systems Depth

CS 531	Introduction to Parallel Computing
CS 532	Introduction to Networks
CS 533	Computer and Network Security
CS 541	Introduction to Computer Graphics
CS 561	Introduction to Compilers
CS 630	Distributed Systems
CS 631	Advanced Parallel Computing
CS 632	Computer Networks
CS 633	Advanced Network Security

Writing Requirement 2

CS 640	Writing in Computer Research

Elective Options: 4, 5, 6 12-28Thesis Option ⁷

CS 503	Thesis (9-12 credits P/N)

Non-Thesis Option ⁸

CS 609	Terminal Project (Optional)

Total Credits: 54

- a CS 522 will fulfill an undergraduate major required course requirement (CIS 422) and a master's elective requirement.
- b A maximum of 8 credits of 5/60x courses, with some exclusions, may, with prior approval, be used toward CS major undergraduate requirements and M.S. requirements. CS 503 and other CS 60x courses (e.g., CS 601, 609), when taken for a master's thesis or project (9-16 credits), must be taken as a graduate student.
- c CS 500 and 600 level courses numbered 5/610 or higher and taken for a grade will meet undergraduate CS upper-division elective requirements when taken with a passing grade. CS 500 and 600 level courses numbered 5/610 or higher and taken for a grade and passed with a minimum grade of B will also meet graduate required or elective courses requirements.

¹ A grade of B- or better is required² Cannot duplicate Depth course used³ Cannot duplicate Breadth course used⁴ A grade of C or better is required in graded elective credits⁵ Up to 8 graded credits from CS Department Accelerated M.S. may be used. See CS website.⁶ Up to twelve credits in courses outside department in area closely related to professional goals may be used. Courses must be approved

by petition to the CS GEC; options include courses in linguistics, mathematics, physics, and psychology.

⁷ Cannot include CS 609 Final Project. Note that the Thesis Option requires at least 8 graded elective credits, which may include 500 and 600 level elective courses taken as an undergraduate.

⁸ Optional CS 609 Final Project requirements: 8-12 credits; graded or P/NP. Note that the Non-Thesis Option requires at least 18 graded elective credits, which may include 500 and 600 level elective courses taken as an undergraduate.

⁹ No credit of CS 503 (Thesis) or CS 609 (Final Project) may count toward the elective credit requirements. Note that the DRP Option requires at least 8 graded elective credits, which may include 500 and 600 level elective courses taken as an undergraduate.

Computer Science (PhD)

The doctor of philosophy in computer 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 December 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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Core Knowledge Breadth:** Demonstrate a broad working knowledge of fundamental theories, research findings and methodological approaches in multiple content areas within Computer Science (Foundations, Systems, Data Science).
- **Core Knowledge Depth:** Demonstrate a deep working knowledge of advanced theories, research findings, and methodological approaches within one of the Computer Science areas of Foundations, Systems, and Data Science.
- **Software Engineering:** Demonstrate a working knowledge of software engineering and development techniques and related hands-on skills.

- Scientific Inquiry: Achieve a deep fluency in the scientific literature and the ability to ask and pursue compelling questions within a primary field of research, and achieve proficiency in relevant experimental design, methodology, and data analysis/statistical methods.
- Scientific Communication: Demonstrate effective oral and written scientific communication skills.

PhD Course Requirements

Code	Title	Credits
Breadth Requirement: 12 credits total ¹		12
CS 621	Algorithms and Complexity	
CS 670	Data Science	
And one of the following:		
CS 630	Distributed Systems	
CS 631	Advanced Parallel Computing	
Depth Requirement: Choose one, 12 credits total ¹		12
Each Depth requires three courses, at least one at 600-level		
Foundations Depth		
CS 513	Advanced Data Structures	
CS 520	Automata Theory	
CS 543	User Interfaces	
CS 545	Modeling and Simulation	
CS 561	Introduction to Compilers	
CS 624		
Data Science Depth		
CS 543	User Interfaces	
CS 553	Data Mining	
CS 571	Introduction to Artificial Intelligence	
CS 572	Machine Learning	
CS 573	Probabilistic Methods for Artificial Intelligence	
CS 6XX	TBA	
Systems Depth		
CS 531	Introduction to Parallel Computing	
CS 532	Introduction to Networks	
CS 533	Computer and Network Security	
CS 534	Computer and Network Security II	
CS 541	Introduction to Computer Graphics	
CS 561	Introduction to Compilers	
CS 630	Distributed Systems	
CS 631	Advanced Parallel Computing	
CS 632	Computer Networks	
CS 633	Advanced Network Security	
Writing Requirement		2
CS 640	Writing in Computer Research	
Elective Options: 24 credits total ⁵		24
Dissertation		18
Minimum Credits Required		81

¹ A grade of B- or better is required

² Cannot duplicate Depth course used

³ Cannot duplicate Breadth course used

⁴ A grade of C or better is required in graded elective credits

⁵ Elective Options require that PhD students must take an additional 24 credits of graduate-level courses, 12 of which must be from 600-level courses. Courses numbered 510, which appear on the approved course list, may be included in any 500-level credits. For graduate level courses taken in other departments on campus, a petition to the Graduate Education Committee is required.

PhD Degree 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 breadth and depth requirements.

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: [Topic] (CS 601), Dissertation (CS 603), and Reading Conference: [Topic] (CS 605) do not satisfy this requirement. After candidacy, PhD students are encouraged to continue participation in 600-level courses

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:

1. The definition and expected results of the project in the form of a Directed Research Project Contract
2. Delivery of the materials constituting the results of the project and oral presentation of the results
3. A private oral examination by the committee members

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.

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 area examination, which in turn is approved by the graduate education committee. See the graduate coordinator for further instructions.

Area 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 area examination, which tests depth of knowledge in the research area. The examination contains the following:

1. A survey of the area in the form of a position paper and an annotated bibliography

2. A public presentation of the position paper
3. A private oral examination by committee members

Advancement to Candidacy

After the area examination, the committee decides whether the student is ready for independent research work; if so, the student is advanced to candidacy.

Dissertation and Defense

Identify a significant unsolved research problem and submit a written dissertation proposal to the dissertation committee. The dissertation committee, 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 area 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

Division of Graduate Studies Requirements

PhD students must meet the requirements set by the Division of Graduate Studies 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.

Data Science

<http://datascience.uoregon.edu>

Bill Cresko, Executive Director for the Data Science Initiative

541-346-4779

At the UO, Data Science students and faculty harness the power of data to unravel mysteries, predict trends and drive impactful change. Students have access to state-of-the-art facilities and resources, including high-performance computing clusters and extensive datasets, enabling them to explore and analyze real-world problems across diverse domains. Through collaboration with industry and academic partners, the Data Science Program fosters a vibrant and dynamic learning environment, preparing students for a successful career in data science.

Undergraduate Program

Major - Bachelor's Degree

- Data Science (BA/BS) (p. 237)

Data Science (BA/BS)

The volume, rate, and importance of data is growing exponentially, with more data being created in the past two years than in all history combined. At the University of Oregon we're bringing our strengths as a liberal arts university to the field – to not only ask what can we do with data – but what should we do.

As a data science major at the UO, you will learn key computational, statistical, and inferential data science skills side-by-side with applied knowledge in one of 10 different areas: accounting analytics, biology, earth science, economics, geography, linguistics, marketing analytics, music technology, physics, and sociology. Our unique interdisciplinary program teaches you how to extract knowledge and insight from data, empowering you to make decisions earlier, faster, better. When you graduate, your understanding of applied data science techniques, framed within the liberal arts, will help launch you directly into the workforce.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the ability to assess data set quality, identifying and rectifying potential errors in such a way so as to lead to statistically meaningful derived information.
- Visualize complex data sets using descriptive statistics and graphs.
- Demonstrate understanding of basic regression, optimization, prediction, simulation, and visualization methods.
- Use critical thinking skills to translate substantive questions into well-defined statistical or probability problems and choose the appropriate graphical or numerical descriptive and/or inferential statistical techniques for a given problem, leading to actionable, valid, and meaningful conclusions.
- Develop successful strategies for formulating and testing hypotheses about data.
- Demonstrate an understanding of ethical, legal, societal, and economic concerns.
- Apply fundamental concepts of data science (data management, statistical prediction and inference, experimental design, etc.) to applications specific to the chosen specialization domain.

Data Science Major Requirements

Courses used to fulfill the major requirements must be taken for a letter grade and passed with a grade of C- or better.

The data science curriculum combines general principles with domain-specific application. The curriculum is sub-divided into the following categories with the corresponding requirements:

Code	Title	Credits
Data Science Core Courses		
DSCI 101	Foundations of Data Science I	4
DSCI 102	Foundations of Data Science II	4
DSCI 311	Principles and Techniques of Data Science	4

Foundations in Mathematics and Computing

CS 210 & CS 211 & CS 212	Computer Science I and Computer Science II and Computer Science III	12
MATH 251Z & MATH 252Z	Differential Calculus and Integral Calculus	8
MATH 341 & MATH 342	Elementary Linear Algebra and Elementary Linear Algebra	8

Probability

DSCI/MATH 345M	Probability and Statistics for Data Science	4

Modeling, Learning and Decision Making

DSCI/CS 372M	Machine Learning for Data Science	4

Ethics Course

PHIL 223	Data Ethics	4

Computational and Inferential Depth

Select three courses from the list below:		12
CS 314	Computer Organization	
CS 322	Introduction to Software Engineering	
CS 330	C/C++ and Unix	
CS 333	Applied Cryptography	
CS 415	Operating Systems	
CS 432	Introduction to Networks	
MATH 253Z	Calculus: Sequences and Series	
MATH 307	Introduction to Proof	
MATH 461	Introduction to Mathematical Methods of Statistics I	
MATH 462	Introduction to Mathematical Methods of Statistics II	
MATH 463	Mathematical Methods of Regression Analysis and Analysis of Variance	
MATH 458	Introduction to Mathematical Cryptography	
DSCI 401	Research: [Topic] ¹	
DSCI 404	Internship: [Topic] ¹	

Domain Emphasis **23-31**

Total Credits **87-95**

¹ 4 credits between DSCI 401 and DSCI 404 can collectively count for only one CID elective.

Domain Emphasis

The domain emphasis consists of completing 2-3 courses (8-15 credits) in the domain core, followed by a minimum of 4 courses (16 credits) of domain specialization. For each domain emphasis, a curated list of courses has been developed for both the core and specialization component. Please see the Concentrations tab (p. 238) for a detailed list of courses that satisfy each available domain emphasis.

Residency Requirements

At least 34 credits of coursework applied to the major must be taken at the University of Oregon. These credits must include enrollment in DSCI 311, DSCI 345, and DSCI 372.

An essential aspect of the degree in data science is that data science majors develop critical competencies in a domain emphasis of their choosing. The domain emphasis consists of completing 2-3 courses

(8-12 credits) in the domain core, followed by a minimum of 3 courses (12 credits) of domain specialization. For each domain emphasis, a curated list of courses has been developed for both the core and specialization component.

Currently, domain emphases have been established for biology, geography, accounting analytics, marketing analytics, and linguistics. The curated list of domain core and domain specialization courses for each domain is outlined below.

- Accounting Analytics (p. 238)
- Biology (p. 239)
- Cultural Analytics (p. 239)
- Earth Sciences (p. 239)
- Economics (p. 239)
- Geography (p. 239)
- Linguistics (p. 240)
- Marketing Analytics (p. 240)
- Music Technology (p. 240)
- Physics (p. 241)
- Sociology (p. 241)

Data Science Domain - Accounting Analytics

Data has proliferated in business as organizations generate large volumes of information within their day to day operations while increasingly having access to externally created information as well.

Data science applied to accounting data can help organizations understand the implications for decision-making and provide better insights. You might delve into company sales data, purchasing data, contracts, or company disclosures to help solve a variety of business problems.

In the data science domain area of accounting analytics, you will learn to search for relationships between different variables and outcomes they influence, driving business decisions and informing success.

Code	Title	Credits
Core Courses:		
BA 101Z	Introduction to Business	4
BA 215	Accounting: Language of Business Decisions	4
or BA 211Z	Principles of Financial Accounting	
EC 201Z	Principles of Microeconomics	4
Required		
BA 169Z	Data Analysis Using Microsoft Excel	4
ACTG 350	Intermediate Accounting I	4
Take two out of the following three		8
ACTG 410	Experimental Course: [Topic] (Accounting Data and Analytics Capstone)	
ACTG 480	Accounting Data Analytics I	
OBA 455	Data Driven Predictive Modeling	
Total Credits		28

Data Science Domain - Biology

Recent technological breakthroughs in DNA sequencing mean that scientists can characterize an organism's entire genome in a matter of days. But a great challenge remains in translating that genomic sequence — nature's data set — into biology.

That translation is fundamentally changing how we study biology.

In the data science domain area of biology, you will find yourself on the cutting edge of the field, working in the acquisition, analysis, and interpretation of data and how it applies to gene function, disease, microbial ecology, and the assembly and characterization of new genomes.

Code	Title	Credits
Core Courses:		
BI 221Z	Principles of Biology I: Cells	5
BI 222Z	Principles of Biology II: Organisms	5
BI 223Z	Principles of Biology III: Ecology and Evolution	5
or BI 214	General Biology IV: Biochemistry and Genetics	
Electives - Select four of the following:		16
BI 320	Molecular Genetics	
BI 360	Neurobiology	
BI 370	Ecology	
BI 430	Analysis of Neural Data	
BI 471	Population Ecology	
BI/MATH 497M	Deterministic Dynamical Modeling in Biology	
DSCI 411	Capstone Project	
Total Credits		31

Data Science Domain - Cultural Analytics

Code	Title	Credits
Core Courses - choose 3		12
COLT 301	Approaches to Comparative Literature	
COLT 305	Cultural Studies	
HUM 300	Themes in the Humanities	
ENG 303	Foundations of the English Major: Text	
ENVS 203	Introduction to Environmental Studies: Humanities	
FLR 250	Introduction to Folklore	
Upper division - required		4
DSCI 350M	Humanities Research Data Management	
or LIB 350M	Humanities Research Data Management	
Electives - choose 3		12
ENG 250	Literature and Digital Culture	
ENG 470	Technologies and Texts Capstone	
ENG/CINE 486M	New Media and Digital Culture: [Topic]	
FLR 495	Folklore Fieldwork	
J 429		
PHIL 123	Internet, Society, and Philosophy	

PHIL 423 Technology Ethics: [Topic]

Total credits **28**

Data Science Domain - Earth Sciences

Code	Title	Credits
Core Courses:		
ERTH 202	Earth's Surface and Environment	4
PHYS 201	General Physics	4
or PHYS 251	Foundations of Physics I	
ERTH 315	Earth Physics	4
Choose four of the following:		15-16
ERTH 353	Geologic Hazards	
ERTH 441	Hillslope Geomorphology	
ERTH 453	Tectonics	
ERTH 454	Fluid Dynamics	
ERTH 455	Mechanical Earth	
ERTH 456	Signal Processing	
ERTH 467		
Total Credits		27-28

Data Science Domain - Economics

Code	Title	Credits
Core Courses:		
EC 201Z	Principles of Microeconomics	4
EC 311	Intermediate Microeconomic Theory	4
EC 320	Introduction to Econometrics I	4
EC 421	Introduction to Econometrics II	4
Choose three from the following:		12
EC 422	Economic Forecasting	
EC 428	Behavioral and Experimental Economics	
EC 434	Environmental Economics	
EC 443	Health Economics	
EC 451	Issues in Labor Economics	
EC 460	Theories of Industrial Organization	
EC 482	Economics of Globalization	
EC 490	Economic Growth and Development	
Total Credits		28

Data Science Domain - Geography

Spatial data is integrated into our everyday lives and employed in a range of professions. We are all integrated into a complex web of movement, place, and discovery, whether we're navigating across town or interpreting maps of election results.

UO geographers use spatial data technologies to focus on remote sensing of the changing environment, climate-change analysis, web-mapping, cartography and data visualization, spatial cognition, and spatial patterns in public health.

In the data science domain area of geography, you will be studying how spatial data can revolutionize business, nonprofit, and government worlds.

Code	Title	Credits
Core Courses:		
GEOG 181	Our Digital Earth	4
GEOG 481	GIScience I	4
GEOG 482	GIScience II	4
Select four of the following		16
GEOG 485	Remote Sensing I	
GEOG 486	Remote Sensing II	
GEOG 490	GIScience: [Topic]	
GEOG 491	Advanced Geographic Information Systems	
GEOG 492	Web Mapping	
GEOG 493	Advanced Cartography and Geo-Visualization	
GEOG 495	Geographic Data Analysis	
DSCI 411	Capstone Project	
Total Credits		28

Data Science Domain - Linguistics

Usage-based linguistics studies language as a dynamic, constantly changing system. Much of this work involves working with large collections of text or speech – referred to as “corpora.” Examples of readily available real-world corpora include Amazon product reviews and collections of Twitter messages.

Linguists use corpora to help identify patterns and structures in language, providing insights into how we both acquire and lose language skills, how language use varies across people and contexts, and how real-life speech and language evolve.

In the data science domain area of linguistics, you will learn methods to identify linguistic structures within corpora, gleaning new insights while using the best and latest practices in the field. These methods will allow you to answer basic science questions as well as questions that are of interest to marketing firms, political consulting groups, or other commercial enterprises. So, for example, you can use the knowledge you acquire in the linguistics domain to explore how the use of a word like “cool” has changed over time (a basic science question) or to identify linguistic strategies associated with leading positive product reviews for different product types (a marketing question).

Code	Title	Credits
Core Courses:		
LING 301	Introduction to Linguistics Analysis	4
Select two of the following:		8
LING 302	Introduction to Linguistic Behavior	
LING 311	Phonetics and Phonology	
LING 312	Morphosyntax	
Electives - Select four of the following:		16
LING 411	Phonetics	
LING 415	Semantics	
LING 430	Research Methods for Applied Linguistics	
LING 431	Statistical Methods in Linguistics	

LING 435	Advanced Morphology
LING 451	Advanced Syntax
LING 493	Corpus Linguistics
Data Science Capstone Course	
Total Credits	28

Data Science Domain - Marketing Analytics

Marketing analytics is the practice of measuring, managing, and analyzing marketing performance to maximize effectiveness and optimize return on investment. Data science applied to marketing data can help a business predict consumer behavior, improve decision-making, and gauge the success of marketing investments.

For example, machine learning and statistical techniques can be used to classify data and detect patterns that might predict a campaign’s success.

In the data science domain area of marketing analytics, you will learn how to see the future, through the lens of both existing and new methods of predictive analytics.

Code	Title	Credits
Core Courses:		
BA 101Z	Introduction to Business	4
BA 215	Accounting: Language of Business Decisions	4
EC 201Z	Principles of Microeconomics	4
Required		
BA 169Z	Data Analysis Using Microsoft Excel	4
BA 317	Marketing: Creating Value for Customers	4
or MKTG 311	Marketing Management	
MKTG 390	Marketing Research	4
Pick one of the following:		4
MKTG 415	Marketing Analytics	
OBA 455	Data Driven Predictive Modeling	
OBA 465	Sports Analytics	
Total Credits		28

Data Science Domain - Music Technology

Code	Title	Credits
Core Courses		
MUS 227	Elements of Electronic Music	4
MUS 447	Digital Audio and Sound Design (Core)	4
MUS 470	History of Electroacoustic Music	3
Upper division - required		
MUS 448	Interactive Media Performance	3
MUS 479	Data Sonification	4
Upper division - choose 2		6-8
MUS 360	Hip-Hop History, Culture, Aesthetics (Elective)	
MUS 445	Electronic Composition	
MUS 476	Digital Audio Workstation Techniques I	

MUS 483	Audio Effects Theory and Design
Total Credits	24-26

Data Science Domain - Physics

Code	Title	Credits
Core Courses:		
PHYS 251	Foundations of Physics I	4
PHYS 253	Foundations of Physics I	4
PHYS 290	Foundations of Physics Laboratory	1
PHYS 391	Physics Experimentation Data Analysis Laboratory	4
Choose three of the following:		10-12
PHYS 432	Digital Electronics	
PHYS 481	Design of Experiments	
PHYS 491	Research Project I	
Total Credits		23-25

Data Science Domain - Sociology

Code	Title	Credits
Core Courses:		
SOC 204Z	Introduction to Sociology	4
or SOC 207	Social Inequality	
SOC 310	Social Theory	4
SOC 311	Research Methods	4
SOC 412	Sociological Research Methods	4
SOC 413	Sociological Research Methods	4
Choose two from the following:		8
SOC 370	Urban Sociology	
SOC 380	Deviance, Social Control, and Crime	
SOC 416	Issues in Environmental Sociology: [Topic]	
SOC 442	Issues in Urban Sociology: [Topic]	
SOC 445	Sociology of Race and Ethnicity: [Topic]	
SOC 451	Social Stratification	
SOC 465	Political Sociology	
SOC 467	Economic Sociology	
Total Credits		28

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 112Z	Precalculus II: Trigonometry	4	
CS 122	Introduction to Programming and Problem Solving	4	
WR 121Z	Composition I	4	
Core-education course in social science		4	
Credits		16	

Winter

CS 210	Computer Science I	4
DSCI 101	Foundations of Data Science I	4
WR 122Z	Composition II	4
Core-education course in arts and letters		4
Credits		16

Spring

CS 211	Computer Science II	4
DSCI 102	Foundations of Data Science II	4
MATH 251Z	Differential Calculus	4
Core-education course in social science		4
Credits		16

Second Year

Fall

MATH 252Z	Integral Calculus	4
CS 212	Computer Science III	4
Domain course		4
Core-education course in arts and letters		4
Credits		16

Winter

MATH 341	Elementary Linear Algebra	4
Domain course		4
Core-education course in arts and letters		4
Core-education course in social science		4
Credits		16

Spring

MATH 342	Elementary Linear Algebra	4
Domain course		4
Cultural literacy course		4
Core-education course in arts and letters		4
Credits		16

Third Year

Fall

DSCI 311	Principles and Techniques of Data Science	4
DSCI 345M	Probability and Statistics for Data Science	4
Cultural literacy course		4
Core-education course in social science		4
Credits		16

Winter

DSCI 372M or CS 372M	Machine Learning for Data Science or Machine Learning for Data Science	4
PHIL 423	Technology Ethics: [Topic]	4
Electives		8
Credits		16

Spring

Computational and inferential depth course		4
Electives		12
Credits		16

Fourth Year**Fall**

Domain course	4
Computational and inferential depth course	4
Electives	8

Credits 16

Winter

Domain course	4
Computational and inferential depth course	4
Electives	8

Credits 16

Spring

Domain course	4
DSCI 411 Capstone Project (or one additional domain specialization course)	4
Electives	8

Credits 16

Total Credits 192

Earth Sciences

<http://earthsciences.uoregon.edu>

Samantha Hopkins, Department Head

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1272 University of Oregon
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541-346-5976

Earth science applies the basic sciences of physics, biology, chemistry, and mathematics to understanding processes that have shaped the earth through the last 4.5 billion years. Here at the UO, we are well positioned to study these processes using the natural laboratory found in Oregon, where subduction drives volcanoes and earthquakes, which uplift mountains and inspire surface processes of erosion and deposition. These in turn have in turn fostered an unparalleled fossil record of the age of mammals.

Faculty

Ilya N. Bindeman, professor (stable isotope geochemistry, volcanology). BS, 1988, Moscow; PhD, 1998, Chicago. (2004)

Edward B. Davis, associate professor (vertebrate paleontology). BS, 1999, Tennessee, Knoxville; PhD, 2005, California, Berkeley. (2013)

Rebecca J. Dorsey, professor (sedimentology, basin analysis). BS, 1983, Vermont; MA, 1986, PhD, 1989, Princeton. (1997)

Josef Dufek, professor (volcanology). BS, 2000, Chicago; MS, 2004, PhD, 2006, Washington (Seattle). (2017)

Brittany Erickson, assistant professor (computational science). PhD, 2010, Santa Barbara (2018)

Thomas Giachetti, assistant professor (volcanology). MS, 2006, PhD, 2010, Université Blaise Pascal, Clermont-Ferrand. (2015)

Emilie Hooft Toomey, associate professor (marine geophysics). BSc, 1990, Trinity College, Toronto; PhD, 1997, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (1999)

Samantha Hopkins, associate professor (paleontology). See **Robert Donald Clark Honors College**.

Qusheng Jin, associate professor (biogeoscience). BS, 1994, Nanjing; MS, 1997, Chinese Academy of Sciences; PhD, 2003, Illinois, Urbana-Champaign. (2005)

Leif A. Karlstrom, assistant professor (volcanology, geomorphology, fluid mechanics). BS, 2006, Oregon; PhD, 2011, California, Berkeley. (2011)

Diego Melgar, assistant professor (earthquake seismology, tsunamis, geodetic imaging). BEng., 2009, Universidad Nacional Autonoma de Mexico; MS, 2010, PhD, 2014, Scripps College. (2017)

Marli B. Miller, associate teaching professor (structural geology). BA, 1982, Colorado College; MS, 1987, PhD, 1992, Washington (Seattle). (1997)

Matthew Polizzotto, associate professor (soil and environmental hydrogeochemistry). BS, BA, 2001, Rochester; PhD, 2007, Stanford. (2016)

Alan W. Rempel, 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)

Valerie Sahakian, assistant professor (tectonics, ground seismology, marine geophysics). BS, 2009, Rhode Island; MS, 2010, PhD, 2015, Scripps College. (2018)

David A. Sutherland, associate professor (physical oceanography). BA, 2001, North Carolina, Wilmington; PhD, 2008, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (2011)

Amanda M. Thomas, associate professor (earthquake seismology and fault mechanics). BS, 2007, Georgia Institute of Technology; PhD, 2012, California, Berkeley. (2015)

Douglas R. Toomey, professor (seismology, tectonics, midocean ridges). BS, 1981, Pennsylvania State; PhD, 1987, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (1990)

Meredith Townsend, assistant professor (volcanology). BS, 2011, Washington and Lee, PhD, 2017, Stanford (2019)

Paul J. Wallace, professor (igneous petrology, volcanology, geochemistry). BS, 1986, George Washington University; PhD, 1991, California, Berkeley. (2001)

James M. Watkins, associate professor (experimental petrology, geochemistry, volcanology). BS, 2005, Wisconsin, Eau Claire; PhD, 2010, California, Berkeley. (2012)

Research Staff

Andrew Hadlock, research assistant. BS, 2018, Florida (2019)

Sara Meyer, field technician. BS, 2010, California, Santa Cruz; IT specialist certification, 2015, Alaska, Fairbanks. (2017)

Leland O'Driscoll, seismic field technician. PhD, 2012, Oregon (2015)

James Palandri, research associate. PhD, 2000, Oregon. (2001)

Silas Thoms, research assistant. BS, 2019, Oregon State (2019)

Lucy Walsh, research assistant. MS, 2012, Oregon. (2017)

Emeriti

Eugene D. Humphreys, professor (seismology, regional tectonics). BS, 1974, MS, 1978, California, Riverside; PhD, 1985, California Institute of Technology. (1985)

A. Dana Johnston, professor (experimental petrology, geochemistry). BS, 1976, Bates; MS, 1978, PhD, 1983, Minnesota. (1986)

M. Allan Kays, professor emeritus. BA, 1956, Southern Illinois; MA, 1958, PhD, 1960, Washington (St. Louis). (1961)

William N. Orr, professor emeritus. BS, 1961, Oklahoma; MA, 1963, California, Riverside and Los Angeles; PhD, 1967, Michigan State. (1967)

Mark H. Reed, professor (mineral deposits, aqueous geochemistry). BA, 1971, Carleton; MS, 1974, PhD, 1977, California, Berkeley. (1979)

Jack M. Rice, professor emeritus. AB, 1970, Dartmouth College; MS, 1972, PhD, 1975, Washington (Seattle). (1977)

Norman M. Savage, professor emeritus. BSc, 1959, Bristol; PhD, 1968, Sydney. (1971)

Ray J. Weldon, professor (neotectonics, structural and quaternary geology). BA, 1977, Pomona; PhD, 1986, California Institute of Technology. (1987)

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

Undergraduate Programs

Major - Bachelor's Degree

- Earth Sciences (BA/BS) (p. 243)

Minor

- Earth Sciences (p. 252)

Graduate Programs

Major - Master's Degree

- Earth Sciences (MS) (p. 253)

Major - Doctoral Degree

- Earth Sciences (PhD) (p. 253)

Earth Sciences (BA/BS)

Students in the Department of Earth Sciences learn about the minerals, rocks, soils, and waters that make up the earth, and the processes that shape the earth from deep in its interior to the atmosphere. Earth science applies the basic sciences of physics, biology, chemistry, and

mathematics to understanding processes that have shaped the earth and other planetary bodies. Earth scientists combine field investigations with laboratory experiments and theoretical studies to understand the physical, chemical and biological processes that govern the behavior and interactions of complex earth systems.

Earth science applications include natural hazards such as earthquakes, floods, landslides and volcanic eruptions that affect humans. Other subdisciplines investigate how humans alter the earth's environments, where we pollute rivers and ground water, cause rapid erosion, attempt to re-engineer rivers and shorelines, and alter the earth's atmosphere, oceans, and global climate. Earth science research also includes the study of the deep earth to understand processes that drive the motions of tectonic plates and generate the earth's magnetic field.

Environmental Geoscience Track

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proficiency with modern quantitative tools that are used in the Earth sciences.
- When confronted with real-world Earth science problems, develop and test hypotheses in a systematic way while stating caveats and assumptions.
- Recognize, describe, and quantify dynamic processes that operate on the Earth's surface environments, as well as the interaction of humans with these environments.

Geology Track

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proficiency with modern quantitative tools that are used in the Earth sciences.
- When confronted with real-world Earth science problems, develop and test hypotheses in a systematic way while stating caveats and assumptions.
- Use techniques from modern earth science disciplines to solve complex problems across a diversity of scales through time and space that require consistent geological reasoning.

Geophysics Track

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proficiency with modern quantitative tools that are used in the Earth Sciences.
- When confronted with real-world Earth science problems, develop and test hypotheses in a systematic way while stating caveats and assumptions.
- Develop a foundation in mathematics and physics that enables them to quantitatively describe key aspects of fundamental Earth processes.

Paleontology Track

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proficiency with modern quantitative tools that are used in the Earth sciences.
 - When confronted with real-world Earth science problems, develop and test hypotheses in a systematic way while stating caveats and assumptions.
 - Demonstrate proficiency with the tools and techniques necessary to recognize geological evidence and reconstruct geological history for biological processes that have driven the evolution of life, as preserved in fossils extracted from ancient rocks.
- Geology (p. 244)
 - Geophysics (p. 245)
 - Environmental Geoscience (p. 245)
 - Paleontology (p. 246)

Earth Sciences Major - Geology Track

Code	Title	Credits
Core Courses		
ERTH 101 or ERTH 201	Exploring Planet Earth ¹ Dynamic Planet Earth	4
ERTH 102 or ERTH 202	Exploring Earth's Environment ¹ Earth's Surface and Environment	4
ERTH 103 or ERTH 203	Exploring Earth History ¹ History of Life	4
PHYS 201–202 or PHYS 251 & PHYS 252	General Physics Foundations of Physics I and Foundations of Physics I	8
CH 221Z & CH 222Z or CH 224H & CH 225H	General Chemistry I and General Chemistry II Advanced General Chemistry I and Advanced General Chemistry II	8
MATH 251Z & MATH 252Z	Differential Calculus and Integral Calculus	8
ERTH 315	Earth Physics	4
ERTH 316	Introduction to Hydrogeology	4
ERTH 318	Introduction to Field Methods	3
ERTH 418 or MATH 253Z or MATH 343 or MATH 425	Earth and Environmental Data Analysis Calculus: Sequences and Series Statistical Models and Methods Statistical Methods I	4
ERTH 363 or CS 122	Computational Tools for Earth Sciences Introduction to Programming and Problem Solving	4
Additional Requirements		
ERTH 331	Mineralogy	5
ERTH 332	Introduction to Petrology	5
ERTH 334	Sedimentology and Stratigraphy	4
ERTH 350 & ERTH 351 & ERTH 352	Structural Geology and Structural Geology Problems and Structural Geology Laboratory and Field	5

Field Studies:	12
ERTH 406	Field Studies: [Topic]
Electives	
See Electives table for choices	20
Total Credits	106

¹ The 200-level sequence is recommended for majors; however, the 100-level sequence may be substituted if the courses are passed with grades of mid-B or better.

Electives

Code	Title	Credits
Biology		
Courses numbered 306 or higher		
Chemistry		
CH 223Z	General Chemistry III	4
CH 226H	Advanced General Chemistry III	4
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I	2
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II	2
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III	2
CH 331	Organic Chemistry I	4
CH 335	Organic Chemistry II	4
CH 336	Organic Chemistry III	4
CH 411–413	Physical Chemistry	12
CH 431–433	Inorganic Chemistry	12
CH 445	Statistical Mechanics	4
Computer Science		
CS 210–212	Computer Science I-III	12
CS 315	Intermediate Algorithms	4
Geography		
GEOG 321	Climatology	4
GEOG 322	Geomorphology	4
GEOG 323	Biogeography	4
GEOG 360	Watershed Science and Policy	4
GEOG 361	Global Environmental Change	4
GEOG 421	Advanced Climatology: [Topic]	4
GEOG 425	Hydrology and Water Resources	4
GEOG 427	Fluvial Geomorphology	4
GEOG 430	Long-Term Environmental Change	4
GEOG 481–482	GIScience I-II	8
GEOG 485–486	Remote Sensing I-II	8
GEOG 491	Advanced Geographic Information Systems	4
GEOG 495	Geographic Data Analysis	4
Earth Sciences		
Select from ERTH 304–310		4
ERTH 353	Geologic Hazards	4
ERTH 363	Computational Tools for Earth Sciences	4
ERTH 401	Research: [Topic]	1-21
ERTH 403	Thesis	1-6
ERTH 410	Experimental Course: [Topic]	1-5

ERTH 407 Seminar: [Topic] 1-5

Courses higher than 410

Mathematics

MATH 256 Introduction to Differential Equations 4

MATH 281–282 Several-Variable Calculus I-II 8

MATH 341–342 Elementary Linear Algebra 8

MATH 411–412 Functions of a Complex Variable I-II 8

MATH 421–422 Partial Differential Equations: Fourier Analysis I-II 8

MATH 425–426 Statistical Methods I-II 8

Physics

PHYS 203 General Physics 4

or PHYS 253 Foundations of Physics I

PHYS 204–206 Introductory Physics Laboratory 6

PHYS 290 Foundations of Physics Laboratory 1

PHYS 351–353 Foundations of Physics II 12

PHYS 411–413 Mechanics, Electricity, and Magnetism 12

Earth Sciences Major - Geophysics Track

Code	Title	Credits
ERTH 315	Earth Physics	4
ERTH 363	Computational Tools for Earth Sciences	4
or CS 122	Introduction to Programming and Problem Solving	
PHYS 251–253	Foundations of Physics I	12
MATH 251Z–253Z	Calculus: Differential, Integral, and Sequences & Series	12
CH 221Z & CH 222Z	General Chemistry I and General Chemistry II	8
or CH 224H & CH 225H	Advanced General Chemistry I and Advanced General Chemistry II	
ERTH 455	Mechanical Earth	4
Additional Requirements		
Select two of the following:		7-8
ERTH 441	Hillslope Geomorphology	
ERTH 451	Hydrogeology	
ERTH 452		
ERTH 453	Tectonics	
ERTH 454	Fluid Dynamics	
ERTH 462		
ERTH 463		
ERTH 466		
ERTH 467		
ERTH 468	Introduction to Seismology	
MATH 256	Introduction to Differential Equations	4
MATH 281–282	Several-Variable Calculus I-II	8
PHYS 351–353	Foundations of Physics II	12
or PHYS 411–413	Mechanics, Electricity, and Magnetism	
Electives		
See Electives table for choices		28
Total Credits		103-104

Additional Requirements

Electives

Electives

Code	Title	Credits
Chemistry		
CH 223Z	General Chemistry III	4
CH 226H	Advanced General Chemistry III	4
CH 411	Physical Chemistry	4
Earth Sciences		
Select from EARTH 101–310		8
ERTH 311	Earth Materials	5
ERTH 316	Introduction to Hydrogeology	4
ERTH 318	Introduction to Field Methods	3
ERTH 331	Mineralogy	5
ERTH 332	Introduction to Petrology	5
ERTH 334	Sedimentology and Stratigraphy	4
ERTH 350	Structural Geology	3
ERTH 351	Structural Geology Problems	1
ERTH 352	Structural Geology Laboratory and Field	1
ERTH 353	Geologic Hazards	4
ERTH 363	Computational Tools for Earth Sciences	4
ERTH 401	Research: [Topic]	1-21
ERTH 403	Thesis	1-6
ERTH 407	Seminar: [Topic]	1-5
Courses numbered 408 or higher		
Mathematics		
MATH 341–342	Elementary Linear Algebra	8
or MATH 421–422	Partial Differential Equations: Fourier Analysis I-II	

Chemistry

Earth Sciences

Mathematics

Earth Sciences Major - Environmental Geoscience Track

Code	Title	Credits
Core Requirements (60 or 65 credits)		
ERTH 101	Exploring Planet Earth ¹	4
or EARTH 201	Dynamic Planet Earth	
ERTH 102	Exploring Earth's Environment ¹	4
or EARTH 202	Earth's Surface and Environment	
ERTH 103	Exploring Earth History ¹	4
or EARTH 203	History of Life	
ERTH 311	Earth Materials	5
or EARTH 331 & EARTH 332	Mineralogy and Introduction to Petrology	
ERTH 315	Earth Physics	4
ERTH 316	Introduction to Hydrogeology	4
ERTH 318	Introduction to Field Methods	3
ERTH 363	Computational Tools for Earth Sciences	4
or CS 122	Introduction to Programming and Problem Solving	
PHYS 201 & PHYS 202	General Physics and General Physics	8
or PHYS 251 & PHYS 252	Foundations of Physics I and Foundations of Physics I	
CH 221Z & CH 222Z	General Chemistry I and General Chemistry II	8

Core Requirements (60 or 65 credits)

or CH 224H & CH 225H	Advanced General Chemistry I and Advanced General Chemistry II	
MATH 251Z– 252Z	Calculus: Differential/Integral	8
or MATH 246 & MATH 247	Calculus for the Biological Sciences I and Calculus for the Biological Sciences II	
ERTH 418	Earth and Environmental Data Analysis	4
or MATH 253Z	Calculus: Sequences and Series	
or MATH 343	Statistical Models and Methods	
or MATH 425	Statistical Methods I	
Electives		
See Electives table for choices		44
Total Credits		104

¹ The 200-level sequence is recommended for majors; however, the 100-level sequence may be substituted if the courses are passed with grades of mid-B or better.

Electives

Code	Title	Credits
Group A		24
ERTH 310	Earth Resources and the Environment	4
ERTH 334	Sedimentology and Stratigraphy	4
ERTH 353	Geologic Hazards	4
ERTH 410	Experimental Course: [Topic] (Physical Oceanography)	1-5
ERTH 410	Experimental Course: [Topic] (Soil and Environmental Chemistry)	1-5
ERTH 438		4
ERTH 441	Hillslope Geomorphology	4
ERTH 451	Hydrogeology	4
ERTH 455	Mechanical Earth	4
ERTH 462		4
ERTH 474	Soil and Environmental Chemistry	4
ENVS 477	Soil Science	4
Group B		20
Group A elective courses beyond 24 credits		
Earth Sciences		
ERTH 301 to EARTH 309 (up to 4 credits)		4
ERTH 350	Structural Geology	3
ERTH 351	Structural Geology Problems	1
ERTH 352	Structural Geology Laboratory and Field	1
ERTH 401	Research: [Topic]	1-21
ERTH 403	Thesis	1-6
ERTH 406	Field Studies: [Topic]	1-6
ERTH 407	Seminar: [Topic]	1-5
ERTH 410 and above if not taken as a Group A elective		4
Biology		
BI 222Z	Principles of Biology II: Organisms	5
BI 223Z	Principles of Biology III: Ecology and Evolution	5
BI 214	General Biology IV: Biochemistry and Genetics	5

Chemistry		
CH 223Z	General Chemistry III	4
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I	2
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II	2
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III	2
CH 331	Organic Chemistry I	4
Any Chemistry course from 331 to 499		
Computer Science		
CS 210	Computer Science I	4
CS 211	Computer Science II	4
CS 212	Computer Science III	4
Environmental Science		
ENVS 350	Ecological Footprint of Energy Generation	4
ENVS 465	Wetland Ecology and Management	4
Geography		
GEOG 321	Climatology	4
GEOG 322	Geomorphology	4
GEOG 323	Biogeography	4
GEOG 360	Watershed Science and Policy	4
GEOG 361	Global Environmental Change	4
GEOG 421	Advanced Climatology: [Topic]	4
GEOG 425	Hydrology and Water Resources	4
GEOG 427	Fluvial Geomorphology	4
GEOG 430	Long-Term Environmental Change	4
GEOG 433	Fire and Natural Disturbances	4
GEOG 481	GIScience I	4
GEOG 482	GIScience II	4
GEOG 485	Remote Sensing I	4
GEOG 486	Remote Sensing II	4
GEOG 490	GIScience: [Topic]	4
GEOG 491	Advanced Geographic Information Systems	4
GEOG 494	Spatial Analysis	4
GEOG 495	Geographic Data Analysis	4
Mathematics		
MATH 256	Introduction to Differential Equations	4
MATH 282	Several-Variable Calculus II	4
MATH 341	Elementary Linear Algebra	4
MATH 342	Elementary Linear Algebra	4
MATH 411	Functions of a Complex Variable I	4
MATH 412		4
MATH 422	Partial Differential Equations: Fourier Analysis II	4

Earth Sciences - Paleontology Track

Code	Title	Credits
ERTH 101	Exploring Planet Earth ¹	4
or EARTH 201	Dynamic Planet Earth	
ERTH 102	Exploring Earth's Environment ¹	4
or EARTH 202	Earth's Surface and Environment	

ERTH 103	Exploring Earth History ¹	4
or ERTH 203	History of Life	
ERTH 311	Earth Materials	5
or ERTH 331	Mineralogy	
or ERTH 332	Introduction to Petrology	
ERTH 315	Earth Physics	4
or ERTH 316	Introduction to Hydrogeology	
ERTH 318	Introduction to Field Methods	3
ERTH 363	Computational Tools for Earth Sciences	4
or CS 122	Introduction to Programming and Problem Solving	
ERTH 418	Earth and Environmental Data Analysis	4
or MATH 253Z	Calculus: Sequences and Series	
or MATH 343	Statistical Models and Methods	
or MATH 425	Statistical Methods I	
BI 221Z	Principles of Biology I: Cells	5
BI 222Z	Principles of Biology II: Organisms	5
or BI 223Z	Principles of Biology III: Ecology and Evolution	
CH 221Z	General Chemistry I	8
& CH 222Z	and General Chemistry II	
or CH 224H	Advanced General Chemistry I	
& CH 225H	and Advanced General Chemistry II	
MATH 246–247	Calculus for the Biological Sciences I-II	8
or MATH 251Z-	Calculus: Differential/Integral	
252Z		
PHYS 201	General Physics	4
or PHYS 251	Foundations of Physics I	
Additional Requirements		
ERTH 334	Sedimentology and Stratigraphy	4
ERTH 350	Structural Geology	5
& ERTH 351	and Structural Geology Problems	
& ERTH 352	and Structural Geology Laboratory and Field	
Field Studies:		12
ERTH 406	Field Studies: [Topic]	
Select two of the following:		8
ERTH 433		
ERTH 434	Vertebrate Paleontology	
ERTH 435		
ERTH 436	Paleoecology and Functional Morphology	
Electives		
See Electives table for choices		16
Total Credits		107

¹ The 200-level sequence is recommended for majors; however, the 100-level sequence may be substituted if the courses are passed with grades of mid-B or better.

Electives

Code	Title	Credits
Anthropology		
ANTH 361	Human Evolution	4
ANTH 366	Human Osteology Laboratory	4
ANTH 462	Primate Evolution	4

ANTH 467	Paleoecology and Human Evolution	4
ANTH 471	Zooarchaeology: [Topic]	4
ANTH 479	Taphonomy: Bones, Bugs, and Burials	4

Biology

Courses numbered 306 or higher

Chemistry

CH 227Z	General Chemistry I Laboratory	2
& CH 217	and Chemistry Tools I	
CH 228Z	General Chemistry II Laboratory	2
& CH 218	and Chemistry Tools II	
CH 229Z	General Chemistry III Laboratory	2
& CH 219	and Chemistry Tools III	
CH 223Z	General Chemistry III	4
CH 331	Organic Chemistry I	4
CH 335	Organic Chemistry II	4
CH 336	Organic Chemistry III	4
CH 411–413	Physical Chemistry	12
CH 431–433	Inorganic Chemistry	12
CH 445	Statistical Mechanics	4

Computer Science

CS 210–212	Computer Science I-III	12
CS 315	Intermediate Algorithms	4

Geography

GEOG 321	Climatology	4
GEOG 322	Geomorphology	4
GEOG 323	Biogeography	4
GEOG 360	Watershed Science and Policy	4
GEOG 361	Global Environmental Change	4
GEOG 421	Advanced Climatology: [Topic]	4
GEOG 425	Hydrology and Water Resources	4
GEOG 427	Fluvial Geomorphology	4
GEOG 430	Long-Term Environmental Change	4
GEOG 481–482	GIScience I-II	8
GEOG 495	Geographic Data Analysis	4

Earth Sciences

One from ERTH 304 - ERTH 310		4
ERTH 315	Earth Physics	4
ERTH 316	Introduction to Hydrogeology	4
ERTH 353	Geologic Hazards	4
ERTH 401	Research: [Topic]	1-21
ERTH 403	Thesis	1-6
ERTH 407	Seminar: [Topic]	1-5
ERTH 410	Experimental Course: [Topic]	1-5

Courses higher than 410

Mathematics

MATH 256	Introduction to Differential Equations	4
MATH 281–282	Several-Variable Calculus I-II	8
MATH 341–342	Elementary Linear Algebra	8
MATH 411–412	Functions of a Complex Variable I-II	8
MATH 425–426	Statistical Methods I-II	8

Physics

PHYS 202	General Physics	4
PHYS 203	General Physics	4

PHYS 204	Introductory Physics Laboratory	2
PHYS 205	Introductory Physics Laboratory	2
PHYS 206	Introductory Physics Laboratory	2
PHYS 253	Foundations of Physics I	4
PHYS 290	Foundations of Physics Laboratory	1
PHYS 351–353	Foundations of Physics II	12
PHYS 411–413	Mechanics, Electricity, and Magnetism	12

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

- submit a short letter, approved by the faculty research advisor and addressed to the head undergraduate advisor in earth sciences, stating the nature of the research and asserting that there is faculty supervision
- 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:

Code	Title	Credits
ERTH 401	Research: [Topic]	1-21
ERTH 406	Field Studies: [Topic]	1-6
ERTH 408	Laboratory Projects: [Topic]	1-6

Students who complete an honors thesis may not apply this option toward elective credits.

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 Earth Sciences.

Honors in Earth Sciences

Application for graduation with honors in earth 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

- 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
- 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: [Topic] (ERTH 401) the term before they intend to graduate, and 3 credits of Thesis (ERTH 403) the term of graduation. These credits may be applied toward electives.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- **Geology Track**
- **Geophysics Track**
- **Environmental Geoscience Track**
- **Paleontology Track**

Bachelor of Science in Earth Sciences: Geology Track

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 111Z	Precalculus I: Functions	4	
WR 121Z	Composition I	4	
CH 221Z	General Chemistry I	4	
or	or Advanced General Chemistry I		
CH 224H			
ERTH 101	Exploring Planet Earth	4	
or	or Dynamic Planet Earth		
ERTH 201			
Credits		16	
Winter			
ERTH 102	Exploring Earth’s Environment	4	
or	or Earth’s Surface and Environment		
ERTH 202			
MATH 112Z	Precalculus II: Trigonometry	4	
CH 222Z	General Chemistry II	4	
or	or Advanced General Chemistry II		
CH 225H			
Core-education, cultural literacy, or other area-satisfying course		4	
Credits		16	
Spring			
ERTH 103	Exploring Earth History	4	
or	or History of Life		
ERTH 203			
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
MATH 246	Calculus for the Biological Sciences I	4	
or	or Differential Calculus		
MATH 251Z			
Core-education, cultural literacy, or other area-satisfying course		4	
Credits		16	
Second Year			
Fall			
PHYS 201	General Physics	4	
or	or Foundations of Physics I		
PHYS 251			
MATH 247	Calculus for the Biological Sciences II	4	
or	or Integral Calculus		
MATH 252Z			

ERTH 331	Mineralogy	5
Core-education, cultural literacy, or other area-satisfying course		4
Credits		17
Winter		
PHYS 202	General Physics	4
or	or Foundations of Physics I	
PHYS 252		
ERTH 315	Earth Physics	4
ERTH 332	Introduction to Petrology	5
Core-education, cultural literacy, or other area-satisfying course		4
Credits		17
Spring		
PHYS 203	General Physics	4
or	or Foundations of Physics I	
PHYS 253	or General Chemistry III	
or	or Advanced General Chemistry III	
CH 223Z		
or		
CH 226H		
ERTH 318	Introduction to Field Methods	3
ERTH 316	Introduction to Hydrogeology	4
Core-education, cultural literacy, or other area-satisfying course		4
Credits		15
Third Year		
Fall		
ERTH 418	Earth and Environmental Data Analysis	4
or	or Calculus: Sequences and Series	
MATH 253Z	or Statistical Models and Methods	
	or Statistical Methods I	
or	or Design of Experiments	
MATH 343		
or		
MATH 425		
or		
PHYS 481		
Core-education, cultural literacy, or other area-satisfying courses		8
Geology elective		4
Credits		16
Winter		
Core-education, cultural literacy, or other area-satisfying courses		8
Geology elective		4
Credits		12
Spring		
ERTH 334	Sedimentology and Stratigraphy	4
ERTH 350	Structural Geology	3
ERTH 351	Structural Geology Problems	1
ERTH 352	Structural Geology Laboratory and Field	1

Core-education, cultural literacy, or other area-satisfying course		4
Credits		13
Summer		
ERTH 406	Field Studies: [Topic]	4
ERTH 406	Field Studies: [Topic]	4
ERTH 406	Field Studies: [Topic]	4
Credits		12
Fourth Year		
Fall		
Core-education, cultural literacy, or other area-satisfying courses		8
Geology or other science elective		4
Credits		12
Winter		
Core-education, cultural literacy, or other area-satisfying courses		8
Geology or other science elective		4
Credits		12
Spring		
Core-education, cultural literacy, or other area-satisfying courses		8
Geology or other science elective		4
Credits		12
Total Credits		186

Bachelor of Science in Earth Sciences: Geophysics Track

Course	Title	Credits	Milestones
First Year			
Fall			
ERTH 101	Exploring Planet Earth	4	
or	or Exploring Earth's Environment		
ERTH 102			
MATH 111Z	Precalculus I: Functions	4	
WR 121Z	Composition I	4	
CH 221Z	General Chemistry I	4	
or	or Advanced General Chemistry I		
CH 224H			
Credits		16	
Winter			
ERTH 102	Exploring Earth's Environment	4	
or	or Earth's Surface and Environment		
ERTH 202			
MATH 112Z	Precalculus II: Trigonometry	4	
CH 222Z	General Chemistry II	4	
or	or Advanced General Chemistry II		
CH 225H			
Core-education, cultural literacy, or other area-satisfying course		4	
Credits		16	
Spring			
WR 122Z	Composition II	4	
or WR 123	or College Composition III		

MATH 246	Calculus for the Biological Sciences I	4
or	or Differential Calculus	
MATH 251Z		
Core-education, cultural literacy, or other area-satisfying course		4

Credits **12**

Second Year

Fall

PHYS 251	Foundations of Physics I	4
MATH 252Z	Integral Calculus	4
ERTH 318	Introduction to Field Methods	3
Core-education, cultural literacy, or other area-satisfying course		4

Credits **15**

Winter

PHYS 252	Foundations of Physics I	4
MATH 253Z	Calculus: Sequences and Series	4
ERTH 315	Earth Physics	4
Core-education, cultural literacy, or other area-satisfying course		4

Credits **16**

Spring

PHYS 253	Foundations of Physics I	4
ERTH 311	Earth Materials	5
ERTH 316	Introduction to Hydrogeology	4
Core-education, cultural literacy, or other area-satisfying course		4

Credits **17**

Third Year

Fall

MATH 256	Introduction to Differential Equations	4
PHYS 351	Foundations of Physics II	4
Core-education, cultural literacy, or other area-satisfying course		4

Credits **12**

Winter

MATH 281	Several-Variable Calculus I	4
PHYS 352	Thermal Physics and Statistical Mechanics I	4
ERTH 455	Mechanical Earth	4

Credits **12**

Spring

MATH 282	Several-Variable Calculus II	4
PHYS 353	Thermal Physics and Statistical Mechanics II	4
Geology or other science elective		4

Credits **12**

Fourth Year

Fall

Core-education, cultural literacy, or other area-satisfying course		4
Geology or other science elective		8

Credits **12**

Winter

Core-education, cultural literacy, or other area-satisfying courses	8

Geology or other science elective	4

Credits **12**

Spring

Core-education, cultural literacy, or other area-satisfying courses	8

Geology or other science elective	4

Credits **12**

Total Credits **164**

Bachelor of Science in Earth Sciences: Environmental Geoscience Track

Course Title Credits Milestones

First Year

Fall

ERTH 101	Exploring Planet Earth	4
or	or Exploring Earth's Environment	
ERTH 102		

MATH 111Z	Precalculus I: Functions	4

WR 121Z	Composition I	4

CH 221Z	General Chemistry I	4
or	or Advanced General Chemistry I	
CH 224H		

Credits **16**

Winter

ERTH 102	Exploring Earth's Environment	4
or	or Earth's Surface and Environment	
ERTH 202		

MATH 112Z	Precalculus II: Trigonometry	4

CH 222Z	General Chemistry II	4
or	or Advanced General Chemistry II	
CH 225H		

Core-education, cultural literacy, or other area-satisfying course	4

Credits **16**

Spring

ERTH 103	Exploring Earth History	4
or	or History of Life	
ERTH 203		

WR 122Z	Composition II	4
or WR 123	or College Composition III	

MATH 246	Calculus for the Biological Sciences I	4
or	or Differential Calculus	
MATH 251Z		

Core-education, cultural literacy, or other area-satisfying course	4

Credits **16**

Second Year

Fall

PHYS 201	General Physics	4
or	or Foundations of Physics I	
PHYS 251		

MATH 247	Calculus for the Biological Sciences II	4
or	or Integral Calculus	
MATH 252Z		
ERTH 311	Earth Materials	5
Geology elective		4

Credits **17**

Winter

PHYS 202	General Physics	4
or BI 221Z	or Principles of Biology I: Cells	
ERTH 315	Earth Physics	4
ERTH 332	Introduction to Petrology	5
Core-education, cultural literacy, or other area-satisfying course		4

Credits **17**

Spring

PHYS 203	General Physics	4
or	or Foundations of Physics I	
PHYS 253	or Principles of Biology II: Organisms	
or BI 222Z	or Principles of Biology III: Ecology and Evolution	
or BI 223Z	or General Chemistry III	
or	or Advanced General Chemistry III	
CH 223Z		
or		
CH 226H		

ERTH 311	Earth Materials	5
ERTH 316	Introduction to Hydrogeology	4
Core-education, cultural literacy, or other area-satisfying course		4

Credits **17**

Third Year

Fall

ERTH 310	Earth Resources and the Environment	4
ERTH 318	Introduction to Field Methods	3
Core-education, cultural literacy, or other area-satisfying courses		8

Credits **15**

Winter

ERTH 353	Geologic Hazards	4
ERTH 451	Hydrogeology	4
ERTH 418	Earth and Environmental Data Analysis	4
Core-education, cultural literacy, or other area-satisfying course		4

Credits **16**

Spring

ERTH 334	Sedimentology and Stratigraphy	4
GEOG 323	Biogeography	4
Core-education, cultural literacy, or other area-satisfying course		4
Geology elective		4

Credits **16**

Fourth Year

Fall

Core-education, cultural literacy, or other area-satisfying courses	8
Geology or other science elective	8

Credits **16**

Winter

Core-education, cultural literacy, or other area-satisfying courses	8
Geology or other science elective	8

Credits **16**

Spring

Core-education, cultural literacy, or other area-satisfying courses	12
Geology or other science elective	4

Credits **16**

Total Credits **194**

Bachelor of Science in Earth Sciences: Paleontology Track

Course Title Credits Milestones

First Year

Fall

ERTH 101	Exploring Planet Earth	4
or	or Dynamic Planet Earth	
ERTH 201		
MATH 111Z	Precalculus I: Functions	4
WR 121Z	Composition I	4
CH 221Z	General Chemistry I	4
or	or Advanced General Chemistry I	
CH 224H		

Credits **16**

Winter

ERTH 102	Exploring Earth's Environment	4
or	or Earth's Surface and Environment	
ERTH 202		
MATH 112Z	Precalculus II: Trigonometry	4
CH 222Z	General Chemistry II	4
or	or Advanced General Chemistry II	
CH 225H		

Core-education, cultural literacy, or other area-satisfying course	4

Credits **16**

Spring

ERTH 103	Exploring Earth History	4
or	or History of Life	
ERTH 203		
WR 122Z	Composition II	4
or WR 123	or College Composition III	
CH 223Z	General Chemistry III	4
or	or Advanced General Chemistry III	
CH 226H		

MATH 251Z	Differential Calculus	4

Credits **16**

Second Year

Fall		
PHYS 201	General Physics	4
or	or Foundations of Physics I	
PHYS 251		
BI 221Z	Principles of Biology I: Cells	5
MATH 252Z	Integral Calculus	4
ERTH 331	Mineralogy	5
Credits		18

Winter		
PHYS 202	General Physics	4
ERTH 315	Earth Physics	4
ERTH 332	Introduction to Petrology	5
Core-education, cultural literacy, or other area-satisfying course		4
Credits		17

Spring		
PHYS 203	General Physics	4
ERTH 318	Introduction to Field Methods	3
Core-education, cultural literacy, or other area-satisfying courses		8
Credits		15

Third Year

Fall		
ERTH 434	Vertebrate Paleontology	4
or	or Paleoecology and Functional	
ERTH 436	Morphology	
Core-education, cultural literacy, or other area-satisfying course		4
Geology or other science elective		4
These courses are typically offered in alternate years, so enrollment is necessary in the third or fourth year accoding to availability		
Contact advisor or department office for scheduling of these courses		
Credits		12

Winter		
ERTH 436	Paleoecology and Functional	4
or	Morphology	
ERTH 434	or Vertebrate Paleontology	
Core-education, cultural literacy, or other area-satisfying course		4
Geology or other science course		4
These courses are typicall offered in alternate years, so enrollment is necessary in the third or fourth year according to availability		
Contact advisor or department office for scheduling of these courses		
Credits		12

Spring		
ERTH 334	Sedimentology and Stratigraphy	4
ERTH 350	Structural Geology	3
ERTH 351	Structural Geology Problems	1
ERTH 352	Structural Geology Laboratory and Field	1

Core-education, cultural literacy, or other area-satisfying course		4
Credits		13

Summer		
ERTH 406	Field Studies: [Topic]	4
ERTH 406	Field Studies: [Topic]	4
ERTH 406	Field Studies: [Topic]	4
Credits		12

Fourth Year		
Fall		
Core-education, cultural literacy, or other area-satisfying courses		8
Geology or other science elective		8
Credits		16

Winter		
Core-education, cultural literacy, or other area-satisfying courses		8
Geology or other science elective		8
Credits		16

Spring		
Core-education, cultural literacy, or other area-satisfying courses		12
Geology or other science elective		4
Credits		16
Total Credits		195

Earth Sciences Minor

The undergraduate program in the Department of Earth 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. 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.

Earth Sciences Minor Requirements

Code	Title	Credits
Choose one of the following three-course sequences:		12
ERTH 101	Exploring Planet Earth	
or ERTH 201	Dynamic Planet Earth	
ERTH 102	Exploring Earth’s Environment	
or ERTH 202	Earth’s Surface and Environment	
ERTH 103	Exploring Earth History	
or ERTH 203	History of Life	
Choose from the following courses: ¹		16
ERTH 213	Geology of National Parks	

ERTH 300 - ERTH 499	
Total Credits	28

¹ 16 credits of earth sciences courses (exclusive of independent study courses) must be earned with course numbers greater than ERTH 299 (ERTH 213 is acceptable, however). No more than 8 credits may be applied to the minor from the following list: Geology of National Parks (ERTH 213), The Fossil Record (ERTH 304), Dinosaurs (ERTH 305), Volcanoes and Earthquakes (ERTH 306), Oceanography (ERTH 307), Geology of Oregon and the Pacific Northwest (ERTH 308), Earth Resources and the Environment (ERTH 310).

Undergraduate minors must take all required courses for letter grades and complete them with grades of C– or better.

Earth Sciences (MS)

The Department of Earth Sciences offers programs of graduate study leading to master of science (MS) 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.

Graduate study in earth sciences is offered in five broad areas:

1. volcanology-petrology-geochemistry
2. stratigraphy-surface processes
3. paleontology-paleopedology-geobiology
4. structural geology-geophysics
5. economic geology (mineral deposits)

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proficiency with modern quantitative tools that are used in the Earth sciences.
- When confronted with real-world Earth science problems, develop and test hypotheses in a systematic way while stating caveats and assumptions.
- Show familiarity with scientific understanding of topics that tie directly to their thesis research, as reflected by the current refereed literature.
- Organize and present their scientific results both in concise, well-reasoned technical writing and in front of scientific audiences at major conferences.
- Demonstrate understanding of ethical issues and responsibilities associated with working in a diverse, global community of scientists.

Earth Sciences Major

Code	Title	Credits
500 or 600 level ¹		24
600-699 level ²		9
Thesis ³		9

Remaining Credits ⁴	3
Total Credits	45

At least 30 credit hours in residence, in the major

- ¹ A minimum of 15 credits must be taken graded; the remainder may be taken graded or pass/no pass. Up to 15 credits may be taken in courses offered outside the department (with advisor approval)
- ² May be taken graded or pass/no pass, but only graded courses can apply toward the 24 credits above.
- ³ ERTH 503. At least 3 thesis credits must be taken in the final term.
- ⁴ Can include research, readings, and seminars. Students are expected to register for and attend the department seminar and graduate student seminar (607) each term.

Earth Sciences (PhD)

The Department of Earth 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.

Graduate study in earth sciences is offered in five broad areas:

1. volcanology-petrology-geochemistry
2. stratigraphy-surface processes
3. paleontology-paleopedology-geobiology
4. structural geology-geophysics
5. economic geology (mineral deposits)

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proficiency with modern quantitative tools that are used in the Earth sciences.
- When confronted with real-world Earth science problems, develop and test hypotheses in a systematic way while stating caveats and assumptions.
- Show familiarity with scientific understanding of topics that tie directly to their thesis research, as reflected by the current refereed literature.
- Organize and present scientific results both in concise, well-reasoned technical writing and in front of scientific audiences at major conferences.
- Demonstrate understanding of ethical issues and responsibilities associated with working in a diverse, global community of scientists.
- Identify, define, and clearly argue the significance of a scientific problem, and execute the research necessary to advance scientific understanding of this problem.

Earth Sciences Major

Code	Title	Credits
500 or 600 Level Courses ¹		15
Dissertation ²		18

Additional Credits ³	48
Total Credits	81

¹ Must be taken for grade.

² GEOL 603, with a minimum of 3 credits must be taken in the last term.

³ 3+ years of full-time study (at least 9 credits/term may include research or reading credits). Students are expected to register for and attend the department seminar and graduate student seminar (607) each term.

Ph.D. students are required to take 15 graded classroom credits at the graduate-level (500-600 level). These courses must be approved by the guidance/dissertation committee chair to ensure that they are geared toward achieving balance between the increasing the breadth of their academic experience and maintaining focus on areas of relevance to their research. They must also take 18 hours of dissertation credits (GEOL 603).

The department does not set any further specific coursework requirements for Ph.D. students, within the 81 total minimum credits required by the UO Division of Graduate Studies. However, students are expected to acquire the graduate earth science background necessary to successfully complete the comprehensive examination and effectively carry out proposed dissertation research. If the student does not have a strong background in relevant areas of earth science, substantial coursework may be recommended. Undergraduate courses may, with the guidance committee's recommendation, be used to fill deficiencies in the student's background, but the majority of the work should be in graduate level courses.

Human Physiology

<http://physiology.uoregon.edu>

Andrew Karduna, Department Head

180A Esslinger Hall

541-346-4107

Fax: 541-346-2841

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.

Faculty

Damien Callahan, assistant professor. BA, 2001, Boston; PhD, 2011, Massachusetts, Amherst. (2017)

Wagner Dantas, assistant professor. BS, 2004, Metropolitan United College; BSc, 2014, University of Sao Paulo; PhD, 2019, University of Sao Paulo. (2024)

Hans Dreyer, associate professor. BS, 1998, California State, Long Beach; MS, 2002, PhD, 2004, Southern California. (2009)

Ian Greenhouse, assistant professor. BA, 2004, Tufts; PhD, 2012, California, San Diego. (2017)

Michael Hahn, associate 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)

Adrianne Huxtable, associate professor. BS, 2003, British Columbia; PhD, 2009, Alberta. (2015)

Andrew Karduna, professor. BS, 1989, Massachusetts Institute of Technology; MS, 1991, Johns Hopkins; PhD, 1995, Pennsylvania. (2002)

Andrew Lovering, professor. BS, 1995, PhD, 2003, Texas Tech. (2007)

Michelle Marneweck, assistant professor. BA, 2020, MS/PhD, 2014, Western Australia. (2020)

Philip Matern, associate teaching professor. BS, 2003, Gonzaga; MS, 2005, Central Washington. (2014)

Carrie McCurdy, associate professor. BS, 1998, Notre Dame; PhD, 2004, Wisconsin, Madison. (2013)

Christopher Minson, Kenneth and Kenda Singer Endowed Professor in Human Physiology. BS, 1989, Arizona; MA, 1993, San Diego State; PhD, 1997, Pennsylvania State. (2000)

Jon Runyeon, associate teaching professor. BS, 1996, MS, 2010, Oregon. (2012)

Valerie Sawicky, assistant teaching professor. BSc, 2012, University of Wisconsin-Madison; MS, 2017, University of Guam; PhD, 2023, Oregon State. (2023)

Nicole Swann, assistant professor. BA, 2006, California, Berkeley; PhD, 2012, California, San Diego. (2017)

Ashley Walker, assistant professor. BS, 2003, Oregon State; PhD, 2010, Colorado, Boulder. (2017)

Brad Wilkins, assistant professor. BS, 1993, Oregon State; MS, 1996, Northern Michigan; PhD, 2003, Oregon. (2014)

Alia Yasen, assistant teaching professor. BA, 2011, Willamette University; MS, 2014, University of Oregon; PhD, 2018, University of Oregon. (2023)

Janet Zhang-Lea, assistant professor. BM, 2014, Southern Medical University; MPhil, 2016, Hong Kong Polytechnic University; PhD, 2019, Hong Kong Polytechnic University. (2024)

Affiliated

Balamurali Ambati, MD, PhD. Courtesy research professor, Phil and Penny Knight Campus for Accelerating Scientific Impact.

Sierra Dawson, PhD. Associate Vice Provost for Academic Affairs.

Aaron Vaughan Frost, MD, Sports Medicine Specialist, Primary Care Sports Medicine, University Health Services.

Robert Guldberg, PhD. Professor; Vice President and Executive Director, Phil and Penny Knight Campus for Accelerating Scientific Impact.

Marian Hettiaratchi, PhD. Assistant professor, Phil and Penny Knight Campus for Accelerating Scientific Impact.

Brett Kirby, PhD. Instructor pro tem.

Benjamin McKay, MS. Sports Science Coordinator, Intercollegiate Athletics.

Keat Ghee Ong, PhD. Professor, Phil and Penny Knight Campus for Accelerating Scientific Impact.

Kimberly Terrell, MS. Courtesy instructor.

Jordan Troester, PhD, Director of Performance and Sports Science.

Ann Zeidman-Karpinski, MS. Associate professor. See **Libraries**.

Brad Winn, MS. Instructor pro tem.

Courtesy

John Bagdade, courtesy research professor. AB, 1958, Harvard; MD, 1962, Cornell. (2017)

Robin Baudier, courtesy research assistant. (2023)

Brion Benninger, courtesy research assistant. (2022)

Patrick Bergin, courtesy professor. BA, 1976, Columbia College; MD, 1980, Dartmouth College. (2000)

William Cornwell, courtesy research assistant professor. BS, 2004, Ohio State; MD, 2008, Wright State. (2021)

JJ Duke, courtesy research assistant professor. BS, 2005, Arizona State; MA 2008, North Carolina; MS, 2012, PhD, 2012, Indiana. (2021)

Douglas C. Elton, courtesy research assistant professor. (2024)

Erika Everson, courtesy research assistant. (2021)

Brittany Faro, courtesy research assistant. (2-21)

Daniel Fitzpatrick, courtesy associate professor. BS, 1991, MS, 1993, MD, 1997, Iowa. (2007)

Eben Futral, courtesy research associate. BS, 1988, Stanford; MBA, 1999, Arizona State. (2015)

Freddy V. Garcia, courtesy research assistant. (2021)

Betsy A. Gideon, courtesy research assistant. (2021)

Andrew Gilchrist, courtesy professor. BS, 1990, Washington; MD, 1994, Nevada. (2021)

Igor Gladstone, courtesy professor. BS, 1973, MD, 1981, Washington (Seattle). (2009)

Tim Grosshennig, courtesy research assistant (Type B). (2024)

Jerold Hawn, courtesy professor. BS, 1963, Santa Clara; MD, 1967, Georgetown. (2009)

Byron Hetrick, courtesy research associate. BS, PhD, UCSD.

Rudolf Hoellrich, courtesy research professor. BS, 1993, Willamette; MD, 1997, OHSU. (2021)

Stanley L. James, courtesy professor. (1998)

Brian Jewett, courtesy associate professor. BS, 1990, MS, 1991, Stanford; MD, 1995, Vanderbilt. (2007)

Donald 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)

Mackenzie N. Kehmeier, courtesy research assistant. (2022)

Ashley Kowalski, courtesy research assistant (Type C). (2025)

Brett "Brick" Lantz, courtesy professor. BA, 1981, Stanford; MD, 1985, Oklahoma. (2007)

Elizabeth McCorkle, courtesy research associate. BA, 1987, Rollins College; MD, 1992, Augusta. (2016)

Fabian N. Moeller, courtesy research assistant (Type C). (2025)

Erin C. Owen, courtesy research assistant. (2021)

Richard Padgett, courtesy professor. BS, 1984, East Carolina; MD, 1988, North Carolina, Chapel Hill. (2005)

Shannon M. Pomeroy, courtesy instructor. (2018)

Jeanette M. Ricci, courtesy research associate. (2023)

Grant Simmons, courtesy research associate. BS, 2003, MS, 2005, PhD, 2008 Oregon. (2018)

Kenneth Singer, courtesy professor; team physician. BS, 1961, Massachusetts Institute of Technology; MD, 1965, Columbia University College of Physicians and Surgeons. (1994)

Kate A. Spitzley, courtesy research assistant. (2023)

Elinor L. Sullivan, courtesy assistant professor. (2023)

Orsolya Szekely, courtesy research assistant (Type C). (2025)

Ximeng Yang, courtesy research assistant professor. (2024)

Emeriti

Barry Bates, professor emeritus. BSE, 1960, Princeton; MEd, 1971, East Stroudsburg; PhD, 1973, Indiana. (1974)

Grace Golden, senior lecturer emeritus. BS, 1989, MS, 1991, Oregon; PhD, 2007, Oregon State. (2009)

Gary Klug, professor emeritus. BS, 1970, MS, 1973, Wisconsin, La Crosse; PhD, 1980, Washington State. (1985)

Richard 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.

Undergraduate Program

Major - Bachelor's Degree

- Human Physiology (BA/BS) (p. 256)

Graduate Program

Major - Doctoral Degree

- Human Physiology (PhD) (p. 259)

Human Physiology (BA/BS)

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.

Undergraduate students in human physiology complete preparatory science courses in chemistry, biology, mathematics and physics that prepare them for upper level coursework in human anatomy and physiology as well as courses that explore the functional and structural mechanisms underlying human health and performance across the life span. The majority of our students aspire to be professionals in health-science fields such as medicine, physical therapy, nursing, dentistry, pharmacy, education, and research.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Content Intellectual Breadth:** Demonstrate content knowledge and understanding of terminology, concepts, and relationships in human anatomy and physiology.
- **Inquiry:** Utilize a broad foundation of anatomical relationships and physiological principles in analysis, application, and synthesis related to human physiology and pathophysiology.
- **Critical Thinking:** Critically evaluate scientific information to help make decisions with respect to personal health, clinical applications, and research in human physiology.
- **Life-long Learning:** Demonstrate life-long learning skills, which include deciding what needs to be learned, articulating a learning plan, and implementing this plan.
- **Communication:** Communicate effectively, to a variety of audiences, in various modes.
- **Ethics Professionalism:** Demonstrate knowledge of ethical and professional behavior related to academic integrity, communication with others, and during individual and cooperative work.

Program Learning Outcomes with Sub-Outcomes

1. **Content & Intellectual Breadth:** Demonstrate content knowledge and understanding of terminology, concepts, and relationships in human anatomy and physiology.

1.1. Identify problems, articulate questions or hypotheses, and determine the need for information.

1.2. Access and collect the needed information from appropriate primary and secondary sources.

1.3. Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context and draw conclusions.

2. **Inquiry:** Utilize a broad foundation of anatomical relationships and physiological principles in analysis, application, and synthesis related to human physiology and pathophysiology.

2.1. Recognize the complexity of problems and identify different perspectives from which problems and questions can be viewed.

2.2. Evaluate and report on conclusions, including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.

3. **Critical Thinking:** Critically evaluate scientific information to help make decisions with respect to personal health, clinical applications, and research in human physiology.

3.1. Identify, analyze, and evaluate reasoning and construct and defend reasonable arguments and explanations.

4. **Life-long Learning:** Demonstrate life-long learning skills, which include deciding what needs to be learned, articulating a learning plan, and implementing this plan.

4.1. Demonstrate in-depth knowledge and skills in Human Physiology.

4.2. Identify the fundamental principles of Human Physiology.

4.3. Apply the research methods and theoretical models of Human Physiology to define, solve, and evaluate problems.

4.4. Transfer knowledge and skills gained from general and specialized studies to new settings and complex problems.

4.5. Demonstrate life-long learning skills, including the ability to place problems in personally meaningful contexts, reflect on one's own understanding, demonstrate awareness of what needs to be learned, articulate a learning plan, and act independently on the plan using appropriate resources.

4.6. Achieve success in Human Physiology, including applying persistence, motivation, interpersonal communications, leadership, goal setting, and career skills.

5. **Communication:** Communicate effectively, to a variety of audiences, in various modes.

5.1. Demonstrate general academic literacy, including how to respond to needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.

5.2. Effectively use the common genres and conventions for writing within Human Physiology.

5.3. Prepare and deliver effective oral presentations.

5.4. Collaborate effectively with others to share information, solve problems, or complete tasks.

5.5. Produce effective visuals using different media.

5.6. Apply the up-to-date technologies commonly used to research and communicate within Human Physiology.

6. **Ethics & Professionalism:** Demonstrate knowledge of ethical and professional behavior related to academic integrity, communication with others, and during individual and cooperative work.

6.1. Assembling and analyzing a set of sources that students have determined are relevant to the issue they are investigating.

6.2. Acknowledging clearly when and how they are drawing on the ideas or phrasings of others.

6.3. Learning the conventions for citing documents and acknowledging sources appropriate to the field they are studying.

6.4. Examine various concepts and theories of ethics and how to deliberate and assess claims about ethical issues.

6.5. Apply ethical concepts and theories to specific ethical dilemmas students will experience in their personal and professional lives.

Human Physiology Major Requirements

Code	Title	Credits
Lower-Division Requirements		
CH 221Z	General Chemistry I ¹	4
or CH 224H	Advanced General Chemistry I	
CH 222Z	General Chemistry II ¹	4
or CH 225H	Advanced General Chemistry II	
CH 223Z	General Chemistry III ¹	4
or CH 226H	Advanced General Chemistry III	
Select one of the following:		
Option A: ²		6
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I	15-18
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II	
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III	
Option B:		
PHYS 204– 206	Introductory Physics Laboratory	12
BI 221Z & BI 222Z & BI 223Z	Principles of Biology I: Cells and Principles of Biology II: Organisms and Principles of Biology III: Ecology and Evolution (may substitute BI 214 for BI 223Z)	
or BI 281H & BI 282H & BI 283H	Accelerated Biology I: Cells, Biochemistry and Physiology and Accelerated Biology II: Genetics and Molecular Biology and Accelerated Biology III: Evolution, Diversity and Ecology	
PHYS 201–203 or PHYS 251– 253	General Physics ³ Foundations of Physics I	12
MATH 246 or MATH 251Z	Calculus for the Biological Sciences I ¹ Differential Calculus	4
HPHY 211	Medical Terminology	3
HPHY 212	Scientific Investigation in Physiology	4
Upper-Division Requirements		
HPHY 321	Human Anatomy I ⁴	5
HPHY 322	Human Physiology I ⁴	5
HPHY 323	Human Anatomy II ⁴	5
HPHY 324	Human Physiology II ⁴	5
HPHY 325	Human Anatomy and Physiology III ⁴	5
HPHY 371	Physiology of Exercise	4
Upper-Division Electives ⁵		16
List A - select at least two of the following:		
HPHY 333	Motor Control	

HPHY 362	Tissue Injury and Repair
HPHY 374	Clinical Electrocardiography and Exercise
HPHY 375	Metabolism and Nutrition
HPHY 381	Biomechanics
HPHY 399	Special Studies: [Topic]
ANTH 362	Human Biological Variation
ANTH 366	Human Osteology Laboratory
ANTH 369	Human Growth and Development
BI 320	Molecular Genetics
BI 322	Cell Biology
BI 358	Investigations in Medical Physiology
BI 360	Neurobiology
CH 360	Physiological Biochemistry
CH 462	Biochemistry

List B - select at least one of the following capstone courses:

HPHY 412	Sleep Physiology
HPHY 413	Muscle Structure, Function, and Plasticity
HPHY 414	Muscle Metabolism
HPHY 422	Physiology of Obesity
HPHY 423	Physiology of Aging
HPHY 432	Neural Development
HPHY 433	Neurophysiology of Concussion
HPHY 434	Movement Disorders
HPHY 436	Clinical Neuroscience
HPHY 462	Therapeutic Techniques
HPHY 470	Environmental Physiology
HPHY 473	High Altitude Physiology and Medicine

List C - select any of the following (optional):

HPHY 401	Research: [Topic]
HPHY 403	Thesis
HPHY 404	Internship: [Topic]
HPHY 405	Special Problems: [Topic]
HPHY 406	Practicum: [Topic]
HPHY 408	Workshop: [Topic]
HPHY 409	Terminal Project
HPHY 411	Scientific Teaching
HPHY 420	Human Anatomy Dissection

Total Credits **101-104**

¹ Should be taken in the first year.

² Students who transfer CH 227Z/228Z/229Z credits from other schools may have the corresponding CH 217/218/219 course and credit requirements waived.

³ Students may also take PHYS 251, 202, and 203 or PHYS 251, 252, and 203. Students may not go from the 201-203 series to the 251-253 series without approval from the department.

⁴ Must be taken in residence at the University of Oregon.

⁵ Students must take two courses from List A, one course from List B, and one course from List A, B, or C (total of 16 credits).

Courses required for the major must be taken for letter grades and passed with grades of C- or better.

Honors

To apply to graduate with departmental honors, a student must have a GPA of 3.50 or better in courses applied toward the human physiology degree requirements and complete an honors thesis under the supervision of a human physiology thesis committee. In addition, human physiology majors enrolled in the Robert Donald Clark Honors College at the University of Oregon are eligible to complete an honors thesis through that program.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

The bachelor of science is shown below. A bachelor of arts in human physiology may be earned by completing (or demonstrating proficiency in) two years of a foreign language.

Bachelor of Science in Human Physiology

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 112Z	Precalculus II: Trigonometry ¹	4	
CH 221Z	General Chemistry I	4	
CH 227Z	General Chemistry I Laboratory	1	
Core-education course ²		4	
Elective course		1	
Credits		14	
Winter			
WR 121Z	Composition I	4	
CH 222Z	General Chemistry II	4	
CH 228Z	General Chemistry II Laboratory	1	
MATH 251Z or MATH 246	Differential Calculus or Calculus for the Biological Sciences I	4	
Elective course		2	
Credits		15	
Spring			
CH 223Z	General Chemistry III	4	
CH 229Z	General Chemistry III Laboratory	1	
STAT 243Z	Elementary Statistics I	4	
Core-education course ²		4	
Elective Course		2	
Credits		15	
Second Year			
Fall			
BI 221Z	Principles of Biology I: Cells	5	
HPHY 211	Medical Terminology	3	
Core-education course ²		4	
Elective course		4	
Credits		16	
Winter			
BI 222Z	Principles of Biology II: Organisms	5	
HPHY 212	Scientific Investigation in Physiology	4	

Core-education course ²		4
Elective course		4
Credits		17
Spring		
WR 122Z or WR 123	Composition II or College Composition III	4
BI 223Z or BI 214	Principles of Biology III: Ecology and Evolution or General Biology IV: Biochemistry and Genetics	5
Core-education course ²		4
Elective course		4
Credits		17
Third Year		
Fall		
HPHY 321	Human Anatomy I	5
HPHY 322	Human Physiology I	5
Upper-division elective courses		3
Credits		13
Winter		
HPHY 323	Human Anatomy II	5
HPHY 324	Human Physiology II	5
Upper-division elective courses		3
Credits		13
Spring		
HPHY 325	Human Anatomy and Physiology III	5
HPHY 371	Physiology of Exercise	Completion of HPHY 321-325 & 371 4
Core-education course ²		4
Upper-division elective course		2
Credits		15
Fourth Year		
Fall		
PHYS 201	General Physics	4
Human physiology course chosen from List A ³		4
Core-education course ²		4
Upper-division elective course		3
Credits		15
Winter		
PHYS 202	General Physics	4
Human physiology course chosen from List A ³		4
Human physiology course chosen from List B ³		4
Upper-division elective course		3
Credits		15
Spring		
PHYS 203	General Physics	4
Human physiology course chosen from List A or List B ³		4
Core-education course ²		4

Upper-division elective course	3
Credits	15
Total Credits	180

¹ Students not starting in Precalculus II: Trigonometry (MATH 112Z) may require additional terms to graduate.

² To complete core-education requirements within eight courses, students must take arts and letters or social science area-satisfying courses that also satisfy cultural literacy requirements.

³ List A and List B options may be found online. (<https://cas.uoregon.edu/physiology/undergraduates/major-requirements/>)

Human Physiology (PhD)

Our PhD program provides classroom and research experiences, helping students grow into professionals equipped with the experience to be great researchers. Providing students with an in-depth understanding of human physiology and advanced research skills is our hallmark. Our department houses state-of-the-art equipment, furthering our understanding of the physiological process.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Teaching and Mentoring: Demonstrate working knowledge of current teaching and mentoring best-practices.
- Professional Ethics: Demonstrate knowledge of ethical and professional behavior related to academic and research integrity.
- Career Development: Demonstrate proactive career planning and goal setting and participation in professional development activities.
- Core Knowledge: Demonstrate broad working knowledge of content areas and detailed knowledge of a primary content area.
- Scientific Inquiry: Demonstrate fluency in the scientific literature, current questions, and research methods in a primary content area.
- Scientific Communication: Demonstrate effective oral and written scientific communication skills, including data presentation.

Key:

Program Learning Outcome

I = introduces outcome; D = develops outcome; A = assesses mastery of outcome

Listed course or activity

Teaching and Mentoring

HPHY 611 Professional Skills I: Teaching Effectiveness I/D

Professional Ethics

HPHY 612 Professional Skills II: Responsible Research I/D

Career Development

HPHY 613 Professional Skills III: Career Development I/D

Core Knowledge

500-level capstone electives I/D/A

HPHY 621-623 Systems Physiology Series I/D/A

600-level Advanced Electives D/A

Candidacy Exam A

Scientific Inquiry

HPHY 621-623 Systems Physiology Series I/D

Two required statistical courses I/D/A

600-level Advanced Electives D/A

Candidacy Exam A

Dissertation Defense A

Scientific Communication

HPHY 621-623 Systems Physiology Series D

Two required statistical courses I/D/A

600-level Advanced Electives D/A

Candidacy Exam A

Dissertation Defense A

Human Physiology Major Requirements

Code	Title	Credits
HPHY 611 & HPHY 612 & HPHY 613	Professional Skills I: Effective Teaching and Professional Skills II: Responsible Research and Professional Skills III: Career Development	3
HPHY 621 & HPHY 622 & HPHY 623	Systems Physiology I and Systems Physiology II and Systems Physiology III	12
2 Courses in Statistical Analysis. Examples include: ¹		6
EDUC 614	Introductory Statistics for Practitioners I	
EDUC 640	Introductory Statistics for Practitioners II	
EDUC 641	Applied Statistics in Education and Human Services I	
EDUC 643	Applied Statistics in Education and Human Service II	
Human physiology courses or other courses most appropriate to student's line of study ²		38
At least one upper division 600 level Human Physiology class. Current options include:		4
HPHY 670	Advanced Respiratory Physiology	
HPHY 676	Human Cardiovascular Control	
HPHY 684	Kinematics of Human Movement	
HPHY 685	Kinetics of Human Movement	
HPHY 603	Dissertation ³	18
Total Credits		81

¹ Two courses in statistical analysis approved by the student's committee. Statistical analysis courses 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 director of graduate studies for the department; alternatives available with prior approval.

² Determined in conjunction with dissertation advisory committee.

³ Must register for course every term of enrollment after advancing to candidacy.

The doctoral degree requires completion of a minimum of 81 graduate-level credits beyond the bachelor's degree; at least 60 of these credits must be completed through human physiology courses. Written and oral doctoral candidacy examinations are taken after completing a substantial portion of the program of study. Upon passing these examinations, the student is advanced to candidacy. 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 **Division of Graduate Studies** section of this catalog

Materials Science and Technology

Jayson Paulose, Program Director

Materials Science and Technology major will focus on the properties of materials needed for modern technology, and how they relate to the underlying physical and chemical structure.

Materials are the functional components of modern technology - electrodes for rechargeable batteries, semiconductors, conductors, and insulators in electronics for classical and quantum computers, polymers/plastics, sensors, and much more. Materials scientists invent new materials and study the connections between underlying atomic/molecular structure of a material, its properties, its processing methods, and its performance in applications.

Admission

Students will be required to apply for admission into the MSTC major after completing the foundational course sequences in physics (PHYS 201/2/3 or 251/2/3 + lab), chemistry (CH 221/2/3 or 224/5/6H + lab), materials science (MSTC 231/232), and the CH329 Research Immersion course. Students will be asked to provide their academic transcript, their choice of physics or chemistry emphasis, and potential research/industry area of interest as part of the application.

The requirement for admission is achieving a GPA of 3.0 or better in the foundational courses. Students not meeting this requirement, but with a strong academic record that demonstrates steady progress towards acquiring the quantitative and critical thinking skills necessary for success in the program, can petition for admission to the program through additional review. In addition to application materials listed above, applicants will be asked to provide a CV; short essay responses to prompts that aim to evaluate their clarity of purpose and dedication with regard to academic/career goals, ability to overcome obstacles, and ability to tackle open-ended research questions; and references from 1-2 instructors in the foundational courses. Applications will be evaluated by a three-member committee with members drawn from chemistry and physics faculty.

See program's website (<https://naturalsciences.uoregon.edu/materials-science-technology/apply/declare-major-minor/>) for more details.

Program Administration

Jayson Paulose, Program Director, Physics

Victoria DeRose, Department Head, Chemistry and Biochemistry

Richard Taylor, Department Head, Physics

Advisory Committee

Matthias Agne, Chemistry

Scott Fisher, Physics

Michael Koscho, Chemistry and Biochemistry

Ben McMorran, Physics

Celeste Melamed, Chemistry

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Materials Science and Technology majors will be able to connect the atomic and molecular structure of materials to their properties, understanding based on the foundations of physics and chemistry, how to design and test materials for advanced applications in energy, computation, transportation, bioengineering, mechanical applications and more. They will learn and apply modern techniques in data, programming, and computation to solve problems and develop technology specializations that launch their career in industry, national laboratories or academia.

Materials Science and Technology Major Requirements

Courses used to fulfill the major requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
Foundation courses		
CH 224H–226H	Honors General Chemistry ¹	12
CH 329	Research Immersion Laboratory	3
MSTC 231	Fundamentals of Materials in Technology I	4
MSTC 232	Fundamentals of Materials in Technology II	4
PHYS 251–253	Foundations of Physics I ²	12
Select one of the lab options:		3-4
Option A:		
PHYS 290	Foundations of Physics Laboratory (Taken three times)	
Option B:		
PHYS 204	Introductory Physics Laboratory	
PHYS 205	Introductory Physics Laboratory	
Option C: ³		
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I	
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II	
Mathematics and Computation		

MATH 251Z–253Z	Calculus: Differential, Integral, and Sequences & Series	12
MATH 256	Introduction to Differential Equations	4
MATH 281	Several-Variable Calculus I	4
MATH 341	Elementary Linear Algebra	4
Advanced Math/Computation Elective - select one		4
CS 210	Computer Science I	
or CS 211	Computer Science II	
or CS 212	Computer Science III	
MATH 282	Several-Variable Calculus II	
MATH/PHYS 421M	Partial Differential Equations: Fourier Analysis I	
MATH 422	Partial Differential Equations: Fourier Analysis II	
PHYS 389	Mathematical Methods	
Fundamentals of Materials Science ⁴		
Select one of the emphasis (see below)		22-24
Materials Science and Technology Core		
MSTC 431	Thermal Physics of Advanced Materials	4
MSTC 432	Kinetics and Transport in Advanced Materials	4
MSTC 441	Electronic, Optical and Magnetic Properties of Materials I	4
MSTC 442	Electronic, Optical and Magnetic Properties of Materials II	4
Upper-Division Electives		
Three upper-division or graduate level materials science, chemistry, or physic courses on top of the courses outlined above. Courses are expected to be 400-level or above.		12
Total Credits		116-119

¹ Students can petition to count CH221Z-223Z instead.

² Students can petition to count PHYS 201-203 instead.

³ Students who transfer CH 227/228 credits from other schools may be waived corresponding CH 217/218.

⁴ Students are expected to follow the physics or chemistry emphasis; courses from different emphasis may be mixed by petition as long as all categories/prerequisites are fulfilled.

Physics Emphasis

Code	Title	Credits
PHYS 351	Foundations of Physics II	4
PHYS 352	Thermal Physics and Statistical Mechanics I	4
PHYS 353	Thermal Physics and Statistical Mechanics II	4
CH 341	Majors Track Organic Chemistry I ¹	4
Advanced Lab Courses - select two of the following: ²		8
DSCI 101	Foundations of Data Science I	
PHYS 391	Physics Experimentation Data Analysis Laboratory	
PHYS 431	Analog Electronics	
PHYS 432	Digital Electronics	

PHYS 481	Design of Experiments	
Total Credits		24

¹ CH 331 may be substituted.

² The requirement of Advanced Lab credits may be partially met by undergraduate research credits (PHYS 401, PHYS 491, PHYS 492, PHYS 493, CH 401) instead of courses listed.

Chemistry Emphasis

Code	Title	Credits
CH 341	Majors Track Organic Chemistry I ¹	4
CH 411	Physical Chemistry	4
Select one of the Advanced Chemistry Sequence		8
Organic Chemistry ²		
CH 342	Majors Track Organic Chemistry II	
CH 343	Majors Track Organic Chemistry III	
Physical Chemistry		
CH 412	Physical Chemistry	
CH 413	Physical Chemistry	
Select one of the Advanced Lab Sequence ³		6-8
Organic Chemistry Lab Sequence ⁴		
CH 347	Majors Organic Chemistry Laboratory I	
CH 348	Organic Chemistry Laboratory for Majors	
Physical Chemistry Lab Sequence		
CH 417	Physical Chemistry Laboratory	
CH 418	Physical Chemistry Laboratory	
Total Credits		22-24

¹ CH 331 may be substituted.

² CH 335/CH 336 may be substituted.

³ The requirement of Advanced Lab credits may be partially met by undergraduate research credits (PHYS 401, PHYS 491, PHYS 492, PHYS 493, CH 401) instead of courses listed.

⁴ CH 337/CH 338 may be substituted.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Science in Materials Science and Technology (Physics Emphasis)

Course	Title	Credits	Milestones
First Year			
Fall			
CH 111	Introduction to Chemical Principles	4	
MATH 111Z	Precalculus I: Functions	4	
WR 121Z	Composition I	4	
Core Ed		4	
Credits		16	
Winter			
CH 221Z	General Chemistry I	4	
MATH 112Z	Precalculus II: Trigonometry	4	

WR 122Z	Composition II	4
Core Ed		4
Credits		16
Spring		
CH 222Z	General Chemistry II	4
MATH 251Z	Differential Calculus	4
DSCI 101	Foundations of Data Science I	4
Core Ed		4
Credits		16
Second Year		
Fall		
CH 223Z	General Chemistry III	4
PHYS 251	Foundations of Physics I	4
PHYS 290	Foundations of Physics Laboratory	1
MSTC 231	Fundamentals of Materials in Technology I	4
Core Ed		4
Credits		17
Winter		
MATH 252Z	Integral Calculus	4
PHYS 252	Foundations of Physics I	4
PHYS 290	Foundations of Physics Laboratory	1
MSTC 232	Fundamentals of Materials in Technology II	4
Core Ed		4
Credits		17
Spring		
MATH 253Z	Calculus: Sequences and Series	4
PHYS 253	Foundations of Physics I	4
PHYS 290	Foundations of Physics Laboratory	1
CH 329	Research Immersion Laboratory	3
Core Ed		4
Credits		16
Third Year		
Fall		
PHYS 351	Foundations of Physics II	4
CH 341	Majors Track Organic Chemistry I	4
MATH 256	Introduction to Differential Equations	4
Core Ed		4
Credits		16
Winter		
PHYS 352	Thermal Physics and Statistical Mechanics I	4
PHYS 391	Physics Experimentation Data Analysis Laboratory	4
MATH 281	Several-Variable Calculus I	4
Core Ed		4
Credits		16
Spring		
PHYS 353	Thermal Physics and Statistical Mechanics II	4
MATH 341	Elementary Linear Algebra	4
Core Ed		4

Electives		2
Credits		14
Fourth Year		
Fall		
MSTC 431	Thermal Physics of Advanced Materials	4
MATH 282	Several-Variable Calculus II	4
UD Elective for MSTC major		4
Credits		12
Winter		
MSTC 441	Electronic, Optical and Magnetic Properties of Materials I	4
UD Elective for MSTC major		4
Core Ed		4
Credits		12
Spring		
MSTC 432	Kinetics and Transport in Advanced Materials	4
MSTC 442	Electronic, Optical and Magnetic Properties of Materials II	4
UD Elective for MSTC major		4
Credits		12
Total Credits		180

Mathematics

<http://math.uoregon.edu>

Nicholas Proudfoot, Department Head

205 Fenton Hall
1222 University of Oregon
Eugene, OR 97403-1222
541-346-4705

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.

Faculty

Nicolas Addington, associate professor (algebraic geometry). BS, 2004, Washington (Seattle); PhD, 2009, Wisconsin, Madison. (2015)

Shabnam Akhtari, associate professor (number theory). BA, 2002, Sharif University of Technology; PhD, 2008, British Columbia. (2012)

Arkadiy D. Berenstein, professor (quantum groups, representation theory). MS, 1988, Moscow Transport Institute; PhD, 1996, Northeastern. (2000)

Tricia H. Bevans, associate teaching professor. BA, 1995, MS, 1998, Oregon. (2013)

Boris Botvinnik, professor (algebraic topology). MS, 1978, Novosibirsk State; PhD, 1984, USSR Academy of Sciences, Novosibirsk. (1993)

Marcin Bownik, 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, professor (algebraic topology and geometry, K-theory, commutative algebra). BA, 1994, Michigan, Ann Arbor; PhD, 1999, Massachusetts Institute of Technology. (2004)

Ellen E. Eischen, associate professor (number theory). BA, 2003, Princeton; PhD, 2009, Michigan, Ann Arbor. (2015)

Ben Elias, associate professor (representation theory, categorification). BA, 2005, Princeton; PhD, 2011, Columbia. (2014)

Cassandra Fisher, associate teaching professor. BS, 2010, George Fox; MS, 2012, Texas Tech. (2012)

Laura Fredrickson, assistant professor (geometric analysis and complex geometry). BS, 2010, California, Irvine; PhD, 2016, Texas, Austin. (2019)

Hayden Harker, teaching professor. BA, 1995, Oberlin College; MS, 2000, PhD, 2005, Oregon. (2011)

Weiyong He, professor (differential geometry, geometric analysis and partial differential equations). MS, 2004, Science and Technology of China; PhD, 2007, Wisconsin, Madison. (2009)

Kristen Henderson, associate teaching professor. BA, 2001, California, Berkeley; MS, 2003, Nevada, Reno. (2015)

Patricia Hersh, professor (combinatorics). BA, 1995, Harvard; PhD, 1999, Massachusetts Institute of Technology. (2019)

Alexander S. Kleshchev, professor (algebra, representation theory). BS, MS, 1988, Moscow State; PhD, 1993, Institute of Mathematics, Academy of Sciences of Belarus, Minsk. (1995)

Elina Kleshcheva, instructor, BS, 1987, MS, 1988, Moscow State. (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)

Robert Lipshitz, professor (differential topology). AB, 2002, Princeton; PhD, 2006, Stanford. (2015)

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)

Luca Mazzucato, assistant professor (computational neuroscience). Laurea, 2001, Padua; PhD, 2005, ISAS, Trieste. (2017)

James Murray, assistant professor (computational neuroscience). BS, Montana State; PhD, Johns Hopkins, 2013. (2020)

Maria Nemirovskaya, instructor. MS, 1996, Brigham Young; PhD, 2002, Massachusetts Institute of Technology. (2017)

Tammy Nezel, associate teaching professor. BA, 2004, BS, 2006, MS, 2008, Oregon. (2008)

Victor V. Ostrik, professor (representation theory). MS, 1995, PhD, 1999, Moscow State. (2003)

Liliana Pazdan-Siudeja, associate teaching professor. MS, 2010, Illinois, Urbana-Champaign. (2013)

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, teaching professor; assistant department head. BS, 2003, MS, 2005, Oregon. (2005)

Nicholas J. Proudfoot, professor (algebraic geometry, combinatorics, topological groups). AB, 2000, Harvard; PhD, 2004, California, Berkeley. (2007)

Peter Ralph, associate professor (populations and evolution with genomic data). AB, 2002, PhD, 2009, California, Berkeley. (2016)

Hal Sadofsky, associate professor (algebraic topology, homotopy theory). BS, 1984, Rochester; PhD, 1990, Massachusetts Institute of Technology. (1995)

Bijan Shahir, instructor. MS, 1979, PhD, 1987, Oregon; MSEE, 1999, Washington (Seattle). (2011)

Yefeng Shen, assistant professor (algebraic geometry). BS, 2006, Zhejiang University; MS, 2009, Peking University; PhD, 2013, University of Michigan. (2017)

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)

David C Steinberg, associate teaching professor. BSc, 2004, Alberta; MA, 2006, State University of New York, Binghamton; PhD, 2012, British Columbia. (2013)

Jennifer Thorenson, associate teaching professor. BS, 2003, North Dakota State; MS, 2005, PhD, 2013, Montana State. (2013)

Craig Tingey, associate teaching professor. 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)

Kai Shyang Wang, instructor. MA, 1985, California, Berkeley. (2009)

Micah Warren, associate 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, associate professor (combinatorics). BS, 2001, MS, 2002, Carleton; PhD, 2008, British Columbia. (2012)

Emeriti

Bruce A. Barnes, professor emeritus. BA, 1960, Dartmouth College; 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)

Peter B. Gilkey, professor (global analysis, differential geometry). BS, MA, 1967, Yale; PhD, 1972, Harvard. (1981)

James A. Isenberg, professor (mathematical physics, differential geometry, nonlinear partial differential equations). AB, 1973, Princeton; PhD, 1979, Maryland. (1982)

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)

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)

Brad S. Shelton, professor emeritus. BA, 1976, Arizona; MS, PhD, 1982, Washington (Seattle). (1985)

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)

Kathy Trigueiro, senior instructor emerita

Marie A. Vitulli, professor emerita. BA, 1971, Rochester; MA, 1973, PhD, 1976, Pennsylvania. (1976)

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)

Sergey Yuzvinsky, professor (representation theory, combinatorics, multiplication of forms). MA, 1963, PhD, 1966, Leningrad. (1980)

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

Undergraduate Programs

Majors - Bachelor's Degree

- Mathematics (BA/BS) (p. 264)
- Mathematics and Computer Science (BA/BS) (p. 273)

Minor

- Mathematics (p. 276)
- Mathematical Statistics (p. 277)

Graduate Programs

Major - Master's Degree

- Mathematics (MS) (p. 277)

Major - Doctoral Degree

- Mathematics (PhD) (p. 278)

Mathematics (BA/BS)

The field of mathematics sits midway between the sciences and the humanities. Like the sciences, mathematical thought is very analytical, precise, and rigorous. But like the arts and humanities, mathematics is about exploring places of incredible grace and beauty, some of which can only be accessed through the power of imagination. You can explore geometry in ten-dimensional space, learn about advanced and exotic number systems, and study statistical techniques for finding patterns in data sets, all in a supportive and collaborative environment.

Students majoring in mathematics can choose a track from three areas: applied mathematics, pure mathematics, and secondary teaching. Applied mathematics studies physical, biological, and sociological aspects; pure mathematics focuses on the development of mathematical principles for their own sake; and secondary teaching prepares students to teach math. Regardless of your focus, the mathematics major will teach you the art of disciplined and logical thought, skills that are very valuable to future employers. A mathematics degree prepares you for work in fields like engineering, computer programming, information technology, financial planning, data management, business, and education.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Use the language of mathematics correctly in the context of linear algebra and multi-variable calculus.
- Read and interpret written mathematics expressed using definitions, axioms, theorems, proofs and conjectures.
- Write clear and logical explanations of mathematical ideas.
- Apply computational and problem solving skills to investigate new mathematical questions.
- Demonstrate familiarity with the remarkable breadth of classical mathematics, including at least one area from algebra (groups of symmetries, factorization in commutative rings), analysis (limits, derivatives, integrals, and series), and number theory (prime numbers, Diophantine equations, and quadratic reciprocity).

- (Pure track) Demonstrate an in-depth understanding of a more advanced topic in algebra, analysis or topology. Use appropriate software (such as LaTeX) for mathematical writing in the context of proofs in this area.
- (Secondary teaching track) Understand some of the foundations of geometry, and the history and applications of calculus, as appropriate for secondary teaching. Use software (such as Desmos, Mathematica) in this context.

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 (MATH 425) cannot be used to satisfy requirements for a mathematics major or minor.

To qualify for a bachelor's degree with a major in mathematics, a student must satisfy the requirements for one of three options: the standard track, pure mathematics, or secondary teaching. In each option, most courses require calculus as a prerequisite, and in each option some of the courses require satisfying the bridge requirement.

- Standard Track (p. 265)
- Pure Mathematics (p. 266)
- Secondary Teaching (p. 266)

Mathematics Major - Standard Track

Code	Title	Credits
MATH 253Z	Calculus: Sequences and Series	4
MATH 281–282	Several-Variable Calculus I-II	8
MATH 341–342	Elementary Linear Algebra	8
CS 122 or CS 210	Introduction to Programming and Problem Solving Computer Science I	4
Select one of the following sets of Bridge courses:		12
MATH 231–232 and two of MATH 201–206		
MATH 307 and four of MATH 201–206		
Select one of the following Fundamentals sequences:		8
MATH 316–317	Fundamentals of Analysis I-II	
MATH 347–348	Fundamentals of Number Theory I-II	
MATH 391–392	Fundamentals of Abstract Algebra I-II	
Select four of the following, including at least one two-term sequence: ¹		16
MATH 316	Fundamentals of Analysis I	
MATH 317	Fundamentals of Analysis II	
MATH 343	Statistical Models and Methods ^{2, 3}	
MATH 345M	Probability and Statistics for Data Science ^{2, 3}	

DSCI 345M	Probability and Statistics for Data Science ^{2, 3}
MATH 347	Fundamentals of Number Theory I
MATH 348	Fundamentals of Number Theory II
MATH 351	Elementary Numerical Analysis I
MATH 352	Elementary Numerical Analysis II
MATH 391	Fundamentals of Abstract Algebra I
MATH 392	Fundamentals of Abstract Algebra II
MATH 394	Geometries from an Advanced Viewpoint I
MATH 395	Geometries from an Advanced Viewpoint II
MATH 397	History and Applications of Calculus
MATH 411	Functions of a Complex Variable I
MATH 413	Introduction to Analysis I
MATH 414	Introduction to Analysis II
MATH 415	Introduction to Analysis III
MATH 421M	Partial Differential Equations: Fourier Analysis I
MATH 422	Partial Differential Equations: Fourier Analysis II
MATH 431	Introduction to Topology I
MATH 432	Introduction to Topology II
MATH 433	Introduction to Differential Geometry
MATH 441	Linear Algebra
MATH 444	Introduction to Abstract Algebra I
MATH 445	Introduction to Abstract Algebra II
MATH 446	Introduction to Abstract Algebra III
MATH 458	Introduction to Mathematical Cryptography
MATH 461	Introduction to Mathematical Methods of Statistics I
MATH 462	Introduction to Mathematical Methods of Statistics II ^{2, 3}
MATH 463	Mathematical Methods of Regression Analysis and Analysis of Variance
MATH 467	Stochastic Processes
Total Credits	60

¹ Sequences include Fundamentals of Analysis I-II (MATH 316–317), Fundamentals of Number Theory I-II (MATH 347–348), Elementary Numerical Analysis I-II (MATH 351–352), Fundamentals of Abstract Algebra I-II (MATH 391–392), Geometries from an Advanced Viewpoint I-II (MATH 394–395), Partial Differential Equations: Fourier Analysis I (MATH 421M) - Partial Differential Equations: Fourier Analysis II (MATH 422), Introduction to Analysis I-III (MATH 413–415), Introduction to Topology (MATH 431–432), Introduction to Abstract Algebra I-III (MATH 444–446), Introduction to Mathematical Methods of Statistics I-II (MATH 461–462), Introduction to Mathematical Methods of Statistics I (MATH 461) - Stochastic Processes (MATH 467); credit for these courses cannot count for both the two-term Fundamentals sequence and the four upper-division electives.

² After completing Introduction to Mathematical Methods of Statistics II (MATH 462), students cannot receive credit for: Statistical Models and Methods (MATH 343), Probability and Statistics for Data Science (MATH 345M), nor Probability and Statistics for Data Science (DSCI 345M).

³ Students can only use one of the following toward the two-course upper-division requirement: Statistical Models and

Methods (MATH 343), Probability and Statistics for Data Science (MATH 345M), Probability and Statistics for Data Science (DSCI 345M), and Introduction to Mathematical Methods of Statistics II (MATH 462).

Mathematics Major - Pure Mathematics

Code	Title	Credits
MATH 253Z	Calculus: Sequences and Series	4
MATH 281–282	Several-Variable Calculus I-II	8
MATH 316–317	Fundamentals of Analysis I-II	8
MATH 341–342	Elementary Linear Algebra	8
CS 122	Introduction to Programming and Problem Solving	4
or CS 210	Computer Science I	
Select one of the following sets of Bridge courses:		12
MATH 231–232	Elements of Discrete Mathematics I-II (and two from MATH 201–206)	
MATH 307	Introduction to Proof (and four from MATH 201–206)	
Select one of the following Abstract Algebra sequences:		8
MATH 391–392	Fundamentals of Abstract Algebra I-II	
MATH 444–445	Introduction to Abstract Algebra I-II	
Select two of the following: ¹		8
MATH 343	Statistical Models and Methods ²	
MATH 345M	Probability and Statistics for Data Science ^{2, 3}	
DSCI 345M	Probability and Statistics for Data Science ^{2, 3}	
MATH 347	Fundamentals of Number Theory I	
MATH 348	Fundamentals of Number Theory II	
MATH 351	Elementary Numerical Analysis I	
MATH 352	Elementary Numerical Analysis II	
MATH 391	Fundamentals of Abstract Algebra I	
MATH 392	Fundamentals of Abstract Algebra II	
MATH 394	Geometries from an Advanced Viewpoint I	
MATH 395	Geometries from an Advanced Viewpoint II	
MATH 397	History and Applications of Calculus	
MATH 411	Functions of a Complex Variable I	
MATH 413	Introduction to Analysis I	
MATH 414	Introduction to Analysis II	
MATH 415	Introduction to Analysis III	
MATH 421M	Partial Differential Equations: Fourier Analysis I	
MATH 422	Partial Differential Equations: Fourier Analysis II	
MATH 431	Introduction to Topology I	
MATH 432	Introduction to Topology II	
MATH 433	Introduction to Differential Geometry	
MATH 441	Linear Algebra	
MATH 444	Introduction to Abstract Algebra I	

MATH 445	Introduction to Abstract Algebra II
MATH 446	Introduction to Abstract Algebra III
MATH 458	Introduction to Mathematical Cryptography
MATH 461	Introduction to Mathematical Methods of Statistics I
MATH 462	Introduction to Mathematical Methods of Statistics II ²
MATH 463	Mathematical Methods of Regression Analysis and Analysis of Variance
MATH 467	Stochastic Processes

Total Credits **60**

- ¹ The two-term abstract algebra sequence—Introduction to Abstract Algebra I (MATH 444), Introduction to Abstract Algebra II (MATH 445)—cannot also count toward the two upper-division electives.
- ² Students can only use one of the following toward the two-course upper-division requirement: Statistical Models and Methods (MATH 343), Probability and Statistics for Data Science (MATH 345M), Probability and Statistics for Data Science (DSCI 345M), and Introduction to Mathematical Methods of Statistics II (MATH 462).
- ³ After completing Introduction to Mathematical Methods of Statistics II (MATH 462), students cannot receive credit for: Statistical Models and Methods (MATH 343), Probability and Statistics for Data Science (MATH 345M), nor Probability and Statistics for Data Science (DSCI 345M).

Mathematics Major - Secondary Teaching

Code	Title	Credits
MATH 253Z	Calculus: Sequences and Series	4
MATH 281	Several-Variable Calculus I	4
MATH 341	Elementary Linear Algebra	4
MATH 343	Statistical Models and Methods	4
CS 122	Introduction to Programming and Problem Solving	4
or CS 210	Computer Science I	
Select one of the following sets of Bridge courses:		12
MATH 231–232	Elements of Discrete Mathematics I-II (and two from MATH 201–206)	
MATH 307	Introduction to Proof (and from from MATH 201–206)	
Select two of the following Fundamentals sequences:		16
MATH 316–317	Fundamentals of Analysis I-II	
MATH 347–348	Fundamentals of Number Theory I-II	
MATH 391–392	Fundamentals of Abstract Algebra I-II	
MATH 394–395	Geometries from an Advanced Viewpoint I-II	8
MATH 397	History and Applications of Calculus	4
Total Credits		60

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

To enroll with courses that have prerequisites, students must complete the prerequisite course with grades of C– or better or P. All upper-division mathematics courses must be taken for letter grades to count toward a mathematics major or minor, and only one D grade (D+ or D or D–) may be counted toward the upper-division requirements for the major or minor.

- **Standard Track**
- **Pure Mathematics (p. 269)**
- **Secondary Teaching (p. 271)**

Bachelor of Arts in Mathematics: Standard Track

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 203	Analysis and Number Theory Math Lab	2	
MATH 251Z	Differential Calculus	4	
WR 121Z	Composition I	4	
First term of first-year second-language sequence		5	
Credits		15	
Winter			
MATH 252Z	Integral Calculus	4	
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
MATH 201	Algebra Math Lab	2	
Second term of first-year second-language sequence		5	
Credits		15	
Spring			
MATH 253Z	Calculus: Sequences and Series	4	
Third term of first-year second-language sequence		5	
Social science area-satisfying course		4	
Science group area-satisfying course		4	
Credits		17	
Second Year			
Fall			
MATH 281	Several-Variable Calculus I	4	
MATH 341	Elementary Linear Algebra	4	
Arts and letters area-satisfying course		4	
First term of second-year second-language sequence		4	
Credits		16	
Winter			
MATH 282	Several-Variable Calculus II	4	
MATH 342	Elementary Linear Algebra	4	
Second term of second-year second-language sequence		4	
Social science area-satisfying course		4	
Credits		16	
Spring			
MATH 202	Geometry Math Lab	2	

MATH 205	Foundations Math Lab		2
MATH 307	Introduction to Proof	Mathematics major bridge requirement completed	4
Third term of second-year second-language sequence		BA language requirement completed	4
Science area-satisfying course			4
Credits			16
Third Year			
Fall			
MATH 316	Fundamentals of Analysis I		4
Arts and letters group satisfying course			4
Science group-satisfying course		Science group requirement completed	4
Upper-division Elective			4
Credits			16
Winter			
MATH 317	Fundamentals of Analysis II	Mathematics major fundamentals requirement completed	4
Social science group satisfying course			4
Arts and letters group satisfying course			4
Upper-division elective			4
Credits			16
Spring			
MATH 458	Introduction to Mathematical Cryptography		4
CS 122	Introduction to Programming and Problem Solving		4
Social science area satisfying course		Social science area requirement completed	4
Arts and letters area satisfying course		Arts and letters area requirement completed	4
Credits			16
Fourth Year			
Fall			
MATH 461	Introduction to Mathematical Methods of Statistics I		4
Upper-division elective			4

Upper-division elective		Completed the multicultural requirement	4
Credits			12
Winter			
MATH 462	Introduction to Mathematical Methods of Statistics II	Upper-division mathematics sequence completed	4
Upper-division elective			4
Upper-division elective		Need 26 upper-division credits beyond the mathematics major	4
Credits			12
Spring			
MATH 397	History and Applications of Calculus	Mathematics major requirements completed	4
Upper-division elective			4
Elective			4
Elective		180 credits completed	4
Credits			16
Total Credits			183

Bachelor of Science in Mathematics: Standard Track

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 251Z	Differential Calculus	4	
WR 121Z	Composition I	4	
Social science group-satisfying course			4
Science group-satisfying course			4
Credits			16
Winter			
WR 122Z or WR 123	Composition II or College Composition III	4	
Arts and letters group-satisfying course			4
MATH 201	Algebra Math Lab	2	
MATH 206	Combinatorics Math Lab	2	
MATH 252Z	Integral Calculus	4	
Credits			16
Spring			
MATH 253Z	Calculus: Sequences and Series	4	
Arts and letters group-satisfying course			4

Social science group-satisfying course			4
Elective			4
Credits			16
Second Year			
Fall			
MATH 202	Geometry Math Lab		2
MATH 205	Foundations Math Lab		2
MATH 281	Several-Variable Calculus I		4
Arts and letters group-satisfying course			4
Science group-satisfying course			4
Credits			16
Winter			
MATH 282	Several-Variable Calculus II		4
MATH 341	Elementary Linear Algebra		4
Elective			4
Social science group-satisfying course			4
Credits			16
Spring			
MATH 307	Introduction to Proof	Mathematics major bridge requirement completed	4
MATH 342	Elementary Linear Algebra		4
Arts and letters group-satisfying course		Arts and letters group requirement completed	4
Science group-satisfying course			4
Credits			16
Third Year			
Fall			
CS 210	Computer Science I		4
MATH 391	Fundamentals of Abstract Algebra I		4
Social science group-satisfying course		Social science group requirement completed	4
Upper-division Elective			4
Credits			16
Winter			
MATH 392	Fundamentals of Abstract Algebra II	Mathematics major fundament requirement completed	4
Upper-division elective			4
Elective			4
Elective			4
Credits			16
Spring			
MATH 397	History and Applications of Calculus		4

Upper-division elective	4
Upper-division elective	4
Elective	4

Credits **16**

Fourth Year

Fall

MATH 444	Introduction to Abstract Algebra I		4
Upper-division elective			4
Elective	Completed multicultural requirement		4

Credits **12**

Winter

MATH 445	Introduction to Abstract Algebra II	Mathematical major upper-division sequence requirement completed	4
Upper-division elective			4
Upper-division elective			4

Credits **12**

Spring

MATH 458	Introduction to Mathematical Cryptography	Mathematical major completed	4
Elective			4
Elective		180 credits completed	4

Credits **12**

Total Credits **180**

Bachelor of Arts in Mathematics: Pure Mathematics

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 203	Analysis and Number Theory Math Lab	2	
MATH 251Z	Differential Calculus	4	
WR 121Z	Composition I	4	
First term of first-year second-language sequence		5	
Credits		15	
Winter			
WR 122Z or WR 123	Composition II or College Composition III	4	
MATH 201	Algebra Math Lab	2	
MATH 252Z	Integral Calculus	4	
Second term of first-year second-language sequence		5	
Credits		15	
Spring			
MATH 253Z	Calculus: Sequences and Series	4	
Third term of first-year second-language sequence		5	

Social science group-satisfying course	4
Science group group-satisfying course	4

Credits **17**

Second Year

Fall

MATH 281	Several-Variable Calculus I	4
MATH 341	Elementary Linear Algebra	4
Arts and letters group-satisfying course		4
First term of second-year second-language sequence		4

Credits **16**

Winter

MATH 282	Several-Variable Calculus II	4
MATH 342	Elementary Linear Algebra	4
Second term of second-year second-language sequence		4
Social science group-satisfying course		4

Credits **16**

Spring

MATH 202	Geometry Math Lab		2
MATH 205	Foundations Math Lab		2
MATH 307	Introduction to Proof	MATH major Bridge requiremer completed	4
Third term of second-year second-language sequence		BA language requirement completed	4

Credits **16**

Third Year

Fall

MATH 316	Fundamentals of Analysis I	4
Arts and letters group satisfying course		4
Science group-satisfying course	Science group requirement completed	4
Upper-division Elective		4

Credits **16**

Winter

MATH 317	Fundamentals of Analysis II	MATH major Analysis requirement completed	4
Social science group satisfying course			4
Arts and letters group satisfying course			4
Upper-division elective			4

Credits **16**

Spring

CS 122	Introduction to Programming and Problem Solving	4

MATH 433	Introduction to Differential Geometry		4
Social science group satisfying course	Social science group requiremer completed		4
Arts and letters group satisfying course	Arts and letters group requirement completed		4
Credits			16
Fourth Year			
Fall			
MATH 444	Introduction to Abstract Algebra I		4
Upper-division elective			4
Upper-division elective	Complete the multi-cultural requirement by now		4
Credits			12
Winter			
MATH 445	Introduction to Abstract Algebra II	MATH major Abstract Algebra requirement completed	4
Upper-division elective			4
Upper-division elective			4
Credits			12
Spring			
MATH 343	Statistical Models and Methods		4
Upper-division elective			4
Elective			4
Elective	180 credits completed		4
Credits			16
Total Credits			183

Bachelor of Science in Mathematics: Pure Mathematics

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121Z	Composition I	4	
MATH 251Z	Differential Calculus	4	
Social science group-satisfying course		4	
Science group-satisfying course		4	
Credits		16	
Winter			
WR 122Z or WR 123	Composition II or College Composition III	4	

MATH 201	Algebra Math Lab		2
MATH 206	Combinatorics Math Lab		2
MATH 252Z	Integral Calculus		4
Arts and letters group-satisfying course			4
Credits			16
Spring			
MATH 253Z	Calculus: Sequences and Series		4
Arts and letters group-satisfying course			4
Social science group-satisfying course			4
Elective			4
Credits			16
Second Year			
Fall			
MATH 202	Geometry Math Lab		2
MATH 205	Foundations Math Lab		2
MATH 281	Several-Variable Calculus I		4
Arts and letters group-satisfying course			4
Science group-satisfying course			4
Credits			16
Winter			
MATH 282	Several-Variable Calculus II		4
MATH 341	Elementary Linear Algebra		4
Elective			4
Social science group-satisfying course			4
Credits			16
Spring			
MATH 307	Introduction to Proof	MATH major Bridge requiremer completed	4
MATH 342	Elementary Linear Algebra		4
Arts and letters group-satisfying course		Arts and letters group requiremer completed	4
Science group-satisfying course			4
Credits			16
Third Year			
Fall			
CS 210	Computer Science I		4
MATH 391	Fundamentals of Abstract Algebra I		4
Social science group-satisfying course		Social science group requirement completed	4
Upper-division Elective			4
Credits			16

Winter

MATH 392	Fundamentals of Abstract Algebra II	MATH major Abstract Algebra requiremer completed	4
Upper-division elective			4
Elective			4
Elective			4
Credits			16

Spring

MATH 343	Statistical Models and Methods		4
Upper-division elective			4
Upper-division elective			4
Elective			4
Credits			16

Fourth Year**Fall**

MATH 316	Fundamentals of Analysis I		4
Upper-division elective			4
Elective		Complete the multi-cultural requiremer by now	4
Credits			12

Winter

MATH 317	Fundamentals of Analysis II	MATH major Analysis requiremer complete	4
Upper-division elective			4
Upper-division elective			4
Credits			12

Spring

MATH 458	Introduction to Mathematical Cryptography	MATH major completed	4
Elective			4
Elective		180 credits completed	4
Credits			12

Total Credits 180**Bachelor of Arts in Mathematics: Secondary Teaching**

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121Z	Composition I	4	
MATH 203	Analysis and Number Theory Math Lab	2	

MATH 251Z	Differential Calculus	4
First term of first-year second-language sequence		5
Credits		15

Winter

WR 122Z or WR 123	Composition II or College Composition III	4
MATH 201	Algebra Math Lab	2
MATH 252Z	Integral Calculus	4
Second term of first-year second-language sequence		5
Credits		15

Spring

MATH 253Z	Calculus: Sequences and Series	4
Third term of first-year second-language sequence		5
Social science group-satisfying course		4
Science group-satisfying course		4
Credits		17

Second Year**Fall**

MATH 281	Several-Variable Calculus I	4
MATH 341	Elementary Linear Algebra	4
Arts and letters group-satisfying course		4
First term of second-year second-language sequence		4
Credits		16

Winter

CS 122	Introduction to Programming and Problem Solving	4
MATH 307	Introduction to Proof	4
Second term of second-year second-language sequence		4
Social science group-satisfying course		4
Credits		16

Spring

MATH 202	Geometry Math Lab		2
MATH 205	Foundations Math Lab	MATH major Bridge requirement completed	2
MATH 343	Statistical Models and Methods		4
Third term of second-year second-language sequence		BA language requirement completed	4
Science group-satisfying course		Science group requiremer completed	4
Credits			16

Third Year**Fall**

MATH 391	Fundamentals of Abstract Algebra I	4

Science group-satisfying course	Science group requirement completed	4
Arts and letters group satisfying course		4
Upper-division Elective		4
Credits		16
Winter		
MATH 392	Fundamentals of Abstract Algebra II	4
Upper-division elective		4
Social science group satisfying course		4
Arts and letters group satisfying course		4
Credits		16
Spring		
MATH 397	History and Applications of Calculus	4
Social science group satisfying course	Social science group requirement completed	4
Arts and letters group satisfying course	Arts and letters group requirement completed	4
Elective		4
Credits		16
Fourth Year		
Fall		
MATH 394	Geometries from an Advanced Viewpoint I	4
Upper-division elective		4
Upper-division elective	Complete the multi-cultural requirement by now	4
Credits		12
Winter		
MATH 347	Fundamentals of Number Theory I	4
MATH 395	Geometries from an Advanced Viewpoint II	4
Upper-division elective		4
Upper-division elective		4
Credits		16
Spring		
MATH 348	Fundamentals of Number Theory II	MATH major completed4
Upper-division elective		4

Elective	180 credits completed	4
Credits		12
Total Credits		183

Bachelor of Science in Mathematics: Secondary Teaching

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121Z	Composition I		4
MATH 251Z	Differential Calculus		4
Social science group-satisfying course			4
Science group-satisfying course			4
Credits			16
Winter			
WR 122Z or WR 123	Composition II or College Composition III		4
MATH 201	Algebra Math Lab		2
MATH 206	Combinatorics Math Lab		2
MATH 252Z	Integral Calculus		4
Arts and letters group-satisfying course			4
Credits			16
Spring			
MATH 253Z	Calculus: Sequences and Series		4
Arts and letters group-satisfying course			4
Social science group-satisfying course			4
Elective			4
Credits			16
Second Year			
Fall			
MATH 202	Geometry Math Lab		2
MATH 205	Foundations Math Lab		2
MATH 281	Several-Variable Calculus I		4
Arts and letters group-satisfying course			4
Science group-satisfying course			4
Credits			16
Winter			
MATH 307	Introduction to Proof	MATH major Bridge requirement completed	4
MATH 341	Elementary Linear Algebra		4
Elective			4
Social science group-satisfying course			4
Credits			16
Spring			
CS 122	Introduction to Programming and Problem Solving		4
MATH 343	Statistical Models and Methods		4

Arts and letters group-satisfying course	Arts and letters group requiremer completed	4
Science group-satisfying course		4

Credits 16

Third Year

Fall

MATH 391	Fundamentals of Abstract Algebra I	4

Social science group-satisfying course	Social science group requiremer completed	4

Elective		4

Upper-division elective		4

Credits 16

Winter

MATH 347	Fundamentals of Number Theory I	4

MATH 392	Fundamentals of Abstract Algebra II	MATH major Abstract Algebra requirement completed	4

Upper-division elective		4

Elective		4

Credits 16

Spring

MATH 348	Fundamentals of Number Theory II	4

Upper-division elective		4

Upper-division elective		4

Elective		4

Credits 16

Fourth Year

Fall

MATH 394	Geometries from an Advanced Viewpoint I	4

Upper-division elective		4

Elective	Complete the multi-cultural requiremer by now	4

Credits 12

Winter

MATH 395	Geometries from an Advanced Viewpoint II	4

Upper-division elective		4

Upper-division elective		4

Credits 12

Spring

MATH 397	History and Applications of Calculus (MATH major requirements completed)	4

Elective		4

Elective	180 credits completed	4

Credits 12

Total Credits 180

Mathematics and Computer Science (BA/BS)

Arkady Vaintrob and Christopher B. Wilson, Advisors

Students who want training in both mathematics and computer science can declare a joint mathematics and computer science major. This allows them to develop skills and knowledge in both fields. The program develops team players prepared for information-based jobs. MACS students graduate with the tools to analyze complex problems and to compute the answers to them.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proficiency in the main areas of computer science, including data structures and algorithms, computer systems, programming languages, and software development.
- Draw on broad knowledge of computer science to design, implement, and test software solutions to problems in a variety of areas.
- Demonstrate in-depth understanding of some area of computer science (theoretical foundations, computer systems, software development).
- Demonstrate proficiency with the calculational techniques and applications of calculus and linear algebra.
- Read and write mathematical proofs, producing arguments that are logically and syntactically correct.
- Demonstrate an in-depth understanding of some area of mathematics.
- Communicate and collaborate with others and express ideas orally and in writing.

Mathematics and Computer Science Major Requirements

The requirements for the mathematics and computer science (MACS) major fall into four categories: mathematics, computer science, writing, and science, with 44 credits taken in mathematics, 40 credits in computer science, and 16 credits (science and writing) in other departments.

Computer Science I (CS 210), Computer Science II (CS 211), Computer Science III (CS 212), Elements of Discrete Mathematics I (MATH 231), and Elements of Discrete Mathematics II (MATH 232) must be passed with grades of B– or better before students can take the upper-division core courses. Courses required for the major must be taken for a letter grade. Upper-division courses must be passed with a grade of C– or better. The science courses may be taken pass/no pass (P/N) or letter grades.

Code	Title	Credits
Core Courses		
CS 210–212	Computer Science I-III	12

MATH 231–232	Elements of Discrete Mathematics I-II	8
MATH 251Z– 253Z	Calculus: Differential, Integral, and Sequences & Series	12

Mathematics Requirements

Select one of the following:

MATH 316	Fundamentals of Analysis I	
MATH 347	Fundamentals of Number Theory I	
MATH 391	Fundamentals of Abstract Algebra I	
MATH 341–342	Elementary Linear Algebra	8
MATH 351–352	Elementary Numerical Analysis I-II	8
or MATH 461– 462	Introduction to Mathematical Methods of Statistics I-II	
Upper-level mathematics course ¹		4

Computer Science

CS 313	Intermediate Data Structures	4
CS 314	Computer Organization	4
CS 315	Intermediate Algorithms	4
CS 425	Principles of Programming Languages	4
Select one of the following:		4

CS 322	Introduction to Software Engineering	
CS 330	C/C++ and Unix	
CS 420	Automata Theory	
CS 422	Software Methodology I	
Two other upper-division CS courses ²		8

Writing Requirements

WR 320	Scientific and Technical Writing	4
or WR 321	Business Communications	

Science Requirements

Select 12 credits from one of the following science areas: 12

Biology ³		
BI 221Z & BI 223Z	Principles of Biology I: Cells and Principles of Biology III: Ecology and Evolution	
or BI 221Z & BI 222Z	Principles of Biology I: Cells and Principles of Biology II: Organisms	

Chemistry ³		
CH 111	Introduction to Chemical Principles	
or CH 113	The Chemistry of Sustainability	
or CH 221Z	General Chemistry I	
or CH 224H	Advanced General Chemistry I	
CH 221Z– 223Z	General Chemistry I-III	
or CH 224H-Honors General Chemistry 226H		

Geography

GEOG 141	The Natural Environment	
Select two of the following:		
GEOG 321	Climatology	
GEOG 322	Geomorphology	
GEOG 323	Biogeography	

Earth Sciences

ERTH 201	Dynamic Planet Earth	
ERTH 202	Earth's Surface and Environment	

ERTH 203	History of Life	
Physics ³		
PHYS 201– 203	General Physics	
or PHYS 251	Foundations of Physics I	
253		

Psychology

PSY 201Z	Introduction to Psychology I	
Select two of the following:		
PSY 301	Scientific Thinking in Psychology	
PSY 304	Biopsychology	
PSY 305	Cognition	
PSY 348	Music and the Brain	

Total Credits 96¹ Excludes Statistical Methods I (MATH 425)² At least one course must be numbered 410 or above and taken for a grade.³ Students are encouraged to complete the accompanying lab courses.**Additional Requirements**

Students must earn no grade below a B– in required lower-division mathematics and computer science courses—Computer Science I (CS 210), Computer Science II (CS 211), Computer Science III (CS 212), Elements of Discrete Mathematics I (MATH 231), Elements of Discrete Mathematics II (MATH 232)—for automatic advancement to upper-division computer science courses. At least 12 of the mathematics upper-division credits applied to the degree must be taken in residence at the university.

Major Progress Review and Major in Good Standing

Each major must meet with a CS advisor to file a Major Progress Review form after completing 12 credits of the upper-division core, including at least one course from each department. Mathematics and computer science courses and at least 8 credits of upper-division CS courses used to satisfy upper-division 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 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 or three grades below C– in any upper-division courses may be removed from the major.

Code	Title	Credits
MATH 316	Fundamentals of Analysis I	4
MATH 341	Elementary Linear Algebra	4
MATH 342	Elementary Linear Algebra	4
CS 313	Intermediate Data Structures	4
CS 314	Computer Organization	4
CS 315	Intermediate Algorithms	4
CS 425	Principles of Programming Languages	4
One of the following:		
CS 330	C/C++ and Unix	4
CS 420	Automata Theory	4
CS 422	Software Methodology I	4

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.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Mathematics and Computer Science

Course	Title	Credits	Milestones
First Year			
Fall			
CS 122	Introduction to Programming and Problem Solving	4	
MATH 112Z	Precalculus II: Trigonometry	4	
WR 121Z	Composition I	4	
First term of 2nd-year second-language sequence		4	
Credits		16	
Winter			
CS 210	Computer Science I	4	
MATH 231	Elements of Discrete Mathematics I	4	
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Second term of 2nd-year second-language sequence		4	
Credits		16	
Spring			
CS 211	Computer Science II	4	
MATH 232	Elements of Discrete Mathematics II	4	
Core-education course in arts and letters		4	
Third term of 2nd-year second-language sequence		4	
Credits		16	
Second Year			
Fall			
CS 212	Computer Science III	4	
MATH 251Z	Differential Calculus	4	
First course of additional science sequence		4	
Core-education course in social science		4	
Credits		16	
Winter			
CS 313	Intermediate Data Structures	4	
MATH 252Z	Integral Calculus	4	
Second course of additional science sequence		4	
Core-education course in arts and letters		4	
Credits		16	
Spring			
CS 315	Intermediate Algorithms	4	
MATH 253Z	Calculus: Sequences and Series	4	
Third course of additional science sequence		4	

Core-education course in social science		4
Credits		16
Third Year		
Fall		
CS 314	Computer Organization	4
MATH 316	Fundamentals of Analysis I	4
or MATH 347	or Fundamentals of Number Theory I	
or MATH 391	or Fundamentals of Abstract Algebra I	
CS 322	Introduction to Software Engineering	4
Core-education course in arts and letters		4
Credits		16
Winter		
CS 322	Introduction to Software Engineering	4
MATH 341	Elementary Linear Algebra	4
Core-education course in social science		4
Core-education course in arts and letters that also satisfies cultural literacy requirement		4
Credits		16
Spring		
CS 425	Principles of Programming Languages	4
MATH 342	Elementary Linear Algebra	4
Core-education course in social science that also satisfies cultural literacy requirement		4
Elective course		4
Credits		16
Fourth Year		
Fall		
MATH 351	Elementary Numerical Analysis I	4
or MATH 461	or Introduction to Mathematical Methods of Statistics I	
Upper-division elective course with CS subject code		4
Elective course		4
Credits		12
Winter		
MATH 352	Elementary Numerical Analysis II	4
or MATH 462	or Introduction to Mathematical Methods of Statistics II	
Upper-division elective course with CS subject code		4
Elective course		4
Credits		12
Spring		
WR 320	Scientific and Technical Writing	4
or WR 321	or Business Communications	
Upper-division elective course with MATH subject code		4
Elective course		4
Credits		12
Total Credits		180

Bachelor of Science in Mathematics and Computer Science

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 112Z	Precalculus II: Trigonometry	4	
CS 122	Introduction to Programming and Problem Solving	4	
WR 121Z	Composition I	4	
Core-education course in arts and letters		4	
Credits		16	
Winter			
MATH 231	Elements of Discrete Mathematics I	4	
CS 210	Computer Science I	4	
WR 122Z or WR 123	Composition II or College Composition III	4	
Core-education course in social science		4	
Credits		16	
Spring			
MATH 232	Elements of Discrete Mathematics II	4	
CS 211	Computer Science II	4	
Core-education course in arts and letters		4	
Core-education course in social science		4	
Credits		16	
Second Year			
Fall			
MATH 251Z	Differential Calculus	4	
CS 212	Computer Science III	4	
Core-education course in arts and letters that also satisfies a cultural literacy requirement		4	
First course of additional science sequence		4	
Credits		16	
Winter			
CS 313	Intermediate Data Structures	4	
MATH 252Z	Integral Calculus	4	
Second course of additional science sequence		4	
Core-education course in social science also satisfies a cultural literacy requirement		4	
Credits		16	
Spring			
CS 315	Intermediate Algorithms	4	
MATH 253Z	Calculus: Sequences and Series	4	
Third course of additional science sequence		4	
Core-education course in social science		4	
Credits		16	
Third Year			
Fall			
CS 314	Computer Organization	4	

MATH 316 or MATH 347 or MATH 391	Fundamentals of Analysis I or Fundamentals of Number Theory I or Fundamentals of Abstract Algebra I	4
CS 322	Introduction to Software Engineering	4
Core-education course in arts and letters		4
Credits		16
Winter		
CS 322	Introduction to Software Engineering	4
MATH 341	Elementary Linear Algebra	4
Elective courses		8
Credits		16
Spring		
CS 425	Principles of Programming Languages	4
MATH 342	Elementary Linear Algebra	4
Elective courses		8
Credits		16
Fourth Year		
Fall		
Elective course with a CS subject code		4
MATH 351 or MATH 461	Elementary Numerical Analysis I or Introduction to Mathematical Methods of Statistics I	4
Elective course		4
Credits		12
Winter		
Elective course with a CS subject code		4
MATH 352 or MATH 462	Elementary Numerical Analysis II or Introduction to Mathematical Methods of Statistics II	4
Elective course		4
Credits		12
Spring		
Elective course with MATH subject code		4
WR 320 or WR 321	Scientific and Technical Writing or Business Communications	4
Elective course		4
Credits		12
Total Credits		180

Mathematics Minor

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 science or physics often complete double majors, students with more distantly related majors such as psychology or history may find the minor useful.

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.

Mathematics and Computer Science majors cannot minor in Mathematics.

Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better. Coursework transferred in from Advanced Placement or International Baccalaureate exams are acceptable with a mark of P*.

One upper-division course used to fulfill the minor requirements may receive a grade of D (D+ or D or D-).

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; Statistical Methods I (MATH 425) cannot be used toward the upper-division requirement. A minimum of 15 credits must be taken at the University of Oregon.

Code	Title	Credits
MATH courses at or above the 200-level ^{1,2}		30
15 upper-division MATH credits		

¹ Students cannot receive credit for MATH 343, MATH 345M, or DSCI 345M after completing MATH 462.

² Students may only count one course in MATH 343, MATH 345M, MATH 462, or DSCI 345M toward the minor.

Mathematical Statistics Minor

Statistics is a fundamental discipline which is highly desired by employers in many areas of science and social science, business, finance, and medical research. Students will have a significant background and training in mathematics or data science.

Statistics Minor Requirements

Code	Title	Credits
MATH 253Z	Calculus: Sequences and Series	4
MATH 341–342	Elementary Linear Algebra ¹	8
MATH 461–462	Introduction to Mathematical Methods of Statistics I-II ²	8
MATH 463	Mathematical Methods of Regression Analysis and Analysis of Variance ²	4
Upper-Division Course in Statistics ²		4
MATH 467	Stochastic Processes	
MATH/DSCI 345M	Probability and Statistics for Data Science ³	
MATH/BI 499M	Stochastic Dynamical Modeling in Biology	
Total Credits		28

¹ Courses must be taken for a letter grade of C- or better or a mark of Pass (P or P*).

² Courses must be taken for a letter grade and passed with a grade of C- or better.

³ After completing MATH 462, students cannot receive credit for MATH 345M/DSCI 345M.

Residency Requirements

We expect students to be in residency for the core Math 461/462/463 sequence and for the remaining 4 credits of applied statistics taught in the Mathematics Department or another science/social science department on campus.

Overlap Policy

The core 461/462/463 sequence will not be allowed to count towards other majors or minors, including Mathematics, Data Sciences, or Computer Science. The additional upper-division 4 credit course in applied statistics will not be allowed to count towards the Mathematics major, Mathematics minor, or Mathematics and Computer Science major.

Mathematics (MS)

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.

In addition to general Division of Graduate Studies 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 and online (<https://math.uoregon.edu/wp-content/uploads/2022/11/Handbook-22-23.pdf>). 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. This examination is waived under circumstances outlined in the departmental *Graduate Student Handbook*.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Upon successful completion of this program, students will be able to demonstrate mastery of subject knowledge in three core areas. The core subject areas taught in our graduate program are algebra, topology/geometry, analysis/probability, and applied mathematics. Students are expected to attain a mastery of this material at an intermediate level for two of these core areas, and at an advanced level for a third area. Mastery is demonstrated by completion of a full-year course sequence in each area, 500-level for intermediate and 600-level for advanced.

Explanation:

Demonstrate mastery of subject knowledge in three core areas.

Explanation: The three core subject areas taught in our department are algebra, topology/geometry, and analysis/probability. Graduate students are expected to attain a mastery of this material at an advanced level for two of the three core areas, and at an intermediate level for the third area.

Demonstrate ability to learn from non-expository sources.

Explanation: Learning material from research papers is different from learning from courses and textbooks. Graduate students are expected to demonstrate the ability to learn material from non-expository sources, including at least one source that is written in French, German, or Russian.

Conduct original and substantive research.

Explanation: The most important requirement completing a Ph.D. in mathematics is producing a dissertation containing original and substantive mathematical work.

The learning outcomes and assessments for students who earn a master's degree consist of a modified version of Learning Outcome #1 for Ph.D. students. To earn a master's degree, a student must complete full-year course sequences in each of the three core areas, one at the 600-level and two at the 500-level, with an average grade of B+ or better and a minimum grade of B or better in each sequence. In addition, the student is required to complete at least 45 graduate credit hours, at least 30 of which are completed in the Department of Mathematics.

Mathematics Major Requirements

Code	Title	Credits
Three of the following sequences below with at least one at 600-level¹		30
500-Level Sequences		
MATH 513 & MATH 514 & MATH 515	Introduction to Analysis I and Introduction to Analysis II and Introduction to Analysis III	
MATH 531 & MATH 532 & MATH 533	Introduction to Topology I and Introduction to Topology II and Introduction to Differential Geometry	
or MATH 531 and Introduction to Topology I and Introduction to Topology II & MATH 532 and Introduction to Topology III & MATH 534		
MATH 544 & MATH 545 & MATH 546	Introduction to Abstract Algebra I and Introduction to Abstract Algebra II and Introduction to Abstract Algebra III	
600-Level Sequences		
MATH 647 & MATH 648 & MATH 649	Abstract Algebra and Abstract Algebra and Abstract Algebra	
MATH 634 & MATH 635 & MATH 636	Algebraic Topology and Algebraic Topology and Algebraic Topology	
MATH 637 & MATH 638 & MATH 639	Differential Geometry and Differential Geometry and Differential Geometry	
MATH 616 & MATH 617 & MATH 618	Real Analysis and Real Analysis and Real Analysis	
MATH 616 & MATH 672 & MATH 673	Real Analysis and Theory of Probability and Theory of Probability	
MATH 607 & 607 & 607	Seminar: [Topic] and Seminar: [Topic] and Seminar: [Topic] ²	
Electives³		9-15
Total Credit Requirement:		45

¹ At least 9 credits of 600-level mathematics courses. Excluding Reading and Conference: [Topic] (MATH 605).

² Only MATH 607 courses in the "applied math" sequence count toward this requirement.

³ Up to 15 credits can be taken outside of mathematics.

Mathematics (PhD)

The Mathematics Department at the University of Oregon offers a PhD in a variety of areas of mathematics. The American Mathematical Society has ranked us in the top group of U.S. research departments. The department has distinguished research groups in algebra, analysis, topology, geometry, probability, number theory, and mathematical biology. We are large enough to provide the quality and breadth required for a major research department, yet small enough so that graduate students have close interactions with the faculty. There are about 30 faculty members and 65 graduate students.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of subject knowledge in three core areas. The core subject areas taught in our graduate program are algebra, topology/geometry, analysis/probability, and applied mathematics. Graduate students are expected to attain a mastery of this material at an advanced level for two of these core areas, and at least at an intermediate level for a third area.
- Demonstrate ability to learn from non-expository sources. Learning material from research papers is different from learning from courses and textbooks. Graduate students are expected to demonstrate the ability to learn material from non-expository sources, including at least one source that is written in French, German, or Russian.
- Conduct original and substantive research. The most important requirement for completing a Ph.D. in mathematics is producing a dissertation containing original and substantive mathematical work.
- The learning outcomes for students who earn a Master's degree consist of a modified version of LO1 for Ph.D. students. To earn a Master's degree, a student must complete full year course sequences in each of the three core areas, one at the advanced level and two at the intermediate level

Explanation:

Demonstrate mastery of subject knowledge in three core areas.

Explanation: The three core subject areas taught in our department are algebra, topology/geometry, and analysis/probability. Graduate students are expected to attain a mastery of this material at an advanced level for two of the three core areas, and at an intermediate level for the third area.

Demonstrate ability to learn from non-expository sources.

Explanation: Learning material from research papers is different from learning from courses and text books. Graduate students are expected to demonstrate the ability to learn material from non-expository sources, including at least one source that is written in French, German, or Russian.

Conduct original and substantive research

Explanation: The most important requirement completing a Ph.D. in mathematics is producing a dissertation containing original and substantive mathematical work.

Mathematics Major Requirements

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 a PhD degree in mathematics. Advanced graduate courses in each area of mathematics are typically offered in topics courses (numbered MATH 607). A student in the pre-PhD program may also be a candidate for the master's degree.

Pre-PhD Program

Students entering the pre-PhD program will have completed a course of study equivalent to the graduate preparatory bachelor's degree program described in the department's Undergraduate program. Students in the pre-PhD program must take the qualifying examination by the beginning of their third year, during the week before classes begin fall term. It consists of examinations on two basic 600-level graduate course sequences, one each from two of the following four categories:

1. algebra
2. analysis and probability
3. topology and geometry
4. applied math

The Sequence Requirement

Each student is required to complete at least one sequence from three of the following four areas: analysis/probability, topology/geometry, algebra, and applied mathematics, subject to the following requirements:

- The sequences in at least two areas must be at the 600-level.
- All courses applied to this requirement must be completed with a grade of B or above.
- The average grade in each sequence applied to this requirement must be at least B+.

Code	Title	Credits
Area 1: Analysis/Probability		
MATH 513–515	Introduction to Analysis I-III	
MATH 616–618	Real Analysis	
MATH 671–673	Theory of Probability	
Area 2: Geometry/Topology		
MATH 531–532	Introduction to Topology	
MATH 634–636	Algebraic Topology	
MATH 637–639	Differential Geometry	
Area 3: Algebra		
MATH 544–546	Introduction to Abstract Algebra I-III	
MATH 647–649	Abstract Algebra	
Area 4: Applied Mathematics		
MATH 607	Seminar: [Topic] (Stochastic Processes)	

MATH 607	Seminar: [Topic] (Statistical Learning)	
MATH 607	Seminar: [Topic] (Machine Learning)	
Total Sequence Requirement Credits		36
Electives		27
Dissertation		18
MATH 603	Dissertation	
Total Credits		81

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
- 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. To fulfill the language requirement, the student must meet with a faculty member—a doctoral advisor or a member of the PhD committee—to obtain advice for a suitable paper or book. The paper or book should be written in French, German, or Russian and have mathematical material beneficial to the student's area of study. After reading, translating, and understanding the material, the student meets with the faculty member again. The faculty member determines whether the student understands the material. If satisfied, the faculty member deems the requirement met and the decision is added in writing to the student's record.

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 by the end of the second academic year in the PhD program. 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 dissertation are those of the Graduate School.

Multidisciplinary Science

<http://gensci.uoregon.edu>

Jana Prikryl, Program Director

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A multidisciplinary science major allows students to design their own program of study in the natural sciences. Students choose their areas of specialization from a broad range of sciences, tailoring their studies to their specific interests and career goals.

The multidisciplinary science major is useful to students whose interests do not fit well within a single scientific field, as well as students who wish to pursue advanced degrees in health-related fields.

Multidisciplinary Science is different from traditional majors in that it pulls coursework from multiple STEM departments to provide students with a self-guided interdisciplinary education. Unlike many STEM majors, most MSCI students add the major during their junior or senior year. Assessment models that rely on learning outcomes based on the content of specific coursework and subdivided into yearly educational benchmarks are therefore not appropriate for the Multidisciplinary Science Program. Instead, the MSCI program outcomes are tied to its structure, which is designed to:

- Provide students with interdisciplinary curricular choices that develop competencies important for all STEM fields.
- Emphasize and develop skillsets commonly sought by employers.
- Address expectations of students entering the Multidisciplinary Science Program, for example timely degree completion.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Develop a personalized plan for timely degree completion in the MSCI program by thoughtfully selecting coursework from multiple STEM departments, taking into account the unique structure of the program and individual academic goals.
- Analyze and articulate connections between chosen STEM disciplines and their applications to career objectives.
- Explain the steps and limitations of the scientific methodology and apply this knowledge to critically evaluate scientific information as presented by popular and professional sources.
- Articulate how the MSCI coursework develops skills that are highly valued by employers, such as critical thinking, problem solving, work ethic, collaboration, effective communication, and analysis and interpretation of quantitative information.

Multidisciplinary Science Major Requirements

Code	Title	Credits
Lower Division MATH/CS Requirement ¹		8
MATH 251Z	Differential Calculus	
or MATH 24I Calculus for the Biological Sciences I		
Select one of the following		
CS 122	Introduction to Programming and Problem Solving	
MATH 231	Elements of Discrete Mathematics I	
STAT 243Z	Elementary Statistics I	
MATH 247	Calculus for the Biological Sciences II	
MATH 252Z	Integral Calculus	

MATH 425 Statistical Methods I (Students who complete MATH 425 as part of the math requirement, cannot also use this same class towards the 32 credits of upper-division Multidisciplinary Science major requirements.)

Foundations Courses 36-48

Select 3 sequences or 3-course combinations from the following; 2 sequences must include labs. ^{2, 3}

Anthropology: Applies as a non-lab course combination	
ANTH 270	Introduction to Biological Anthropology (Required for ANTH course combination)
Select two of the following:	
ANTH 145	Principles of Archaeology
ANTH 170	Introduction to Human Origins
ANTH 171	Introduction to Monkeys and Apes
ANTH 173	Evolution of Human Sexuality
ANTH 175	Evolutionary Medicine
ANTH 176	Introduction to Forensic Anthropology
ANTH 361	Human Evolution
ANTH 362	Human Biological Variation

Biology: Applies as a lab sequence

Select one of the options:	
Option A:	
BI 221Z	Principles of Biology I: Cells
BI 222Z	Principles of Biology II: Organisms
BI 223Z	Principles of Biology III: Ecology and Evolution
or BI 214	General Biology IV: Biochemistry and Genetics
Option B:	
BI 281H–283H Honors Biology I-III	

Chemistry: Can apply as either a lab sequence or a non-lab sequence

Select one of the options:	
Option A:	
CH 221Z–223Z	General Chemistry I-III
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I ⁴
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II ⁴
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III ⁴
Option B:	
CH 224H–226H	Honors General Chemistry
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I ⁴
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II ⁴
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III ⁴

Computer Science: Applies as a lab sequence

CS 210–212	Computer Science I-III

Earth Sciences: Applies as a lab sequence

ERTH 201	Dynamic Planet Earth (OR ERTH 101 with a mid-B or better grade)
ERTH 202	Earth's Surface and Environment (OR ERTH 102 with a mid-B or better grade)
ERTH 203	History of Life (OR ERTH 103 with a mid-B or better grade)
Geography: Applies as a non-lab course combination	
GEOG 141	The Natural Environment (Required for GEOG course combination)
Select two of the following:	
GEOG 181	Our Digital Earth
GEOG 321	Climatology
GEOG 322	Geomorphology
GEOG 323	Biogeography
GEOG 360	Watershed Science and Policy
GEOG 361	Global Environmental Change
Physics: Can apply as a lab sequence or a non-lab sequence	
Select one of the following:	
PHYS 201–203 & PHYS 204–206	General Physics and Introductory Physics Laboratory
PHYS 251–253 & PHYS 290	Foundations of Physics I and Foundations of Physics Laboratory (must take all 3 terms of PHYS 290 for this to count as a lab sequence)
Upper Division	32 credits of approved upper-division courses from the below departments⁵ 32
BI, CH, CS, ERTH, HPHY, MATH, PHYS, and PSY	Upper-division courses from these departments are approved for the major.
ANTH	Upper-division ANTH courses from the list below. Experimental courses (410) require program approval.
GEOG	Upper-division GEOG courses from the list below. Experimental courses (410) require program approval.
Emphasis areas	At least twelve graded credits (not P/NP) must be in one department and at least twelve graded credits must be in a second department. We strongly encourage students to take all majors classes for a grade.
401-409	4 of the 32 credits may be research (401), thesis (403), or supervised college teaching (402) credits. Seminar, Readings & Conference, Practicum, Internship, and Tutorial credits (404-409) may not be used for the Multidisciplinary Science major.
Double Majors	upper division credits used for another major may not be used to satisfy MSCI requirements.

Minors in related fields

There is no MSCI imposed restriction on course overlap between the MSCI major and any minor (though the department offering the minor might have restrictions). We encourage you to look into minors in your emphasis areas.

Prerequisites

All students are subject to all prerequisites, minimum grade requirements, and registration restrictions set by each department for its own courses. These things cannot be circumvented because one is a MSCI major. Please investigate the prerequisites and restrictions for the courses you are interested in taking early on.

Total Credits **76-88**

- ¹ All students must demonstrate a proficiency in mathematics by passing calculus I and one additional math or computer science class from the provided list. All courses must be completed with grades of C– or P (pass) or better
- ² All students must take three course sequences (or three course combinations in the case of ANTH and GEOG) from the provided list, two of which must include laboratories. The labs might be embedded in the class (as with BI, CS, and GEOL), or taken as separate courses (as with CH and PHYS). All courses must be completed with grades of C– or P (pass) or better, except ERTH 101-103 which must be completed with grades of mid-B or better.
- ³ If an upper-division course is used towards the Foundations requirements, the same course cannot also be used to satisfy the other upper-division MSCI requirements.
- ⁴ Students who transfer CH 227Z/228Z/229Z credits from other schools may have the corresponding CH 217/218/219 course and credit requirements waived.
- ⁵ All courses must be completed with grades of C– or P or better. All upper division emphasis area courses must be taken for a letter grade.

Additional Requirements

At least 24 upper-division credits must be taken at the University of Oregon.

Approved Courses

Code	Title	Credits
Anthropology		
ANTH 332	Human Attraction and Mating Strategies	4
ANTH 341	Food Origins	4
ANTH 349	Origins of Art	4
ANTH 361	Human Evolution	4
ANTH 362	Human Biological Variation	4
ANTH 366	Human Osteology Laboratory	4
ANTH 369	Human Growth and Development	4
ANTH 376	Decoding Your Genome	4
ANTH 442	Northwest Coast Archaeology	4
ANTH 443		4
ANTH 446		4
ANTH 456	Peopling of the Americas	4
ANTH 459	Advanced Evolutionary Medicine	4

ANTH 462	Primate Evolution	4
ANTH 463	Primate Behavior	4
ANTH 467	Paleoecology and Human Evolution	4
ANTH 468		4
ANTH 470	Statistical Analysis of Biological Anthropology	4
ANTH 471	Zooarchaeology: [Topic]	4
ANTH 472	Primate Conservation Biology	4
ANTH 473		4
ANTH 474		4
ANTH 479	Taphonomy: Bones, Bugs, and Burials	4
ANTH 481	Principles of Evolutionary Psychology	4
ANTH 487	Bioanthropology Methods	4
Geography		
GEOG 321	Climatology	4
GEOG 322	Geomorphology	4
GEOG 323	Biogeography	4
GEOG 341	Population and Environment	4
GEOG 342	Geography of Globalization	4
GEOG 343	Society, Culture, and Place	4
GEOG 360	Watershed Science and Policy	4
GEOG 361	Global Environmental Change	4
GEOG 425	Hydrology and Water Resources	4
GEOG 427	Fluvial Geomorphology	4
GEOG 430	Long-Term Environmental Change	4
GEOG 433	Fire and Natural Disturbances	4
GEOG 481	GIScience I	4
GEOG 482	GIScience II	4
GEOG 485	Remote Sensing I	4
GEOG 486	Remote Sensing II	4
GEOG 491	Advanced Geographic Information Systems	4
GEOG 493	Advanced Cartography and Geo-Visualization	4
GEOG 494	Spatial Analysis	4
GEOG 495	Geographic Data Analysis	4
GEOG 497	Qualitative Methods in Geography	4

Multidisciplinary science 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, in accordance with university policy.

The upper-division requirements are for students who declared the multidisciplinary 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. Upper-division credits used to satisfy minimum requirements of another major may not be used to satisfy upper-division requirements in multidisciplinary science. At least 24 upper-division science credits must be completed at the University of Oregon to meet the multidisciplinary science residency requirement.

Upper-division courses may be selected from the multidisciplinary science website (<http://gensci.uoregon.edu/>).

Honors Program

Students preparing to graduate with honors in multidisciplinary science should notify the program director no later than the first term of the senior year.

Honors in multidisciplinary 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 Multidisciplinary Science Committee.

To graduate with honors, students must have at least a 3.50 overall grade point average and an average GPA of 3.50 or better in all classes counting towards the multidisciplinary science major. In addition, they must complete 6 credits (or equivalent experience pre-approved by MSCI Director) of Research (401) or Thesis (403) or both in an 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 multidisciplinary science are awarded.

For guidelines and calendar, contact the Multidisciplinary Science Program Director.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Science in Multidisciplinary Science with Education Focus

Course	Title	Credits	Milestones
First Year			
Fall			
CH 111	Introduction to Chemical Principles	4	
MATH 111Z	Precalculus I: Functions	4	
WR 121Z	Composition I	4	
Core-education course		4	
Credits		16	
Winter			
MATH 112Z	Precalculus II: Trigonometry	4	
WR 122Z	Composition II	4	
or WR 123 or College Composition III			
BI 221Z	Principles of Biology I: Cells	5	
Core-education course that also satisfies multicultural requirement		4	
Credits		17	
Spring			
BI 222Z	Principles of Biology II: Organisms	5	
MATH 251Z	Differential Calculus	4	
Core-education course that also satisfies multicultural requirement		4	
Core-education course		4	
Credits		17	

Second Year**Fall**

BI 223Z or BI 214	Principles of Biology III: Ecology and Evolution or General Biology IV: Biochemistry and Genetics	5
CH 221Z or PHYS 201	General Chemistry I or General Physics	4
CH 227Z & CH 217 or PHYS 204	General Chemistry I Laboratory or Introductory Physics Laboratory	2
Core-education course		4

Credits **15**

Winter

CH 222Z or PHYS 202	General Chemistry II or General Physics	4
CH 228Z & CH 218 or PHYS 205	General Chemistry II Laboratory or Introductory Physics Laboratory	2
MATH 252Z	Integral Calculus	4
Core-education course		4

Credits **14**

Spring

CH 223Z or PHYS 203	General Chemistry III or General Physics	4
CH 229Z & CH 219 or PHYS 206	General Chemistry III Laboratory or Introductory Physics Laboratory	2
STAT 243Z or MATH 425	Elementary Statistics I or Statistical Methods I	4
Core-education course		4

Credits **14**

Third Year**Fall**

ERTH 101 or ERTH 201	Exploring Planet Earth (completed with a letter grade of mid-B or higher) or Dynamic Planet Earth	4
CH 331	Organic Chemistry I	4
Core-education course		4
Elective course		4

Credits **16**

Winter

ERTH 102 or ERTH 202	Exploring Earth's Environment (completed with a letter grade of mid-B or higher) or Earth's Surface and Environment	4
CH 335	Organic Chemistry II	4
Elective courses		8

Credits **16**

Spring

ERTH 103 or ERTH 203	Exploring Earth History (completed with a letter grade of mid-B or higher) or History of Life	4
CH 336	Organic Chemistry III	4
Upper-division elective courses		8

Credits **16**

Fourth Year**Fall**

Upper-division earth science course		4
Upper-division mathematics or elective course		4
Upper-division elective courses		8

Credits **16**

Winter

Upper-division biology course		4
Upper-division earth science course		4
Upper-division elective courses		8

Credits **16**

Spring

Upper-division biology course		4
Upper-division earth science course		4
Upper-division elective course		4

Credits **12**

Total Credits **185**

Bachelor of Science in Multidisciplinary Science with Pre-Medical Focus

Course Title Credits Milestones

First Year**Fall**

CH 111	Introduction to Chemical Principles	4
MATH 111Z	Precalculus I: Functions	4
WR 121Z	Composition I	4
Core-education course		4

Credits **16**

Winter

WR 122Z or WR 123	Composition II or College Composition III	4
MATH 112Z	Precalculus II: Trigonometry	4
CH 221Z	General Chemistry I	4
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I	2

Credits **14**

Spring

CH 222Z	General Chemistry II	4
CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II	2
MATH 251Z or MATH 246	Differential Calculus or Calculus for the Biological Sciences I	4

Core-education course 4

Credits **14**

Second Year**Fall**

BI 221Z	Principles of Biology I: Cells	5
CH 223Z	General Chemistry III	4
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III	2
Core-education course that also satisfies multicultural requirement		4

Credits **15**
Winter

BI 222Z	Principles of Biology II: Organisms	5
MATH 252Z or MATH 247	Integral Calculus or Calculus for the Biological Sciences II	4
Core-education course that also satisfies multicultural requirement		4
Core-education course		4

Credits **17**
Spring

BI 214	General Biology IV: Biochemistry and Genetics	5
STAT 243Z or MATH 425	Elementary Statistics I or Statistical Methods I	4
Upper-division core-education course		4
Core-education course		4

Credits **17**
Third Year**Fall**

BI 320	Molecular Genetics	4
CH 331	Organic Chemistry I	4
CH 337	Organic Chemistry Laboratory	3
Upper-division core-education course		4

Credits **15**
Winter

CH 335	Organic Chemistry II	4
CH 338	Organic Chemistry Laboratory	3
BI 358	Investigations in Medical Physiology	4
Upper-division elective course		4

Credits **15**
Spring

PSY 201Z or PSY 202Z or PSY 304	Introduction to Psychology I or Introduction to Psychology II or Biopsychology	4
SOC 204Z or SOC 207	Introduction to Sociology or Social Inequality	4
CH 336	Organic Chemistry III	4
Upper-division biology course		4

Credits **16**
Fourth Year**Fall**

PHYS 201	General Physics	4
PHYS 204	Introductory Physics Laboratory	2
CH 360 or CH 461	Physiological Biochemistry or Biochemistry	4
Upper-division biology or elective course		4

Credits **14**
Winter

PHYS 202	General Physics	4
PHYS 205	Introductory Physics Laboratory	2
CH 463	Biochemistry	4
Upper-division elective courses		6

Credits **16**
Spring

PHYS 203	General Physics	4
PHYS 206	Introductory Physics Laboratory	2
CH 462	Biochemistry	4
Upper-division elective course		4

Credits **14**

Total Credits **183**

Neuroscience

<http://neuroscience.uoregon.edu>
Nicole Dudukovic, Undergraduate Program Director

541-346-7225

neuro@uoregon.edu

Neuroscience is the interdisciplinary study of neural function, development, and behavior. The University of Oregon offers an undergraduate major in Neuroscience. The graduate training program in neuroscience is centered in the Institute of Neuroscience (<https://ion.uoregon.edu>). Affiliated faculty members in the undergraduate major as well as participating faculty members in the graduate training program are drawn from the Departments of Biology, Human Physiology, and Psychology, along with the Phil and Penny Knight Campus for Accelerating Scientific Impact.

Affiliated Faculty

Elliot Berkman, psychology

Melynda Casement, psychology

Robert Chavez, psychology

Paul Dassonville, psychology

Chris Doe, biology

Judith Eisen, biology

Tim Gardner, Knight Campus

Ian Greenhouse, human physiology

Tory Herman, biology

Benjamin Hutchinson, psychology

Adrianne Huxtable, human physiology

Santiago Jaramillo, biology

Brice Kuhl, psychology

Shawn Lockery, biology

Michelle Marneweck, human physiology

Ulrich Mayr, psychology

Luca Mazzucato, biology

David McCormick, biology

Adam Miller, biology

Kate Mills, psychology

James Murray, biology

Deepu Murty, psychology

Cris Niell, biology

Jennifer Pfeifer, psychology

Margaret Sereno, psychology

Matt Smear, psychology

Nicki Swann, human physiology

Emily Sylwestrak, biology

Nash Unsworth, psychology

Philip Washbourne, biology

Michael Wehr, psychology

Monte Westerfield, biology

Lila Wollman, human physiology

Dasa Zeithamova, psychology

Undergraduate Program

Major - Bachelor's Degree

- Neuroscience (BA/BS) (p. 285)

Graduate Program

Specialization

- Neuroscience (p. 288)

Neuroscience (BA/BS)

Neuroscience is for undergraduate students interested in studying the relationship between the brain and behavior. Coursework is jointly taught by biology, human physiology and psychology faculty to provide well-rounded training. Foundational courses are in biology, chemistry, human physiology, math, physics, and psychology. Upper division coursework focuses on three main areas of neuroscience: molecular/cellular neuroscience, systems neuroscience, and cognitive neuroscience.

Students can also take advanced skills courses in programming or computational techniques. They may also conduct cutting-edge research in a neuroscience lab.

Neuroscience graduates will have a strong understanding of the structure and function of the nervous system, demonstrate critical thinking, quantitative and analytical skills, and communicate effectively about neuroscience research.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate broad-based content knowledge and understanding of terminology and concepts in neuroscience at multiple levels of organization.
- Critically read and evaluate scientific information.
- Apply data analysis skills to understand neuroscience information.
- Communicate clearly and effectively about neuroscience information.

Neuroscience Major

As outlined below, the Neuroscience majors consists of the following components: 1) foundation courses in the natural sciences; 2) math and statistics coursework; 3) life science fundamentals; 4) a core neuroscience sequence; 5) upper-division elective courses; and 6) advanced skills courses and/or research experience. The total number of credits is 101-104.

Code	Title	Credits
Foundation Courses in Natural Sciences:		49-52
BI 221Z & BI 222Z & BI 214	Principles of Biology I: Cells and Principles of Biology II: Organisms and General Biology IV: Biochemistry and Genetics	
or BI 281H & BI 282H & BI 283H	Accelerated Biology I: Cells, Biochemistry and Physiology and Accelerated Biology II: Genetics and Molecular Biology and Accelerated Biology III: Evolution, Diversity and Ecology	
CH 221Z or CH 224H	General Chemistry I Advanced General Chemistry I	
CH 222Z or CH 225H	General Chemistry II Advanced General Chemistry II	
CH 223Z or CH 226H	General Chemistry III Advanced General Chemistry III	
PHYS 201 or PHYS 251	General Physics Foundations of Physics I	
PHYS 202 or PHYS 252	General Physics Foundations of Physics I	
PHYS 203 or PHYS 253	General Physics Foundations of Physics I	
PSY 201Z	Introduction to Psychology I	
Select one of the options:		
Option A: ¹		
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I	

CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II
CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III
Option B:	
PHYS 204 & PHYS 205 & PHYS 206	Introductory Physics Laboratory and Introductory Physics Laboratory and Introductory Physics Laboratory
Math and Statistics Courses: 8	
MATH 246	Calculus for the Biological Sciences I or MATH 25:Differential Calculus
PSY 302	Statistical Methods in Psychology or MATH 425:Statistical Methods I or ANTH 470:Statistical Analysis of Biological Anthropology
Life Science Fundamentals: 7	
HPHY 211	Medical Terminology
HPHY 212	Scientific Investigation in Physiology
Core Neuroscience: 13	
BI 360	Neurobiology
HPHY 321	Human Anatomy I (or an equivalent Neuroanatomy course) ²
PSY 304	Biopsychology
Upper Division Electives: ³ 16	
Molecular/Cellular/Developmental	
BI 320	Molecular Genetics
BI 322	Cell Biology
BI 328	Developmental Biology
BI 422	Protein Toxins in Cell Biology
BI 427	
BI 463	Cellular Neuroscience
BI 466	Developmental Neurobiology
HPHY 432	Neural Development
Systems	
BI 353	Sensory Physiology
BI 390	Animal Behavior
BI 461	Systems Neuroscience
HPHY 333	Motor Control
HPHY 412	Sleep Physiology
HPHY 433	Neurophysiology of Concussion
HPHY 434	Movement Disorders
HPHY 436	Clinical Neuroscience
PSY 445	Brain Mechanisms of Behavior
PSY 450	Hormones and Behavior
Cognitive	
PSY 305	Cognition
PSY 348	Music and the Brain
PSY 383	Psychoactive Drugs
PSY 433	Learning and Memory
PSY 436	Human Performance
PSY 438	Perception
PSY 449	Cognitive Neuroscience
PSY 458	Decision-Making
PSY 475	Cognitive Development

Advanced Skills Courses and Research Experience		8
BI 401	Research: [Topic]	
BI 403	Thesis	
CS 472	Machine Learning	
HPHY 401	Research: [Topic]	
HPHY 403	Thesis	
PSY 401	Research: [Topic]	
PSY 403	Thesis	
PSY 412	Applied Data Analysis	
Total Credits		101-104

- ¹ Students who transfer CH 227Z/228Z/229Z credits from other schools may have the corresponding CH 217/218/219 course and credit requirements waived.
- ² Please contact the program's advisor for more information.
- ³ 16 required credits with at least 12 credits from 400-level courses; at least one course from each of the three area

Additional Requirements

- Courses used to fulfill the major requirements must be taken for a letter grade and passed with a grade of C or better. Coursework transferred in from Advanced Placement or International Baccalaureate exams are acceptable with a mark of P*.
- At least 34 credits of coursework applied to the major must be taken at the University of Oregon.

Criteria for Honors

To graduate with Honors in Neuroscience, the following requirements must be met:

1. A completed Neuroscience Honors application with signature of a faculty research advisor from BI, HPHY or PSY
2. Completion of all Neuroscience major requirements
3. A minimum 3.5 GPA in all courses applied to the major
4. At least three credits in BI 403/HPHY 403/PSY 403 Thesis or BI 401/ HPHY 401/PSY 401 Research. (*These credits may be applied to the advanced skills courses and research experience requirement*).
5. Completion of an honors thesis under supervision of a committee, consisting of one BI, HPHY, or PSY faculty member and at least one other committee member (Ph.D. student, postdoctoral scholar, or faculty) from BI, HPHY, or PSY.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Science in Neuroscience

Course	Title	Credits Milestones	
First Year			
Fall			
CH 111	Introduction to Chemical Principles	Preparation for CH 221	4
MATH 111Z	Precalculus I: Functions		4
WR 121Z	Composition I		4

Core-education course	Arts & Letters or Social Science	4

Credits 16

Winter

CH 221Z	General Chemistry I	4
CH 227Z & CH 217	General Chemistry I Laboratory and Chemistry Tools I	2
	One year of either chemistry lab or physics lab is required	

MATH 112Z	Precalculus II: Trigonometry	4

WR 123	College Composition III	4

Credits 14

Spring

CH 222Z	General Chemistry II	4

CH 228Z & CH 218	General Chemistry II Laboratory and Chemistry Tools II	2

MATH 246	Calculus for the Biological Sciences I	4
	Recommended instead of MATH 251Z	

PSY 201Z	Introduction to Psychology I	4

Credits 14

Second Year

Fall

BI 221Z	Principles of Biology I: Cells	5

CH 223Z	General Chemistry III	4

CH 229Z & CH 219	General Chemistry III Laboratory and Chemistry Tools III	2

HPHY 211	Medical Terminology	3

Credits 14

Winter

BI 222Z	Principles of Biology II: Organisms	5

HPHY 212	Scientific Investigation in Physiology	4

Core-education course	Arts & Letters or Social Science	4

Core-education course	Arts & Letters or Social Science	4

Credits 17

Spring

BI 214	General Biology IV: Biochemistry and Genetics	5

PSY 302	Statistical Methods in Psychology	4

Core-education course	Arts & Letters or Social Science	4

Cultural literacy course	Global Perspectives or US: DIA	4

Credits 17

Third Year

Fall

PSY 304	Biopsychology	Neuroscience core course	4

PHYS 201	General Physics	One year of either chemistry or physics lab is required	4

Core-education course	Arts & Letters or Social Science	4

BI 401	Research: [Topic]	Eight credits of research or advanced skills courses are required	2

Credits 14

Winter

HPHY 321	Human Anatomy I (or an equivalent Neuroanatomy course) ¹	Neuroscier core course	5

PHYS 202	General Physics		4

Core-education course	Arts & Letters or Social Science		4

PSY 401	Research: [Topic]	If not involved in research, take an advanced skills course	2

Credits 15

Spring

BI 360	Neurobiology	Neuroscience core course	4

PHYS 203	General Physics		4

PSY 449	Cognitive Neuroscience	Or other upper-division Cognitive course	4

Core-education course		Arts & Letters or Social Science	4
Credits			16
Fourth Year			
Fall			
HPHY 436	Clinical Neuroscience	Or other upper-division Systems course	4
BI 430	Analysis of Neural Data	Or other advanced skills course	4
Core-education course		Arts & Letters or Social Science	4
Cultural literacy course		Global Perspectives or US: DIA	4
Credits			16
Winter			
BI 322	Cell Biology	Or other upper-division Molecular/Cellular/Developmental course	4
BI 461	Systems Neuroscience	Four NEUR elective courses are required, at least three at the 400-level	4
Electives		Can include additional NEUR coursework	7
Credits			15
Spring			
Electives		Can include additional NEUR coursework	12
Credits			12
Total Credits			180

¹ Please contact the program's advisor for more information.

Neuroscience Graduate Specialization

Neuroscience Graduate Specialization

The Interdepartmental Neuroscience Graduate Program (INGP), administered through the Institute of Neuroscience offers robust graduate training in Neuroscience across departments at the University of Oregon. The goal of INGP is to train students to think independently, creatively, and critically about problems in neuroscience. We aim to train students in a variety of skills that will prepare students for a successful research, teaching, policy or industry career. Students can enter INGP through the department of biology (<https://biology.uoregon.edu/>), human physiology (<https://physiology.uoregon.edu/>), psychology (<https://psychology.uoregon.edu/>), mathematics (<https://math.uoregon.edu/>), and physics (<https://physics.uoregon.edu/>), depending on their interest. The majority of our students enter through the department of biology, which allows students to complete three rotations during their first year, in order to help students identify a laboratory in which to do their dissertation research. Students who enter through psychology, human physiology and mathematics begin in their dissertation labs immediately. Regardless of how students enter INGP, they are provided with a set of mentors at the peer, and faculty level. All graduate students are required to teach for at least one academic year during their graduate career; at least a portion of this teaching takes place the first year.

Students typically fall into a defined training program, however, training can be tailored to fit a student's need and research interest. We offer two training tracks:

Cellular, Developmental and Molecular neuroscience

- **Courses:** Molecular genetics, advanced biochemistry, developmental neurobiology, developmental genetics, cellular neuroscience, systems neuroscience
- **Journal clubs:** developmental and cell biology, developmental neurobiology
- **Meetings:** developmental interest group, zebrafish groupie

Systems, Cognitive and Theoretical

- **Courses:** cellular neuroscience, systems neuroscience, cognitive neuroscience, computational neuroscience, combinatorics, stochastic processes, neural networks
- **Journal clubs:** systems neuroscience, theoretical neuroscience
- **Meetings:** neural circuits and behavior, zebrafish groupie, joint theory lab meetings

Students who want to enter the neuroscience graduate program should apply to the PhD program of a participating department and indicate their interest in neuroscience. Typically, students interested in cognitive neuroscience apply to the psychology department; students interested in molecular, cellular, developmental, or systems neuroscience apply to the biology department. 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, Oregon 97403. Additional information about the

Institute of Neuroscience may be obtained from the institute website (<https://ion.uoregon.edu/>).

Physics

<http://physics.uoregon.edu>

Richard P. Taylor, Department Head

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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.

Faculty

Benjamín Alemán, associate professor (experimental condensed matter, optical physics). BS, 2004, Oregon; MA, 2010, PhD, 2011, California, Berkeley. (2013)

David Allcock, assistant professor (ion trapping and quantum information). MS, 2007, PhD, 2012, Oxford. (2019)

Jayanth Banavar, professor (statistical physics). BS, 1972, MS, 1974, Bangalore University, PhD, 1978, University of Pittsburgh. (2019)

Dietrich Belitz, professor (condensed matter theory). Dipl Phys, 1980, Dr.rer.nat., 1982, Technical University Munich. (1987)

Bryan S. Boggs, associate teaching professor (optical physics). BS, 1995, MS, 1996, PhD, 2012, Oregon. (2013)

Gregory D. Bothun, professor (astronomy). BS, 1976, PhD, 1981, Washington (Seattle). (1990)

James E. Brau, Philip H. Knight Professor (experimental elementary particle physics). BS, 1969, United States Air Force Academy; MS, 1970, PhD, 1978, Massachusetts Institute of Technology. (1988)

Spencer Chang, associate professor (theoretical high-energy physics). BS, 1999, Stanford; PhD, 2004, Harvard. (2010)

Timothy Cohen, associate professor (elementary particle theory). BS, 2006, MS, 2009, PhD, 2011, Michigan, Ann Arbor. (2015)

Eric Corwin, associate professor (biophysics, soft condensed matter). BA, 2001, Harvard; PhD, 2007, Chicago. (2010)

Ben Farr, assistant professor (gravitational waves). BS, 2009, Rochester Institute of Technology; PhD, 2014, Northwestern. (2017)

R. Scott Fisher, associate teaching professor (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)

James N. Imamura, professor (astrophysics); director, Institute of Theoretical Science. BA, 1974, California, Irvine; MA, 1978, PhD, 1981, Indiana. (1985)

Laura Jeanty, assistant professor (high-energy physics). BS, 2006, Yale; MS, 2009, PhD, 2013, Harvard. (2018)

Stephen D. Kevan, professor (solid state physics). BA, 1976, Wesleyan; PhD, 1980, California, Berkeley. (1985)

Graham Kribs, professor (elementary particle theory). BAsC, 1993, Toronto; PhD, 1998, Michigan, Ann Arbor. (2004)

Dean W. Livelybrooks, associate teaching professor (geophysics). BS, 1977, Massachusetts Institute of Technology; MS, 1984, PhD, 1990, Oregon. (1996)

Stephanie Majewski, associate professor (experimental elementary particle physics). BS, 2002, Illinois, Urbana-Champaign; PhD, 2007, Stanford. (2012)

Benjamin McMorran, associate professor (experimental condensed matter, optical physics). BS, 2000, Oregon State; MS, PhD, 2009, Arizona. (2011)

Stanley J. Micklavzina, associate teaching professor (physics education). BS, 1982, MS, 1985, Oregon. (1985)

Jens Nöckel, associate professor (optical physics). Dipl. Phys., 1992, Hamburg; PhD, 1997, Yale. (2001)

Raghuveer Parthasarathy, Alec and Kay Keith Professor (condensed matter physics, biophysics). BA, 1997, California, Berkeley; PhD, 2002, Chicago. (2006)

Jayson Paulose, assistant professor (condensed matter theory). AB, 2007, Princeton; SM, 2009, PhD, 2013, Harvard. (2018)

Michael G. Raymer, Philip H. Knight Professor (quantum optics and optical physics). BA, 1974, California, Santa Cruz; PhD, 1979, Colorado. (1988)

William C. Scannell, lab instructor (physics education). BS, 2002, MS, 2004, PhD, 2010, Oregon. (2016)

James M. Schombert, professor (astronomy). BS, 1979, Maryland; MPhil, 1982, PhD, 1984, Yale. (1996)

Brian J. Smith, professor (quantum optics, optical physics). BA, 2000, Gustavus Adolphus College; PhD, 2007, Oregon. (2015)

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)

Tristan S. Ursell, assistant professor (condensed matter physics, biophysics). BS, 2003, Rensselaer Polytechnic Institute; MS, 2003, PhD, 2009, California Institute of Technology. (2014)

Steven J. van Enk, professor (theoretical optical physics). MSc, 1988, Utrecht; PhD, 1992, Leiden. (2006)

Hailin Wang, professor (quantum optics); Alec and Kay Keith Chair. BS, 1982, Science and Technology (China); MS, 1986, PhD, 1990, Michigan. (1995)

David Wineland, research professor (atomic spectroscopy, quantum information, quantum-limited metrology). BA, 1965, California, Berkeley; MA, 1966, PhD, 1970, Harvard. (2018)

Tien-Tien Yu, assistant professor (high-energy physics). AB, 2007, Chicago; PhD, 2013, Wisconsin, Madison. (2017)

Research Faculty and Staff

Robert Schofield, research associate professor (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

Paul L. Csonka, professor (elementary particle theory). PhD, 1963, Johns Hopkins. (1968)

Nilendra G. Deshpande, professor (elementary particle theory). BSc, 1959, MSc, 1960, Madras; PhD, 1965, Pennsylvania. (1975)

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)

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)

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)

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

Undergraduate Programs

Major - Bachelor's Degree

- Physics (BA/BS) (p. 290)

Minor

- Physics (p. 293)

Graduate Programs

Major - Master's Degree

- Physics (MS) (p. 293)

Major - Doctoral Degree

- Physics (PhD) (p. 294)

Specialization

- Quantum and Nanotechnology (p. 295)

Physics (BA/BS)

Explore the laws of nature and the relationship between energy and matter with the Department of Physics. You will have the opportunity to research with award-winning faculty, participate in practical applications such as labs and demonstrations, and develop career skills through internships. We encourage physics majors to study across disciplines, pairing their work with chemistry, biology, or anything else of interest—at the University of Oregon, you have the freedom to choose your own path.

A degree in physics will give you a solid foundation to pursue careers and graduate studies in astrophysics, engineering, teaching, astronomy, medicine, technology, communication, and a host of other disciplines.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Have knowledge of principles and concepts for specific core subject areas listed above.
- Apply principles and concepts to analyze problems within specific core areas.
- Have capability with quantitative methods appropriate for the core areas.
- Analyze and interpret quantitative results.
- Have experience with integration of concepts: analysis of complex problems cutting across multiple core areas.
- Collect and appropriately analyze data working independently and in collaboration with others (experimentation; data collection, reduction and analysis; model-based computation including simulations and inversion of observations; and literature research using basic and state-of-the-art technology).
- Communicate orally and in writing by making appropriate use of current presentation technology.
- Have familiarity with current developments in physics.

Physics Major Requirements

Courses used to fulfill the major requirements must be taken for letter grade. [Coursework transferred in from Advanced Placement or International Baccalaureate exams are acceptable with a mark of P*.](#)

Physics majors must keep an average Physics GPA of 2.0 or better in all Physics/Astronomy Courses.

Code	Title	Credits
Physics Core Courses		
MATH 251Z–253Z	Calculus: Differential, Integral, and Sequences & Series	12
MATH 256	Introduction to Differential Equations	4
MATH 281–282	Several-Variable Calculus I-II	8
PHYS 251–253	Foundations of Physics I	12
PHYS 290	Foundations of Physics Laboratory ¹	2
PHYS 351–353	Foundations of Physics II	12
PHYS 391	Physics Experimentation Data Analysis Laboratory	4
Interdisciplinary Science Core		
Two from the following: ²		8
CH 221Z	General Chemistry I	
CH 222Z	General Chemistry II	
CH 224H	Advanced General Chemistry I	
CH 225H	Advanced General Chemistry II	
BI 221Z	Principles of Biology I: Cells	
BI 222Z	Principles of Biology II: Organisms	
BI 223Z	Principles of Biology III: Ecology and Evolution	
CS 210	Computer Science I	
CS 211	Computer Science II	
CS 212	Computer Science III	
ERTH 201	Dynamic Planet Earth	
HPHY 212	Scientific Investigation in Physiology	
Astronomy or Physics Upper-Division Courses ³		30
Total Credits		92

¹ To be repeated, totaling 2 credits.

² Students are strongly urged to complete this requirement in the first two years.

³ Students must complete a minimum of 6 credits in upper-division laboratory courses from any combination of PHYS 401, 424, 425, 431, 432, 481, 491, 492, and 493. A maximum of 12 credits from these courses may count toward the major.

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.

Four-Year Degree Plan

Bachelor of Arts in Physics

Course	Title	Credits	Milestones
First Year			
Fall			
PHYS 251 or PHYS 201	Foundations of Physics I or General Physics	4	
PHYS 290	Foundations of Physics Laboratory	1	
CH 221Z	General Chemistry I	4	
MATH 251Z or MATH 111Z or MATH 112Z	Differential Calculus or Precalculus I: Functions or Precalculus II: Trigonometry	4	
WR 121Z	Composition I	4	
Credits		17	
Winter			
PHYS 252 or MATH 251Z or MATH 112Z	Foundations of Physics I or Differential Calculus or Precalculus II: Trigonometry	4	
PHYS 290	Foundations of Physics Laboratory	1	
CH 222Z	General Chemistry II	4	
MATH 252Z	Integral Calculus	4	
WR 122Z	Composition II	4	
Credits		17	
Spring			
PHYS 253 or MATH 251Z	Foundations of Physics I or Differential Calculus	4	
PHYS 290	Foundations of Physics Laboratory	1	
MATH 253Z or MATH 251Z	Calculus: Sequences and Series or Differential Calculus	4	
CS 210	Computer Science I	4	
Core-education course in arts and letters		4	
Credits		17	
Second Year			
Fall			
PHYS 351	Foundations of Physics II	4	
MATH 281 or MATH 253Z	Several-Variable Calculus I or Calculus: Sequences and Series	4	
PHYS 391	Physics Experimentation Data Analysis Laboratory	4	
Core-education course in arts and letters		4	
Credits		16	
Winter			
PHYS 353	Thermal Physics and Statistical Mechanics II	4	

MATH 282	Several-Variable Calculus II	4
or	or Several-Variable Calculus I	
MATH 281		
Core-education course in social science		4
Core-education course that also satisfies a cultural literacy requirement		4
Credits		16
Spring		
PHYS 353	Thermal Physics and Statistical Mechanics II	4
MATH 256	Introduction to Differential Equations	4
or	or Several-Variable Calculus II	
MATH 282		
Core-education course in arts and letters		4
Core-education course in social science		4
Credits		16
Third Year		
Fall		
PHYS 412	Electricity and Magnetism I	4
Core-education course in arts and letters		4
Core-education course that also satisfies a cultural literacy requirement		4
First term of 1st-year second-language sequence		4
Credits		16
Winter		
PHYS 411	Mechanics	4
PHYS 413	Electricity and Magnetism II	4
Core-education course in social science		4
Second term of 1st-year second-language sequence		4
Credits		16
Spring		
PHYS 422	Electromagnetism	4
Third term of 1st-year second-language sequence		4
Core-education course in social science		4
Elective course		4
Credits		16
Fourth Year		
Fall		
PHYS 414	Quantum Physics	4
First term of 2nd-year second-language sequence		4
Elective course		4
Credits		12
Winter		
PHYS 415	Quantum Physics	4
PHYS 431	Analog Electronics	4
Second term of 2nd-year second-language sequence		4
Credits		12
Spring		
PHYS 417	Topics in Quantum Physics	4
PHYS 432	Digital Electronics	4

Third term of 2nd-year second-language sequence	4
Credits	12
Total Credits	183

Bachelor of Science in Physics

Course	Title	Credits	Milestones
First Year			
Fall			
PHYS 251	Foundations of Physics I	4	
PHYS 290	Foundations of Physics Laboratory	1	
CH 221Z	General Chemistry I	4	
MATH 251Z	Differential Calculus	4	
WR 121Z	Composition I	4	
Credits		17	
Winter			
PHYS 252	Foundations of Physics I	4	
PHYS 290	Foundations of Physics Laboratory	1	
CH 222Z	General Chemistry II	4	
MATH 252Z	Integral Calculus	4	
WR 122Z	Composition II	4	
Credits		17	
Spring			
PHYS 253	Foundations of Physics I	4	
PHYS 290	Foundations of Physics Laboratory	1	
MATH 253Z	Calculus: Sequences and Series	4	
CS 210	Computer Science I	4	
Core-education course in arts and letters		4	
Credits		17	
Second Year			
Fall			
PHYS 351	Foundations of Physics II	4	
PHYS 391	Physics Experimentation Data Analysis Laboratory	4	
MATH 281	Several-Variable Calculus I	4	
Core-education course in arts and letters		4	
Credits		16	
Winter			
PHYS 352	Thermal Physics and Statistical Mechanics I	4	
MATH 282	Several-Variable Calculus II	4	
Core-education course in social science		4	
Core-education course that also satisfies a cultural literacy requirement		4	
Credits		16	
Spring			
PHYS 353	Thermal Physics and Statistical Mechanics II	4	
MATH 256	Introduction to Differential Equations	4	
Core-education course in arts and letters		4	
Core-education course in social science		4	
Credits		16	

Third Year**Fall**

PHYS 412	Electricity and Magnetism I	4
	Core-education course in arts and letters	4
	Core-education course in social science	4
	Core-education course that also satisfies a cultural literacy requirement	4
Credits		16

Winter

PHYS 411	Mechanics	4
PHYS 413	Electricity and Magnetism II	4
	Core-education course in social science	4
	Elective course	4
Credits		16

Spring

PHYS 422	Electromagnetism	4
	Elective courses	12
Credits		16

Fourth Year**Fall**

PHYS 414	Quantum Physics	4
	Elective courses	8
Credits		12

Winter

PHYS 415	Quantum Physics	4
PHYS 431	Analog Electronics	4
	Elective course	4
Credits		12

Spring

PHYS 417	Topics in Quantum Physics	4
PHYS 432	Digital Electronics	4
	Elective course	4
Credits		12
Total Credits		183

Physics Minor

Physics, the most basic of the natural sciences, entails the discovery and elucidation of elementary principles which shape our physical universe. Students who minor in Physics as a supplement to their major course of study will learn how these elementary principles can systematically be applied to understand diverse phenomena and solve seemingly complex problems. Graduates with training in Physics find employment in the various areas of physics and other physical sciences, technological and health industries, financial services, computer science, library science, education, communication, law, and medicine.

Physics Minor Requirements

Code	Title	Credits
Pre-Minor Requirements		
Required Courses		
PHYS 251–253	Foundations of Physics I ¹	12
	or PHYS 201–203	General Physics I

PHYS 351–353	Foundations of Physics II	12
PHYS 391	Physics Experimentation Data Analysis Laboratory	4
400-level physics course ²		4
Total Credits		32

¹ General Physics (PHYS 201–203) may fulfill requirements with the approval of the Physics Director of Undergraduate Studies.

² All 400-level PHYS classes count towards this requirement. However, keep in mind that some classes have pre-requisites that need to be met before they can be taken. Contact the Physics Director of Undergraduate Studies if you have questions about this requirement.

Additional 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.

Physics (MS)

The Department of Physics offers graduate programs leading to the master of science degree in applied physics or to the master of arts (MA) or master of science (MS) degrees with a variety of opportunities for research. Current research areas include astronomy and astrophysics, biophysics, condensed matter physics, elementary particle physics, and optical physics.

Several centers and institutes are supported by the Office of the Vice President for Research and Innovation (<http://research.uoregon.edu/>): the Institute for Fundamental Science (<http://ifs.uoregon.edu/>), the Materials Science Institute (<http://materials.science.uoregon.edu/>), and the Oregon Center for Optical, Molecular and Quantum Science (<http://omq.uoregon.edu/>). These interdisciplinary institutes maintain a close relationship with the Department of Physics (<https://physics.uoregon.edu/>) as well as related departments.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of subject content knowledge. Students should gain a deep and broad understanding of physics. This involves a grasp of core concepts beyond the level typically seen in undergraduate education, as well as familiarity with the aims and methods of various subfields of physics. This understanding is typically achieved through combination of coursework and seminars, colloquia, and meetings.

Physics Major Requirements

Typically this degree is based solely on coursework. Detailed requirements can be found in the Graduate Student Handbook on the department's website. 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.

Candidates must either submit a written thesis **or** take a program of specialized courses.

Thesis Option

A total of 9 credits must be taken either as PHYS 503 or a combination of PHYS 503 and PHYS 601.

Code	Title	Credits
Select one of the following:		9
PHYS 503	Thesis	
PHYS 503 & PHYS 601	Thesis and Research: [Topic]	

Specified-Course Option

The specified-courses option requires 40 graded graduate credits in physics with a GPA of at least 3.00 in these courses; 36 of those 40 credits must be selected from a list of courses approved by the department.

Physics (PhD)

The Department of Physics offers a doctor of philosophy (PhD) degree with a variety of opportunities for research. Current research areas include astronomy and astrophysics, biophysics, condensed matter physics, elementary particle physics, and optical physics.

Several centers and institutes are supported by the Office of the Vice President for Research and Innovation (<http://research.uoregon.edu/>): the Institute for Fundamental Science (<http://ifs.uoregon.edu/>), the Materials Science Institute (<http://materials.science.uoregon.edu/>), and the Oregon Center for Optical, Molecular and Quantum Science (<http://omq.uoregon.edu/>). These interdisciplinary institutes maintain a close relationship with the Department of Physics (<https://physics.uoregon.edu/>) as well as related departments.

The doctor of philosophy degree (PhD) in physics is based primarily on demonstrated knowledge of physics and doctoral dissertation research. PhD students also must take and pass the core graduate sequences, listed below, achieving a B– or better grade in each course. Courses may be retaken once to achieve this minimum grade. The director of graduate studies can selectively waive these requirements in exceptional cases:

Core Course Sequence:

Code	Title	Credits
PHYS 611–612	Theoretical Mechanics	6
PHYS 613–614	Statistical Physics	6
PHYS 610	Experimental Course: [Topic] (Math Methods)	4
PHYS 622–623	Electromagnetic Theory	8
PHYS 631–633	Quantum Mechanics	12
Total Credits		36

Breadth/Specialized Course Requirements:

Six 4-credit breadth or specialized courses.

In parallel, 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 research leading to a doctoral dissertation.

Detailed information is available in the Graduate Student Handbook on the department's website (http://physics.uoregon.edu/grad_studies/).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of subject content knowledge. Students should gain a deep and broad understanding of physics. This involves a grasp of core concepts beyond the level typically seen in undergraduate training, as well as familiarity with the aims and methods of various subfields of physics. This understanding is typically achieved through combination of coursework and seminars, colloquia, and meetings.
- Conduct independent research and analysis in their discipline and contribute original and substantive work in their field. This is the primary goal of any doctoral program. Its achievement is demonstrated primarily by the writing of doctoral dissertation and the presentation of an oral dissertation defense, both of which are assessed by a faculty committee.
- Acquire familiarity with the current literature. To contribute original scientific work, a student must be knowledgeable about the present state of his or her field. This familiarity is typically attained through reading, attending seminars, participating in journal clubs, and other such activities.
- Be able to communicate scientific results. The ability to communicate scientific findings, in writing or in presentations, is an important component of a researcher's portfolio. Norms vary considerably between subfields of Physics, prohibiting blanket statements. Considering publications, for example, few author papers with a doctoral student as the lead author are standard in some subfields. In others, scientific papers can have many hundreds of authors. Similar variety exists for presentations. Nonetheless the development of communication skills is a learning objective for doctoral students in Physics.

There are as many paths to a Ph.D. as there are Ph.D. students. Unlike an undergraduate degree, or even a Master's degree, which can typically be completed through a standard program of coursework, a Ph.D. necessarily involves a unique, new contribution to human knowledge. Especially in a field like Physics, there is an enormous diversity of methods and procedures across sub-fields. Therefore, it is futile and unproductive to attempt to describe specific, universal learning goals beyond the broad goal of understanding Physics stated above.

We provide here examples of finer scale learning goals that can apply to some PhD students, stressing that it is not, nor can it be, a set that spans all students, dissertations, and degrees.

Proficiency in data analysis. Nearly all subfields of physics involved quantitative analysis of data. Exceptions include some purely theoretical studies, for example aiming for the invention of analytic mathematical treatments of physical problems. Where relevant, and objective of our Ph.D. program is facility with mathematical methods for data analysis, as well as presentation methods.

Proficiency in experimental design. Many studies in physics involve the design and execution of experiments. Where relevant, and objective of our Ph.D. program is the ability to design experiments, considering relevant issues of resolution, sample size, sources of noise, laboratory safety, etc. It should be noted that the scale of design varies enormously between subfields. In parts of high energy physics for example, studies involve thousands of researchers, with large-scale experimental design conducted by many individuals often years before a particular doctoral

student's tenure. In other subfields, experiments are designed by a few researchers, including the doctoral student.

Physics Major Requirements

The doctor of philosophy degree (PhD) in physics is based primarily on demonstrated knowledge of physics and doctoral dissertation research. PhD students also must take and pass the core graduate sequences, listed below, achieving a B– or better grade in each course. Courses may be retaken once to achieve this minimum grade. The director of graduate studies can selectively waive these requirements in exceptional cases:

Code	Title	Credits
Core Coursework Requirements		
PHYS 610	Experimental Course: [Topic] (Mathematical Methods)	4
PHYS 611	Theoretical Mechanics	4
PHYS 613 & PHYS 614	Statistical Physics and Statistical Physics	8
PHYS 622 & PHYS 623	Electromagnetic Theory and Electromagnetic Theory	8
PHYS 631 & PHYS 632 & PHYS 633	Quantum Mechanics and Quantum Mechanics and Quantum Mechanics	12
Specialized Coursework Requirements		28
Seven additional courses ¹		
Dissertation Courses		18
PHYS 603	Dissertation	
Research Courses		3
PHYS 601	Research: [Topic] (at least 3 terms)	
Total Credits		85

¹ Normally these courses will be additional courses in physics, but they may include other graduate science or mathematics courses with the prior approval of the Director of Graduate Studies. These courses must be graded and a grade of B or better must be obtained. It is recommended that students complete their specialized courses by the end of their third year.

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 research leading to a doctoral dissertation.

Detailed information is available in the *Graduate Student Handbook* on the department's website.

Quantum and Nanotechnology Specialization

Nikolay Zhelev, Director

Quantum and Nanotechnology graduate specialization, housed within the Applied Physics master's program, is an innovative, industry-focused program that equips students with advanced skills in quantum science, nanofabrication, radio-frequency electronics, and cryogenic technology. Building on the success of the University of Oregon's nationally recognized Applied Physics Master's program, this specialization combines rigorous coursework, hands-on training, and a nine-month

paid industry internship. It prepares graduates for high-demand careers in quantum computing, superconducting quantum circuits, nanoelectromechanical systems (NEMS), photonics, and advanced materials research.

Graduate Specialization in Quantum and Nanotechnology

Code	Title	Credits
Required Courses		
PHYS 533	Radiofrequency and Low-noise Measurements	4
PHYS 589	The Physics Behind Quantum Computers	4
PHYS 595	Nanofabrication	4
PHYS 681	Cryogenic and Quantum Measurements	4
PHYS 682	Optical Quantum Lab	4
PHYS 691	Industry Projects in Quantum and Nanotechnology	4
Successful completion of Applied Physics Master's requirements, including internship.		
Total Credits		24

Psychology

<http://psychology.uoregon.edu>

Ulrich Mayr, Department Head (Interim)

The Department of Psychology is well-known for its innovation and leadership in the field, conducting formative research in the fields of cognitive neuroscience and developmental psychopathology. We have made important contributions through cutting-edge work that uses machine learning, wearable data collection devices, and a suite of neuroimaging tools — to name just a few of our techniques.

Faculty

Jennifer Ablow, associate professor (developmental psychopathology, attachment, interpersonal emotional arousal and regulation). BA, 1988, Colorado, Boulder; PhD, 1997, California, Berkeley. (1999)

Nicholas Allen, Ann Swindells Professor in Clinical Psychology (adolescent development and mental health, mood disorders, developmental social and affective neuroscience). BS 1985, MS, 1988, PhD, 1993, Melbourne. (2013)

Sunhye (Sunny) Bai, assistant professor (clinical psychology, development, emotion regulation, family relationships, peer relationships). BS, 2008, MPH, 2010, PdD, 2017, California, Los Angeles. (2023)

Jagdeep Kaur Bala, associate teaching professor (cognitive neuroscience, perception, attention). BSc, 1988, MSc, 1990, All India Institute of Medical Sciences, New Delhi; PhD, 1997, Tata Institute of Fundamental Research, Mumbai. (2007)

Dare A. Baldwin, professor (language acquisition, semantic development, cognitive development). BA, 1982, California, Berkeley; MSc, 1984, California, Santa Cruz; PhD, 1989, Stanford. (1993)

Ted Bell, instructor (brain development, human memory, applied cognitive science). BS, 1990, Oregon State; MS, 1997, PhD, 2005, Oregon. (2011)

Elliot Berkman, professor (affective neuroscience, self-regulation, quantitative methods for neuroimaging). BA, 2002, Stanford; PhD, 2009, California, Los Angeles. (2010)

Melynda D. Casement, associate professor (clinical psychology). AB, 2002, Mount Holyoke College; PhD, 2010, Michigan. (2016)

Robert Chavez, associate professor (social neuroscience, interpersonal perception, personality and individual differences). BS, 2008, New Mexico; PhD, 2015, Dartmouth College. (2016)

Evelyn Cho, assistant professor (clinical psychology, access to mental health services). BA, 2013, California, Los Angeles; MA, 2017, PhD, 2021, Missouri. (2024)

Sheila Crowell, professor (clinical psychology, developmental psychopathology, emotion dysregulation, psychophysiology). BA, 1999, Boise State; MA, 2002, California, Los Angeles; PhD, 2009, Washington (Seattle). 2023

Paul Dassonville, associate professor (cognitive neuroscience, perception, sensorimotor integration). BS, 1986, Texas A & M; PhD, 1992, California, Los Angeles. (1999)

Dagmar Zeithamova Demircan, associate professor (cognitive neuroscience, memory). MA, 2003, Charles University, Prague; PhD, 2008, Texas, Austin. (2014)

Nicole M. Dudukovic, associate teaching professor (cognitive neuroscience, memory). BA, 2000, Stanford; MA, 2002, California, Los Angeles; PhD, 2007, Stanford. (2015)

Ruth Ellingsen, clinical associate professor (clinical psychology). BA, 2007, Wake Forest; MA, 2011, PhD, 2016, California, Los Angeles. (2018)

Caitlin M. Fausey, associate professor (development, language and cognition, experience sampling). BA, 2004, Northwestern; MA, 2008, PhD, 2010, Stanford. (2014)

Michelle Fenesy, assistant clinical professor (clinical psychology). BA, 2009, Lewis & Clark; MA, 2015, PhD, 2020, California, Los Angeles. (2023)

Lauren Forrest, assistant professor (clinical psychology, eating disorders, suicidal thoughts and behaviors, quantitative clinical science methods, intersectionality). BS, 2012, Utah; MA, 2015, PhD, 2020, Miami University. (2024)

Tina Gupta, assistant professor (clinical psychology, risk for severe mental illness, psychosis-risk, adolescent development, emotion). BA 2011, University of Colorado Boulder; PhD 2022, Northwestern University. (2025)

Sara D. Hodges, professor (social cognition, construction of social judgments). BA, 1989, Rhodes; MA, 1992, PhD, 1995, Virginia. (1995)

Benjamin Hutchinson, assistant professor (cognitive neuroscience, memory, attention). BA, 2004, Pennsylvania; PhD, 2011, Stanford. (2018)

Simran Johal, assistant professor (quantitative psychology, psychometric networks, longitudinal data analysis, dynamic modeling). BS, 2019, UC Davis; PhD, 2025, UC Davis. (2025)

Christina M. Karns, associate teaching professor (attention, social emotions, neuroplasticity, neuroimaging). BS, 1999, California, San Diego; PhD, 2008, California, Berkeley. (2008)

Mariah Kornbluh, associate professor (development, community psychology, youth participatory action research, diversity science). BA, 2008, California, Santa Cruz; MA, 2012, PhD, 2015, Michigan State. (2022)

Brice A. Kuhl, professor (cognitive neuroscience, memory, neuroimaging). BA, 2001, Kenyon College; PhD, 2009, Stanford. (2015)

Anne Mannering, instructor, program director Online Master's in Psychology (cognitive and social-emotional development, early life stress, self-regulation). BA, 1998, UT Austin; MS, 2001, PhD, 2006, Oregon. (2020)

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 neuroscience, cognitive aging). BA, 1988, PhD, 1992, Berlin. (2000)

Jeffrey Measelle, professor (developmental psychology, emotional development, family). BA, 1985, Brown; PhD, 1997, California, Berkeley. (1999)

Chanel Meyers, assistant professor (social psychology, diversity science, intergroup processes). BS, 2012, Western Oregon University; PhD, 2018, Hawai'i, Manoa. (2022)

Kate Mills, associate professor (development, social neuroscience, adolescence). BA, 2011, Portland State; PhD, 2015, University College, London. (2018)

Vishnu (Deepu) Murty, associate professor (cognitive neuroscience, learning and memory, motivation, adaptive behavior). BS, 2005, Brown; PhD, 2012, Duke. (2024)

John Myers, instructor (research methods, evolutionary psychology). BS, 2007, MS, 2009, Oregon; PhD, 2016, Minnesota. (2022)

Alayna Park, assistant professor (clinical psychology, accessibility and effectiveness of mental health services, diversity science). BA, 2012, PhD, 2020, California, Los Angeles. (2022)

Jordan Pennefather, associate teaching professor (social and educational psychology, methodology, data analysis). BA, 2003, California State, Dominguez Hills; PhD, 2008, Colorado, Boulder. (2010)

Jennifer Pfeifer, professor (developmental and social cognitive neuroscience, adolescent self-perception and emotion processing). BA, 2000, Stanford; MA, 2003, PhD, 2007, California, Los Angeles (2008)

Curtis Phills, associate professor (social psychology, implicit bias, diversity science). BA, 2004, MS, 2006, PhD, 2013, York University. (2024)

Lisa Scotch, lecturer. BA, 1999, University of South Florida; MS, 2011, PhD, 2017, Walden. (2021)

Margaret E. Sereno, professor (visual cognition, neural network modeling, brain imaging). BA, 1983, Northern Illinois; PhD, 1989, Brown. (1991)

Sohna Shook, lecturer. BS, 2007, Friends; MEd, 2009, Wichita State; PhD, 2020, Walden. (2021)

Elizabeth Skowron, professor (clinical psychology, child-parent psychotherapy, emotion regulation and self-control in caregivers and children). BA, 1998, Ohio State; MS, 1991, PhD, 1995, SUNY, Albany. (2019)

Paul Slovic, professor (judgment, decision-making, risk assessment). BA, 1959, Stanford; MA, 1962, PhD, 1964, Michigan. (1986)

Matt Smear, associate professor (systems neuroscience, olfaction). ScB, 1998, Duke; PhD, 2005, California, San Francisco. (2014)

Nash Unsworth, professor (working memory, memory and attention differences, memory search and retrieval). BS, 2001, Idaho State; PhD, 2006, Georgia Institute of Technology. (2010)

Michael Wehr, professor (systems neuroscience, auditory neurophysiology, cortical circuits). ScB, 1991, Brown; PhD, 1999, California Institute of Technology. (2005)

Sara Weston, associate professor (social personality, health, personality development). BA, 2012, Northwestern; MA, 2014, PhD, 2017, Washington (St. Louis). (2019)

Ariel Williamson, assistant professor (clinical psychology, child and adolescent psychology, community-engaged research, sleep medicine). BA, 2006, California, Santa Barbara; MA, 2010, Northwestern; MA, 2012, PhD, 2016, Delaware. (2023)

Blanche Wright, assistant professor (clinical psychology, racial/ethnic inequities in mental health care, research-practice-policy gaps). BS, 2013, MA, 2017, PhD, 2022, California, Los Angeles. (2024)

Maureen Zalewski, professor (clinical psychology, emotion and stress regulation contributing to psychopathology) BS, 2005, Pennsylvania State; MS, 2008, PhD, 2012, Washington (Seattle). (2013)

Ahmar Zaman, instructor (psychopathology). BS, 2012, Lycoming; MA, 2016, PhD, 2020, University of Detroit Mercy. (2022)

Emerit Faculty

Holly Arrow, professor emerit (group dynamics, psychology of war). BA, 1977, Elmira; MFA, 1982, Colorado, Boulder; MA, 1995, PhD, 1996, Illinois, Urbana-Champaign. (1996)

Crystal Dehle, clinical associate professor emerit. AB, 1953, Harvard; MA, 1954, PhD, 1958, Michigan. (1960)

Lewis R. Goldberg, professor emerit. AB, 1953, Harvard; MA, 1954, PhD, 1958, Michigan. (1960)

Barbara Gordon-Lickey, professor emerit. AB, 1963, Radcliffe; PhD, 1966, Massachusetts Institute of Technology. (1969)

Marvin Gordon-Lickey, professor emerit. AB, 1959, Oberlin; MA, 1962, PhD, 1965, Michigan. (1967)

Douglas L. Hintzman, professor emerit. BA, 1963, Northwestern; PhD, 1967, Stanford. (1969)

Ray Hyman, professor emerit. AB, 1950, Boston University; MA, 1952, PhD, 1953, Johns Hopkins. (1961)

Carolyn Keutzer, associate professor emerit. BA, 1960, MA, 1963, PhD, 1967, Oregon. (1967)

Daniel P. Kimble, professor emerit. BA, 1956, Knox; PhD, 1961, Michigan. (1963)

Edward Lichtenstein, professor emerit. BA, 1956, Duke; MA, 1957, PhD, 1961, Michigan. (1966)

Richard Marrocco, professor emerit. BA, 1965, California, Los Angeles; PhD, 1972, Indiana. (1973)

Louis J. Moses, professor emerit. BA, 1983, Western Australia; PhD, 1991, Stanford. (1993)

Michael I. Posner, professor emerit. BS, 1957, MS, 1959, Washington (Seattle); PhD, 1962, Michigan. (1965)

Mary K. Rothbart, professor emerit. BA, 1962, Reed; PhD, 1967, Stanford. (1969)

Myron Rothbart, professor emerit. BA, 1962, Reed; PhD, 1966, Stanford. (1969)

Gerard Saucier, professor emerit (personality beliefs and values, psychometrics). BA, 1978, North Carolina, Chapel Hill; MA, 1984, PhD, 1991, Oregon. (1997)

Anne D. Simons, professor emerit. BA, 1974, Stanford; PhD, 1982, Washington (St. Louis). (2006)

Sanjay Srivastava, professor emerit (interpersonal perception and self-perception, social functions of emotions, personality dynamics and development). BA, 1995, Northwestern, PhD, 2002, California, Berkeley. (2004)

Marjorie Taylor, professor emerit. BS, 1979, MS, 1981, Acadia; PhD, 1985, Stanford. (1985)

Don M. Tucker, professor emerit (emotion, cognition, neuropsychology). BA, 1969, Colorado; MS, 1972, PhD, 1974, Pennsylvania State. (1984)

Robert L. Weiss, professor emerit. 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 Programs

Major - Bachelor's Degree

- Psychology (BA/BS) (p. 298)

Minor

- Psychology (p. 301)

Graduate Programs

Major - Master's Degree

- Psychology (MS) (p. 301)

Major - Doctoral Degree

- Psychology (PhD) (p. 302)

Psychology (BA/BS)

Sara D. Hodges, Department Head

Straub Hall
1227 University of Oregon
Eugene, OR 97403-1227

From cognitive and developmental psychology to practices in clinical psychology and psychopathology, the UO's Department of Psychology immerses you in the study of the human mind and behavior. All students collaborate on research as part of their academic sequence and many gain additional research experience in department labs. You will learn strong critical thinking skills and how to evaluate and convey evidence. Develop your skills in real-world settings with student-run peer programs, internships at local clinics, shelters, hospitals, and justice centers.

We are a community of scientists including faculty and postdoctoral scholars engaged in cutting-edge research. The psychology major will expose you to basic concepts, theories, findings, and ethical issues in multiple areas: social, personality and psychopathology, developmental, cognitive and experimental, and biological and physiological psychology.

Upon completing their training, UO psychology majors should have a broad knowledge of psychology, including basic statistical techniques and ethical issues, and be skilled at reading, evaluating, and communicating about the primary scientific literature in psychology.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Identify major theories, research findings, and methodological approaches in a variety of key content areas including, for example, cognition, neuroscience, development, social behavior, personality, and psychopathology and mental health; and apply research findings to human behavior in everyday life.
- Find relevant articles in the primary psychological literature on a given topic, identify key research questions and hypotheses in scientific articles, and critically evaluate the research design and the quality of evidence presented.
- Choose appropriate basic statistical analysis techniques for a specific research question and set of data, complete basic data analyses, and summarize the results in an APA-style report.
- Communicate clearly and effectively about psychological topics, including methodological and ethical issues in psychology, based on an understanding of both the strengths and limitations of empirical evidence.

To satisfy major requirements students take a total of 68 credits. Of those credits, 56 credits in psychology courses are required, 48 of which must be upper-division, and 16 of which must be taken in residence at the University of Oregon. Introduction to Psychology I (PSY 201Z) and Introduction to Psychology II (PSY 202Z) must be taken for letter grades and passed with grades of mid-C or better, although AP and IB coursework with appropriate grades is acceptable with a grade of P+, and elective upper-division psychology courses may be taken pass/no pass. A minimum grade point average of 2.00 in psychology coursework is required.

Psychology Major Requirements

Code	Title	Credits
Introductory Prerequisite Courses		20
WR 121Z	Composition I	
WR 122Z	Composition II (WR 123 recommended)	
or WR 123	College Composition III	
PSY 201Z	Introduction to Psychology I	
PSY 202Z	Introduction to Psychology II	
STAT 243Z	Elementary Statistics I ¹	
Methods Foundations Courses		12
PSY 301	Scientific Thinking in Psychology	
PSY 302	Statistical Methods in Psychology	
PSY 303	Research Methods in Psychology	
300-Level Core Courses		12
Select three of the following, one of which must be PSY 304 or PSY 305:		
PSY 304	Biopsychology	
PSY 305	Cognition	
PSY 306	Social Psychology ²	
PSY 307	Personality	
PSY 308	Developmental Psychology ³	
PSY 309	Psychopathology ⁴	
400-Level Specialty Courses		12
Select three of the following:		
PSY 420	Psychology and Law	
PSY 422	Forensic Psychology	
PSY 433	Learning and Memory	
PSY 436	Human Performance	
PSY 438	Perception	
PSY 439	Psychology and Evolution	
PSY 445	Brain Mechanisms of Behavior	
PSY 449	Cognitive Neuroscience	
PSY 450	Hormones and Behavior	
PSY 457	Group Dynamics	
PSY 458	Decision-Making	
PSY 459	Cultural Psychology	
PSY 460	Stereotyping and Prejudice	
PSY 468	Motivation and Emotion	
PSY 472	Psychology of Trauma	
PSY 473	Intimate Relationships	
PSY 475	Cognitive Development	
PSY 478	Social Development	
PSY 479	Infancy	
PSY 480	Development and Psychopathology	
Upper-Division Elective Courses ⁵		12
Select three upper division (300 or 400 level) psychology courses. Up to 4 credits can be in PSY 401 Research or PSY 406 Practicum.		
Total Credits		68

¹ STAT 243Z is recommended. MATH 241, MATH 246, or MATH 251Z may be substituted.

² or OXEU 388: PSY: Social Psychology

³ or OXEU 388: PSY: Human Development

⁴ or OXEU 388: PSY: Psychopathology

⁵ Students must take 12 upper-division psychology elective credits, 8 of which must be actual content courses. A maximum of 4 credits in Research: [Topic] (PSY 401) or Practicum: [Topic] (PSY 406) may be applied to the upper-division credits. Practicum credits must be earned at a practicum site approved by the head undergraduate faculty advisor.

Honors Curriculum

Students with excellent records who plan to pursue a career in psychology may consider applying to the departmental honors program. 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 online (<https://naturalsciences.uoregon.edu/psychology/undergraduate-programs/honors-requirements/>).

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult psychology advisors to determine the best path for them.

Bachelor of Arts in Psychology

Course	Title	Credits	Milestones
First Year			
Fall			
	First-Year Interest Group or elective course	4	
	First-Year Interest Group or arts and letters area-satisfying course	4	
PSY 202Z	Introduction to Psychology II	4	
	First term of 1st-year second-language sequence	4	
	Begin taking your second language in your first or second year		
Credits		16	
Winter			
PSY 201Z	Introduction to Psychology I	4	
WR 121Z	Composition I	4	
	Core-education course in arts and letters	4	
	Second term of 1st-year second-language sequence	4	
	Meet with a psychology advisor to discuss your academic goals		
Credits		16	
Spring			
	Core-education course in social science (or PSY 202Z/201Z)	4	
WR 123	College Composition III	4	
	Core-education course in science	4	
	Third term of 1st-year second-language sequence	4	
	Complete both PSY 201Z and PSY 202Z in your first or second year		
	Plan your summer experience with a psychology advisor		
Credits		16	

Second Year

Fall

PSY 305 or choose from PSY 304-309	4
Core-education course in social science	4
Core-education course in arts and letters	4
First term of 2nd-year second-language sequence	4
Consider studying abroad	
Credits	16

Winter

Choose from PSY 304-309	4
Core-education course in social science	4
Second term of 2nd-year second-language sequence	4
Choose 300-level core courses in your area of interest	4
Consider doing an internship for the major	
Credits	16

Spring

PSY 301	Scientific Thinking in Psychology	4
STAT 243Z	Elementary Statistics I	4
	Core-education course in social science	4
	Third term of 2nd-year second-language sequence	4
	Take PSY 301 and STAT 243Z in your second year	
Credits	16	

Third Year

Fall

PSY 302	Statistical Methods in Psychology	4
	Choose from PSY 306-309	4
PSY 401 or PSY 406	Research: [Topic] or Practicum: [Topic]	1-4
	Elective course or remaining area of inquiry course	4
	Consider psychology honors	
Credits	13-16	

Winter

PSY 303	Research Methods in Psychology	4
	Elective course or remaining area of inquiry course	4
	Choose from PSY 304-309	4
PSY 401 or PSY 406	Research: [Topic] or Practicum: [Topic]	1-4
	Consider study abroad	
Credits	13-16	

Spring

PSY 400-level specialty course	4
PSY 300-400 level elective	4
Elective courses or remaining area of inquiry course	4-8
Apply for psychology honors	
Credits	12-16

Fourth Year

Fall

PSY 400-level specialty course	4
PSY 300-400 level elective	4
Elective courses or remaining requirements	8
Meet with an advisor early to make a graduation plan	

Apply to graduate schools or look for work after graduation

Credits	16
Winter	
PSY 400-level specialty course	4
PSY 300-400 level elective	4
Elective courses	8
Credits	16
Spring	
Remaining PSY requirements	4-8
Remaining requirements for CoreEd/Cultural literacy	4-8
Elective courses or remaining degree requirements	4-8
Apply to graduate on DuckWeb the term you complete all requirements	
If you are considering graduate school, consider taking additional psychology courses/seminars	
Credits	12-24
Total Credits	178-200

Bachelor of Science in Psychology

Course Title Credits Milestones

First Year

Fall

First-Year Interest Group or elective course	4
First-Year Interest Group or arts and letters area-satisfying course	4
PSY 202Z Introduction to Psychology II	4
Elective course	4

Credits 16

Winter

PSY 201Z Introduction to Psychology I	4
WR 121Z Composition I	4
Core-education course in arts and letters	4
Elective course	4
Meet with a psychology advisor to discuss your academic goals.	

Credits 16

Spring

Social science area-satisfying course (or PSY 202Z/ PSY 201Z)	4
WR 123 College Composition III	4
Core-education course in science	4
Elective course	4
Complete both PSY 201Z and PSY 202Z in your first or second year	
Plan your summer experience	

Credits 16

Second Year

Fall

PSY 305 or choose from PSY 304-309	4
Mathematics course	4
Core-education course in arts and letters	4
Elective course	4

Consider studying abroad

If you are considering graduate school, take 300-level CRE courses in your intended field of study

Credits	16
Winter	
Choose from PSY 306-309	4
Core-education course in arts and letters	4
Core-education course in social science	4
Mathematics course	4
Choose 300-level core course in your area of interest	
Consider doing an internship for the major	
Credits	16
Spring	
PSY 301 Scientific Thinking in Psychology	4
STAT 243Z Elementary Statistics I	4
Core-education course in science	4
Elective course	4
Take PSY 301 and STAT 243Z in your second year	

Credits 16

Third Year

Fall

Choose from PSY 306-309	4
PSY 302 Statistical Methods in Psychology	4
PSY 401 Research: [Topic] or or Terminal Project PSY 409	1-4
Elective course or remaining area of inquiry	4
Begin working in a research lab or doing an internship	
Consider PSY honors	

Credits 13-16

Winter

PSY 303 Research Methods in Psychology	4
Elective course or remaining area of inquiry course	4
Choose from PSY 304-309	4
PSY 401 Research: [Topic] or or Practicum: [Topic] PSY 406	1-4

Credits 13-16

Spring

PSY 400-level specialty course	4
PSY 300-400 level elective	4
Elective courses or remaining area of inquiry	4-8
Apply for PSY honors	

Credits 12-16

Fourth Year

Fall

PSY 400-level core course	4
PSY 300-400 level elective	4
Elective courses	8
Meet with an advisor early to make a graduation plan	
Apply to graduate schools or look for work after graduation	

Credits 16

Winter

PSY 400-level specialty course	4
PSY 300-400 level elective	4
Elective courses	4-8
PSY 401 Research: [Topic] or or Thesis PSY 403	1-4

If you are considering graduate school, consider taking additional psychology courses/seminars

Credits **13-20**

Spring

Remaining PSY requirements	4-8
Remaining requirements for Core Ed/Cultural literacy	4-8
Elective courses or remaining degree requirements	4-8

Apply to graduate on DuckWeb the term you complete all requirements

Credits **12-24**

Total Credits **175-204**

Psychology Minor

Our psychology minor is designed to give students a broad survey of the study of psychology. Students in other majors may choose to complement their study in business, journalism, health and medicine, law and criminology, data science, education, human services, and many other fields.

Psychology Minor Requirements

All 28 credits must be taken for letter grades and passed with a C– or better. At least 16 credits must be upper-division courses taken in residence at the University of Oregon.

Special Studies: [Topic] (PSY 199) does not count toward the minor.

Code	Title	Credits
PSY 201Z	Introduction to Psychology I	4
PSY 202Z	Introduction to Psychology II	4
PSY 301	Scientific Thinking in Psychology	4
PSY 302	Statistical Methods in Psychology	4
Select three of the following, one of which must be PSY 304 or PSY 305:		12
PSY 304	Biopsychology	
PSY 305	Cognition	
PSY 306	Social Psychology	
PSY 307	Personality	
PSY 308	Developmental Psychology	
PSY 309	Psychopathology	
Total Credits		28

Psychology (MS)

The Department of Psychology offers two pathways to a master's degree: in-person or online. Self-motivated students who are pursuing a specific area of study and interested in advancing to doctoral candidacy can participate in our in-person Individualized Master's Program. Students interested in a career in the social service fields, or professionals working

in those fields, can pursue a degree online through our online master's in psychology program.

Graduate students seeking masters-level training will have a variety of professional goals. The Psychology program provides two separate opportunities: **Online Master's Degree Program** and **Individualized Master's Degree Program**. Our general learning outcomes and assessments are listed below, but these may vary in their detail according to the primary career aims of the student.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Professional Ethics: Demonstrate knowledge of ethical and professional behavior related to academic and research integrity.
- Core Knowledge: Demonstrate a working knowledge of major theories, research findings and methodological approaches within Psychology.
- Data Analysis: Demonstrate a working knowledge of analytical and statistical techniques.
- Scientific Inquiry: Achieve a deep fluency in the scientific literature and compelling questions within a primary field of research, and (for empirical research studies) achieve proficiency in relevant experimental design, methodology, and data analysis/statistical methods.
- Scientific Communication: Demonstrate effective written scientific communication skills.

Online Master's Degree Program

The Online Master's in Psychology program is designed to benefit people with bachelor's degrees working in community-based organizations and public agencies that address social and mental health needs. This terminal master of science (MS) degree requires 50 credits of coursework distributed over 6 consecutive term (9 credits per term), including summer. All courses are delivered asynchronously online. Students receive advanced training in program evaluation and the brain science of development and behavior change and complete a capstone research project. Upon completion of the program, students will be able to (a) evaluate current interventions delivered in their home agencies, (b) make informed selections of evidence-based programs to deliver, and (c) have a working knowledge of the basic psychological and neural processes at play in their clients as they participate in behavior change programs. This program does not provide clinical training.

Code	Title	Credits
PSY 615	Community Needs Assessments	4
PSY 616	Implementation with Community and Cultural Perspectives	3
PSY 619	Intervention Science	4
PSY 628	Methods of Program Evaluation	4
PSY 630	Translational Neuroscience in Early Childhood	3
PSY 631	Translational Neuroscience in Adolescence	3
PSY 632	Translational Neuroscience in Adulthood	3
PSY 672	Trauma Informed Interventions	3
PSY 690	Capstone Research	17
Choose Two Electives From The Following:		6
PSY 607	Seminar: [Topic] (Child Psychology and Neurological Development)	

PSY 607	Seminar: [Topic] (Special Topics in Neuroscience)
PSY 607	Seminar: [Topic] (Diversity, Equity and Inclusion in Research and Policy)
PSY 614	
PSY 618	Substance Use and Addiction

Total Credits **50**

Individualized Master's Degree Program

The individualized master's degree program does not lead to a PhD. This program is designed to provide advanced training for a small number of individuals who have a clearly focused research interest and an academic plan. Unlike other master's programs, this program is not designed for general master's level training in psychology. We expect persons entering the master's program to be highly self-motivated, with the goal of acquiring conceptual and research skills appropriate to their own work plans. Each program of master's study will be tailored to the individual student's goals within the discipline, so long as it satisfies core master's degree requirements. This program does not provide clinical training.

The master of science (MS) requires 45 credits of work. Program requirements and application information may be obtained from the department website. Clinical training is not available in the master's program.

- 45 credit hours in courses approved for graduate credit
- 24 of the 45 credits must be UO graded graduate credits (B- or higher)
- 30 of the 45 credits must be Psychology graduate credits
- 9 of the 45 credits must be in 600-level courses
- 2 approved graduate-level statistics courses (grade of B- or higher)
- Psy 607 Sem Research Ethics
- Completion of an approved research paper or thesis
- Maintain a UO Cumulative Graduate-Level GPA of 3.0 or higher

The Department expects that most students will complete the Master's degree in 1-2 years

Psychology (PhD)

The goal of the Psychology Department's doctoral program is to familiarize students with the theories and methods of psychology in their own and other specialties, so they will be able to make original contributions in research, teaching, and applied work.

The Ph.D. is a research and scholarly degree, and it is expected that students will be engaged in research throughout their graduate program. The ultimate goal of the graduate curriculum is to enable students to formulate interesting research questions and to put those questions to adequate empirical test. Therefore, student research is a basic and integral component of graduate work.

The research areas of study include:

- Clinical
- Cognitive/Neuroscience
- Developmental
- Social/Personality
- Systems Neuroscience

Graduate students in the Psychology program have a variety of professional goals. Our general learning outcomes and assessments are listed below, but these may vary in their detail according to the primary career aims of the student. Details on the Psychology Graduate Programs, including the departmental requirements meant to achieve the learning outcomes listed below, are provided in the Psychology Doctoral Student Handbook and in the Guide to the UO Clinical Psychology Doctoral Program, both posted on the Psychology Department website (<https://naturalsciences.uoregon.edu/psychology/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Professional Ethics: Demonstrate knowledge of ethical and professional behavior related to academic and research integrity.
- Core Knowledge: Demonstrate a broad working knowledge of major theories, research findings and methodological approaches in multiple content areas within Psychology (Developmental Psychology, Social/Personality, Clinical Psychology, Cognitive Neuroscience, Systems Neuroscience).
- Data Analysis: Demonstrate a broad working knowledge of analytical and statistical techniques.
- Scientific Inquiry: Achieve a deep fluency in the scientific literature and compelling questions within a primary field of research, and achieve proficiency in relevant experimental design, methodology, and data analysis/statistical methods.
- Scientific Communication: Demonstrate effective oral and written scientific communication skills.
- Teaching and Mentoring: Gain experience and skills in teaching and mentoring.

In addition to the learning outcomes specified above for all Ph.D. students, the Clinical Psychology Graduate Program has additional (somewhat overlapping) learning outcomes that are specified by the American Psychological Association's Commission on Accreditation. These additional learning outcomes are split into two categories, Discipline Specific Knowledge and Profession-wide Competencies:

Discipline Specific Knowledge&

- History and Systems of Psychology: Demonstrate a broad working knowledge of the intellectual and social history of Psychology, including the origins and development of major ideas within the discipline.
- Basic Content Areas in Scientific Psychology: Demonstrate a broad working knowledge of major theories, research findings and methodological approaches in basic content areas within Psychology (Affective, Biological, Cognitive, Developmental and Social aspects of behavior).
- Advance Integrative Knowledge: Demonstrate a broad working knowledge of the manner in which the basic content areas within Psychology interrelate.
- Research Methods, Statistical Analysis, and Psychometrics: Demonstrate a broad working knowledge of research methods, analytical and statistical techniques, and the theories and techniques of psychological measurement.

Profession-Wide Competencies

1. Research

- a. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- b. Conduct research or other scholarly activities.
- c. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

2. Ethical/Legal

- a. Be knowledgeable of and act in accordance with each of the following:
- b. The current version of the APA Ethical Principles of Psychologists and Code of Conduct;
- c. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
- d. Relevant professional standards and guidelines.
- e. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- f. Conduct self in an ethical manner in all professional activities.

3. Individual/Cultural Diversity

- a. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- b. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- c. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- d. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

4. Professional Values/Attitudes

- a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- b. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- c. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- d. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

5. Communication/Interpersonal Skills

- a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

6. Assessment

- a. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- b. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- c. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

7. Intervention

- a. Establish and maintain effective relationships with the recipients of psychological services.
- b. Develop evidence-based intervention plans specific to the service delivery goals.
- c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- d. Demonstrate the ability to apply the relevant research literature to clinical decision making.
- e. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- f. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

8. Supervision

- a. Demonstrate knowledge of supervision models and practices.

9. Consultation and Interprofessional/Interdisciplinary Skills

- a. Demonstrate knowledge and respect for the roles and perspectives of other professions.
- b. Demonstrate knowledge of consultation models and practices.

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, and well-equipped animal laboratories.

Applicants must provide three letters of recommendation, curriculum vitae, writing sample, statement of purpose, diversity statement, and official transcripts from all colleges and universities attended. Instructions,

deadlines, and a complete list of required materials 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 methods, research, and ethics. 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.

Requirements for Doctoral Students

Code	Title	Credits
PSY 611–613	Data Analysis I-III	12
Three of five core courses:		
At least one from Group A:		
PSY 610	Experimental Course: [Topic] (Advanced Systems Neuroscience)	
PSY 610	Experimental Course: [Topic] (Advanced Cognitive Neuroscience)	
At least one from Group B: ¹		
PSY 610	Experimental Course: [Topic] (Developmental Core)	
PSY 610	Experimental Course: [Topic] (Clinical Science)	
PSY 610	Experimental Course: [Topic] (Social Personality)	
PSY 607	Seminar: [Topic] (three terms: Research, Ethics, Research)	3
PSY 601	Research: [Topic]	1-21
First-year research requirement		
Supporting area requirement		
Major preliminary examination		
Additional course work required for students in the clinical program ²		
Doctoral dissertation		18
PSY 603	Dissertation	

Additional Course Work and Requirements for Students in the Clinical Program ²

Code	Title	Credits
PSY 606	Practicum: [Topic] (2 Years In-House Clinical Prac)	24
PSY 606	Practicum: [Topic] (Continued Prac Training)	NaN
PSY 610	Experimental Course: [Topic] (Clinical Science)	3
PSY 610	Experimental Course: [Topic] (Clinical Ethics)	3
PSY 610	Experimental Course: [Topic] (Psychopathology & Diagnosis)	3
PSY 610	Experimental Course: [Topic] (Assessment I)	3
PSY 610	Experimental Course: [Topic] (Assessment II)	3
PSY 607	Seminar: [Topic] (Clinical Psych (3 academic years))	9

PSY 610 Experimental Course: [Topic] (Cultural and Mental Health) 3

PSY 610 Experimental Course: [Topic] (Supervision & Consultation) 3

PSY 621 Clinical Psychobiology 3

Completion of a one-year clinical internship

¹ Clinical students take all three from Group B.

² See the *Guide to the Clinical Psychology Program*.

Social Sciences

Social sciences (<https://socialsciences.uoregon.edu/>) provide an analytical approach to society's problems. As a result, faculty and students in the social sciences often focus on complex and intersectional issues such as racism, international conflict and war, climate change, and poverty. Through an objective and empirical approach to these issues, the goal is to generate genuine passion and equip future leaders with the skills they need to address the world's challenges.

- Anthropology (p. 307)
 - Forensic Anthropology
- Black Studies (p. 323)
- Economics (p. 323)
- Environmental Studies (p. 330)
 - Environmental Humanities
 - Environmental Science
- General Social Science (p. 345)
 - Commerce and Society
- Geography (p. 355)
 - Climate Studies
 - Spatial Data Science and Technology
- History (p. 384)
- Indigenous, Race, and Ethnic Studies (p. 391)
 - Ethnic Studies
 - Latinx Studies
 - Native American and Indigenous Studies
- Political Science (p. 406)
- Sociology (p. 411)
 - Criminology
- Women's, Gender and Sexuality Studies (p. 417)
 - Queer Studies

School of Global Studies and Languages

- African Studies (p. 305)
- Asian Studies (p. 314)
- European Studies (p. 341)
- Food Studies (p. 343)
- Global Studies (p. 365)
 - Global Health
 - Global Service
- Latin American Studies (p. 399)
- Middle East and North Africa Studies (p. 404)

African Studies

<http://africa.uoregon.edu>

Kemi Balogun, Program Director

kbalogun@uoregon.edu

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, 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 lecture series.

Participating Faculty

Michael Allan, comparative literature

Oluwakemi "Kemi" Balogun, women's, gender, and sexuality studies

B. Mokaya Bosire, linguistics

Lindsay F. Braun, history

Yvonne A. Braun, global studies, women's, gender, and sexuality studies

Alfredo Burlando, economics

André Djiffack, romance languages

Stephen Dueppen, anthropology

Hanan Elsherif, religious studies

Maria Fernanda Escallón, anthropology

Stephen R. Frost, anthropology

Daphne Gallagher, honors college

Dennis C. Galvan, global studies

Ibrahim J. Gassama, law

Melissa Graboyes, history

Rita Honka, dance

Habib Iddrisu, music and dance

Leigh Johnson, geography

Allison McGuffie, cinema studies

Lanie Millar, romance languages

Senyo Ofori-Parku, journalism and communication

Doris L. Payne, linguistics

Kory Russel, landscape architecture

Leslie Steeves, journalism and communication

Nelson Ting, anthropology

Peter A. Walker, geography

Janis C. Weeks, biology

Frances J. White, anthropology

Stephen R. Wooten, global studies

Emeriti

Doug Blandy, arts and administration

Doris L. Payne, linguistics

Janis C. Weeks, biology

Undergraduate Program
Minor

- African Studies (p. 306)

Graduate Program
Specialization

- African Studies (p. 307)

African Studies Minor

The African Studies Program encourages teaching and scholarship on sub-Saharan Africa, North Africa, and the wider African diaspora. The program offers a minor, develops courses related to Africa, promotes study-abroad programs and internships, raises funds to expand African Studies resources, and organizes campus and local community events pertaining to Africa. In addition, the program supports faculty and student research on Africa and facilitates the dissemination of research through the African Studies Lecture Series.

African Studies Minor Requirements

Students who want to earn an undergraduate minor in African studies must satisfy the following requirements, comprising 28 credits total with 24 graded credits with a C- or better. Current Africa-related courses that count toward the minor are listed on the program website (africa.uoregon.edu (<http://africa.uoregon.edu>)) under the African studies minor link.

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better. Up to 4 credits with a mark of Pass (P or P*) can be counted toward the minor requirements.

Code	Title	Credits
Core Courses		
AFR 215	Introduction to African Studies	4
History of Africa		4
Select one of the following (or an approved alternative):		
HIST 325	Precolonial Africa	
HIST 326	Colonial and Postcolonial Africa	
ANTH 453	African Archaeology	
Contemporary African Issues		4
Select one of the following (or an approved alternative):		
AFR 199	Special Studies: [Topic] (Health and Disease in Africa)	
BI 309		
ENVS 450	Political Ecology	
FLR 225	Voices of Africa	
FR 407	Seminar: [Topic] (Contemporary Africa)	
GEOG 209	Geography of the Middle East and North Africa	
HIST 417	Society and Culture in Modern Africa: [Topic]	
GLBL 345	African Contemporary Issues and Concerns	
Culture, Ethnicity, and Identity in Africa		4
Select one of the following (or an approved alternative):		

ANTH 410	Experimental Course: [Topic]
DANC 185	African I
DANC 199	Special Studies: [Topic] (African Drumming)
FLR 225	Voices of Africa
FR 407	Seminar: [Topic]
FR 490	20th-Century Literature: [Topic] (Postcolonial Africa or Mongo Beti)
LING 407	Seminar: [Topic] (African Language Families)
MUS 462	Popular Musics in the African Diaspora
Electives	
Electives (see Electives list) ¹	
Total Credits	

¹ Electives must be approved by a faculty advisor and must be at the 300 or 400level, although as much as 8 credits of Swahili courses at any level may be applied. Recommended courses include any courses listed in the course list or electives list. Additional courses may be approved by the faculty advisor. 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 list of readings relevant to the experience, which are to be completed prior to and during the experience
- a reflective journal on the student’s activities and cross-cultural experiences
- 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.

Electives

Code	Title	Credits
AFR 407	Seminar: [Topic] (Africa in Oregon)	1-5
AFR 410	Experimental Course	1-5
ANTH 342	Archaeology of Egypt and Near East	4
ANTH 410	Experimental Course: [Topic] (African Topics)	5
BI 309		
BI 410	Experimental Course: [Topic]	1-16
DAN 301	African Dance Aesthetics (Africa and the Diaspora)	4
DAN 410	Experimental Course: [Topic]	1-5
DANC 399	Special Studies: [Topic] (African Drumming)	1-5
DAN 481	(Dance Africa)	
ENG 399	Special Studies: [Topic] (African Literature)	5
ENVS 410	Experimental Course: [Topic]	1-5
ENVS 450	Political Ecology	4
FR 361		4
FR 407	Seminar: [Topic] (African Topics)	1-6

FR 490	20th-Century Literature: [Topic] (The Absurd and the Fantastic; Postcolonial Africa)	4
GLBL 407	Seminar: [Topic]	1-5
GLBL 445	Development and Social Change in Sub-Saharan Africa	4
HIST 407	Seminar: [Topic]	5
HIST 410	Experimental Course: [Topic]	1-6
HIST 325	Precolonial Africa	4
HIST 326	Colonial and Postcolonial Africa	4
HIST 417	Society and Culture in Modern Africa: [Topic]	4
HIST 419	African Regional Histories: [Topic]	4
GLBL 345	African Contemporary Issues and Concerns	4
GLBL 420	Global Community Development	4
GLBL 421	Gender and International Development	4
J 410	(Media in Ghana)	4
LING 407	Seminar: [Topic] (African Language Families)	1-5
MUS 358	Music in World Cultures	4
MUS 451	Introduction to Ethnomusicology	4
MUS 452	Musical Instruments of the World	4
PS 399	Special Studies: [Topic] (Any courses with African topics)	1-5
SOC 313	Social Issues and Movements	4
SWAH 101	First Year Swahili	5
SWAH 102–103	First-Year Swahili	10
SWAH 201	Second-Year Swahili I	5
SWAH 201–202	Second-Year Swahili	10
SWAH 203	Second Year Swahili III	5
WGS 410	Experimental Course: [Topic] (Gender and Global Social Justice)	1-4
WGS 432	Gender, Environment, and Development	4

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

Restrictions

- No more than 8 credits may be from courses with 25 to 49 percent Africa content.
- No more than 4 credits may be from performance courses.
- No more than 12 credits may be from a single department.
- No more than 4 credits may be taken pass/no pass.
- Students must consult with an African studies advisor to confirm that the curricular overlap between the student's major and the African studies minor maintains the principle of academic breadth.

African Studies Graduate Specialization

The African Studies Graduate Specialization may be earned by students from any University of Oregon MA or PhD program. The specialization is designed to be flexible, and will solidify opportunities for you to engage African Studies more formally in your studies. It will both enhance your

background preparation of Africanist-related education and research, and has the potential to positively impact future job opportunities.

To declare the specialization, please contact the Graduate Coordinators (gslgradcoord@uoregon.edu) or Director of African Studies, Kemi Balogun (kbalogun@uoregon.edu), and complete the specialization declaration form (https://africa.uoregon.edu/files/2016/09/Specialization-Declaration_0-1ljmy8e.pdf), (including obtaining a department representative signature), and be sure to file it with the Graduate School (Division of Graduate Studies) no later than week 5 of the term in which you want to make a change.

The UO Graduate School (<https://graduatestudies.uoregon.edu/academics/policies/specialization/administering-specialization/>) has general information about graduate specializations campus-wide.

Specialization Requirements

Students are required to take one class from each of 4 thematic areas, for a total of 4 classes and 16 units. These areas are:

- Core Course
- The African Past
- Contemporary Africa
- Culture, Ethnicity and Identity

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 and public culture, geography, history, global 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.

Graduate Specialization

Students in a University of Oregon MA or PhD program may choose a graduate specialization in African studies. The student will be assigned an advisor within African studies and must satisfy the following requirements:

Code	Title	Credits
ANTH 650		4
	Approved graduate course in African history	4
	Approved graduate course on issues in contemporary Africa	4
	Approved graduate course dealing with issues in African culture, ethnicity, and identity	4
Total Credits		16

Anthropology

<http://anthropology.uoregon.edu>
Josh Snodgrass, Department Head

308 Condon Hall
 541-346-4823

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 and public culture, language study, art history, and public policy and management.

Faculty

Scott A. Blumenthal, assistant professor, (paleoanthropology, biological anthropology, archaeology). BA, 2008, Illinois, Urbana-Champaign; PhD, 2015, City University of New York. (2018)

Alison K. Carter, assistant professor (archaeology). BA, 2001, Oberlin College; MS, 2007, PhD, 2013, Wisconsin, Madison. (2017)

L. Zachary DuBois, assistant professor (biocultural anthropology, gender and LGBT experience, stress and social determinants of health). BA, 2002, PhD, 2012, Massachusetts, Amherst. (2018)

Stephen Dueppen, associate professor (archaeology). BA, 1999, California, San Diego; MA, 2004, PhD, 2008, Michigan. (2012)

Maria Fernanda Escallón, assistant professor (sociocultural anthropology, cultural heritage). BA, 2003, MA, 2004, Los Andes; MA, 2009, PhD, 2016, Stanford. (2016)

Scott M. Fitzpatrick, professor; associate director, Museum of Natural and Cultural History. (island and coastal archaeology, Pacific, Caribbean) BA, 1994, Eastern Washington; MA, 1996, Montana; PhD, 2003, Oregon. (2012)

Stephen R. Frost, professor (human-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); director, graduate studies. BA, 1992, Seoul National; MSc, 1997, PhD, 2003, Toronto. (2007)

Leah Lowthorp, assistant professor (cultural anthropologist, folklorist, critical heritage). BA, 2003, California, Berkeley; MA, 2005, Pennsylvania; MA, 2007, Institut Européen des Hautes Etudes Internationales; PhD, 2013, Pennsylvania. (2018)

Johanna Bard Richlin, assistant professor (religion, migration, and affect; U.S., Brazil, Europe) BA, 2008 Wesleyan University; M.T.S. 2010 Harvard Divinity School; MA, 2012, PhD, 2016, Stanford University. (2018)

Michelle Scalise Sugiyama, associate teaching professor, BA, 1985, San Diego State, MA, 1988, PhD, 1997 California Santa Barbara. (2015)

Philip W. Scher, professor (Caribbean, politics of culture, transnationalism); divisional dean, social sciences, College of Arts and Sciences. BA, 1987, Brown; MS, 1991, PhD, 1997, Pennsylvania. (2002)

J. Josh Snodgrass, professor (human biology, human nutrition and energetics, skeletal biology); associate vice provost, undergraduate education and student success. BA, 1995, California, Santa Cruz; MA, 1998, Florida; PhD, 2004, Northwestern. (2005)

Lynn Stephen, professor, Philip H. Knight Chair. (ethnicity and political economies, gender, U.S. Latinos and Latin America); BA, 1979, Carleton; PhD, 1987, Brandeis. (1998)

Kirstin Sterner, associate professor (molecular anthropology). BA, 2001, MA, 2005, PhD, 2009, New York. (2011)

Lawrence S. Sugiyama, professor (evolutionary psychology, behavioral ecology, biocultural anthropology). BA, 1985, MA, 1991, PhD, 1996, California, Santa Barbara. (1996)

Nelson Ting, associate professor (molecular anthropology, primate genetics, ecology, conservation Africa); director, undergraduate studies. BA, 1999, Washington (St. Louis); MA, 2001, Missouri, Columbia; PhD, 2008, City University of New York. (2011)

Larry R. Ulibarri, instructor; BA, 2002, Northern Colorado; MA, 2006, PhD, 2013, Colorado, Boulder. (2019)

Frances J. White, professor (evolution of primate behavior, Africa); department head. BA, 1980, MA, 1984, Cambridge; PhD 1986, State University of New York, Stony Brook. (2001)

Emeriti

C. Melvin Aikens, professor emeritus. BA, 1960, Utah; MA, 1962, PhD, 1966, Chicago. (1968)

William S. Ayres, professor emeritus. BA, 1966, Wyoming; PhD, 1973, Tulane. (1976)

Aletta Biersack, professor emerita. BA, 1965, MA, 1969, 1972, PhD, 1980, Michigan. (1982)

Don E. Dumond, professor emeritus. BA, 1949, New Mexico; MA, 1957, Mexico City College; PhD, 1962, Oregon. (1962)

Jon M. Erlandson, professor emeritus. BA, 1980, MA, 1983, PhD, 1988, California, Santa Barbara. (1990)

John R. Lukacs, professor emeritus. BA, 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)

Madonna L. Moss, professor emerita. BA, 1976, William and Mary; MA, 1982, PhD, 1989, California, Santa Barbara. (1990)

Theresa O'Neill, associate professor emerita. BA, 1981, Notre Dame; MA, 1985, PhD, 1992, Harvard. (1998)

Carol T. Silverman, professor emerita. BA, 1972, City University of New York, City College; MA, 1974, PhD, 1979, Pennsylvania. (1980)

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

Participating

Andrew Boehm, Museum of Natural and Cultural History

Thomas J. Connolly, Museum of Natural and Cultural History

Ann Craig, Museum of Natural and Cultural History

Edward Davis, Museum of Natural and Cultural History

Pamela E. Endzweig, Museum of Natural and Cultural History

Samantha Hopkins, Museum of Natural and Cultural History

Dennis L. Jenkins, Museum of Natural and Cultural History

Elizabeth Kallenbach, Museum of Natural and Cultural History

Jaime Kennedy, Museum of Natural and Cultural History

Jeanne McLaughlin, Museum of Natural and Cultural History

Patrick O'Grady, Museum of Natural and Cultural History

Gregory Retallack, Museum of Natural and Cultural History

Chris Ruiz, Museum of Natural and Cultural History

Undergraduate Programs

Major - Bachelor's Degree

- Anthropology (BA/BS) (p. 309)

Minors

- Anthropology (p. 312)
- Forensic Anthropology (p. 312)

Graduate Program

Major - Doctoral Degree

- Anthropology (PhD) (p. 313)

Anthropology (BA/BS)

At the UO's Department of Anthropology, you can learn about various cultures and populations, dig up fossils, study gorillas, hunt for ancient relics, and more. Pursue your specific interests through our three anthropological subfields: cultural anthropology, biological anthropology, and archaeology.

You will be taught by working anthropologists who study societies from the past and present in West Africa, East Africa, Latin America, North America, East Asia, South Asia, Southeast Asia, Oceania, and the Caribbean. Learn about the human species from ecological and evolutionary perspectives, and gain a deeper understanding of human biological variation and our relation to other animals. You can participate in field schools that travel across the world digging for artifacts, and go abroad to study international cultures.

Program's Admission Requirements

Please visit the program's website (<https://anthropology.uoregon.edu/undergrad-program/major/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Explain how Anthropology as a discipline examines what it means to be human through a holistic and integrative approach.
- Explain how knowledge is produced and how incorporation of diverse perspectives leads to broader understandings of the human experience.
- Evaluate the influence of genetic, ecological, and sociocultural factors on human biological and cultural variation in the past, present, and future.
- Evaluate how anthropology can help us to better understand the broad range of important issues that will require decision and policy making in the future.
- Demonstrate cross cultural awareness, cultural competency, and the importance of understanding different perspectives.

Anthropology Major Requirements

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.

Code	Title	Credits
Core Requirements		12
ANTH 145	Principles of Archaeology	
	or ANTH 15(World Archaeology	
ANTH 161	Introduction to Cultural Anthropology	
ANTH 270	Introduction to Biological Anthropology	
Breadth Requirements		12
One upper-division geographic area course in archaeology		
One course in cultural anthropology		
One course in biological anthropology		
Four upper-division anthropology courses in one area of concentration ¹		16
Two upper-division anthropology electives ²		8
Total Credits		48

- ¹ Areas of concentration: cultural anthropology, biological anthropology, archaeology.
ANTH 406, ANTH 408, ANTM 406, and ANTM 408, may not be used to fulfill Area of Concentration requirement.
Courses that may only be taken P/NP, e.g., ANTH 401, 403, and 405 do not count toward the fulfillment of major requirements.
- ² No more than 8 credits of independent study and 8 credits of eligible courses in other departments may be used to fulfill Anthropology electives requirement.

Additional Requirements

Students must complete at least 28 upper-division (300- or 400-level) credits - with a minimum of 12 credits at the 400-level.

Majors must meet with an anthropology advisor at least once a year.

Concentration in Archaeology

Code	Title	Credits
Four Upper Division Archaeology Courses ¹		16
ANTH 340	Fundamentals of Archaeology	

ANTH 341	Food Origins
ANTH 342	Archaeology of Egypt and Near East
ANTH 343	Pacific Islands Archaeology
ANTH 344	Oregon Archaeology
ANTH 345	Archaeology of East Asia
ANTH 373	Psychoactive Substances in Ancient Societies
ANTH 442	Northwest Coast Archaeology
ANTH 443	
ANTH 446	
ANTH 448	Gender and Archaeology
ANTH 449	Cultural Resource Management
ANTH 453	African Archaeology
ANTH 456	Peopling of the Americas
ANTH 471	Zooarchaeology: [Topic]
Total Credits 16	

¹ The following additional upper division Anthropology courses MAY NOT be used to fulfill this requirement: ANTH 406, ANTH 408, ANTM 406 & ANTM 408.

Students may complete a second or third area of concentration by taking 3 additional courses (12 credits) in that area of concentration. Please see a major advisor for details.

All courses must be graded, with a minimum grade of C-. Courses that may only be taken P/NP, e.g., ANTH 401, 403, 405, and 409 do not count toward the fulfillment of major requirements.

Concentration in Biological Anthropology

Code	Title	Credits
Four Upper Division Biological Courses ¹		16
ANTH 332	Human Attraction and Mating Strategies	
ANTH 349	Origins of Art	
ANTH 361	Human Evolution	
ANTH 362	Human Biological Variation	
ANTH 366	Human Osteology Laboratory	
ANTH 369	Human Growth and Development	
ANTH 375		
ANTH 376	Decoding Your Genome	
ANTH 459	Advanced Evolutionary Medicine	
ANTH 462	Primate Evolution	
ANTH 463	Primate Behavior	
ANTH 466		
ANTH 467	Paleoecology and Human Evolution	
ANTH 468		
ANTH 470	Statistical Analysis of Biological Anthropology	
ANTH 472	Primate Conservation Biology	
ANTH 473		
ANTH 479	Taphonomy: Bones, Bugs, and Burials	
ANTH 481	Principles of Evolutionary Psychology	

ANTH 487	Bioanthropology Methods
Total Credits 16	

¹ The following additional upper division Anthropology courses MAY NOT be used to fulfill this requirement: ANTH 406, ANTH 408, ANTM 406 & ANTM 408.

Students may complete a second or third area of concentration by taking 3 additional courses (12 credits) in that area of concentration. Please see a major advisor for details.

All courses must be graded, with a minimum grade of C-. Courses that may only be taken P/NP, e.g., ANTH 401, 403, 405, and 409 do not count toward the fulfillment of major requirements.

Concentration in Cultural Anthropology

Code	Title	Credits
Four Upper Division Cultural Anthropology Courses ¹		16
ANTH 311	Anthropology of Globalization	
ANTH 315	Gender, Folklore, Inequality	
ANTH 320	Native North Americans	
ANTH 322	Anthropology of the United States	
ANTH 326		
ANTH 329	Immigration and Farmworkers	
ANTH 330	Hunters and Gatherers	
ANTH 331	Cultures of India and South Asia	
ANTH 365	Food and Culture	
ANTH 411		
ANTH 413		
ANTH 415		
ANTH 420	Culture, Illness, and Healing	
ANTH 427M	Latino Roots I	
ANTH 428M	Latino Roots II	
ANTH 429		
ANTH 434	Indigenous Peoples of South America	
ANTH 438	Race and Gender in Latin America	
Total Credits 16		

¹ The following additional upper division Anthropology courses MAY NOT be used to fulfill this requirement: ANTH 406, ANTH 408, ANTM 406 & ANTM 408.

Students may complete a second or third area of concentration by taking 3 additional courses (12 credits) in that area of concentration. Please see a major advisor for details.

All courses must be graded, with a minimum grade of C-. Courses that may only be taken P/NP, e.g., ANTH 401, 403, 405, and 409 do not count toward the fulfillment of major requirements.

Honors

The Anthropology Honors Program is designed for outstanding Anthropology majors interested in independent exploration of a special topic of their own choosing under the guidance of a faculty member.

Students should identify an area of research interest during their junior years or earlier, and approach members of the faculty with whom they want to work. It is best if a student can take a class taught by the faculty member during the junior year (at the latest). Some faculty members require students to take a course from them before allowing students to work in their laboratories.

An honors thesis is expected to make a substantial and persuasive argument situated within, and contributing to, current critical debates while demonstrating exceptional verbal clarity and sophistication.

If you intend to pursue honors in Anthropology you will need to notify the Director of Undergraduate Studies, Professor Alison Carter via email, acarter4@uoregon.edu (undergradasu7@uoregon.edu), no later than the first term of your senior year.

Students must meet all requirements:

- Maintains at least a 3.75 GPA in Anthropology coursework
- Maintain a cumulative 3.50 overall GPA
- Submit an original undergraduate thesis written under the guidance of a departmental faculty member, who serves as thesis advisor.
- The final version of the thesis must be approved by the thesis advisor by Thursday of Week 10 of the term you are graduating.
- The thesis advisor should send an electronic copy of the final and approved Honors Thesis to asu5@uoregon.edu for departmental records.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Anthropology

An optional minor is included in this example. Please consult with an anthropology advisor concerning a plan that is best for you.

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121Z	Composition I	4	
ANTH 145 or ANTH 150	Principles of Archaeology or World Archaeology	4	
First term of 1st-year second-language sequence		4	
Credits		12	
Winter			
WR 122Z	Composition II	4	
ANTH 270	Introduction to Biological Anthropology	4	
Second term of 1st-year second-language sequence		4	
Cultural literacy course		4	
Credits		16	
Spring			
ANTH 161	Introduction to Cultural Anthropology	4	
Third term of 1st-year second-language sequence		4	
Cultural literacy course		4	
Core-education course in social science		4	
Credits		16	

Second Year

Fall

Upper-division geographic-area course in archaeology	4
First term of 2nd-year second-language sequence	4
Core-education course in arts and letters	4
Core-education course in social science	4

Credits 16

Winter

One course in cultural anthropology	4
Second term of 2nd-year second-language sequence	4
Core-education course in social science	4
Core-education course in science	4

Credits 16

Spring

One course in biological anthropology	4
Third term of 2nd-year second-language sequence	4
Core-education course in arts and letters	4
Core-education course in science	4

Credits 16

Third Year

Fall

Upper-division course in an area of concentration	4
Core-education course in arts and letters	4
Core-education course in science	4
Course that satisfies minor requirement	4

Credits 16

Winter

Upper-division course in an area of concentration	4
Core-education course in arts and letters	4
Core-education course in social science	4
Course that satisfies minor requirement	4

Credits 16

Spring

Upper-division course in an area of concentration	4
Core-education course in science	4
Two courses that satisfy minor requirement	8

Credits 16

Fourth Year

Fall

Upper-division course in an area of concentration	4
Two courses that satisfy minor requirement	8
Additional course	4

Credits 16

Winter

Anthropology elective	4
Course that satisfies minor requirement	4
Additional course	4

Credits 12

Spring

Anthropology elective	4
Course that satisfies minor requirement	4

Additional course	4
Credits	12
Total Credits	180

Bachelor of Science in Anthropology

An optional minor is included in this example. Please consult with an anthropology advisor concerning a plan that is best for you.

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 105Z	Math in Society	4	
WR 121Z	Composition I	4	
ANTH 145 or ANTH 150	Principles of Archaeology or World Archaeology	4	
Credits		12	
Winter			
MATH 106	University Mathematics II	4	
WR 122Z	Composition II	4	
ANTH 270	Introduction to Biological Anthropology	4	
Cultural literacy course		4	
Credits		16	
Spring			
MATH 107	University Mathematics III	4	
ANTH 161	Introduction to Cultural Anthropology	4	
Cultural literacy course		4	
Core-education course in social science		4	
Credits		16	
Second Year			
Fall			
Upper-division geographic-area course in archaeology		4	
Course that satisfies minor requirement		4	
Core-education course in arts and letters		4	
Core-education course in social science		4	
Credits		16	
Winter			
One course in cultural anthropology		4	
Course that satisfies minor requirement		4	
Core-education course in social science		4	
Core-education course in science		4	
Credits		16	
Spring			
One course in biological anthropology		4	
Course that satisfies minor requirement		4	
Core-education course in arts and letters		4	
Core-education course in science		4	
Credits		16	
Third Year			
Fall			
Upper-division course in an area of concentration		4	
Course that satisfies minor requirement		4	
Group-satisfying course in arts and letters		4	

Group-satisfying course in science	4
Credits	16
Winter	
Upper-division course in an area of concentration	4
Course that satisfies minor requirement	4
Group-satisfying course in arts and letters	4
Group-satisfying course in social science	4
Credits	16
Spring	
Upper-division course in an area of concentration	4
Course that satisfies minor requirement	4
Core-education course in science	4
Additional course	4
Credits	16
Fourth Year	
Fall	
Upper-division course in an area of concentration	4
Course that satisfies minor requirement	4
Additional courses	8
Credits	16
Winter	
Anthropology elective	4
Course that satisfies minor requirement	4
Additional course	4
Credits	12
Spring	
Anthropology elective	4
Additional courses	8
Credits	12
Total Credits	180

Anthropology Minor

Anthropology is the study of humans, and our selection of courses are designed to have better understanding of human cultural and biological origins and diversity.

Minor Requirements

Code	Title	Credits
100- or 200-level anthropology course		4
300- or 400-level anthropology courses		12
400-level anthropology courses		4
Elective anthropology course at any level		4
Total Credits		24

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. Of the 24 credits required in anthropology, 20 must be graded and passed with a C– or better.

Forensic Anthropology Minor

Forensic Anthropology is the study of human remains for medicolegal purposes, relying on facets of human anatomy, skeletal biology, human

behavior, taphonomy, and pathology. Forensics applies these sciences to the legal process. This minor in Forensics Anthropology is intended to complement a major in another discipline.

Minor in Forensic Anthropology

16 of the 24 credits used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

No more than 4 credits can be used to fulfill the minor requirements if taken and passed with a grade of D-, D, or D+.

No more than 4 credits can be used to fulfill the minor requirements if taken and passed with a grade of Pass.

Code	Title	Credits
Required Core Courses:		8
ANTH 270	Introduction to Biological Anthropology	
ANTH 176	Introduction to Forensic Anthropology	
Choose three courses from the following:		12
ANTH 366	Human Osteology Laboratory	
ANTH 376	Decoding Your Genome	
ANTH 473		
ANTH 474		
ANTH 475	Regarding Remains	
ANTH 479	Taphonomy: Bones, Bugs, and Burials	
Electives - Choose one course from the following: ¹		4
ANTH 145	Principles of Archaeology	
ANTH 471	Zooarchaeology: [Topic]	
Total Credits		24

¹ Students may also select an additional course from the second section to satisfy the electives section.

Anthropology (PhD)

The UO Department of Anthropology offers the Doctor of Philosophy (Ph.D.) degree with a concentration in one of three subfields: Archaeology (<https://anthropology.uoregon.edu/research/archaeology-2/>), Biological Anthropology (<https://anthropology.uoregon.edu/biological-anthropology/>), or Cultural Anthropology (<https://anthropology.uoregon.edu/cultural-anthropology/>). While graduate students choose one subfield on which to focus their studies, many follow an interdisciplinary path that bridges between subfields, as well as to different disciplines. This approach is encouraged in our department, which is distinctive in its commitment to the integration of the anthropological subfields via five Areas of Expertise and Focus. (<https://socialsciences.uoregon.edu/anthropology/research/inter/#five-areas-~:text=The%20Department%20of%20Anthropology%20is%20distinctive%20in%20its%20integration%20of%20the%20anthropological%20subfields%20via%20five%20areas%20of%20expertise%20and%20focus%3A>)

Students without a relevant Master's degree (i.e., a Master's degree in Anthropology or a closely related field) are admitted as *Conditional Doctoral Students* and first obtain an M.A. or M.S. in Anthropology in the departmental Master's program before transitioning into the Ph.D. program. Students with relevant Master's degrees are admitted as *Doctoral Students* directly into the Ph.D. program.

Department of Anthropology seeks after understanding of humans through the integration of three distinct yet complementary subfields – archaeology, biological anthropology, and cultural anthropology. We are dedicated to better understanding human cultural and biological origins and diversity through education and research. Under this mission, our graduate program prepares students to obtain a degree in a timely manner in preparation for an academic career or for a career as a professional anthropologist doing applied work. Specific learning outcomes are varied by subfields and courses, but we identify the following overlapping fundamentals:

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Gain comprehensive knowledge on intellectual history and theoretical frameworks in anthropology and related fields.
- Be engaged in understanding recent and historical developments in the world.
- Familiarize themselves with, practice, and experiment various anthropological/archaeological, ethnographic, field, and scientific methods.
- Utilize such learning in identifying their research topics and designing the ProJet.
- Develop concrete skills in professional writing and scholarly communications.
- Through their research, to bring anthropological perspectives to bear on the problems of current global societies, including ethics in research, decolonization, power-gender-economic imbalance, and impending environmental issues.
- Accumulate knowledge and prepare themselves for job markets of their preferred fields.

Anthropology Major 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 master's requirements and a thesis developed in the department. Those who do not hold master's degree at time of entry into the program complete a master's in passing (M.A. or M.S.) on the way to the Ph.D. Those who enter with a master's degree in another discipline are required to take the 3 anthropology core courses early in the program.

The UO Department of Anthropology offers the Doctor of Philosophy (Ph.D.) degree with a concentration in one of three subfields: Archaeology, Biological Anthropology, or Cultural Anthropology. Students are required to successfully complete a professional development seminar, 3 subfield specific core courses, and subfield specific research methods courses (see Table). In addition, students are expected to enroll in graduate level courses in anthropology and other relevant disciplines based on their individual interests, as well as Individualized Study (IS) Courses (e.g., ANTH 503 Thesis, ANTH 601 Research, ANTH 603 Dissertation, and ANTH 605 Special Problems).

In addition to required coursework, all students are required to successfully complete the following: comprehensive examinations covering special fields of concentration in anthropology in relation to their subfield(s); a demonstration of proficiency in a professional skill, language, or in professional writing (e.g., publication of a manuscript or submission of a major research proposal); a formal dissertation prospectus; and, a doctoral dissertation (see Table). 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.

Code	Title	Credits
Requirements¹		
ANTH 615	Proseminar in Anthropology	4
3 Anthropology Core Courses:		15
ANTH 610	Experimental Course: [Topic] or ANTH 68(Basic Graduate Physical Anthropology)	
ANTH 681	Archaeology and Anthropology	
ANTH 689	Social Theory II	
Additional Required Coursework:		4-20
1 subfield specific research methods course (all students)		
3 statistics courses (Biological Anthropology students only)		
Additional Requirements (at least one of the following):		
professional skill		
language proficiency		
paper publication		
major research proposal		
Comprehensive Exams (which vary by subfield)		
Dissertation Prospectus		
Dissertation and Defense		
ANTH 603	Dissertation	18

¹ Formal requirements of time and credit are secondary, but no candidate is recommended for the degree until the minimum Division of Graduate Studies requirements for credits, residence, and study have been satisfied. For information about general requirements, see the Division of Graduate Studies 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.

Asian Studies

<http://asianstudies.uoregon.edu>

Luke Habberstad, Program Director

114 Friendly Hall

541-346-9780

lukehabb@uoregon.edu

The University of Oregon's Asian Studies Program is an interdisciplinary instructional component of the College of Arts and Sciences. The program emphasizes study in Asian languages, history, society and culture, art and literature, politics and economics. Established in 1942, the Asian Studies Program is one of the oldest interdisciplinary programs in the United States to focus on Asia.

The Asian Studies Program is administered by the Asian Studies Faculty Committee, composed of faculty members with Asian specializations in over a dozen discipline areas. Degree programs offered include B.A. and M.A. programs that emphasize East Asia (China, Japan, and Korea), South Asia (particularly India and Pakistan) and, to a more limited extent, Southeast Asia (particularly Indonesia, the Philippines, Thailand and Vietnam). The program is supported by a strong faculty and on-going research activities.

Asian Studies students are required to complete two years of language training in addition to a rigorous program of classes covering several disciplines and national traditions. Chinese and Japanese are taught through the fifth year and Korean through the fourth year through the Department of East Asian Languages and Literatures (EALL).

Program Affiliated Faculty

Ina Asim, history (China)

Alison Carter, anthropology (Southeast Asia)

Steven T. Brown, comparative literature (Japan)

Daniel Buck, geography, Asian studies (China, East Asia)

Kathie Carpenter, global studies (Southeast Asia)

Shankha Chakraborty, economics (South Asia)

Roy Chan, East Asian languages and literatures (China)

Rachel DiNitto, East Asian languages and literatures (Japan)

Maram Epstein, East Asian languages and literatures (China)

Tara Fickle, English (Asian American culture)

Scott Fitzpatrick, anthropology (Pacific islands)

Alisa D. Freedman, East Asian languages and literatures (Japan)

Andrew E. Goble, history (Japan)

Bryna Goodman, history (China)

Sangita Gopal, cinema studies (South Asia)

Alison Groppe, East Asian languages and literatures (Chinese culture)

Luke Habberstad, East Asian languages and literatures, religious studies (China)

Jeffrey E. Hanes, history (Japan)

Analise Heinz, history (China)

Kaori Idemaru, East Asian languages and literatures (Japan)

Zhuo Jing-Schmidt, East Asian languages and literatures (China)

Lamia Karim, anthropology (South Asia)

Masami Kawai, cinema studies (Asian American)

Dong Hoon Kim, cinema studies (Korea, East Asia)

Jina Kim, East Asian languages and literatures (Korea)

Nayoung Kwon, East Asian languages and literatures (Korea)

Charles H. Lachman, history of art and architecture (China)

Gyoung-Ah Lee, anthropology (China and Korea)

David Leiwei Li, English (Chinese film and Asian American literature)

Susanna Soojung Lim, russian, east european and eurasian studies (Korea)

Leah Lowthorp, anthropology (South Asia)

Dyana Mason, planning, public policy and management (Southeast Asia)

David Meek, global studies (South Asia)

HyeRyoung Ok, cinema studies (Korea)

Seungahn Nah, journalism (East Asia)

Eric W. Pederson, linguistics (South Asia)

Eric Priest, law (China)

Ari Ernesto Purnama, cinema studies (Southeast Asia)

Biswarup "Bish" Sen, journalism and communications (South Asia)

Jeff Schroeder, religious studies (Japan)

Xiaobo Su, geography (China)

Yeling Tan, political science (China)

Tze-Yin Teo, comparative literature (East and Southeast Asia)

Mark T. Unno, religious studies (East Asian religions)

Arafaat Valiani, history (South Asia)

Tuong Vu, political science (East and Southeast Asia)

Akiko Walley, history of art and architecture (Japan)

Glynne Walley, East Asian languages and literatures (Japan)

Yugen Wang, East Asian languages and literatures (China)

Lesley Jo Weaver, global studies (South Asia)

Anita M. Weiss, global studies (South Asia)

Yizhao Yang, planning, public policy and management (China)

Kyu Ho Youm, journalism and communication

Undergraduate Programs

Major - Bachelor's Degree

- Asian Studies (BA) (p. 315)

Minors

- East Asian Studies (p. 320)
- South Asian Studies (p. 320)
- Southeast Asian Studies (p. 321)

Graduate Programs

Major - Master's Degree

- Asian Studies (MA/MS) (p. 321)

Specialization

- Asian Studies (p. 322)

Asian Studies (BA)

The Asian studies program explores a dynamic region encompassing the second and third largest world economies, more than a quarter of the globe's population, and some of the oldest civilizations. This interdisciplinary major allows students to focus on Japan, China, Korea, or with an outside language study, pursue a special interdisciplinary minor in Southeast Asian or South Asian studies.

The wide-ranging curriculum draws from departments around the university, including courses in anthropology, art history, Chinese language and literature, dance, film, geography, history, international studies, Japanese language and literature, linguistics, Korean language and culture, political science, South Asian culture, and religious studies.

The major in Asian studies offers

- strong training in at least one Asian language (Chinese, Japanese, or Korean)
- knowledge of the histories and cultures of the societies in which that language is used
- a sense of how academic disciplines contribute to interdisciplinary study
- a knowledge of transnational Asia beyond the primary language and civilization focus listed above

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Exhibit broad knowledge and understanding of Asia as a transnational region, including its history, cultures, languages, politics, economics, societies, and diversity.
- Use multiple disciplinary approaches and perspectives to critically analyze, interpret, and contextualize major issues and themes in Asian cultures and societies.
- Demonstrate skills in effective written and oral communications, research, and inter-cultural competence that are relevant to a range of careers.
- Achieve intermediate language competence (2 years) in a major Asian language.

Students who have an overall grade point average (GPA) of 3.70 or higher and want to graduate with honors in Asian Studies write a 30- to 50-page thesis. A faculty advisor must be selected and a proposal must be approved by the advisor and the Asian Studies Program Director at least two terms before graduation. Students may apply as many as 4 credits in Research (401) or Thesis (403) to the appropriate block of the 48 credits required for the Asian Studies major. The thesis must address an international or cross-cultural topic relevant to Asian Studies, and it must make meaningful use of at least two sources in an Asian language.

Asian Studies Major Requirements

Students must complete 48 credits as specified below. As many as 8 of these credits may be taken pass/no pass; at least 40 of the 48 credits must be chosen at the 300 level or above. 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.

Code	Title	Credits
Seminar		
ASIA 350	What Is Asia: Theoretical Debates	4
Subregional Interdisciplinary Focus ¹		
Six courses in the chosen subregion, if available; two courses must be in history, two in the social sciences, and two in the humanities; may include as many as 15 credits of upper-division Asian language courses related to the chosen subregion		24
Discipline or Thematic Focus		
Three courses in one discipline or theme ²		12
Regional Breadth		
Course in Asian studies outside chosen subregion; may include lower-division language courses of a second Asian language		4
Language Requirement		
Two years of Asian language related to the chosen subregion ³		

¹ Subregions: China, Japan, Korea, Southeast Asia, South Asia

² Disciplines or themes include but are not limited to film, food, literature, religion, pop culture, linguistics, or art. Discipline and thematic courses may be double-dipped from Interdisciplinary courses, but the major must include a minimum of 48 credits. Courses selected for the thematic area do not need to be taken within the declared subregional focus area. Courses selected for the thematic area cannot be language-based; linguistic and literature courses are acceptable.

³ 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.

Approved Courses for China Subregion

Code	Title	Credits
History		
HIST 190	Foundations of East Asian Civilizations	
HIST 191	China, Past and Present	
HIST 387	Early China	
HIST 449		
HIST 487	China: [Topic]	
HIST 497	Culture, Modernity, and Revolution in China: [Topic]	
Social Science		
ANTH 223		
ANTH 345	Archaeology of East Asia	
ASIA 111	Great Books on Modern Asia	
ASIA 425	Asian Foodways	

ASIA 480	Chinese Economy: Transition, Development, Globalization
CHN 301	Third-Year Chinese I
CHN 302	Third-Year Chinese II
CHN 303	Third-Year Chinese III
CHN 480	Chinese Linguistics
CHN 481	
EALL 209	Languages and Societies in East Asia
EALL 443	Chinese, Japanese, and Korean Pedagogy
ES 252	Introduction to Asian American Studies
GEOG 201	World Regional Geography
GEOG 342	Geography of Globalization
GLBL 444	Southeast Asia Today
PS 342	Politics of China
PS 391	Non-Western Political Theory
Humanities	
ARH 208	History of Chinese Art
ARH 210	
ARH 382	Arts of the Silk Road
ARH 387	Chinese Buddhist Art
ARH 481	Chinese Art: [Topic]
ASIA 425	Asian Foodways
CHN 150	Introduction to Chinese Narrative
CHN 151	Introduction to Chinese Film
CHN 152	Introduction to Chinese Popular Culture
CHN 301	Third-Year Chinese I
CHN 302	Third-Year Chinese II
CHN 303	Third-Year Chinese III
CHN 305	History of Chinese Literature
CHN 306	History of Chinese Literature II, The Imperial Age
CHN 307	History of Chinese Literature
CHN 308	Literature of Modern Taiwan
CHN 350	Gender and Sexuality in Traditional Chinese Literature
CHN 351	Gender and Sexuality in Modern Chinese Literature
CHN 380	
CHN 413	Modern Chinese Texts: [Topic]
CHN 420	Intermediate Language Strategies
CHN 421	Intermediate Language Strategies
CHN 422	Intermediate Language Strategies
CHN 436	Literary Chinese
CHN 437	Literary Chinese
CHN 439	Chinese Academic Writing
CHN 445	Advanced Chinese: [Topic]
CHN 452	Chinese Film and Theory
CHN 480	Chinese Linguistics
CHN 482	History of the Chinese Language
CLAS 310	Early China, Ancient Greece
EALL 442	Second-Language Acquisition
EALL 460	Teaching East Asian Languages and Literatures at College Level

ENG 242	Introduction to Asian American Literature
ENG 362	
ES 252	Introduction to Asian American Studies
REL 101	World Religions: Asian Traditions
REL 302	Chinese Religions
REL 353	Dark Self, East and West
REL 440	Readings in Buddhist Scriptures

Approved Courses for Japan Subregion

Code	Title	Credits
History		
HIST 190	Foundations of East Asian Civilizations	
HIST 192	Japan, Past and Present	
HIST 396	Samurai in Film	
HIST 449		
HIST 490	Japan: [Topic]	
HIST 491	Medicine and Society in Premodern Japan	
HIST 498	Early Japanese Culture and Society: [Topic]	
Social Science		
ANTH 223		
ANTH 345	Archaeology of East Asia	
ASIA 111	Great Books on Modern Asia	
ASIA 425	Asian Foodways	
EALL 209	Languages and Societies in East Asia	
EALL 443	Chinese, Japanese, and Korean Pedagogy	
ES 252	Introduction to Asian American Studies	
GEOG 201	World Regional Geography	
GEOG 342	Geography of Globalization	
JPN 301	Third-Year Japanese I ¹	
JPN 302	Third-Year Japanese II ¹	
JPN 303	Third-Year Japanese III ¹	
JPN 315	Introduction to Japanese Linguistics	
JPN 411	Fourth-Year Spoken Japanese ¹	
JPN 412	Fourth-Year Spoken Japanese ¹	
JPN 413	Fourth-Year Spoken Japanese ¹	
JPN 414	Fourth-Year Reading and Writing Japanese ¹	
JPN 415	Fourth-Year Reading and Writing Japanese ¹	
JPN 416	Fourth-Year Reading and Writing Japanese ¹	
PS 345	Southeast Asian Politics	
PS 391	Non-Western Political Theory	
Humanities		
ARH 209	History of Japanese Art	
ARH 210		
ARH 350	History of Manga	
ARH 485	Japanese Art: [Topic]	
ARH 488	Japanese Prints	
ASIA 425	Asian Foodways	
EALL 211	Japan A Cultural Odyssey	
EALL 442	Second-Language Acquisition	

EALL 460	Teaching East Asian Languages and Literatures at College Level
ENG 242	Introduction to Asian American Literature
ENG 362	
ES 252	Introduction to Asian American Studies
JPN 250	Manga Millennium
JPN 301	Third-Year Japanese I ¹
JPN 302	Third-Year Japanese II ¹
JPN 303	Third-Year Japanese III ¹
JPN 305	Introduction to Japanese Literature
JPN 306	Introduction to Japanese Literature
JPN 307	Introduction to Japanese Literature
JPN 411	Fourth-Year Spoken Japanese ¹
JPN 412	Fourth-Year Spoken Japanese ¹
JPN 413	Fourth-Year Spoken Japanese ¹
JPN 414	Fourth-Year Reading and Writing Japanese ¹
JPN 415	Fourth-Year Reading and Writing Japanese ¹
JPN 416	Fourth-Year Reading and Writing Japanese ¹
JPN 425	Modern Japanese Literature: [Topic]
JPN 434	Advanced Readings in Japanese Literature
JPN 435	Advanced Readings in Japanese Literature
JPN 436	Advanced Readings in Japanese Literature
JPN 437	
JPN 455	Japanese Business Culture and Language
JPN 471	
JPN 480	Early Modern Comics
JPN 490	Translation and Japanese Literature
REL 101	World Religions: Asian Traditions
REL 303	Japanese Religions
REL 353	Dark Self, East and West
REL 440	Readings in Buddhist Scriptures
REL 444	Medieval Japanese Buddhism

¹ As many as 15 credits of upper-division Asian language courses related to the chosen Regional Focus may be used for the Social Science and/or Humanities requirement for the student's chosen Regional Focus.

Approved Courses for Korea Subregion

Code	Title	Credits
History		
HIST 190	Foundations of East Asian Civilizations	
HIST 449		
Social Science		
ANTH 223		
ANTH 345	Archaeology of East Asia	
ASIA 425	Asian Foodways	
EALL 209	Languages and Societies in East Asia	
EALL 443	Chinese, Japanese, and Korean Pedagogy	
ES 252	Introduction to Asian American Studies	

GEOG 201	World Regional Geography
GEOG 342	Geography of Globalization
KRN 301	Third-Year Korean I
KRN 302	Third-Year Korean II
KRN 303	Third-Year Korean III
PS 391	Non-Western Political Theory
Humanities	
ARH 210	
ASIA 425	Asian Foodways
CINE/KRN 151M	Introduction to Korean Cinema
CINE/KRN 362M	Contemporary Korean Film
EALL 442	Second-Language Acquisition
EALL 460	Teaching East Asian Languages and Literatures at College Level
ENG 242	Introduction to Asian American Literature
ENG 362	
ES 252	Introduction to Asian American Studies
KRN 301	Third-Year Korean I
KRN 302	Third-Year Korean II
KRN 303	Third-Year Korean III
KRN 309	Languages and Cultural Formation in Korea
KRN 315	Introduction to Korean Linguistics
KRN 361	Korean Popular Culture and Transnationalism
REL 101	World Religions: Asian Traditions
REL 353	Dark Self, East and West
REL 440	Readings in Buddhist Scriptures

Approved Courses for Southeast Asia Subregion

Code	Title	Credits
History		
HIST 190	Foundations of East Asian Civilizations	
HIST 286	Cities in India and South Asia	
HIST 386	India	
HIST 388	Vietnam War and the United States	
HIST 449		
Social Science		
ANTH 223		
ANTH 331	Cultures of India and South Asia	
ANTH 343	Pacific Islands Archaeology	
ANTH 346	Archaeology of Southeast Asia	
ASIA 111	Great Books on Modern Asia	
ASIA 350	What Is Asia: Theoretical Debates	
ASIA 425	Asian Foodways	
ES 252	Introduction to Asian American Studies	
ES 258	Introduction to Pacific Islander Studies	
GEOG 201	World Regional Geography	
GEOG 342	Geography of Globalization	
GLBL 421	Gender and International Development	
GLBL 423		

GLBL 442	South Asia: Development and Social Change
GLBL 444	Southeast Asia Today
GLBL 448	Bollywood's Lens on Indian Society
PS 345	Southeast Asian Politics
PS 391	Non-Western Political Theory
Humanities	
ARH 210	
ARH 325	Islamic Art & Architecture
ARH 382	Arts of the Silk Road
ASIA 425	Asian Foodways
ENG 242	Introduction to Asian American Literature
ENG 362	
ES 252	Introduction to Asian American Studies
ES 258	Introduction to Pacific Islander Studies
MUS 358	Music in World Cultures
MUS 490	Balinese Gamelan
REL 101	World Religions: Asian Traditions
REL 353	Dark Self, East and West
REL 440	Readings in Buddhist Scriptures

Approved Courses for South Asia Subregion

Code	Title	Credits
History		
HIST 186	Cultures of India	
HIST 286	Cities in India and South Asia	
HIST 386	India	
HIST 449		
Social Science		
ANTH 331	Cultures of India and South Asia	
ASIA 111	Great Books on Modern Asia	
ASIA 425	Asian Foodways	
ES 252	Introduction to Asian American Studies	
GEOG 201	World Regional Geography	
GEOG 342	Geography of Globalization	
GLBL 415	The Global Story of Race	
GLBL 442	South Asia: Development and Social Change	
GLBL 448	Bollywood's Lens on Indian Society	
HIST 186	Cultures of India	
PS 391	Non-Western Political Theory	
Humanities		
ARH 210		
ARH 325	Islamic Art & Architecture	
ARH 382	Arts of the Silk Road	
ASIA 425	Asian Foodways	
ENG 242	Introduction to Asian American Literature	
ENG 362		
ES 252	Introduction to Asian American Studies	
REL 101	World Religions: Asian Traditions	
REL 353	Dark Self, East and West	
REL 440	Readings in Buddhist Scriptures	

Thematic Focus Courses

Art: ARH 208-210, ARH 325, ARH 350, ARH 382, ARH 387, ARH 485, ARH 488, EALL 211, MUS 358, MUS 490

Economics & Business: ANTH 223, ASIA 480, CHN 445, CRES 430, GEOG 342, HIST 363, JPN 455, PS 342, PS 345

Film: CHN 151, CHN 452, CINE/ENG 381M, CINE/KRN 151M, CINE/KRN 362M, COLT 212, GLBL 448, HIST 396, JPN 471

Linguistics: CHN 305-308, CHN 420-422, CHN 480-482, COLT 211, EALL 460, ENG 242, ENG 362, JPN 250, JPN 305-307, JPN 425, JPN 434-437, JPN 490

Pop Culture: ARH 350, ASIA 425, CHN 151-152, CHN 305-308, CHN 413, CHN 452, CINE/KRN 151M, CINE/KRN 362M, COLT 212, ENG 242, ENG 362, GLBL 448, HIST 396, JPN 250, JPN 425, JPN 471, JPN 480, KRN 361, MUS 358

Religion: ANTH 331, ANTH 345-346, ARH 325, ARH 387, EALL 211, REL 101-102, REL 302-303, REL 353, REL 440, REL 444

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. This degree plan would grant a BA in Asian studies with a focus on Japan.

This degree plan is for general planning purposes only and, due to the interdisciplinary nature of the major, it is imperative that students speak with advisors to determine which courses would best match their personal, professional, and academic goals.

Bachelor of Arts in Asian Studies

Course	Title	Credits	Milestones
First Year			
Fall			
JPN 101	First-Year Japanese	5	
WR 121Z	Composition I	4	
	Core-education course in science	4	
	Elective course	4	
May be used to pursue a second major and/or a minor; discuss with an advisor			
Credits		17	
Winter			
JPN 102	First-Year Japanese	5	
WR 122Z	Composition II	4	
	Core-education course in social science	4	
	Elective course	4	
Credits		17	
Spring			
JPN 103	First-Year Japanese	5	
HIST 192	Japan, Past and Present	4	
	Core-education course in arts and letters unrelated to Asian studies	4	
	Cultural literacy course in US: difference, inequality, agency	4	
Credits		17	

Second Year

Fall

JPN 201	Second-Year Japanese I	5
JPN 305	Introduction to Japanese Literature	4
	Core-education course in social science	4
	Core-education course in science	4
Credits		17

Winter

JPN 202	Second-Year Japanese II	5
JPN 306	Introduction to Japanese Literature	4
	Core-education course in social science	4
	Core-education course in science	4
Credits		17

Spring

JPN 203	Second-Year Japanese III	5
JPN 307	Introduction to Japanese Literature	4
ASIA 350	What Is Asia: Theoretical Debates	4
	Elective course	4
Credits		17

Third Year

Fall

JPN 301	Third-Year Japanese I	5
ARH 209	History of Japanese Art	4
	Core-education course in social science	4
Credits		13

Winter

JPN 302	Third-Year Japanese II	5
JPN 399	Special Studies: [Topic] (Ghosts and Monsters)	4
	Core-education course in arts and letters unrelated to Asian studies	4
	Elective course	4
Credits		17

Spring

JPN 303	Third-Year Japanese III	5
	Core-education course in science	4
Credits		9

Fourth Year

Fall

HIST 396	Samurai in Film	4
	Core-education course in arts and letters unrelated to Asian studies	4
	Elective course	4
Credits		12

Winter

JPN 434	Advanced Readings in Japanese Literature	4
	Elective courses	8
Credits		12

Spring

	Core-education course in arts and letters unrelated to Asian studies	4

Elective course	4
Credits	8
Total Credits	173

East Asian Studies Minor

The East Asian studies minor explores a dynamic region encompassing some of the largest world economies and some of the oldest civilizations. This minor allows students to focus on Japan, China, Korea, drawing on a wide-ranging curriculum with courses in anthropology, art history, Chinese language and literature, dance, film, geography, history, international studies, Japanese language and literature, linguistics, Korean language and culture, political science, and religious studies.

First- and second-year language courses cannot be used to satisfy requirements for the minor. All courses used to satisfy minor requirements must be taken for letter grades and passed with grades of C– or better.

East Asian Studies Minor

Code	Title	Credits
ASIA 350	What Is Asia: Theoretical Debates	4
Courses from at least two departments focused on East Asia		20
Two years of study in relevant Asian language or equivalent level of proficiency		
Total Credits		24

At least 12 of the 24 credits must be upper-division.

South Asian Studies Minor

The South Asian studies minor explores a dynamic region that includes some of the largest world economies and some of the oldest civilizations. This minor allows students to focus on India, Pakistan, Bangladesh, and Sri Lanka, drawing on a wide-ranging curriculum with courses in anthropology, art history, dance, film, geography, history, international studies, linguistics, music, political science, South Asian culture, and religious studies.

First- and second-year language courses cannot be used to satisfy requirements for the minor. All courses used to satisfy minor requirements must be taken for letter grades and passed with grades of C– or better.

South Asian Studies Minor Requirements

Code	Title	Credits
Courses in South Asia history		4
Course in South Asian history, religion, or philosophy		4
Course in contemporary South Asian issues		4
Course on South Asian media or culture		4
Courses with full or partial South Asia focus		8
Total Credits		24

At least 12 of the 24 credits must be upper division. Students must consult with one of the South Asia faculty members when determining courses to take.

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.

Approved Courses

Code	Title	Credits
History, Religion, and Philosophy		
HIST 186	Cultures of India	
HIST 286	Cities in India and South Asia	
HIST 386	India	
HIST 449		
REL 353	Dark Self, East and West	
Contemporary Issues		
ANTH 331	Cultures of India and South Asia	
ASIA 111	Great Books on Modern Asia	
ASIA 425	Asian Foodways	
GLBL 442	South Asia: Development and Social Change	
GLBL 448	Bollywood's Lens on Indian Society	
PS 391	Non-Western Political Theory	
Media and Culture		
ANTH 331	Cultures of India and South Asia	
ARH 210		
ARH 325	Islamic Art & Architecture	
ARH 382	Arts of the Silk Road	
ASIA 425	Asian Foodways	
ENG 242	Introduction to Asian American Literature	
ENG 362		
HIST 186	Cultures of India	
Full or Partial Focus		
ASIA 111	Great Books on Modern Asia	
ASIA 350	What Is Asia: Theoretical Debates	
ASIA 425	Asian Foodways	
COLT 360	Gender and Identity in Literature	
EC 490	Economic Growth and Development	
ENG 365	Global Literatures in English	
ENG 488	Race and Representation in Film: [Topic]	
ES 252	Introduction to Asian American Studies	
GEOG 201	World Regional Geography	
GEOG 342	Geography of Globalization	
GLBL 415	The Global Story of Race	
GLBL 421	Gender and International Development	
GLBL 422	Aid to Developing Countries	
GLBL 423		
HIST 363	United States Business History	
J 396		
MUS 358	Music in World Cultures	
REL 101	World Religions: Asian Traditions	
REL 233	Introduction to Islam	
REL 432	Islamic Mysticism: [Topic]	
REL 440	Readings in Buddhist Scriptures	

Southeast Asian Studies Minor

The Southeast Asian studies minor explores a dynamic region encompassing some of the largest world economies and some of the oldest civilizations. This minor allows students to focus on countries such as Vietnam and the Philippines, drawing on a wide-ranging curriculum with courses in anthropology, art history, dance, film, geography, history, international studies, music, philosophy, political science, and religious studies.

First- and second-year language courses cannot be used to satisfy requirements for the minor. All courses used to satisfy minor requirements must be taken for letter grades and passed with grades of C– or better.

Southeast Asian Studies Minor Requirements

Code	Title	Credits
Courses focused on Southeast Asia ¹		20
ANTH 331	Cultures of India and South Asia	
ANTH 343	Pacific Islands Archaeology	
ANTH 346	Archaeology of Southeast Asia	
ASIA 350	What Is Asia: Theoretical Debates	
ES 258	Introduction to Pacific Islander Studies	
GLBL 442	South Asia: Development and Social Change	
GLBL 444	Southeast Asia Today	
GLBL 448	Bollywood's Lens on Indian Society	
HIST 386	India	
HIST 388	Vietnam War and the United States	
MUS 490	Balinese Gamelan	
PS 345	Southeast Asian Politics	
Course with partial focus on Southeast Asia		4
ARH 325	Islamic Art & Architecture	
ARH 382	Arts of the Silk Road	
ASIA 111	Great Books on Modern Asia	
ASIA 425	Asian Foodways	
ENG 242	Introduction to Asian American Literature	
ES 252	Introduction to Asian American Studies	
GEOG 201	World Regional Geography	
GEOG 342	Geography of Globalization	
GEOG 421	Advanced Climatology: [Topic]	
GEOG 423	Advanced Biogeography: [Topic]	
GLBL 421	Gender and International Development	
HIST 190	Foundations of East Asian Civilizations	
MUS 358	Music in World Cultures	
PS 391	Non-Western Political Theory	
REL 101	World Religions: Asian Traditions	
REL 353	Dark Self, East and West	
REL 440	Readings in Buddhist Scriptures	
Total Credits		24

¹ At least 12 credits must be upper division.

Asian Studies (MA/MS)

<http://asianstudies.uoregon.edu>

The university offers an interdisciplinary program in East Asian Studies leading to the Master of Arts (MA) and master of science (MS) degree. The curriculum includes courses in anthropology, art history, Asian studies, Chinese language and literature, cinema studies, comparative literature, geography, history, international studies, Japanese language and literature, journalism, Korean language, linguistics, political science, religious studies, and sociology. Students who complete three years equivalent of Southeast and /or South Asia language study abroad or in other institutions may, with the support of an Asian Studies faculty advisor, construct a special concentration in Southeast and/or South Asian Studies. The program is administered by the Asian Studies Committee, which is composed of faculty members with Asian specializations.

A bachelor's degree is required for admission, and it is expected that applicants have some undergraduate preparation in courses relating to Asia. Students lacking adequate Asian language or disciplinary training must take appropriate preparatory courses, for which no graduate credits are earned.

Prior to registration, the Asian Studies Committee assigns each student an advisor, who helps the student develop an individual program. During the first year, the student should request that an Asian Studies graduate committee be formed to provide guidance throughout the second year of study and thesis preparation. Graduate students should meet with their advisors at least once a term.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Exhibit broad knowledge and understanding of the Asia region, including its history, cultures, languages, politics, economics, societies and diversities.
- Use multiple disciplinary approaches and transnational perspectives to critically analyze, interpret, and contextualize major issues and themes in Asian cultures and societies.
- Exhibit familiarity with the current academic literature on at least one of the issues or themes in LO 2.
- Exhibit proficiency in at least one research methodology (or approach such as literary or artistic criticism), in relation to issues or themes in LO 2.
- Demonstrate effective written and verbal communication skills.
- Demonstrate advanced language competence (3 years) in a major Asian language.

Students must complete 48 credits of graduate study, including at least 44 in Asia-related courses, and a final project. Graduate credit for language study may only be earned for work beyond the second-year level.

600-Level Courses. The Division of Graduate Studies requires that at least 9 credits in courses numbered 600–699 must be taken in residence.

Graded Courses. 24 of the total credits required must be earned at the University of Oregon for a letter grade. A minimum of 36 credits of course work and a minimum of 9 credits of Thesis (ASIA 503) is required. Credit for the thesis is given pass/no pass. In the final term, master's students

must register for at least 3 credits, at least 1 of which must be in Thesis (ASIA 503).

Final Project Options.

Two Seminar Papers Option. Students choosing this option submit two Asia-related papers written for graduate seminars or colloquiums and pass an examination based on the submitted papers in their final term. The examination committee will include two members of the Asian studies faculty proposed by the student and approved by the director.

Thesis Option. Students choosing this option are required to take a minimum of 9 credits of Thesis (ASIA 503) as part of the 48 credits required for the degree. Credit for the thesis is given a grade of pass/no pass at the completion of the thesis. Students form a two-member thesis committee in their second or third term. Thesis writers are expected to defend their theses in the second year. In the final term, master's students must register for at least 3 credits, at least 1 of which must be in Thesis (ASIA 503).

In some circumstances, and in consultation with advisors, students may petition the director to extend the defense date of their thesis or seminar paper for up to but no more than two academic terms.

Continuous Enrollment and On-Leave Status. Master's students are expected to maintain continuous enrollment for a minimum of 3 credits each term until all degree requirements have been completed, unless on-leave status has been approved.

Minimum GPA. Graduate students must maintain at least a 3.00 grade point average (GPA) in all graduate courses taken with a graded option.

Time Limit. All requirements for the master's degree must be completed within a seven-year time period.

Asian Studies Major: Area Studies Track

(Using the Two Seminar Papers Option as an Example)

Code	Title	Credits
ASIA 611		1
ASIA 612		3
Seminars or colloquia		8
Two courses in architecture, art history, literature, music, religious studies		8
Two courses in anthropology, economics, geography, international studies, political science		8
Two history courses		8
Two courses in a region other than the primary language and civilization focus ¹		8
ASIA 605	Reading and Conference: [Topic] (only if needed to complete credit requirement)	4
Total Credits		48

¹ (ASIA 611), (ASIA 612), and interdisciplinary courses may be used to satisfy this cross-regional awareness requirement.

Asian Studies Major: Disciplinary Track

(Using the Thesis Option as an Example)

Code	Title	Credits
Courses within the primary region of focus, drawn from two or more departments		16
Courses in primary discipline with at least one theory or methods course chosen in consultation with an advisor or the program director		12
Courses in region other than primary focus ¹		8
ASIA 503	Thesis	9
Additional course work		3
Total Credits		48

¹ (ASIA 611) and (ASIA 612) may be counted toward this cross-regional focus.

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 Division of Graduate Studies' regulations for information on the university's general master of arts degree requirements.

Asian Studies Graduate Specialization

Graduate Specialization in Asian Studies

The 16-credit graduate specialization in Asian studies is open to all UO graduate students except for MA students in the Asian Studies Program. This specialization enhances student education and future marketability in careers with nongovernmental or international organizations, the media, government service, education, or the academe.

Overview

In collaboration with faculty members, students achieve mastery in Asian studies by

- analyzing and critiquing primary and secondary sources related to Asia
- developing multiple disciplinary perspectives, sources, methods, and modes of analyses used in the study of Asia
- identifying major themes in Asian history, particularly historical continuities and critical junctures
- developing an advanced understanding of Asia's physical and political geography
- studying major topical issues relevant to modern Asia, which may include economic development, tropical diseases, environmental change, and globalization
- honing skills to critically analyze modern debates about Asia

Specialization Requirements

Code	Title	Credits
Core Seminars		
ASIA 611		1
ASIA 612		3
Breadth Requirement		

Three 4-credit courses ¹	12
Total Credits	16

¹ Must include more than one academic discipline and more than one Asian country. One course must be outside the student's focal academic division (e.g., humanities, social science). No more than two of the three courses may be substantially focused on the same Asian country.

To apply for the graduate specialization, fill out the Division of Graduate Studies form (<https://gradschool.uoregon.edu/sites/gradschool2.uoregon.edu/files/Specialization%20Declaration.pdf>)

The Division of Graduate Studies has general information (<http://gradschool.uoregon.edu/academic-programs/#specializations>) about graduate specializations campus-wide.

Black Studies

Charise Cheney, Department Head

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5268 University of Oregon
Eugene, OR 97403-5268
541-346-0900
Fax: 541-346-0904

Born out of the Black freedom struggle of the 1960s and 1970s, Black studies is a political and an intellectual project, through which scholarly inquiry serves as a path to the empowerment and liberation of people of African descent socially, politically, and spiritually. The Black studies minor also honors centuries-long histories of Black thought, from pre-colonial, thriving African civilizations through the anti-slavery abolition movement to the prison abolition movement, from decades of Race Men to Black feminism and Black Queer studies, from the African continent to the Americas to the Caribbean and all throughout the Diaspora.

Black studies spans centuries, crosses oceans, and is shaped by multiple geographies and cultural practices. Students can immerse themselves in histories of African and African-descended people rooted in and routed through the Atlantic slave trade, colonialism, and imperialism across the Diaspora.

Black Studies Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
Core Course:		4
ES 250	Introduction to Black Studies	
Lower Division - At least 12 credits from the following: ¹		12
ENG 241	Introduction to African American Literature	
HIST 250	African American History	
HIST 251	African American History	
Upper Division - At least 12 credits from the following: ²		12
ENG 360	African American Writers	
ES 310	Race and Popular Culture: [Topic]	
ES 352	Social Equity and Criminal Justice	

ES 360	Black Sexual Politics
ES 440	Race, Literature, and Culture: [Topic]
ES 450	Race and Incarceration
FR 312	French Survey of Francophone Literature
GLBL 345	African Contemporary Issues and Concerns
GLBL 415	The Global Story of Race
HIST 325	Precolonial Africa
HIST 326	Colonial and Postcolonial Africa
HIST 417	Society and Culture in Modern Africa: [Topic]
HIST 470	African American History to 1877: [Topic]
HIST 471	African American History since 1877: [Topic]
MUS 360	Hip-Hop History, Culture, Aesthetics
MUS 367	Survey of African Music
MUS 462	Popular Musics in the African Diaspora
PHIL 341	African Philosophy
PS 316	Black Lives Matter and American Democracy
Total Credits	28

¹ Following the successful completion of their gateway course and meeting with an advisor, students can decide if they want lower-division work in a combination of Anthropology, English, History, IRES, and WGSS lower-division courses.

² Consult with your advisor to discuss upper-division coursework.

Residency Requirements

20 of 28 credits must be taken in-residence, including all upper-division credits.

Economics

<http://economics.uoregon.edu>

Shankha Chakraborty, Department Head

175 Prince Lucien Campbell Hall
541-346-8845
economics@uoregon.edu

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 policy, development and international economics.

Faculty

Laura Bakkensen, Mikesell Professor in Environmental and Natural Resource Economics. BA, 2005, Whitman College; MSc, 2007, London School of Economics; MPhil, 2012, PhD, 2014, Yale (2024)

Bruce A. Blonigen, Philip H. Knight Professor (international trade, industrial organization, applied econometrics); Edward Maletis

Dean, Lundquist College of Business. BA, 1988, Gustavus Adolphus; MA, 1992, PhD, 1995, California, Davis. (1995)

Alfredo Burlando, associate professor (development, labor economics, industrial organization). BA, 2003, MA, 2003, California, Davis; PhD, 2010, Boston. (2010)

Jose Carreno-Garcia, assistant professor (macroeconomics). BA, 2012, Castilla-La Mancha; M.Phil, 2014, CEMFI; MA, 2016, PhD 2020, Northwestern. (2021)

Shankha Chakraborty, professor (growth and development, macroeconomics). BS, 1992, Presidency; MA, 1994, Delhi School of Economics; PhD, 1999, California, Los Angeles. (1999)

Mark Colas, assistant professor (labor and public). BA, 2009, California, Davis; MS, 2013, PhD, 2017, Wisconsin, Madison. (2017)

Anca D. Cristea, associate professor (international economics, industrial organization, applied econometrics). BA, 2003, Babes-Bolyai; MA, 2005, Clemson; PhD, 2010, Purdue, West Lafayette. (2010)

Jonathan M. V. Davis, assistant professor (applied microeconomics, labor economics). BA, 2009, PhD, 2016, Chicago. (2018)

Timothy A. Duy, assistant professor with title of professor of practice (macroeconomics, monetary policy, international finance); director, Oregon Economic Forum. BA, 1991, Puget Sound; MS, PhD, 1998, Oregon. (2002)

David Evans, associate professor (macroeconomics, computational economics, public finance). BS, 2008, Stanford; PhD, 2015, New York. (2015)

George W. Evans, professor (macroeconomics, econometrics); John Hamacher Chair in Economics. BA, 1972, Oxford; BA, 1974, MA, 1976, PhD, 1980, California, Berkeley. (1994)

Benjamin Hansen, W. E. Miner Professor in Economics (labor economics, public economics, econometrics); associate professor. BA, 2004, Brigham Young; MA, 2005, PhD, 2009, California, Santa Barbara. (2010)

Van Kolpin, professor (microeconomic theory, game theory, social choice theory). BA, 1982, Coe; MS, 1983, MA, 1984, PhD, 1986, Iowa. (1986)

Michael Kuhn, associate professor (behavioral economics, labor, public finance). BA, 2009, California, Los Angeles; PhD, 2014, California, San Diego. (2014)

Bruce McGough, professor (macroeconomics). BA, 1991, Reed; MS, 1993, PhD, 2000, Oregon. (2012)

Keaton Miller, associate professor (industrial organization, health economics, applied econometrics). BS, 2008, Wisconsin, Madison; PhD, 2015, Minnesota, Twin Cities. (2015)

Kathleen Mullen, associate professor and Petrone Chair in Economics (labor economics, public economics, economics of aging, disability, health & retirement). BA, 1999, Virginia; PhD, 2005, Chicago. (2022)

Jeremy M. Piger, professor (macroeconomics, econometrics). BA, 1996, Seattle Pacific; MA, 1998, PhD, 2000, Washington (Seattle). (2006)

Edward A. Rubin, assistant professor (environmental and energy, development economics, econometrics and data science). BS, 2007,

MS, 2013, Nebraska, Lincoln; MS, 2015, PhD, 2018, California, Berkeley. (2018)

Michael B. Urbancic, associate teaching professor (behavioral economics, experimental economics, economic history). BA, BA, BS, 2002, Arizona; MA, 2007, PhD, 2012, California, Berkeley. (2012)

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)

Woan Foong Wong, assistant professor (international economics, international trade). BA, BM, 2009, Oberlin; MS, 2013, PhD, 2017, Wisconsin, Madison. (2017)

Jiabin Wu, associate professor (evolutionary game theory, cultural transmission, behavioral economics). BA, 2008, Hong Kong; MS, 2010, PhD, 2014, Wisconsin, Madison. (2014)

Emeriti

Trudy Ann Cameron, professor emerita. BA, 1977, British Columbia; PhD, 1982, Princeton. (2001)

Christopher J. Ellis, professor emeritus. BA, 1978, Essex; MA, 1979, PhD, 1983, Warwick. (1983)

Jo Anna Gray, professor emerita. BA, 1971, Rockford; AM, 1973, PhD, 1976, Chicago. (1989)

William T. Harbaugh, professor emeritus. BS, 1983, MS, 1986, Montana State; PhD, 1995, Wisconsin, Madison. (1995)

Stephen E. Haynes, professor emeritus. BA, 1968, PhD, 1976, California, Santa Barbara. (1978)

Peter J. Lambert, professor emeritus. PhD, 1971, Oxford. (2002)

Joe A. Stone, professor emeritus. BA, 1970, Texas, El Paso; MA, 1974, PhD, 1977, Michigan State. (1979)

Mark A. Thoma, professor emeritus. BA, 1980, California State, Chico; PhD, 1985, Washington State. (1987)

Wesley W. Wilson, professor emeritus. BS, BA, 1980, North Dakota; MA, 1984, PhD, 1986, Washington State. (1989)

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

Undergraduate Programs

Major - Bachelor's Degree

- Economics (BA/BS) (p. 325)

Minor

- Economics (p. 327)

Graduate Programs

Major - Master's Degree

- Economics (MS) (p. 328)

Major - Doctoral Degree

- Economics (PhD) (p. 329)

Economics (BA/BS)

Do longer prison sentences lower crime rates? Does socialized medicine improve health outcomes? Do lower taxes pay for themselves? Economics affords the intellectual architecture needed to systematically address these types of questions. The economics discipline provides a rigorous framework for modeling how individuals and institutions make decisions, how these decisions shape our society, and how laws and policies can be designed to improve outcomes. This framework is implemented through advanced quantitative analysis, including statistical methods and data science, and can be used, quite simply, to change the world.

An economics degree indicates proficiency in data analysis, the modeling of behavioral patterns, the analysis of business practices, and the assessment of policy issues and challenges. Equipped with problem solving and analytical reasoning skills, undergraduate students in economics pursue careers in business, finance, data-science, law, government and many other paths, as well as advanced degrees in business, economics, law and public affairs. Economics majors also have the opportunity to complete a master's degree in economics (<https://economics.uoregon.edu/masters/>) in just one additional year following their undergraduate studies.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Be proficient in basic microeconomic and macroeconomic concepts.
- Be proficient in microeconomic analysis.
- Be proficient in macroeconomic analysis.
- Use economic data to examine empirical evidence of hypothesized relationships through statistical/econometric techniques.
- Apply the knowledge outlined in goals 1) through 4) to particular issues across various fields in economics.

Learning Outcome Explanations:

- Proficiency in basic microeconomic and macroeconomic concepts.
- Proficiency in microeconomic analysis. This builds on the microeconomic knowledge required in educational goal 1) and requires the ability to examine models of agents' decisions, including consumer utility maximization and firm profit maximization, using mathematical tools.
- Proficiency in macroeconomic analysis. This builds on the macroeconomic knowledge required in educational goal 1) and requires knowledge of theoretical models that explain fluctuations in output, employment, the price level, inflation, interest rates, and other macroeconomic variables, as well as the effect of monetary and fiscal policies on these macroeconomic outcomes.
- The ability to use economic data to examine empirical evidence of hypothesized relationships through basic statistical/econometric techniques.
- The ability to apply the knowledge outlined in goals 1) through 4) to particular issues across various fields in economics which may include, for example, environmental, international, labor, or urban economics.

Economics Major Requirements

Code	Title	Credits
EC 201Z & EC 202Z	Principles of Microeconomics and Principles of Macroeconomics ¹	8
MATH 241	Calculus for Business and Social Science I ¹	4
or MATH 251Z	Differential Calculus	
or MATH 261		
MATH 242	Calculus for Business and Social Science II ¹	4
or MATH 252Z	Integral Calculus	
or MATH 253Z	Calculus: Sequences and Series	
STAT 243Z	Elementary Statistics I ¹	4
or DSCI 102	Foundations of Data Science II	
or DSCI 345M	Probability and Statistics for Data Science	
or MATH 343	Statistical Models and Methods	
or MATH 345M	Probability and Statistics for Data Science	
or MATH 425	Statistical Methods I	
EC 311 & EC 313	Intermediate Microeconomic Theory and Intermediate Macroeconomic Theory ^{2,3,4}	8
EC 320 & EC 421	Introduction to Econometrics I and Introduction to Econometrics II ^{2,3}	8
or EC 423– 424	Econometrics	
Economics courses numbered 300 or above ^{3,5}		28
Total Credits		64

¹ Should be completed by the end of the sophomore year.

² Should be completed by the end of the junior year.

³ At least 28 of the 44 required upper-division credits required for the major (i.e., EC 311 Intermediate Microeconomic Theory, EC 313 Intermediate Macroeconomic Theory, EC 320 Introduction to Econometrics I, EC 421 Introduction to Econometrics II, and the 28 required field course credits) must be taken at the University of Oregon

⁴ Students cannot receive credit for both EC 311 and FIN 311.

⁵ 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, 407, 408 or CAS 417; no more than 2 credits in course numbered 407 may count toward the 8 of the 28 credits.

Grades of C– or better in courses taken to satisfy major requirements.

Courses Offered Pass/No Pass Only

Code	Title	Credits
EC 401	Research: [Topic]	1-21
EC 404	Internship	1-4
EC 405	Reading and Conference: [Topic]	1-21
EC 408	Workshop: [Topic]	1-21

EC 320 Introduction to Econometrics I (or EC 423 Econometrics) is a prerequisite for almost all 400-level courses. EC 311 Intermediate Microeconomic Theory and sometimes EC 313 Intermediate Macroeconomic Theory are as well. Because MATH 242 Calculus for Business and Social Science II and Elementary Statistics I (STAT 243Z) are prerequisites for EC 320 Introduction to Econometrics I, it is important

for students to take those courses early. See the course listings for details on prerequisites.

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 EC 401 Research: [Topic]. 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 EC 418 Economic Analysis of Community Issues I and EC 419 Economic Analysis of Community Issues II. Instructor approval is required for 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.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Economics

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 111Z	Precalculus I: Functions	math placement test	4
WR 121Z	Composition I		4
Core-education course in social science			4
First term of 1st-year second-language sequence			Language placement test5
Credits			17
Winter			
EC 201Z	Principles of Microeconomics		4
MATH 241	Calculus for Business and Social Science I		4
MATH 251Z	or Differential Calculus		
Core-education course in social science			4
Second term of 1st-year second-language sequence			5
Credits			17
Spring			
WR 122Z	Composition II	Complete writing req	4
or WR 123	or College Composition III		
EC 202Z	Principles of Macroeconomics		4
MATH 242	Calculus for Business and Social Science II		4
MATH 252Z	or Integral Calculus		
Third term of 1st-year second-language sequence			5
Credits			17

Second Year			
Fall			
STAT 243Z	Elementary Statistics I		4
EC 311	Intermediate Microeconomic Theory		4
Core-education course in social science			4
First term of 2nd-year second-language sequence			5
Credits			17
Winter			
EC 313	Intermediate Macroeconomic Theory		4
Core-education course in science			4
Cultural literacy course in US: difference, inequality, agency or global perspective			4
Second term of 2nd-year second-language sequence			5
Credits			17
Spring			
EC 320	Introduction to Econometrics I	EC 311, 313, & 320 complete	4
Core-education course in arts and letters			4
Cultural literacy course in US: difference, inequality, agency or global perspective			4
Third term of 2nd-year second-language sequence			5
Credits			17
Third Year			
Fall			
Upper-division EC course			4
Core-education course in arts and letters			4
Elective courses			8
Credits			16
Winter			
EC 421	Introduction to Econometrics II		4
Upper-division EC course			4
Core-education course in arts and letters			4
Elective course			4
Credits			16
Spring			
Upper-division EC course			4
Core-education course in arts and letters			4
Elective course			4
Credits			12
Fourth Year			
Fall			
Upper-division EC course			4
Elective courses			8
Credits			12
Winter			
Upper-division EC courses			8
Elective course			4
Credits			12
Spring			
Upper-division EC course			4

Elective courses	8
Credits	12
Total Credits	182

Bachelor of Science in Economics

Course	Title	Credits	Milestones
First Year			
Fall			
BA 101Z	Introduction to Business	4	
MATH 111Z or MATH 112Z	Precalculus I: Functions or Precalculus II: Trigonometry	4	
WR 121Z	Composition I	4	
	Core-education course in arts and letters	4	
Credits		16	
Winter			
EC 201Z	Principles of Microeconomics	4	
MATH 241 or MATH 251Z	Calculus for Business and Social Science I or Differential Calculus	4	
	Core-education course in arts and letters	4	
	Core-education course in social science	4	
Credits		16	
Spring			
WR 122Z or WR 123	Composition II or College Composition III	4	
EC 202Z	Principles of Macroeconomics	4	
MATH 242 or MATH 252Z	Calculus for Business and Social Science II or Integral Calculus	4	
	Core-education course in arts and letters	4	
Credits		16	
Second Year			
Fall			
STAT 243Z	Elementary Statistics I	4	
EC 311	Intermediate Microeconomic Theory	4	
	Core-education course in social science	4	
	Core-education course in science	4	
Credits		16	
Winter			
EC 313	Intermediate Macroeconomic Theory	4	
	Core-education course in arts and letters	4	
	Core-education course in science	4	
	Cultural literacy course in US: difference, inequality, agency or global perspective	4	
Credits		16	
Spring			
EC 320	Introduction to Econometrics I	4	
	Core-education course in science	4	
	Elective courses	8	
Credits		16	

Third Year

Fall

Upper-division EC course	4
Elective courses	8
Cultural literacy course in US: difference, inequality, agency or global perspective	4

Credits 16

Winter

EC 421	Introduction to Econometrics II	4
Upper-division EC course		4
Elective courses		8

Credits 16

Spring

Upper-division EC course	4
Elective courses	12

Credits 16

Fourth Year

Fall

Upper-division elective EC course	4
Elective courses	8

Credits 12

Winter

Upper-division EC courses	8
Elective course	4

Credits 12

Spring

Upper-division EC course	4
Elective courses	8

Credits 12

Total Credits 180

Economics Minor

The Department of Economics offers a minor for students pursuing other majors. Undergraduate courses in Economics provide broad knowledge of the field as a part of the program of liberal arts education offered by the College of Arts and Sciences. They also lay a solid foundation in economics for students interested in professional graduate training in Economics or in careers in business, law, government, or journalism.

Economics Minor Requirements

Code	Title	Credits
EC 201Z	Principles of Microeconomics	4
EC 202Z	Principles of Macroeconomics	4
EC 311	Intermediate Microeconomic Theory	4
EC 313	Intermediate Macroeconomic Theory	4
Two additional upper-division 4-credit courses in economics		8
Total Credits		24

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 Research: [Topic], EC 404 Internship, EC 405 Reading and Conference: [Topic], EC 407 Seminar: [Topic], or EC 408 Workshop:

[Topic]. Courses applied to the economics minor must be completed with grades of C– or better.

Economics (MS)

The Department of Economics offers an intensive one-academic-year master's degree. Students gain applied skills in microeconomics, macroeconomics, and econometrics while specializing through elective courses. The program prepares students for consulting, applied research, and data science careers in private industry and government. The program also offers outstanding preparation for students interested in pursuing a PhD in economics.

The master's degree program consists of the following departmental requirements in addition to university and Division of Graduate Studies requirements. Each master's degree candidate chooses either the course work or the research option. The department also offers an Accelerated Master's Program for well-prepared undergraduate Economics majors in their senior year. Students may apply to the program in either their junior or senior year.

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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Exhibit mastery in basic microeconomic, macroeconomic, and econometric concepts. Students show proficiency in these areas through required course grades.
- Exhibit mastery of theoretical and empirical tools used in specific fields of microeconomics, macroeconomics, and econometrics. Students show proficiency with these tools through required course grades.
- Think critically, identify and answer policy questions, and demonstrate skills in these areas using quantitative methods in focused field classes. Students show proficiency with required course grades.

Economics Major Requirements

Code	Title	Credits
Core Courses		
EC 523–525	Econometrics ¹	12
EC 511	Advanced Microeconomic Theory ¹	4
EC 513	Advanced Macroeconomic Theory ¹	4
EC 512	Foundations of Economic Policy Analysis	4
Elective Economics Courses ²		
Option 1: Course work		24
Six elective courses taken at the 500 level.		
Option 2: Research		27
Four elective courses taken at the 500 level (16 credits) ³		
2 credits EC 601 (in term when developing research proposal)		

9 credits EC 503 (to complete thesis) in the following term

Total Credits 48 (coursework) or 51 (thesis)

- ¹ To be completed by the end of the first full academic year.
- ² PhD students who transfer to the master's program and who have completed the micro- and macroeconomics core courses (EC 607 Seminar: [Topic]) may apply those courses to master's degree requirements.
- ³ The research option is satisfied by completing a thesis. No more than 9 credits in EC 503 Thesis may be applied to the 51-credit minimum for the thesis.

The thesis, on a topic from the area of economics in which a 500-level field course was taken, must be approved by two department faculty members. The candidate's committee must have approved a prospectus developed as part of EC 601 and before the term in which the thesis is approved.

Courses taken to satisfy master's degree requirements must be taken for a grade, except for EC 503 Thesis, EC 601 Research: [Topic], and EC 605 Reading and Conference: [Topic]), which are only offered pass/no pass. Graded coursework must be completed with at least a 3.00 cumulative grade point average. To be eligible for the thesis option, student must have a 3.0 GPA or above before they can take 601 and must have a 3.0 after all coursework is complete to be eligible to take 503. 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.

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.

DEGREE REQUIREMENTS

Students in the accelerated degree program must meet all degree requirements for both degrees.

A. Graded credit requirements:

Must the graduate-level courses taken while an undergraduate be taken for a letter grade and/or passed with a minimum grade to count toward the master's degree?

Yes, the graduate-level courses must be taken for a letter grade and passed with a minimum grade of “B” in order to count toward the master’s degree.

B. Shared credit hour allowance:

12 credits.

C. Which courses may count toward both the undergraduate and graduate degree, and what requirements will they fulfill for each degree?

Students in the AMPED may choose any three courses from the list of all 500 level courses offered in a given year, with the exception of EC 503, 511, 512, 513, 523, 524, and 525. The courses will count as upper-division electives for the bachelor’s degree, and as electives for the Master’s degree.

D. List all courses that may not be shared (i.e., must be taken as a graduate student):

EC 503, EC 511, EC 512, EC 513, EC 523, EC 524, EC 525

Culminating experiences (e.g., terminal project, capstone, etc.) may not be shared. An undergraduate thesis may not serve as a substitute for a master’s thesis. See guidelines for details.

SAMPLE PLANS OF STUDY

Provide a sample plan of study for both the undergraduate (senior year) and graduate portions of the program. If proposing more than one combination of majors, provide a sample plan of study for each.

Sample Program of Study – Senior Year

Fall Quarter: EC 421, University Requirement, EC 4xx

Winter Quarter: EC 4xx, EC 4xx, EC 5xx

Spring Quarter: EC 4xx, EC 5xx, EC 5xx

Sample Program of Study – Master’s Program

Fall Quarter: EC 523, EC 511, EC 5xx elective

Winter Quarter: EC 524, EC 513, EC 5xx elective

Spring Quarter: EC 525, EC 512, EC 5xx elective

Economics (PhD)

Graduate fields include macroeconomics; applied econometrics; game theory; economic growth and development; industrial organization; and international, labor, public, environmental, and behavioral-experimental economics. A detailed description of degree requirements may be obtained from the department website.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Exhibit mastery in core microeconomic, macroeconomic, and econometric concepts. Students show proficiency in graduate level foundations in economics through required course grades and qualifying exams.
- Exhibit mastery of the literature, empirical tools and theoretical models used in specific fields of microeconomics and

macroeconomics. Through choosing two specific fields in economics, and completing five additional electives, students show mastery of specific areas of economics in which they will pursue original research topics.

- Teach foundational, intermediate and field courses at the undergraduate level. By serving as graders, teaching assistants with sections, and instructors of record, our graduate students are prepared to develop and teach curriculum as tenure track professors.
- Identify and answer original research questions in microeconomics and/or macroeconomics. Through focused field classes, a third-year paper, and writing a dissertation, our students develop the ability to identify and conduct original research.
- Communicate original research, both written and verbal. By writing a field paper, and proposing, writing, and defending a dissertation, our graduate students develop the ability to communicate economic research both through their writing and orally.

Doctor of Philosophy

Degree Requirements

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 Research: [Topic], EC 603 Dissertation, EC 605 Reading and Conference: [Topic], and EC 606 Practicum: [Topic], economics courses must be taken for letter grades.

Code	Title	Credits
Core Coursework ¹		
EC 607	Seminar: [Topic] (Core Microeconomic Theory (Three Terms))	12
EC 607	Seminar: [Topic] (Core Macroeconomic Theory (Three Terms))	12
EC 607	Seminar: [Topic] (Core Econometrics (Three Terms))	12
Field and Breadth Courses ²		
EC 607	Seminar: [Topic] (two-term sequences)	16
EC 607	Seminar: [Topic] (five courses)	20
Research ³		
EC 601	Research: [Topic] (Field Paper)	3
EC 601	Research: [Topic] (Prospectus)	3
Dissertation ⁴		
EC 603	Dissertation	18
Total Credits		96

¹ Students who complete these 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 evaluated to determine eligibility for the qualifying examination. Students who fail the qualifying examination may be invited to retake it early the following September. 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. Students must file an approved program of study by December 15 following the qualifying examination.

- ² Sequences in two fields of economics must be completed with a 3.00 GPA or better. Breadth courses must be taken outside the two chosen fields and completed with a 3.00 GPA or better. Credit for Research: [Topic] (EC 601), Dissertation (EC 603), Reading and Conference: [Topic] (EC 605), or Practicum: [Topic] (EC 606) cannot be counted toward the field or breadth requirements.
- ³ By the end of fall term of the third year, a research paper for at least 3 credits must be completed in one of the fields and approved by a faculty member with a specialty in that field. A student advances to candidacy after completing the above requirements, taking a minimum of 3 additional credits of EC 601 (Research), and orally defending a prospectus for the dissertation. Students must be enrolled for at least 3 credits during the term of advancement.
- ⁴ The dissertation must be a significant contribution to the field and must be completed in conjunction with at least 18 credits of Dissertation (EC 603). A formal, public defense must take place at a date set by the committee chair and approved by the Division of Graduate Studies.

Time Limits

The seven-year time limit for completion of PhD degree requirements begins with the first term of admission as a doctoral student at the university. Meeting the doctoral residency requirement, 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.

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.

Environmental Studies

<http://envs.uoregon.edu> 144 Columbia Hall
5223 University of Oregon
Eugene, OR 97403-5223
541-346-5064

Environmental Studies crosses the boundaries of traditional disciplines in the natural sciences, social sciences, humanities, management, policy, design, and law. It challenges 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

With 22 core faculty from three colleges and 13 different departments, the Environmental Studies Program is doing exciting boundary-breaking interdisciplinary research and teaching related to the environment. In

addition, over 100 faculty from all UO colleges who have environmental expertise are affiliated with Environmental Studies as participating faculty. Profiles for core faculty and a list of participating faculty are on the Environmental Studies website.

Stacy Alaimo, professor (material ecocriticism, anthropocene feminisms, blue humanities).

Adell Amos, professor of law (water law, federal administrative law, environmental conflict resolution, and oregon water law and policy).

Lillian Aoki, assistant professor (coastal ecology, ecological resilience, ecosystem restoration).

Peg Boulay, teaching professor (environmental monitoring, wildlife conservation, outreach and education); co-director, environmental leadership.

Mark Carey, professor (glaciers, climate change, natural disasters).

Ashley Cordes, assistant professor (Indigenous studies, digital humanities)

Lauren Hallett, assistant professor (plant community and restoration ecology).

Leigh Johnson, associate professor (climate change and environmental risk, political ecology, finance, development studies, east Africa, labor, firefighting).

Stephanie LeMenager, professor (19th century american literary studies, environmental humanities, postmodern and contemporary literary studies).

Melissa Lucash, assistant professor (forest ecology, climate change, wildfire, spatial modeling, landscape ecology).

Kathryn Lynch, distinguished teaching professor (environmental education, environmental anthropology); co-director, environmental leadership.

Richard D. Margerum, associate professor (collaborative environmental management, conflict management in multistakeholder processes).

Erin Moore, associate professor (life-cycle environmental impacts), assistant director of environmental studies program.

Nicolae Morar, associate professor (applied ethics, recent continental philosophy, philosophy of biology)

Barbara Muraca, assistant professor (human-nature relationships, ecosystem services valuation, sustainability theory).

Alexandra Rempel, assistant professor (environmental design, passive heating and cooling), director of graduate studies.

Joshua J. Roering, associate professor (geomorphology, landscape evolution modeling).

Kory Russel, assistant professor (sustainable design; water, public health, and environment).

Emily Scott, assistant professor (art and the public sphere, critical approaches to the built environment, visual cultures of nature).

Lucas Silva, assistant professor (terrestrial ecology, biogeochemistry, biogeography).

Sarah Stapleton, associate professor (climate change education, science and environmental education, food and schools, participatory research).

Amanda Stasiewicz, assistant professor (human dimensions of wildfire, community and organizational adaptation to hazards, cooperative fire risk management, evacuation and alternatives to evacuation, forest and rangeland policy, qualitative and quantitative social science).

Sarah Wald, associate professor (race and ethnic studies, environmental humanities).

Peter A. Walker, professor (environmental politics, political ecology).

Marsha Weisiger, associate professor (environmental, native american, american west).

Richard York, associate professor (assessing anthropogenic driving forces of global environmental change); director, environmental studies program.

Emeritus

Scott D. Bridgman, professor (ecosystem ecology, climate change).

Trudy Ann Cameron, professor (environmental economics).

Alan Dickman, professor emeritus (forest ecology and management).

Matthew Dennis, professor (colonial and early national america, american cultural and environmental history, american indian history).

Patricia McDowell, professor (river management and restoration).

Ronald Mitchell, professor (environmental politics, international relations).

Undergraduate Programs

Majors - Bachelor's Degree

- Environmental Science (BA/BS) (p. 331)
- Environmental Studies (BA/BS) (p. 334)

Minors

- Environmental Humanities (p. 338)
- Environmental Studies (p. 338)

Graduate Programs

Major - Master's Degree

- Environmental Studies (MA/MS) (p. 339)

Major - Doctoral Degree

- Environmental Sciences, Studies, and Policy (PhD) (p. 340)

Certificate

- Environmental Humanities (p. 340)

Environmental Science (BA/BS)

Work alongside world-class scholars and researchers, develop concrete skills and analytical abilities, and gain real-world experience with the environmental science major. You will learn from an interdisciplinary approach to the natural sciences—including biology, geology, chemistry, physical geography, and data analysis—and gain an understanding of how social sciences, policy, humanities, and design inform our approaches to solving environmental issues.

The environmental science major is flexible, allowing you to tailor coursework to meet your specific educational and career goals. We also prioritize practical learning experiences where you will link theory to practice and build transferable skills through internships, research, and community involvement. This major is designed for students who want to focus on careers in fields such as conservation biology; pollution prevention and abatement; climate and the atmosphere; water resources; and ecosystem protection, restoration, and management.

Program's Admission Requirements

Please visit the program's website (<https://cas.uoregon.edu/envs/apply/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Articulate the contributions from the social sciences, natural sciences, and humanities in understanding and addressing environmental issues.
- Discuss major root causes of environmental problems and avenues for addressing them.
- Discuss several key concepts within the field of environmental sciences (e.g., biodiversity and biological conservation, climate change, watershed health, water and nutrient cycles, energy flows), drawing on interdisciplinary perspectives.
- Demonstrate critical thinking and communication skills, including the ability to: a) Critically analyze environmental information, data and problems; b) Interpret scientific communication, including writing, figures, and tables; c) Synthesize diverse information sources; d) Communicate effectively through written and oral communication.

The Environmental Science major is customizable, allowing students to tailor their coursework to meet specific education and career goals. Students can concentrate on a focal area of their choosing and select from a variety of courses across scientific and other disciplines. The major requires a minimum of 112 credits including 60 upper-division credits. Except for ENVS 401-409, all courses applied to the major or minor must be graded, and a C- or better must be earned in all graded courses. As many as four upper-division courses may be used to fulfill the requirements of another major. Major requirements sheets containing detailed information about specific courses are available on the Environmental Studies website, in the Environmental Studies office, or by visiting an advisor in Tykeson Hall.

Environmental Science Major Requirements

The major requires a minimum of 112 credits including 60 upper-division credits. Upper-division credits may be earned through coursework or through a combination of coursework 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/undergrad/escifocus/>).

Courses used to fulfill the major requirements must be taken for letter grade and passed with a grade of C- or better.

Environmental Studies courses 401, 403, 404, 406, 408, and 409 with a mark of Pass (P or P*) can count toward the major requirements.

Code	Title	Credits
Area 1. Lower-Division ESCI Core		
ENVS 201	Introduction to Environmental Studies: Social Sciences	4
ENVS 203	Introduction to Environmental Studies: Humanities	4
Area 2. Math and Statistics		
MATH 246	Calculus for the Biological Sciences I or MATH 251Z Differential Calculus	4
MATH 247	Calculus for the Biological Sciences II or MATH 252Z Integral Calculus	4
	Approved statistics course	4
	Approved course in analytical approaches	4
Area 3A. Natural Science		
	Two lower-division introductory sequences in focal area	24
	Up to three approved lower-division introductory courses in nonfocal area ¹	12
	Six upper-division natural science courses in focal area (life sciences or earth and physical sciences)	24
	At least two upper-division courses in nonfocal area ¹	8
Area 3B. Upper-Division Soc Sci, Policy, Humanities and Design		
	Three courses from the areas of social science, policy, humanities, or design (no more than one course per area)	12
Area 4. Environmental Issues		
ENVS 411	Environmental Issues: [Topic]	4
	or ENVS 425 Environmental Education Theory and Practice	
	or ENVS 427 Environmental and Ecological Monitoring	
Area 5. Practical Learning Experience		
	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 honors thesis.	4
Total Credits		112

¹ Five courses total are required for nonfocal area.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Environmental Science (Life Science Focus)

Course	Title	Credits	Milestones
First Year			
Fall			
	Core-education course in arts and letters	4	
CH 221Z	General Chemistry I	4	
	First term of 1st-year second-language sequence	4	
MATH 111Z	Precalculus I: Functions	4	
Credits		16	
Winter			
WR 121Z	Composition I	4	
CH 222Z	General Chemistry II	4	
	Second term of 1st-year second-language sequence	4	
MATH 112Z	Precalculus II: Trigonometry	4	
Credits		16	
Spring			
ENVS 203	Introduction to Environmental Studies: Humanities	4	
CH 223Z	General Chemistry III	4	
	Third term of 1st-year second-language sequence	4	
MATH 251Z	Differential Calculus	4	
Credits		16	
Second Year			
Fall			
	First term of 2nd-year second-language sequence	4	
MATH 252Z	Integral Calculus	4	
	or MATH 247 or Calculus for the Biological Sciences II		
BI 221Z	Principles of Biology I: Cells	5	
	Core-education course in social science	4	
Credits		17	
Winter			
	Second term of 2nd-year second-language sequence	4	
ENVS 201	Introduction to Environmental Studies: Social Sciences	4	
BI 222Z	Principles of Biology II: Organisms	5	
MATH 425	Statistical Methods I	4	
Credits		17	
Spring			
	Third term of 2nd-year second-language sequence	4	
WR 122Z	Composition II	4	
	or WR 123 or College Composition III		
BI 223Z	Principles of Biology III: Ecology and Evolution	5	
ERTH 305	Dinosaurs	4	
Credits		17	
Summer			
ERTH 201	Dynamic Planet Earth	4	
ERTH 202	Earth's Surface and Environment	4	
ERTH 203	History of Life	4	
Credits		12	

Third Year**Fall**

PHIL 340	Environmental Philosophy	4
BI 370	Ecology	5
Core-education course in arts and letters		4
Elective course		4

Credits	17

Winter

ANTH 362	Human Biological Variation	4
BI 357	Marine Biology	4
Elective courses		8

Credits	16

Spring

GEOG 341	Population and Environment	4
ENVS 335	Allocating Scarce Environmental Resources	4
Elective courses		8

Credits	16

Fourth Year**Fall**

BI 380	Evolution	4
Elective courses		8
ENVS 477	Soil Science	4

Credits	16

Winter

ENVS 427	Environmental and Ecological Monitoring	4
BI 471	Population Ecology	4
Elective courses		8

Credits	16

Spring

ENVS 429	Environmental Leadership: [Topic]	4
BI 448	Field Botany	4
Elective courses		8

Credits	16

Total Credits	208

Bachelor of Science in Environmental Science (Life Science Focus)

Course	Title	Credits	Milestones
First Year			
Fall			
ENVS 201	Introduction to Environmental Studies: Social Sciences	4	
WR 121Z	Composition I	4	
Core-education group-satisfying course		4	
Core-education course that also satisfies a global perspective cultural literacy requirement		4	
Credits		16	
Winter			
WR 123	College Composition III	4	
MATH 111Z	Precalculus I: Functions	4	

Core-education courses	8

Credits	16

Spring

ENVS 203	Introduction to Environmental Studies: Humanities	4
MATH 112Z	Precalculus II: Trigonometry	4

Core-education courses	8

Credits	16

Second Year**Fall**

CH 221Z	General Chemistry I	4
ERTH 201	Dynamic Planet Earth	4
MATH 251Z	Differential Calculus	4
Cultural literacy course in US: DIA		4

Credits	16

Winter

CH 222Z	General Chemistry II	4
ERTH 202	Earth's Surface and Environment	4
MATH 252Z	Integral Calculus	4
BI 221Z	Principles of Biology I: Cells	5

Credits	17

Spring

Core-education course		4
ERTH 203	History of Life	4
CH 223Z	General Chemistry III	4
BI 223Z	Principles of Biology III: Ecology and Evolution	5

Credits	17

Third Year**Fall**

ANTH 330	Hunters and Gatherers	4
GEOG 341	Population and Environment	4
Core-education courses		8

Credits	16

Winter

ANTH 361	Human Evolution	4
ANTH 349	Origins of Art	4
BI 222Z	Principles of Biology II: Organisms	5
ENVS 345	Environmental Ethics	4

Credits	17

Spring

ANTH 472	Primate Conservation Biology	4
ARCH 430	Architectural Contexts: Place and Culture	4
STAT 243Z	Elementary Statistics I	4

Credits	12

Fourth Year**Fall**

ENVS 404	Internship: [Topic]	4
Elective courses		9

Credits	13

Winter

ENVS 411	Environmental Issues: [Topic]	4
BI 307	Forest Biology	4
Elective course		4

Credits	12

Spring

ENVS 429	Environmental Leadership: [Topic]	4
BI 374	Conservation Biology	4
Elective course		4

Credits	12

Total Credits	180

Environmental Studies (BA/BS)

The environmental studies major provides students with opportunities to work alongside world-class scholars and researchers, develop concrete skills and analytical abilities, and gain hands-on experience solving environmental issues. The environmental studies major emphasizes an interdisciplinary approach to environmental topics that combines the natural sciences, social sciences, policy studies, sustainable design, and the humanities. The curriculum includes environmentally-related courses taught by more than 100 participating faculty from 30 campus programs and departments.

The environmental studies major is flexible, allowing you to tailor coursework with a focal point of your choice to meet specific educational and career goals. We prioritize practical learning experiences where you will link theory to practice and build transferable skills through internships, research, and community involvement. Our Environmental Leadership Program and a robust internship program offer capstone experiences for undergraduate students that provide training in teamwork, time management, communication, and problem solving skills that are increasingly valued in all careers.

Program's Admission Requirements

Please visit the program's website (<https://cas.uoregon.edu/envs/apply/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Articulate the contributions from the social sciences, natural sciences, and humanities in understanding environmental issues.
- Articulate major root causes of environmental problems and avenues for addressing them.
- Discuss several key concepts within the field of environmental studies (e.g. sustainability, environmental justice, climate change, humans varied ways of understanding and representing nature, the relationship between nature and culture), drawing on interdisciplinary perspectives.
- Demonstrate critical thinking and communication skills, including the ability to: a) Critically analyze environmental information, data and problems; b) Interpret a variety of environmental writings; c) Synthesize diverse information sources; d) Communicate effectively through written and oral communication.

Environmental Studies Major Requirements

The Environmental Studies major is customizable, allowing students to tailor their coursework to meet specific education and career goals.

Students can concentrate on focal areas of their choosing and select from a variety of courses across disciplines, which provides students with a robust, well-rounded educational experience. The major requires a minimum of 92 credits including 56 upper-division credits. Except for ENVS 401-409, all courses applied to the major or minor must be graded, and a C- or better must be earned in all graded courses. As many as four upper-division courses may be used to fulfill the requirements of another major. Major requirements sheets containing detailed information about specific courses are available on the Environmental Studies website, in the Environmental Studies office, or by visiting an advisor in Tykeson Hall.

Code	Title	Credits
Area 1. Lower-Division ENVS Core		
ENVS 201	Introduction to Environmental Studies: Social Sciences	4
ENVS 202	Introduction to Environmental Studies: Natural Sciences	4
ENVS 203	Introduction to Environmental Studies: Humanities	4
Area 2. Lower-Division Math and Science		
MATH 111Z	Precalculus I: Functions ¹	4
Statistics course		4
STAT 243Z	Elementary Statistics I	
MATH 425	Statistical Methods I	
ERTH 418	Earth and Environmental Data Analysis	
GEOG 495	Geographic Data Analysis	
Approved introductory sequence in natural science		12
Course from different natural science sequence or from the list of approved science courses		4
Area 3A. Upper-Division Natural Science		
Two upper-division natural science courses from the major requirements sheet		8
Area 3B. Upper-Division Soc Sci, Policy, Humanities and Design		
Social science foundation course		4
Policy foundation course		4
Humanities foundation course		4
Design foundation course		4
Six additional courses: three from one of the above areas; three from another		24
Area 4. Environmental Issues		
ENVS 411	Environmental Issues: [Topic]	4
or ENVS 425	Environmental Education Theory and Practice	
or ENVS 427	Environmental and Ecological Monitoring	
Area 5. Practical Learning Experience		
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, honors thesis.		4
Total Credits		92

¹ Recommended course; however, a university-level mathematics course that counts toward the bachelor of science mathematics requirement fulfills the requirement.

Approved Courses

Code	Title	Credits

Introductory Sequence in Natural Science

Life Sciences

BI 221Z & BI 222Z & BI 223Z	Principles of Biology I: Cells and Principles of Biology II: Organisms and Principles of Biology III: Ecology and Evolution
or CH 111 & BI 221Z & BI 223Z	Introduction to Chemical Principles and Principles of Biology I: Cells and Principles of Biology III: Ecology and Evolution
or CH 221Z	General Chemistry I and Principles of Biology I: Cells and Principles of Biology III: Ecology and Evolution
& BI 221Z & BI 223Z	

Chemistry

CH 221Z & CH 222Z & CH 223Z	General Chemistry I and General Chemistry II and General Chemistry III

Earth Sciences

ERTH 101 or ERTH 201	Exploring Planet Earth Dynamic Planet Earth
ERTH 102 or ERTH 202	Exploring Earth's Environment Earth's Surface and Environment
ERTH 103 or ERTH 203	Exploring Earth History History of Life

Physical Sciences

CH 111 & PHYS 161 & PHYS 162	Introduction to Chemical Principles and Physics of Energy and Environment and Solar and Other Renewable Energies
or PHYS 201	General Physics and General Physics
& PHYS 202	and General Physics
& PHYS 203	

Non-Sequence Science Courses

ANTH 170	Introduction to Human Origins
ANTH 270	Introduction to Biological Anthropology ¹
BI 130	Introduction to Ecology ¹
CH 113	The Chemistry of Sustainability
GEOG 141	The Natural Environment
GEOG 181	Our Digital Earth
ERTH 213	Geology of National Parks

¹ These courses cannot be used with the Life Science sequence.

Upper-Division Natural Science Courses

Code	Title	Credits

ANTH 341	Food Origins	4
ANTH 361	Human Evolution	4
ANTH 362	Human Biological Variation	4
ANTH 463	Primate Behavior	4
ANTH 472	Primate Conservation Biology	4
BI 307	Forest Biology	4

BI 309		4
BI 330	Microbiology	3
BI 331	Microbiology Laboratory	3
BI 357	Marine Biology	4
BI 359	Plant Biology	4
BI 370	Ecology	5
BI 374	Conservation Biology	4
BI 380	Evolution	4
BI 390	Animal Behavior	4
BI 395		4
BI 432	Mycology	5
BI 442	Systematic Botany	5
BI 448	Field Botany	4
BI 451	Invertebrate Zoology ¹	1-8
BI 452		4
BI 454	Estuarine Biology	5
BI 455	Marine Birds and Mammals	1-6
BI 457	Marine Biology: [Topic]	1-8
BI 458	Biological Oceanography	5
BI 468		4
BI 471	Population Ecology	4
BI 472	Community Ecology	4
BI 474	Marine Ecology ¹	1-8
BI 476		4
CH 331	Organic Chemistry I	4
CH 335	Organic Chemistry II	4
CH 336	Organic Chemistry III	4
CH 341	Majors Track Organic Chemistry I	4
CH 342	Majors Track Organic Chemistry II	4
CH 343	Majors Track Organic Chemistry III	4
ENVS 350	Ecological Footprint of Energy Generation	4
ENVS 465	Wetland Ecology and Management	4
ENVS 477	Soil Science	4
GEOG 321	Climatology	4
GEOG 322	Geomorphology	4
GEOG 323	Biogeography	4
GEOG 360	Watershed Science and Policy	4
GEOG 361	Global Environmental Change	4
GEOG 425	Hydrology and Water Resources	4
GEOG 427	Fluvial Geomorphology	4
GEOG 430	Long-Term Environmental Change	4
GEOG 433	Fire and Natural Disturbances	4
GEOG 481	GIScience I	4
GEOG 482	GIScience II	4
GEOG 485	Remote Sensing I	4
GEOG 486	Remote Sensing II	4
GEOG 491	Advanced Geographic Information Systems	4
ERTH 304	The Fossil Record ²	4
ERTH 305	Dinosaurs ²	4
ERTH 306	Volcanoes and Earthquakes ²	4
ERTH 307	Oceanography ²	4

ERTH 308	Geology of Oregon and the Pacific Northwest ²	4
ERTH 310	Earth Resources and the Environment	4
ERTH 311	Earth Materials	5
ERTH 315	Earth Physics	4
ERTH 316	Introduction to Hydrogeology	4
ERTH 331	Mineralogy	5
ERTH 332	Introduction to Petrology	5
ERTH 334	Sedimentology and Stratigraphy	4
ERTH 350	Structural Geology	3
ERTH 353	Geologic Hazards	4
ERTH 425		5
ERTH 433		4
ERTH 434	Vertebrate Paleontology	4
ERTH 435		4
ERTH 438		4
ERTH 441	Hillslope Geomorphology	4
ERTH 451	Hydrogeology	4
ERTH 462		4
ERTH 468	Introduction to Seismology	4
ERTH 472		4
ERTH 473	Isotope Geochemistry	4

¹ If 8 credits, then counts as 2 courses.

² Only one course of EARTH 30X will apply.

Upper-Division Social Science, Policy, Humanities, and Design Courses

Code	Title	Credits
Social Science - Foundation Courses		
ENVS 435	Environmental Justice	4
ENVS 450	Political Ecology	4
ENVS 455	Sustainability	4
GEOG 341	Population and Environment	4
SOC 416	Issues in Environmental Sociology: [Topic]	4
Social Science - Elective Courses		
ANTH 320	Native North Americans	4
ES 350	Native Americans and the Environment	4
GEOG 342	Geography of Globalization	4
GEOG 442	Urban Geography	4
GEOG 465	Environment and Development	4
GEOG 471		4
GLBL 420	Global Community Development	4
GLBL 421	Gender and International Development	4
GLBL 432		4
SOC 304	Community, Environment, and Society	4
WGS 331	Science, Technology, and Gender	4
Policy - Foundation Courses		
ENVS 335	Allocating Scarce Environmental Resources	4
PPPM 443	Natural Resource Policy	4
PPPM 444	Environmental Policy	4
PS 367	Politics, Science, and Climate Change	4

PS 477	International Environmental Politics	4

Policy - Elective Courses

EC 330	Urban and Regional Economic Problems	4
EC 333	Resource and Environmental Economic Issues	4
EC 434	Environmental Economics	4
EC 435		4
GEOG 467		4
PPPM 331	Environmental Management	4
PPPM 340	Climate Change Policy	4
PPPM 418	Introduction to Public Law	4
PPPM 438	Transportation Issues in Planning: [Topic]	4
PPPM 446	Socioeconomic Development Planning	4
PPPM 480	Nonprofit Management	4

Humanities - Foundation Courses

ENG 469	Literature and the Environment: [Topic]	4
ENVS 345	Environmental Ethics	4
HIST 378	American Environmental History to 1890	4
HIST 379	American Environmental History 1890 to Present	4
HIST 473	American Environmental History: [Topic]	4
PHIL 340	Environmental Philosophy	4

Humanities - Elective Courses

ENG 325	Literature of the Northwest	4
PHIL 309	Global Justice	4
PHIL 339	Introduction to Philosophy of Science	4
PHIL 345	Place in the Cosmos	4

Design - Foundation Courses

ARCH 431	Community Design	3
ARCH 435	Principles of Urban Design	4
ENVS 467	Sustainable Agriculture	4
PPPM 442	Sustainable Urban Development	4
PPPM 445	Green Cities	4

Design - Elective Courses

LA 326	Plants: Fall	4
LA 390	Urban Farm	2-4
LA 429	Civic Agriculture	4

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Environmental Studies (Policy and Social Science Focus)

Course	Title	Credits	Milestones
First Year			
Fall			
ENVS 201	Introduction to Environmental Studies: Social Sciences	4	
WR 121Z	Composition I	4	
First term of 1st-year second-language sequence		4	

Core-education course	4
Credits	16
Winter	
ENVS 202 Introduction to Environmental Studies: Natural Sciences	4
WR 122Z Composition II	4
Second term of 1st-year second-language sequence	4
Core-education course	4
Credits	16
Spring	
ENVS 203 Introduction to Environmental Studies: Humanities	4
Third term of 1st-year second-language sequence	4
MATH 111Z Precalculus I: Functions	4
Core-education course that also satisfies global perspective cultural literacy requirement	4
Credits	16
Second Year	
Fall	
First term of 2nd-year second-language sequence	4
ERTH 201 Dynamic Planet Earth	4
SOC 312 Statistical Analysis in Sociology	4
Core-education course	4
Credits	16
Winter	
Second term of 2nd-year second-language sequence	4
ERTH 202 Earth's Surface and Environment	4
Core-education course	4
Core-education course that also satisfies US: DIA cultural literacy requirement	4
Credits	16
Spring	
Third term of 2nd-year second-language sequence	4
ERTH 203 History of Life	4
Core-education courses	8
Credits	16
Third Year	
Fall	
ANTH 170 Introduction to Human Origins	4
GEOG 341 Population and Environment	4
PS 477 International Environmental Politics	4
Core-education course	4
Credits	16
Winter	
GEOG 321 Climatology	4
LA 440 Introduction to Landscape Planning Analysis	4
PHIL 340 Environmental Philosophy	4
Course that satisfies minor requirements	4
Credits	16
Spring	
ES 350 Native Americans and the Environment	4
ERTH 304 The Fossil Record	4

Course that satisfies minor requirements	4
Credits	12
Fourth Year	
Fall	
GLBL 425 Global Food Security	4
Course that satisfies minor requirements	4
Credits	8
Winter	
ENVS 411 Environmental Issues: [Topic]	4
GLBL 446 Development and Social Change in Latin America	4
Course that satisfies minor requirements	4
Credits	12
Spring	
EC 330 Urban and Regional Economic Problems	4
ENVS 404 Internship: [Topic]	4
Course that satisfies minor requirements	4
Credits	12
Total Credits	172

Bachelor of Science in Environmental Studies (Humanities and Sustainable Design Focus)

Course	Title	Credits	Milestones
First Year			
Fall			
ENVS 201	Introduction to Environmental Studies: Social Sciences	4	
WR 121Z	Composition I	4	
	Core-education course in arts and letters	4	
	Cultural literacy course in global perspective	4	
Credits		16	
Winter			
ENVS 202	Introduction to Environmental Studies: Natural Sciences	4	
WR 122Z	Composition II	4	
	Core-education course in social science	4	
	Core-education course in arts and letters	4	
Credits		16	
Spring			
ENVS 203	Introduction to Environmental Studies: Humanities	4	
MATH 111Z	Precalculus I: Functions	4	
	Cultural literacy course in US: DIA	4	
	Core-education course in arts and letters	4	
Credits		16	
Second Year			
Fall			
CH 111	Introduction to Chemical Principles	4	
MATH 112Z	Precalculus II: Trigonometry	4	
GEOG 141	The Natural Environment	4	

Core-education course in social science	4
Credits	16
Winter	
BI 221Z Principles of Biology I: Cells	5
Core-education course in arts and letters	4
STAT 243Z Elementary Statistics I	4
Elective course	4
Credits	17
Spring	
BI 223Z Principles of Biology III: Ecology and Evolution	5
GEOG 341 Population and Environment	4
PS 367 Politics, Science, and Climate Change	4
Elective course	4
Credits	17
Third Year	
Fall	
ENVS 345 Environmental Ethics	4
PPPM 445 Green Cities	4
BI 357 Marine Biology	4
Elective course	4
Credits	16
Winter	
ENG 325 Literature of the Northwest	4
LA 390 Urban Farm	4
BI 307 Forest Biology	4
Elective course	4
Credits	16
Spring	
HIST 378 American Environmental History to 1890	4
ENVS 467 Sustainable Agriculture	4
Elective courses	8
Credits	16
Fourth Year	
Fall	
ENVS 411 Environmental Issues: [Topic]	4
PHIL 309 Global Justice	4
Elective course	4
Credits	12
Winter	
ARCH 435 Principles of Urban Design	4
Elective courses	8
Credits	12
Spring	
ENVS 404 Internship: [Topic]	4
Elective courses	8
Credits	12
Total Credits	182

Environmental Studies Minor

The Environmental Studies Minor is strongly interdisciplinary, with a particular focus on social sciences, policy studies, environmental design, and the humanities, while also providing a foundation in the natural sciences.

Environmental Studies Minor

The Environmental Studies minor is customizable, allowing students to tailor their coursework to meet their specific education and career goals. Students can concentrate on a focal area of their choosing and select from a variety of courses across disciplines, which provides students with a robust, interdisciplinary educational experience. The minor requires a minimum of 32 credits. Except for ENVS 401-409, all courses applied to the minor must be graded, and a C- or better must be earned in all graded courses. As many as two upper-division courses from a students' major department may be used to fulfill the minor requirements. #Minor maps, which outline the requirements to earn a minor, are available on the ENVS website, in the Environmental Studies office, or by visiting an advisor in Tykeson Hall.

Code	Title	Credits
Required Courses		
ENVS 201	Introduction to Environmental Studies: Social Sciences	4
ENVS 202	Introduction to Environmental Studies: Natural Sciences	4
ENVS 203	Introduction to Environmental Studies: Humanities	4
Advanced Course Requirements		
One upper-division course from the Area 3A courses listed in the current ENVS major requirements		4
One upper-division course from the Area 3B courses listed in the current ENVS major requirements		4
Three courses from any of the following categories listed in the current ENVS major requirements		12
Area 3A - Natural Science		
Area 3B - Social Science, Policy, Humanities, and Sustainable Design and Practice		
Area 4 - Environmental Issues		
Area 5 - Practical Learning Experience		
Total Credits		32

Environmental Humanities Minor

The minor in environmental humanities (EH) complements environmental science and policy with a focus on cultural expression and analysis. EH is an interdisciplinary field of study, where students learn environmental history, storytelling, critical thinking, philosophy, and the arts. In EH, we understand that ecological well-being relies on cultural solutions as well as scientific and technical ones.

EH students can explore international approaches to sustainable living, including philosophies and lifeways of the global south and of Indigenous nations worldwide. EH embraces the arts as a means of storytelling and advocating for environmental health, and it embraces philosophy and history as means of better knowing where we are and how we might best live as humans in a changing climate. This is a minor that works well with

science and technology majors, to help students cultivate a broad cultural vision, imagination, and vocabulary for change.

Environmental Humanities Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
ENVS 203	Introduction to Environmental Studies: Humanities	4
Electives ¹		
Lower Division Electives:		4
ANTH 110	Introduction to Traditional Ecological Knowledge	
ANTH 260	Domestic Animals	
ANTH 274	Animals and People	
ENG 230	Introduction to Environmental Literature	
GEOG 250	Geographies of Outdoor Adventure	
HIST 215	Food in World History	
HIST 273	Introduction to Global Environmental History	
LAW 201	Introduction to Environmental Law and Policy	
PHIL 220	Food Ethics	
Upper Division Electives:		16
ANTH 320	Native North Americans	
ANTH 330	Hunters and Gatherers	
ANTH 365	Food and Culture	
ARH 368	Arts and Visual Cultures of Climate Change	
ENG 325	Literature of the Northwest	
ENVS 345	Environmental Ethics	
ENVS 430	Nature in Popular Culture	
ENVS 435	Environmental Justice	
ES 321	Indigenous Peoples of Oregon	
ES 350	Native Americans and the Environment	
ES 354	Environmental Racism	
FLR 320	Car Cultures	
FLR 415	Folklore and Foodways	
GEOG 343	Society, Culture, and Place	
GER 357	Nature, Culture, and the Environment	
GLBL 425	Global Food Security	
HIST 378	American Environmental History to 1890	
HIST 379	American Environmental History 1890 to Present	
HIST 466	The American West	
HIST 467	The American West	
HIST 468	The Pacific Northwest	
HIST 473	American Environmental History: [Topic]	
PHIL 339	Introduction to Philosophy of Science	
PHIL 340	Environmental Philosophy	
PHIL 451	Native American Philosophy	
WGS 331	Science, Technology, and Gender	

WGS 432	Gender, Environment, and Development
Total Credits	24

¹ Undergraduate students must take 24 credit hours, 20 of which come from an approved list of electives (listed below). Students must take ENVS 203, Introduction to Environmental Studies: Humanities, for a maximum of 4 credit hours. No more than two courses for the Environmental Humanities minor may have the same subject code with the exception of ENVS, which can be two courses beyond the required ENVS 203.

All upper-division courses for the minor must be taken in residency at UO. Up to 4 lower-division credits may be taken elsewhere, with the approval of academic and career advisors in Tykeson Hall.

Environmental Studies (MA/MS)

Our master's program in Environmental Studies offers a unique opportunity to pursue interdisciplinary study of environmental topics and issues. Each student designs an individualized curriculum responsive to their educational and career goals. The degree typically takes two years to complete.

Students who succeed in our program typically are self-starters, have academic and/or work experience that has given them a foundation of skills and led them to specific goals for their graduate program, and are collaborative and like working with others.

Specific learning outcomes vary depending on individual course plans and courses, but we identify the items below as overlapping fundamentals for learning outcomes:

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Gain an interdisciplinary perspective of the fields of studies and how they can be used to address environmental research.
- Familiarize themselves with the research methods available within and across disciplines, and to acquire competent, demonstrable, and autonomous research skills in their specializations.
- Discuss a relevant body of scholarly literature fluently and to generate compelling research questions.
- Identify or develop, and to apply, rigorous research methods in an independent investigation of a problem of contemporary environmental importance.
- Develop concrete skills in professional writing and scholarly communications in order to present and disseminate research results in compelling, appropriate formats.
- Accumulate knowledge and prepare themselves for job markets of their preferred fields, such as by gaining experience and skills in pedagogy and teaching for Ph.D. students seeking academic careers.
- Be engaged in fostering communication and collaboration between departments, colleges, and the university as a whole.

Environmental Studies Requirements

Students who wish to obtain a master of arts degree instead of the master of science must demonstrate proficiency in a second language.

Code	Title	Credits
Environmental studies graduate core sequence ¹		9
ENVS 631	Environmental Studies Theory and Practice	
ENVS 632	Environmental Studies Research Methodology	
ENVS 633	Environmental Studies Thesis Development	
Concentration area course work ²		24
Electives		12
Thesis or terminal project ³		12
Total Credits		57

¹ First year.

² Graduate-level courses related to environmental studies in each of two 12-credit concentration areas.

³ Public defense or presentation required.

Environmental Sciences, Studies, and Policy (PhD)

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 study after earning the master's degree.

Admissions Procedure

Admission to the PhD program must be granted by the Environmental Studies Program and approved 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. The online application must be completed and submitted by December 1 for the following fall admission.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of core environmental studies knowledge and knowledge of specific disciplinary fields as relevant to their specific focal area (e.g. English-ENVS students will have mastery of core English field).
- Be proficient in interdisciplinary methods and approaches of environmental studies regarding research, analysis, and communication.
- Demonstrate independent scientific thinking and advancement of knowledge within the interdisciplinary environmental studies field.
- Demonstrate skills of professional engagement including oral and written communication (e.g. skills for conference presentations, journal publication, grant writing).
- Understand career practices and professional standards and responsibilities in environmental studies, including ethical issues with regard to research and publication.

Doctor of Philosophy Degree in Environmental Sciences, Studies, and Policy Requirements

Code	Title	Credits
Focal department course work ¹		
Environmental studies course work ²		32
Focal department assessment of competence ³		
Interdisciplinary assessment of competence ³		
Dissertation:		18
ENVS 603	Dissertation	

¹ 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 Courses taken in departments or programs outside the focal department. First-year students participate in a sequence of courses required of all incoming environmental studies graduate students.

³ 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.

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.

Requirements may vary depending on the chosen focal department. In addition to the course work, candidates are required to complete and defend a written dissertation and receive approval of the dissertation by a committee chosen in accordance with Division of Graduate Studies regulations. The committee must have at least five members. 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; Earth Sciences; Economics; English; Geography; 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 Humanities Graduate Certificate

The field of the Environmental Humanities is inherently interdisciplinary, drawing on the humanities disciplines of history, literature, philosophy, art and architectural history, theater arts, and the humanistic social sciences (anthropology, historical and cultural geography, sociology). The purpose of this certificate is to encourage students to deepen and broaden their understanding of the Environmental Humanities by sampling from a variety of disciplines that focus on the interactions between humans and the natural environment. Students will gain a deeper understanding

of these interactions by studying the environment from a variety of humanistic perspectives.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Gain an interdisciplinary understanding of the Environmental Humanities, beyond the students' major discipline.
- Demonstrate an understanding of how other disciplines within the Environmental Humanities can illuminate one's own discipline through a public-facing creative project that brings together least two disciplinary perspectives on an issue or problem.
- Learn to translate humanities scholarship to general audiences through interdisciplinary, public-facing creative projects.
- Provide professional credentials for students interested in pursuing work in the Environmental Humanities.

Graduate Certificate in Environmental Humanities

The field of the Environmental Humanities is inherently interdisciplinary, drawing on the humanities disciplines of history, literature, philosophy, art and architectural history, theater arts, and the humanistic social sciences (anthropology, historical and cultural geography, sociology). The purpose of this certificate is to encourage students to deepen and broaden their understanding of the Environmental Humanities by sampling from a variety of disciplines that focus on the interactions between humans and the natural environment. Students will gain a deeper understanding of these interactions by studying the environment from a variety of humanistic perspectives.

Code	Title	Credits
Elective Courses ¹		24
ARH 510	Experimental Course: [Topic]	
ARH 607	Seminar: [Topic]	
ENG 569	Literature and the Environment: [Topic]	
ENG 607	Seminar: [Topic]	
ENG 660	American Literature: [Topic]	
ENVS 535	Environmental Justice	
ENVS 550	Political Ecology	
ENVS 604	Internship: [Topic]	
GEOG 510	Experimental Course: [Topic]	
GEOG 565	Environment and Development	
GEOG 607	Seminar: [Topic]	
HIST 566	The American West	
HIST 568		
HIST 573		
HIST 608	Workshop: [Topic]	
PHIL 607	Seminar: [Topic]	
PHIL 645	Environmental Philosophy: [Topic]	
SOC 516	Issues in Environmental Sociology: [Topic]	
SOC 616	Environment and Resource Issues: [Topic]	
TA 571	Studies in Theater and Culture: [Topic]	
TA 572	Multicultural Theatre: [Topic]	
TA 607	Seminar: [Topic]	
Methods Electives ²		

ANTH 611	Ethnographic Research: Epistemology, Methods, Ethics
ENG 570	Technologies and Texts Capstone
GEOG 581	GIScience I
Terminal Project ³	4
ENVS 609	Terminal Project

- ¹ No more than two courses with the same subject code.
- ² One of these courses may be taken as part of the 24 credit hours of electives, subject to the limitation on more than two courses with the same subject code.
- ³ Up to 4 credit hours may be taken as part of the 24 credit hours of electives. This course is not subject to the limitation on more than two courses with the same subject code.

Graduate students must take 24 credit hours from an approved list of courses. No more than two of those courses may have the same subject code (with the exception of ENVS 609), and only one course can come from the Methods Elective courses list. All courses must be at the 500 level or above. There are no required courses. However, students must produce and successfully present a public-facing creative project that draws on two or more disciplines, in consultation with a project advisor from each discipline. Students may elect to take up to 4 credit hours of ENVS 609 Terminal Project as part of their required credit hours, in addition to up to two courses with the ENVS subject code.

16 hours must be earned "in residence" at UO.

European Studies

<https://europe.uoregon.edu>

Craig Parsons, Program Director

114 Friendly Hall

541-346-4402

Fax: cap@uoregon.edu

The Minor in European Studies allows undergraduates to incorporate, within any other major program, an increased international perspective in their work with a special focus on an understanding of Europe's identity and role in the world. See the requirements section of the web site for more information. Click here for an advising form.

Mission

The European Studies Program is a pedagogical community and research forum for students and scholars at the UO interested in Europe. This program combines the strengths of faculty in the humanities, social sciences, business, law and science to study the current developments in Europe. Our program distinguishes itself from other European Studies programs by its very broad interdisciplinary approach, combining not just the social sciences-principally history, geography, and political science-but other disciplines as well. Our attention to the contemporary situation is enriched by a deep sense of history extending back even to classical antiquity. We believe that in the European Union we have the opportunity to study the progress of a great social experiment in all its lived reality, and that our students will be able to consider the interaction of the full range of human forces coming to create 21st century Europe.

European Studies Affiliated Faculty

James Conran, Political Science

Patricia Dewey Lambert, School of Planning, Public Policy and Management

Alexander Dracobly, History

D. Gantt Gurley, German and Scandinavian

Gina Herrmann, Romance Languages

Nathalie Hester, Romance Languages (chair)

Katya Hokanson, Comparative Literature

Vera Keller, History

Martin Klebes, German and Scandinavian

Peter D. Laufer, Journalism and Communication

Jeffrey S. Librett, German and Scandinavian

David M. Luebke, History

Scott R. Maier, Journalism and Communication

Ian F. McNeely, History

Fabienne Moore, Romance Languages

Alexander B. Murphy, Geography

Bryce Newell, Journalism and Communication

Craig Parsons, Political Science

Jenifer Presto, Comparative Literature

Michael Stern, German and Scandinavian

Matthias Vogel, German and Scandinavian

Minor in European Studies

To earn a minor, a student must complete 24 credits in addition to a paper or project on a European topic and two to three years of a European language other than English, as described below. Of the 24 credits of core and elective courses, a minimum of 16 credits must be upper division. Courses taken to fulfill the language requirement may not be used to fulfill the 24-credit requirement.

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.

Code	Title	Credits
Core Courses ¹		
GEOG 202	Geography of Europe	4
HIST 420	²	4
or RL 407	Seminar: [Topic]	
Humanities Electives ³		8
ARH 204	Ancient Mediterranean Art	
ARH 205	Medieval Renaissance European Art	
ARH 206	History of Western Art III	
ARH 314	History of World Architecture I	
ARH 315	History of World Architecture II	

CLAS 301	Greek and Roman Epic
CLAS 302	Greek and Roman Tragedy
CLAS 303	Classical Greek Philosophers
ENG 423	The Age of Beowulf
FR 301	La France contemporaine
FR 317	Knights, Queens, and Rebels
FR 318	Monarchy, Liberty, Revolution
FR 319	Modernity and Creativity
FR 330	French Poetry
FR 331	French Theater
FR 333	French Narrative
FR 460	18th-Century Literature: [Topic]
GER 220M	Existentialist Literature and Thought
GER 221	Postwar Germany Nation Divided
GER 222	Fascism and Culture
GER 251	Sexuality
GER 252	War, Violence, Trauma
GER 280M	
GER 355	German Cinema: History, Theory, Practice
GER 399	Special Studies: [Topic]
HIST 427	Intellectual History of Modern Europe: [Topic]
HUM 101	Introduction to the Humanities I
HUM 102	Introduction to the Humanities II
HUM 103	Introduction to the Humanities III
HUM 260	
ITAL 301	Cultura e lingua: l'Italia contemporanea
ITAL 303	Cultura e lingua: societa, economia, politica
ITAL 305	Cultura e lingua: arte, musica, i mass media
ITAL 317	Italian Survey of Medieval and Renaissance
ITAL 318	Italian Survey: Baroque and Enlightenment
ITAL 319	Italian Survey: 19th and 20th Centuries
ITAL 449	
JDST 213	The Jewish Encounter with Modernity
MUS 267	History of Music 800 to 1600
MUS 268	Survey of Music History 1600 to 1800
MUS 269	Survey of Music History 1800 to Present
PHIL 310	History of Ancient Philosophy
PHIL 311	History of Philosophy: Modern
PHIL 312	History of Philosophy: 19th Century
PHIL 415	Continental Philosophy: [Topic]
PHIL 463	20th-Century Philosophers: [Topic]
REL 321	History of Christianity I
REL 322	History of Christianity II
RUSS 240	Russian Culture
RUSS 351	Russian Literature and Film
RUSS 399	Special Studies: [Topic]
SCAN 280M	
SCAN 315	Nordic Cinema
SCAN 325	Constructions versus Constrictions of Identity

Social Science Electives ^{3,4}		8
ANTH 429		
ANTH 430		
EC 380	International Economic Issues	
EURO 415		
GEOG 441	Political Geography	
GLBL 443	Europe Development and Social Change	
HIST 301	Modern Europe	
HIST 302	Modern Europe	
HIST 303	Modern Europe	
HIST 319		
HIST 320		
HIST 321		
HIST 342	German History: [Topic]	
HIST 347	Soviet Union and Contemporary Russia	
HIST 361	Early Modern Science	
HIST 412	Ancient Greece: [Topic]	
HIST 414	Ancient Rome: [Topic]	
HIST 415	Advanced World History: [Topic]	
HIST 425		
HIST 428	Europe in the 20th Century: [Topic]	
HIST 444	The Holocaust	
PS 324	European Politics	
PS 475	Politics of the European Union	
Foreign Language Requirement		
Two to three years of a European foreign language ⁵		
Total Credits		24

¹ 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 global studies and humanities.

² Sixteen of the 24 credits of core and elective courses must be at the upper-division level.

³ Courses preapproved are listed on the program website. Substitutions may be made only with the approval of the student's advisor. At least 4 credits of the humanities electives must be at the 400 level, and at least 4 credits of the social sciences electives must be at the 400 level.

⁴ At least one course must be a non-HIST course.

⁵ For BA students, at least three years of college study of a European language other than English is required. For BS students majoring in science, studying for a bachelor of architecture, or majoring in subjects outside the social sciences and humanities, two years of college-level study of a European language other than English is required.

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.

Significant Paper or Project

A research paper on a topic appropriate to the student's interests is the final requirement. Many EURO minors complete this requirement in the Idea of Europe seminar. 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 Thesis (EURO 403).

Food Studies

Hannah Cutting-Jones, Director of Food Studies

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The School of Global Studies and Languages Undergraduate Coordinators

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gsl@uoregon.edu (hcutting@uoregon.edu)

The School of Global Studies and Languages Graduate Coordinators

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Food is central to human life. It is therefore no surprise that the research interests of faculty and students across a wide range of disciplines relate to food in some way. In the social sciences and humanities, for example, scholars examine issues including food access and affordability as well as the cultural significance and representation of food and agriculture. In the natural and applied sciences, researchers explore the biological and ecological dimensions of food systems and food-related health issues. For decades, scholars working in these various fields have highlighted important aspects of food's key position in the human experience over time and across space. Too often though, these streams of inquiry have stayed relatively isolated from one another.

The UO Food Studies Program developed out of a growing recognition that an integrated perspective on food matters is vital to developing fuller understandings of complex food-related issues. Food Studies brings the power of an interdisciplinary approach to widely varied food themes and topics. Such an approach is more than the sum of its disciplinary parts; it provides new insights into the ways in which food mediates social, political, environmental, cultural and economic processes.

Food Studies minors and graduate students are learning about and investigating both global and local food systems, sustainability, and the impacts of climate change on food. Students interact with programs and schools across (and beyond) the university, including the Law School,

School of Education, School of Business, the Native American and Indigenous Studies program, and Study Abroad offerings in Italy and Greece.

Food Studies Affiliated Faculty: foundational courses

Hannah Cutting-Jones, instructor (food studies, history of food, pacific history, colonialism, protein). BA, 1997; MA, 1998, Brown University; PhD, 2018, University of Auckland. hcutting@uoregon.edu

Michael Fakhri, professor (international economic law, commercial law, and food law). mfakhri@uoregon.edu

Julie Hessler, Associate Professor (20th-century Russia, Europe). BA, 1988, Yale; MA, 1989, PhD, 1996, Chicago. (1995) hessler@uoregon.edu

Mary K. Jaeger, professor (Latin literature, historiography, food in antiquity). BA, 1982, Gustavus Adolphus; MA, 1984, PhD, 1990, California, Berkeley. (1990) maryjaeg@uoregon.edu

Harper Keeler, instructor (civic agriculture, landscape biodynamics, urban farm director). BLA, 1995; MLA 2011, Oregon. (2010) hkeeler@uoregon.edu

Katie Lynch, professor (environmental anthropology, environmental education, ethnobotany). klynch@uoregon.edu

Galen Martin, teaching professor (environmental and cultural geography, global food security, Latin America). AA, 1977, Hesston College; BA, 1980, Goshen College; MA, 1985, Oregon; PhD, 2003, California, Davis. (1998) gmartin@uoregon.edu

Erin McKenna, professor (feminist theory, American pragmatism, food ethics). BA, 1987, Claremont McKenna College; MA, 1990, PhD, 1992, Purdue. (2016) emckenna@uoregon.edu

David Meek, assistant professor (food sovereignty, popular education, India and Brazil). BA, 2004, Bard College; MSc, 2007, Antioch, New England; PhD, 2014, Georgia. (2018) dmeek@uoregon.edu

Michelle Scalise Sugiyama, associate teaching professor, BA, 1985, San Diego State, MA, 1988, PhD, 1997 California Santa Barbara. (2015) mscalise@uoregon.edu

Sarah Stapleton, assistant professor (food and environmental justice, social contexts of science and environmental education). BA, 2001, Sweet Briar College; EdM, 2005, Harvard; PhD, 2015, Michigan State. (2015) sstaplet@uoregon.edu

Stephen R. Wooten, associate professor (local-global dynamics, food studies, Africa). BA, 1986, Massachusetts, Amherst; MA, 1993, PhD, 1997, Illinois, Urbana-Champaign. (1999) swooten@uoregon.edu

Undergraduate Program Minor

- Food Studies (p. 344)

Graduate Program Specialization

- Food Studies (p. 345)

Food Studies Minor

The minor in food studies gives students the opportunity to learn more about food and its central place in the human experience. Students take courses in a wide variety of disciplines, such as anthropology, history, environmental science, and human physiology. They also gain practical experience outside the classroom. Because food itself plays such a central role in the life and well-being of communities, the food studies minor promotes students' civic engagement.

Program's Admission Requirements

Please visit the program's website (<https://foodstudies.uoregon.edu/people/undergraduate-minor-in-food-studies/>).

Minor in Food Studies

Code	Title	Credits
Foundational Courses		
ENVS 225	Introduction to Food Studies	4
ANTH 220	Introduction to Nutritional Anthropology	4
or ANTH 248		
or HPHY 105	Principles of Nutrition	
HIST 215	Food in World History	4
or HUM 245		
or PHIL 220	Food Ethics	
Elective Courses		8
ANTH 110	Introduction to Traditional Ecological Knowledge	
ANTH 248		
ANTH 329	Immigration and Farmworkers	
ANTH 330	Hunters and Gatherers	
ANTH 341	Food Origins	
ANTH 365	Food and Culture	
ASIA 425	Asian Foodways	
EDST 450	Food and Schools	
ENVS 467	Sustainable Agriculture	
FLR 415	Folklore and Foodways	
GEOG 468	Contemporary Food Systems	
GLBL 425	Global Food Security	
ITAL 306	La cultura culinaria	
LA 390	Urban Farm	
LA 429	Civic Agriculture	
RL 151	Mediterranean Foodways	
SOC 304	Community, Environment, and Society	
SOC 416	Issues in Environmental Sociology: [Topic]	
Capstone Seminar		4
ASIA 425	Asian Foodways	
EDST 450	Food and Schools	
ENVS 467	Sustainable Agriculture	
FLR 415	Folklore and Foodways	
GEOG 468	Contemporary Food Systems	
GLBL 425	Global Food Security	
LA 390	Urban Farm	
LA 429	Civic Agriculture	

SOC 416	Issues in Environmental Sociology: [Topic]
Total Credits	24

Additional Requirements

- The minor requires 24 graded credits (6 courses) from approved courses, at least twelve of which must be upper-division courses.
- Letter grades of C- or better must be earned in all courses applied to the minor.
- Students can count up to two upper-division courses from their major department.
- Students are required to take at least one 400-level course or capstone seminar.
- No more than three courses with the same subject heading will count for the minor (including ENV5).
- Food-related UO Study Abroad courses apply to the minor. Programs | Global Education Oregon (uoregon.edu) (<https://geo.uoregon.edu/programs/>)

Applicable courses are not limited to the ones shown here. Check the Food Studies website for a Tip Sheet each term: Undergraduate Minor in Food Studies | Food Studies Program (uoregon.edu) (<https://foodstudies.uoregon.edu/people/undergraduate-minor-in-food-studies/>)

Food Studies Graduate Specialization

Food is central to human life. It is therefore no surprise that the research interests of faculty and students across a wide range of disciplines relate to food in some way. In the social sciences and humanities, for example, scholars examine issues including food access and affordability as well as the cultural significance and representation of food and agriculture. In the natural and applied sciences, researchers explore the biological and ecological dimensions of food systems and food-related health issues. For decades, scholars working in these various fields have highlighted important aspects of food's key position in the human experience over time and across space. Too often though, these streams of inquiry have stayed relatively isolated from one another.

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For questions about declaring this graduate specialization, please contact the GSL Graduate Coordinators at gslgradcood@uoregon.edu.

Graduate Specialization in Food Studies

This 18-credit interdisciplinary graduate specialization track is open to all UO graduate students. By combining the food studies specialization with their primary degree, students can enhance their education and future marketability. The specialization offers a coherent structure that allows students to develop a richer intellectual foundation than would be possible or practical outside the program. The specialization also is designed to enrich the qualifications of Master's and doctoral students, whether they have academic or community-based work aspirations.

Code	Title	Credits
ENV5 607	Seminar: [Topic] (Food Matters: Interdisciplinary Perspectives in Food Studies)	4
Breadth Requirement ¹		8
Praxis/Internship Experience		4
Colloquium Participation		2
Total Credits		18

General Social Sciences

<http://gss.uoregon.edu>

Leslie McLees, Program Director

175 Prince Lucien Campbell Hall

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gensocialsciences@uoregon.edu

General Social Sciences (GSS) is a multidisciplinary, undergraduate program that prepares students for success in an interconnected global environment. The GSS curriculum provides flexibility in both class schedules and coursework, allowing students to tailor their education according to their interests and to balance multiple academic or personal pursuits. Our program welcomes students of all identities and is committed to fostering a diverse and inclusive intellectual community.

Undergraduate Programs

Major - Bachelor's Degree

- General Social Sciences (BA/BS) (p. 345)

Minors

- Commerce and Society (p. 353)

General Social Sciences (BA/BS)

General social sciences is a multidisciplinary, undergraduate program that prepares students for success in an interconnected global environment. GSS majors learn how analyze social issues using research and critical thinking. They also develop innovative problem-solving skills, which are applicable towards professional fields like business, government, law, and education. The GSS curriculum provides flexibility in both class schedules and coursework. This allows students to tailor their educations according to their interests, and to balance multiple academic or personal pursuits in their lives.

Applied Economics, Business, and Society (p. 346)

This concentration 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 (p. 347)

This concentration 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 (p. 348)

This concentration 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 concentration prepares students to earn graduate degrees in planning, public management, policy studies, or other applied social sciences with a global emphasis.

Social Studies Teaching (p. 349)

This concentration 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.

General Social Sciences is a multidisciplinary, undergraduate program that prepares students for success in an interconnected global environment. GSS majors learn how to analyze social issues. GSS majors take courses on specific social topics from a variety of disciplinary perspectives. Students can also earn course credit for internships in their desired fields. The curriculum is divided into 4 distinct concentrations:

- Applied Economics, Business and Society (AEBS)
- Crime, Law, and Society (CLS)
- Globalization, Environment, and Policy (GEP)
- Social Science Teaching (SST)

Like many disciplines in the liberal arts, the General Social Sciences program (GSS) fosters the development of students as globally conscious equity-minded citizens and professionals.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Analyze and evaluate fundamental features of society, such as social conflict, inequalities, institutions, group relations, the experiences of individuals, and/or human interactions with the earth's natural environment.
- Synthesize, analyze, and assess the validity of qualitative, quantitative, and/or spatial data using social scientific methods.
- Construct an evidence-based argument.
- Describe how power, agency, and authority are constituted, disseminated, and exercised, including similarities and differences within and across groups, countries, and in the international arena.
- Appreciate and seek to understand myriad cultural, ethnic, gender, and socio-economic perspectives and experiences.
- Recognize and clearly articulate the career competencies they have developed as an undergraduate.

GSS majors take courses on specific social topics from a variety of disciplinary perspectives. Students can also earn course credit for internships in their desired fields. The curriculum is divided into 4 distinct concentrations:

- Applied Economics, Business, and Society (p. 346)
- Crime, Law, and Society (p. 347)
 - A GSS-CLS major will not be permitted to declare Criminology minor.
- Globalization, Environment, and Policy (p. 348)
- Social Science Teaching (p. 349)

Each concentration serves as a central focus for required and elective courses within the major. After declaring a concentration, students select courses from a wide range of social sciences departments as well as the university's professional schools (Business, Education, Journalism, and Planning and Public Policy Management).

Overlap Policy

GSS will accept three courses that overlap with each major and three courses that overlap with each minor. For additional information, meet with an advisor.

General Social Sciences Major - Applied Economics, Business, and Society

Code	Title	Credits
Preliminary Core		
BA 101Z	Introduction to Business	4
EC 201Z	Principles of Microeconomics	4
EC 202Z	Principles of Macroeconomics	4
Methods Requirement		
BA 215	Accounting: Language of Business Decisions	4
or BA 211Z	Principles of Financial Accounting	
STAT 243Z	Elementary Statistics I	4
or SOC 312	Statistical Analysis in Sociology	
or MATH 425	Statistical Methods I	
Research Methods Requirement		
Complete one of the following courses.		4
GEOG 391	Social Science Inquiry and Research	
PS 102	Thinking Like a Social Scientist	
SOC 311	Research Methods	
PPPM 415	Policy and Planning Analysis	
Specialization Requirements		
At least 8 credits from the following courses must be outside of Economics and Business.		28
ANTH 209	Business Anthropology	
ANTH 311	Anthropology of Globalization	
ASIA 480	Chinese Economy: Transition, Development, Globalization	
BA 316	Management: Creating Value through People	
BA 317	Marketing: Creating Value for Customers	
BA 318	Finance: Creating Value through Capital	
CAS 417	Career Readiness ^{1, 2}	

EC (All 300+ and 400+ courses approved, except 400 – 409.

ENVS 345	Environmental Ethics
GEOG 342	Geography of Globalization
GEOG 442	Urban Geography
GEOG 448	Tourism and Development
GEOG 465	Environment and Development
GEOG 468	Contemporary Food Systems
GLBL 431	Cross-Cultural Communication
GLBL 270	Globalization and the Global Economy
GLBL 420	Global Community Development
GLBL 422	Aid to Developing Countries
HIST 362	History of US Cities
HIST 363	United States Business History
HIST 383	Soccer and Society in Latin America
HIST 463	American Economic History: [Topic]
JCOM 304	The Media Business
PHIL 120	Ethics of Enterprise and Exchange
PPPM 370	Global Sustainable Development and Policy
PPPM 445	Green Cities
PPPM 446	Socioeconomic Development Planning
PS 275	Legal Process An Introduction to the American Judiciary
PS 210	Politics of Business
PS 337	The Politics of Development
PS 340	International Political Economy
PS 478	Globalization and Development
SOC 346	Work and Occupations
SOC 446	Issues in Sociology of Work: [Topic]
WGS 341	Women, Work, and Class

Total Credits **52**

¹ Applies to the non-economic and business credits

² We recommend taking a 2-credit internship for students who take CAS 417. Internship must be approved by the GSS program Director.

Additional Requirements

Students must complete 52 credits with a minimum of 24 upper-division credits within the major.

At least 24 graded credits of major coursework must be completed in residence at the University of Oregon to qualify for a bachelor's degree in General Social Sciences.

Courses must be completed with a grade of C- or better. A maximum of one course with a grade of 'P' or 'P*' may be used.

General Social Sciences Major - Crime, Law, and Society Concentration

Code	Title	Credits
Preliminary Core		
Must Take:		
SOC 204Z	Introduction to Sociology	4

or SOC 207 Social Inequality

PS 275	Legal Process An Introduction to the American Judiciary	4

ES 101	Introduction to Ethnic Studies	4

Methods Requirement

Complete one of the following courses: **4**

GEOG 391	Social Science Inquiry and Research
PPPM 415	Policy and Planning Analysis
PS 102	Thinking Like a Social Scientist
SOC 311	Research Methods

Specialization Requirements

Must take 32 credits from the following courses: **32**

ANTH 176	Introduction to Forensic Anthropology
ANTH 278	Science, Race, and Society
ANTH 315	Gender, Folklore, Inequality
ANTH 329	Immigration and Farmworkers
ANTH 425	Migrant, Citizen, Refugee
ANTH 438	Race and Gender in Latin America
ANTH 322	Anthropology of the United States
ANTH 366	Human Osteology Laboratory
ANTH 473	
ANTH 479	Taphonomy: Bones, Bugs, and Burials
CAS 417	Career Readiness ¹
CRES 445	Conflicts of Incarceration
ES 310	Race and Popular Culture: [Topic]
ES 352	Social Equity and Criminal Justice
ES 380	Race, Migration, and Rights
ES 450	Race and Incarceration
ES 452	Race and Ethnicity and the Law: [Topic]
ES 460	Race, Culture, Empire: [Topic]
FHS 483	
GEOG 201	World Regional Geography
GEOG 343	Society, Culture, and Place
GEOG 442	Urban Geography
GEOG 444	Cultural Geography
GEOG 445	Culture, Ethnicity, and Nationalism
GLBL 250	Value Systems in Cross-Cultural Perspective
GLBL 370	International Human Rights
GLBL 431	Cross-Cultural Communication
GLBL 434	
JCOM 302	Communication Law
JCOM 303	Media Ethics
LING 201	Language and Power in the United States
LING 415	Semantics
LING 420	Language, Mind and Society
PHIL 216	Philosophy and Cultural Diversity
PHIL 309	Global Justice
PHIL 344	Introduction to Philosophy of Law
PHIL 425	Philosophy of Language
PPPM 321	Inclusive Urbanism
PPPM 418	Introduction to Public Law

PS 206	Ethics, Identity, and Power
PS 316	Black Lives Matter and American Democracy
PS 319	The Politics of the Body
PS 348	Women and Politics
PS 368	Gender in the Law
PS 371	United States Congress
PS 375	
PS 380	Gender and Politics in Developing Countries
PS 449	Racial Politics in the United States
PS 465	LGBT Rights in the Courts
PS 466	Civil Rights in Post-Warren Era
PS 470	Constitutional Law
PS 472	Matters of Life and Death
PS 484	United States Supreme Court
PS 485	Civil Rights and Civil Liberties
PS 491	Politics of Everyday Life
PSY 306	Social Psychology
PSY 309	Psychopathology
PSY 366	Culture and Mental Health
PSY 380	Psychology of Gender
SOC 280	Introduction to Criminology
SOC 313	Social Issues and Movements
SOC 328	Self and Society
SOC 330	Sociology of the Family
SOC 345	Race and Ethnicity
SOC 355	Sociology of Gender
SOC 370	Urban Sociology
SOC 380	Deviance, Social Control, and Crime
SOC 425	
SOC 445	Sociology of Race and Ethnicity: [Topic]
SOC 451	Social Stratification
SOC 452	Issues of Migration: [Topic]
SOC 484	Issues in Deviance, Control, and Crime: [Topic]
SPED 418	Disrupting the School to Prison Pipeline
WGS 221	Bodies and Power
WGS 261	Gender and Popular Culture
WGS 321	Feminist Perspectives on Identity, Race, Culture
WGS 341	Women, Work, and Class
WGS 451	Global Perspectives on Gender: [Topic]

Total Credits **48**

¹ We recommend taking a 2-credit internship for students who take CAS 417. Internship must be approved by the GSS program Director.

Additional Requirements

Students must complete 48 credits with a minimum of 24 upper-division credits within the major.

At least 24 graded credits of major coursework must be completed in residence at the University of Oregon to qualify for a bachelor's degree in General Social Sciences.

Courses must be completed with a grade of C- or better. A maximum of one course with a grade of 'P' or 'P*' may be used.

General Social Sciences Major - Globalization, Environment, and Policy Concentration

Code	Title	Credits
Preliminary Core (Complete all 3 courses)		
GEOG 141	The Natural Environment	4
GEOG 142	The Human Planet	4
PS 297	Introduction to Environmental Politics	4
Methods Requirement (Complete one of the following courses)		4
GEOG 391	Social Science Inquiry and Research	
PPPM 415	Policy and Planning Analysis	
PS 102	Thinking Like a Social Scientist	
SOC 311	Research Methods	
Breadth Requirements (Complete two courses from the following list)		8
ANTH 110	Introduction to Traditional Ecological Knowledge	
ANTH 161	Introduction to Cultural Anthropology	
EC 201Z	Principles of Microeconomics	
ENVS 201	Introduction to Environmental Studies: Social Sciences	
GEOG 201	World Regional Geography	
GEOG 250	Geographies of Outdoor Adventure	
GLBL 240	Perspectives on International Development	
GLBL 250	Value Systems in Cross-Cultural Perspective	
GLBL 260		
GLBL 280		
HIST 273	Introduction to Global Environmental History	
JCOM 201	Making Sense of Media	
LAW 201	Introduction to Environmental Law and Policy	
LING 211	Languages of the World	
PPPM 201	Introduction to Public Policy	
PPPM 202	Healthy Communities	
PS 205	Introduction to International Relations	

Specialization Requirements

Must complete 24 credits from the following courses: **24**

ANTH 274	Animals and People
ANTH 329	Immigration and Farmworkers
ASIA 480	Chinese Economy: Transition, Development, Globalization
CAS 417	Career Readiness ¹
EC 333	Resource and Environmental Economic Issues ²

ENVS 335	Allocating Scarce Environmental Resources ²
ENVS 345	Environmental Ethics
ENVS 350	Ecological Footprint of Energy Generation
ENVS 411	Environmental Issues: [Topic]
ENVS 429	Environmental Leadership: [Topic]
ENVS 430	Nature in Popular Culture
ENVS 435	Environmental Justice
ENVS 450	Political Ecology
ENVS 455	Sustainability
ENVS 459	Water, Public Health, and the Environment
ENVS 465	Wetland Ecology and Management
ENVS 467	Sustainable Agriculture
GEOG 321	Climatology
GEOG 322	Geomorphology
GEOG 323	Biogeography
GEOG 341	Population and Environment
GEOG 342	Geography of Globalization
GEOG 360	Watershed Science and Policy
GEOG 361	Global Environmental Change
GEOG 410	Experimental Course: [Topic]
GEOG 421	Advanced Climatology: [Topic]
GEOG 425	Hydrology and Water Resources
GEOG 430	Long-Term Environmental Change
GEOG 441	Political Geography
GEOG 448	Tourism and Development
GEOG 465	Environment and Development
GEOG 468	Contemporary Food Systems
GLBL 323	
GLBL 345	African Contemporary Issues and Concerns
GLBL 360	International Cooperation and Conflict
GLBL 370	International Human Rights
GLBL 421	Gender and International Development
GLBL 423	
GLBL 425	Global Food Security
GLBL 432	
GLBL 433	
GLBL 442	South Asia: Development and Social Change
GLBL 444	Southeast Asia Today
GLBL 446	Development and Social Change in Latin America
HIST 378	American Environmental History to 1890
HIST 415	Advanced World History: [Topic]
HIST 473	American Environmental History: [Topic]
JCOM 301	Gender, Media and Diversity
JCOM 306	Global Communications
JCOM 370	Public Relations Fundamentals
LA 410	Experimental Course: [Topic]
PHIL 340	Environmental Philosophy
PPPM 331	Environmental Management
PPPM 340	Climate Change Policy

PPPM 370	Global Sustainable Development and Policy
PPPM 407	Seminar: [Topic]
PPPM 408	Workshop: [Topic]
PPPM 442	Sustainable Urban Development
PPPM 443	Natural Resource Policy
PPPM 444	Environmental Policy
PS 302	States' Rights and Wrongs
PS 304	Democracy, Dictators, and Development
PS 320	International Organization
PS 330	Governments and Politics in Latin America
PS 337	The Politics of Development
PS 367	Politics, Science, and Climate Change
PS 380	Gender and Politics in Developing Countries
PS 477	International Environmental Politics
SOC 304	Community, Environment, and Society
SOC 416	Issues in Environmental Sociology: [Topic]
WGS 351	Decolonial Feminisms
WGS 432	Gender, Environment, and Development

Total Credits **48**

¹ We recommend taking a 2-credit internship for students who take Career Readiness (CAS 417). Internship must be approved by the GSS program Director.

² EC 333 and ENVS 335 cover much of the same material. Students are discouraged from taking both.

**Topic course is subject to title change; only specific titles approved. Contact GSS director for approval.

Additional Requirements

Students must complete 48 credits with a minimum of 24 upper division credits within the major.

At least 24 graded credits of major coursework must be completed in residence at the University of Oregon to qualify for a bachelor's degree in General Social Sciences.

Courses must be completed with a grade of C- or better. A maximum of one course with a grade of 'P' or 'P*' may be used.

General Social Sciences Major - Social Studies Teaching Concentration

Code	Title	Credits
Preliminary Core		
1) World History, Geography, Sociology, Psychology and Anthropology		
Choose any 2 of the following courses:		8
ANTH 150	World Archaeology	
ANTH 161	Introduction to Cultural Anthropology	
GEOG 201	World Regional Geography	
GEOG 202	Geography of Europe	

GEOG 208	Geography of the United States and Canada
GEOG 209	Geography of the Middle East and North Africa
HIST 102	Making Modern Europe
HIST 103	Europe and the World
HIST 104	World History Antiquity to 1500
HIST 105	World History
HIST 106	World History
PSY 201Z	Introduction to Psychology I
PSY 202Z	Introduction to Psychology II
SOC 204Z	Introduction to Sociology
SOC 207	Social Inequality

2) European and World HistoryChoose any 2 of the following courses ¹ 8**European History**

HIST 102	Making Modern Europe
HIST 103	Europe and the World
HIST 301	Modern Europe
HIST 302	Modern Europe
HIST 303	Modern Europe
HIST 320	
HIST 321	
HIST 337	

HIST 342	German History: [Topic]
399 and 400-level courses with approval from GSS director	

World History

HIST 104	World History Antiquity to 1500
HIST 105	World History
HIST 106	World History
HIST 325	Precolonial Africa
HIST 346	Imperial Russia
HIST 347	Soviet Union and Contemporary Russia
HIST 380	Latin America
HIST 381	Latin America
HIST 382	Latin America, 1910 to the Present
HIST 386	India
HIST 387	Early China

399 and 400-level courses with approval from GSS director

3) US History

Choose any 3 of the following courses: 12

HIST 201	Inventing America
HIST 202	Building the United States
HIST 203	American Century
HIST 250	African American History
HIST 251	African American History
HIST 308	History of Women in the United States I
HIST 309	History of Women in the United States II
HIST 351	American Radicalism
HIST 352	The United States in the 1960s
HIST 363	United States Business History
HIST 388	Vietnam War and the United States

H399 and 400-level courses with approval from GSS director

4) Economics 8

EC 201Z	Principles of Microeconomics
EC 202Z	Principles of Macroeconomics

5) Government and Political Science

Must take 2 of the following courses: 8

PS 201	United States Politics
PS 206	Ethics, Identity, and Power
PS 302	States' Rights and Wrongs
PS 304	Democracy, Dictators, and Development
PS 308	United States Political Thought
PS 309	Political Ideologies
PS 347	
PS 348	Women and Politics
PS 386	United States Social Movements and Political Change

6) Research Methods Requirement

Complete one of the following courses: 4

GEOG 391	Social Science Inquiry and Research
PPPM 415	Policy and Planning Analysis
PS 102	Thinking Like a Social Scientist
SOC 311	Research Methods

7) Specialization and Upper-Division RequirementsMust take at least one course from each of the following three areas: US History, Economics, and US Political Science. ²**Anthropology (ANTH)**

ANTH 315	Gender, Folklore, Inequality
ANTH 320	Native North Americans
ANTH 322	Anthropology of the United States
ANTH 329	Immigration and Farmworkers
ANTH 330	Hunters and Gatherers
ANTH 331	Cultures of India and South Asia
ANTH 340	Fundamentals of Archaeology
ANTH 343	Pacific Islands Archaeology
ANTH 344	Oregon Archaeology
ANTH 365	Food and Culture
ANTH 429	
ANTH 434	Indigenous Peoples of South America
ANTH 442	Northwest Coast Archaeology
ANTH 443	
ANTH 448	Gender and Archaeology

Economics (EC)

EC 327	Introduction to Game Theory
EC 330	Urban and Regional Economic Problems
EC 333	Resource and Environmental Economic Issues
EC 340	Issues in Public Economics
EC 350	Labor Market Issues
EC 360	Issues in Industrial Organization
EC 370	Money and Banking
EC 380	International Economic Issues

EC 390	Problems and Issues in the Developing Economies

Geography (GEOG)

GEOG 341	Population and Environment
GEOG 342	Geography of Globalization
GEOG 343	Society, Culture, and Place
GEOG 441	Political Geography
GEOG 442	Urban Geography
GEOG 465	Environment and Development
GEOG 471	

Global Studies (GLBL)

GLBL 345	African Contemporary Issues and Concerns
GLBL 399	Special Studies: [Topic]
GLBL 421	Gender and International Development
GLBL 422	Aid to Developing Countries
GLBL 423	
GLBL 433	
GLBL 442	South Asia: Development and Social Change
GLBL 444	Southeast Asia Today
GLBL 445	Development and Social Change in Sub-Saharan Africa
GLBL 446	Development and Social Change in Latin America

US History (HIST)

HIST 308	History of Women in the United States I
HIST 309	History of Women in the United States II
HIST 351	American Radicalism
HIST 352	The United States in the 1960s
HIST 388	Vietnam War and the United States
HIST 449	
HIST 455	Colonial American History
HIST 456	
HIST 457	19th-Century United States: [Topic]
HIST 463	American Economic History: [Topic]
HIST 466	The American West
HIST 468	The Pacific Northwest
HIST 469	American Indian History: [Topic]
HIST 473	American Environmental History: [Topic]

Non-US History (HIST)

HIST 320	
HIST 321	
HIST 325	Precolonial Africa
HIST 326	Colonial and Postcolonial Africa
HIST 342	German History: [Topic]
HIST 347	Soviet Union and Contemporary Russia
HIST 380	Latin America
HIST 381	Latin America
HIST 382	Latin America, 1910 to the Present
HIST 386	India
HIST 387	Early China
HIST 396	Samurai in Film

HIST 412	Ancient Greece: [Topic]
HIST 414	Ancient Rome: [Topic]
HIST 415	Advanced World History: [Topic]
HIST 416	Advanced Women's History: [Topic]
HIST 417	Society and Culture in Modern Africa: [Topic]
HIST 419	African Regional Histories: [Topic]
HIST 427	Intellectual History of Modern Europe: [Topic]
HIST 428	Europe in the 20th Century: [Topic]
HIST 441	16th-Century European Reformations
HIST 443	Modern Germany: [Topic]
HIST 483	Latin America: [Topic]
HIST 487	China: [Topic]
HIST 490	Japan: [Topic]
HIST 491	Medicine and Society in Premodern Japan
HIST 498	Early Japanese Culture and Society: [Topic]

US Political Science (PS)

PS 302	States' Rights and Wrongs
PS 304	Democracy, Dictators, and Development
PS 308	United States Political Thought
PS 309	Political Ideologies
PS 316	Black Lives Matter and American Democracy
PS 319	The Politics of the Body
PS 348	Women and Politics
PS 349	Mass Media and American Politics
PS 352	Political Parties and Elections
PS 355	Oregon Government and Politics
PS 368	Gender in the Law
PS 371	United States Congress
PS 375	
PS 386	United States Social Movements and Political Change
PS 390	American Indian Politics
PS 449	Racial Politics in the United States
PS 467	The United States Presidency
PS 470	Constitutional Law
PS 484	United States Supreme Court
PS 485	Civil Rights and Civil Liberties

Non-US Political Science (PS)

PS 310	Roots of Democracy
PS 311	Sovereignty and Revolution
PS 312	Shadows of Modernity
PS 320	International Organization
PS 324	European Politics
PS 326	United States Foreign Policy I
PS 337	The Politics of Development
PS 340	International Political Economy
PS 342	Politics of China
PS 346	Terrorism and Weapons Proliferation
PS 350	Politics and Film

PS 378	Games in Politics
PS 433	Marxism and Radical Thought
PS 440	Causes and Prevention of War
PS 455	Theories of International Politics
PS 475	Politics of the European Union
PS 477	International Environmental Politics
PS 479	U.S. Interventions in Developing Nations
PS 480	Introduction to Rational Choice
PS 491	Politics of Everyday Life

Psychology (PSY)

PSY 304	Biopsychology
PSY 308	Developmental Psychology
PSY 348	Music and the Brain
PSY 366	Culture and Mental Health
PSY 380	Psychology of Gender
PSY 383	Psychoactive Drugs

Sociology (SOC)

SOC 301	American Society
SOC 304	Community, Environment, and Society
SOC 310	Social Theory
SOC 313	Social Issues and Movements
SOC 317	Sociology of the Mass Media
SOC 328	Self and Society
SOC 330	Sociology of the Family
SOC 345	Race and Ethnicity
SOC 346	Work and Occupations
SOC 355	Sociology of Gender
SOC 380	Deviance, Social Control, and Crime

Recommended Courses ³

¹ We recommend that students select one course from each of the two categories (European and world history).

² The remaining two courses must be taken exclusively in one area of concentration.
400-level courses from several areas of specialization are not listed below due to the significant number of prerequisites. However, you may take 400-level courses as substitutes for 300-level courses with approval from a General Social Science adviser

³ It is recommended (but not required) that students take one to three courses in Education Studies in preparation for teacher training. Recommended courses include EDST 111, and 420. Additional courses might include EDST 342, 343, 399, 451, 452, 453, 454, 455, 456, 457.

Additional Requirements

Students must complete 68 credits with a minimum of 40 upper division credits within the major.

At least 24 graded credits of major coursework must be completed in residence at the University of Oregon to qualify for a bachelor's degree in General Social Sciences.

Courses subject to change as UOTeach/Oregon/National Content standards change.

Courses cannot overlap between sections (i.e., section 1 & 2 or section 2 & 6, etc.).

Courses must be completed with a grade of C- or better. A maximum of one course with a grade of 'P' or 'P*' may be used.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in General Social Sciences

Course	Title	Credits	Milestones
First Year			
Fall			
BA 101Z	Introduction to Business	4	
WR 121Z	Composition I	4	
First term of 1st-year second-language sequence		5	
Area-satisfying course		4	
Credits		17	
Winter			
EC 201Z	Principles of Microeconomics	4	
WR 122Z	Composition II	4	
or WR 123 or College Composition III			
Second term of 1st-year second-language sequence		5	
Area-satisfying course		4	
Credits		17	
Spring			
EC 202Z	Principles of Macroeconomics	4	
Third term of 1st-year second-language sequence		5	
Area-satisfying courses		8	
Credits		17	
Second Year			
Fall			
BA 215	Accounting: Language of Business Decisions	4	
First term of 2nd-year second-language sequence		4	
Area-satisfying course		4	
Course in a specialization area		4	
Consider a minor, a double major, study abroad			
Credits		16	
Winter			
STAT 243Z	Elementary Statistics I	4	
Second term of 2nd-year second-language sequence		4	
Area-satisfying course		4	
Course in a specialization area		4	
Credits		16	
Spring			
Research methods course		4	
Third term of 2nd-year second-language sequence			
Area-satisfying course		4	
Course in a specialization area		4	
Credits		12	

Third Year**Fall**

Course in a specialization area	12
Area-satisfying course	4

Consider career preparation, internships, career counseling, study abroad, resume-building

Credits	16

Winter

Elective courses	12
Course in a specialization area	4

Credits	16

Spring

Elective courses	16

Credits	16

Fourth Year**Fall**

Elective courses	8
Area-satisfying courses	8

Consider applying for employment, internships, Graduate School, degree

Credits	16

Winter

Elective courses	16

Credits	16

Spring

Elective courses	5

Credits	5

Total Credits	180

Bachelor of Science in General Social Science

Course	Title	Credits	Milestones

First Year**Fall**

BA 101Z	Introduction to Business	4
WR 121Z	Composition I	4
Mathematics course		4
Area-satisfying course		4

Credits	16

Winter

EC 201Z	Principles of Microeconomics	4
WR 122Z	Composition II	4
or WR 123	or College Composition III	
Mathematics course		4
Area-satisfying course		4

Credits	16

Spring

EC 202Z	Principles of Macroeconomics	4
Mathematics course		4
Area-satisfying courses		8

Credits	16

Second Year**Fall**

BA 215	Accounting: Language of Business Decisions	4

Elective course	4

Area-satisfying course	4

Course in a specialization area	4

Consider a minor, a double major, study abroad	

Credits	16

Winter

STAT 243Z	Elementary Statistics I	4

Elective course	4

Course in a specialization area	4

Area-satisfying course	4

Credits	16

Spring

Research methods course	4

Area-satisfying course	4

Elective course	4

Course in a specialization area	4

Credits	16

Third Year**Fall**

Area-satisfying course	4

Courses in a specialization area	12

Credits	16

Winter

Elective courses	12

Course in a specialization area	4

Credits	16

Spring

Elective courses	16

Credits	16

Fourth Year**Fall**

Area-satisfying courses	8

Elective courses	8

Consider applying for employment, internships, Graduate School, degree

Meet with an advisor	

Credits	16

Winter

Elective course	16

Credits	16

Spring

Elective course	4

Credits	4

Total Credits	180

Commerce and Society Minor

The buying and selling of goods and services shapes our lives every single day and connects us with people around the globe. The

Commerce and Society minor allows students to analyze how these daily transactions work and how they impact people, governments, and the environment.

Commerce and Society Minor Requirements

The buying and selling of goods and services shapes our lives every single day and connects us with people around the globe. The Commerce and Society minor allows students to analyze how these daily transactions work and how they impact people, governments, and the environment. Coursework for the minor encourages the examination of the relationship between commerce and issues such as climate change, social inequality, and globalization from a variety of social scientific perspectives.
The minor is a great option for:
Entrepreneurial and socially-conscious students interested in learning sustainable, equitable business practices.
Intellectually curious students who want to take courses from multiple different departments on campus like political science, global studies, business, and economics.
Independent students who want to tailor the minor to their schedule and their interests.

Code	Title	Credits
Preliminary Core:		12
PHIL 120	Ethics of Enterprise and Exchange	
GLBL 270	Globalization and the Global Economy (Globalization and the Global Economy (In workflow))	
PS 210	Politics of Business	
Specialization Courses ¹		24
Anthropology		
ANTH 114	Anthropology of Pirates and Piracy	
ANTH 223		
ANTH 329	Immigration and Farmworkers	
Business		
BA 101Z	Introduction to Business	
BA 252	Global Perspectives in Business	
Economics		
EC 101	Contemporary Economic Issues	
Geography		
GEOG 342	Geography of Globalization	
GEOG 448	Tourism and Development	
GEOG 465	Environment and Development	
Prereq: Junior standing		
GEOG 468	Contemporary Food Systems	
History		
HIST 326	Colonial and Postcolonial Africa	
HIST 351	American Radicalism	
HIST 363	United States Business History	
HIST 386	India	
HIST 463	American Economic History: [Topic]	
HIST 470	African American History to 1877: [Topic]	
Global Studies		
GLBL 240	Perspectives on International Development	
GLBL 425	Global Food Security	
GLBL 431	Cross-Cultural Communication	

Journalism/Media Studies		
JCOM 201	Making Sense of Media	
JCOM 301	Gender, Media and Diversity	
JCOM 303	Media Ethics	
JCOM 306	Global Communications	
Law		
LAW 104	Introduction to Business Law	
Philosophy		
PHIL 123	Internet, Society, and Philosophy	
PHIL 220	Food Ethics	
PHIL 225	Introduction to Formal Logic	
PHIL 309	Global Justice	
Political Science		
PS 312	Shadows of Modernity	
PS 337	The Politics of Development	
PS 340	International Political Economy	
Recommended: EC 201Z, EC 202Z or PS 205		
PS 477	International Environmental Politics	
PS 479	U.S. Interventions in Developing Nations	
PS 495	United States Political Economy	
Sociology		
SOC 346	Work and Occupations	
SOC 370	Urban Sociology	
SOC 442	Issues in Urban Sociology: [Topic]	
SOC 446	Issues in Sociology of Work: [Topic]	
SOC 447	Issues in Sociology of Organizations: [Topic]	
Women's, Gender, and Sexuality Studies		
WGS 341	Women, Work, and Class	
WGS 432	Gender, Environment, and Development	
Total Credits		36

¹ The courses on this list do not have pre-requisites (except where noted). Students are encouraged to request approval of new upper-division courses from any department on related topics and courses that have pre-requisites (in cases where students have completed the required pre-reqs).

Students may take no more than 3 courses from the same subject code (includes both preliminary core and specialization courses). All courses must be taken for a letter grade and be passed with a C- or better. At least 16 credits must be upper-division courses. At least one course must be at the 400 level; it is recommended that students select a 400-level course from a subject code in which they have previously taken a course. Topics courses count toward the minor no matter what the topic.

The Commerce and Society minor is designed for students that are not majoring in GSS-Applied Economic, Business, and Society. A GSS-AEBS major will not be permitted to declare this minor in Commerce and Society.

Residency Requirements

At least 20 credits must be completed at the University of Oregon.

Geography

<http://geography.uoregon.edu>

Dan Gavin, Department Head

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The Department of Geography at the University of Oregon is one of the top ten geography programs in the country. We feature faculty and students researching and teaching about cutting-edge important societal issues, such as racism, climate change, water resources, economic development, land use, conflict, migration, spatial data science, cartography, and more.

Students are encouraged to develop skills in communication, problem-solving, critical thinking, and data analysis as they explore subjects that ask them to think holistically about the systems that shape our planet. Our faculty help students see the amazing complexity that shapes our planet and our experiences within it. Our classrooms provide inclusive and engaged learning environments so that students find their own interests to explore, helping them make meaning and find their place in the world.

Faculty

Daniel P. Buck, associate professor (political economy, food geographies, East Asia). BA, 1987, California State, Chico; MA, 1996, PhD, 2002, California, Berkeley. (2008) See **Asian Studies**

Mark Carey, professor (environmental history, human geography, environmental justice, and science and technology studies). BA, 1991, State University of New York at Potsdam; MA, 1998, University of Montana, Missoula; PhD, 2005 University of California, Davis. (2010) See **Environmental Studies**

John Christian, assistant professor (glacier and ice-sheet dynamics, climate, earth-system models). BA, 2014, St. Olaf College; PhD, 2020 University of Washington. (2023)

Shaul E. Cohen, associate professor (political, environmental, cultural; Middle East). BA, 1983, Clark; MA, 1987, PhD, 1991, Chicago. (1996)

Carolyn Fish, assistant professor (geographic information system science, cartography). BS, 2008, Pennsylvania State; MS, 2010, Michigan State; PhD, 2018, Pennsylvania State. (2018)

Mark Fonstad, associate professor (geomorphology, remote sensing, hydrology). BA, 1995, Wisconsin, Madison; MA, 1997, Ohio; PhD, 2000, Arizona State. (2011)

Daniel G. Gavin, professor (biogeography, paleoecology, climate change). BA, 1992, Dartmouth College; MS, 1997, PhD, 2000, Washington (Seattle). (2006)

Leigh Johnson, assistant professor (political ecology, development, economic geography). BA, 2003, Columbia; PhD, 2011, California, Berkeley. (2016)

Nicholas P. Kohler, associate teaching professor (geographic information systems, cartography, human-environmental relations). BA, 1989, Princeton; MA, 1997, PhD, 2005, Oregon. (2006)

Melissa Lucash, assistant professor (forest ecology, climate change, wildfire, spatial modeling, landscape ecology). BS, 1993, MS, 1996, PhD 2005, Syracuse. (2020) See **Environmental Studies**

Leslie McLees, senior instructor/ug director (urban geography, urban agriculture, Africa); undergraduate advisor. BS, 1999, Washington State; MA, 2004, Hawaii, PhD, 2012, Oregon. (2014)

Katherine Meehan, associate professor (Water policy and governance; infrastructure and cities; science/policy interface; political ecology; Latin American science and technology studies). BA, 1999, MS 2005, PhD, 2010. (2010)

Laura Pulido, professor (critical ethnic studies, environmental justice, Chicano studies). See **Indigenous, Race, and Ethnic Studies**.

Xiaobo Su, 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, US West, Africa). BA, 1986, California, Berkeley; MS, 1990, Harvard; PhD, 1997, California, Berkeley. (1997) See **Environmental Studies**

Emeriti

Patrick J. Bartlein, professor emeritus. BA, 1972, MS, 1975, PhD, 1978, Wisconsin, Madison. (1982)

Stanton A. Cook, professor emeritus. AB, 1951, Harvard; PhD, 1960, California, Berkeley. (1960)

Amy K. Lobben, professor emeritus. BA, 1991, MA, 1996, Georgia State; PhD, 1999, Michigan State. (2004)

W. Andrew Marcus, professor emeritus. BS, 1978, Stanford; MA, 1983, Arizona State; PhD, 1987, Colorado. (2001)

Patricia F. McDowell, professor emeritus. BA, 1971, MA, 1977, Illinois Institute of Technology; PhD, 1980, Wisconsin, Madison. (1982)

Alexander B. Murphy, professor emeritus. BA, 1977, Yale; JD, 1981, Columbia; PhD, 1987, Chicago. (1987)

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 Programs

Majors - Bachelor's Degree

- Geography (BA/BS) (p. 356)
- Spatial Data Science and Technology (BA/BS) (p. 359)

Minors

- Climate Studies (p. 362)
- Geography (p. 363)

Graduate Programs

Major - Master's Degree

- Geography (MA/MS) (p. 363)

Major - Doctoral Degree

- Geography (PhD) (p. 364)

Geography (BA/BS)

Home to a number of breathtaking geographic landforms, from the Cascade Range to the McKenzie and Rogue rivers, Oregon is the ideal place to study geography. But geography is more than mountains and rivers and maps. It's about how cultures and societies are affected by their natural surroundings and how people can enact change in the world. Geography is a way of looking at the world, understanding the dynamics between humans and the environment, and learning to use that information to make real change.

As a geography major, you'll come to understand how national and physical boundaries affect power and inequality; the significance of resource abundance and resource shortage for different people in different places; why particular regions contribute more to environmental issues than others; how climate change affects plants, animals, and water resources; how place defines who we are, how we act, and the choices we make; and much more. You'll learn how to use cutting edge spatial technologies that are in high demand in business, governments, and nonprofits around the world. Asking these questions and using these methods, you'll learn where positive change is taking place and how to be a part of it.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Recognize the diverse human and biophysical processes shaping places and spaces in the world around us.
- Apply quantitative and qualitative methods to spatial data to critically evaluate processes shaping places.
- Identify key geographic research questions and critically evaluate them in the context of the evidence presented.
- Communicate clearly and effectively about complex geographical topics using written, verbal, or graphic approaches.
- Identify and communicate the skills and competencies relevant to their potential career path.

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 six specializations:

1. environment, economy, and sustainability (p. 357)
2. water science and policy (p. 357)
3. culture, politics, and place (p. 357)

4. environmental systems (p. 357)
5. geographic information system science (p. 357)

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 system science.

Geography Major Requirements

Code	Title	Credits
Fundamentals: Introductory Core		
GEOG 141	The Natural Environment	4
GEOG 142	The Human Planet	4
GEOG 181	Our Digital Earth	4
Fundamentals: Advanced Core		
GEOG 391	Social Science Inquiry and Research	4
Select one of the following:		4
GEOG 201	World Regional Geography	
GEOG 202	Geography of Europe	
GEOG 208	Geography of the United States and Canada	
GEOG 209	Geography of the Middle East and North Africa	
GEOG 250	Geographies of Outdoor Adventure	
GEOG 281	The World and Big Data	
GEOG 471		
Breadth Requirements: Geographic Information System Science		4
Select one of the following:		
GEOG 393	Data Driven Cartography	
GEOG 489	Mapping with Drones	
GEOG 492	Web Mapping	
GEOG 481	GIScience I	
GEOG 482	GIScience II	
GEOG 485	Remote Sensing I	
GEOG 486	Remote Sensing II	
GEOG 490	GIScience: [Topic]	
GEOG 491	Advanced Geographic Information Systems	
GEOG 493	Advanced Cartography and Geo-Visualization	
GEOG 494	Spatial Analysis	
GEOG 495	Geographic Data Analysis	
GEOG 497	Qualitative Methods in Geography	
GEOG 498		
Breadth Requirements: Biophysical Geography		4
Select one of the following:		
GEOG 321	Climatology	
GEOG 322	Geomorphology	
GEOG 323	Biogeography	
GEOG 360	Watershed Science and Policy	
GEOG 361	Global Environmental Change	
GEOG 421	Advanced Climatology: [Topic]	
GEOG 423	Advanced Biogeography: [Topic]	
GEOG 425	Hydrology and Water Resources	

GEOG 427	Fluvial Geomorphology
GEOG 430	Long-Term Environmental Change
GEOG 433	Fire and Natural Disturbances

Breadth Requirements: Human Geography 4

Select one of the following:

GEOG 341	Population and Environment
GEOG 342	Geography of Globalization
GEOG 343	Society, Culture, and Place
GEOG 441	Political Geography
GEOG 442	Urban Geography
GEOG 444	Cultural Geography
GEOG 448	Tourism and Development
GEOG 465	Environment and Development
GEOG 468	Contemporary Food Systems
GEOG 471	

Electives

Three courses from one specialization (see specialization lists) ¹ 12

The Launchpad 2-4

CAS 417	Career Readiness
GEOG 401	Research: [Topic]
GEOG 403	Thesis
GEOG 406	Practicum: [Topic]
GEOG 409	Terminal Project
GEOG 419	

Total Credits 46-48

¹ Seminar: [Topic] (GEOG 407), Experimental Course: [Topic] (GEOG 410), and other upper-division courses approved by an advisor may be used to satisfy the elective requirement.

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.

Environment, Economy, and Sustainability

Code	Title	Credits
Select three of the following: 12		
GEOG 321	Climatology	
GEOG 322	Geomorphology	
GEOG 323	Biogeography	
GEOG 341	Population and Environment	
GEOG 342	Geography of Globalization	
GEOG 360	Watershed Science and Policy	
GEOG 361	Global Environmental Change	
GEOG 421	Advanced Climatology: [Topic]	
GEOG 425	Hydrology and Water Resources	
GEOG 427	Fluvial Geomorphology	
GEOG 430	Long-Term Environmental Change	
GEOG 433	Fire and Natural Disturbances	
GEOG 465	Environment and Development	
GEOG 467		

GEOG 468	Contemporary Food Systems
ASIA 425	Asian Foodways
ENVS 450	Political Ecology
ENVS 455	Sustainability

Water Science and Policy

Code	Title	Credits
Select three of the following: 12		
GEOG 322	Geomorphology	
GEOG 360	Watershed Science and Policy	
GEOG 361	Global Environmental Change	
GEOG 425	Hydrology and Water Resources	
GEOG 427	Fluvial Geomorphology	
GEOG 467		

Culture, Politics, and Place

Code	Title	Credits
Select three of the following: 12		
GEOG 341	Population and Environment	
GEOG 342	Geography of Globalization	
GEOG 343	Society, Culture, and Place	
GEOG 441	Political Geography	
GEOG 442	Urban Geography	
GEOG 444	Cultural Geography	
GEOG 448	Tourism and Development	
GEOG 465	Environment and Development	
GEOG 468	Contemporary Food Systems	
GEOG 471		

Environmental Systems

Code	Title	Credits
Select three of the following: 12		
GEOG 321	Climatology	
GEOG 322	Geomorphology	
GEOG 323	Biogeography	
GEOG 360	Watershed Science and Policy	
GEOG 361	Global Environmental Change	
GEOG 421	Advanced Climatology: [Topic]	
GEOG 425	Hydrology and Water Resources	
GEOG 427	Fluvial Geomorphology	
GEOG 430	Long-Term Environmental Change	
GEOG 433	Fire and Natural Disturbances	

Geographic Information System Science

Code	Title	Credits
Select three of the following: 12		
GEOG 393	Data Driven Cartography	
GEOG 481	GIScience I	
GEOG 482	GIScience II	
GEOG 485	Remote Sensing I	

GEOG 486	Remote Sensing II
GEOG 489	Mapping with Drones
GEOG 490	GIScience: [Topic]
GEOG 491	Advanced Geographic Information Systems
GEOG 492	Web Mapping
GEOG 493	Advanced Cartography and Geo-Visualization
GEOG 495	Geographic Data Analysis
GEOG 497	Qualitative Methods in Geography
GEOG 498	

Honors Programs

The Department of Geography offers an honors option for its majors. More information is available on the department website (<https://socialsciences.uoregon.edu/geography/undergraduate-programs/honors-requirements/>), contact the undergraduate support at undergradasu7@uoregon.edu, or email the Director of Undergraduate Studies, Leslie McLees here (geogadvr@uoregon.edu).

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Geography

Course	Title	Credits	Milestones
First Year			
Fall			
GEOG 142	The Human Planet	4	
WR 121Z	Composition I	4	
Area-satisfying course in arts and letters		4	
First term of first-year second-language sequence		5	
Credits		17	
Winter			
GEOG 141	The Natural Environment	4	
WR 122Z	Composition II	4	
Area-satisfying course in science		4	
Second term of first-year second-language sequence		5	
Credits		17	
Spring			
GEOG 181	Our Digital Earth	4	Fundamentals sequence complete
Area-satisfying course in social science		4	
Area-satisfying course in arts and letters		4	
Third term of first-year second-language sequence		5	
Credits		17	
Second Year			
Fall			
Geography advanced core elective (201-214)		4	
Area-satisfying course in arts and letters		4	
Area-satisfying course in social science that also satisfies cultural literacy requirement in US: Difference, Inequality, & Agency		4	

First term of second-year second-language sequence			5
Credits			17
Winter			
Human geography breadth course			4
Area-satisfying course in science			4
Area-satisfying course in arts and letters			4
Second term of second-year second-language sequence			5
Consider studying abroad in third year (optional)			
Credits			17
Spring			
Biophysical geography breadth course			4
Area-satisfying course in social science			4
Third term of second-year second-language sequence			5
Elective course			4
Credits			17
Third Year			
Fall			
GEOG 481	GIScience I		4
Area-satisfying course in social science			4
Upper-division elective courses			8
Credits			16
Winter			
GEOG 391	Social Science Inquiry and Research	Advanced core complete	4
CAS 417	Career Readiness		2
Upper-division course with GEOG subject code			4
Upper-division elective ocurese		Investigate summer internships	4
Credits			14
Spring			
Upper-division courses with GEOG subject code			8
Upper-division elective courses			8
Credits			16
Fourth Year			
Fall			
Upper-division courses with GEOG subject code			8
Upper-division elective courses			8
Credits			16
Winter			
Upper-division courses with GEOG subject code		Apply for graduation on DuckWeb	8
Upper-division elective course			4
Elective course			4
Start a job research with geography academic career advisor			
Credits			16
Spring			
Upper-division courses with GEOG subject code			8

Upper-division elective courses	8
Credits	16
Total Credits	196

Bachelor of Science in Geography

Course	Title	Credits	Milestones
First Year			
Fall			
GEOG 142	The Human Planet	4	
WR 121Z	Composition I	4	
Area-satisfying course in arts and letters		4	
Area-satisfying course in science		4	
Credits		16	
Winter			
GEOG 141	The Natural Environment	4	
WR 122Z	Composition II	4	
Mathematics course		4	
Area-satisfying course in science		4	
Credits		16	
Spring			
GEOG 181	Our Digital Earth	4	fundamentals sequence complete
Mathematics course		4	
Area-satisfying course in social science		4	
Area-satisfying course in arts and letters		4	
Credits		16	
Second Year			
Fall			
Geography advanced core elective (201-214)		4	
Mathematics course		4	
Area-satisfying course in social science that also satisfies cultural literacy requirement in US: Difference, Inequality, & Agency		4	
Elective course		4	
Credits		16	
Winter			
Physical geography breadth course		4	
Area-satisfying course in social science		4	
Area-satisfying course in arts and letters		4	
Elective course		4	
Consider studying abroad in third year (optional)			
Credits		16	
Spring			
Human geography breadth course		4	
Area-satisfying course in science		8	
Elective course		4	
Credits		16	
Third Year			
Fall			
GEOG 481	GIScience I	4	
Upper-division course with GEOG subject code		4	

Upper-division elective course			4
Elective course			4
Credits			16
Winter			
GEOG 391	Social Science Inquiry and Research	Advanced core complete	4
CAS 417	Career Readiness		2
Upper-division course with GEOG subject code			4
Elective course		Investigate summer internships	4
Credits			14
Spring			
Upper-division course with GEOG subject code			4
Upper-division elective courses			8
Elective course			4
Credits			16
Fourth Year			
Fall			
Upper-division courses with GEOG subject code			8
Upper-division elective courses			8
Credits			16
Winter			
Upper-division courses with GEOG subject code		Apply for graduation on DuckWeb	8
Upper-division elective course			4
Elective course			4
Start a job search with geography academic career advisor			
Credits			16
Spring			
Upper-division course with GEOG subject code			4
Upper-division elective courses			8
Elective course			4
Credits			16
Total Credits			190

Spatial Data Science and Technology (BA/BS)

Spatial data is integrated in our everyday lives. From geotagging to geocaching to finding a place to enjoy some coffee, we are all integrated in a complex web of movement, place, and discovery. Spatial data science and technology is not a program about making maps—it's about asking relevant questions, harnessing data, and understanding the appropriate way to use it. It's not just about learning how to use software programs, but about how you can contribute to a new generation of digital technologies that represent a high-growth industry—one that is revolutionizing business, nonprofit, and government worlds alike. At the UO, faculty members use spatial technologies to focus on remote sensing

of river systems, climate change analysis, web-mapping, cartography, spatial cognition, spatial decision-making, and social equity.

This major is very flexible with four required courses in geography and computer science, and then eight electives that students can focus in their areas of interest. Our courses focus on geographic information systems science, cartography, remote sensing, spatial analysis, and spatial modeling.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Exhibit an understanding of the spatial and mathematical foundations of spatial data
- Be able to develop and utilize technology infrastructure and interface design in order to contribute to the development of geospatial technologies and analysis.
- Recognize the ethical implications of geospatial data and technologies, including individual-level location information sharing, inequalities that some geospatial technologies produce, and the role of geospatial technologies in humanitarian crises
- Apply geospatial data and technologies to collect and analyze information from real-world situations
- Develop the skills to interpret and effectively communicate findings of geospatial data analysis to a wide range of audiences

The spatial data science and technology major requires a minimum of 48 credits, drawing on courses in geography and computer information science. The major requires four compulsory courses (16 credits) that provide foundational skills, concepts, and critical thinking abilities. An additional eight elective courses (32 credits) are required. Upon declaring the major, students meet with the geography undergraduate advisor to tailor a series of elective courses best suited to individual student needs and employment aspirations. At least nine courses used for the major must be taken for a letter grade. A grade of C– or better and a GPA of 2.25 or better is required in courses applied to the major.

For more information, contact the Tykeson hall advising center at tykesonadvising@uoregon.edu, or email the Director of Undergraduate Studies, Leslie McLees here (geogadvr@uoregon.edu), or schedule an advising appointment at https://cas.uoregon.edu/advising/access-advising (https://cas.uoregon.edu/advising/access-advising/)

Spatial Data Science and Technology Major Requirements

Core courses provide foundational skills, concepts, and critical thinking abilities. Some of the introductory courses, such as GIScience I (GEOG 481), are prerequisites for more advanced courses. Students are not required to complete these before moving to elective courses (except where prerequisites are required).

Electives. Rather than adopting a series of specializations, the electives component will remain flexible. Upon declaring the major, students should meet with the undergraduate advisor to work out a series of courses that best fit student needs and employment aspirations. A full list of elective courses can be found on the major page (https://geography.uoregon.edu/sdst/) on the department website.

Code	Title	Credits
Core Courses		
GEOG 181	Our Digital Earth	4

DSCI 101	Foundations of Data Science I	4
or MATH 343	Statistical Models and Methods	
or MATH 425	Statistical Methods I	
or STAT 243Z	Elementary Statistics I	

GEOG 481	GIScience I	4
CS 122	Introduction to Programming and Problem Solving	4

Elective Courses		
Choose courses totaling 32 credits from the following:		32
GEOG 393	Data Driven Cartography	
GEOG 403	Thesis	
GEOG 482	GIScience II	
GEOG 485	Remote Sensing I	
GEOG 486	Remote Sensing II	
GEOG 489	Mapping with Drones	
GEOG 490	GIScience: [Topic] ¹	
GEOG 491	Advanced Geographic Information Systems	
GEOG 492	Web Mapping	
GEOG 493	Advanced Cartography and Geo-Visualization	
GEOG 494	Spatial Analysis	
GEOG 495	Geographic Data Analysis	
GEOG 498		
CS 210	Computer Science I	
CS 211	Computer Science II	

Total Credits	48

¹ Special topics include courses that are offered less frequently, but also qualify for credit when offered under the course number GIScience: [Topic] (GEOG 490). Topics include Web Mapping, Server GIS, Qualitative Spatial Reasoning, and Spatial Simulation.

Honors Programs

The Department of Geography offers an honors option for its majors. More information is available on the department website (https://socialsciences.uoregon.edu/geography/undergraduate-programs/honors-requirements/), contact the undergraduate support at undergradasu7@uoregon.edu, or email the Director of Undergraduate Studies, Leslie McLees here (geogadvr@uoregon.edu).

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Spatial Data Science and Technology

Course	Title	Credits	Milestones
First Year			
Fall			
GEOG 181	Our Digital Earth	4	
WR 121Z	Composition I	4	
Core-education course in arts and letters that also satisfies cultural literacy requirement		4	

First term of 1st-year second-language sequence	5
Credits	17
Winter	
WR 122Z Composition II	4
DSCI 101 Foundations of Data Science I	4
Core-education course in social science	4
Second term of 1st-year second-language sequence	5
Credits	17
Spring	
CS 122 Introduction to Programming and Problem Solving	4
Core-education course in arts and letters	4
Core-education course in social science that also satisfies cultural literacy requirement	4
Third term of 1st-year second-language sequence	5
Credits	17
Second Year	
Fall	
GEOG 481 GIScience I	4
Core-education course in arts and letters	4
Core-education course in science	4
First term of 2nd-year second-language sequence	5
Credits	17
Winter	
Core-education course in arts and letters	4
Elective courses in spatial data science and technology	8
Second term of 2nd-year second-language sequence	5
Consider studying abroad	
Credits	17
Spring	
Elective course in spatial data science and technology	4
Elective courses	8
Third term of 2nd-year second-language sequence	5
Credits	17
Third Year	
Fall	
Elective course in spatial data science and technology	4
Core-education course in science	4
Upper-division elective courses	8
Credits	16
Winter	
Elective course in spatial data science and technology	4
Core-education course in social science	4
Core-education course in science Investigate summer internships	4
Upper-division elective course	4
Credits	16
Spring	
Elective course in spatial data science and technology	4
Upper-division elective course	4
Cultural literacy course	4

Elective course	4
Credits	16
Fourth Year	
Fall	
Elective course in spatial data science and technology	4
Upper-division elective courses	8
Cultural literacy course	4
Credits	16
Winter	
Elective course in spatial data science and technology	4
Upper-division elective course	4
	Apply for graduation on DuckWeb
Elective course	4
Start a job search with geography academic career advisor	
Credits	12
Spring	
Upper-division elective course	4
Elective courses	8
Credits	12
Total Credits	190

Bachelor of Science in Spatial Data Science and Technology

Course	Title	Credits	Milestones
First Year			
Fall			
GEOG 181	Our Digital Earth	4	
WR 121Z	Composition I	4	
	Core-education course in arts and letters that also satisfies cultural literacy requirement	4	
	Mathematics course	4	
Credits		16	
Winter			
DSCI 101	Foundations of Data Science I	4	
WR 122Z	Composition II	4	
	Core-education course in social science	4	
	Mathematics course	4	
Credits		16	
Spring			
CS 122	Introduction to Programming and Problem Solving	4	
	Core-education course in arts and letters	4	
	Core-education course in social science that also satisfies cultural literacy requirement	4	
	Mathematics course	4	
Credits		16	
Second Year			
Fall			
GEOG 481	GIScience I	4	
	Core-education course in arts and letters	4	

Core-education course in social science	4
Core-education course in science	4
Credits	16
Winter	
Elective courses in spatial data science and technology	8
Core-education course in arts and letters	4
Core-education course in social science	4
Credits	16
Spring	
Elective course in spatial data science and technology	4
Core-education course in social science	4
Core-education course in science	4
Elective course	4
Credits	16
Third Year	
Fall	
Elective course in spatial data science and technology	4
Core-education course in science	4
Upper-division elective courses	8
Credits	16
Winter	
Elective course in spatial data science and technology	4
Core-education course in social science	4
Core-education course in science	Investigate summer internships4
Upper-division elective course	4
Credits	16
Spring	
Elective course in spatial data science and technology	4
Upper-division elective course	4
Cultural literacy course	4
Elective course	4
Credits	16
Fourth Year	
Fall	
Elective course in spatial data science and technology	4
Upper-division elective courses	8
Cultural literacy course	4
Credits	16
Winter	
Elective course in spatial data science and technology	4
Upper-division elective course	Apply for graduation on DuckWeb4
Elective course	4
Start a job search with geography academic career advisor	
Credits	12
Spring	
Upper-division elective course	4

Elective courses	8
Credits	12
Total Credits	184

Climate Studies Minor

Climate change is the environmental challenge of our era, presenting risks to economic, cultural, and social structures at local, national and international scales. This interdisciplinary minor takes advantage of the University of Oregon’s strengths in the science of weather and climate, climate and environmental change, and the social context for these changes. The minor integrates studies and classes that draw on the strength of climate studies in geography—with supporting classes in environmental studies, earth sciences, and political science—to help students understand and respond to this crisis.

The minor provides an understanding the scientific principles that drive climate change, natural and human causes of climate change, and possibilities for climate action. In addition to the principles of climate science, elective courses engage students with the multiple dimensions of human-driven climate change, including climate modelling, climate impacts, mitigation, and adaptation. Students will investigate the societal drivers and ramifications of modern climate change through elective courses on environment and development, climate policy, and environmental justice.

Climate Studies Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

No more than three upper-division courses may count for both the minor and the Geography major.

Code	Title	Credits
Required Course Courses: ¹		
GEOG 141	The Natural Environment	4
GEOG 321	Climatology	4
GEOG 361	Global Environmental Change	4
Minimum two social science courses on impacts, policy, and adaptation: ²		8-12
GEOG 465	Environment and Development	
PS 367	Politics, Science, and Climate Change	
PS 477	International Environmental Politics	
ENVS 345	Environmental Ethics	
ENVS 350	Ecological Footprint of Energy Generation	
ENVS 435	Environmental Justice	
	or ENVS 535Environmental Justice	
PPPM 340	Climate Change Policy	
Science Electives: ³		4
GEOG 430	Long-Term Environmental Change	
Total Credits		24

¹ GEOG 321 and 361 can be taken in any order but must follow 141.
² Experimental Course: [Topic] (GEOG 410), (ENVS 400M),Experimental Course: [Topic] (EDST 410) and Experimental Course: [Topic] (SOC 410) courses approved individually.

³ One required if using two social-science electives. Experimental Course: [Topic] (GEOG 410) and (ENVS 400M) courses approved individually.

Geography Minor

The Geography minor provides breadth in human and biophysical geography and GIScience. This minor complements many other programs, including Geology, Environmental Studies and Science, Public Policy, Planning and Management, Anthropology, Computer Information Science, and more.

Geography Minor Requirements

At least 16 credits must be taken for a letter grade and 12 credits must be upper division. Grades of C– or better or P must be earned in all geography courses applied to the minor.

Code	Title	Credits
Upper-division GIScience course		4
GEOG 393	Data Driven Cartography	
GEOG 481	GIScience I	
GEOG 482	GIScience II	
GEOG 485	Remote Sensing I	
GEOG 486	Remote Sensing II	
GEOG 489	Mapping with Drones	
GEOG 490	GIScience: [Topic]	
GEOG 491	Advanced Geographic Information Systems	
GEOG 492	Web Mapping	
GEOG 493	Advanced Cartography and Geo-Visualization	
GEOG 494	Spatial Analysis	
GEOG 495	Geographic Data Analysis	
GEOG 497	Qualitative Methods in Geography	
GEOG 498		
Upper-division biophysical geography course		4
GEOG 321	Climatology	
GEOG 322	Geomorphology	
GEOG 323	Biogeography	
GEOG 360	Watershed Science and Policy	
GEOG 361	Global Environmental Change	
GEOG 421	Advanced Climatology: [Topic]	
GEOG 425	Hydrology and Water Resources	
GEOG 427	Fluvial Geomorphology	
GEOG 430	Long-Term Environmental Change	
GEOG 433	Fire and Natural Disturbances	
Upper-division human geography course		4
GEOG 341	Population and Environment	
GEOG 342	Geography of Globalization	
GEOG 343	Society, Culture, and Place	
GEOG 441	Political Geography	
GEOG 442	Urban Geography	
GEOG 444	Cultural Geography	
GEOG 448	Tourism and Development	
GEOG 465	Environment and Development	

GEOG 468	Contemporary Food Systems
GEOG 471	
Three geography courses	12
Total Credits	24

Geography (MA/MS)

The master's degree in geography (MA or MS) emphasizes broad understanding of physical and human geography and basic geographic techniques. Students develop specialized research skills during work on the thesis.

The master of arts degree requires second-year university-level proficiency in a second language. Competency may be demonstrated by a standardized test or with adequate undergraduate course work. Competency in a foreign language or a computer language may be used to meet the departmental language requirement for the master of science degree.

The master's degree option in geographic education is designed for teachers who have K–12 teaching licensure or are working toward their initial or continuing licensure. Most graduate students who take the geographic education option also have several years of teaching experience.

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.

Program's Admission Requirements

Please visit the program's website (<https://socialsciences.uoregon.edu/geography/apply/graduate-admissions/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate breadth of knowledge across two or more subfields of geography and mastery within subfield of geography. Subfields here are defined as within biophysical geography (e.g., biogeography, climatology, or geomorphology), human geography (e.g., cultural, political, or human-environment relationships), or GIScience (e.g., remote sensing, data analysis and visualization, or map cognition).
- Identify and use geospatial techniques to analyze spatial data towards problem solving or modeling, critically analyze geographic problems, ask research questions, conduct literature reviews, understand methods, and conduct independent research and analysis.
- Conduct independent research and analysis and contribute substantial work.
- Demonstrate effective written, verbal, and graphic communication skills.
- Understand ethical issues and responsibilities especially in matters related to professionalism, data collection within the laboratory or field setting, and in writing and publishing theses and scientific papers.

Geography Major Requirements

Code	Title	Credits
Core Courses		16
GEOG 611	Theory and Practice of Geography I	

GEOG 612	Theory and Practice of Geography II	
GEOG 613	Research Design	
Select one of the following:		
GEOG 594	Spatial Analysis	
GEOG 595	Geographic Data Analysis	
GEOG 597	Qualitative Methods in Geography	
Breadth Requirement		12
Three upper-division courses, at least one in each subfield (Physical Geography, Human Geography, Spatial Data Science). The phrase “upper-division” means a 300-level class or higher. Breadth requirements may be satisfied by classes already taken from another institution. Examples include: ¹		
Spatial Data Science: GEOG 581, GEOG 582, GEOG 585, GEOG 586, GEOG 589, GEOG 590, GEOG 591, GEOG 592, GEOG 593		
Human Geography: GEOG 541, GEOG 542, GEOG 544, GEOG 545, GEOG 548, GEOG 561, GEOG 565, GEOG 568		
Physical Geography: GEOG 523, GEOG 525, GEOG 527, GEOG 530, GEOG 533		
Research Workshop		
GEOG 608	Workshop: [Topic] (each fall and spring term the student is enrolled) ²	4
Graduate Seminars		8
Completion of a minimum of two graduate seminars (GEOG 607) from different faculty members. Graduate seminars may not be substituted with seminars from other departments unless specifically approved by both the advisor and the DGS.		
Thesis		
GEOG 503	Thesis	9
Total Credits		49

¹ If 300- or 400-level courses, or courses from other institutions, are used to meet this requirement, graduate credit must be made up with additional graduate coursework (electives, 605s, or research in GEOG, or graduate courses in other units on campus).

² Students are expected to enroll in GEOG 608 every fall and spring while enrolled in the degree program.

Geography (PhD)

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.

Program's Admission Requirements

Please visit the program's website (<https://socialsciences.uoregon.edu/geography/apply/graduate-admissions/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate breadth of knowledge across two or more fields of geography and mastery of a field of geography, including biophysical geography, human geography, or GIScience.
- Demonstrate independent scientific thinking and advanced knowledge in their field, including the ability to critically analyze geographic problems, ask research questions, conduct literature reviews, design methods.
- Conduct independent research and analysis and contribute original and substantive work.
- Demonstrate effective oral and written communication skills.
- Understand ethical issues and responsibilities especially in matters related to professionalism, including data collection with human subjects, within the laboratory and field setting and in writing and publishing theses and scientific papers.
- Become active in a variety of professional activities in their field such as submitting publications, presenting locally and at conferences, receiving funded fellowships, and contributing to professional association activities.

The candidate may use Research: [Topic] (GEOG 601) and Reading and Conference: [Topic] (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.

Geography Major Requirements

Code	Title	Credits
Core Courses		
GEOG 611	Theory and Practice of Geography I	4
GEOG 612	Theory and Practice of Geography II	4
GEOG 613	Research Design	4
Methods		
Select two of the following:		
GEOG 594	Spatial Analysis	
GEOG 595	Geographic Data Analysis	
GEOG 597	Qualitative Methods in Geography	
Breadth Requirement		
Four upper-division courses, at least one in each subfield (Physical Geography, Human Geography, Spatial Data Science) plus one additional course not in the student's area of specialization. The phrase “upper-division” means a 300-level class or higher. Breadth requirements may be satisfied by classes already taken from the UO or another institution before being admitted as a doctoral student. ¹		
Examples include: Spatial Data Science: GEOG 581, 582, 585, 586, 589, 590, 591, 592, 593 Human Geography: GEOG 541, 542, 544, 545, 548, 561, 565, 568 Physical Geography: GEOG 523, 525, 527, 530, 533		
Research Workshop		
GEOG 608	Workshop: [Topic] ²	
Graduate Seminars		
GEOG 607	Seminar: [Topic]	

Completion of a minimum of two graduate seminars (GEOG 607) from different faculty members. Graduate seminars may not be substituted with seminars from other departments unless specifically approved by both the advisor and the DGS.

Dissertation	18
Total minimum number of credits	81

¹ If 300- or 400-level courses, or courses from other institutions, are used to meet this requirement, graduate credit must be made up with additional graduate coursework (electives, 605s, or research in GEOG, or graduate courses in other units on campus).

² Students are expected to enroll in GEOG 608 every fall and spring while enrolled in the degree program.

PhD students must complete a preparation in fields of specialization requirement that entails completion of courses and seminars recommended by the advisor or committee members.

After completing the appropriate course work, graduate seminars, advancement to candidacy is achieved by passing a comprehensive written examination. The comprehensive exam is an opportunity to demonstrate that the student

- can articulate core areas of expertise and situate the student's overall research agenda in relation to these areas of expertise
- understands and can defend major theoretical and methodological issues in these core research and teaching areas
- has a sense of where those theories and methods stand in relation to major themes in contemporary and interdisciplinary scholarship

PhD students develop their own questions. These questions should focus on the three areas of expertise as identified in consultation between the student and advisor. At least three questions should be developed for each of the three areas. The committee may ask for more than three. At this point, the committee selects four examination questions. The committee may constrain, expand, or otherwise edit any of the student-written questions. The student has four weeks to write the responses (four to five pages to each question). Approximately one to three weeks after turning in the written responses, the student defends the responses orally. Please see the geography department's *Graduate Program Handbook* for additional details.

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.

Global Studies

<http://cas.uoregon.edu/global-studies> (<http://cas.uoregon.edu/global-studies/>)

Yvonne Braun, Department Head

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1161 E 13th Avenue, University of Oregon
Eugene, OR 97403
541-346-9780

Students who major in Global Studies learn interdisciplinary approaches to considering human wellbeing and development, and develop skills to understand complex social, cultural, political, economic, and environmental dynamics shaping contemporary issues in the world today from a critical perspective. Global Studies offers bachelor of arts (BA), bachelor of science (BS), and master of arts (MA) degrees in global studies and minors in global studies, global health, and global service, as well as a Peace Corps Prep Certificate. The programs are tailored to give students the theoretical tools to make sense of the fast-changing global arena; ensure the practical application of their research and learning; immerse them in the learning of language, history, and culture of a major world region; ensure they live, study, conduct research, or hold an internship that enhances their intercultural knowledge, understanding, and skills; and help them develop a professional concentration area suitable for their career goals. For the Global Studies undergraduate major programs, professional concentration and geographic focus options are listed in the Undergraduate section of the department page.

The Department of Global Studies is a member of the Association of Professional Schools of International Affairs and the International Studies Association. These associations provide more opportunities in research, internships, funding, and employment for global studies students. A degree in an interdisciplinary field such as Global Studies prepares graduates for many different career avenues. From media to politics, government, business, the non-profit sector, law, and education, Global Studies prepares students to step into the career of their dreams well-equipped with the necessary experience to be successful. More info: <https://cas.uoregon.edu/global-studies> (<https://cas.uoregon.edu/global-studies/>)

Faculty

Aneesh Aneesh, professor (sociology, global studies). BA, 1987, University of Allahabad, Allahabad; MA, 1996, University of California, Irvine; PhD, 2001, Rutgers University, New Jersey. (2022)

Yvonne A. Braun, professor (gender and development, social change, Africa). BA, 1994, State University of New York, Geneseo; MA, 2000, PhD, 2005, California, Irvine. (2005)

Kathie Carpenter, professor (childhood, children's museums, Southeast Asia). 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, associate professor (environment and development, global economic restructuring, indigenous movements, Latin America). BA, 1994, MA, 1997, PhD, 2003, California, Los Angeles. (2007)

Galen Martin, teaching professor (environmental and cultural geography, global food security, Latin America). AA, 1977, Hesston College; BA, 1980, Goshen College; MA, 1985, Oregon; PhD, 2003, California, Davis. (1998)

David Meek, associate professor (food sovereignty, popular education, India and Brazil). BA, 2004, Bard College; MSc, 2007, Antioch, New England; PhD, 2014, Georgia. (2018)

Lesley Jo Weaver, associate professor (health disparities, race, India and Brazil). BA, 2004, Smith College; MPH 2008, PhD, 2014, Emory University. (2018)

Stephen R. Wooten, associate professor (local-global dynamics, food studies, Africa). BA, 1986, Massachusetts, Amherst; MA, 1993, PhD, 1997, Illinois, Urbana-Champaign. (1999)

Kristin Yarris, associate professor (global health, migration, Latin America). BA, 1994, Lewis and Clark College; MPH, MA, 2004, PhD, 2011, California, Los Angeles. (2012)

Emeritus

Gerald W. Fry, professor emeritus. BA, 1964, Stanford; MPA, 1966, Princeton; PhD, 1977, Stanford. (1981)

Anita M. Weiss, professor (gender and development, political Islam, South Asia). BA, 1975, Rutgers; MA, 1976, PhD, 1983, California, Berkeley. (1987)

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

Participating

Carlos Aguirre, history

Ina Asim, history

Oluwakemi Balogun, women's, gender, and sexuality studies

Diane B. Baxter, anthropology

Erin Beck, political science

Bruce A. Blonigen, economics

Lindsay F. Braun, history

Daniel P. Buck, geography

Alfredo Burlando, economics

Mark Carey, honors college

Shankha Chakraborty, economics

Liska Chan, landscape architecture

Shaul E. Cohen, geography

Rick Colby, religious studies

Jane K. Cramer, political science

Robert L. Davis, Romance languages

André Djiffack, Romance languages

Maram Epstein, East Asian languages and literatures

Michael Fakhri, law

John B. Foster, sociology

Alisa D. Freedman, East Asian languages and literatures

Pedro García-Caro, Latin American studies

Ibrahim J. Gassama, law

Bryna Goodman, history

Sangita Gopal, English

Jeffrey E. Hanes, history

Robert S. Haskett, history

Michael Hibbard, planning, public policy and management

David Hollenberg, religious studies

Zhuo Jing-Schmidt, East Asian languages and literatures

Lamia Karim, anthropology

Craig Kauffman, political science

Karrie Koesel, political science

Nicolas Larco, architecture

Jeffrey Magoto, Yamada Language Center

Gabriela Martinez, journalism and communication

Michelle McKinley, law

Karen McPherson, Romance languages

Ronald B. Mitchell, political science

Alexander B. Murphy, geography

Michael Malek Najjar, theater arts

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 Skalmes, political science

Alison Snyder, architecture

H. Leslie Steeves, journalism and communication

Lynn Stephen, anthropology

Jeffrey Stolle, management

Xiaobo Su, geography

Tuong Vu, political science

Peter A. Walker, geography

Janis C. Weeks, biology

Undergraduate Programs

Major - Bachelor's Degree

- Global Studies (BA/BS) (p. 367)

Minors

- Global Health (p. 379)
- Global Service (p. 380)
- Global Studies (p. 383)

Graduate Program

Major - Master's Degree

- Global Studies (MA) (p. 383)

Global Studies (BA/BS)

Formerly known as international studies, global studies is an interdisciplinary major. What this means is that students can tailor majors to their own specific interests. Global studies provides an excellent general education for students interested in the complex interrelationships (political, economic, social, and cultural) of our interdependent modern world. The program offers students tools to make sense of a fast-changing global arena; it ensures the practical application of their research; and it immerses them in the language, history, and culture of a major world region.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Critical Thinking:** Use analytical tools to examine global issues in the primary thematic areas of the department: international development, culture and globalization, gender and development, environmental sustainability, global health and well-being, and cross-cultural communication and understanding. Critically analyze the complex interrelationships that exist among first nations, nation states and between peoples, and civil society organizations and the environment throughout the interdependent modern world.
- **Critical Thinking:** Contrast methods of interdisciplinary social science research from qualitative ethnographic methods to quantitative survey instruments; use library databases to categorize relevant literature, appraise the strengths and weaknesses of academic arguments, use evidence to support arguments.
- **Critical Thinking:** Modify and apply a critical and well-grounded understanding of multiple worldviews and perspectives, experiences, power structures, and ethical and cultural positions in relation to contemporary global issues.
- **Content Knowledge:** Describe, explain and apply basic knowledge of the historic and contemporary role and effects of different actors in the global system (e.g., multilateral and bilateral organizations, development agencies, social movements, nation-states, civil society, business, and philanthropic and non-governmental organizations).
- **Content Knowledge:** Describe and discuss the history, culture, society, geography and political economy of a major world region, and its relations to global political economic processes.
- **Content Knowledge:** Describe, summarize and transfer basic knowledge of a professional concentration area onto a real-world career objective.

- **Content Knowledge:** Connect course content surrounding political systems, health, history, culture, economics, or education, to a set of intercultural experiences.
- **Communication:** Demonstrate receptive and productive proficiency in at least one language other than English.
- **Communication:** Convey complex information and ideas in written English that are clear, robust, carefully edited, well organized, and stylistically engaging and accessible.
- **Communication:** Interact with people from a diverse range of cultural, religious, ethnic, and national backgrounds in a way that is respectful and informed. Use knowledge and skills to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.

Global Studies Major Requirements

Code	Title	Credits
Preparatory Courses		8
GLBL 101	Introduction to Global Issues	
GLBL 102	Foundations for Intercultural Competence	
Block A: International Core Foundation		16
GLBL 230	Global Wellbeing	
GLBL 240	Perspectives on International Development	
GLBL 250	Value Systems in Cross-Cultural Perspective	
GLBL 270	Globalization and the Global Economy	
Block B: Professional Concentration Area		16
Either Internal Block B Option 1: Four upper-division courses (16 credits) in one of 4 areas of concentration or External Block B Option 2: four upper-division GLBL courses (16 credits) plus a minor/certificate in any other UO department. See professional concentration areas list and tables. Students are allowed to declare only ONE professional concentration area. ¹		
1) Internal Block B Option: Choose 1 of 4 Professional Concentration options. Earn 16 credits total: A) 1 or 2 required GLBL course(s) (4-8 credits); B) 2 or 3 electives (8 or 12 credits); C) All credits must be upper division.		
2) External Block B Option: A) Complete any minor or certificate in any other UO department; B) In addition, breadth requirement of 4 additional GLBL courses; C) If a GLBL course is counted towards the minor/certificate, it may also count among those 4.		
Block C: Geographic Focus		16
Four upper-division courses on one of the following areas: Africa, Europe, Southeast & East Asia, South & Central Asia, Latin America & Caribbean, Middle East, and North America; at least one of the four must have the GLBL subject code. See geographic focus areas list and tables. ²		
Total Credits		56

¹ 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 Global Studies as an advisor and work with that individual in designing the concentration.

² As many as 4 credits in a third-year language sequence may be used to fulfill the geographic focus requirement. Appropriate courses should have significant course content on the region of study. Areas of focus

may include Africa, Europe, Latin America and the Caribbean, the Middle East, North America, South and Central Asia, and East and Southeast Asia. A North American geographic focus is only open to international students.

Additional Requirements

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 (see below for details).

Courses applied to the major, with the exception of the language requirement and up to 8 credits in Field Studies: [Topic] (GLBL 406) or Terminal Project (GLBL 409), must be taken for letter grades.

A maximum of 12 credits in courses taken to fulfill the university area requirements may be applied toward the global studies major.

A maximum of 20 credits in courses taken in a single department other than global studies may be applied toward the global studies major, exclusive of the language requirement and the External Block B Professional Concentration option.

For the most current information about courses and requirements, visit the department website.

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, by an examination, or by graduating from a high school in which English was not the medium of instruction.

A student may also fulfill the language requirement with two years' proficiency in two different languages exclusive of the student's native language. Students wishing to pursue this option must get approval from the director of undergraduate studies faculty.

Intercultural Experience

The Global Studies Major requires a significant intercultural experience to fulfill the major requirements. An experience is *intercultural* when it involves direct engagement with people from a cultural group or subcultural group that is significantly different from the participant's own background.

To meet this requirement, experiences should provide the opportunity to:

- 1. Explore multiple worldviews and perspectives, experiences, power structures, and ethical and cultural positions in relation to contemporary global issues.
- 2. Connect course content surrounding political systems, health, history, culture, economics, environment, or education, to a set of intercultural experiences.

Interact with people from a diverse range of cultural, religious, ethnic, and national backgrounds in a way that is respectful and informed. Use knowledge and skills to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.

A sustained intercultural experience is a core component of our program. Students may fulfill this requirement via study or internship abroad, or via local intercultural engagement. Please consult with

your faculty advisor to tailor your plans for your personal academic and professional aims.

Option #1 - A credit-bearing intercultural experience consisting of at least 4 credits (e.g., GEO study abroad, GlobalWorks internship, or a credited research experience such as GLBL 406 or 409). This option does not need to be pre-approved by the Director of Undergraduate Studies.

Option #2 - A non-credit-bearing intercultural experience consisting of a minimum of 120 hours of engagement (e.g., internship with an organization). Prior to applying for or starting an experience for Option #2, students should first contact the Intercultural Experience coordinator for pre-approval, and provide a one-paragraph abstract detailing how they foresee the proposed opportunity will meet the criteria enumerated on the Department of Global Studies website.

Following completion of the experience, for verification, students will choose from:

- 8-10 page reflection paper
- Academic poster
- Multi-media product (blog, story map, program evaluation, project report etc).

Verification, which should address how the opportunity involved the above criteria, will be submitted to Intercultural Experience Coordinator (not the advisor) for approval.

Approved field experiences for the Global Health Minor (<https://ghprogram.uoregon.edu/>) may count toward the intercultural experience requirement.

Overlap Policy

- 16 credits can be overlap with another major
- 8 credits can be overlap with another minor

Block B: Professional Concentration Areas

- External Block B (p. 368)
- Internal Block B
 - Global Business, Technology, and Communication (p. 369)
 - Global Governance, Diplomacy and Human Rights (p. 369)
 - Global Wellbeing: Health, Food and Education (p. 370)
 - Sustainable Development and Environment (p. 371)

External Block B Option

- 1. Complete any minor or certificate in any other UO department;
- 2. In addition, breadth requirement of 4 additional INTL/GLBL courses;
- 3. If a INTL/GLBL course is counted towards the minor/certificate, it may also count among those 4.

Code	Title	Credits
External Block B Option		
Non-GLBL Minor		
Complete all requirements for a minor or certificate in any other UO department.		
GLBL Required Courses		16

Select any four upper division courses with an GLBL prefix.

Total Credits **16**

Global Business, Technology & Communication Concentration Requirements

Code	Title	Credits
Required Course		
GLBL 420 or GLBL 431	Global Community Development Cross-Cultural Communication	4
Electives		12
GLBL 360	International Cooperation and Conflict	
GLBL 370	International Human Rights	
GLBL 415	The Global Story of Race	
GLBL 420	Global Community Development	
GLBL 421	Gender and International Development	
GLBL 422	Aid to Developing Countries	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 425	Global Food Security	
GLBL 431	Cross-Cultural Communication	
GLBL 433		
GLBL 434		
GLBL 435	Global Perspectives on Disability	
GLBL 442	South Asia: Development and Social Change	
GLBL 443	Europe Development and Social Change	
GLBL 444	Southeast Asia Today	
GLBL 445	Development and Social Change in Sub-Saharan Africa	
GLBL 446	Development and Social Change in Latin America	
GLBL 448	Bollywood's Lens on Indian Society	
GLBL 463	Population Displacement and Global Health	
GLBL 465	Global Reproductive Health	
GLBL 467		
BA 361	Cross-Cultural Business Communication	
BA 365	Cross-Cultural Negotiation	
EC 370	Money and Banking	
EC 380	International Economic Issues	
EC 421	Introduction to Econometrics II	
EC 480	International Finance	
EC 481	International Trade	
EC 482	Economics of Globalization	
EC 484	Multinational Corporations	
EC 490	Economic Growth and Development	
ENG 316	Women Writers' Forms: [Topic]	
ENG/CINE 381M	Film, Media, and Culture	
FIN 463	International Finance	
GEOG 341	Population and Environment	
GEOG 342	Geography of Globalization	

GEOG 441	Political Geography
GEOG 448	Tourism and Development
GEOG 465	Environment and Development
GER 356	German Fairy Tales
GER 360	German Literature Poetry, Plays, Prose
GER 361	German Literature Literary Movements
GER 364	Works, Authors, Industries in Film and Media
ITAL 305	Cultura e lingua: arte, musica, i mass media
JPN 473	Japanese Environmental Cinema
KRN 361	Korean Popular Culture and Transnationalism
MGMT 417	Negotiation Strategies
MGMT 420	Managing in a Global Economy
MKTG 311	Marketing Management
MKTG 420	Marketing Communications
MKTG 435	Consumer Behavior
MKTG 470	International Marketing
PPPM 422	Grant Proposal Writing
PPPM 484	Public and Nonprofit Financial Management
PS 340	International Political Economy
PS 350	Politics and Film
PS 477	International Environmental Politics
SOC 304	Community, Environment, and Society
SOC 317	Sociology of the Mass Media
SOC 346	Work and Occupations
SOC 467	Economic Sociology

Total Credits **16**

Global Governance, Diplomacy & Human Rights Concentration Requirements

Code	Title	Credits
Required Course		
GLBL 360 or GLBL 370	International Cooperation and Conflict International Human Rights	4
Electives		12
GLBL 340	Global Health and Development	
GLBL 415	The Global Story of Race	
GLBL 420	Global Community Development	
GLBL 421	Gender and International Development	
GLBL 422	Aid to Developing Countries	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 425	Global Food Security	
GLBL 431	Cross-Cultural Communication	
GLBL 433		
GLBL 434		
GLBL 435	Global Perspectives on Disability	
GLBL 442	South Asia: Development and Social Change	

GLBL 443	Europe Development and Social Change
GLBL 444	Southeast Asia Today
GLBL 445	Development and Social Change in Sub-Saharan Africa
GLBL 446	Development and Social Change in Latin America
GLBL 463	Population Displacement and Global Health
GLBL 465	Global Reproductive Health
GLBL 467	
BA 316	Management: Creating Value through People
CRES 415	Conflict and Gender
CRES 435	Israel and Palestine
CRES 440	Dialogue across Differences
CRES 441	Dialogue Across Differences II
EC 481	International Trade
EC 482	Economics of Globalization
EC 490	Economic Growth and Development
ENVS 435	Environmental Justice
ES 352	Social Equity and Criminal Justice
ES 380	Race, Migration, and Rights
ES 452	Race and Ethnicity and the Law: [Topic]
FIN 463	International Finance
FR 302	Culture et langage Le monde francophone contemporain
FR 312	French Survey of Francophone Literature
FR 319	Modernity and Creativity
GEOG 441	Political Geography
GER 351	Diversity in Germany
GER 363	Modern and Contemporary in Politics and Society
ITAL 303	Cultura e lingua: societa, economia, politica
LAW 415	Human Rights, Law, and Culture
LAW 416	Law, Justice and Accountability After Conflict
PPPM 325	Community Leadership and Change
PPPM 360	International Public Policy
PPPM 370	Global Sustainable Development and Policy
PPPM 415	Policy and Planning Analysis
PPPM 418	Introduction to Public Law
PPPM 443	Natural Resource Policy
PPPM 446	Socioeconomic Development Planning
PPPM 480	Nonprofit Management
PPPM 494	Practice of Leadership and Change
PS 304	Democracy, Dictators, and Development
PS 310	Roots of Democracy
PS 326	United States Foreign Policy I
PS 330	Governments and Politics in Latin America
PS 337	The Politics of Development
PS 340	International Political Economy
PS 346	Terrorism and Weapons Proliferation

PS 351	Democratic Dilemmas
PS 375	
PS 449	Racial Politics in the United States
PS 455	Theories of International Politics
PS 477	International Environmental Politics
PS 479	U.S. Interventions in Developing Nations
PS 485	Civil Rights and Civil Liberties
SOC 452	Issues of Migration: [Topic]
SOC 465	Political Sociology
SOC 475	Marxist Sociological Theory
SOC 484	Issues in Deviance, Control, and Crime: [Topic]
SPAN 305	Cultura y lengua Cambio social
SPAN 348	Latinx Culture and Society

Total Credits	16

Global Wellbeing: Health, Food & Education Concentration Requirements

Code	Title	Credits
Required Course		
GLBL 340 or GLBL 350	Global Health and Development Education and Development	4
Electives		12
GLBL 340	Global Health and Development	
GLBL 415	The Global Story of Race	
GLBL 420	Global Community Development	
GLBL 421	Gender and International Development	
GLBL 422	Aid to Developing Countries	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 425	Global Food Security	
GLBL 431	Cross-Cultural Communication	
GLBL 433		
GLBL 434		
GLBL 435	Global Perspectives on Disability	
GLBL 442	South Asia: Development and Social Change	
GLBL 444	Southeast Asia Today	
GLBL 445	Development and Social Change in Sub-Saharan Africa	
GLBL 446	Development and Social Change in Latin America	
GLBL 463	Population Displacement and Global Health	
GLBL 465	Global Reproductive Health	
GLBL 467		
AAAP 411	Introduction to Historic Preservation	
ANTH 349	Origins of Art	
ANTH 362	Human Biological Variation	
ANTH 369	Human Growth and Development	
ANTH 459	Advanced Evolutionary Medicine	
BI 358	Investigations in Medical Physiology	

BI 360	Neurobiology	
BI 426	Genetics of Cancer	
EC 443	Health Economics	
EC 490	Economic Growth and Development	
ENVS 435	Environmental Justice	
ENVS 450	Political Ecology	
FLR 411	Folklore and Religion	
GEOG 341	Population and Environment	
GEOG 430	Long-Term Environmental Change	
GEOG 461		
GEOG 465	Environment and Development	
GEOG 468	Contemporary Food Systems	
GER/SCAN 345M	Food, Culture, and Identity in Germany and Scandinavia	
ITAL 306	La cultura culinaria	
ITAL 350	Global Histories of Italian Food	
MKTG 420	Marketing Communications	
MUS 358	Music in World Cultures	
MUS 451	Introduction to Ethnomusicology	
MUS 452	Musical Instruments of the World	
PHIL 309	Global Justice	
PHIL 335	Medical Ethics	
PPPM 370	Global Sustainable Development and Policy	
PPPM 443	Natural Resource Policy	
PPPM 460	Health Policy	
PS 372	Music and Politics	
PS 477	International Environmental Politics	
PSY 366	Culture and Mental Health	
PSY 459	Cultural Psychology	
PSY 472	Psychology of Trauma	
SOC 317	Sociology of the Mass Media	
Total Credits		16

Sustainable Development & Environment Concentration Requirements

Code	Title	Credits
Required Course		
GLBL 420	Global Community Development	4
or GLBL 422	Aid to Developing Countries	
Electives		12
GLBL 340	Global Health and Development	
GLBL 345	African Contemporary Issues and Concerns	
GLBL 360	International Cooperation and Conflict	
GLBL 370	International Human Rights	
GLBL 415	The Global Story of Race	
GLBL 421	Gender and International Development	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 431	Cross-Cultural Communication	
GLBL 433		

GLBL 434	
GLBL 435	Global Perspectives on Disability
GLBL 442	South Asia: Development and Social Change
GLBL 444	Southeast Asia Today
GLBL 445	Development and Social Change in Sub-Saharan Africa
GLBL 446	Development and Social Change in Latin America
GLBL 463	Population Displacement and Global Health
GLBL 465	Global Reproductive Health
GLBL 467	
BA 361	Cross-Cultural Business Communication
BA 365	Cross-Cultural Negotiation
BI 370	Ecology
CRES 415	Conflict and Gender
EC 380	International Economic Issues
EC 390	Problems and Issues in the Developing Economies
EC 430	Urban and Regional Economics
EC 480	International Finance
EC 481	International Trade
EC 482	Economics of Globalization
EC 490	Economic Growth and Development
ENVS 345	Environmental Ethics
ENVS 435	Environmental Justice
ENVS 450	Political Ecology
ES 350	Native Americans and the Environment
ES 352	Social Equity and Criminal Justice
FIN 463	International Finance
GEOG 341	Population and Environment
GEOG 342	Geography of Globalization
GEOG 343	Society, Culture, and Place
GEOG 361	Global Environmental Change
GEOG 430	Long-Term Environmental Change
GEOG 441	Political Geography
GEOG 442	Urban Geography
GEOG 448	Tourism and Development
GEOG 465	Environment and Development
GER 357	Nature, Culture, and the Environment
LAW 310	Environmental Regulation
LAW 415	Human Rights, Law, and Culture
MGMT 420	Managing in a Global Economy
MKTG 470	International Marketing
PHIL 309	Global Justice
PPPM 331	Environmental Management
PPPM 340	Climate Change Policy
PPPM 360	International Public Policy
PPPM 370	Global Sustainable Development and Policy
PPPM 415	Policy and Planning Analysis
PPPM 444	Environmental Policy

PPPM 445	Green Cities	
PPPM 446	Socioeconomic Development Planning	
PPPM 484	Public and Nonprofit Financial Management	
PS 304	Democracy, Dictators, and Development	
PS 337	The Politics of Development	
PS 340	International Political Economy	
PS 367	Politics, Science, and Climate Change	
PS 380	Gender and Politics in Developing Countries	
PS 477	International Environmental Politics	
PS 479	U.S. Interventions in Developing Nations	
SOC 304	Community, Environment, and Society	
SOC 355	Sociology of Gender	
SOC 456	Feminist Theory	
SOC 465	Political Sociology	
SOC 467	Economic Sociology	
SPAN 480	19th-Century Spanish American Literature: [Topic]	
SPAN 490	20th-Century Latin American Literature: [Topic]	
WGS 351	Decolonial Feminisms	
WGS 432	Gender, Environment, and Development	
WGS 451	Global Perspectives on Gender: [Topic]	
Total Credits		16

Block C: Geographic Focus Areas

Choose 1 of the following 7 Geographic Focus options. Earn 16 credits total:

- A) 1 required GLBL course (4 credits)
- B) 2 or 3 electives (12 credits)
- C) All credits must be upper division.
- As many as 4 credits in a third-year language sequence may be used to fulfill the geographic focus requirement. Appropriate courses should have significant course content on the region of study. Areas of focus may include Africa, Europe, Latin America and the Caribbean, the Middle East, North America, South and Central Asia, and East and Southeast Asia. A North American geographic focus is only open to international students.
- Students may submit a substitution request to use one term (4.00 or 5.00 credits) of introductory (100 or 200-level) language for their geographic focus requirement, and, as long as it is confirmed as different from the language the student is using for their 3-year language requirement for the major, the substitution will be approved. Students seeking this exceptional substitution should discuss the matter with Global Connections Advisors in the Tykeson College & Career Advising unit.
- Africa (p. 372)
 - Europe (p. 373)
 - Southeast & East Asia (p. 374)
 - South & Central Asia (p. 375)
 - Latin America & Caribbean (p. 375)

- Middle East (p. 376)
- North America (p. 377)

Africa

Code	Title	Credits
Required Course		4
Select one of the following Global Studies courses:		
Recommended GLBL course options		
GLBL 345	African Contemporary Issues and Concerns	
GLBL 445	Development and Social Change in Sub-Saharan Africa	
Other GLBL course options		
GLBL 323		
GLBL 423		
GLBL 432		
Elective Courses		12
Select three courses from the following:		
Non-Language Elective course options		
Anthropology		
ANTH 342	Archaeology of Egypt and Near East	
ANTH 453	African Archaeology	
Biology		
BI 309		
Dance		
DAN 301	African Dance Aesthetics	
Folklore and Public Culture		
FLR 225	Voices of Africa	
French		
FR 312	French Survey of Francophone Literature	
FR 361		
FR 425	French-English Translation	
Geography		
GEOG 209	Geography of the Middle East and North Africa	
History		
HIST 325	Precolonial Africa	
HIST 326	Colonial and Postcolonial Africa	
HIST 417	Society and Culture in Modern Africa: [Topic]	
HIST 419	African Regional Histories: [Topic]	
Music		
MUS 452	Musical Instruments of the World	
MUS 462	Popular Musics in the African Diaspora	
Language Elective course options (As many as 4 credits in a third-year language sequence may be used to fulfill the geographic focus requirement.)		
Arabic		
ARB 301	Language and Culture I	
ARB 302	Language and Culture II	
ARB 303	Language and Culture III	
ARB 331	Reading Classical Arabic	
French		

FR 301	La France contemporaine
FR 307	Oral Skills
Total Credits	16

Europe

Code	Title	Credits
Required Course		4
Select one of the following Global Studies courses:		
Recommended GLOBL course options		
GLBL 424	United Nations Intervention in Global Crises	
Other GLOBL course options		
GLBL 432		
Elective Courses		12
Select three courses from the following:		
Non-Language Elective course options		
Anthropology		
ANTH 430		
Art History		
ARH 421	Ancient Mediterranean Art: [Topic]	
ARH 314	History of World Architecture I	
ARH 315	History of World Architecture II	
ARH 322	Hellenistic Art and Architecture	
ARH 327	Medieval Art	
ARH 348		
ARH 352	Art of the Enlightenment	
ARH 425	Medieval Art and Architecture: [Topic]	
Classics		
CLAS 301	Greek and Roman Epic	
CLAS 302	Greek and Roman Tragedy	
CLAS 303	Classical Greek Philosophers	
English		
ENG 321	English Novel	
ENG 425	Medieval Romance	
ENG 427	Chaucer	
ENG 428	Old English I	
French		
FR 317	Knights, Queens, and Rebels	
FR 318	Monarchy, Liberty, Revolution	
FR 319	Modernity and Creativity	
FR 330	French Poetry	
FR 331	French Theater	
FR 333	French Narrative	
FR 361		
FR 362	French Film	
FR 451		
FR 480	19th-Century Literature: [Topic]	
FR 490	20th-Century Literature: [Topic]	
German		
GER 351	Diversity in Germany	
GER 352		
GER 354	German Gender Studies	

GER 355	German Cinema: History, Theory, Practice
GER 356	German Fairy Tales
GER 360	German Literature Poetry, Plays, Prose
GER 361	German Literature Literary Movements
GER 425	Play Performance: [Topic]
History	
HIST 301	Modern Europe
HIST 302	Modern Europe
HIST 303	Modern Europe
HIST 320	
HIST 321	
HIST 332	
HIST 336	
HIST 337	
HIST 342	German History: [Topic]
HIST 345	
HIST 347	Soviet Union and Contemporary Russia
HIST 412	Ancient Greece: [Topic]
HIST 414	Ancient Rome: [Topic]
HIST 420	
HIST 425	
HIST 427	Intellectual History of Modern Europe: [Topic]
HIST 428	Europe in the 20th Century: [Topic]
HIST 443	Modern Germany: [Topic]
Italian	
ITAL 319	Italian Survey: 19th and 20th Centuries
ITAL 449	
Political Science	
PS 324	European Politics
PS 387	Russian Politics
PS 433	Marxism and Radical Thought
Russian	
RUSS 309	Russian through Theater
RUSS 331	
RUSS 351	Russian Literature and Film
RUSS 426	
RUSS 434	Russian Literature: [Topic]
Scandinavian	
SCAN 315	Nordic Cinema
SCAN 317	Directors, Movements, and Manifestos
SCAN 325	Constructions versus Constrictions of Identity
SCAN 341	Revisions of the Scandinavian Dream
SCAN 343	Norse Mythology
SCAN 354	Genres in Scandinavian Literature
Spanish	
SPAN 312	Spanish in the Media
SPAN 322	Introduction to Hispanic Linguistics
SPAN 341	
SPAN 342	Hispanic Cultures through Literature II
SPAN 343	Hispanic Cultures through Literature III

SPAN 344	Hispanic Cultures through Literature IV
SPAN 350	Introduction to Poetry
SPAN 350	Introduction to Poetry
SPAN 351	Introduction to Theater
SPAN 353	Introduction to Narrative
SPAN 355	Creative Writing in Spanish
SPAN 424	History of the Spanish Language
SPAN 450	
SPAN 466	
SPAN 480	19th-Century Spanish American Literature: [Topic]
SPAN 490	20th-Century Latin American Literature: [Topic]
Sociology	
SOC 475	Marxist Sociological Theory
Language Elective course options (As many as 4 credits in a third-year language sequence may be used to fulfill the geographic focus requirement.)	
French	
FR 301	La France contemporaine
FR 302	Culture et langage Le monde francophone contemporain
FR 307	Oral Skills
FR 331	French Theater
FR 425	French-English Translation
German	
GER 311	Intermediate Language Training I
GER 411	Advanced Language Training
GER 412	
Greek	
GRK 301	Authors: [Topic]
GRK 302	Authors: [Topic]
GRK 411	Authors: [Topic]
Italian	
ITAL 301	Cultura e lingua: l'Italia contemporanea
ITAL 305	Cultura e lingua: arte, musica, i mass media
ITAL 307	
ITAL 318	Italian Survey: Baroque and Enlightenment
ITAL 320	
Latin	
LAT 301	Authors: [Topic]
LAT 411	Authors: [Topic]
Russian	
RUSS 316	Third-Year Russian I
RUSS 317	Third-Year Russian II
RUSS 318	Third-Year Russian III
RUSS 436	Advanced Russian: [Topic]
Spanish	
SPAN 301	Cultura y lengua: Identidades hispanas
SPAN 303	Cultura y lengua: Expresiones artisticas
SPAN 305	Cultura y lengua Cambio social
SPAN 307	Oral Skills

SPAN 308	Culture and Language Bilingual Communities
SPAN 312	Spanish in the Media
SPAN 322	Introduction to Hispanic Linguistics
SPAN 344	Hispanic Cultures through Literature IV
Portuguese	
PORT 305	Cultura e lingua: Brasil ontem e hoje
Total Credits	
16	

Southeast & East Asia

Code	Title	Credits
Required Course		
4		
Select one of the following Global Studies courses:		
Recommended GLBL course options		
GLBL 444	Southeast Asia Today	
Other GLBL course options		
GLBL 323		
Elective Courses		12
Select three courses from the following:		
Non-Language Elective course options		
Anthropology		
ANTH 343	Pacific Islands Archaeology	
ANTH 345	Archaeology of East Asia	
Art History		
ARH 387	Chinese Buddhist Art	
ARH 485	Japanese Art: [Topic]	
ARH 488	Japanese Prints	
Asian Studies		
ASIA 350	What Is Asia: Theoretical Debates	
ASIA 425	Asian Foodways	
ASIA 480	Chinese Economy: Transition, Development, Globalization	
Chinese		
CHN 305	History of Chinese Literature	
CHN 306	History of Chinese Literature II, The Imperial Age	
CHN 307	History of Chinese Literature	
CHN 308	Literature of Modern Taiwan	
CHN 350	Gender and Sexuality in Traditional Chinese Literature	
CHN 351	Gender and Sexuality in Modern Chinese Literature	
CHN 399	Special Studies: [Topic]	
CHN 407	Seminar: [Topic]	
CHN 410	Experimental Course: [Topic]	
CHN 411		
CHN 412		
CHN 413	Modern Chinese Texts: [Topic]	
CHN 421	Intermediate Language Strategies	
CHN 422	Intermediate Language Strategies	
CHN 436	Literary Chinese	
CHN 437	Literary Chinese	
CHN 439	Chinese Academic Writing	

CHN 445	Advanced Chinese: [Topic]
CHN 452	Chinese Film and Theory
CHN 480	Chinese Linguistics
CHN 481	
CHN 482	History of the Chinese Language
Cinema Studies	
CINE 362M	Contemporary Korean Film
East Asian Languages & Literatures	
EALL 399	Special Studies: [Topic]
EALL 407	Seminar: [Topic]
EALL 410	Experimental Course: [Topic]
EALL 442	Second-Language Acquisition
English	
ENG 362	
History	
HIST 387	Early China
HIST 396	Samurai in Film
HIST 487	China: [Topic]
HIST 498	Early Japanese Culture and Society: [Topic]
Japanese	
JPN 305	Introduction to Japanese Literature
JPN 306	Introduction to Japanese Literature
JPN 307	Introduction to Japanese Literature
JPN 399	Special Studies: [Topic]
JPN 407	Seminar: [Topic]
JPN 410	Experimental Course: [Topic]
JPN 411	Fourth-Year Spoken Japanese
JPN 412	Fourth-Year Spoken Japanese
JPN 413	Fourth-Year Spoken Japanese
JPN 414	Fourth-Year Reading and Writing Japanese
JPN 415	Fourth-Year Reading and Writing Japanese
JPN 416	Fourth-Year Reading and Writing Japanese
JPN 425	Modern Japanese Literature: [Topic]
JPN 434	Advanced Readings in Japanese Literature
JPN 435	Advanced Readings in Japanese Literature
JPN 471	
Korean	
KRN 315	Introduction to Korean Linguistics
KRN 361	Korean Popular Culture and Transnationalism
KRN 362M	Contemporary Korean Film
KRN 399	Special Studies: [Topic]
KRN 410	Experimental Course: [Topic]
Political Science	
PS 342	Politics of China
PS 345	Southeast Asian Politics
PS 460	Political Economy of East Asia
Religious Studies	
REL 302	Chinese Religions
REL 303	Japanese Religions
REL 353	Dark Self, East and West

REL 440	Readings in Buddhist Scriptures
Language Elective course options (As many as 4 credits in a third-year language sequence may be used to fulfill the geographic focus requirement.)	
Chinese	
CHN 301	Third-Year Chinese I
CHN 302	Third-Year Chinese II
CHN 303	Third-Year Chinese III
Japanese	
JPN 301	Third-Year Japanese I
JPN 302	Third-Year Japanese II
JPN 303	Third-Year Japanese III
Korean	
KRN 301	Third-Year Korean I
KRN 302	Third-Year Korean II
KRN 303	Third-Year Korean III

Total Credits 16

South & Central Asia

Code	Title	Credits
Required Course		4
Select one of the following Global Studies courses:		
Recommended GLOBL course options		
GLBL 442	South Asia: Development and Social Change	
Other GLOBL course options		
GLBL 415	The Global Story of Race	
GLBL 423		
GLBL 448	Bollywood's Lens on Indian Society	
Elective Courses		12
Select three courses from the following:		
Non-Language Elective course options		
Asian Studies		
ASIA 350	What Is Asia: Theoretical Debates	
Anthropology		
ANTH 331	Cultures of India and South Asia	
History		
HIST 386	India	
Religious Studies		
REL 353	Dark Self, East and West	
REL 440	Readings in Buddhist Scriptures	

Total Credits 16

Latin America & Caribbean

Code	Title	Credits
Required Course		4
Select one of the following Global Studies courses:		
Recommended GLOBL course options		
GLBL 446	Development and Social Change in Latin America	
Elective Courses		12
Select three courses from the following:		
Non-Language Elective course options		

Anthropology	
ANTH 329	Immigration and Farmworkers
ANTH 427M	Latino Roots I
ANTH 438	Race and Gender in Latin America
Art History	
ARH 471	Latin American Art History: [Topic]
Education Studies	
EDST 456	Decolonization and Education
Ethnic Studies	
ES 442	
History	
HIST 380	Latin America
HIST 381	Latin America
HIST 382	Latin America, 1910 to the Present
HIST 480	Mexico
HIST 483	Latin America: [Topic]
Music	
MUS 359	Music of the Americas
Philosophy	
PHIL 342	Introduction to Latin American Philosophy
Political Science	
PS 330	Governments and Politics in Latin America
Spanish	
SPAN 312	Spanish in the Media
SPAN 341	
SPAN 342	Hispanic Cultures through Literature II
SPAN 343	Hispanic Cultures through Literature III
SPAN 344	Hispanic Cultures through Literature IV
SPAN 348	Latinx Culture and Society
SPAN 350	Introduction to Poetry
SPAN 351	Introduction to Theater
SPAN 353	Introduction to Narrative
SPAN 355	Creative Writing in Spanish
SPAN 399	Special Studies: [Topic]
SPAN 407	Seminar: [Topic]
SPAN 410	Experimental Course: [Topic]
SPAN 424	History of the Spanish Language
SPAN 448	National Identities and Border Cultures in the Americas
SPAN 450	
SPAN 466	
SPAN 480	19th-Century Spanish American Literature: [Topic]
SPAN 490	20th-Century Latin American Literature: [Topic]
Language Elective course options (As many as 4 credits in a third-year language sequence may be used to fulfill the geographic focus requirement.)	
French	
FR 301	La France contemporaine
FR 302	Culture et langage Le monde francophone contemporain
FR 307	Oral Skills

FR 425	French-English Translation
Spanish	
SPAN 301	Cultura y lengua: Identidades hispanas
SPAN 303	Cultura y lengua: Expresiones artisticas
SPAN 305	Cultura y lengua Cambio social
SPAN 307	Oral Skills
SPAN 308	Culture and Language Bilingual Communities
SPAN 312	Spanish in the Media
SPAN 322	Introduction to Hispanic Linguistics
SPAN 344	Hispanic Cultures through Literature IV
Portuguese	
PORT 305	Cultura e lingua: Brasil ontem e hoje
Total Credits	16

Middle East

Code	Title	Credits
Required Course		4
Select one of the following Global Studies courses:		
Recommended GBLB course options		
GLBL 323		
GLBL 423		
Other GBLB course options		
GLBL 345	African Contemporary Issues and Concerns	

Elective Courses 12

Select three courses from the following:

Non-Language Elective course options		
Anthropology		
ANTH 342	Archaeology of Egypt and Near East	
ANTH 429		
Arabic		
ARB 331	Reading Classical Arabic	
ARB 353	Arab Cinema	
ARB 399	Special Studies: [Topic]	
ARB 407	Seminar: [Topic]	
ARB 410	Experimental Course: [Topic]	
Conflict and Dispute Resolution		
CRES 435	Israel and Palestine	
English		
ENG 340	Jewish Writers	
Folklore and Public Culture		
FLR 350	Folklore and the Bible	
History		
HIST 450	The Iraq War	
Religious Studies		
REL 317	Jesus and the Gospels	
REL 335	Introduction to the Qur'an	
REL 353	Dark Self, East and West	
REL 357	War, Terrorism, and Religion	
REL 414	Biblical Book: [Topic]	
REL 432	Islamic Mysticism: [Topic]	

Language Elective course options (As many as 4 credits in a third-year language sequence may be used to fulfill the geographic focus requirement.)

Arabic	
ARB 301	Language and Culture I
ARB 302	Language and Culture II
ARB 303	Language and Culture III
ARB 331	Reading Classical Arabic
Hebrew	
HBRW 311	
HBRW 312	
Total Credits	
16	

North America

Code	Title	Credits
Required Course		4
Select one of the following Global Studies courses:		
Recommended GLBL course options		
GLBL 432		
Elective Courses		12
Select three courses from the following:		
Non-Language Elective course options		
Anthropology		
ANTH 320	Native North Americans	
ANTH 322	Anthropology of the United States	
ANTH 344	Oregon Archaeology	
ANTH 427M	Latino Roots I	
ANTH 443		
Art History		
ARH 466	American Architecture III	
American Sign Language		
ASL 301	American Deaf Culture	
Cinema Studies		
CINE 411M	US Film Industry	
English		
ENG 325	Literature of the Northwest	
ENG 360	African American Writers	
ENG 361	Native American Writers	
ENG 362		
ENG 363	Chicano and Latino Writers	
ENG 364		
ENG 391	American Novel	
ENG 392	American Novel	
ENG 480	Modern American Superhero	
Ethnic Studies		
ES 310	Race and Popular Culture: [Topic]	
ES 330	Women of Color Issues and Concerns	
ES 350	Native Americans and the Environment	
ES 352	Social Equity and Criminal Justice	
ES 452	Race and Ethnicity and the Law: [Topic]	
ES 456	History of Native American Education	
Geography		

GEOG 471	
History	
HIST 308	History of Women in the United States I
HIST 309	History of Women in the United States II
HIST 340	US Military History
HIST 352	The United States in the 1960s
HIST 363	United States Business History
HIST 388	Vietnam War and the United States
HIST 416	Advanced Women's History: [Topic]
HIST 449	
HIST 455	Colonial American History
HIST 456	
HIST 457	19th-Century United States: [Topic]
HIST 463	American Economic History: [Topic]
HIST 468	The Pacific Northwest
HIST 469	American Indian History: [Topic]
HIST 470	African American History to 1877: [Topic]
HIST 471	African American History since 1877: [Topic]
HIST 473	American Environmental History: [Topic]
Journalism	
J 411M	
J 412	
Music	
MUS 360	Hip-Hop History, Culture, Aesthetics
Philosophy	
PHIL 420	American Philosophy: [Topic]
PHIL 451	Native American Philosophy
Political Science	
PS 302	States' Rights and Wrongs
PS 308	United States Political Thought
PS 326	United States Foreign Policy I
PS 346	Terrorism and Weapons Proliferation
PS 347	
PS 349	Mass Media and American Politics
PS 350	Politics and Film
PS 351	Democratic Dilemmas
PS 352	Political Parties and Elections
PS 372	Music and Politics
PS 386	United States Social Movements and Political Change
PS 433	Marxism and Radical Thought
PS 449	Racial Politics in the United States
PS 465	LGBT Rights in the Courts
PS 467	The United States Presidency
PS 479	U.S. Interventions in Developing Nations
PS 484	United States Supreme Court
PS 495	United States Political Economy
Sociology	
SOC 301	American Society
SOC 475	Marxist Sociological Theory
Spanish	

SPAN 348	Latinx Culture and Society
SPAN 448	National Identities and Border Cultures in the Americas
SPAN 480	19th-Century Spanish American Literature: [Topic]
Women's, Gender, and Sexuality Studies	
WGS 303	Women and Gender in American History
WGS 321	Feminist Perspectives on Identity, Race, Culture
Total Credits	
16	

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Global Studies

Below is an example of how to complete a BA in global studies with a diplomacy and international relations professional concentration and a Middle East geographic focus. Since the major offers 16 options for professional concentration areas and seven different geographic focus regions, with a wide variety of courses that can count toward each concentration, there are innumerable paths through the global studies major.

This degree plan is for general planning purposes only and, due to the interdisciplinary nature of the major, it is imperative that students speak with advisors to determine which courses would best match their personal, professional, and academic goals.

Course	Title	Credits	Milestones
First Year			
Fall			
CHN 101	First-Year Chinese	5	
GLBL 101	Introduction to Global Issues	4	
WR 121Z	Composition I	4	
Core-education course in science		4	
Credits		17	
Winter			
CHN 102	First-Year Chinese	5	
WR 123	College Composition III	4	
GLBL 250	Value Systems in Cross-Cultural Perspective	4	
Core-education course in social science		4	
Credits		17	
Spring			
CHN 103	First-Year Chinese	5	
GLBL 199	Special Studies: [Topic]	4	
Core-education course in arts and letters		4	
Core-education course in social science		4	
Credits		17	
Second Year			
Fall			
CHN 201	Second-Year Chinese	5	

GLBL 240	Perspectives on International Development	4
Core-education course in science		4
Elective course		4
Credits		17
Winter		
CHN 202	Second-Year Chinese	5
GLBL 230	Global Wellbeing	4
Core-education course in social science		4
Elective course		4
Credits		17
Spring		
CHN 203	Second-Year Chinese	5
GLBL 270	Globalization and the Global Economy	4
Core-education course in arts and letters		4
Elective course		4
Credits		17
Third Year		
Fall		
CHN 301	Third-Year Chinese I	5
REL 335	Introduction to the Qur'an	4
Core-education course in arts and letters		4
Elective course		4
Credits		17
Winter		
CHN 302	Third-Year Chinese II	5
GLBL 420	Global Community Development	4
Core-education course in science		4
Elective course		4
Credits		17
Spring		
CHN 303	Third-Year Chinese III	5
GLBL 431	Cross-Cultural Communication	4
Core-education course in social science		4
Elective course		4
Credits		17
Fourth Year		
Fall		
ENVS 435	Environmental Justice	4
Core-education course in science		4
Elective course		4
Credits		12
Winter		
CRES 435	Israel and Palestine	4
SOC 465	Political Sociology	4
Core-education course in arts and letters		4
Credits		12
Spring		
GLBL 422	Aid to Developing Countries	4

Elective courses	8
Credits	12
Total Credits	189

Bachelor of Science in Global Studies

Below is an example of how to complete a BS in global studies with a diplomacy and international relations professional concentration and a Middle East geographic focus. Since the major offers 16 options for professional concentration areas and seven different geographic focus regions, with a wide variety of courses that can count toward each concentration, there are innumerable paths through the global studies major.

This degree plan is for general planning purposes only and, due to the interdisciplinary nature of the major, it is imperative that students speak with advisors to determine which courses would best match their personal, professional, and academic goals.

Course	Title	Credits	Milestones
First Year			
Fall			
CHN 101	First-Year Chinese	5	
GLBL 101	Introduction to Global Issues	4	
MATH 105Z	Math in Society	4	
WR 121Z	Composition I	4	
Credits		17	
Winter			
CHN 102	First-Year Chinese	5	
MATH 106	University Mathematics II	4	
WR 123	College Composition III	4	
GLBL 250	Value Systems in Cross-Cultural Perspective	4	
Credits		17	
Spring			
CHN 103	First-Year Chinese	5	
MATH 107	University Mathematics III	4	
GLBL 199	Special Studies: [Topic]	4	
Core-education course in science		4	
Credits		17	
Second Year			
Fall			
CHN 201	Second-Year Chinese	5	
GLBL 240	Perspectives on International Development	4	
Core-education course in arts and letters		4	
Core-education course in social science		4	
Credits		17	
Winter			
CHN 202	Second-Year Chinese	5	
GLBL 230	Global Wellbeing	4	
Core-education course in social science		4	
Core-education course in science		4	
Credits		17	
Spring			
CHN 203	Second-Year Chinese	5	

GLBL 270	Globalization and the Global Economy	4
Core-education course in arts and letters		4
Core-education course in social science		4
Credits		17
Third Year		
Fall		
CHN 301	Third-Year Chinese I	5
REL 335	Introduction to the Qur'an	4
Core-education course in arts and letters		4
Elective course		4
Credits		17
Winter		
CHN 302	Third-Year Chinese II	5
GLBL 420	Global Community Development	4
Core-education course in science		4
Elective course		4
Credits		17
Spring		
CHN 303	Third-Year Chinese III	5
GLBL 431	Cross-Cultural Communication	4
Core-education course in social science		4
Elective course		4
Credits		17
Fourth Year		
Fall		
ENVS 435	Environmental Justice	4
Core-education course in science		4
Elective course		4
Credits		12
Winter		
SOC 465	Political Sociology	4
CRES 435	Israel and Palestine	4
Core-education course in arts and letters		4
Credits		12
Spring		
GLBL 422	Aid to Developing Countries	4
Elective courses		8
Credits		12
Total Credits		189

Global Health Minor

Students in the Global Health program are exposed to diverse disciplinary approaches to research and practice in Global Health through core and elective coursework in the social and natural sciences and humanities. Students also complete a required global health field experience, internship, or practicum. More info on our website (<https://ghprogram.uoregon.edu/>).

Requirements

Code	Title	Credits
Core Courses		
GLBL 340	Global Health and Development	4

400-level course providing field experience (preferably from the student's home department) 4

Electives

Two approved natural science courses from list below 8

Two approved social science or humanities courses from list below 8

Total Credits 24

Electives

Code	Title	Credits
Natural Science Courses		
ANTH 175	Evolutionary Medicine	4
ANTH 220	Introduction to Nutritional Anthropology	4
ANTH 362	Human Biological Variation	4
ANTH 369	Human Growth and Development	4
ANTH 376	Decoding Your Genome	4
ANTH 459	Advanced Evolutionary Medicine	4
BI 121	Introduction to Human Physiology	4
BI 122		4
BI 123	Biology of Cancer	4
BI 140	Science, Policy, and Biology	4
BI 309		4
BI 353	Sensory Physiology	4
BI 358	Investigations in Medical Physiology	4
BI 360	Neurobiology	4
BI 423	Human Molecular Genetics	4
BI 426	Genetics of Cancer	4
BI 461	Systems Neuroscience	4
BI 472	Community Ecology	4
ENVS 202	Introduction to Environmental Studies: Natural Sciences	4
HPHY 105	Principles of Nutrition	4
HPHY 211	Medical Terminology	3
HPHY 212	Scientific Investigation in Physiology	4
HPHY 375	Metabolism and Nutrition	4
HPHY 422	Physiology of Obesity	4
PSY 301	Scientific Thinking in Psychology	4
PSY 302	Statistical Methods in Psychology	4
PSY 303	Research Methods in Psychology	4
PSY 309	Psychopathology	4
PSY 459	Cultural Psychology	4
PSY 472	Psychology of Trauma	4
Social Science or Humanities Courses		
ANTH 413		4
ANTH 420	Culture, Illness, and Healing	4
EC 443	Health Economics	4
EC 490	Economic Growth and Development	4
ENG 240	Introduction to Disability Studies	4
ENVS 410	Experimental Course: [Topic]	1-5
GLBL 230	Global Wellbeing	4
GLBL 415	The Global Story of Race	4
GLBL 435	Global Perspectives on Disability	2
GEOG 142	The Human Planet	4

GEOG 181	Our Digital Earth	4
GEOG 341	Population and Environment	4
GEOG 481	GIScience I	4
GEOG 490	GIScience: [Topic]	4
HC 431H	Honors College Social Science Colloquium: [Topic]	4
HUM 240	Medical Humanities	4
GLBL 230	Global Wellbeing	4
GLBL 425	Global Food Security	4
GLBL 463	Population Displacement and Global Health	4
GLBL 465	Global Reproductive Health	4
GLBL 467		4
PHIL 220	Food Ethics	4
PHIL 307	Social and Political Philosophy I	4
PHIL 309	Global Justice	4
PHIL 335	Medical Ethics	4
PPPM 202	Healthy Communities	4
PPPM 370	Global Sustainable Development and Policy	4
PPPM 460	Health Policy	4
PSY 407	Seminar: [Topic]	1-5
PSY 366	Culture and Mental Health	4
SOC 311	Research Methods	4
SOC 312	Statistical Analysis in Sociology	4
SOC 385	Medical Sociology	4
WGS 221	Bodies and Power	4
WGS 331	Science, Technology, and Gender	4

Deviations from the requirements listed must be approved by a global health advisor.

Restrictions

- 24 Credits are required for the minor, with a minimum of 12 upper division credits
- A maximum of 12 credits in a single department (including major department) will count towards the Global Health minor. No more than 3 courses with the same subject heading.
- Twenty credits for the minor must be taken in residence
- All courses taken for the minor must be taken for a letter grade, with the exception of the Field Work Experience requirement
- Courses applying to the minor must be passed with a C- or above

No more than three courses (12 credits) from a single department (courses with the same subject code) may count toward the minor.

Global Service Minor

The Global Service Minor and the Peace Corps Prep program both guide students in adding a global, intercultural, service dimension to any major, while encouraging students to reflect on their place in the wider world and their own responsibilities as a global citizen. The requirements for the Global Service minor and the Peace Corps Prep Certificate are identical, and fulfilling requirements for one automatically fulfills requirements for the other. The application process is likewise identical for both, and students may choose to apply for one or both programs simultaneously.

The Global Service minor is a UO degree that, upon completion, will appear on University of Oregon transcripts. Peace Corps Prep is a certificate program for undergraduates awarded by the U.S. Peace Corps, and does not appear on the UO transcript. More info on our website (<https://globalservice.uoregon.edu/>).

In order to elect the Global Service minor, students apply at <https://blogs.uoregon.edu/globalservice/apply-for-global-service-minor/> and meet with the program director to select and approve their coursework and other requirements.

Students select a professional sector concentration and a world region concentration.

- The six sector concentrations are: *Youth in Development, Health, Environment, Community Economic Development, Education and Agriculture*

- The three world region concentrations are: Latin America, West Africa, World at large

All students complete four required core competencies and students who select Latin America or West Africa also complete a language competency.

- **Core competency 1: Professional Sector Concentration (12 credits)**

- **Core competency 2: Intercultural Competence (12 credits)**

- **Core competency 3: Practical experience (non-credit)**

- Students complete 50 hours practical experience related to their professional sector concentration. Site supervisor certifies satisfactory completion of hours and tasks.

- **Core competency 4: Professional and leadership development - 3 activities (non-credit)**

- Resume review/critique with UO Career Center or Faculty Mentor
- Attend a workshop on interview skills with the UO Career Center
- Develop and carry out a significant leadership experience and submit a 2-page reflection paper on it.

- **Core competency 5: Language proficiency (variable; up to 8 credits)**

- Latin America-focused students: Two 200-level Spanish courses or equivalent proficiency

- West Africa-focused students: One 200-level course in a Romance language, or equivalent proficiency

Recommended courses. Note that other courses may fulfill requirements - see advisor for suggestions and approvals.

Education Concentration

Code	Title	Credits
Education Concentration		
Three Courses from the Professional Sector:		12
EDST 111	Education and Social Change	
CPSY 217	Foundations of Student Health and Well-Being	
GLBL 350	Education and Development	

LT 436	Design for Learning Language Systems	
LT 441		
SPED 426	Behavior and Classroom Management	
SPED 440	Early Literacy for Diverse Learners	
GLBL 433		
ENVS 425	Environmental Education Theory and Practice	
Intercultural Competence:		
Select one from:		4
GLBL 431	Cross-Cultural Communication	
CRES 440 & CRES 441	Dialogue across Differences and Dialogue Across Differences II	
BA 365	Cross-Cultural Negotiation	
Two Intercultural Competence Electives		8

Health Concentration

Code	Title	Credits
Health Concentration		
Three Courses from the Professional Sector:		12
CDS 201	Communication Disorders in Society and Media	
HPHY 211	Medical Terminology	
FHS 216	Diversity in Human Services	
PPPM 202	Healthy Communities	
ENVS 225	Introduction to Food Studies	
GLBL 340	Global Health and Development	
PPPM 407	Seminar: [Topic]	
SPED 411	Foundations of Disability I	
HPHY 410	Experimental Course: [Topic]	
ENVS 410	Experimental Course: [Topic]	
GLBL 467		
GLBL 465	Global Reproductive Health	
GLBL 463	Population Displacement and Global Health	
BI 309		

Intercultural Competence:

Select one from:		4
GLBL 431	Cross-Cultural Communication	
CRES 440 & CRES 441	Dialogue across Differences and Dialogue Across Differences II	
BA 365	Cross-Cultural Negotiation	
Two Intercultural Competence Electives		8

Environment Concentration

Code	Title	Credits
Environment Concentration		
Three Courses from the Professional Sector:		12
ENVS 202	Introduction to Environmental Studies: Natural Sciences	
ERTH 202	Earth's Surface and Environment	
LA 199	Special Studies: [Topic]	
GLBL 280		
ENVS 345	Environmental Ethics	
ENVS 435	Environmental Justice	

CH 401	Research: [Topic]
GEOG 421	Advanced Climatology: [Topic]
ERTH 310	Earth Resources and the Environment
GEOG 341	Population and Environment
GEOG 465	Environment and Development
LA 410	Experimental Course: [Topic]
PPPM 331	Environmental Management
PPPM 445	Green Cities
PS 477	International Environmental Politics
SOC 304	Community, Environment, and Society
PPPM 443	Natural Resource Policy
HPHY 470	Environmental Physiology

Intercultural Competence:

Select one from:	4
GLBL 431	Cross-Cultural Communication
CRES 440 & CRES 441	Dialogue across Differences and Dialogue Across Differences II
BA 365	Cross-Cultural Negotiation
Two Intercultural Competence Electives	8

Agriculture Concentration

Code	Title	Credits
Agriculture Concentration		
Three Courses from the Professional Sector:		12
BI 130	Introduction to Ecology	
GEOG 141	The Natural Environment	
PS 297	Introduction to Environmental Politics	
ENVS 225	Introduction to Food Studies	
ANTH 331	Cultures of India and South Asia	
GEOG 467		
GEOG 468	Contemporary Food Systems	
ENVS 455	Sustainability	
ENVS 450	Political Ecology	
ENVS 477	Soil Science	
LA 326 & LA 327 & LA 328	Plants: Fall and Winter Plants and Spring Plants	
LA 390	Urban Farm	
LA 413	Analyzing Landscape Systems	
FLR 415	Folklore and Foodways	
ANTH 329	Immigration and Farmworkers	
LA 410	Experimental Course: [Topic]	
ENVS 410	Experimental Course: [Topic]	
ENVS 411	Environmental Issues: [Topic]	
ENVS 467	Sustainable Agriculture	
GLBL 425	Global Food Security	
GLBL 410	Experimental Course: [Topic]	

Intercultural Competence:

Select one from:	4
GLBL 431	Cross-Cultural Communication
CRES 440 & CRES 441	Dialogue across Differences and Dialogue Across Differences II

BA 365	Cross-Cultural Negotiation
Two Intercultural Competence Electives	8

Youth in Development Concentration

Code	Title	Credits
Youth in Development Concentration		
Three Courses from the Professional Sector:		12
CPSY 217	Foundations of Student Health and Well-Being	
FHS 213	Issues for Children and Families	
ANTH 255	Atlantis, Aliens, and Archaeology	
GLBL 199	Special Studies: [Topic]	
GLBL 431	Cross-Cultural Communication	
CDS 455	Child and Adolescent Development	
J 320		
ES 310	Race and Popular Culture: [Topic]	
SOC 330	Sociology of the Family	
SPED 410	Experimental Course: [Topic]	
FHS 482		
PSY 308	Developmental Psychology	
PSY 450	Hormones and Behavior	
PSY 473	Intimate Relationships	
PSY 475	Cognitive Development	
FHS 328		
ANTH 369	Human Growth and Development	

Intercultural Competence:

Select one from:	4
GLBL 431	Cross-Cultural Communication
CRES 440 & CRES 441	Dialogue across Differences and Dialogue Across Differences II
BA 365	Cross-Cultural Negotiation
Two Intercultural Competence Electives	8

Community Economic Development Concentration

Code	Title	Credits
Community Economic Development		
Three Courses from the Professional Sector:		12
GLBL 199	Special Studies: [Topic]	
GLBL 260		
CS 122	Introduction to Programming and Problem Solving	
BA 316	Management: Creating Value through People	
GLBL 420	Global Community Development	
GLBL 422	Aid to Developing Countries	
PS 340	International Political Economy	
PS 348	Women and Politics	
EC 330	Urban and Regional Economic Problems	
EC 340	Issues in Public Economics	
EC 350	Labor Market Issues	
EC 370	Money and Banking	
EC 390	Problems and Issues in the Developing Economies	
EC 440	Public Economics	

EC 462

PPPM 407 Seminar: [Topic]

PPPM 440 Land-Use Planning and Policy

ANTH 329 Immigration and Farmworkers

Intercultural Competence:

Select one from: 4

GLBL 431 Cross-Cultural Communication

CRES 440 Dialogue across Differences
& CRES 441 and Dialogue Across Differences II

BA 361 Cross-Cultural Business Communication

BA 365 Cross-Cultural Negotiation

Two Intercultural Competence Electives 8

Intercultural Competence Approved Electives

Code	Title	Credits
Intercultural Competence Approved Elective List		
CRES 440 & CRES 441	Dialogue across Differences and Dialogue Across Differences II	4
BA 361	Cross-Cultural Business Communication	4
BA 365	Cross-Cultural Negotiation	4
GLBL 434		4
CRES 351		2
ES 256	Introduction to Native American Studies	4
GLBL 370	International Human Rights	4
LT 428	Teaching English Culture and Literature	4
LING 101	Introduction to Language	4

Intercultural Competence Approved Elective ListCRES 440 Dialogue across Differences
& CRES 441 and Dialogue Across Differences II 4

BA 361 Cross-Cultural Business Communication 4

BA 365 Cross-Cultural Negotiation 4

GLBL 434 4

CRES 351 2

ES 256 Introduction to Native American Studies 4

GLBL 370 International Human Rights 4

LT 428 Teaching English Culture and Literature 4

LING 101 Introduction to Language 4

Residency Requirements

12 credits must be taken in residence

Global Studies Minor

The Global Studies minor provides students with the opportunity to add a global perspective to any major, in addition to providing a solid grounding in intercultural communication and the foundations of global citizenship. Students can tailor coursework to their own professional and personal objectives, so the minor is a suitable complement to a BA or BS degree in any school or department. More info on our website (<https://cas.uoregon.edu/global-studies/undergraduate-programs/minor-requirements/>).

Global Studies Minor

Global studies minors must complete 24 international studies (subject code GLOBL) course credits, 12 of which must be upper division, with a grade of C– or better or P. Course selection is up to the individual student, but for advising purposes optional, nonrigid tracks are suggested for students coming from different majors, tracks that can especially complement particular career goals. Student may elect up to 12 lower-division credits, which share a common purpose of fostering critical and cross-cultural thinking as well as encouraging students to seek out and understand diverse perspectives and ways of approaching and communicating about current global issues. The 12 required upper-division credits allow a deeper investigation of issues, regions, and cultures and also hone skills in research, effective writing, and oral presentation to address rapidly changing and complex current and future issues.

Global Studies (MA)

Faculty and students in the Department of Global Studies integrate theory and praxis, drawing pragmatically from a variety of fields and perspectives in order to address rapidly changing and complex global issues. We offer an interdisciplinary MA degree in Global Studies for students who contemplate careers in global sustainable development, international education, global health, human rights, and related fields.

The MA degree program is tailored to meet the unique professional and academic interests of each student. In close consultation with a faculty advisor, the student develops a program that combines expertise in a specific professional concentration area with interdisciplinary training in Global Studies. A minimum of 56 credits must be completed for the degree.

Professional Concentration

In consultation with their faculty advisor, students identify and curate a professional concentration based on their interests, such as:

- education and development
- cross-cultural communication
- environment
- indigenous rights and sovereignty
- food and food systems
- gender and development
- global health
- international community development
- international education
- human rights and conflict resolution
- non-profit management
- public policy and planning

Concentrations in other professional areas can be arranged.

Graduates of the Department of Global Studies successfully secure careers in non-profit organizations, international non-governmental organizations, policy organizations, study abroad offices, public service, and higher education settings.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of subject content knowledge in the field of Global Studies
- Demonstrate effective oral and written communication skills.
- Conduct independent research and analysis and contribute substantively in their field.
- Demonstrate knowledge of a professional concentration and/or a geographic focus, dependent on coursework and degree.
- Demonstrate a proficiency in a second language relevant to their professional or geographic focus.
- Understand ethical issues and responsibilities especially in matters related to professionalism, data collection and in writing and publishing theses and academic/policy papers.

Master of Arts Degree Requirements

Code	Title	Credits
Interdisciplinary Core		
GLBL 655	International Studies Graduate Core Seminar	4
Proseminar Series		
GLBL 656		1
GLBL 657	Proseminar: Proposal Writing	2
Professional Concentration Area ¹		
	Concentration area courses from relevant departments or professional schools ²	24
Geographic Focus		
	Courses in geographic focus area ³	12
Supervised Field Internship or Field Research		
	Internship or research experience related to student's career plans	12
Master of Arts Project		
	Thesis or capstone project	9
Total Credits		64

¹ Three of the four courses (12 credits) must have the GLBL subject code.

² Concentration areas are tailored to individual student interests. If students complete a geographic focus, students will complete 24 credits of professional concentration; if students don't do a geographic focus, students will complete 36 credits of professional concentration.

³ Geographic focus areas are Africa, East Asia, Europe, Latin America, the Middle East, South Asia, or Southeast Asia. Students may opt to not do a geographic focus and instead 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.

Additional Requirements

Students must take a minimum of 24 graded credits in the professional concentration area. A maximum of 24 credits may be taken in any department other than global studies in order to allow an appropriate degree of specialization.

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. 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 geographic focus.

Supervised Field Internship or Field Research

The program assists students in locating internships or research opportunities and securing funding. All students may do their internship or research in the United States. Students are responsible for obtaining funding for the costs or for otherwise paying the costs in their entirety.

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
3. knowledge and experience useful to the career goals of the intern

Master of Arts Project

Each student must prepare an MA thesis or other professional or research project. While most students complete an academic thesis based on primary or secondary research, many students elect to develop other types of MA projects, such as policy analyses, grant proposals, or documentary films. Students develop their thesis project in consultation with their primary GLBL faculty advisor and their MA committee. Nine credits are required for either a thesis or project.

History

<http://history.uoregon.edu>

Ryan Tucker Jones, Department Head

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541-346-4859
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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.

Besides paving the way to careers in fields like government, law, journalism, and education, the study of history at the undergraduate or graduate level cultivates critical skills useful in all careers. The top occupations for the department's majors are: lawyers, teachers, management and administration professionals, marketers, public relations specialists, and fundraisers. One in four history majors will go on to careers in business and business management.

Faculty

Carlos Aguirre, Professor (Latin America). BA, 1986, Lima (Peru); MA, 1990, Peru; PhD, 1996, Minnesota. (1996)

Ina Asim, Associate Professor (Premodern China). MA, 1982, PhD, 1992, Dr. phil. habil., 2001, Wurzburg. (2002)

Steven Beda, Assistant Professor (20th-century United States, history of labor, environmental history). BA, 2002, Colorado, Boulder; MA, 2008, PhD, 2014, University of Washington (Seattle). ()

Lindsay F. Braun, Associate Professor (Africa). BS, 1994, Eastern Michigan; MA, 1997, Michigan State; PhD, 2008, Rutgers. (2009)

Jamie M. Bufalino, Instructor (Women and Gender in history). BA, 1997, MA, 2001, PhD, 2009, California, Riverside. (2012)

Alexander Dracoby, Associate Teaching Professor (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)

Melissa Graboyes, Associate Professor (Africa, history of medicine, global health, infectious diseases), Director of African Studies. BA, 2002, UC Davis, MA and MPH, 2007, PhD, 2010, Boston University. (2011)

Annelise Heinz, Assistant Professor (US women's & gender, LGBTQ, race/ethnicity). BA, 2003, Whitman College, Walla Walla, WA. PhD, Stanford. (2015)

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)

Ocean Howell, Associate Professor (Urban City history US). PhD, 2009, Berkeley (Univ. of California). (2010)

Ryan Tucker Jones, Associate Professor (early modern Europe, Russian empire, Atlantic history); Ann Swindells Chair in History. BA, 1998, Walla Walla; MA, 2001, Georgetown; PhD, 2008, Columbia. (2016)

Vera Keller, Associate Professor (history of science). BA, 2002, Harvard; PhD, 2008, Princeton. (2010)

David M. Luebke, Professor (early modern Europe, Germany). BA, 1983, Nebraska; PhD, 1990, Yale. (1997)

John McCole, Associate Professor (European intellectual, cultural, and social; modern Europe; historiography and theory). BA, 1975, Brown; MA, 1982, PhD, 1988, Boston. (1994)

Ian F. McNeely, Professor (Europe, the world). AB, 1992, Harvard; MA, 1993, PhD, 1998, Michigan. (2000)

Daniel Rosenberg, Professor (Intellectual History, History of Science and Technology, Visual Culture, Language and Linguistics, Enlightenment). BA, 1988, Wesleyan University, PhD, 1996, UC Berkeley. (2012)

Brett Rushforth, Associate Professor (Colonial America, Atlantic world). BA, 1995, Utah; MA, 1998, Utah State; PhD, 2003, California, Davis. (2016)

Arafaat Valiani, Associate Professor (South Asia). BFA, 1996, Concordia; MA, 1997, London School of Economics and Political Science; PhD, 2005, Columbia. (2012)

Lissa Wadewitz, Associate Professor, (Native American, Pacific/Marine World, US West, US Environmental); Carrie C. Beekman Professor of Northwest and Pacific History. BA, Pomona College, PhD, UCLA. (2004)

Marsha Weisiger, Associate Professor (Environmental, Native American, American West); Julie and Rocky Dixon Chair in US Western History. BA, 1978, Arizona State; MA, 1991, PhD, 2000, Wisconsin, Madison. (2010)

Julie Weise, Associate Professor (20th-century United States, modern Mexico, global migration). BA, 2000, MA 2005, MPhil, 2006, PhD, 2009, Yale. (2013)

Timothy Williams, Associate Professor (19th Century U.S., the Civil War and Reconstruction, intellectual and cultural history, book history, gender, education, prisons and prisoners). BA, 2003, Wake Forest, PhD, 2010, University of North Carolina at Chapel Hill. (2014)

Lisa Wolverton, Professor (medieval Europe). BSFS, 1986, Georgetown; MMS, 1991, PhD, 1997, Notre Dame. (2000)

Reuben Zahler, Associate Professor (Latin America). BA, 1991, Cornell; MA, 1999, PhD, 2005, Chicago. (2012)

Emeriti

Robert Bussel, Labor Education and Research Center

Matthew Dennis, Professor Emeritus. BA, 1977, California, Irvine; MA, 1979, PhD, 1986, California, Berkeley. (1988)

Robert S. Haskett, Professor (Latin America). BA, 1975, California, Long Beach; MA, 1978, PhD, 1985, California, Los Angeles. (1988)

Jeffrey E. Hanes, Associate Professor (modern Japan). AB, 1973, Williams; MA, 1978, PhD, 1988, California, Berkeley. (1993)

R. Alan Kimball, Professor Emeritus. (modern Russia). BA, 1961, Kansas; MA, 1963; PhD, 1967, Washington (Seattle).

Jack P. Maddex, Professor Emeritus. BA, 1963, Princeton; PhD, 1966, North Carolina. (1966)

Randall E. McGowen, Professor Emeritus. BA, 1970, American; MA, 1971, PhD, 1979, Illinois. (1982)

James C. Mohr, Professor Emeritus. BA, 1965, Yale; MA, 1966, PhD, 1969, Stanford. (1992)

John Nicols, Professor Emeritus. AB, 1966, California, Berkeley; MA, 1968, PhD, 1974, California, Los Angeles. (1980)

Jeffrey Ostler, former Carrie C. Beekman Professor of Northwest and Pacific History (American West). BA, 1979, Utah; MA, 1984, Oregon; PhD, 1990, Iowa. (1990)

Daniel A. Pope, Professor Emeritus. BA, 1966, Swarthmore; MA, 1968, PhD, 1973, Columbia. (1975)

George J. Sheridan Jr., Professor (France, European Socioeconomic). BA, 1969, Princeton; MA, 1974, PhD, 1978, Yale. (1976)

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

Mark Carey, Honors College

Charise Cheney, Ethnic Studies

James D. Fox, Library

Kevin Hatfield, Office of University Housing

Roxann Prazniak, Honors College

Elizabeth Reis, Women's and Gender Studies

Gretchen Soderlund, Journalism and Communication

Undergraduate Programs

Major - Bachelor's Degree

- History (BA/BS) (p. 386)

Minor

- History (p. 388)

Graduate Programs

Major - Master's Degree

- History (MA) (p. 389)

Major - Doctoral Degree

- History (PhD) (p. 390)

History (BA/BS)

From the controversies over monuments to the “Lost Cause” of the American south to the impact of pandemics on indigenous communities to the roots of authoritarianism, understanding the past and its resonance in the present and future is more important than ever. Studying the past trains majors to think rigorously, to write clearly, and to interpret events and problem-solve with creativity and confidence.

The bachelor of arts and bachelor of science in history are amazingly versatile degrees. The history major cultivates learning and skills that are crucial for careful and systematic thinking and, more broadly, are integral to a liberal arts education.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Recognize the complexity of historical experiences in diverse parts of the world.
- Understand other chronological eras in context, including substantial historical knowledge of premodern histories.
- Analyze historical arguments and evaluate conflicts of interpretation, examine the evidence, and learn how historians construct explanations in writing.
- Identify a historical problem for study, locate evidence relevant to that problem, analyze that evidence critically, and develop a research strategy to address the historical questions.
- Synthesize information from a variety of sources to construct cogent arguments, and express those arguments in clear, convincing prose.

All history majors, regardless of whether they are earning a BA or BS, must fulfill the second-language requirement associated with the university's bachelor of arts core-education requirement. 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 a letter grade and that grade must be a C- or better. Specific requirements follow:

Bachelor's Degree in History (BA/BS)

Code	Title	Credits
Upper-Division History Courses		33
21 credits at the 400 level, including a 5-credit Seminar (HIST 407) ¹		
8 credits in history before 1800		
4 credits in each of four concentration areas selected from a list of six historical fields ²		
Additional History Courses ³		12
HIST 290	Historian's Craft	4
Total Credits		49

¹ No more than 8 credits of Reading and Conference (HIST 405) may be used to fulfill major requirements.

² Historical fields: 1) Europe, 2) United States, 3) Africa and the Middle East, 4) Asia, 5) Latin America, 6) World

³ Upper or lower division

Historical Fields Courses

Code	Title	Credits
Europe		
HIST 301	Modern Europe	
HIST 302	Modern Europe	
HIST 303	Modern Europe	
HIST 320		
HIST 321		
HIST 337		
HIST 342	German History: [Topic]	
HIST 346	Imperial Russia	
HIST 347	Soviet Union and Contemporary Russia	
HIST 361	Early Modern Science	
HIST 412	Ancient Greece: [Topic]	
HIST 414	Ancient Rome: [Topic]	
HIST 427	Intellectual History of Modern Europe: [Topic]	
HIST 428	Europe in the 20th Century: [Topic]	
HIST 436		
HIST 441	16th-Century European Reformations	
HIST 443	Modern Germany: [Topic]	
HIST 444	The Holocaust	
HIST 446	Modern Russia: [Topic]	
United States		
HIST 308	History of Women in the United States I	
HIST 309	History of Women in the United States II	
HIST 340	US Military History	
HIST 351	American Radicalism	
HIST 352	The United States in the 1960s	
HIST 362	History of US Cities	
HIST 363	United States Business History	
HIST 368	American West in Popular Culture	

HIST 378	American Environmental History to 1890
HIST 379	American Environmental History 1890 to Present
HIST 388	Vietnam War and the United States
HIST 449	
HIST 455	Colonial American History
HIST 456	
HIST 457	19th-Century United States: [Topic]
HIST 463	American Economic History: [Topic]
HIST 466	The American West
HIST 467	The American West
HIST 468	The Pacific Northwest
HIST 469	American Indian History: [Topic]
HIST 470	African American History to 1877: [Topic]
HIST 471	African American History since 1877: [Topic]

Africa and Middle East

HIST 325	Precolonial Africa
HIST 326	Colonial and Postcolonial Africa
HIST 417	Society and Culture in Modern Africa: [Topic]
HIST 419	African Regional Histories: [Topic]
HIST 450	The Iraq War

Asia

HIST 386	India
HIST 387	Early China
HIST 396	Samurai in Film
HIST 487	China: [Topic]
HIST 490	Japan: [Topic]
HIST 491	Medicine and Society in Premodern Japan
HIST 497	Culture, Modernity, and Revolution in China: [Topic]
HIST 498	Early Japanese Culture and Society: [Topic]

Latin America

HIST 380	Latin America
HIST 381	Latin America
HIST 382	Latin America, 1910 to the Present
HIST 483	Latin America: [Topic]

World

HIST 415	Advanced World History: [Topic]
HIST 416	Advanced Women's History: [Topic]

History Before 1800 Courses

Code	Title	Credits
HIST 301	Modern Europe	
HIST 308	History of Women in the United States I	
HIST 320		
HIST 321		
HIST 325	Precolonial Africa	
HIST 337		
HIST 346	Imperial Russia	
HIST 361	Early Modern Science	

HIST 380	Latin America
HIST 387	Early China
HIST 412	Ancient Greece: [Topic]
HIST 411	Advanced Reacting to the Past: [Topic] (For some topics)
HIST 414	Ancient Rome: [Topic]
HIST 436	
HIST 441	16th-Century European Reformations
HIST 455	Colonial American History
HIST 456	
HIST 470	African American History to 1877: [Topic] (For some topics)
HIST 483	Latin America: [Topic] (For some topics)
HIST 487	China: [Topic] (For some topics)
HIST 490	Japan: [Topic] (For some topics)
HIST 491	Medicine and Society in Premodern Japan
HIST 498	Early Japanese Culture and Society: [Topic]

Additional Requirements

A grade point average (GPA) of 2.50 or higher is required in history courses taken at the University of Oregon. A mid-C or better is required in (HIST 407). Majors who maintain a GPA of 3.50 or better qualify for the history honors track. More information on this option may be found on the department website.

A total of 21 upper-division credits, including three courses numbered 408, 410–499, and the required (HIST 407) Seminar must be taken at the University of Oregon.

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.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in History: Environmental History Emphasis

Course	Title	Credits	Milestones
First Year			
Fall			
ITAL 101	First-Year Italian		5
WR 121Z	Composition I		4

ANTH 150	World Archaeology	4
HIST 215	Food in World History	4
Credits		17
Winter		
ITAL 102	First-Year Italian	5
WR 123	College Composition III	4
ARH 205	Medieval Renaissance European Art	4
History course to be chosen in consultation with advisor		4
Credits		17
Spring		
ITAL 103	First-Year Italian	5
HIST 106	World History	4
ANTH 173	Evolution of Human Sexuality	4
Credits		13
Second Year		
Fall		
ITAL 201	Second-Year Italian	4
MUS 265	US Popular Music 1965 to 2000	4
HIST 290	Historian's Craft	4
HIST 380	Latin America	4
Credits		16
Winter		
ITAL 202	Second-Year Italian	4
PS 205	Introduction to International Relations	4
ARH 211	Survey of Latin American Arts	4
HIST 325	Precolonial Africa	4
Credits		16
Spring		
GEOG 141	The Natural Environment	4
ITAL 203	Second-Year Italian	4
ANTH 361	Human Evolution	4
HIST 382	Latin America, 1910 to the Present ^{Latin America field credits (completed)}	4
Credits		16
Third Year		
Fall		
FLR 320	Car Cultures	4
CINE 362M	Contemporary Korean Film	4
ENG 362 or similar		4
Credits		12
Winter		
ARH 315	History of World Architecture II	4
PS 326	United States Foreign Policy I	4
ENVS 345	Environmental Ethics	4
HIST 415	Advanced World History: [Topic] (Environmental History of the Pacific)	4
Credits		16
Spring		
ARH 352	Art of the Enlightenment	4
ENVS 411	Environmental Issues: [Topic] (H2O: Life and Death)	4

HIST 415	Advanced World History: [Topic] (Energy and World Politics)	4
PS 440	Causes and Prevention of War	4
Credits		16
Fourth Year		
Fall		
ARH 457	Contemporary Art: [Topic] (Global Asia)	4
HIST 473	American Environmental History: [Topic] (United States Environmental History)	4
PS 477	International Environmental Politics	4
Credits		12
Winter		
ARH 407	Seminar: [Topic] (Chinese Cinema)	4
REL 357	War, Terrorism, and Religion	4
ENVS 435	Environmental Justice	4
HIST 473	American Environmental History: [Topic] (Colonial Environmental History)	4
Credits		16
Spring		
HIST 407	Seminar: [Topic] (Environment and Colonialism)	5
Upper-division environmental studies course		4
PS 460 or similar		4
Upper-division art history course		4
Credits		17
Total Credits		184

History Minor

Students can declare a minor in history through meeting with a History advisor or a university academic advisor (e.g., at Tykeson Hall or the Office of Academic Advising).

The current primary Advisor for Undergraduate Studies can be contacted at HistoryAdvising@uoregon.edu.

The faculty advisor helps develop a plan that directs the course of study and ensures timely completion of the requirements.

Minor Requirements

At least 20 credits—including at least 8 400-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:

Code	Title	Credits
History Courses		
24 upper-division credits ¹		
4 credits in a course on history before 1800		
4 upper-division credits in a course that does not focus on either European or United States history		

¹ 12 of the 24 credits must be at the 400 level (three courses from among HIST 408, 410–499).

Additional Requirements

A grade point average (GPA) of 2.50 or higher is required in history courses taken at the University of Oregon.

History (MA)

Our MA program provides students and their faculty advisors with maximum flexibility in designing fields of study. Many of our MA students choose to continue their studies in our PhD program, while others have won admission into some of the most prestigious programs in North America, including Princeton University, the University of California, Berkeley, the University of Chicago, the University of Toronto, and the University of California, Santa Barbara.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Become conversant and proficient in the most important interpretive frameworks and significant debates in history, as well as the major historical sub-disciplines.
- Become conversant and proficient in the most important historical scholarship in at least one major research field.
- Able to present persuasive historical arguments to scholarly and public audiences in both written and oral form, substantiated with primary and secondary sources.
- Able to navigate historical archives, both physical and digital, in order to produce new historical knowledge that is relevant for the discipline and the broader public.
- Knowledgeable about the major professional organizations, conferences, and funding organizations for the discipline. Knowledgeable about the various career opportunities available to professional historians, including but not limited to work in academia, public history, public service, and non-profit organizations.
- Able to productively collaborate in a multicultural context being aware of historical issues of equity and inclusion for historically marginalized individuals/groups within and around the workplace.

Master of Arts in History

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. Before receiving the degree, students 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.

Major Field Requirement

Students must declare a major field of study, chosen in consultation with a faculty advisor.

Plan of Study

By the end of the first term in the program, students are required to file a plan of study, signed by the advisor, in which they state their major field, list all anticipated course work, and specify their language requirement.

The plan of study may be modified later by agreement of both student and advisor. All plans of study are reviewed and approved by the director of graduate studies.

Code	Title	Credits
HIST 611	Field Readings ¹	5
HIST 612	Historical Methods and Writings ²	5
HIST 615	Professional Development ³	1
HIST 616	Graduate Student Conference ⁴	1
HIST 507	Seminar: [Topic] (two seminars)	10
or HIST 607	Seminar: [Topic]	
HIST 608	Workshop: [Topic] (two colloquia) ⁵	10
HIST 503	Thesis ⁶	9
Electives (in History or another department)		4
Total Credits		45

¹ Completed during the first two terms of the first year. This requirement may also be satisfied by completion of (1) an appropriate 500-level course, approved by an advisor, or (2) Workshop: [Topic] (HIST 608), if equivalent to Field Readings (HIST 611).

² Taken fall term.

³ Taken winter term.

⁴ Taken spring term.

⁵ Student may petition to replace Workshop: [Topic] (HIST 608) with Workshop: [Topic] (HIST 508).

⁶ Students pursuing the two-paper option instead of the thesis should take other coursework, including HIST 601 research, in lieu of thesis credits.

Language Requirement

All MA students must demonstrate proficiency in at least one foreign language by passing an exam that tests the ability to read and comprehend a passage of average difficulty drawn from primary sources or the secondary literature. The language exam is offered once each term during the regular academic year.

Advisors must approve the choice of language. MA students whose thesis or research papers require work in foreign language sources are strongly urged to complete this requirement by the end of the first year of study. Advisors may set higher standards or include additional languages in which students must demonstrate competence. These standards should be established at the time a faculty member accepts a graduate student and fills out the plan of study form.

Writing Requirement

There are two options for satisfying the major writing requirement for the MA:

- A student must complete a master's thesis in his or her major focus of study and pass an oral defense of the thesis before a committee of three faculty members
- A student must complete two substantial research papers and pass an oral defense of these papers before a committee of three faculty members. For the purposes of this option, a research paper is defined as a paper of twenty-five pages or more, based on primary source research

Students completing the thesis option may enroll in a maximum of 10 credits of Thesis (HIST 503), usually in the winter and spring of their second year. Students choosing the research papers option may register

for 5 credits of Research: [Topic] (HIST 601), usually in either winter or spring of their second year.

Under ordinary circumstances, it takes students two full years of work to complete this program.

History (PhD)

Our PhD program combines an emphasis on research and teaching designed to equip students to compete successfully for faculty positions. We offer focal fields in the North American West/ Borderlands, Indigenous People/Native Americans, Environmental history, African American/African history, the history of Women/Gender/Sexuality, Asia (with particular strengths in the history of China and Japan), Latin America, and Transnational history. Additionally, we have strengths in the history of Russia, science and the social sciences, and intellectual history. Most of our doctoral students come to the UO with a master's degree. We also admit a small number of highly qualified students with bachelor's degrees into our PhD program.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Develop expertise in the most important interpretive frameworks and significant debates in history, as well as the major historical sub-disciplines.
- Develop expertise in the most important historical scholarship in at least three major fields.
- Present persuasive historical arguments to scholarly and public audiences in both written and oral form, substantiated with primary and secondary sources.
- Navigate historical archives, both physical and digital, in order to produce new historical knowledge that is relevant for the discipline and the broader public.
- Be knowledgeable about the major professional organizations, conferences, and funding organizations for the discipline. Knowledgeable about the various career opportunities available to professional historians, including but not limited to work in academia, public history, public service, and non-profit organizations.
- Productively collaborate in a multicultural context being aware of historical issues of equity and inclusion for historically marginalized individuals/groups within and around the workplace.

Doctor of Philosophy in History

Typically, incoming PhD students who enter with a master's degree are expected to have completed the equivalent of the history department's MA program. Students admitted on the BA-to-PhD track complete the program's MA requirements as they progress toward their PhD degrees. In some cases, doctoral students might be admitted without having fulfilled some of these prerequisites—for example, a course equivalent to Historical Methods and Writings (HIST 612). If this is the case, doctoral students will be required to take Historical Methods and Writings (HIST 612), Professional Development (HIST 615), and Graduate Student Conference (HIST 616).

PhD students prepare themselves in three fields, as follows:

1. **Major Research Field.** A specific, more narrowly defined field—typically, the area of one's dissertation, as conventionally understood

2. **Major Teaching Field.** A general, more broadly defined field that encompasses the research field but is more extensive—typically, a teaching field, as conventionally understood
3. **Minor Thematic, Methodological, or Comparative Field.** Typically the theme, method, or comparison to be advanced in the dissertation

For example, a student of modern France might choose modern France as a major research field, modern Europe as a major teaching field, and gender history, intellectual history, or military history as a minor thematic field. A student of China might take a major research field in modern China, a teaching field in China, and a minor comparative field in Japan.

Plan of Study

By the end of the first term in the program, students are required to file a plan of study, signed by the advisor, in which they state their major field, list all anticipated course work, and specify their language requirement. The plan of study may be modified later by agreement of both student and advisor. All plans of study are reviewed and approved by the director of graduate studies.

An entering PhD student lacking the equivalent to Historical Methods and Writings (HIST 612) must take the same HIST 612, 615, 616 sequence (<http://history.uoregon.edu/graduate/ma/#course>) as that required of MA students (see table below). This requirement may be waived for incoming students with sufficient preparation based on prior graduate work.

Code	Title	Credits
HIST 611	Field Readings ¹	5
HIST 612	Historical Methods and Writings ²	5
HIST 615	Professional Development ³	1
HIST 616	Graduate Student Conference ⁴	1
HIST 507	Seminar: [Topic] ⁵	5
or HIST 607	Seminar: [Topic]	
HIST 608	Workshop: [Topic] (two colloquia) ⁶	10
One additional 5/600-level HIST course		4
Minor Field ⁶		8
Distribution Requirement ⁷		8
HIST 603	Dissertation	18
Additional coursework to reach 81-credit minimum		16
Total Credits		81

- ¹ Completed during the first two terms of the first year. This requirement may also be satisfied by completion of (1) an appropriate 500-level course, approved by an advisor, or (2) Workshop: [Topic] (HIST 608), if equivalent to Field Readings (HIST 611).
- ² Taken fall term.
- ³ Taken winter term.
- ⁴ Taken spring term.
- ⁵ Students entering the PhD program without a Master's degree must complete two HIST 507 or 607 seminars.
- ⁶ Student may petition to replace Workshop: [Topic] (HIST 608) with Workshop: [Topic] (HIST 508).
- ⁷ **Minor Field:** Two courses at the 500 or 600 level that, together, define a thematic, methodological, or comparative field. A nonhistory course may be used with approval.
- ⁸ **Distribution Requirement:** two courses focusing on subjects outside their country or region of geographic specialization.

The Division of Graduate Studies minimum credit requirement for the PhD is 81 credits. With approval from the History Department, this may include appropriate graduate work completed prior to admission to the PhD program at UO.

Language Requirement

PhD students must demonstrate proficiency in at least one foreign language by passing an exam that tests their ability to read and comprehend a passage of average difficulty drawn from primary sources or the secondary literature. The language exam is offered once each term during the regular academic year.

Advisors must approve the choice of language. The language requirements of PhD students, however, will vary according to field. Students admitted into the PhD program should have the language preparation required to enable historical work in their field. Some additional language study might be required by individual advisors as an essential part of a student's PhD work. These standards should be established at the time a faculty member accepts a graduate student and fills out the plan of study form.

Oral Comprehensive Examination

PhD students should take and pass their oral comprehensive examinations in the winter term of their second year, or during spring term at the latest. BA-to-PhD students should take their oral comprehensive exams in their third year. Students may, but are not required, to register for Comprehensive Exam Preparation (HIST 618) to prepare for their comprehensive examinations with the appropriate faculty members.

Dissertation

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.

Students should have tentatively identified a dissertation topic by the end of their first year (or, for BA-to-PhD students, by the fall of the third year) and should then file a Tentative Dissertation Topic Form with the graduate director.

PhD students must also prepare and defend a dissertation prospectus no later than the term subsequent to successful passage of the oral comprehensive exam. Students may, but are not required, to register for Dissertation Prospectus (HIST 619) to prepare their dissertation prospectus with the appropriate faculty.

Time to Degree

Applicants with MA degrees who are accepted into the PhD program must complete the PhD requirements within seven years.

Students with BA degrees who are admitted to the PhD program must complete the MA requirements within two years. Such students must complete both the MA and the PhD requirements within a total of seven years from the time of admission.

Indigenous, Race, and Ethnic Studies

<http://ethnicstudies.uoregon.edu>

Ernesto Javier Martínez, Department Head

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5268 University of Oregon
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IRES classes examine the construction and context of indigeneity, race, and ethnicity in the United States, highlighting the histories, experiences, and movements of people of color and Indigenous peoples in the Americas. As elements of identity that cut across disciplinary categories, indigeneity, race, and ethnicity require a mode of study that draws on the humanities and the social sciences as well as interdisciplinary sources such as cultural studies.

IRES scholars investigate race and racism alongside settler colonialism and other historical and contemporary manifestations of white supremacy and domination, analyzing how such systems of domination have created, and continue to create, social injustice. While the social construction of race in the United States is at the center of traditional ethnic studies, it is impossible to discuss racial dynamics without also paying significant attention to issues of gender, class, sexuality, indigeneity, immigration, transnational migration, and the diasporic formations resulting from the slave trade, indentured labor, colonialism, postcolonialism, imperialism, and globalization.

IRES courses that satisfy university core-education requirements are listed under Area Requirements and Cultural Literacy Requirement in the Bachelor's Degree Requirements section of this catalog.

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)

Courtney M. Cox, assistant professor (Race and Sport, cultural, political and economic effects of global sport, advanced analytics in sport). BJ, 2008, University of Texas at Austin; MA, 2013, University of Texas at Austin; MA, 2017, University of Southern California; PhD, 2019, University of Southern California. (2019)

Lynn H. Fujiwara, associate professor (women of color, Asian American studies, labor). BA, 1990, California, San Diego; MA, 1993, PhD, 1999, California, Santa Cruz. (2000)

Brian Klopotek, associate professor (federal recognition of Indian tribes, Native American education, environmentalism). BA, 1994, Yale; PhD, 2004, Minnesota, Twin Cities. (2003)

Abigail Lee, assistant professor (Asian-American studies, Black studies, film and television studies, critical race and relational ethnic Studies, multi-ethnic literatures, Prison-industrial complex abolition, carceral Studies). BA, 2012, University of Virginia, PhD, 2022, University of North Carolina, Chapel Hill. (2023)

Ernesto J. Martínez, associate professor (comparative ethnic studies, queer studies, feminist theory). BA, 1998, Stanford; MA, 2003, PhD, 2005, Cornell. (2006)

Jennifer R. O'Neal, acting assistant professor (Native American and Indigenous history, American West history, decolonizing methodologies, cultural heritage archives, traditional knowledge systems, digital humanities). BS, 1999, Utah State University; MA, 2002, Utah State University; MA, 2003, University of Arizona; (ABD) PhD, 2019, Georgetown University. (2019)

Cera Smith, assistant professor, (U.S. Black literatures: African American, Afro-Latinx, and other Black diasporic, radical protest literatures of the U.S., Black Studies, critical race theories, affect theory, gender and sexuality, histories of science and medicine, health humanities). BA, 2015, California State University, Long Beach, PhD, 2023 Yale University. (2023)

Laura Pulido, professor (critical human geography, environmental justice, Chicano studies). BA, 1984, California State, Fresno; MA, 1987, Wisconsin, Madison; PhD, 1991, California, Los Angeles. (2016)

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

Undergraduate Programs

Majors - Bachelor's Degree

- Ethnic Studies (BA/BS) (p. 392)
- Native American and Indigenous Studies (BA/BS) (p. 394)

Minors

- Ethnic Studies (p. 396)
- Latinx Studies (p. 396)
- Native American and Indigenous Studies (p. 397)

Graduate Programs

Major - Doctoral Degree

- Indigenous, Race, and Ethnic Studies (PhD) (p. 398)

Certificate

- Indigenous, Race, and Ethnic Studies (p. 399)

Ethnic Studies (BA/BS)

Our department looks at the way that race is tied to many other issues, including gender, class, sexuality, migration, indigeneity, and colonialism. With our students, we investigate and critique examples of white supremacy, both historical and present. We focus not only on race in the United States, but also on migrations and diasporas (such as those that result from the slave trade, settler colonialism, and globalization).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Understand the relationship of race and ethnicity to power and inequality, with special emphasis on intersections with class, gender, immigration, indigeneity and sexuality.

- Explain how white domination and a culture of white supremacy work historically and in the present to create legal, economic, social, and political hierarchies within and between racial and ethnic groups.
- Understand the racial formation of at least two groups within the U.S., including transnational connections when appropriate, from among the following: Native Americans, African American and other Black communities, Chicana/os and Latina/os, Asian Americans, and Pacific Islanders.
- Analyze conflicts, tensions, and building of effective intra- and intergroup coalitions and alliances among racial groups.
- Analyze cultural production generated by and about communities of color, especially as they speak to relationships of power.
- Articulate clearly, coherently, and convincingly the major concepts and theories in ethnic studies through critical writing and oral communication.
- Engage in original research that culminates in a research paper that reflects and utilizes a comprehensive understanding of ethnic studies methodologies and theories, synthesizes and applies knowledge from earlier ethnic studies coursework, and attends to the details of evidence and argumentation in knowledge production.
- Understand the principles of community-oriented action and research.

Ethnic Studies Major Requirements

Code	Title	Credits
Lower Division		
ES 101	Introduction to Ethnic Studies	4
Select one of the following:		4
ES 250	Introduction to Black Studies	
ES 252	Introduction to Asian American Studies	
ES 254	Introduction to Chicanx and Latinx Studies	
ES 256	Introduction to Native American Studies	
ES 258	Introduction to Pacific Islander Studies	
Additional 100- or 200-level course		4
Upper Division		
ES 301	Theoretical Perspectives in Ethnic Studies	4
Two 400-level courses		8
Six additional 300- or 400-level courses		24
Total Credits		48

Majors must construct their programs in consultation with an ethnic studies advisor. 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: [Topic] (ES 401) and Reading and Conference: [Topic] (ES 405) toward their degree only if completed with letter grades of mid-C or better. Practicum: [Topic] (ES 406) may be applied toward the major on a graded or pass/no pass basis.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Ethnic Studies

Course	Title	Credits	Milestones
First Year			
Fall			
ES 101	Introduction to Ethnic Studies	4	
WR 121Z	Composition I	4	
First term of first-year second-language sequence		4	
Elective course		4	
Credits		16	
Winter			
ES 250	Introduction to Black Studies	4	
or ES 252	or Introduction to Asian American		
or ES 254	Studies		
or ES 256	or Introduction to Chicanx and		
or ES 258	Latinx Studies		
	or Introduction to Native American		
	Studies		
	or Introduction to Pacific Islander		
	Studies		
Second term of first-year second-language sequence		4	
WR 122Z	Composition II	4	
Cultural literacy course		4	
Credits		16	
Spring			
Lower-division ethnic studies course		4	
Third term of first-year second-language sequence		4	
Cultural literacy course		4	
Elective course		4	
Credits		16	
Second Year			
Fall			
Upper-division ethnic studies course		4	
First term of 2nd-year second-language sequence		4	
Core-education course in social science		4	
Elective course		4	
Credits		16	
Winter			
Upper-division ethnic studies course		4	
Second term of 2nd-year second-language sequence		4	
Core-education course in social science		4	
Elective course		4	
Credits		16	
Spring			
Upper-division ethnic studies course		4	
Third term of 2nd-year second-language sequence		4	
Core-education course in social science		4	
Elective course		4	
Credits		16	
Third Year			
Fall			
ES 301	Theoretical Perspectives in Ethnic	4	
	Studies		
Core-education course in arts and letters		4	

Core-education course in science		4
Elective course		4
Credits		16
Winter		
Upper-division ethnic studies course		4
Core-education course in arts and letters		4
Core-education course in social science		4
Elective course		4
Credits		16
Spring		
Upper-division ethnic studies course		4
Core-education course in arts and letters		4
Core-education course in social science		4
Elective course		4
Credits		16
Fourth Year		
Fall		
Upper-division course with an ES subject code		4
Core-education course in social science		4
Core-education course in arts and letters		4
Core-education course in science		4
Credits		16
Winter		
Elective courses		12
400-level ethnic studies elective		4
Credits		16
Spring		
Elective courses		12
400-level ethnic studies elective		4
Credits		16
Total Credits		192

Bachelor of Science in Ethnic Studies

Course	Title	Credits	Milestones
First Year			
Fall			
ES 101	Introduction to Ethnic Studies	4	
WR 121Z	Composition I	4	
Mathematics course		4	
Elective course		4	
Credits		16	
Winter			
ES 250	Introduction to Black Studies	4	
or ES 252	or Introduction to Asian American		
or ES 254	Studies		
or ES 256	or Introduction to Chicanx and		
or ES 258	Latinx Studies		
	or Introduction to Native American		
	Studies		
	or Introduction to Pacific Islander		
	Studies		
Mathematics course		4	
WR 122Z	Composition II	4	

Elective course	4
Credits	16
Spring	
Lower-division ethnic studies course	4
Mathematics course	4
Elective courses	8
Credits	16
Second Year	
Fall	
Upper-division ethnic studies course	4
Cultural literacy course	4
Core-education course in social science	4
Elective course	4
Credits	16
Winter	
Upper-division ethnic studies course	4
Cultural literacy course	4
Core-education course in social science	4
Elective course	4
Credits	16
Spring	
Upper-division ethnic studies course	4
Core-education course in social science	4
Elective courses	8
Credits	16
Third Year	
Fall	
ES 301 Theoretical Perspectives in Ethnic Studies	4
Core-education course in arts and letters	4
Core-education course in science	4
Elective course	4
Credits	16
Winter	
Upper-division ethnic studies course	4
Core-education course in arts and letters	4
Core-education course in science	4
Elective course	4
Credits	16
Spring	
Upper-division ethnic studies course	4
Core-education course in arts and letters	4
Core-education course in science	4
Elective course	4
Credits	16
Fourth Year	
Fall	
Upper-division ethnic studies course	4
Core-education course in social science	4
Core-education course in arts and letters	4
Core-education course in science	4
Credits	16

Winter	
Elective courses	12
400-level ethnic studies elective	4
Credits	16
Spring	
Elective courses	12
400-level ethnic studies elective	4
Credits	16
Total Credits	192

Native American and Indigenous Studies (BA/BS)

<http://nativestudies.uoregon.edu>

Kirby Brown, Director

104 Alder Building
nas@uoregon.edu

Native American and Indigenous Studies is an interdisciplinary field that draws upon multiple approaches from history, anthropology, law, literature, ethnic studies, and other disciplines to understand Native American history, culture, politics, and contemporary lives. NAIS highlights the unique place of tribes in the state-tribal-federal intergovernmental matrix and the myriad of distinct issues Native peoples of the United States face, from language and cultural protection to environmental issues to economic development and beyond.

Students in NAIS will join a diverse, tightly knit community of scholars who cherish our connections with Native communities and strive to make our work valuable for the project of building up Native nations. UO NAIS affords students extensive grounding in Indigenous history and culture as well as nuanced understanding of tribal sovereignty, Indigenous nationhood, settler colonialism, and the diversity and beauty of contemporary Indigenous lives and experiences.

Such work prepares students for a variety of postsecondary opportunities ranging from government, law, research, and education; to nonprofit and public interest work, environmental and resource management, and business and economic development; to the arts, journalism, communication, new media, and more. In a state with nine federally recognized indigenous nations and with a Native American population 50% higher proportionally than the national average, this knowledge is crucial for future leaders in all fields.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Articulate significance of Indigenous nations as political entities, not just ethnic or racial minorities.
- Apply gender as a critical analytic element in Indigenous studies in multiple ways.
- Gain at least partial competence in Indigenous languages.
- Demonstrate fluency in place-based knowledge in Indigenous studies of Oregon.
- Apply academic knowledge to issues in tribal communities and contexts.

Undergraduate Studies

Students may earn an undergraduate major in Native American and Indigenous Studies (NAIS) housed in the Department of Indigenous, Race, and Ethnic Studies (IRES). The primary goal of the NAIS major is to provide students extensive grounding in Indigenous history and culture as well as nuanced understandings of tribal sovereignty, Indigenous nationhood, and the diversity and beauty of contemporary Indigenous identities, lives, and experiences across the Americas and throughout the Pacific. A secondary goal of the program is to encourage student awareness of the ethnic and cultural dimensions and applications of other major fields of study. Students of literature, social sciences, education, urban planning, arts, humanities, law, and international studies—to name only a few—find that related Native American and Indigenous Studies courses greatly enrich their academic programs. This foundation prepares students for diverse career paths including tribal political leadership, education and administration, social services/social work, language revitalization and instruction, environmental policy, natural/cultural resources management, law, cultural heritage preservation, the arts, journalism and new media, and community/economic development.

Up to 3 courses, or 12 credits, applied to the Native American and Indigenous Studies major may be used to satisfy major or minor requirements for other programs. All courses applied to a minor in Native American and Indigenous Studies may be used to satisfy major or minor requirements for other programs.

Specific details and course approvals must be obtained from the director of the Native American and Indigenous Studies program (nastudies@uoregon.edu).

Requirements for the Major: Conventional Track

The conventional track of the Native American and Indigenous Studies major requires 56 credits. At least 28 credits must be taken in residence at the University of Oregon. Up to two courses, or 8 credits, may be counted toward the major from a list of related courses that fall outside the core of NAIS but that focus on other issues closely related to the field (see course list below). Courses must be taken for a grade, and grades must be mid-C or higher to count toward the minor. The conventional track requires one year of Native language classes that may be fulfilled at the University of Oregon or any other accredited institution or tribal partner. See program director for details. The course load is distributed as follows:

Code	Title	Credits
ES 256	Introduction to Native American Studies	4
	Additional lower division elective	4
	One year of Ichishkiin or Chinuk Wawa (or other Indigenous language) (3 quarters/12 credits)	12
Upper Division Courses		
	Six upper-division electives from approved courses list, one of which must be in NAIS group 3 (literature/media/creative arts)	24
ES 321	Indigenous Peoples of Oregon	4
ES 468	Indigenous Research Methods and Ethics Students who elect to pursue a senior research practicum (ES 409) will need to be concurrently enrolled in or have satisfactorily completed this course	4

ES 470	Native American and Indigenous Feminisms (OR WGS 251: Transnational and Indigenous Feminisms) Students who fulfill this requirement with WGS 251 may do so via a lower division elective; they will still need to fulfill all upper division requirements for the major.	4

Total Credits 56

Requirements for the Major: Language Track

The language track of the Native American and Indigenous Studies major requires 56 credits. At least 28 credits must be taken in residence at the University of Oregon. Up to two courses, or 8 credits, may be counted toward the major from a list of related courses that fall outside the core of NAIS but that focus on other issues closely related to the field (see course list below). Courses must be taken for a grade, and grades must be mid-C or higher to count toward the minor. The language track requires two years of Indigenous language classes that may be taken at the University of Oregon or any other accredited institution or tribal partner. See program director for details. The course load is distributed as follows:

Code	Title	Credits
ES 256	Introduction to Native American Studies	4
	Two years (6 quarters) of Ichishkiin (UO), Chinuk Wawa (LCC), or other Indigenous language	24
Upper Division Courses		
	Four upper-division electives from approved courses list, one of which must be in NAIS group 3 (literature/media/creative arts)	16
ES 321	Indigenous Peoples of Oregon	4
ES 468	Indigenous Research Methods and Ethics Students who elect to pursue a senior research practicum (ES 409) will need to be concurrently enrolled in or have satisfactorily completed this course.	4
ES 470	Native American and Indigenous Feminisms (OR WGS 251: Transnational and Indigenous Feminisms) Students who fulfill this requirement with WGS 251 may do so via a lower division elective; they will still need to fulfill all upper division requirements for the major.	4

Total Credits 56

Distribution Groups

Code	Title	Credits
Group 1: Culture, Language, and Education		
ANTH 248		4
ANTH 320	Native North Americans	4
ANTH 434	Indigenous Peoples of South America	4
ANTH 442	Northwest Coast Archaeology	4
ANTH 443		4
ANTH 438	Race and Gender in Latin America	4
EDST 456	Decolonization and Education	4
ICH 101	First-Year Ichishki'in	5
ICH 102	First-Year Ichishki'in	5

ICH 103	First-Year Ichishki'in	5
ICH 201	Second-Year Ichishki'in	5
ICH 202	Second-Year Ichishki'in	5
ICH 203	Second-Year Ichishki'in	5
PHIL 451	Native American Philosophy	4
Group 2: Law, Policy, Governance, and History		
ENVS 435	Environmental Justice	4
ES 258	Introduction to Pacific Islander Studies	4
ES 321	Indigenous Peoples of Oregon	4
ES 350	Native Americans and the Environment	4
ES 456	History of Native American Education	4
ES 466	Native American Ethnohistory	4
ES 468	Indigenous Research Methods and Ethics	4
ES 470	Native American and Indigenous Feminisms	4
HIST 469	American Indian History: [Topic]	4
HIST 482		4
PS 390	American Indian Politics	4
WGS 251	Transnational and Indigenous Feminisms	4
WGS 351	Decolonial Feminisms	4
Group 3: Literature, Media, and the Arts		
ENG 244	Introduction to Native American Literature	4
ENG 361	Native American Writers	4

Ethnic Studies Minor

The Indigenous, Race, and Ethnic Studies Department offers an interdisciplinary undergraduate minor, constructed in consultation with an Indigenous, Race, and Ethnic Studies faculty adviser.

Minor in Ethnic Studies

Code	Title	Credits
Lower Division		
ES 101	Introduction to Ethnic Studies	4
Two 200-level courses with ES subject code		8
Upper Division		
Four approved courses, including two with ES subject code		16
Total Credits		28

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: [Topic] (ES 401) and Reading and Conference: [Topic] (ES 405) only if completed with letter grades of mid-C or better. Credits in Practicum: [Topic] (ES 406) may be applied toward the minor on a graded or pass/no pass basis.

Latinx Studies Minor

<http://latinxstudies.uoregon.edu>
José Cortez, Director

319 Prince Lucien Campbell Hall
541-346-0069

jcortez3@uoregon.edu

The minor in Latinx studies introduces students to the diverse perspectives, histories, and contemporary experiences of Latinx communities in the US and Latin America. The minor is interdisciplinary, meaning that students will take courses from a variety of different fields within the humanities, social sciences, and professional schools. For example, students can choose to take courses in literature, history, the arts, environmental studies, or journalism, to name a few.

Students can also delve deeper into specialized Spanish language courses, especially those that focus on the contexts in which Spanish is spoken and the social and political implications of being a Spanish-speaker in the US.

Minor in Latinx Studies

The Latinx Studies Minor will require a broad introduction to the study of race and ethnicity in the United States as well as a focused introduction to the study of Latinx peoples in the United States.

Code	Title	Credits
ES 101	Introduction to Ethnic Studies	4
At least one of the following courses:		4
ENG 243	Introduction to Chicano and Latino Literature	
ES 254	Introduction to Chicanx and Latinx Studies	
HIST 248	Latinos in the Americas	
SPAN 218	Latino Heritage I	
SPAN 228	Latino Heritage II	
SPAN 308	Culture and Language Bilingual Communities	
UGST 111	Academic Residential Community—Arts and Letters: [Topic]	
UGST 112	Academic Residential Community—Social Science: [Topic]	
At least TWO qualifying course from any of the following Latinx-specific courses:		8
ANTH 329	Immigration and Farmworkers	
ANTH/JCOM 427M	Latino Roots I	
ANTH/JCOM 428M	Latino Roots II	
ENG 243	Introduction to Chicano and Latino Literature	
ENG 363	Chicano and Latino Writers	
ES 254	Introduction to Chicanx and Latinx Studies	
HIST 248	Latinos in the Americas	
SPAN 218	Latino Heritage I	
SPAN 228	Latino Heritage II	
SPAN 308	Culture and Language Bilingual Communities	
SPAN 312	Spanish in the Media	
SPAN 348	Latinx Culture and Society	
SPAN 428	Spanish in the United States	
SPAN 448	National Identities and Border Cultures in the Americas	
WGS 250	Gender, Literature, and Culture	

WGS 261	Gender and Popular Culture	
WGS 321	Feminist Perspectives on Identity, Race, Culture	
WGS 350	Literature as Feminist Theory	
At least TWO qualifying course from any of the following comparative courses:		8
EDST 457	Immigration, Diaspora and Education	
EDST 464	Multicultural Literacy	
ES 354	Environmental Racism	
ES 370	Race, Ethnicity, and Cinema: [Topic]	
ES 380	Race, Migration, and Rights	
ES 440	Race, Literature, and Culture: [Topic]	
ES 442		
ES 452	Race and Ethnicity and the Law: [Topic]	
ES 460	Race, Culture, Empire: [Topic]	
HIST 317	Migrants and Refugees in Modern World History	
LAW 204	Immigration and Citizenship	
LING 297	Introduction to Bilingualism in the United States	
MUS 359	Music of the Americas	
MUS 365		
PPPM 321	Inclusive Urbanism	
SOC 207	Social Inequality	
SOC 345	Race and Ethnicity	
SOC 452	Issues of Migration: [Topic]	
TA 472	Multicultural Theatre: [Topic]	
SOC 445	Sociology of Race and Ethnicity: [Topic]	
Total Credits		24

Additional Requirements

- At least 16 credits must be completed for a letter grade and passed with a mid-C or better to count toward the minor.
- Coursework must include 12 upper-division credits and must represent a range of disciplinary and professional approaches to the subject of Latinx Studies.
- All 12 upper-division credits must be taken in residence.

Native American and Indigenous Studies Minor

<http://nativestudies.uoregon.edu>

The Native American and Indigenous Studies minor compliments numerous other fields of study and provides access to ways of knowing and living that are part of the heritage and future of this state, and this nation.

Native American and Indigenous Studies

Students may earn an undergraduate minor in Native American and Indigenous Studies (NAIS) housed in the Department of Indigenous, Race, and Ethnic Studies (IRES).

The primary goal of the NAIS minor is to provide students extensive grounding in Indigenous history and culture as well as nuanced understandings of tribal sovereignty, Indigenous nationhood, and

the diversity and beauty of contemporary Indigenous identities, lives, and experiences across the Americas and throughout the Pacific. A

secondary goal of the program is to encourage student awareness of the ethnic and cultural dimensions and applications of other major fields of study. Students of literature, social sciences, education, urban planning, arts, humanities, law, and international studies—to name only a few—find that related Native American and Indigenous Studies courses greatly enrich their academic programs. This foundation prepares students for diverse career paths including tribal political leadership, education and administration, social services/social work, language revitalization and instruction, environmental policy, natural/cultural resources management, law, cultural heritage preservation, the arts, journalism and new media, and community/economic development.

Courses applied to a minor in Native American and Indigenous studies may be used to satisfy major or minor requirements for other programs.

Specific details and course approvals must be obtained from the Native American and Indigenous Studies program director/adviser (nastudies@uoregon.edu).

Requirements for the Minor

The Native American and Indigenous Studies minor requires 28 credits. At least 16 credits must be taken in residence at the University of Oregon. Up to 4 credits may be counted toward the minor from a list of related courses that fall outside the core of Native American studies but that focus on other issues closely related to the field. Courses must be taken for a grade, and grades must be mid-C or higher to count toward the minor. The course load is distributed as follows:

Code	Title	Credits
ES 256	Introduction to Native American Studies	4
Additional Courses		24
16 credits must be in upper-division courses		
At least 4 credits focusing on Oregon Indians ¹		
At least 4 credits in each of three distribution groups ²		
Up to 4 credits may be taken from a list of related courses approved by a program advisor		
Total Credits		28

¹ ES 321 or any courses with NAS4 course attribute code.

² Distribution groups: 1) culture, language, and education; 2) law, policy, governance, and history; 3) literature, media, and the arts.

Distribution Groups

Code	Title	Credits
Group 1: Culture, Language, and Education		
ANTH 248		4
ANTH 320	Native North Americans	4
ANTH 434	Indigenous Peoples of South America	4
ANTH 442	Northwest Coast Archaeology	4
ANTH 443		4
ANTH 438	Race and Gender in Latin America	4
EDST 456	Decolonization and Education	4
ICH 101	First-Year Ichishki'in	5
ICH 102	First-Year Ichishki'in	5
ICH 103	First-Year Ichishki'in	5

ICH 201	Second-Year Ichishki'in	5
ICH 202	Second-Year Ichishki'in	5
ICH 203	Second-Year Ichishki'in	5
PHIL 451	Native American Philosophy	4
Group 2: Law, Policy, Governance, and History		
ENVS 435	Environmental Justice	4
ES 258	Introduction to Pacific Islander Studies	4
ES 321	Indigenous Peoples of Oregon	4
ES 350	Native Americans and the Environment	4
ES 456	History of Native American Education	4
ES 466	Native American Ethnohistory	4
ES 468	Indigenous Research Methods and Ethics	4
ES 470	Native American and Indigenous Feminisms	4
HIST 469	American Indian History: [Topic]	4
HIST 482		4
PS 390	American Indian Politics	4
WGS 251	Transnational and Indigenous Feminisms	4
WGS 351	Decolonial Feminisms	4
Group 3: Literature, Media, and the Arts		
ENG 244	Introduction to Native American Literature	4
ENG 361	Native American Writers	4

Code	Title	Credits
Related Courses		4
ANTH 344	Oregon Archaeology (Group 1)	
ANTH 343	Pacific Islands Archaeology	
ANTH 434	Indigenous Peoples of South America (Group 1)	
ANTH 438	Race and Gender in Latin America	
ANTH 442	Northwest Coast Archaeology (Group 1)	
ANTH 443	(Group 1)	
ANTH 456	Peopling of the Americas	
HIST 482	(Group 2)	

Indigenous, Race, and Ethnic Studies (PhD)

Graduate students in the Department of Indigenous, Race, and Ethnic Studies join a diverse and dynamic community of scholars dedicated to pursuing transformative knowledge through original research and community engagement. We train scholars in transdisciplinary, intersectional, and creative scholarship. Students receive a comprehensive course of study grounded in the lives of Indigenous communities and people of color.

Graduate students work closely with faculty mentors to customize a program of study that enables a comprehensive breadth and depth within core fields of ethnic studies, and that prepares students for their post-PhD careers. Doctoral areas of specialization include: Women of Color and Indigenous feminisms, queer race studies, Latinx and Chicanx studies, media and sports studies, literary and cultural studies, carceral studies, Environmental justice, Indigenous and racial formations, comparative race relations, and social justice activism.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Assess and intervene in multiple bodies of scholarly literature, with attention to the critical interventions of Ethnic Studies research vis-a-vis knowledge produced through dominant academic paradigms and disciplines.
- Demonstrate mastery of their field's chosen subject material. Specifically, they will be able to articulate, explain, and apply a comprehensive understanding of theoretical frameworks in Ethnic Studies to their field of expertise.
- Conceptualize and articulate robust and significant research questions and engage in original research for academic publication.
- Acquire the skills to assess undergraduate education, develop a pedagogical skill-set, and teach their own courses.
- Conduct research and scholarly or professional activities in an ethical manner. They will have the experience and relevant credentials (such as publications, teaching, experience, and/or advanced administrative skills) to teach and conduct research in an ethical manner at an institution of higher education and/or assume a leadership position in an organization within their field.

Indigenous, Race, and Ethnic Studies Major

Code	Title	Credits
ES Core Courses		
ES 614	Colloquium: Professional Development (Three terms)	3
ES 615		5
ES 616		5
ES 617	Genealogies of Ethnic Studies	5
Substantive Seminars		
ES 620	Race, Space, and Power: [Topic]	5
ES 621	Cultural Production: [Topic]	5
ES 622	Resistance and Dissent: [Topic]	5
ES 623	Race, Gender and Sexuality Studies: [Topic]	5
Primary Areas of Study Seminars		25
Individual Research or Readings		15
ES 601	Research: [Topic]	
ES 605	Reading and Conference: [Topic]	
Dissertation		18
ES 603	Dissertation	
Total Credits		96

Primary Areas of Study Seminars

Code	Title	Credits
ES 507	Seminar: [Topic]	
ES 510	Experimental Course: [Topic]	
ES 540	Race, Literature, and Culture: [Topic]	
ES 542		
ES 550		
ES 552	Race and Ethnicity and the Law: [Topic]	
ES 556	History of Native American Education	
ES 560	Race, Culture, Empire: [Topic]	

ES 564	Relational Studies of Indigeneity, Race and Culture: [Topic]
ES 565	Feminist Theories of Race: [Topic]
ES 566	Native American Ethnohistory
ES 568	Indigenous Research Methods and Ethics
ES 570	Native American and Indigenous Feminisms
ES 601	Research: [Topic]
ES 603	Dissertation
ES 604	Internship: [Topic]
ES 605	Reading and Conference: [Topic]
ES 607	Seminar: [Topic]
ES 610	Experimental Course: [Topic]
ES 620	Race, Space, and Power: [Topic]
ES 621	Cultural Production: [Topic]
ES 622	Resistance and Dissent: [Topic]
ES 623	Race, Gender and Sexuality Studies: [Topic]

Additional Requirements

- Qualifying Exams and Advancing to Candidacy
- Completion of Qualifying Exams by end of the third year (One field paper, one specialized area plus syllabus, and preliminary dissertation prospectus)
- Dissertation
- Final dissertation prospectus defense by Spring quarter of the third year
- Dissertation years 4 and 5
- Successful dissertation defense
- Completion and filing the degree in year 5

Students who have earned a Master's degree from another program must consult the Director of Graduate Studies to assess the course work that will transfer towards earning the PhD.

Indigenous, Race, and Ethnic Studies Graduate Certificate

Graduate students from any UO department may apply for admission and add the certificate to their degree programs.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Gain an understanding of many of the central theoretical debates in the discipline of ethnic studies and be able to bring theoretical knowledge to bear on their areas of study.
- Critically engage a breadth of topics across different fields within Ethnic Studies, such as: Indigeneity, Queer Race Studies, Social Policy, Environmental Justice, Media and Popular Culture, Immigration and Migration studies, Carceral Studies, Social Justice and Resistance.
- Critically engage in-depth debates within particular fields or areas in ethnic studies.
- Craft persuasive arguments supported by interdisciplinary and intersectional resources in Indigenous, Race, and Ethnic Studies.

Graduate Certificate in Indigenous, Race, and Ethnic Studies

The graduate certificate in Indigenous, Race, and Ethnic Studies provides graduate students across campus the opportunity to enroll in a concentrated program of study centered on race, indigeneity, and intersectionality. The certificate provides a foundational curriculum as well as a specialized focus in areas aligned with students' interests.

Code	Title	Credits
One IRES Core Course:		5
ES 615		
ES 616		
ES 617	Genealogies of Ethnic Studies	
One Substantive IRES Topics Course:		5
ES 620	Race, Space, and Power: [Topic]	
ES 621	Cultural Production: [Topic]	
ES 622	Resistance and Dissent: [Topic]	
ES 623	Race, Gender and Sexuality Studies: [Topic]	
Four Graduate-Level ES Electives:		16
ES 507	Seminar: [Topic]	
ES 510	Experimental Course: [Topic]	
ES 540	Race, Literature, and Culture: [Topic]	
ES 542		
ES 550		
ES 552	Race and Ethnicity and the Law: [Topic]	
ES 556	History of Native American Education	
ES 560	Race, Culture, Empire: [Topic]	
ES 607	Seminar: [Topic]	
ES 610	Experimental Course: [Topic]	
Total Credits		26

Graduate students will develop their curriculum plans with the IRES Director of Graduate Studies to best complement individual needs and goals for their graduate studies. Courses not taught by our graduate faculty may be approved by the Director of Graduate Studies.

To Apply:

Students should email the Director of Graduate Studies at iresgradstudies@uoregon.edu to apply for the graduate certificate, more information and forms can be found on our graduate certificate website (<https://ethnicstudies.uoregon.edu/graduate-certificate/>).

Latin American Studies

<http://las.uoregon.edu>

Juan Eduardo Wolf, Program Director

126 Frohnmayer Music Building
541-346-2852
ewolf2@uoregon.edu

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, global studies, and Spanish. See

the **Anthropology (p. 307)**, **History (p. 384)**, **Global Studies (p. 365)**, 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.

Participating Faculty

Michael B. Aguilera, sociology

Carlos Aguirre, history

Monique Balbuena, honors college

Erin Beck, political science

Mark Carey, honors college

Christopher Chavez, journalism and communication

Alexandre Dossin, music

Michael Dreiling, sociology

Stephen Dueppen, anthropology

Cecilia Enjuto Rangel, Romance languages

Dennis Galvan, global studies

Pedro García-Caro, Romance languages

Spike Gildea, linguistics

Amalia Gladhart, Romance languages

Miguel Gualdrón Ramirez, philosophy

Nathalia Hernandez-Vidal, sociology

Derrick Hindery, global studies

Craig Kauffman, political science

Ana M. Lara, anthropology

Kathryn A. Lynch, environmental studies

Galen Martin, international studies

Gabriela Martinez, journalism and communication

Cintia Martinez Velasco, philosophy

Michelle McKinley, law

Lanie Millar, Romance languages

Juan-Carlos Molleda, journalism and communication

Edward Olivos, education studies

Priscilla P. Ovalle, English

Gabriela Perez Baez, linguistics

Gerardo Sandoval, planning, public policy and management

Philip W. Scher, anthropology

Lynn Stephen, anthropology

Analisa Taylor, Romance languages

Alejandro Vallega, philosophy

Jessica Vasquez-Tokos, sociology

Julie Weise, history

Juan Eduardo Wolf, music

Kristin Yarris, global studies

Emeriti

Linda O. Fuller, women's and gender studies

Leonardo García-Pabón, Romance languages

Linda Kintz, English

Undergraduate Programs

Major - Bachelor's Degree

- Latin American Studies (BA) (p. 400)

Minor

- Latin American Studies (p. 403)

Latin American Studies (BA)

Investigate why Frida Kahlo's paintings are so enduringly popular. Dive into the world of Latin American soccer. Separate fact from fiction in the biography of Ernesto "Che" Guevara. Sample popular dishes in countries across Latin America. The Latin American Studies Program offers an in-depth look at the richness and diversity of a vast area and its people. Whether pre-Columbian art, the striking wonder of the Amazon rainforest, or the history of colonialism tugs at your heartstrings, you'll be forever changed by your newfound knowledge.

Take advantage of study abroad (<https://geo.uoregon.edu/>) programs where you'll travel to Costa Rica, Ecuador, Mexico, or other exciting places to sharpen your language skills and become familiar with new cultures. In Eugene, you can volunteer for a variety of organizations such as Centro Latino Americano (<https://centrolatinoamericano.org/>), a local bilingual multicultural agency dedicated to helping the Latino community. UO students have also worked with the local school districts to mentor youth. Others have volunteered at Siempre Amigos, which provides health services to survivors of torture and political violence.

You'll delve into politics, literature, science, ecology, and other engaging topics in courses such as Caribbean Migrants in the Literary Imagination or The Cold War in Latin America. Learn from top-notch scholars who offer encouragement in a supportive atmosphere. "We cannot understand the United States without understanding its relationship to Latin America," says Professor **Carlos Aguirre**. "Latin American people and culture have been misrepresented and there are preconceptions and stereotypes that we need to help overcome."

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate a broad knowledge and understanding of the region's geography, history, politics, gender and sexuality issues, cultures, environment, economics, and artistic and literary trends.
- Show Spanish or Portuguese reading and writing proficiency that allows them to clearly communicate and function in at least one of those languages.
- Analyze and offer interpretations of Latin America's many contributions to world cultures as well as the causes and effects of specific problems facing the region's peoples and nations within a comprehensive, interdisciplinary framework.
- Critically process different types of information about the region and its peoples and assess them using systematic forms of reasoning, such as contrasting data, consulting relevant bibliographies, databases, and sources, and constructing solid arguments.
- Carry out interdisciplinary research on a Latin American topic and present the results in a clear and coherent way.
- Effectively communicate in both spoken and written formats to a variety of audiences.

Latin American Studies Major Requirements

Code	Title	Credits
LAS 200	Introduction to Latin American Studies	4
or PS 330	Governments and Politics in Latin America	
LAS 211	Latin American Humanities: [Topic]	4
or PHIL 342	Introduction to Latin American Philosophy	
One Required 400-Level Course		4
LAS 407	Seminar: [Topic]	
or GLBL 446	Development and Social Change in Latin America	
or SPAN 490	20th-Century Latin American Literature: [Topic]	
Two courses chosen from the following:		8
SPAN 342	Hispanic Cultures through Literature II	
SPAN 343	Hispanic Cultures through Literature III	
SPAN 344	Hispanic Cultures through Literature IV	
Two courses chosen from the following:		8
HIST 380	Latin America	
HIST 381	Latin America	
HIST 382	Latin America, 1910 to the Present	
Elective courses related to Latin America ¹		20
ANTH 329	Immigration and Farmworkers	
ANTH/JCOM 427M	Latino Roots I	
ANTH/JCOM 428M	Latino Roots II	
ANTH 434	Indigenous Peoples of South America	
ANTH 438	Race and Gender in Latin America	
ARH 211	Survey of Latin American Arts	
EDST 456	Decolonization and Education	
ENG 243	Introduction to Chicano and Latino Literature	
ENG 363	Chicano and Latino Writers	
ENVS 467	Sustainable Agriculture	
ES 254	Introduction to Chicano and Latinx Studies	

ES 380	Race, Migration, and Rights	
ES 442		
GLBL 420	Global Community Development	
GLBL 465	Global Reproductive Health	
GLBL 467		
HIST 106	World History	
HIST 248	Latinos in the Americas	
HIST 363	United States Business History	
HIST 380	Latin America	
HIST 381	Latin America	
HIST 382	Latin America, 1910 to the Present	
HIST 383	Soccer and Society in Latin America	
HIST 482		
HIST 483	Latin America: [Topic]	
MUS 359	Music of the Americas	
PHIL 342	Introduction to Latin American Philosophy	
PS 297	Introduction to Environmental Politics	
PS 330	Governments and Politics in Latin America	
SPAN 218	Latino Heritage I	
SPAN 228	Latino Heritage II	
SPAN 301	Cultura y lengua: Identidades hispanas	
SPAN 308	Culture and Language Bilingual Communities	
SPAN 324	Spanish Pronunciation and Phonetics	
SPAN 341		
SPAN 348	Latinx Culture and Society	
SPAN 350	Introduction to Poetry	
SPAN 351	Introduction to Theater	
SPAN 353	Introduction to Narrative	
SPAN 355	Creative Writing in Spanish	
SPAN 424	History of the Spanish Language	
SPAN 425	Literary Translation	
SPAN 428	Spanish in the United States	
SPAN 448	National Identities and Border Cultures in the Americas	
SPAN 480	19th-Century Spanish American Literature: [Topic]	
SPAN 490	20th-Century Latin American Literature: [Topic]	
Total Credits		48

¹ Students may confer with a program advisor to determine other applicable courses not listed here. Check for courses with Latin American Studies (LAS) themes listed in the Schedule of Classes each term; courses listed under LAS count toward the major or minor. In addition, students may petition the director of the major or minor for the inclusion of other applicable LAS-related courses that have at least 50 percent Latin American Studies-related content.

Additional Requirements

Of the total 48 credits required for the Latin American studies major—

- 40 credits must be taken for a letter grade and passed with a grade of C- or better (8 credits may be taken pass/no pass)

- 36 credits must be upper-division (300 or 400-level)
- 28 credits must be taken at the University of Oregon's campus in Eugene, OR
- **Limit on Multiple Department Credits:** No more than 16 credits (or four courses) from any single department can count toward the major
- **Limit on LAS Credits Focused on United States Topics:** No more than 16 credits in courses related to United States Latino studies or US Hispanic culture or society can count toward the major.
- **Social Science Credits Required:** 8 of the 48 credits must be from the following Social Science units: ANTH, EC, ENVS, ES, EURO, GEOG, GLOBL, PS, SOC, WGS.
- **Limit on Individualized Study Credits:** 8 credits maximum may be independent study or internship credit.
- **Allowances for Study Abroad and Study Away (i.e.,Escuela Helvetia) Credits:** 8 credits may be earned through successful completion of pre-approved courses in a study abroad program at an accredited Latin American college or university, a faculty-led field school; transfer credits from universities outside Latin America are considered individually, following existing procedures in appropriate departments for determining their equivalence to UO courses.

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, Portuguese, or an Indigenous language from our area of study. 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 Cultura y lengua: Identidades hispanas (SPAN 301), Cultura y lengua: Expresiones artisticas (SPAN 303), Cultura y lengua Cambio social (SPAN 305), Hispanic Cultures through Literature III (SPAN 343), or Hispanic Cultures through Literature IV (SPAN 344).

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Its purpose is to provide an example of one possible route through the Latin American studies major.

This degree plan is for general planning purposes only and, due to the interdisciplinary nature of the major, it is imperative that students speak with advisors to determine which courses would best match their personal, professional, and academic goals.

Bachelor of Arts in Latin American Studies

Course	Title	Credits	Milestones
First Year			
Fall			
SPAN 101	First-Year Spanish	5	
WR 121Z	Composition I	4	
LAS 200	Introduction to Latin American Studies	4	
Core-education course in science		4	
Credits		17	
Winter			
SPAN 102	First-Year Spanish	5	
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
LAS 211	Latin American Humanities: [Topic]	4	

Core-education course in social science		4
Credits		17
Spring		
SPAN 103	First-Year Spanish	5
HIST 380	Latin America	4
Core-education course in arts and letters		4
Core-education course in social science		4
Credits		17
Second Year		
Fall		
SPAN 201	Intermediate Spanish I	4
GLBL 250	Value Systems in Cross-Cultural Perspective	4
Core-education course in science		4
Core-education, non-Spanish arts and letters course		4
Credits		16
Winter		
SPAN 202	Intermediate Spanish II	4
Core-education course in social science		4
Elective course		4
Credits		12
Spring		
SPAN 203	Intermediate Spanish III	4
HIST 381	Latin America	4
Core-education course in arts and letters		4
Elective course		4
Credits		16
Third Year		
Fall		
SPAN 301	Cultura y lengua: Identidades hispanas	4
SPAN 312	Spanish in the Media	4
LAS 407	Seminar: [Topic]	4
Core-education course in arts and letters		4
Credits		16
Winter		
SPAN 305	Cultura y lengua Cambio social	4
SPAN 311	Advanced Writing in Spanish	4
Core-education course in science		4
Elective course		4
Credits		16
Spring		
GLBL 446	Development and Social Change in Latin America	4
SPAN 303	Cultura y lengua: Expresiones artisticas	4
Core-education course in social science		4
Elective course		4
Credits		16
Fourth Year		
Fall		
SPAN 344	Hispanic Cultures through Literature IV	4
Core-education course in science		4

Elective courses	8
Credits	16
Winter	
SPAN 342 Hispanic Cultures through Literature II	4
Core-education, non-Spanish arts and letters course	4
Elective courses	8
Credits	16
Spring	
PS 330 Governments and Politics in Latin America	4
Elective courses	8
Credits	12
Total Credits	187

Latin American Studies Minor

Latin American Studies provides a thorough grounding in the languages, history, geography, and some of the central cultural and socio-economic issues at stake in the region. The diversity of peoples, cultures, languages, and environments makes the study of Latin America an exciting intellectual adventure. Core courses in the minor are complemented by courses drawn from departments and programs such as Anthropology, Ethnic Studies, Philosophy, Geography, Romance Languages, History, Global Studies, and Environmental Studies. Advanced language study is a part of the program. Minors will pursue second-year proficiency in a related language.

Minor Requirements

Code	Title	Credits
One required introduction course		4
LAS 200	Introduction to Latin American Studies	4
or PS 330	Governments and Politics in Latin America	
One additional required course		4
LAS 211	Latin American Humanities: [Topic]	4
or LAS 407	Seminar: [Topic]	
or PHIL 342	Introduction to Latin American Philosophy	
or GBL 446	Development and Social Change in Latin America	
or SPAN 490	20th-Century Latin American Literature: [Topic]	
Elective courses ¹		20
ANTH 329	Immigration and Farmworkers	4
ANTH 427M	Latino Roots I	
ANTH 428M	Latino Roots II	4
ANTH 434	Indigenous Peoples of South America	
ARH 211	Survey of Latin American Arts	4
EDST 456	Decolonization and Education	
ENG 243	Introduction to Chicano and Latino Literature	4
ENG 363	Chicano and Latino Writers	
ENVS 467	Sustainable Agriculture	4
ES 254	Introduction to Chicano and Latino Studies	
ES 380	Race, Migration, and Rights	4
ES 442		
GBL 420	Global Community Development	4
GBL 465	Global Reproductive Health	

GBL 467	
HIST 106	World History
HIST 248	Latinos in the Americas
HIST 363	United States Business History
HIST 380	Latin America
HIST 381	Latin America
HIST 382	Latin America, 1910 to the Present
HIST 383	Soccer and Society in Latin America
HIST 482	
HIST 483	Latin America: [Topic]
J 427M	
J 428M	
MUS 359	Music of the Americas
PHIL 342	Introduction to Latin American Philosophy
PS 297	Introduction to Environmental Politics
PS 330	Governments and Politics in Latin America
SPAN 218	Latino Heritage I
SPAN 228	Latino Heritage II
SPAN 301	Cultura y lengua: Identidades hispanas
SPAN 308	Culture and Language Bilingual Communities
SPAN 324	Spanish Pronunciation and Phonetics
SPAN 341	
SPAN 348	Latinx Culture and Society
SPAN 350	Introduction to Poetry
SPAN 351	Introduction to Theater
SPAN 353	Introduction to Narrative
SPAN 355	Creative Writing in Spanish
SPAN 424	History of the Spanish Language
SPAN 425	Literary Translation
SPAN 428	Spanish in the United States
SPAN 448	National Identities and Border Cultures in the Americas
SPAN 480	19th-Century Spanish American Literature: [Topic]
SPAN 490	20th-Century Latin American Literature: [Topic]
Total Credits	28

¹ Students may confer with a program advisor to determine other applicable courses not listed here. Check for courses with Latin American Studies (LAS) themes listed in the Schedule of Classes each term; courses listed under LAS count toward the major or minor. In addition, students may petition the director of the major or minor for the inclusion of other applicable LAS-related courses that have at least 50 percent Latin American Studies-related content.

Language Requirements

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 study abroad or study away 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.

Additional Requirements

Of the total 28 credits for the Latin American studies minor—

- 20 credits must be taken for a letter grade and a passed with a grade of C- or better (8 credits may be taken pass/no pass)
- 20 credits must be in upper-division (300- or 400-level)
- 20 credits must be taken on campus at the University of Oregon or in a UO faculty-led study abroad or study away program
- **Limit on Multiple Department Credits:** No more than four departments, disciplines, or programs can count toward the minor.
- **Limit on Single Department Credits:** No more than 12 credits (or three courses) from any single department can count toward the minor.
- **Allowances for Study Abroad and Study Away Credits:** 8 credits may be earned through successful completion of pre-approved courses in a study abroad program at an accredited Latin American college or university or a study away program such as Escuela Helvetia; transfer credits from universities outside Latin America are considered individually, following existing procedures in appropriate departments for determining their equivalence to UO courses.
- **Allowances for Upper-Division Language Courses as Electives for the LAS Minor:** Spanish, Portuguese, or Indigenous language courses must be upper-division literature and culture courses to count toward completion of the 28-credit minor requirement.

Middle East and North Africa Studies

<http://mena.uoregon.edu>

Michael Allan, Program Director

114 Friendly Hall
541-346-9780
mena@uoregon.edu

Often referred to as the “cradle of civilization,” the Middle East and North Africa was of central importance in the development of agriculture, cities, mathematics, science, and western religious traditions. The Middle East and North Africa region is home to a broad diversity of peoples and cultures as well as the first written language, monumental architecture, long-distance trade, and centralized state systems.

This minor is a broad examination of the Middle East and North Africa region. Students focus their study with a concentration in language, study abroad, or research. The minor is designed to offer flexibility to examine critical issues across the region and to focus on particular areas of interest. The minor requires a minimum of 24 credits and one of three concentrations: language study, study abroad, or research.

Participating Faculty

Michael Allan, comparative literature

Diane Baxter, anthropology

Shaul Cohen, geography

Rick Colby, religious studies

Jane Cramer, political science

Alex Dracobly, political science

Stephen Dueppen, anthropology

Hanan Elsherif, religious studies

David Frank, honors college

Deborah Green, Judaic studies

David Hollenberg, religious studies

Farhad Malekafzali, political science

Michael Malek Najjar, theater arts

Lindsey Mazurek, history

Stephen Shoemaker, religious studies

Priscilla Southwell, political science

David Wacks, Romance languages

Minor in Middle East–North Africa Studies

Students must satisfactorily complete a minimum of 24 credits of course work. Courses applied toward the minor must be passed with a C– or better or P (pass). Of the 24 credits, a minimum of 20 must be graded. Students must take a minimum of 16 credits in residence. In addition, students must complete an area of concentration (language, study abroad, or research). Some credits toward the concentration may be used to satisfy the 24 credits of course work, as described below. Because not every course in the follow list of 'Requirements' will be offered regularly enough or at a time that fits each students' schedules, students are encouraged to contact the Program Director to discuss potential substitutions when such issues arise.

Requirements

Code	Title	Credits
MENA 111	Media Coverage of the Middle East	4
Choose one of the following:		4
GEOG 209	Geography of the Middle East and North Africa	
GLBL 423		
PS 199	Special Studies: [Topic] (Crisis in the Middle East)	
COLT 231	Literature and Society ¹	
COLT 370	Comparative Comics ¹	
COLT 462	¹	
COLT 470	Studies in Identity: [Topic] ¹	
Elective courses		16
Total Credits		24

¹ Taken as applicable and/or available.

Electives. Of the 16 required credits in elective courses, 8 must be drawn from social science courses and 8 must be drawn from humanities courses, as listed of below. Confer with a program advisor to determine

other applicable courses not listed below. Check for courses with Middle East–North Africa (MENA) themes listed in the Schedule of Classes each term; courses listed under MENA count toward the minor. In addition, students may petition the director of the minor for the inclusion of other applicable MENA-related courses that have at least 50 percent Middle East–North Africa content.

A minimum of 12 credits must be in upper-division courses (300 or 400 level). No more than 8 elective credits from any one department may count toward the minor. Courses must be taken from a minimum of three departments.

The social science and humanities elective course lists are not exhaustive, as new courses are added periodically. Other courses may count toward these requirements. See the program advisor and/or the Middle East–North Africa studies entry in the Schedule of Classes for up-to-date information.

Social Science Electives

- ANTH 250: Introduction to Middle East Studies
- ANTH 342: Archaeology of Egypt and Near East
- ANTH 429: Jewish Folklore and Ethnology
- CRES 435: Israel and Palestine
- GEOG 209: Geography of the Middle East and North Africa
- GLBL 323: Islam and Global Forces
- GLBL 423: Development and the Muslim World
- HIST 325: Precolonial Africa
- HIST 417: Society and Culture in Modern Africa: [Topic]
- HIST 419: African Regional Histories: [Topic]
- HIST 450: The Iraq War
- JDST 212: Medieval and Early Modern Judaism
- JDST 213: The Jewish Encounter with Modernity
- JDST 352: Jewish Literature and Culture
- JDST 353: Jewish Image and the Media
- JDST 354: Jewish Thought and History
- PS 384: Nuclear Politics in the Middle East

Humanities Electives

- ARB 201: Second-Year Arabic
- ARB 202: Second-Year Arabic
- ARB 203: Second-Year Arabic
- ARB 301: Language and Culture
- ARB 302: Language and Culture
- ARB 303: Language and Culture
- ARB 331: Reading Classical Arabic
- ARB 353: Arab Cinema
- ARB 411: Classical Arabic Sources
- ARH 321: Ancient Jewish Art
- ARH 325: Islamic Art & Architecture
- ARH 382: Arts of the Silk Road
- FLR 350: Folklore and the Bible
- FLR 411: Folklore and Religion
- HBRW 111: Biblical Hebrew I
- HBRW 112: Biblical Hebrew II
- HBRW 113: Biblical Hebrew III
- HBRW 201: 2nd Year Modern Hebrew

- HBRW 202: 2nd Year Modern Hebrew
- HBRW 203: 2nd Year Modern Hebrew
- HBRW 311: Biblical Narrative
- HBRW 312: Biblical Poetry
- HBRW 313: Postbiblical Literature
- REL 102: World Religions: Near Eastern Traditions
- REL 211: Early Judaism
- REL 222: Introduction to the Bible I
- REL 223: Introduction to the Bible II
- REL 233: Introduction to Islam
- REL 317: Jesus and the Gospels
- REL 321: History of Christianity
- REL 324: History of Eastern Christianity
- REL 325: History of Eastern Christianity
- REL 335: Introduction to the Qur'an
- REL 355: Mysticism
- REL 357: War, Terrorism & Religion
- REL 414: Biblical Book: [Topic]
- REL 418: Martyrdom
- REL 432: Islamic Mysticism: [Topic]

Concentration

In addition to the credit requirements above, students choose to complete one of the three following concentrations: language, study abroad, or research.

Language Concentration. Students must satisfactorily complete a minimum of one year of a MENA language: Arabic, Hebrew, Turkish, or Persian-Farsi. Language credits may be earned at the UO, through an approved overseas program, or transferred from another college or university. Students may also satisfy the language requirement by examination, demonstrating a level of competence equivalent to one year of college-level language.

Currently, Arabic and Hebrew are offered as regular UO language courses. Turkish and Persian-Farsi are offered through the Yamada Language Center. Students may earn university credit for courses taken at the Yamada Center (1–3 credits per term). In order to complete the minimum one-year requirement for Turkish and Persian, students must take the New York University 12-point Foreign Language Proficiency Examination. Students who receive 12 points on the exam have satisfactorily completed the minimum one-year language requirement.

In addition, students may complete a second year of a MENA language and apply 8 credits of this work toward satisfaction of the humanities credits requirements.

Study-Abroad or Internship Concentration. Students spend a minimum of one term in an approved study-abroad or internship program in a Middle Eastern–North African country.

Currently, there are 19 study-abroad programs offered through the UO, in Jordan, Morocco, Israel, Turkey, and Tunisia. All of these programs meet the study-abroad requirement option. Other programs through accredited universities and organizations may be accepted for university credit and for the study-abroad requirement option. For these programs to count toward the concentration, the student must meet with the minor advisor. Students planning on the study-abroad or internship option must meet

with the program advisor to discuss the study-abroad program that fits with the objectives of the minor.

The UO participates in IE₃ Global, which offers internships in Tunisia and which count toward the study-abroad or internship requirement. Other internship possibilities may be available. For these programs to count toward the concentration, the student must meet with the minor advisor and have it approved before signing up for the internship program.

Once students return from their study-abroad or internship experience, they must write a five- to six-page reflection of their experiences abroad, to be read and approved by the minor advisor. As noted, the minor advisor must approve courses taken abroad and the structure and content of an internship in advance. With the approval of the advisor, up to 8 credits taken abroad may count toward the overall minor requirement of 24 credits.

Research Concentration. Students write a high-quality, 15- to 20-page research paper on a MENA-related topic. For this pathway, students work with a professor who guides their research, monitors their progress, and approves their completed research paper. To research and write their paper, students may select to enroll in a 401 (Research) or 405 (Reading and Conference) course. Four credits of 401 or 405 may apply to the 24-credit requirement.

Political Science

<http://polisci.uoregon.edu>

Alison Gash, Department Head

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Understanding the dynamics of politics, and how to make them serve you, is a critical element of understanding and shaping your own life. Studying political science teaches you how collective decisions are made — and how you can have a role in them — across all the arenas of your life. Within our close-knit community of scholars, you'll develop the critical thinking, analytic, writing, and sharp communication skills needed to examine the forces that shape our world.

Faculty

Yvette Alex-Assensoh, professor (immigration, racial politics) & vice president for equity and inclusion. BA, 1988, Columbia; MA, 1991, PhD, 1993, Ohio State; JD, 2006, Indiana, Bloomington. (2012)

Erin Beck, associate professor (Latin American politics, gender politics, international development, violence against women). BA, 2004, Providence College; MA, 2007, PhD, 2012, Brown. (2012)

Neil O'Brian, assistant professor (political parties, Congress, public opinion, polarization). BA, 2011, Case Western Reserve University; PhD, 2020, California, Berkeley. (2019)

Michael Brown, instructor (social and political theory, science, technology & society, incarceration, political economy). BA, 2007, Oregon; PhD, 2018, Michigan State. (2019)

Rutger Ceballos, assistant professor (American politics, political theory, race and American political development). BA, 2014, Washington; MA,

2016, Queen Mary – University of London; PhD, 2024, Washington. (2024)

Anita Chari, associate professor (political theory). BA, 2001, Georgetown; MA, 2003, PhD, 2008, Chicago. (2010)

Jane K. Cramer, associate professor (international relations, international security, US foreign policy). BA, 1986, Oberlin; PhD, 2002, Massachusetts Institute of Technology. (2000)

Dennis C. Galvan, professor (Africa, development, comparative politics); vice provost for international affairs. See **Global Studies**.

Alison Gash, professor (public law). BA, 1995, Vassar College; MPA-URP, 2000, Princeton; MA, 2004, PhD, 2010, California, Berkeley. (2010)

Burke Hendrix, professor (normative political theory, indigenous politics, global justice). BA, 1992, Linfield College; MA, 2000, PhD, 2002, Colorado, Boulder. (2012)

Ellen Alexandra Holtmaat, assistant professor (environmental politics, global governance, international political economy, business). BA, 2007, Utrecht University; MS, 2011, University of Amsterdam; MS, 2012, University of Essex; PhD, 2020, Geneva Graduate Institute. (2024)

Chandler James, assistant professor (American politics, US presidency, public opinion). AB, 2014, MA, 2020, PhD, 2023, Chicago. (2023)

Janel Jett, assistant professor (environmental politics, media and politics, political psychology). BA, 2008, University of Evansville; MA, 2018, PhD, 2021, Purdue. (2024)

Craig Kauffman, professor (environmental politics, global governance, democratization). BA, 1992, College of Wooster; MS, 1996, George Mason; PhD, 2012, George Washington. (2012)

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 Skalnnes, associate professor (international political economy, international relations). CandMag, 1984, Bergen; MA, 1989, PhD, 1993, California, Los Angeles. (1992)

Daniel Tichenor, professor (immigration, civil rights, social movements, political parties, Congress, and the Presidency); Philip H. Knight Chair. BA, 1988, Earlham College; PhD, 1996, Brandeis. (2008)

Tuong Vu, professor (comparative politics, political economy, nationalism, revolution, East and Southeast Asia). BA, 1994, Minnesota, Twin Cities; MPA, 1997, Princeton; PhD, 2004, California, Berkeley. (2007)

Emeriti

William H. Baugh, associate professor emeritus. SB, 1963, Massachusetts Institute of Technology; MS, 1965, Rochester; MA, 1971, PhD, 1973, Indiana. (1978)

Deborah Baumgold, professor emerita. BA, 1971, Oberlin; MA, 1975, PhD, 1980, Princeton. (1987)

Gerald Berk, professor emeritus. BA, 1977, Clark; PhD, 1987, Massachusetts Institute of Technology. (1994)

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)

Priscilla Southwell, professor emerita. BA, 1974, MA, 1977, Colorado; PhD, 1983, North Carolina, Chapel Hill. (1981)

Richard P. Suttmeier, professor emeritus. AB, 1963, Dartmouth College; PhD, 1969, Indiana. (1990)

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

Undergraduate Programs

Major - Bachelor's Degree

- Political Science (BA/BS) (p. 407)

Minor

- Political Science (p. 409)

Graduate Programs

Major - Doctoral Degree

- Political Science (PhD) (p. 410)

Political Science (BA/BS)

As a political science major at the University of Oregon, you'll gain an in-depth understanding of how power, politics, and people converge. Understanding politics and how to make them better serve the community is a critical element in shaping your own possibilities. From concentrations in global affairs and international trade to mediating local council meetings and analyzing societal reactions, there are a wide range of opportunities within our political science community. A degree in political science teaches you how collective decisions are made and how our government works—or doesn't.

You will study political theory and international and national politics as you develop critical thinking, analytic and writing abilities, and sharp communication. These skills lead into a wide variety of careers. Our program opens doors to graduate work and professional opportunities in law, business, government, teaching, journalism, and social activism. Our students' substantive expertise in political institutions, key policy issues, ideology, law and regulation, and political identities empowers them to successfully navigate—and change—the world that awaits beyond UO.

This program is designed to

1. provide students with substantive expertise in political institutions, key policy issues, salient ideologies, law and regulation, and political identities in local, national, and global contexts
2. prepare students for graduate work or professional careers in law, business, government, teaching, journalism, social activism, or the academic community

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Recognize and describe major variations in political institutions and policy processes.
- Recognize the defining features of major political ideologies and their conceptual relations to one another.
- Identify sources and expressions of various forms of inequality, as well as different ways that groups challenge inequalities through the exercise of different forms of power and agency.
- Identify and evaluate multiple explanations for why political processes or policy outcomes vary across countries, policy realms, and time.
- Evaluate a theoretical claim against alternative theoretical approaches using appropriate methods and evidence in a written paper, oral presentation, and/or other creative output.
- Demonstrate engagement with social and political issues, including through politically-related employment or internships, regular critical reading about current events, or other forms of policy and political experience.

Political Science Major Requirements

Code	Title	Credits
Lower-division credits		16
Two courses must be at the 100-level		
Two courses must be at the 200-level		
Upper-division credits ¹		32
Eight credits must be at the 400-level ²		
Total Credits		48

¹ A minimum of 20 upper-division credits must be completed in residence at the University of Oregon.

² A minimum of eight credits from courses numbered 407, 410, or 412–499 are required.

Additional Requirements

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 PS 409 may not be applied to the major.

No more than a total of 16 credits in Research: [Topic] (PS 401), Thesis (PS 403), Internship: [Topic] (PS 404), Reading and Conference: [Topic] (PS 405), Workshop: [Topic] (PS 408), Honors Thesis Prospectus (PS 411), Career Readiness (CAS 417), and Overseas Study: Internships (OINT 488) may be applied toward the 48-credit requirement. Overseas Study: Internships (OINT 488) is subject to preapproval by the political science department.

8 of the 16 credits may be from Internship: [Topic] (PS 404) , LERC 406 , and Overseas Study: Internships (OINT 488) and must be earned at the University of Oregon or through UO programs abroad. 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.

Students must take at least one Political Theory course at any level. Other courses may apply, please ask an advisor.

Code	Title	Credits
Political Theory Courses		
PS 206	Ethics, Identity, and Power	
PS 308	United States Political Thought	
PS 309	Political Ideologies	
PS 310	Roots of Democracy	
PS 311	Sovereignty and Revolution	
PS 312	Shadows of Modernity	
PS 372	Music and Politics	
PS 390	American Indian Politics	
PS 391	Non-Western Political Theory	
PS 433	Marxism and Radical Thought	
PS 458	Feminist Political Theories	
PS 472	Matters of Life and Death	

Honors in Political Science

Political science majors who have reached junior standing and meet GPA minimums are eligible to enter the honors program. The honors program spans the spring term of a student's junior year to the spring term of senior year. GPA minimums must be maintained to participate—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. Students must successfully complete Honors Thesis Prospectus (PS 411) during fall term of the academic year in which the thesis is completed, then complete 4 credits in Thesis (PS 403) in the following winter term. Honors students select a thesis advisor and reader; the advisor supervises and grades the thesis course. The thesis advisor and reader determines if the thesis is approved for honors distinction after eligibility is determined prior to graduation.

Four-Year Degree Plan

Bachelor of Arts in Political Science

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121Z	Composition I	4	
100-level course with PS subject code		4	
First term of first-year second-language sequence		4	
Area of Inquiry - arts and letters course		4	
Credits		16	
Winter			
Second term of first-year second-language sequence		4	
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Area of Inquiry - science course		4	

100-level course with PS subject code		4
Credits		16
Spring		
Third term of first-year second-language sequence		4
Area of Inquiry - science course		4
Global Perspectives or US Difference, Inequality, Agency course		4
200-level course with PS subject code		4
Credits		16
Second Year		
Fall		
First term of second-year second-language sequence		4
Area of Inquiry - arts and letters course		4
Area of Inquiry - social science course		4
200-level course with PS subject code		4
Credits		16
Winter		
Second term of second-year second-language sequence		4
Area of Inquiry - arts and letters course		4
Area of Inquiry - social science course		4
Course in political theory with PS subject code		4
Credits		16
Spring		
Third term of second-year second-language sequence		4
Area of Inquiry - arts and letters course		4
Area of Inquiry - social science course		4
300-level course with PS subject code		4
Credits		16
Third Year		
Fall		
Area of Inquiry - science course		4
300-level course with PS subject code		4
Area of Inquiry - social science course		4
Elective course	Consider pursuing an internship	4
Credits		16
Winter		
Global Perspectives or US Difference, Inequality, Agency course		4
Area of Inquiry - science course		4
300- to 400-level courses with PS subject code		8
Credits		16
Spring		
300- to 400-level courses with PS subject code	Consider applying for the honors program	8
Elective courses		8
Credits		16

Fourth Year**Fall**

400-level course with PS subject code	4
Elective courses (Enroll in PS 411 if participating in the honors program)	8

Credits	12

Winter

400-level course with PS subject code	4
Elective courses (Enroll in PS 403 if participating in the honors program)	8

Credits	12

Spring

Elective courses	Apply to graduate	12

Credits	12

Total Credits	180

Bachelor of Science in Political Science

Course	Title	Credits	Milestones

First Year**Fall**

MATH 106	University Mathematics II	4
WR 121Z	Composition I	4
100-level course with PS subject code		4
Area of Inquiry - arts and letters course		4

Credits	16

Winter

MATH 107	University Mathematics III	4
WR 122Z	Composition II	4
or WR 123	or College Composition III	
100-level course with PS subject code		4
Area of Inquiry - science course		4

Credits	16

Spring

MATH 111Z	Precalculus I: Functions	4
200-level course with PS subject code		4
Area of Inquiry - science course		4
Global Perspectives or US Difference, Inequality, Agency course		4

Credits	16

Second Year**Fall**

200-level course with PS subject code	4
Area of Inquiry - arts and letters course	4
Area of Inquiry - social science course	8

Credits	16

Winter

Course in political theory with PS subject code	4
Global Perspectives or US Difference, Inequality, Agency course	4
Area of Inquiry - arts and letters course	4
Area of Inquiry - social science course	4

Credits	16

Spring

300-level course with PS subject code	4
Area of Inquiry - arts and letters course	4
Area of Inquiry - social science course	4
Elective course	4

Credits	16

Third Year**Fall**

Upper-division course with PS subject code	4
300-level course with PS subject code	4
Area of Inquiry - science course	4
Elective course	Consider 4

Credits	16

Winter

300- to 400-level course with PS subject code	4
Area of Inquiry - science course	4
Elective course	4

Credits	12

Spring

400-level courses with PS subject code	Consider applying for the honors program	8

Elective courses	8

Credits	16

Fourth Year**Fall**

400-level course with PS subject code	4
Elective courses (Enroll in PS 411 if participating in the honors program)	12

Credits	16

Winter

400-level course with PS subject code	4
Elective courses (Enroll in PS 403 if participating in the honors program)	8

Credits	12

Spring

Elective courses	Apply to graduate	12

Credits	12

Total Credits	180

Political Science Minor

The minor in political science teaches you how collective decisions are made—and how you can have a role in them—across all the arenas of your life. Our program prioritizes a concrete skill set of critical thinking, analytic and writing abilities, and sharp communication.

Minor Requirements

Code	Title	Credits
Political science courses		8
Upper-division political science courses ¹		16
Total Credits		24

¹ Only 6 credits may be in Research: [Topic] (PS 401), Reading and Conference: [Topic] (PS 405), and Workshop: [Topic] (PS 408).

All credits must be taken for letter grades and passed with grades of C– or better. As many as 8 credits may be transferred from another institution.

Thesis (PS 403), Internship: [Topic] (PS 404), Honors Thesis Prospectus (PS 411), Overseas Study: Internships (OINT 488), and LERC 406 do not count toward the minor.

Political Science (PhD)

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.

Program Learning Outcomes

- Upon successful completion of this program, students will be able to:
- Demonstrate mastery of the literature, empirical tools, and theoretical models used in at least one subfield in the discipline of political science (American Politics, Comparative Politics, International Relations, or Political Theory), and strong familiarity with a second subfield.
 - Demonstrate the ability to identify and answer original research questions by designing and producing publishable research.
 - Develop the ability to communicate original research, both written and verbal.
 - Develop the ability to teach foundational, intermediate, and field courses at the undergraduate level.
 - Achieve the doctoral degree within six years.

PhD in Political Science

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. Research: [Topic] (PS 601) and Reading and Conference: [Topic] (PS 605) may be taken pass/no pass. All other course work must be taken for letter grades
2. Demonstrated proficiency in quantitative and qualitative research methods
3. Completion of a research paper no later than the sixth term of enrollment (excluding summer)

4. 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
5. 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
 - international relations
 - public policy
 - United States politics
6. After passing the comprehensive examinations, completion of PS 621 and 18 credits in Dissertation (PS 603), to be taken while completing the PhD dissertation
7. Defense of the written dissertation in an oral examination

Code	Title	Credits
Seminar Requirement		
A minimum of 10 credits must be from required field core seminars that thematically parallel the student's comprehensive exams. Core seminars by subfield are listed below:		
Comparative Politics		
PS 628	States and State-Society Relations	
PS 629	Comparative Political Economy	
PS 630	States and Regimes	
International Relations		
PS 624	International Relations	
PS 626	International Political Economy	
Political Theory		
PS 622	Political Theory	
United States Politics		
PS 607	Seminar: [Topic] (American Politics Pro-Seminar)	
One 600-level U.S. political science seminar		
One additional 500- or 600-level U.S. political science course		
Public Policy		
PS 625	Public Policy	
Select one of the following:		
PS 566	Civil Rights in Post-Warren Era	
PS 567	The United States Presidency	
PS 577	International Environmental Politics	
PS 595	United States Political Economy	
PS 630	States and Regimes	
Methods Requirement		
PS 545	Methods for Politics and Policy Analysis I ¹	
PS 546	Methods for Politics and Policy Analysis II ¹	
PS 612	Qualitative Methods	
PS 613	Interpretive Methods in Political Science	
PS 614	Research Design	
PS 621	Dissertation Prospectus	
Supervised College Teaching		
PS 615	Teaching and Learning in Politics and Policy	

Professional Development

PS 616	Professionalization in Politics and Policy: [Topic] ²

Dissertation

PS 603	Dissertation

Total Credits **100**

¹ If PS 545 and/or 546 are not offered during a specific year, the Graduate Coordinator will notify students of the quantitative methods courses that will count towards this requirement.

² Taken twice in the first year (Winter and Spring terms)

A complete description of graduate requirements, including an explanation of themes and field requirements, is available on the department website (<http://polisci.uoregon.edu/>).

Sociology

<http://sociology.uoregon.edu>

Giannbin Shiao, Department Head

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Sociology is the systematic study of human social life, groups, and societies. Sociology can reveal how society works, what motivates individuals to behave in certain ways, how particular rules and norms get established, why people obey those rules and norms, how seemingly invisible social forces might govern our behavior, and how the outcome of our lives are frequently determined by forces largely outside of our control. It can even help us understand why we might sometimes act in ways that are contrary to our deeply held beliefs.

Sociologists study how societies form, change, and die out. They study how society affects you and vice versa. The department curriculum focuses on social institutions—the family, work, religion, and the economy; culture—the governing ideas and beliefs of a society; and social interactions—the way people behave as individuals and in groups. Taken together, they make up what sociologists call the social structure: enduring, patterned, orderly relationships among institutions, people, and other elements of a given society. Through a systematic study of society, sociology helps us understand social problems such as inequality, racism, environmental degradation, and poverty, to name a few, and aids in the development of creative solutions to solve them.

Faculty

Michael B. Aguilera, associate professor (international migration, race & ethnicity, economic sociology, social inequality, public health, social networks). BA, 1995, California, Irvine; MA, 1995, PhD, 1999, State University of New York, Stony Brook. (2004)

Oluwakemi Balogun, associate professor (gender, race and migration, African Studies). See **Women's, Gender, and Sexuality Studies**.

Michael Brown, instructor (social and political theory, science, technology & society, incarceration, political economy). BA, 2007, University of Oregon; PhD, 2018, Michigan State. (2023)

MacKenzie A. Christensen, assistant professor (digital sociology, gender, marriage and family). BA, 2015, Washington State, Vancouver; MS, 2018, Portland State; MA, 2022, PhD, 2024, California, Irvine. (2024)

Michael C. Dreiling, professor (political sociology, environmental sociology, social movements). BA, 1990, California, Irvine; MA, 1993, PhD, 1997, Michigan, Ann Arbor. (1996)

Clare R. Evans, associate professor (medical sociology, quantitative methods, social networks). BA, 2008, Lewis and Clark College; MPH, 2011, Columbia; ScD, 2015, Harvard. (2015)

Isabel García Valdivia, assistant professor (immigration, race & ethnicity, Latine/x Sociology, life course and aging). BA, 2014, Pomona College; MA, 2017, PhD, 2022, California, Berkeley. (2024)

Aaron O. Gullickson, associate professor (race and ethnicity, stratification, demography). BA, 1998, Washington (Seattle); MA, 1999, 2001, PhD, 2004, California, Berkeley. (2007)

Jill A. Harrison, associate professor (work, organizations, qualitative methods). BA, 2000, Youngstown State; MA, 2004, PhD, 2009, Ohio State. (2009)

Claire W. Herbert, associate professor (crime & socio-legal studies, housing, urban sociology, race, poverty & inequality). BS, 2006, University of Oregon; MA, 2014, University of Michigan; PhD, 2016, University of Michigan. (2019)

Nathalia Hernández-Vidal, assistant professor (environmental sociology, racial and ethnic relations, science and technology). PhD, 2020, Loyola University Chicago. (2023)

Jocelyn Hollander, professor (gender, microsociology, gender-based violence). BA, 1987, Stanford; MA, 1991, PhD, 1997, Washington (Seattle). (1997)

Raoul S. Liévanos, associate professor (environment and health, race and ethnicity, science and technology). BA, 2004, California State, Fresno; MA, 2007, PhD, 2013, California, Davis. (2016)

Ryan Light, professor (cultural sociology, inequality, social networks). BA, 2000, Kenyon College; MA, 2004, PhD, 2009, Ohio State. (2009)

Krystale Littlejohn, associate professor (health and medicine, social cognition, inequality). BA, 2007, Occidental College; MA, 2010, PhD, 2013, Stanford. (2019)

Julius McGee, associate professor (race, class, and gender, environmental sociology). PhD, 20017, Oregon. (2021)

Kari Marie Norgaard, professor (environmental sociology, gender and environment, race and environment, climate change, sociology of culture, social movements and sociology of emotions). BS, 1992, Humboldt State; MA, 1994, Washington State; PhD, 2003, Oregon. (2011)

Matthew Norton, associate professor (political and cultural sociology, theory). BA, 1998, Villanova; MA, 2002, Bradford; PhD, 2012, Yale. (2012)

C. J. Pascoe, professor (sexuality and gender, childhood and youth, new media). BA, 1996, Brandeis; MA, 2000, PhD, 2006, California, Berkeley. (2013)

Elaine Replogle, associate teaching professor (sociology of medicine and mental health, culture, qualitative methods). BA, 1989, Earlham College; MTS, 1994, Harvard; MA, 2002, PhD, 2005, Rutgers. (2008)

Ellen K. Scott, professor (low-wage work, public policy, gender). BA, 1982, Williams; MA, 1991, New School for Social Research; MA, 1992, PhD, 1997, California, Davis. (2001)

Giannbin Lee Shiao, professor (race and ethnicity, research methods, Asian America). BA, 1991, Brown; MA, 1994, 1996, PhD, 1998, California, Berkeley. (1998)

Jessica Vasquez-Tokos, professor (race and ethnicity, immigration, family). BA, 1998, Princeton; MA, 2002, PhD, 2007, California, Berkeley. (2012)

Byron Villacis, assistant professor (demography, sociology of statistics, economic sociology, sociology of expertise, and sociology of corruption). BA, 2001, U. San Francisco Quito-Ecuador; MSc, 2005, FLACSO Quito-Ecuador; MA, 2015 California, Berkeley; PhD, 2023, California, Berkeley. (2023)

Hannah Waight, assistant professor (computational sociology, digital media, China, information). AB, 2010, AM, 2014, Harvard; MA, 2017, PhD, 2022, Princeton. (2024)

Stephanie Wiley, instructor (criminology, juvenile delinquency, race and punishment, school discipline). BS, 2006, Western Oregon; MS, 2008, Portland State; PhD, 2014, University of Missouri - St. Louis. (2023)

Richard York, professor (environmental sociology, statistics, research methods). BS, 1994, Southern Oregon; MS, 1997, Bemidji State; PhD, 2002, Washington State. (2002)

Emeriti

Vallon L. Burris, professor emeritus. BA, 1969, Rice; PhD, 1976, Princeton. (1977)

John Bellamy Foster, professor emeritus. BA, 1975, Evergreen State; MA, 1977, PhD, 1984, York. (1985)

Marion Sherman Goldman, professor emerita. AB, 1967, California, Berkeley; MA, 1970, PhD, 1977, Chicago. (1973)

Patricia A. Gwartney, professor emerita. AB, 1973, California, Berkeley; MA, 1979, PhD, 1981, Michigan. (1981)

Kenneth B. Liberman, professor emeritus. BA, 1970, State University of New York, Old Westbury; MA, 1976, PhD, 1981, California, San Diego (1983)

Gregory McLauchlan, professor emeritus. BA, 1974, MA, 1978, PhD, 1988, California, Berkeley. (1989)

Robert M. O'Brien, professor emeritus. BS, 1967, Pomona; MS, 1970, PhD, 1973, Wisconsin. (1981)

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

Undergraduate Programs

Major - Bachelor's Degree

- Sociology (BA/BS) (p. 412)

Minor

- Criminology (p. 415)
- Sociology (p. 414)

Graduate Programs

Major - Doctoral Degree

- Sociology (PhD) (p. 416)

Sociology (BA/BS)

Sociology is the systematic study of human groups and societies -- how they develop, how they are structured, and how they function. Like human society itself, the field of sociology is extremely broad. Sociologists study the social world, from small groups of friends and families, to formal organizations, such as universities and corporations, to entire nations. We look at social relationships and interactions, at power and conflict, at structures that hold societies together, and at how societies change.

Hands-on learning and applied sociology are key aspects of our program. Options available to students include, but are not limited to participating in the Inside/Out Program partnered with a class at Oregon State Penitentiary, the Sociology Honors program where students produce their own research and write a thesis, presenting original research at the Undergraduate Research Symposium, a wide variety of community outreach and research internships, peer advising and mentoring, and more.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Develop a sociological imagination allowing them to analyze and evaluate fundamental features of society, including social conflict, inequalities, institutions, group relations, the experiences of individuals, and human interactions with the earth's natural environment.
- Recognize and understand major theoretical traditions and be able to use sociological theories to critically analyze systems of social power, institutions, human difference, or behavior.
- Be proficient in basic research methods including interviews, direct observation, content analysis, and surveys. They will know how to collect and analyze data, and how to identify appropriate methods for answering different sociological questions.
- Develop literacy with statistical methods for describing numerical data and for drawing inferences from samples to populations. They will be able to understand statistical models and evaluate quantitative research results.
- Be able to apply their theoretical and empirical knowledge to complex social problems, and to assess the quality of evidence for competing claims regarding social issues.

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. Four credits from a course not numbered 401–409 may be taken pass/no pass (P/N); P grades must be earned to apply them to the major.

Courses numbered 401–406 may be taken pass/no pass (P/N); P grades must be earned to apply them to the major. No more than 8 credits from these courses may be applied to the major.

Concentrations

- General Sociology (p. 413)
- Critical Thinking with Data (p. 413)
- Culture, Identities, and Institutions (p. 413)
- Environment, Health, and Community (p. 414)
- Inequalities, Crime, and Social Justice (p. 414)

General Sociology

Work in sociology begins with Introduction to Sociology (SOC 204Z) or Social Inequality (SOC 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.

Sociology Major Requirements

Code	Title	Credits
Core Courses		
SOC 204Z	Introduction to Sociology (May be replaced by SOC 207 Social Inequality)	4
SOC 310	Social Theory	4
SOC 311	Research Methods	4
SOC 312	Statistical Analysis in Sociology ¹	4
Upper-Division Courses		
400-level lecture courses (407, 410–499) ²		12
300- or 400-level courses ³		8
Additional Courses		
Sociology courses (any level) ³		12
Total Credits		48

¹ STAT 243Z, MATH 425, or PSY 302 can be taken as substitutes for SOC 312. If STAT 243Z is substituted for SOC 312 then at least 4 credits of the Additional Course requirement must be upper-division.

² These credits must be earned at the University of Oregon.

³ CAS 417 and LERC 406 may be applied to these credits

Concentration in Critical Thinking with Data

Code	Title	Credits
Core Courses		
SOC 204Z	Introduction to Sociology (May be replaced by SOC 207 Social Inequality)	4
SOC 310	Social Theory	4

SOC 311	Research Methods	4
SOC 412	Sociological Research Methods	4
Upper-Division Courses		
SOC 413	Sociological Research Methods	4
SOC 416	Issues in Environmental Sociology: [Topic]	4
or SOC 442	Issues in Urban Sociology: [Topic]	
or SOC 456	Feminist Theory	
or SOC 457	Sex and Society	
or SOC 475	Marxist Sociological Theory	
or SOC 484	Issues in Deviance, Control, and Crime: [Topic]	
SOC 425		4
or SOC 445	Sociology of Race and Ethnicity: [Topic]	
or SOC 446	Issues in Sociology of Work: [Topic]	
or SOC 447	Issues in Sociology of Organizations: [Topic]	
or SOC 451	Social Stratification	
or SOC 452	Issues of Migration: [Topic]	
or SOC 465	Political Sociology	
or SOC 467	Economic Sociology	
or SOC 491		
300- or 400-level courses ¹		12
Additional Courses		
Sociology courses (any level) ¹		8
Total Credits		48

¹ CAS 417 and LERC 406 may be applied to these credits

Concentration in Culture, Identities, and Institutions

Code	Title	Credits
Core Courses		
SOC 204Z	Introduction to Sociology (May be replaced by SOC 207 Social Inequality)	4
SOC 310	Social Theory	4
SOC 311	Research Methods	4
SOC 312	Statistical Analysis in Sociology ¹	4
Upper-Division Courses		
SOC 328	Self and Society	4
SOC 317	Sociology of the Mass Media	4
or SOC 330	Sociology of the Family	
or SOC 346	Work and Occupations	
or SOC 370	Urban Sociology	
or SOC 385	Medical Sociology	
SOC 355	Sociology of Gender	4
or SOC 345	Race and Ethnicity	
400 Level Sociology Coursework:		12
SOC 458	Issues in Cultural Sociology: [Topic] (Cultural Sociology)	
SOC 445	Sociology of Race and Ethnicity: [Topic]	
SOC 455	Issues in Sociology of Gender: [Topic]	
SOC 457	Sex and Society	
SOC 452	Issues of Migration: [Topic]	

SOC 451	Social Stratification	
SOC 425		
SOC 446	Issues in Sociology of Work: [Topic]	
SOC 447	Issues in Sociology of Organizations: [Topic]	
SOC 465	Political Sociology	
SOC 467	Economic Sociology	
SOC 491		
Additional Courses		
Sociology courses (any level) ²		8
Total Credits		48

¹ STAT 243Z, MATH 425, or PSY 302 can be taken as substitutes for SOC 312. If STAT 243Z is substituted for SOC 312 then at least 4 credits of the Additional Course requirement must be upper-division.

² CAS 417 and LERC 406 may be applied to these credits

Concentration in Environment, Health, and Community

Code	Title	Credits
Core Courses		
SOC 204Z or SOC 207	Introduction to Sociology Social Inequality	4
SOC 310	Social Theory	4
SOC 311	Research Methods	4
SOC 312	Statistical Analysis in Sociology ¹	4
Upper-Division Courses		
SOC 304	Community, Environment, and Society	4
Choose Two Courses From The Following:		8
SOC 346	Work and Occupations	
SOC 370	Urban Sociology	
SOC 385	Medical Sociology	
400 Level Sociology Courses		12
SOC 416	Issues in Environmental Sociology: [Topic]	
SOC 442	Issues in Urban Sociology: [Topic]	
SOC 446	Issues in Sociology of Work: [Topic]	
Additional Courses		
Sociology courses (any level) ²		8
Total Credits		48

¹ STAT 243Z, MATH 425, or PSY 302 can be taken as substitutes for SOC 312. If STAT 243Z is substituted for SOC 312 then at least 4 credits of the Additional Course requirement must be upper-division.

² CAS 417 and LERC 406 may be applied to these credits

Concentration in Inequalities, Crime, and Social Justice

Code	Title	Credits
Core Courses		
SOC 204Z	Introduction to Sociology (May be replaced by SOC 207 Social Inequality)	4

SOC 310	Social Theory	4
SOC 311	Research Methods	4
SOC 312	Statistical Analysis in Sociology ¹	4
Upper-Division Courses		
SOC 301	American Society	4
or SOC 304	Community, Environment, and Society	
or SOC 313	Social Issues and Movements	
or SOC 355	Sociology of Gender	
or SOC 370	Urban Sociology	
SOC 345	Race and Ethnicity	4
SOC 380	Deviance, Social Control, and Crime	4

400 Level Sociology Courses		8
Choose Two Courses from the Following:		
SOC 442	Issues in Urban Sociology: [Topic]	
SOC 445	Sociology of Race and Ethnicity: [Topic]	
SOC 451	Social Stratification	
SOC 465	Political Sociology	
SOC 475	Marxist Sociological Theory	
SOC 484	Issues in Deviance, Control, and Crime: [Topic]	4
Additional Courses		
Sociology courses (any level) ²		8
Total Credits		48

¹ STAT 243Z, MATH 425, or PSY 302 can be taken as substitutes for SOC 312. If STAT 243Z is substituted for SOC 312 then at least 4 credits of the Additional Course requirement must be upper-division.

² CAS 417 and LERC 406 may be applied to these credits

Sociology Minor

Sociology is the scientific study of human groups and societies - how they develop, how they are structured, and how they function. Sociologists look at social relationships and interactions, power and conflict, structures that hold societies together, and how societies change. The undergraduate program in sociology at the University of Oregon is designed to provide a broad understanding of human society for students in all fields. The Minor in Sociology is a popular choice for students in other fields who wish to enhance their understanding of society and the behavior of people.

Minor Requirements

The minor in sociology complements a major in another discipline. Courses used to satisfy requirements for the minor must be taken for letter grades and passed with grades of C– or better.

- Of the 24 credits required in sociology courses, 12 must be upper division
- 12 credits must be taken in residence at the University of Oregon; 8 of those credits must be upper division
- No more than 8 credits from the sociology minor may be used to complete the requirements of another major or minor

Code	Title	Credits
Select one from the following:		4
SOC 204Z	Introduction to Sociology	

SOC 207	Social Inequality	
Select one of the following: ¹		4
SOC 310	Social Theory	
SOC 311	Research Methods	
SOC 312	Statistical Analysis in Sociology ²	
Other sociology courses ^{3,4}		16
Total Credits		24

¹ Students in the minor may take 400-level courses only after completing this requirement. Exceptions may be made by instructor permission.

² STAT 243Z, MATH 425, or PSY 302 can be taken as substitutes for SOC 312.

³ No more than 4 credits in courses numbered 401–406 may be applied to the minor.

⁴ LERC 406 may be applied to these credits.

Criminology Minor

Who defines crime and criminal behavior? Why do people commit crimes? What does society do, and what can society do better to prevent and respond to crime? The criminology minor gives students the tools to analyze how society defines, regulates and tries to prevent crime, as well as considering social issues and structures that may cause people to break laws. The minor program in criminology allows students to pair their majors with an exploration of issues of crime and the criminal justice system.

The criminology minor affords students the opportunity to analyze how society defines, regulates and seeks to prevent criminal behavior as well as considering what factors lead people to commit crimes.

Courses address the role of systemic inequality and state violence in relation to crime. Students select courses from multiple social scientific disciplines including sociology, anthropology, political science, psychology and indigenous, race and ethnic studies to gain an understanding of the nature of crime, including the social and cultural factors contributing to criminal behavior and institutional efforts to prevent it. They also gain skills in analyzing evidence as well as identifying, apprehending and rehabilitating perpetrators.

General Social Science major with Crime, Law, and Society concentration cannot minor in Criminology minor.

Criminology Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
Required Core Courses:		12
SOC 204Z	Introduction to Sociology	
or SOC 207 Social Inequality		
SOC 280	Introduction to Criminology	
SOC 380	Deviance, Social Control, and Crime	
Electives: ¹		24
ANTH 176	Introduction to Forensic Anthropology	
ANTH 473		
ANTH 366	Human Osteology Laboratory	
CRES 445	Conflicts of Incarceration	

EC 330	Urban and Regional Economic Problems	
EC 410	Experimental Course: [Topic]	
ES 101	Introduction to Ethnic Studies	
ES 450	Race and Incarceration	
FHS 213	Issues for Children and Families	
FHS 329	Youth Psychopathology in Context	
FHS 483		
GEOG 481	GIScience I	
GEOG 482	GIScience II	
GLBL 360	International Cooperation and Conflict	
GLBL 370	International Human Rights	
JCOM 302	Communication Law	
JCOM 303	Media Ethics	
LAW 102	Introduction to Criminal Law	
LAW 103	Introduction to Criminal Investigation	
LAW 301	Youth and Social Change	
LAW 417	The Death Penalty	
PHIL 344	Introduction to Philosophy of Law	
PPPM 434	Urban Geographic Information Systems	
PS 106	Power, Politics, and Inequality	
PS 206	Ethics, Identity, and Power	
PS 316	Black Lives Matter and American Democracy	
PS 275	Legal Process An Introduction to the American Judiciary	
PS 346	Terrorism and Weapons Proliferation	
PS 368	Gender in the Law	
PS 375		
PS 472	Matters of Life and Death	
PS 485	Civil Rights and Civil Liberties	
PSY 306	Social Psychology	
PSY 309	Psychopathology	
PSY 383	Psychoactive Drugs	
PSY 420	Psychology and Law	
PSY 422	Forensic Psychology	
PSY 472	Psychology of Trauma	
PSY 478	Social Development	
PSY 480	Development and Psychopathology	
SOC 301	American Society	
SOC 313	Social Issues and Movements	
SOC 370	Urban Sociology	
SOC 451	Social Stratification	
SOC 455	Issues in Sociology of Gender: [Topic]	
SOC 465	Political Sociology	
SOC 484	Issues in Deviance, Control, and Crime: [Topic]	
SPED 418	Disrupting the School to Prison Pipeline	
Total Credits		36

¹ Up to 4 credits of internship or practicum can be applied towards the minor.

Additional Requirements

- At least 16 credits must be at the upper-division level

Residency Requirements

- At least 24 minor credits must be taken at UO.

Sociology (PhD)

The Department of Sociology offers graduate work leading to a doctor of philosophy (PhD) and is intended for students seeking a professional career in research and teaching in both academic and nonacademic settings. The department does not offer a terminal master's degree, although students enrolled in the PhD program will also receive a master's degree as part of their training.

Students receive training in qualitative and quantitative research methodologies, sociological theory, and major substantive fields within sociology such as gender, sexuality, environment, race and ethnicity, culture, social networks, labor, immigration, and political economy. The department places a strong emphasis on research, and many students will find opportunities to participate in projects conducted by faculty members.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of core sociological knowledge and knowledge of several sub-fields within sociology.
- Become proficient in research design, primary or secondary data collection, and empirical data analysis.
- Demonstrate independent scientific thinking and advance knowledge within the discipline of sociology.
- Demonstrate effective oral and written communication skills reflective of presenting, publishing, and writing standards in sociology and the broader social sciences.
- Understand career practices, including, for example, ethical issues with regard to human subjects research, teaching, and related professional standards and responsibilities.

Sociology Major Requirements

Code	Title	Credits
Introduction		5
SOC 607	Seminar: [Topic]	
Methods		23
SOC 512	Sociological Research Methods	
SOC 513	Sociological Research Methods	
SOC 612	Overview of Sociological Methods	
SOC 613	Advanced Sociological Methods: [Topic] (taken twice for 5 credits each)	
Theory		15
SOC 615	Advanced Sociological Theory: [Topic]	
SOC 617	Sociological Theory I	
SOC 618	Sociological Theory II	
Substantive Seminars		15

Students must take at least three substantive graduate seminars. Any of the seminars may be taken more than once, so long as the class content differs substantially each time. Examples include:

SOC 616	Environment and Resource Issues: [Topic]	
SOC 644	Race and Ethnicity Issues: [Topic]	
SOC 656	Issues in Sociology of Gender: [Topic]	
SOC 664	Political and Economic Sociology Issues: [Topic]	
Master's Paper Project ¹		5
SOC 608	Workshop: [Topic]	
Electives		15

Students must complete three additional courses. These courses can include:

Additional advanced theory (SOC 615), advanced methods (SOC 613), or substantive seminars within the department beyond the basic requirements listed above.

500-level sociology courses or an independent study course (SOC 601 Research or SOC 605 Reading) with a faculty advisor. This requires the student and their supervising faculty member to agree to a specific reading list, regular meeting times, and a paper is required at the end of the term. Only one 500-level and one independent study course can each be used to meet elective requirements.

SOC 621 Teaching in the Social Sciences	
SOC 610	Experimental Course: [Topic] ²
Dissertation	18
SOC 603	Dissertation
Total Credits	
96	

¹ Students who have earned a master's degree from another program must still complete the master's paper requirement from the department as one of the steps toward earning the PhD.

² Depending on the topic, 610 may be eligible to fulfill other program requirements.

Code	Title	Credits
SOC 601	Research: [Topic]	1-16
SOC 603	Dissertation	1-16
SOC 605	Reading and Conference: [Topic] ¹	1-16
SOC 606	Field Studies: [Topic]	1-12
SOC 608	Workshop: [Topic]	1-16

¹ In some cases, Reading and Conference: [Topic] (SOC 605) must be taken for a grade. Consult with the graduate coordinator.

Master's-Level Requirements

Students typically complete 55 credits of master's-level requirements in the first six terms of full-time work. Students are awarded a master's degree if they have completed their required courses, achieved a mid-B or better average in their graded courses, and passed the master's paper requirement. Students who enter with a master's degree in sociology may request substitution of as many as five courses from their previous institutions to meet programmatic requirements.

Doctoral-Level Requirements

After earning the master's degree, students take an additional 20 credits of doctoral-level course work and 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. The final product is a book-length manuscript presenting empirical research that demonstrates originality and the scholar's ability to conduct independent investigation.

Women's, Gender, and Sexuality Studies

Kristin Yarris, Department Head

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asu5@uoregon.edu

The Department of Women's, Gender, and Sexuality Studies offers students an interdisciplinary curriculum that focuses on the diverse experiences of women 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. The wide range of courses explores 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. Among the areas of emphasis in women's, gender, and sexuality studies are gender and sexuality, queer studies, third-world feminism, cultural representation and literature, women and labor, feminist theory, critical race feminism, immigration and citizenship, and social activism.

Core and affiliated faculty members in the department come from a wide range of disciplinary perspectives including history, literature, anthropology, sociology, geography, environmental studies, ethnic studies, philosophy, religious studies, architecture and fine arts, music, Romance and Germanic languages, political science, public policy, and law.

Any student may take women's, gender, and sexuality 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, gender, and sexuality studies or a minor in women's, gender, and sexuality studies or in queer studies.

Faculty

Oluwakemi Balogun, associate professor (globalization, nationalism, African studies). BA, 2003, Pomona College; PhD, 2012, California, Berkeley. (2013)

Jamie M. Bufalino, associate teaching professor (gender and sexuality in US history, history of feminism, US consumer culture). See **History**.

Ana-Maurine Lara, associate professor (Black feminisms, decolonial theories and methodologies, speculative fiction and poetry). BA, 1997, Harvard-Radcliffe University; MA, 2012, Yale University; PhD, 2014, Yale University. (2015)

Isabel Millán, assistant professor (Latino and Chicano studies, transnational feminism, women and queer of color theory). BA, 2004, California, Santa Barbara; MA, 2007, San Francisco State; PhD, 2013, Michigan, Ann Arbor. (2018)

Judith Raikin, associate professor (postcolonial literature, feminist theory, sexuality). BA, 1979, California, Berkeley; MA, 1981, Chicago; PhD, 1989, Stanford. (1995)

Yvette Saavedra, assistant professor (Chicana/o history, US history, gender and sexuality history). BA, 2001, Pitzer College; MA, 2003, University of Texas, El Paso; PhD, 2013, University of Texas, El Paso. (2019)

Carol Stabile, professor (gender, race, and class in the media). AB, 1983, Mount Holyoke College; MA, 1985, PhD, 1992, Brown. (2008)

Kristin Yarris, associate professor, (disability studies, global studies, women's gender and sexuality studies). BA, 1994, Lewis & Clark College; MA, 2007, PhD 2011 UCLA. (2012)

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)

Elizabeth Reis, professor emerita. AB, 1980, Smith; MA, 1982, Brown; PhD, 1991, California, Berkeley. (2002)

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

Affiliated

Shabnam Ahktari, mathematics
Yvette Alex-Assensoh, political science
Susan C. Anderson, German and Scandinavian
Erin Beck, political science
Sonja Boos, German and Scandinavian
Yvonne Braun, international studies
Charise Cheney, ethnic studies
Krista Chronister, counseling psychology and human services
Carolyn Craig, Research Compliance Services
Lynn Fujiwara, ethnic studies
Alison Gash, political science
Amalia Gladhart, Romance languages
Bryna Goodman, history
Michael Hames-Garcia, ethnic studies
Julie Heffernan, education studies
Ellen Herman, history
Sara Hodges, psychology
Jocelyn Hollander, sociology
Lamia Karim, anthropology
Kate Kelp-Stebbins, English
Rebecca Linder, honors college
Sharon Luk, ethnic studies
Kathryn A. Lynch, environmental studies
Bonnie Mann, philosophy
Erin McKenna, philosophy
Michelle McKinley, law
Kate Mondloch, history of art and architecture
Dorothee Ostmeier, German and Scandinavian

Eileen M. Otis, sociology
C. J. Pascoe, sociology
Scott L. Pratt, philosophy
Alai Reyes-Santos, ethnic studies
Camisha Russell, philosophy
Ellen Scott, sociology
Carol T. Silverman, anthropology
Gretchen Soderlund, journalism and communication
Beata Stawarska, philosophy
Leslie H. Steeves, journalism and communication
Lynn Stephen, anthropology
Analisa Taylor, Romance languages
Courtney Thorsson, English
Jessica Vasquez-Tokos, sociology
Jo Weaver, international studies
Elizabeth A. Wheeler, English
Frances J. White, anthropology
Mary E. Wood, English

Undergraduate Programs

Major - Bachelor's Degree

- Women's, Gender, and Sexuality Studies (BA/BS) (p. 418)

Minors

- Queer Studies (p. 422)
- Women's, Gender, and Sexuality Studies (p. 421)

Graduate Programs

Certificate

- Women's, Gender, and Sexuality Studies (p. 423)

Women's, Gender, and Sexuality Studies (BA/BS)

The major in women's, gender, and sexuality studies explores gender and sexuality in all areas of life – political, cultural, economic and bodily dimensions. Through interdisciplinary courses, students examine how gender, race, class, sexualities, and abilities shape personal identities, beliefs, opportunities, and behaviors. They also explore multiple dimensions of power in courses on black feminist theories, transnational feminisms, and feminist histories, literature and the arts. The department is committed to critical views and ideas that encourage possibilities for transformation and change.

In the Department of Women's, Gender, and Sexuality Studies, students challenge the status quo by asking questions of themselves and the communities and worlds around them. The department's majors revisit and revise histories, understand and evaluate economic disparities, and through creative problem solving, learn to effect social change.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Develop a broad understanding of feminist studies, histories, and theories through interdisciplinary, intersectional, and transnational conceptual lenses.

- Develop skills in critical thinking and analysis through feminist research and methods.
- Communicate complex information and ideas (e.g., feminist theory) in a written manner that is clear and accessible.
- Apply feminist knowledge and skills to real-world problems in order to participate in social justice activism and civic engagement.

Graded courses in the major must be completed with grades of C– or higher. No more than 8 credits taken pass/no pass in these courses may be counted toward the major.

At least 36 credits must be in upper-division courses; of those 36 credits, as many as 12 may be approved in other subject codes with advisor approval. At least 16 credits applied to the major must be taken at the University of Oregon. Women's, gender, and sexuality studies (WGS) majors must attain a grade point average of 2.50 or higher in courses applied to the major. No more than 8 credits from another major or minor may count toward the major.

Women's, Gender, and Sexuality Studies Major Requirements

Code	Title	Credits
WGS 101	Introduction to Women's and Gender Studies	4
Two 200-level WGS courses		8
Select eight of the following: ¹		32
WGS 303	Women and Gender in American History	
WGS 315	History and Development of Feminist Theory	
WGS 321	Feminist Perspectives on Identity, Race, Culture	
WGS 322	Queer Theory	
WGS 331	Science, Technology, and Gender	
WGS 341	Women, Work, and Class	
WGS 350	Literature as Feminist Theory	
WGS 351	Decolonial Feminisms	
WGS 361	Gender, Film and the Media	
WGS 407	Seminar: [Topic]	
WGS 409	Terminal Project	
WGS 421	Bodies and Embodiment	
WGS 422	Sexuality Studies: [Topic]	
WGS 432	Gender, Environment, and Development	
WGS 450	Literature and Feminist World-Making	
WGS 451	Global Perspectives on Gender: [Topic]	
Independent Study courses - see below		
Pre-approved non-WGS subject code courses - see below		
WGS 411	Feminist Praxis ²	4
Total Credits		48

¹ Students may choose one of two options to satisfy the eight-course requirement:

- Choose three 300-level courses and five 400-level courses
- Choose four 300-level courses and four 400-level courses

² Offered fall term only.

Independent Study Courses

8 credits of Independent Study (IS) courses can count towards the major, unless pursuing an Honors Thesis. WGSS majors pursuing an Honors Thesis can apply up to 12 credits (this needs an exception granted by the Director of Undergraduate Studies). IS credits can be taken Pass/No Pass or graded. If students decide to take the credits Pass/No Pass, these courses will count toward the maximum allowable 8 Pass/No Pass for the major.

Code	Title	Credits
WGS 401	Research: [Topic]	
WGS 403	Thesis	
WGS 405	Reading and Conference: [Topic]	
WGS 406	Practicum: [Topic]	
WGS 408	Workshop: [Topic]	
WGS 409	Terminal Project	

Pre-Approved non-WGS Courses

8 credits of pre-approved courses in non-WGS subject codes may be applied toward the major. An additional 4 credits may be approved with departmental approval from the WGS Director of Undergraduate Studies.

Code	Title	Credits
ANTH 315	Gender, Folklore, Inequality	
CLAS 314	Gender and Sexuality in Antiquity	
ES 330	Women of Color Issues and Concerns	
FLR 370	Folklore and Sexuality	
GER 354	German Gender Studies	
GLBL 465	Global Reproductive Health	
HIST 308	History of Women in the United States I	
HIST 309	History of Women in the United States II	
JCOM 301	Gender, Media and Diversity	
PHIL 315	Introduction to Feminist Philosophy	
PS 348	Women and Politics	
PS 368	Gender in the Law	
PS 380	Gender and Politics in Developing Countries	
PS 465	LGBT Rights in the Courts	
PSY 380	Psychology of Gender	
SOC 355	Sociology of Gender	
SOC 455	Issues in Sociology of Gender: [Topic]	
SOC 456	Feminist Theory	
SOC 457	Sex and Society	

Senior Honors Thesis

Students interested in producing a substantial piece of original research and writing may elect to write a senior thesis in women's, gender, and sexuality studies.

To be eligible to write an honors thesis, students should have a cumulative GPA of 3.50 in WGS courses. Students who satisfy the major requirements, maintain throughout their undergraduate studies at Oregon a GPA of 3.50 or above in courses in the major, and submit a copy of the honors thesis approved by their committee to the department receive a baccalaureate degree with honors in women's, gender, and sexuality studies.

Thesis Criteria

A thesis must be based on a student's original research. Depending on the discipline, it can be a written paper that presents the results of the research. Theses average between 30 and 50 pages, including notes and bibliographies.

Only theses that meet the following criteria will be approved and awarded honors:

- Identifies a clear and original topic or research question
- Demonstrates knowledge of the literature concerning that topic or research question in the field of gender studies by reviewing that body of literature and providing a substantive bibliography
- Provides an analysis of the topic or research question, using clearly identified methodology
- It uses the citational style appropriate to its disciplinary focus
- The thesis is mindful of the relationships among gender, race, class, ability, and national identity as these pertain to the object of study

Students producing a senior thesis should expect to do the following work over the course of a full year prior to their graduation. In the spring and summer before the thesis writing begins, students need to identify a primary advisor (first reader) and a second reader, both of whom are either a faculty member in the department or an affiliated faculty member (see faculty list). If an affiliated faculty member is the first reader, then the instructor of Reading and Conference: [Topic] (WGS 405) will be the second reader.

In fall, students should register for Reading and Conference: [Topic] (WGS 405) (1–4 variable credits) with their thesis advisor and submit a timeline for completion of the thesis to the thesis advisor.

By the end of the fall term, students should complete a draft of a research proposal that is five to eight pages in length and includes a literature review, a short section on the methods that will be used, research questions or a thesis statement (depending on the discipline), and a bibliography.

Research proposals must be approved by the thesis advisor and a copy must be submitted to the department. If an affiliate faculty member is the thesis advisor, the proposal must be approved by the student's primary advisor in the department as well.

In winter, students should register for Thesis (WGS 403). Using the timeline submitted in the fall, students spend winter term conducting research and writing the thesis in consultation with their advisor. By the end of winter term, research should be complete and thesis writing should be significantly underway.

In spring, students write, revise, and produce a final draft of the thesis following the timeline submitted in the fall. By no later than the end of the fifth week of the term, students must submit their final thesis to their departmental advisor, their affiliate advisor, or both. Upon approval, students must submit a copy of their final thesis to the department head.

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 department office.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

The degree plan shows courses that are solely within the department (subject code WGS) and suggestions for arranging general-education courses, language courses, and mathematics courses. The plans below do not necessarily include sufficient courses to meet the 180-credit minimum to graduate.

It is suggested that students look for courses that meet the multicultural requirements when taking general-education requirements.

Bachelor of Arts in Women's and Gender Studies

Course	Title	Credits	Milestones
First Year			
Fall			
WGS 101	Introduction to Women's and Gender Studies	4	
PEMA 116	Women, Trans, and Non-Binary Self Defense	2	
WR 121Z	Composition I	4	
Core-education course in arts and letters		4	
Credits		14	
Winter			
WR 122Z	Composition II	4	
WGS 200-level course		4	
Core-education course in social science		4	
Lower-division elective course		4	
Credits		16	
Spring			
200-level course with WGS subject code		4	
Core-education course in arts and letters		4	
Core-education course in science		4	
Lower-division elective course		4	
Credits		16	
Second Year			
Fall			
300-level course with WGS subject code		4	
First term of 1st-year second-language sequence		5	
Core-education course in arts and letters		4	
Elective Physical education course		1	
Credits		14	
Winter			
300-level course with WGS subject code		4	
Second term of 1st-year second-language sequence		5	
Core-education course in science		4	
Elective physical education course		1	
Credits		14	

Spring			
300-level course with WGS subject code		Apply for department scholarship	4
Third term of 1st-year second-language sequence			5
Core-education course in social science			4
Core-education course in science			4
Credits			17
Third Year			
Fall			
Upper-division elective course with WGS subject code or approved cross-listed course			4
First term of 2nd-year second-language sequence			4
Core-education course in arts and letters			4
Elective course			4
Credits			16
Winter			
400-level course with WGS subject code			4
Second term of 2nd-year second-language sequence			4
Core-education course in social science			4
Credits			12
Spring			
400-level course with WGS subject code			4
Third term of 2nd-year second-language sequence			4
Core-education course in science			4
Elective course			4
Credits			16
Fourth Year			
Fall			
WGS 411	Feminist Praxis		4
Elective courses			12
Credits			16
Winter			
400-level course with WGS subject code or approved cross-listed course			4
Elective courses			12
Credits			16
Spring			
400-level course with WGS subject code or approved cross-listed course			4
Elective courses			12
Credits			16
Total Credits			183

Bachelor of Science in Women's and Gender Studies

Course	Title	Credits	Milestones
First Year			
Fall			
WGS 101	Introduction to Women's and Gender Studies	4	
WR 121Z	Composition I	4	
Core-education course in arts and letters		4	

Lower Elective Course such as PEMA 116	2
Credits	14
Winter	
200 level WGS course	4
WR 122Z Composition II	4
Core-education course in social science	4
Lower Division Elective course	4
Credits	16
Spring	
200 level WGS course	4
Core-education course in arts and letters	4
Core-education course in science	4
Lower Division Elective course	4
Credits	16
Second Year	
Fall	
300-level course with WGS subject code	4
Mathematics or computer science course	4
Core-education course in arts and letters	4
Lower division elective course such as PE	1
Credits	13
Winter	
300-level course with WGS subject code	4
Mathematics or computer science course	4
Core-education course in science	4
Lower division elective course such as PE	1
Credits	13
Spring	
300-level course with WGS subject code	4
Mathematics or computer science course	4
Core-education course in social science	4
Core-education course in science	4
Credits	16
Third Year	
Fall	
Upper division WGS course or approved corss-listed course	4
Mathematics or computer science course	4
Core-education course in arts and letters	4
Elective course	4
Credits	16
Winter	
400-level course with WGS subject code	4
Elective course	4
Core-education course in social science	4
Credits	12
Spring	
400-level course with WGS subject code	4
Core-education course in science	4
Elective courses	8
Credits	16

Fourth Year**Fall**

WGS 411 Feminist Praxis	4
Elective courses	12

Credits 16

Winter

400-level course with WGS subject code or approved cross-listed course	4

Elective courses	12

Credits 16

Spring

400-level course with WGS subject code or approved cross-listed course	4

Elective courses	12

Credits 16

Total Credits 180

Women's, Gender, and Sexuality Studies Minor

Students must apply for the WGSS minor in the Women's, Gender, and Sexuality Studies office well in advance of graduation for transcript evaluation.

Graded courses in the minors must be completed with grades of C– or higher. No more than 8 credits taken pass/no pass in these courses may be counted toward the minors.

A minimum of 16 credits applied to the minors must be taken at the University of Oregon. No more than 8 credits from other majors or minors may count toward the minors for women's, gender, and sexuality studies and queer studies.

Women's, Gender, and Sexuality Studies Minor Requirements

Code	Title	Credits
WGS 101	Introduction to Women's and Gender Studies	4
One 200-level WGS course		4
Select three of the following:		12
WGS 303	Women and Gender in American History	
WGS 315	History and Development of Feminist Theory	
WGS 321	Feminist Perspectives on Identity, Race, Culture	
WGS 322	Queer Theory	
WGS 331	Science, Technology, and Gender	
WGS 341	Women, Work, and Class	
WGS 350	Literature as Feminist Theory	
WGS 351	Decolonial Feminisms	
WGS 361	Gender, Film and the Media	
WGS 407	Seminar: [Topic]	
WGS 409	Terminal Project	
WGS 411	Feminist Praxis	
WGS 421	Bodies and Embodiment	

WGS 422	Sexuality Studies: [Topic]	
WGS 432	Gender, Environment, and Development	
WGS 450	Literature and Feminist World-Making	
WGS 451	Global Perspectives on Gender: [Topic]	
Independent Study courses - see below		
Choose one 300- or 400-level WGS elective or an advisor-approved course with another subject code		4
ANTH 315	Gender, Folklore, Inequality	
CLAS 314	Gender and Sexuality in Antiquity	
COLT 360	Gender and Identity in Literature	
ES 330	Women of Color Issues and Concerns	
FLR 370	Folklore and Sexuality	
GER 354	German Gender Studies	
GLBL 465	Global Reproductive Health	
HIST 308	History of Women in the United States I	
HIST 309	History of Women in the United States II	
JCOM 301	Gender, Media and Diversity	
PHIL 315	Introduction to Feminist Philosophy	
PS 348	Women and Politics	
PS 368	Gender in the Law	
PS 380	Gender and Politics in Developing Countries	
PS 465	LGBT Rights in the Courts	
PSY 380	Psychology of Gender	
SOC 355	Sociology of Gender	
SOC 455	Issues in Sociology of Gender: [Topic]	
SOC 456	Feminist Theory	
SOC 457	Sex and Society	
Total Credits		24

Independent Study Courses

4 credits of Independent Study (IS) courses can count towards the minor. IS credits can be taken Pass/No Pass or graded. If students decide to take the credits Pass/No Pass, these courses will count toward the maximum allowable 8 Pass/No Pass for the minor.

Code	Title	Credits
WGS 401	Research: [Topic]	
WGS 403	Thesis	
WGS 405	Reading and Conference: [Topic]	
WGS 406	Practicum: [Topic]	
WGS 408	Workshop: [Topic]	
WGS 409	Terminal Project	

Credit Requirements

1. No more than 8 credits may be taken pass/no pass.
2. At least 16 credits applied to the minor must be taken at the University of Oregon.
3. No more than 8 credits from another major or minor may count toward the minor.

Queer Studies Minor

The Queer studies minor introduces students to a dynamic, interdisciplinary field that explores lesbian, gay, bisexual, and

transgender lives, and the evolving landscape of gender, sexualities, and identities. Queer studies courses help students understand the diversity of LGBTQ communities, the history and present conditions of sexual identity formation, the function of ideologies of sexuality, and how homophobia and transphobia's interact with racism, colonialism, sexism, ableism, classism and other forms of power.

Queer Studies Minor Requirements

Courses used to fulfill the minor requirements must be passed with a grade of Pass or C- or better.

No more than 8 credits with a grade of 'Pass' can be counted towards the minor requirements.

Code	Title	Credits
WGS 201	Introduction to Queer Studies	4
Select one WGS 200-level course with a queer focus (50% queer content)		4
Select one of the following:		4
WGS 322	Queer Theory	
WGS 422	Sexuality Studies: [Topic] (repeatable when topic changes)	
Select one queer studies approved course at any level—100, 200, 300, or 400		4
Select two 300- or 400-level queer studies approved courses		8
Total Credits		24

Residency Requirements

A minimum of 16 of the 24 total credits for the minor must be earned at the University of Oregon.

Independent Study Courses

4 credits of Independent Study (IS) courses can count towards the minor. IS credits can be taken Pass/No Pass or graded. If students decides to take the credits Pass/No Pass, these courses will count toward the maximum allowable 8 Pass/No Pass for the minor

Code	Title	Credits
WGS 401	Research: [Topic]	
WGS 403	Thesis	
WGS 405	Reading and Conference: [Topic]	
WGS 406	Practicum: [Topic]	
WGS 408	Workshop: [Topic]	
WGS 409	Terminal Project	

Students wishing to minor in queer studies should consult frequently with a women's, gender, and sexuality studies advisor to determine which courses offered during any given academic year will count toward the fulfillment of credits.

Students must apply for the queer studies minor in the women's, gender, and sexuality 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, gender, and sexuality studies or another academic department.

Women's, Gender, and Sexuality Studies Graduate Certificate

Whether pursuing an academic career path, a career in law or social justice, industry, government, or the nonprofit sector, a graduate certificate in women's and gender studies offers students knowledge and research skills well-suited to employment and citizenship in an increasingly diverse and global world.

The University of Oregon's WGSS graduate certificate program is interdisciplinary, intersectional, and international in its orientation. The certificate provides graduate students enrolled in UO departments with training in intersectional feminist scholarship and theory, as well as opportunities to teach undergraduate courses in WGSS (enrolled certificate students will receive preference in their applications for WGSS GTFs and summer teaching) and to explore research opportunities with UO's Center for the Study of Women in Society.

No more than 8 credits may be taken pass/no pass without specific approval.

Applicants should arrange an appointment with the graduate advisor.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate knowledge of intersectional and interdisciplinary feminist theories and scholarship.
- Demonstrate competence with feminist practices and methodologies.
- Demonstrate knowledge of feminist pedagogies.
- Communicate an understanding of current events and issues shaping and impacting WGSS or WGSS-related fields.

Graduate Certificate Requirements

Code	Title	Credits
Core Courses		
WGS 615	Contemporary Feminist Theory	5
Select WGS courses totaling 12 credits from the following:		12
WGS 507	Seminar: [Topic]	
WGS 511	Feminist Praxis	
WGS 521	Bodies and Embodiment	
WGS 522	Sexuality Studies: [Topic]	
WGS 532	Gender, Environment, and Development	
WGS 550	Literature and Feminist World-Making	
WGS 551	Global Perspectives on Gender: [Topic]	
WGS 605	Reading and Conference: [Topic] ¹	
WGS 607	Seminar: [Topic]	
WGS 606	Practicum: [Topic] ¹	
Other Courses		
Approved graduate courses in WGS or other departments		7
Total Credits		24

¹ Indicates a variable-credit course. The student must declare the credit value upon registering online—e.g., Practicum: [Topic] (WGS 606).

Additional Requirements

No more than 4 credits in Reading and Conference: [Topic] (WGS 605) and Practicum: [Topic] (WGS 606) can be applied to the certificate.

School of Computer and Data Sciences

At the School of Computer and Data Sciences (<https://scds.uoregon.edu/>), students and faculty work to advance knowledge in computer and data science, train the next generation of scholars, and engage with the wider world to tackle interdisciplinary challenges. The new school, housed within the College of Arts and Sciences, offers courses to all UO students. The school engages in cutting-edge research, experiential learning, and interdisciplinary collaborations, preparing students for the ever-evolving world of technology and data-driven fields.

- Computer Science (p. 225)
 - Computer and Information Technology
 - Cybersecurity
- Data Science (p. 237)

- Portuguese
- Spanish
- Russian, East European and Eurasian Studies (p. 185)

Schnitzer School of Global Studies and Languages

114 Friendly Hall
541-346-9780
gsl@uoregon.edu; gslgradcoord@uoregon.edu

At the Schnitzer School of Global Studies and Languages (<https://global.uoregon.edu/>), UO students engage with diverse cultures, languages, histories, and lifeways across the world. GSL prepares our graduates for life after college with an interdisciplinary curriculum, innovative language teaching, and abundant learning opportunities outside the classroom.

- African Studies (p. 305)
- Asian Studies (p. 314)
 - East Asian Studies
 - South Asian Studies
 - Southeast Asian Studies
- East Asian Languages and Literatures (p. 89)
 - Chinese
 - Japanese
 - Korean
- European Studies (p. 341)
- Food Studies (p. 343)
- German and Scandinavian (p. 119)
 - German and Scandinavian Studies
 - Scandinavian
- Global Studies (p. 365)
 - Global Health
 - Global Service
- Judaic Studies (p. 131)
- Latin American Studies (p. 399)
- Middle East and North Africa Studies (p. 404)
- Romance Languages (p. 156)
 - French and Francophone Studies
 - Italian

Robert Donald Clark Honors College

<http://honors.uoregon.edu>

Carol Stabile, Acting Dean

108 Chapman Hall
1293 University of Oregon
Eugene, OR 97403-1293
honors@uoregon.edu

The Clark Honors College provides curious and motivated students with a broad-based liberal arts education that combines challenging academic coursework with hands-on learning experiences, internships, research, and other opportunities that allow them to develop skills that will support their individual career goals. Our award-winning faculty and staff empower students and help them develop into critical thinkers, excellent communicators, and future leaders so they can help find solutions to some of the world's most urgent issues.

Clark Honors College is a community rich with diverse perspectives and opinions, reflected in the make-up of faculty, staff, and students, and the content of curriculum and programming. We offer small classes capped at 19 students. Our students learn from a curriculum taught primarily by core faculty who are dedicated to teaching excellence, pedagogical innovation, and student success. Our interdisciplinary curriculum emphasizes critical thinking, strong written and oral communication skills, collaboration, and problem-solving through coursework and special degree and course opportunities, and support for the research-informed pedagogy that teaches these skills.

Faculty

Dare Baldwin, Professor, Psychology

Corinne Bayerl, Associate Teaching Professor, Comparative Literature, German/Scandinavian

Anita Chari, Associate Professor, Political Science

Nicole Dudukovic, Associate Teaching Professor, Neurosciences Major Director, Psychology

Daphne Gallagher, Associate Teaching Professor, Clark Honors College

Alison Gash, Associate Professor, Political Science

Lindsay Hinkle, Instructor, Clark Honors College

Trond Jacobsen, Instructor, Director of Forensics, Clark Honors College

Ian McNeely, Professor, History, European Studies, German & Scandinavian

Brian McWhorter, Professor, School of Music and Dance

Michael Moffitt, Professor, School of Law

Kate Mondloch, Professor, History of Art & Architecture

Barbara Mossberg, Professor of Practice in Literature, Clark Honors College

Lisa Munger, Instructor, Clark Honors College

Carol Paty, Professor, Earth Sciences, Physics

Elizabeth Raisanen, Officer of Admin, Clark Honors College

Angela Rovak, Office of Admin, Clark Honors College

Casey Shoop, Associate Teaching Professor, Clark Honors College

Carol Stabile, Professor, Women & Gender Studies

Lisa Wolverton, Professor, History

Emeritus Faculty

Henry M. Alley, Professor emeritus.

Louise M. Bishop, Associate Professor emerita.

Joseph G. Fracchia, Professor emeritus.

David Frank, Professor emeritus.

Roxann Prazniak, Professor emerita.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Critical Reasoning:** Apply and demonstrate critical reasoning through the use of appropriate evidence and methods
- **Communication Skills:** Use effective communication skills, both written and oral, by constructing coherent, logical, and persuasive arguments
- **Research Competence:** Develop research competence through inquiry, project-based and active learning based on students' own questions
- **Intellectual Engagement:** Show initiative, independence and intellectual engagement in the classroom and in assessments
- **Disciplinary Methods:** Identify and appropriately apply disciplinary methods in the humanities, social sciences and the natural sciences
- **Interdisciplinary Inquiry:** Engage in interdisciplinary inquiry by integrating insights from more than one research approach and by synthesizing diverse perspectives and modes of thinking
- **Intercultural Competence:** Demonstrate intercultural competence through linguistic diversity and awareness of and appreciation for diverse cultural backgrounds, experiences, and perspectives.

Academic Requirements

Requirements in the honors college satisfy the core-education requirements that other University of Oregon students meet for graduation. Honors college faculty and professional advisors 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 as well as transfer credits from other higher education institutions toward honors college outside course requirements, second-language requirements, applicable major requirements, cultural literacy requirements, or university electives. To earn a BS degree, students must complete one year of college-level mathematics or the equivalent. Advanced placement, international

baccalaureate, 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 core-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).

Clark Honors College students who have completed the CHC#core#education requirements (HC 101H, 221H, 231H, 241H, and 301H; Area of Inquiry approved courses outside the CHC in Arts and Letters, Social Science, and Science (one course in each area); an approved quantitative reasoning course; and the CHC Colloquium and Electives requirements) have fulfilled the university’s Area of Inquiry requirements. Should a student leave the CHC after successful completion of all of these requirements, the student will retain their clearance of the university’s Area of Inquiry requirements.

Honors College Degree Requirements

Code	Title	Credits
Foundations in Liberal Arts Inquiry		
HC 101H	Liberal Arts: [Topic]	4
200-level Disciplinary Requirements		
HC 221H	Arts and Letters Inquiry: [Topic]	4
HC 231H	Social Science Inquiry: [Topic]	4
HC 241H	Scientific Inquiry: [Topic]	4
Research and Writing Requirement		
HC 301H	Research and Writing: [Topic]	4
Outside Course Requirements		
One course in quantitative reasoning or mathematics from the UO approved Bachelor of Science list		4
One additional Science course from the UO approved Areas of Inquiry list		4
One additional Social Science course from the UO approved Areas of Inquiry list		4
One additional Arts and Letters course from the UO approved Areas of Inquiry list		4
Cultural Literacy Requirements		8
University cultural literacy requirement ¹		
Colloquia Requirements		
HC 421H	Honors College Arts and Letters Colloquium: [Topic]	4
HC 431H	Honors College Social Science Colloquium: [Topic]	4
HC 441H	Honors College Science Colloquium: [Topic]	4
Electives Requirement		
Option A for Electives Requirement		
two elective colloquia from HC 421H, HC 431H, HC 441H, HC 434H, HC 444H		
Option B for Electives Requirement		
one elective colloquium from HC 421H, HC 431H, HC 441H, HC 434H, HC 444H		

four credits of independent thesis research (401, 403, 405, or other course numbers as applicable), taken within or outside the honors college ²

Option C for Electives Requirement		
12 credits in a language other than English taken at the University of Oregon or through a University of Oregon study abroad or exchange program		
Thesis Requirements		
HC 277H	Thesis Orientation	2
HC 477H	Thesis Prospectus ³	2
Successful completion and defense of a thesis		

- ¹ Designated honors college colloquia carry a supplemental course number if they satisfy one of the below categories—, Honors College Global Perspectives Colloquium: [Topic] (HC 434H), HC US: Difference, Inequality, Agency Colloquium: [Topic] (HC 444H)—or any approved (p. 45) UO courses may be used to satisfy the multicultural/ cultural literacy requirement.
- ² Independent research credits may be taken P/NP, including when taken with an HC subject code
- ³ Course taken at least one term before 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. If they choose to leave the honors college, students who pass HC 101H with the minimum grade of C- or P have completed the university’s Writing 121Z requirement. Students who pass HC 221H with the minimum grade of C- or P have completed the university’s Writing 122Z/23 requirement.

Four-Year Degree Plan

The degree plan shown is only an example of how students may complete their degrees in four years. There are alternative ways to navigate the CHC curriculum. Students should consult their advisor to determine the best path for them. The Robert D. Clark Honors College is not a major. Students who follow the honors college curriculum fulfill all of the University of Oregon’s core education requirements. Honors college requirements must be taken for a letter grade, unless pass/no pass is the only option. In addition, only courses passed with grades of C– or better will fulfill honors college requirements.

Bachelor of Arts

Course	Title	Credits	Milestones
First Year			
Fall			
HC 101H	Liberal Arts: [Topic]	4	
First term of first-year second-language sequence		5	
Quantitative Reasoning Course		4	Non-HC course with >4 or >5 core education designation

Elective or Major Course	4
Credits	17

Winter

HC 231H	Social Science Inquiry: [Topic]	4
Second term of first-year second-language sequence		5
Arts & Letters Course	Non-HC course with >1 core ed designation	4
Elective or Major Course		4

Credits	17

Spring

HC 221H	Arts and Letters Inquiry: [Topic]	4
Third term of first-year second-language sequence		5
Social Science Course	Non-HC Course with >2 core ed designation	4
Elective or Major Course		4

Credits	17

Total Credits	51

Course	Title	Credits	Milestones

Second Year**Fall**

HC 241H	Scientific Inquiry: [Topic] (HC Disciplinary Courses Complete)	4
First term of second-year second-language sequence		4
Science Course	Non - HC course with >3 or >4 core ed	4
Elective or Major Course		4

Credits	16

Winter

HC 301H	Research and Writing: [Topic]	HC Research & Writing Complete	4
Second term of second-year second-language sequence			4

Elective and Major Courses	8

Credits	16

Spring

Third term of second-year second-language sequence	Completion of HC second-language requirement	4
HC 277H	Thesis Orientation	2

Elective and Major Courses	8
Credits	14

Total Credits	46

Course	Title	Credits	Milestones

Third Year**Fall**

HC 421H	Honors College Arts and Letters Colloquium: [Topic]	4
Elective and Major Courses		12

Credits	16

Winter

HC 431H	Honors College Social Science Colloquium: [Topic]	4

Elective and Major Courses	12

Credits	16

Spring

HC 477H	Thesis Prospectus	2
Elective and Major Courses		12

Credits	14

Total Credits	46

Course	Title	Credits	Milestones

Fourth Year**Fall**

HC 441H	Honors College Science Colloquium: [Topic]	4

Elective and Major Courses	12

Credits	16

Winter

HC 421H or HC 431H or HC 434H or HC 441H or HC 444H	Honors College Arts and Letters Colloquium: [Topic] or Honors College Social Science Colloquium: [Topic] or Honors College Global Perspectives Colloquium: [Topic] or Honors College Science Colloquium: [Topic] or HC US: Difference, Inequality, Agency Colloquium: [Topic]	4

Elective and Major Courses	12

Credits	16

Spring

HC 421H or HC 431H or HC 434H or HC 441H or HC 444H	Honors College Arts and Letters Colloquium: [Topic] (Completion of HC colloquium requirements) or Honors College Social Science Colloquium: [Topic] or Honors College Global Perspectives Colloquium: [Topic] or Honors College Science Colloquium: [Topic] or HC US: Difference, Inequality, Agency Colloquium: [Topic]	4
Thesis defense	Thesis defended	

Elective and Major Courses	12
Credits	16
Total Credits	48

Charles H. Lundquist College of Business

<https://business.uoregon.edu>

Bruce Blonigen, Edward Maletis Dean

Lillis Business Complex
1208 University of Oregon
Eugene, OR 97403
uobusiness@uoregon.edu

The Lundquist College of Business is an integral part of the University of Oregon, a comprehensive public research university committed to innovative teaching, discovery, and service. The college's mission is to

- Provide outstanding undergraduate education that combines a strong foundation in the liberal arts, excellence in traditional business disciplines, and experiential opportunities drawing on the strength of Oregon's distinctive qualities.
- Support economic development by offering master's programs associated with signature centers derived from Oregon's distinctive qualities, and by providing expert services to the Oregon community and beyond.
- Contribute to the advancement of business knowledge through scholarship and doctoral programs in accordance with the research mission of the university.

The Lundquist College of Business is a top-tier business school with a unique mission and vision that draws strength from its links to the Pacific Rim and the distinctive qualities of Oregon culture: innovation, sustainability, active lifestyles, and financial stewardship.

The Lundquist College is housed in the Lillis Business Complex, a striking state-of-the-art educational facility that is home to more than 200 faculty and staff members. The college enrolls more than 5,000 full-time undergraduate and graduate students and offers undergraduate degree programs in business administration and accounting, as well as MBA, Executive MBA, Master of Science in Sports Product Management, Master of Accounting, Master of Science in Finance, and PhD graduate programs.

These degree programs are supported by the School of Accounting and four departments in finance, management, marketing, and operations and business analytics. In addition, an important innovation in the college's approach to business education are the four centers of excellence (Center for Sustainable Business Practices, Warsaw Sports Center, Lundquist Center for Entrepreneurship, and Cameron Center for Finance and Securities Analysis) that advance a "learning by doing" approach to business education. The centers originate connections to industry that provide students with collaborative learning opportunities addressing real-time business issues and challenges.

The college is accredited by the Association to Advance Collegiate Schools of Business (AACSB), the highest accreditation standard for business schools internationally. Only 6 percent of the world's business schools are AACSB accredited and less than 2 percent are accredited in both business and accounting.

Majors - Bachelor's Degree

- Accounting (BA/BS) (p. 431)
- Business Administration (BA/BS) (p. 434)

Concentrations for Accounting and Business Administration

- Accounting (p. 437) (Business Administration major only)
- Entrepreneurship (p. 438)
- Finance (p. 438)
- Marketing (p. 438)
- Operations and Business Analytics (p. 438)
- Sports Business (p. 438)

Minors

- Business Administration (p. 438)
- Entrepreneurship (p. 439)
- Sports Business (p. 440)
- Sustainable Business (p. 440)

Certificate

- Global Business (p. 441)

Business Premajor Admission

New students planning to earn a bachelor's degree in the Lundquist College of Business typically 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 should meet with an advisor in the college if their GPA is below 3.00. 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.

Admitted business premajors typically spend the first two years fulfilling general-education and premajor requirements.

Premajor Requirements

- **Coursework** of 75 or more credits must be complete.
- **Cumulative GPA Requirement.** Guaranteed admission requires a 3.00 cumulative grade point average in college course work, including transfer work. The college includes all course work when calculating the cumulative GPA for admission to the major.
- **Holistic Review.** Students who have taken all required business premajor course work but fall slightly below the minimum GPA requirements may be considered for admission under a holistic review process. For more details, interested students may visit an academic advisor in 203 Peterson Hall.
- **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.

First-Year Direct Admission

Direct admission is only offered to first-year students who are entering in the fall term and list their intended major as business administration. The University of Oregon considers a number of factors when making direct admissions decisions, including high school GPA, strength of academic course work, test scores, and ability to add to the breadth and depth of the student body. Students selected for direct admission will need to complete the lower-division course requirements but will not need to apply to the major like other students interested in business administration or accounting.

Pre-Major Requirements

For guaranteed admission to the major, students must obtain at least a 3.0 cumulative GPA (including both UO and transfer coursework) and pass all pre-business core classes with a minimum core GPA of 3.00. All pre-major requirements must be taken for a letter grade and passed with a C- or better for admission to the major. BA 240 and AP or IB coursework is acceptable with a grade of P*. The university limits retaking of courses in which a P or mid-C or better is earned. The university also limits attempting a course to a maximum of 3 attempts (including marks of W,N,F,D, C-); a petition is required for an exception. When repeating a core course, only the most recent grade is used in calculating the pre-business core GPA.

In addition, international students are required to take Academic English for International Students (AEIS) courses or produce English language proficiency test scores (575 on the TOEFL paper-based test, 89 on the TOEFL internet-based test, or 7.0 in the IELTS).

Code	Title	Credits
Core Courses		
BA 101Z	Introduction to Business	4
BA 211Z	Principles of Financial Accounting	4
BA 213Z	Principles of Managerial Accounting	4
EC 201Z	Principles of Microeconomics	4
EC 202Z	Principles of Macroeconomics	4
Additional Courses		
BA 169Z	Data Analysis Using Microsoft Excel	4
MATH 241	Calculus for Business and Social Science I	4
	or MATH 251Z Differential Calculus	
STAT 243Z	Elementary Statistics I	4
College Compositions		
WR 121Z	Composition I	4
	or HC 101H Liberal Arts: [Topic]	
WR 122Z	Composition II	4
	or WR 123 College Composition III	
	or HC 221H Arts and Letters Inquiry: [Topic]	
Total Credits		40

Application to the Major

Students seeking admission through the standard pathway must submit a formal application for admission to the major one term prior to enrolling in upper-division business courses. Typically this takes place in the term they are completing their lower-division requirements. To be eligible for admission as a major, a student must apply before the term deadline. Applications are due the first week of the term for admission the following term. Applications are not accepted during summer session. Students

who are completing their final term of business premajor requirements may submit applications.

The following documents are required for admission:

1. Completed application form (<https://business.uoregon.edu/ug/apply/major/>)
2. Academic transcripts or proof of enrollment
3. A cover letter and résumé
4. Short answer essays

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 are admitted to the university as business pre-majors. Once admitted, they may apply for major status in accordance with the procedure described. Applications are due the first Friday of the term for admission the following term.

Second Bachelor's Degree

A student who was awarded a degree in a major in a substantially similar discipline may not be able to earn enough credits to complete a second bachelor's degree in business administration or accounting at the University of Oregon. Talk with an advisor in the Lundquist College of Business if you are concerned this may pertain to you. Second-degree candidates must meet the same admission requirements and follow the same application process described.

Students retain business pre-major status until admission requirements are completed or waived because of completed coursework. Second-degree students must complete the same upper-division requirements as first-degree candidates. The Second Bachelor's Degree section of this catalog, under **Bachelor's Degree Requirements**, lists university requirements for a second bachelor's degree; the Undergraduate 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. Accounting majors must complete all upper-division accounting courses at the University of Oregon.

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. Only admitted majors in the Lundquist College of Business may enroll in all other 300- and 400-level business courses.

Majors - Master's Degree

- Accounting (MActg) (p. 442)
- Finance (MS) (p. 443)

- General Business (MBA) (p. 443)
- General Business Executive (MBA) (p. 446)
- Management (MS) (p. 447)
- Sports Product Management (MS) (p. 447)

Specializations for General Business (MBA)

- Advanced Strategy and Leadership (p. 444)
- Finance and Securities Analysis (p. 445)
- Innovation and Entrepreneurship (p. 445)
- Sports Business (p. 446)
- Sustainable Business Practices (p. 446)

Specializations for Accounting (MActg)

- Accounting and Data Analytics (p. 442)
- Audit and Financial Reporting (p. 442)
- Taxation (p. 443)

Majors - Doctoral Degree (PhD)

- Accounting (p. 448)
- Finance (p. 448)
- Management (p. 449)
- Marketing (p. 450)
- Operations and Business Analytics (p. 451)

Accounting (BA/BS)

<http://business.uoregon.edu/ug/majors/accounting> (<http://business.uoregon.edu/ug/majors/accounting/>)

For more information, contact lcb.undergrad@uoregon.edu.

Students who major in accounting will learn more than just how to crunch numbers. They will attain excellent conceptual and technical skills that help them excel in a career as a future business leader. Accounting students will practice the communications skills necessary to share the story the numbers reveal. Learn from some of the best accounting professors in the nation—professors who keep ahead of the curve through their engagement with ongoing research on the evolving global business economy.

Earn both a bachelor's degree and a master of accounting in just four years at the UO Lundquist College of Business. Qualified students entering the UO with AP or IB credit are eligible for the 3+1 Accounting Pathway (<https://business.uoregon.edu/ug/majors/accounting/3-1/>). 3+1 students will have the opportunity to finish their accounting undergraduate degree in three years and complete their master's degree in their fourth year.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Be creative and analytical problem solvers.
- Be effective communicators.
- Effectively work in a multi-cultural professional environment.
- Be skilled in leading and working successfully in diverse teams.
- Identify and evaluate the ethical, legal and sustainability implications of business decisions.

- Apply fundamental principles and theories in financial accounting, managerial accounting, auditing, taxation, and professional ethics to measure, analyze, validate, and communicate accounting information to the appropriate user group such as investors and creditors and business internal decision makers.

Pre-Major Requirements

For guaranteed admission to the major, students must obtain at least a 3.0 cumulative GPA (including both UO and transfer coursework) and pass all pre-business core classes with a minimum core GPA of 3.00. All pre-major requirements must be taken for a letter grade and passed with a C- or better for admission to the major. BA 240 and AP or IB coursework is acceptable with a grade of P*. The university limits retaking of courses in which a P or mid-C or better is earned. The university also limits attempting a course to a maximum of 3 attempts (including marks of W,N,F,D, C-); a petition is required for an exception. When repeating a core course, only the most recent grade is used in calculating the pre-business core GPA.

In addition, international students are required to take Academic English for International Students (AEIS) courses or produce English language proficiency test scores (575 on the TOEFL paper-based test, 89 on the TOEFL internet-based test, or 7.0 in the IELTS).

Code	Title	Credits
Core Courses		
BA 101Z	Introduction to Business	4
BA 211Z	Principles of Financial Accounting	4
BA 213Z	Principles of Managerial Accounting	4
EC 201Z	Principles of Microeconomics	4
EC 202Z	Principles of Macroeconomics	4
Additional Courses		
BA 169Z	Data Analysis Using Microsoft Excel	4
MATH 241	Calculus for Business and Social Science I	4
	or MATH 251Z Differential Calculus	
STAT 243Z	Elementary Statistics I	4
College Compositions		
WR 121Z	Composition I	4
	or HC 101H Liberal Arts: [Topic]	
WR 122Z	Composition II	4
	or WR 123 College Composition III	
	or HC 221H Arts and Letters Inquiry: [Topic]	
Total Credits		40

Accounting Major Requirements

Code	Title	Credits
Upper-Division Core		
BA 308	Leadership and Communication	4
BA 322	Fundamentals of Sustainable Business	4
MKTG 311	Marketing Management	4
FIN 311	Economic Foundations of Competitive Analysis	4
	or EC 311 Intermediate Microeconomic Theory	
FIN 316	Financial Management	4
MGMT 311	Managing People in Organizations	4
BA 325	Business Law and Ethics	4

or BA 425	Law for Managers	
OBA 311	Business Analytics I	4
OBA 312	Business Analytics II	4
OBA 335	Operations Management	4
BA 453	Business Strategy and Planning	4
Upper-Division Accounting Courses		
ACTG 350–352	Intermediate Accounting I–III	12
ACTG 360	Cost Accounting	4
ACTG 440	Auditing	4
ACTG 450	Advanced Financial Accounting	4
ACTG 470	Federal Taxation	4
Cultural Awareness Requirement ¹		4
ANTH 209	Business Anthropology	
BA 252	Global Perspectives in Business	
BA 361	Cross-Cultural Business Communication	
BA 365	Cross-Cultural Negotiation	
GLBL 102	Foundations for Intercultural Competence	
MGMT 420	Managing in a Global Economy	
Total Credits		76

¹ Cultural Awareness for Business Decisions requires students take one course (4 credits) that helps them develop a deeper sensitivity to cultural differences and an understanding of how such differences can impact interactions and relationships in a business setting. Students who study abroad or intern for credit in one country for six weeks or more may have the Cultural Awareness requirement waived with the approval of an academic advisor.

- The 400-level courses are typically taken in the senior year. Upper-division accounting credits applied toward the major must be taken at the Lundquist College. Exceptions require explicit approval from the Director of the School of Accounting.
- Students pursuing the certified public accountant (CPA) designation are required to take additional course work prior to sitting for the Certified Public Accountant Examination.

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. Accounting majors must complete all upper-division accounting courses at the University of Oregon.

3 + 1 Accounting Pathway

The 3+1 Accounting Pathway is an accelerated program for accounting majors, an opportunity for qualified incoming freshman students interested in accounting to complete their bachelor's degree and master of accounting degree within four years. Through an evaluation of college-ready credits (e.g., Advanced Placement and International Baccalaureate programs), high-achieving students are fast-tracked for admission to the Lundquist College of Business one full year before their contemporaries. Students in this program may complete their undergraduate degree in three years, with the fourth year used to complete the master of accounting program. Students must submit applications for admission

to the 3+1 Accounting Pathway during the winter term of their freshman year.

For more information, visit the website (<https://business.uoregon.edu/master-accounting/>). For application information, visit the admissions website (<https://business.uoregon.edu/ug/majors/accounting/3-1/application-instructions/>).

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them. Milestones are not specific to one course unless explicitly stated. Please visit the website (<https://business.uoregon.edu/ug/advising/>) for more information.

Bachelor of Arts in Accounting

Course	Title	Credits	Milestones
First Year			
Fall			
BA 101Z	Introduction to Business	4	
BA 199	Special Studies: [Topic]	1	
	Academic Residential Community or FIG seminar		
MATH 111Z	Precalculus I: Functions	4	
First term of 1st-year second-language sequence		5	
Credits		14	
Winter			
EC 201Z	Principles of Microeconomics	4	
MATH 241	Calculus for Business and Social Science I	4	
WR 121Z	Composition I	4	
Second term of 1st-year second-language sequence		5	
Credits		17	
Spring			
EC 202Z	Principles of Macroeconomics	4	
WR 122Z	Composition II	4	
Third term of 1st-year second-language sequence		5	
Core-education course in arts and letters		4	
Credits		17	
Second Year			
Fall			
BA 211Z	Principles of Financial Accounting	4	
STAT 243Z	Elementary Statistics I	4	
First term of 2nd-year second-language sequence		4-5	
Core-education course in social science that also satisfies a cultural literacy requirement		4	
Credits		16-17	
Winter			
BA 213Z	Principles of Managerial Accounting	4	
BA 169Z	Data Analysis Using Microsoft Excel	4	
Second term of 2nd-year second-language sequence		4-5	
Core-education course in science		4	
Credits		16-17	
Spring			
BA 308	Leadership and Communication	4	

Third term of 2nd-year second-language sequence	4-5
Core-education course in arts and letters that also satisfies a cultural literacy requirement	4
Core-education course in science	4

Credits 16-17

Third Year

Fall

ACTG 350	Intermediate Accounting I	4
OBA 311	Business Analytics I	4
Core-education course in arts and letters		4

Credits 12

Winter

ACTG 351	Intermediate Accounting II	4
FIN 316	Financial Management	4
OBA 312	Business Analytics II	4
Core-education course in arts and letters		4

Credits 16

Spring

ACTG 352	Intermediate Accounting III	4
FIN 311	Economic Foundations of Competitive Analysis	4
MGMT 311	Managing People in Organizations	4
Cultural Awareness for Business Decisions course		4

Consider applying for a Master of Accounting program if CPA is the goal

Credits 16

Fourth Year

Fall

ACTG 450	Advanced Financial Accounting	Attend Meet the Firms	4
ACTG 470	Federal Taxation		4
MKTG 311	Marketing Management		4

Credits 12

Winter

ACTG 360	Cost Accounting	Apply for graduation	4
BA 322	Fundamentals of Sustainable Business		4
BA 325	Business Law and Ethics		4
OBA 335	Operations Management		4

Credits 16

Spring

ACTG 440	Auditing	Register for commence	4
BA 453	Business Strategy and Planning		4
Elective course			4

Credits 12

Total Credits 180-183

Bachelor of Science in Accounting

Course Title Credits Milestones

First Year

Fall

BA 101Z	Introduction to Business	4
MATH 111Z	Precalculus I: Functions	4
Core-education course in arts and letters		4
Core-education course in social science		4

Credits 16

Winter

EC 201Z	Principles of Microeconomics	4
MATH 241	Calculus for Business and Social Science I	4
WR 121Z	Composition I	4
Core-education course in arts and letters that also satisfies a cultural literacy requirement		4

Credits 16

Spring

EC 202Z	Principles of Macroeconomics	4
WR 122Z	Composition II	4
Core-education course in arts and letters		4
Core-education course in science		4

Credits 16

Second Year

Fall

BA 211Z	Principles of Financial Accounting	4
STAT 243Z	Elementary Statistics I	4
Core-education course in arts and letters that also satisfies a cultural literacy requirement		4
Elective course	Consider using electives toward a minor	4

Credits 16

Winter

BA 213Z	Principles of Managerial Accounting	4
BA 169Z	Data Analysis Using Microsoft Excel	4
Elective course		4
Core-education course in science		4

Credits 16

Spring

BA 308	Leadership and Communication	4
BA 322	Fundamentals of Sustainable Business	4
Cultural Awareness for Business Decisions course		4
Elective course		4

Credits 16

Third Year

Fall

ACTG 350	Intermediate Accounting I	4
OBA 311	Business Analytics I	4
Core-education course in science		4

Credits 12

Winter

ACTG 351	Intermediate Accounting II	4
FIN 316	Financial Management	4
OBA 312	Business Analytics II	4
Elective course		4
Credits		16

Spring

ACTG 352	Intermediate Accounting III	4
FIN 311	Economic Foundations of Competitive Analysis	4
MGMT 311	Managing People in Organizations	4
Elective course		4
Consider applying for a master of accounting program if CPA is the goal		
Credits		16

Fourth Year**Fall**

ACTG 450	Advanced Financial Accounting	4
ACTG 470	Federal Taxation	4
MKTG 311	Marketing Management	4
Elective course		4
Credits		16

Winter

ACTG 360	Cost Accounting	4	Apply for graduation
OBA 335	Operations Management	4	
BA 325	Business Law and Ethics	4	
Credits		12	

Spring

ACTG 440	Auditing	4	Register for commencement
BA 453	Business Strategy and Planning	4	
Elective course		4	
Credits		12	
Total Credits		180	

Business Administration (BA/BS)

<http://business.uoregon.edu/ug/majors/business-administration> (<http://business.uoregon.edu/ug/majors/business-administration/>)

For more information, contact lcb.undergrad@uoregon.edu.

Get ready to make a difference. Students majoring in business administration learn to build their ideas into a small business—or a small business empire. Lead a Fortune 500 company. Market an NFL franchise. Realize financial goals. Take Wall Street (or Main Street) by storm. The Lundquist College of Business (<https://business.uoregon.edu/>) at the University of Oregon can take students where they want to go. Lundquist students are part of an intelligently informal community of thinkers and doers who are serious, determined, focused, and hands-on.

A degree in business administration is just part of the story. Students can pursue a general business focus or choose a concentration (p. 437) in accounting, entrepreneurship, finance, marketing, operations and

business analytics, or sports business. No matter which degree or concentration is chosen, the Lundquist College of Business provides a collaborative environment where students find ample opportunities to try out real-world projects and scenarios, giving them career experience before they even graduate.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Be creative and analytical problem solvers.
- Be effective communicators.
- Effectively work in a multi-cultural professional environment.
- Be skilled in leading and working successfully in diverse teams.
- Identify and evaluate the ethical, legal and sustainability implications of business decisions.
- Demonstrate proficiency in fundamental and concentration-specific business knowledge.

Pre-Major Requirements

For guaranteed admission to the major, students must obtain at least a 3.0 cumulative GPA (including both UO and transfer coursework) and pass all pre-business core classes with a minimum core GPA of 3.00. All pre-major requirements must be taken for a letter grade and passed with a C- or better for admission to the major. BA 240 and AP or IB coursework is acceptable with a grade of P*. The university limits retaking of courses in which a P or mid-C or better is earned. The university also limits attempting a course to a maximum of 3 attempts (including marks of W,N,F,D, C-); a petition is required for an exception. When repeating a core course, only the most recent grade is used in calculating the pre-business core GPA.

In addition, international students are required to take Academic English for International Students (AEIS) courses or produce English language proficiency test scores (575 on the TOEFL paper-based test, 89 on the TOEFL internet-based test, or 7.0 in the IELTS).

Code	Title	Credits
Core Courses		
BA 101Z	Introduction to Business	4
BA 211Z	Principles of Financial Accounting	4
BA 213Z	Principles of Managerial Accounting	4
EC 201Z	Principles of Microeconomics	4
EC 202Z	Principles of Macroeconomics	4
Additional Courses		
BA 169Z	Data Analysis Using Microsoft Excel	4
MATH 241	Calculus for Business and Social Science I	4
	or MATH 251Z Differential Calculus	
STAT 243Z	Elementary Statistics I	4
College Compositions		
WR 121Z	Composition I	4
	or HC 101H Liberal Arts: [Topic]	
WR 122Z	Composition II	4
	or WR 123 College Composition III	
	or HC 221H Arts and Letters Inquiry: [Topic]	
Total Credits		40

Business Administration Major Requirements

Upper-division core courses typically are completed during junior year.

Code	Title	Credits
Upper-Division Core		
BA 308	Leadership and Communication	4
BA 322	Fundamentals of Sustainable Business	4
BA 325	Business Law and Ethics	4
BA 453	Business Strategy and Planning	4
FIN 311	Economic Foundations of Competitive Analysis	4
or EC 311	Intermediate Microeconomic Theory	
FIN 316	Financial Management	4
MGMT 311	Managing People in Organizations	4
MKTG 311	Marketing Management	4
OBA 311	Business Analytics I	4
OBA 312	Business Analytics II	4
OBA 335	Operations Management	4
Business Administration Requirements		
Seven upper-division business courses from at least two business departments ^{1, 2}		28
Accounting		
ACTG 340	Accounting for Entrepreneurs	
ACTG 350	Intermediate Accounting I	
ACTG 351	Intermediate Accounting II	
ACTG 352	Intermediate Accounting III	
ACTG 360	Cost Accounting	
ACTG 410	Experimental Course: [Topic]	
ACTG 440	Auditing	
ACTG 450	Advanced Financial Accounting	
ACTG 460	Government & Not for Profit Accounting	
ACTG 470	Federal Taxation	
ACTG 480	Accounting Data Analytics I	
Finance		
FIN 380	Financial Markets and Investments	
FIN 410	Experimental Course: [Topic]	
FIN 462	Derivative Markets and Financial Institutions	
FIN 463	International Finance	
FIN 464	Commercial Banking	
FIN 473	Financial Analysis and Valuation	
Management		
MGMT 335	Launching New Ventures	
MGMT 410	Experimental Course: [Topic]	
MGMT 415	Human Resources Management	
MGMT 416	Organizational Development and Change Management	
MGMT 417	Negotiation Strategies	
MGMT 420	Managing in a Global Economy	
MGMT 422	Sustainable Business Strategy and Implementation	
MGMT 443	Life Cycle Assessment	
MGMT 455	Implementing Entrepreneurial Strategies	

MGMT 460	Lean Launchpad Entrepreneurship
MGMT 461	Business of Food
Marketing	
MKTG 390	Marketing Research
MKTG 410	Experimental Course: [Topic]
MKTG 415	Marketing Analytics
MKTG 420	Marketing Communications
MKTG 435	Consumer Behavior
MKTG 445	Entrepreneurial Marketing
MKTG 465	Digital Marketing
MKTG 468	Marketing, Sustainability, and Ethics
MKTG 470	International Marketing
MKTG 490	Marketing Strategy
SBUS 410	Experimental Course: [Topic]
SBUS 450	Sports Marketing
SBUS 452	Sports Sponsorship
SBUS 453	Law and Sports Business
SBUS 455	Financing Sports Business
SBUS 456	Sports Brand Management
Operations & Business Analytics	
OBA 410	Experimental Course: [Topic]
OBA 444	Business Database Management Systems
OBA 455	Data Driven Predictive Modeling
OBA 465	Sports Analytics
OBA 466	Project and Operations Management Models
OBA 477	Supply-Chain Operations and Information
General Business ²	
BA 361	Cross-Cultural Business Communication
or BA 365	Cross-Cultural Negotiation
Cultural Awareness Requirement ³	
ANTH 209	Business Anthropology
BA 252	Global Perspectives in Business
BA 361	Cross-Cultural Business Communication
BA 365	Cross-Cultural Negotiation
GLBL 102	Foundations for Intercultural Competence
MGMT 420	Managing in a Global Economy
Total Credits	

76

- ¹ It is possible to select business upper division elective courses in such a way to earn a concentration. Concentrations are available in accounting, entrepreneurship, finance, marketing, operations and business analytics, and sports business. For students completing a concentration, four of their seven business electives are met by the concentration courses, and they must complete three more electives. If their concentration courses are all from one department, at least one of their three remaining electives must be from a business department other than their concentration department (Marketing and Sports Business are considered the same department). Concentrations are optional and do not appear on the UO academic transcript or diploma.
- ² BA courses count as one of the seven electives, but do not count toward the two-department requirement.
- ³ Cultural Awareness for Business Decisions requires students take one course (4 credits) that helps them develop a deeper sensitivity to cultural differences and an understanding of how such differences can

impact interactions and relationships in a business setting. Students who study abroad or intern for credit in one country for six weeks or more may have the Cultural Awareness requirement waived with the approval of an academic advisor. Students will not be able to apply courses to the upper-division elective requirement and the Cultural Awareness requirement.

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.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Business Administration

Course	Title	Credits	Milestones
First Year			
Fall			
BA 101Z	Introduction to Business	4	
BA 199	Special Studies: [Topic]	1	
	Academic Residential Community or FIG seminar		
MATH 111Z	Precalculus I: Functions	4	
First term of 1st-year second-language sequence		5	
Credits		14	
Winter			
EC 201Z	Principles of Microeconomics	4	
Second term of 1st-year second-language sequence		5	
MATH 241	Calculus for Business and Social Science I	4	
WR 121Z	Composition I	4	
Credits		17	
Spring			
EC 202Z	Principles of Macroeconomics	4	
Third term of 1st-year second-language sequence		5	
WR 122Z	Composition II	4	
Elective course		4	
Credits		17	
Second Year			
Fall			
BA 211Z	Principles of Financial Accounting	4	
STAT 243Z	Elementary Statistics I	4	
First term of 2nd-year second-language sequence		4-5	
Core-education course in social science that also satisfies a cultural literacy requirement		4	
Credits		16-17	
Winter			
BA 213Z	Principles of Managerial Accounting	4	
BA 169Z	Data Analysis Using Microsoft Excel	4	

Core-education course in arts and letters that also satisfies a cultural literacy requirement		4	
Second term of 2nd-year second-language sequence		4-5	
Credits		16-17	
Spring			
BA 308	Leadership and Communication	4	
Core-education course in arts and letters		4	
Core-education course in science		4	
Third term of 2nd-year second-language sequence		4-5	
Credits		16-17	
Third Year			
Fall			
FIN 311	Economic Foundations of Competitive Analysis	4	
OBA 311	Business Analytics I	4	
Core-education course in arts and letters		4	
Credits		12	
Winter			
FIN 316	Financial Management	4	
MKTG 311	Marketing Management	4	
MGMT 311	Managing People in Organizations	4	
Core-education course in arts and letters		4	
Credits		16	
Spring			
OBA 335	Operations Management	4	
OBA 312	Business Analytics II	4	
Upper-division business elective		4	
Cultural Awareness for Business Decisions course		4	
Credits		16	
Fourth Year			
Fall			
BA 325	Business Law and Ethics	4	
BA 322	Fundamentals of Sustainable Business	4	
Upper-division business elective courses		8	
Credits		16	
Winter			
BA 453	Business Strategy and Planning	4	Apply for graduation
Upper-division business elective courses		8	
Credits		12	
Spring			
Upper-division business elective courses		8	Register for commencement
Elective course		4	
Credits		12	
Total Credits		180-183	

Bachelor of Science in Business Administration

Course	Title	Credits	Milestones
First Year			
Fall			
BA 101Z	Introduction to Business	4	
MATH 111Z	Precalculus I: Functions	4	
Core-education course in arts and letters that also satisfies a cultural literacy requirement		4	
Core-education course in social science		4	
Credits		16	
Winter			
EC 201Z	Principles of Microeconomics	4	
MATH 241	Calculus for Business and Social Science I	4	
WR 121Z	Composition I	4	
Core-education course in arts and letters		4	
Credits		16	
Spring			
EC 202Z	Principles of Macroeconomics	4	
WR 122Z	Composition II	4	
Core-education course in arts and letters that also satisfies a cultural literacy requirement		4	
Elective course		4	
Credits		16	
Second Year			
Fall			
BA 211Z	Principles of Financial Accounting	4	
STAT 243Z	Elementary Statistics I	4	
Core-education course in arts and letters		4	
Upper-division business elective course		4	
Credits		16	
Winter			
BA 213Z	Principles of Managerial Accounting	4	
BA 169Z	Data Analysis Using Microsoft Excel	4	
Core-education course in science		4	
Elective course		4	
Credits		16	
Spring			
BA 308	Leadership and Communication	4	
OBA 311	Business Analytics I	4	
Core-education course in science		4	
Cultural Awareness for Business Decisions course		4	
Credits		16	
Third Year			
Fall			
MGMT 311	Managing People in Organizations	4	
OBA 312	Business Analytics II	4	
Core-education course in science		4	
Credits		12	
Winter			
FIN 316	Financial Management	4	

MKTG 311	Marketing Management	4
OBA 335	Operations Management	4
Elective course		4
Credits		16
Spring		
FIN 311	Economic Foundations of Competitive Analysis	4
Upper-division business elective course		4
Core-education course in science		4
Elective course		4
Credits		16
Fourth Year		
Fall		
BA 325	Business Law and Ethics	4
BA 322	Fundamentals of Sustainable Business	4
Upper-division business elective courses		8
Credits		16
Winter		
BA 453	Business Strategy and Planning	4
	Apply for graduation	
Upper-division business elective courses		8
Credits		12
Spring		
Upper-division business elective courses		8
	Register for commence	
Elective course		4
Credits		12
Total Credits		180

LCB Undergraduate Concentrations

Concentrations for Accounting and Business Administration Majors

- Accounting (p. 437) (Business Administration major only):
- Entrepreneurship (p. 438): Identify and implement new business opportunities.
- Finance (p. 438): Unpack the stock market and learn how money works.
- Marketing (p. 438): Analyze, create, and find new ways to understand and keep customers.
- Operations and Business Analytics (p. 438): Decode big data and complex systems to drive business value.
- Sports Business (p. 438): Turn your passion into a career and learn business through the lens of sports.

Concentration in Accounting

Code	Title	Credits
ACTG 350	Intermediate Accounting I	4
ACTG 351	Intermediate Accounting II	4
ACTG 352	Intermediate Accounting III	4
Select one of the following:		4

ACTG 360	Cost Accounting	
ACTG 440	Auditing	
ACTG 450	Advanced Financial Accounting	
ACTG 470	Federal Taxation	
ACTG 480	Accounting Data Analytics I	
Total Credits		16

Concentration: Entrepreneurship

Code	Title	Credits
MGMT 335	Launching New Ventures	4
ACTG 340	Accounting for Entrepreneurs	4
MKTG 445	Entrepreneurial Marketing	4
MGMT 455	Implementing Entrepreneurial Strategies	4
Total Credits		16

Concentration in Finance

Code	Title	Credits
FIN 380	Financial Markets and Investments	4
FIN 473	Financial Analysis and Valuation	4
Select two of the following:		8
FIN 462	Derivative Markets and Financial Institutions	
FIN 463	International Finance	
FIN 464	Commercial Banking	
Total Credits		16

Concentration: Marketing

Code	Title	Credits
MKTG 390	Marketing Research	4
MKTG 415	Marketing Analytics	4
MKTG 435	Consumer Behavior	4
MKTG 490	Marketing Strategy	4
Total Credits		16

Concentration: Operations and Business Analytics

Code	Title	Credits
Select four of the following:		16
OBA 410	Experimental Course: [Topic]	
OBA 444	Business Database Management Systems	
OBA 455	Data Driven Predictive Modeling	
OBA 465	Sports Analytics	
OBA 466	Project and Operations Management Models	
OBA 477	Supply-Chain Operations and Information	
Total Credits		16

Concentration: Sports Business

Code	Title	Credits
MKTG 390	Marketing Research	4
SBUS 450	Sports Marketing	4
Select two of the following:		8
SBUS 455	Financing Sports Business	

SBUS 452	Sports Sponsorship	
SBUS 453	Law and Sports Business	
Total Credits		16

Business Administration Minor

<http://business.uoregon.edu/ug/minors/business-administration> (<http://business.uoregon.edu/ug/minors/business-administration/>)

The business minor gives students the opportunity to develop a core set of business skills that complement their major passion. The minor in business administration is open to students from all majors except pre-business, business administration, accounting, or general social science with a concentration in applied economics, business, and society. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

It is possible to earn more than one minor within the Lundquist College of Business. However, for students earning more than one business-related minor, no more than three courses can be used to satisfy multiple business minors.

Students may declare a minor in business administration online on the college's website (<https://business.uoregon.edu/programs/undergraduate/minors-certificates/business-administration/>), where a checklist of requirements can be found. Advising assistance is available in the Office of Undergraduate Advising.

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, accounting, and general social science with a concentration in applied economics, business, and society. Completing the minor requires 24 credits of coursework, which can be completed in one academic year.

Students may 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 Office of Undergraduate Advising.

Twelve upper-division credits must be taken in the Lundquist College of Business. Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better. 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.

Code	Title	Credits
BA 101Z	Introduction to Business ¹	4
BA 215	Accounting: Language of Business Decisions ²	4
BA 315	Economy, Industry, and Competitive Analysis	4
BA 316	Management: Creating Value through People	4
BA 317	Marketing: Creating Value for Customers	4

BA 318	Finance: Creating Value through Capital	4
Total Credits		24

¹ Must be taken before the other required minor courses.

² Must be taken before Finance: Creating Value through Capital (BA 318)

Entrepreneurship Minor

<http://business.uoregon.edu/ug/minors/entrepreneurship> (<http://business.uoregon.edu/ug/minors/entrepreneurship/>)

The minor in entrepreneurship is intended for nonbusiness students who want to learn about innovation processes and the managerial and leadership skills required to create a new venture. The entrepreneurship minor gives students the opportunity to envision, develop, test, and build a for-profit or nonprofit venture working within an interdisciplinary framework of exploration and self-discovery.

The minor in entrepreneurship is open to students from all majors except pre-business, business administration, or accounting. For general social sciences majors with a concentration in applied economics, business, and society, students must adhere to the GSS double-dipping policy. See the GSS website (<https://gss.uoregon.edu/faqs/>) for more information. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

It is possible to earn more than one minor within the Lundquist College of Business. However, for students earning more than one business-related minor, no more than three courses can be used to satisfy multiple business minors.

Students may declare a minor in entrepreneurship online at the college's website (<https://business.uoregon.edu/ug/minors/entrepreneurship/>), where a checklist of requirements can be found. Advising assistance is available in the Office of Undergraduate Advising.

Minor in Entrepreneurship

Code	Title	Credits
Required Courses:		16
BA 101Z	Introduction to Business	
MGMT 335	Launching New Ventures	
MKTG 445	Entrepreneurial Marketing	
	or MGMT 46 Lean Launchpad Entrepreneurship	
ACTG 340	Accounting for Entrepreneurs ¹	
	or BA 215 Accounting: Language of Business Decisions	
Elective Courses: ²		8
ARCH 201	Introduction to Architecture	
ARCH 202	Design Skills	
ARCH 222	Introduction to Architectural Computer Graphics	
ART 101	Understanding Contemporary Art	
ART 111	The Artist Experience	
ART 115	Surface, Space, and Time	
ARTD 250	Print Media Digital Arts	
ARTD 251	Time-Based Digital Arts	
ARTD 252	Interactive Digital Arts	
BA 199	Special Studies: [Topic]	

BA 215	Accounting: Language of Business Decisions	
BA 317	Marketing: Creating Value for Customers	
CIT 281	Web Applications Development I	
CS 111	Introduction to Web Programming	
CS 122	Introduction to Programming and Problem Solving	
CS 210	Computer Science I	
CS 211	Computer Science II	
CS 422	Software Methodology I	
EC 101	Contemporary Economic Issues	
EC 201Z	Principles of Microeconomics	
EC 202Z	Principles of Macroeconomics	
EC 333	Resource and Environmental Economic Issues	
EC 360	Issues in Industrial Organization	
EC 380	International Economic Issues	
ENVS 335	Allocating Scarce Environmental Resources	
ENVS 345	Environmental Ethics	
ENVS 350	Ecological Footprint of Energy Generation	
ENVS 435	Environmental Justice	
ENVS 455	Sustainability	
ENVS 467	Sustainable Agriculture	
LA 199	Special Studies: [Topic]	
LA 390	Urban Farm	
LA 410	Experimental Course: [Topic]	
MGMT 410	Experimental Course: [Topic]	
MGMT 225	Introduction to Entrepreneurship	
MGMT 455	Implementing Entrepreneurial Strategies	
MKTG 445	Entrepreneurial Marketing	
MUS 346	Music, Money, and the Law	
MUS 476	Digital Audio Workstation Techniques I	
MUS 480	Audio Production Techniques I	
MUS 481	Audio Recording Techniques II	
PD 101	Introduction to Product Design	
PD 370	Design Process	
PD 485	Advanced Studio III	
PHYS 155	Physics Behind the Internet	
PHYS 161	Physics of Energy and Environment	
PHYS 162	Solar and Other Renewable Energies	
PPPM 280	Introduction to the Nonprofit Sector	
PPPM 425	Project Management	
PPPM 487	Impact Philanthropy	
PSY 202Z	Introduction to Psychology II	
PSY 301	Scientific Thinking in Psychology	
PSY 305	Cognition	
PSY 306	Social Psychology	
PSY 366	Culture and Mental Health	
PSY 457	Group Dynamics	
Total Credits		24

¹ Students who take BA 215 instead of ACTG 340 will be required to take one upper-division elective course.

² It is possible to earn more than one minor within the Lundquist College of Business. However, for students earning more than one business-related minor, no more than three courses can be used to satisfy multiple business minors. Please see an advisor for more details.

Sports Business Minor

<http://business.uoregon.edu/ug/minors/sports-business> (<http://business.uoregon.edu/ug/minors/sports-business/>)

The minor in sports business is intended to provide baseline business skills and knowledge to students who are not intending to pursue a sports business career per se, but rather are pursuing sports-related professional paths in which business acumen is a supporting skill (e.g., sports journalist, sports psychologist, sportswear designer). The sports business minor develops skills in teamwork, writing, and oral communications with an emphasis on providing core business competencies to those pursuing sports industry-related careers.

The minor in sports business is open to students from all majors except pre-business, business administration, or accounting. For general social sciences majors with a concentration in applied economics, business, and society, students must adhere to the GSS double-dipping policy. See the GSS website (<https://gss.uoregon.edu/faqs/>) for more information. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

It is possible to earn more than one minor within the Lundquist College of Business. However, for students earning more than one business-related minor, no more than three courses can be used to satisfy multiple business minors.

Students may declare a minor in sports business online on the college's website (<https://business.uoregon.edu/programs/undergraduate/minors-certificates/sports-business/>), where a checklist of requirements can be found. Advising assistance is available in the Office of Undergraduate Advising.

Sports Business Minor

The sports business minor develops skills in teamwork, writing, and oral communications with an emphasis on providing core business competencies to those pursuing sports industry-related careers. The minor is intended to provide baseline business skills and knowledge to students who are not intending to pursue a sports business career per se, but rather are pursuing sports-related professional paths in which business acumen is a supporting skill (e.g., sports journalist, sports psychologist, sportswear designer). The minor in sports business is open to students from all majors except business administration, accounting, and general social science with a concentration in applied economics, business, and society. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

Students may declare a minor in sports business online at the college's website (<https://business.uoregon.edu/ug/minors/sports-business/>), where a checklist of requirements can be found. Advising assistance is available in the Office of Undergraduate Advising.

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.

Code	Title	Credits
Core Courses		
BA 101Z	Introduction to Business ¹	4
BA 316	Management: Creating Value through People	4
BA 317	Marketing: Creating Value for Customers	4
SBUS 250	Sports Business and Society	4
SBUS 456	Sports Brand Management	4
Elective Course		4
ARTD 250	Print Media Digital Arts	
BA 318	Finance: Creating Value through Capital	
FIN 281	Personal Finance	
J 320		
GEOG 281	The World and Big Data	
MGMT 335	Launching New Ventures	
PD 101	Introduction to Product Design	
SBUS 255	The Business of the Olympic Games	
SOC 317	Sociology of the Mass Media	
Total Credits		24

¹ Must be taken before the other required minor courses.

Sustainable Business Minor

<http://business.uoregon.edu/ug/minors/sustainable-business> (<http://business.uoregon.edu/ug/minors/sustainable-business/>)

The minor in sustainable business is designed for non-business majors who want to learn to apply business solutions to address social and environmental challenges. The sustainable business minor teaches students how to use the power of business for good, finding ways to make the world better for everyone.

The minor in sustainable business is open to students from all majors except pre-business, business administration, or accounting. For general social sciences majors with a concentration in applied economics, business, and society, students must adhere to the GSS double-dipping policy. See the GSS website (<https://gss.uoregon.edu/faqs/>) for more information. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

It is possible to earn more than one minor within the Lundquist College of Business. However, for students earning more than one business-related minor, no more than three courses can be used to satisfy multiple business minors.

Students may declare a minor in sustainable business online on the college's website (<https://business.uoregon.edu/programs/undergraduate/minors-certificates/sustainable-business/>), where a checklist of requirements can be found. Advising assistance is available in the Office of Undergraduate Advising.

The sustainable business minor consists of three business administration courses, two courses from specialized clusters, and one elective (total of 24 credit hours).

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

BA 101 can be taken as Pass/No Pass and will count toward the minor requirements if passed with a grade of Pass.

Code	Title	Credits
BA 101Z	Introduction to Business	4
MGMT 250	Introduction to Sustainable Business	4
MGMT 422	Sustainable Business Strategy and Implementation	4
Business Function Cluster - Choose one of the following courses:		4
BA 215	Accounting: Language of Business Decisions	
BA 315	Economy, Industry, and Competitive Analysis	
BA 316	Management: Creating Value through People	
BA 317	Marketing: Creating Value for Customers	
BA 318	Finance: Creating Value through Capital	
MGMT 443	Life Cycle Assessment	
MKTG 468	Marketing, Sustainability, and Ethics	
Applied & Specialized Cluster - Choose one of the following courses:		4
CH 113	The Chemistry of Sustainability	
EC 333	Resource and Environmental Economic Issues	
ENVS 202	Introduction to Environmental Studies: Natural Sciences	
ENVS 203	Introduction to Environmental Studies: Humanities	
ENVS 435	Environmental Justice	
HIST 273	Introduction to Global Environmental History	
MGMT 461	Business of Food	
PHYS 161	Physics of Energy and Environment	
PHYS 162	Solar and Other Renewable Energies	
PPPM 445	Green Cities	
PS 477	International Environmental Politics	
Elective - Choose one of the following courses:		4
ARCH 431	Community Design	
CRES 101	Introduction to Conflict Resolution	
EC 330	Urban and Regional Economic Problems	
EC 434	Environmental Economics	
EC 435		
EC 462		
EC 491		
ENG 230	Introduction to Environmental Literature	
ENVS 429	Environmental Leadership: [Topic]	
ENVS 435	Environmental Justice	
ENVS 455	Sustainability	

ENVS 467	Sustainable Agriculture
GEOG 361	Global Environmental Change
GEOG 448	Tourism and Development
GEOG 465	Environment and Development
GEOG 481	GIScience I
HIST 378	American Environmental History to 1890
HIST 379	American Environmental History 1890 to Present
LA 459	Landscape Technology Topics
MGMT 461	Business of Food
PPPM 325	Community Leadership and Change
PPPM 425	Project Management
PPPM 442	Sustainable Urban Development
Additional Applied & Specialized Cluster course	

Total Credits **24**

Global Business Certificate

<http://business.uoregon.edu/ug/certificates/global-business> (<http://business.uoregon.edu/ug/certificates/global-business/>)

The Certificate in Global Business is for those who want to be prepared to accept a job internationally and appreciate the different cultural values, economies, and communication styles of our vast and varied business world and is open to students in all University of Oregon majors. Upon successful completion of an approved plan, students will receive their certificate in addition to their diploma. Applications can be submitted to an academic advisor.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Discuss the promises of globalization, whether the global economy has delivered on those promises, and how we might reform globalization to represent the needs of people and the planet.
- Identify cross-country cultural differences in political, economic, social, and legal factors, and evaluate their implications for business decisions.
- Analyze global and country-level macro-environments of marketing, choose an appropriate market-entry or expansion strategy, and manage product, pricing, distribution, and communication strategies in international markets.

To receive a Certificate in Global Business, students must complete a total of 36 credits (must include 24 upper division credits) with 12 credits at the 400 level. Of the 12 400-level credits, 8 are included in the international business core. The remaining 4 credits must be planned as part of the area studies.

Code	Title	Credits
International Business Core:		
BA 101Z	Introduction to Business	4
BA 252	Global Perspectives in Business	4
MGMT 420	Managing in a Global Economy	4
MKTG 470	International Marketing	4

Area Study/Global Systems/Cross Cultural Competencies ¹	20
Total Credits	36

¹ Area study requirements consist of 20 credits of coursework that relate to an international theme with at least 4 credits at the 400 level. This must be approved by an advisor in the Lundquist College of Business. Area studies coursework must include at least two department prefixes. Usually this theme will be geographically-based, focusing on a region such as Latin America, North Africa, or Europe. Other themes that are not geographic may be submitted for approval; for example global systems, cross cultural competencies, and macro level international forces (such as globalization). Four credits of second year second language can be used toward this requirement. Literature or cultural studies courses taught in a second language may be applied to the area studies. Only 4 credits of business course work can be used in this category and must be pre-approved.

Accounting (MActg)

<http://business.uoregon.edu/master-accounting> (<http://business.uoregon.edu/master-accounting/>) lcbmacc1@uoregon.edu

At the University of Oregon's Master of Accounting program at the Lundquist College of Business, students develop a mindset that goes beyond learning new accounting methods and tax laws. They hone their ability to work in a constructive and respectful way. They learn how to communicate attention to detail through precise and engaging presentations. And they bring it all together to achieve true professional success to land a great job.

The Master of Accounting program 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.

Program's Admission Requirements

Please visit the program's website (<https://business.uoregon.edu/programs/master-accounting/apply/application-process/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Accounting Knowledge - Each accounting major is proficient in expanded conceptual and technical accounting knowledge.
- Critical Thinking and Discipline Intergration - Each student will think critically and integratively to solve complex business problems.
- Research Skills - Each student will be able to apply research techniques to solve complex business problems.
- Communication Skills - Each student will effectively communicate in writing the solution of a business problem.

Accounting Major Requirements

Code	Title	Credits
Accounting Core Courses		18
ACTG 580	Accounting Data Analytics I	
ACTG 617	Taxation of Business	

ACTG 630	Accounting Measurement and Disclosure	
ACTG 662	Strategic Cost Management	
ACTG 691	Developing the Accounting Professional I	
ACTG 692	Developing the Accounting Professional II	
Accounting Elective Courses - select four from the following:		16
ACTG 525	Professional Ethics for Accountants	
ACTG 560	Government & Not for Profit Accounting	
ACTG 618	Taxes and Business Strategy	
ACTG 619	Taxation of Pass Through Entities	
ACTG 631	Financial Statement Analysis and Valuation	
ACTG 642	Advanced Assurance Services	
ACTG 681	Accounting Data and Analytics II	
ACTG 682	Accounting Data and Analytics III	
Elective Courses		12
Choose four General Business and/or Accounting Electives ¹		
Total Credits		46

¹ The plan of study for the electives outside of accounting is determined by the student and the program director.

Specializations

- Accounting and Data Analytics (p. 442)
- Audit and Financial Reporting (p. 442)
- Taxation (p. 443)

Graduate Specialization in Accounting and Data Analytics

Code	Title	Credits
ACTG 580	Accounting Data Analytics I	4
ACTG 681	Accounting Data and Analytics II	4
ACTG 682	Accounting Data and Analytics III	4
Select one elective from the following list		4
OBA 544	Business Database Management Systems	
OBA 555	Data Driven Predictive Modeling	
Total Credits		16

Graduate Specialization in Audit and Financial Reporting

Code	Title	Credits
ACTG 630	Accounting Measurement and Disclosure	4
ACTG 642	Advanced Assurance Services	4
ACTG 560	Government & Not for Profit Accounting	4
ACTG 631	Financial Statement Analysis and Valuation	4
Total Credits		16

Graduate Specialization in Taxation

Code	Title	Credits
ACTG 617	Taxation of Business	4
ACTG 618	Taxes and Business Strategy	4
ACTG 619	Taxation of Pass Through Entities	4
ACTG 681	Accounting Data and Analytics II	4
Total Credits		16

Finance (MS)

<http://business.uoregon.edu/ms-finance> (<http://business.uoregon.edu/ms-finance/>) msinfo@uoregon.edu

With a focus on valuation and asset management, the University of Oregon Master of Science in Finance (MSF) program is ideal for those targeting a coveted career as a financial analyst—whether at a "sell-side" investment firm evaluating specific sectors/industries, a "buy-side" investment house managing its own funds, an investment bank, or a corporate finance department.

The master of science in finance is a 12-month degree program with an emphasis on valuation and asset management designed for students who recently graduated with majors in science, technology, engineering, mathematics, business, economics, or equivalent subjects. The curriculum is designed to provide students with insights from the most advanced theoretical and empirical research in finance while attending professional development seminars. Through the UO's Cameron Center for Finance and Securities Analysis, students have opportunities to practice securities analysis and portfolio management in a live environment with access to the Pacific Northwest's financial, banking, and investment industry.

Program's Admission Requirements

Please visit the program's website (<https://business.uoregon.edu/programs/ms-finance/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Critical Thinking - Students will be able to identify and provide adequate solutions to financial problems.
- Financial Knowledge - Students will be able to have a deep understanding on the functioning of financial markets.
- Business Ethics - Students will be knowledgeable about the ethical standard of business conduct.
- Communication - Students will be able to communicate effectively and professionally in the business context.

Master of Science in Finance

The MSF curriculum totals a minimum of 45 credits, allowing students to complete the degree in 12 months (four quarters).

The program consists of six required courses - including a capstone practicum and a quarterly seminar - along with 13 available electives. Emphasis is on valuation and asset management. The required core courses have no pre-requisites for MSF students. The program will coordinate with industry partners to design such real-world projects as

security analysis, portfolio allocation, risk management, and valuation of corporate investment projects or startups.

Code	Title	Credits
Core Courses		
ACTG 612	Financial Accounting	3
FIN 607	Seminar: [Topic]	4
FIN 617	Data Analysis in Finance	3
FIN 612	Fundamentals of Finance	3
FIN 615	Quantitative Methods for Finance	3
FIN 683	Concepts of Investments	3
Financial Markets (1 Required, Both Recommended)		3-4
FIN 562	Derivative Markets and Financial Institutions	
FIN 675	Fixed Income Securities	
Capstone Requirement:		3
FIN 673	Advanced Topics in Corporate Finance	3
or FIN 610	Experimental Course: [Topic]	
Electives		19-20
ACTG 631	Financial Statement Analysis and Valuation	
FIN 562	Derivative Markets and Financial Institutions	
FIN 564	Commercial Banking	
FIN 606	Practicum: [Topic]	
FIN 608	Workshop: [Topic]	
FIN 610	Experimental Course: [Topic]	
FIN 671	Corporate Finance and Valuation	
FIN 673	Advanced Topics in Corporate Finance	
FIN 675	Fixed Income Securities	
FIN 685	Alternative Investments	
FIN 687		
Minimum Total Credits:		45

General Business (MBA)

<http://business.uoregon.edu/mba> (<http://business.uoregon.edu/mba/>) mbainfo@uoregon.edu

for more information, contact mbainfo@uoregon.edu.

The Oregon MBA degree embodies the college's emphasis on interdisciplinary study, experiential learning, research excellence, and a supportive learning environment. No other program inspires individual distinction and deep and practical experience like the Oregon MBA. Earn an MBA with a specialization in one of four select areas: finance and securities analysis, innovation and entrepreneurship, sports business, and sustainable business practices. The four specializations of the MBA curriculum are aligned with the college's centers of excellence—the Lundquist Center for Entrepreneurship, the Cameron Center for Finance and Securities Analysis, the Center for Sustainable Business Practices, and the James H. Warsaw Sports Center. The centers promote research collaboration among faculty members from different departments, facilitate student interactions with industry professionals, and provide practical, real-world learning opportunities.

Strong faculty involvement 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 enhance their education by participating in global and domestic experiential learning trips and co-curricular opportunities offered through the college's Professional Edge Program.

Two years of full-time study are needed to earn the minimum of 76 credits required for the degree.

Program's Admission Requirements

Please visit the program's website (<https://business.uoregon.edu/programs/mba/>).

Accelerated Program

The accelerated master's degree program is intensive, allowing outstanding undergraduate majors in business from an accredited institution to earn an MBA degree in 15 months by taking a minimum of 49 credits over four terms. Applicants should have a strong overall academic record and significant full-time work experience. Students choose one of the four specializations listed above. See the website (<https://business.uoregon.edu/mba/degree-programs/accelerated/>) for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Make sound business decisions by using fundamental business concepts in analyzing and synthesizing information.
- Be guided by ethical and sustainability precepts in making business decisions.
- Think strategically in a global business context.
- Develop and communicate solutions to real world problems and/or opportunities.

2-Year MBA Program

Code	Title	Credits
Core Courses		
ACTG 612	Financial Accounting	3
BA 661 or FIN 671	Oregon Advanced Strategy Corporate Finance and Valuation	3
BA 680	Data Visualization and Communication in Business	3
BE 625	Business Law and Ethics (Students specializing in Sports Business may substitute SBUS 653 Legal Aspects of Sports Business)	3
BA 621	Business Writing	1
FIN 612	Fundamentals of Finance	3
FIN 613	Managerial Economics	3
MGMT 612	Managing Individuals and Organizations	3
MGMT 614	Strategic Management	3
MGMT 615	Leadership	3
MGMT 623	Negotiation	3
MGMT 640	Sustainable Business Development	3
MKTG 612	Marketing Management	3
OBA 612	Quantitative Methods for Managers	3
OBA 613	Operations Management	3

Specialization and General Electives	33
Total Credits	76

Accelerated MBA Program

Code	Title	Credits
BA 661 or FIN 671	Oregon Advanced Strategy Corporate Finance and Valuation	3
BA 680	Data Visualization and Communication in Business	3
BA 621	Business Writing	1
BE 625	Business Law and Ethics (Students specializing in Sports Business may substitute SBUS 653 Legal Aspects of Sports Business)	3
MGMT 615	Leadership	3
MGMT 623	Negotiation	3
MGMT 640	Sustainable Business Development	3
Specialization and General Electives		30
Total Credits		49

Program Requirements

- Students are required to complete one of four center-affiliated specializations: Innovation & Entrepreneurship, Finance & Securities Analysis, Sports Business, or Sustainable Business Practices; Advanced Strategy and Leadership may be added as a second specialization.
- Students are required to complete a series of modules on facilitation skills designed to help them work more effectively in teams during their first year of the program.
- Students are required to complete a professional development plan during their first year of the program.
- Students are required to participate in a center-based series of modules on specialization-specific topics led by external presenters.

Specializations

- Finance and Securities Analysis (p. 445)
- Innovation and Entrepreneurship (p. 445)
- Sports Business (p. 446)
- Sustainable Business Practices (p. 446)
- Advanced Strategy and Leadership (p. 444) (*Advanced Strategy and Leadership may only be added as a secondary specialization.*)

Advanced Strategy and Leadership Specialization Requirements

Code	Title	Credits
Required Courses:		
BA 661	Oregon Advanced Strategy	3
MGMT 615	Leadership	3
MGMT 623	Negotiation	3
One course of the following for the Finance Requirement:		3

ACTG 580	Accounting Data Analytics I
ACTG 618	Taxes and Business Strategy
ACTG 631	Financial Statement Analysis and Valuation
ACTG 662	Strategic Cost Management
FIN 671	Corporate Finance and Valuation
FIN 673	Advanced Topics in Corporate Finance
FIN 685	Alternative Investments

One course of the following for the Sustainable Business Requirement: **3**

MGMT 543	Life Cycle Assessment
MGMT 641	Industrial Ecology
OBA 566	Project and Operations Management Models
OBA 577	Supply-Chain Operations and Information

One course of the following for the Marketing Requirement: **3**

OBA 555	Data Driven Predictive Modeling
MKTG 660	Marketing Research
MKTG 665	Marketing Strategy
MKTG 668	Strategic Brand Management

One course of the following for the Innovation and Entrepreneurship Requirement: **3**

MGMT 510	Experimental Course: [Topic]
MGMT 620	Managing Global Business
MGMT 625	New Venture Planning
MGMT 635	Opportunity Recognition

Finance and Securities Analysis Specialization

Code	Title	Credits
Required Courses:		
ACTG 631	Financial Statement Analysis and Valuation	4
FIN 671	Corporate Finance and Valuation	3
FIN 606	Practicum: [Topic] (Masters Investment Group)	6
FIN 683	Concepts of Investments	3
Financial Markets Elective (minimum of 3 credits)		3
FIN 562	Derivative Markets and Financial Institutions	
FIN 675	Fixed Income Securities	
Specialization Electives (minimum of 6 credits) ¹		6
ACTG 617	Taxation of Business	
ACTG 618	Taxes and Business Strategy	
ACTG 619	Taxation of Pass Through Entities	
FIN 562	Derivative Markets and Financial Institutions	
FIN 564	Commercial Banking	
FIN 610	Experimental Course: [Topic]	
FIN 673	Advanced Topics in Corporate Finance	
FIN 675	Fixed Income Securities	
FIN 685	Alternative Investments	

FIN 687

Total Credits **25**

¹ If Finance 671 used to satisfy MBA core requirement then minimum of 9 specialization elective credits required.

Innovation and Entrepreneurship Specialization

Code	Title	Credits
MGMT 635	Opportunity Recognition	3
MGMT 625	New Venture Planning	3
MGMT 645	New Venture Scaling	3
MGMT 655	New Venture Execution	4
Electives: ¹		3
BE 625	Business Law and Ethics	
BIOE 610	Experimental Course: [Topic]	
FIN 671	Corporate Finance and Valuation	
FIN 685	Alternative Investments	
J 548		
J 624		
LAW 610	Experimental Course: [Topic]	
LAW 633	Business Planning	
LAW 673	Patent Law and Policy	
MGMT 510	Experimental Course: [Topic]	
MGMT 615	Leadership	
MGMT 620	Managing Global Business	
MGMT 623	Negotiation	
MGMT 640	Sustainable Business Development	
MKTG 660	Marketing Research	
OBA 510	Experimental Course: [Topic]	
OBA 544	Business Database Management Systems	
OBA 555	Data Driven Predictive Modeling	
PPPM 581	Fundraising for Nonprofit Organizations	
PPPM 685		
SBUS 645	Sports Product	
SPD 650	Sports Product Materials and Manufacturing	
Total Credits		16

* Law classes run on a semester basis. Semester credits are worth 1.5 times more than quarter credits. Thus, a 2-credit law class is worth 3 quarter credits. The credits listed here are quarter-credit equivalents. Students who wish to take a law class need to complete a non-law student enrollment request form.

¹ BE 625, MGMT 615, MGMT 623, MGMT 640 may not count toward both MBA core requirement and specialization elective requirement.

Sports Business Specialization

Code	Title	Credits
Required Courses:		
SBUS 650	Marketing Sports Properties	3
SBUS 652	Sports Sponsorship Alliances	3
SBUS 655	Economic Aspects of Sports	3
SBUS 645	Sports Product	3
SBUS 653	Legal Aspects of Sports Business	3
SBUS 606	Practicum: [Topic] (Strategic Planning Project)	6
SBUS Specialization Electives (Minimum of 9 credits required)		9
OBA 565	Sports Analytics	
MKTG 515	Marketing Analytics	
MKTG 660	Marketing Research	
MKTG 668	Strategic Brand Management	
JCOM 557	Sports Brand Strategy	
Total Credits		30

¹ SBUS 653 will substitute for BE 625 MBA core requirement for students in SBUS specialization.

Sustainable Business Practices Specialization

Code	Title	Credits
Required Courses		
MGMT 641	Industrial Ecology	3
MGMT 543	Life Cycle Assessment	4
MGMT 606	Practicum: [Topic] (Strategic Planning Project)	6
SUST electives (Minimum of 9 credits required)		9
MGMT 608	Workshop: [Topic] (Clean Energy Finance)	
MGMT 610	Experimental Course: [Topic]	
MKTG 568	Marketing, Sustainability, and Ethics	
OBA 544	Business Database Management Systems	
OBA 566	Project and Operations Management Models	
OBA 577	Supply-Chain Operations and Information	
Total Credits		22

General Business Executive (MBA)

<http://business.uoregon.edu/executive-mba> (<http://business.uoregon.edu/executive-mba/>) 2800 NE Liberty St
Portland, OR 97211
oemba@uoregon.edu

Designed for accomplished mid-to-senior managers, executives, entrepreneurs, and business leaders with demanding schedules, the Oregon Executive MBA in Portland is a transformational experience that gives already accomplished professionals the confidence and skills

to become successful leaders in today's complex and global business world. Executive MBA programs are designed for those who want to work full time while earning a graduate degree in twenty months, with the summer off. Executive MBA programs cater to midcareer professionals positioning themselves to move up the corporate ladder by deepening their already broad knowledge base, by sharpening their skills, and by tackling problems their organization will face in the coming years.

Classes are held twice a month on consecutive Fridays and Saturdays. Courses are open only to students who apply and are admitted to this program.

Program's Admission Requirements

Please visit the program's website (<https://business.uoregon.edu/programs/executive-mba/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Analyze information and use fundamental business concepts to make strategic decisions.
- Be guided by ethical precepts in making business decisions.
- Think strategically in a global business context.
- Develop and communicate solutions to real world problems and/or opportunities.

General Business Executive Major Requirements

Code	Title	Credits
BA 721	Business Writing	1
BA 715	Managerial Economics	3
BA 730	Business Ethics	1
BA 726	Global Business	3
BA 712	Financial Accounting and Reporting	3
BA 722	Leadership and Motivation: [Topic] (Taken twice)	2
BA 714	Managerial Accounting	3
BA 717	Marketing Management	3
BA 727	Operations Management	3
BA 713	Data and Business Decisions	3
BA 716	Managing Organizations	3
BA 718	Financial Analysis	4
BA 735	Opportunity Recognition	3
BA 723	Formulating Corporate Strategy	3
BA 719	Marketing Strategy	3
BA 725	Implementing Corporate Strategy	3
BA 720	Corporate Financial Strategy	3
BA 736	Alliances and Acquisitions	3
BA 729	Business Negotiation	3
BA 732	Technology and Innovation Management	3
BA 731	New Venture Planning	3
BA 711	Legal Environment of Business	3
BA 740	Capstone Business Project I	1
BA 741	Capstone Business Project II	2
BA 742	Capstone Business Project III	4

BA 728	Global Business Perspectives	1
Please choose 2 from the following list of electives		2
BA 743	Innovation and Entrepreneurship: [Topic] ¹	
BA 744	Managing Conflict and Change: [Topic] ¹	
BA 745	Analytic Tools : [Topic] ¹	
Total Credits		72

¹ BA 743, 744 and 745 are repeatable up to three times for a total of 4 credits.

Additional Requirements

- Four-day Executive Immersion in Portland and Eugene course before the academic year begins in a non-credit requirement
- Capstone and Global Trip Workshops are non-credit requirements in the first year of the program

Management (MS)

<https://business.uoregon.edu/programs/ms-management>
(<https://business.uoregon.edu/programs/ms-management/>)
lundquistadmissions@uoregon.edu

The Lundquist College of Business offers an intensive one-academic year master's degree in management (MSM). The program is designed for students with non-business undergraduate degrees and minimal post-undergraduate work experience. Students gain fundamental business skills and engage in applied experiences that prepare them for a wide range of business-related roles.

Students completing the MSM are eligible for the accelerated option of the Oregon MBA (OMBA) program after gaining sufficient full-time work experience.

Program's Admission Requirements

Please visit the program's website (<https://business.uoregon.edu/programs/ms-management/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proficiency in fundamental business knowledge.
- Think strategically in a business context.
- Identify and evaluate the ethical and legal implications of business decisions.
- Be skilled in leading and working successfully in diverse teams.

Management Major Requirements

Courses used to fulfill the major requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
Core Courses		
ACTG 612	Financial Accounting	3
BE 625	Business Law and Ethics	3
FIN 612	Fundamentals of Finance	3
FIN 613	Managerial Economics	3
MGMT 612	Managing Individuals and Organizations	3

MGMT 614	Strategic Management	3
MKTG 612	Marketing Management	3
OBA 612	Quantitative Methods for Managers	3
OBA 613	Operations Management	3
BA 621	Business Writing	1
BA 691	Professional Development for Emerging Managers	2

Electives

General Electives ¹	15

Total Credits	45

¹ Graduate level LCB courses and other graduate level courses with program approval.

Sports Product Management (MS)

<http://business.uoregon.edu/spm> (<http://business.uoregon.edu/spm/>)

For more information, contact uospm@uoregon.edu

The University of Oregon partnered with the sports and outdoor product industry's best to create a Master of Science in Sports Product Management. Our mission is to build worldwide leaders in the sports product industry by offering hands-on opportunities to build products, networking with sports and outdoor industry leaders, and teaching through the lenses of global business, sustainability, and innovation. We teach the business of product creation.

The master's degree is available as an immersive, 18-month program onsite in Portland for emerging talent and an innovative, 21-month online program for working professionals.

Program's Admission Requirements

Please visit the program's website (<https://business.uoregon.edu/programs/spm/apply/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Understand the components of developing a marketing strategy and the steps required to bring a product to market.
- Understand the subcomponents of product strategy and execute them effectively to address real-world challenges.
- Understand the principles of sustainability, supply chain, prototyping and human physiology to create innovative sports and outdoor products with an emphasis on the consumer and insights. Apply those learnings in making products in the SPM Innovation Lab.
- Understand and navigate the complexities of producing and marketing sports and outdoor products in a global context through visiting domestic and foreign factories, making and prototyping.
- Develop self-awareness and leadership skills to guide teams toward shared success in a diverse, dynamic, and competitive industry.

Sports Product Management Requirements

Code	Title	Credits
SPM 624	Sports Product Branding	3
SPM 627	Sports Product Management and Merchandising	3

SPM 641	Product Creation Lab I	2
SPM 661	Design Thinking	3
SPM 662	Consumer Insights	3
SPM 670	Sports Product Management Global Trip	1
SPM 690	Leadership I	3
SPM 631M	Human Performance and Sports Products	3
SPM 637	Sports Product Development	3
SPM 642	Product Creation Lab II	2
SPM 663	Sustainability in Sports Products	3
SPM 664	Sourcing and Costing Strategies	3
SPM 691	Professional Development I	1
MGMT 614	Strategic Management	3
MGMT 620	Managing Global Business	3
SPM 640	Sports Marketing Strategy	3
SPM 643	Product Creation Lab III	2
SPM 667	Sustainable Supply Chain	3
SPM 692	Professional Development II	1
ACTG 612	Financial Accounting	3
MGMT 625	New Venture Planning	3
SPM 653	Law and Ethics in Sports Product Management	3
SPM 668	Go To Market	3
SPM 693	Professional Development III	1
SPM 606	Practicum: [Topic] (Practicum: Industry Project)	3
SPM 609	Capstone	3
SPM 665	Digital Connections	3
SPM 695	Leadership II	3
Total Credits		73

Accounting (PhD)

<http://business.uoregon.edu/phd> (<http://business.uoregon.edu/phd/>)
Jaewoo Kim, Program Coordinator

386 Lillis Hall
 541-346-3540
jkim27@uoregon.edu

The Lundquist College of Business Doctoral Program in Accounting prepares students for careers as accounting faculty at a college or university that values scholarly research.

We believe this objective can best be attained by having faculty work closely with students and monitoring their progress throughout the program. The accounting program also encourages joint research projects among faculty and students and maintains a learning environment that is supportive of the student. Our primary focus is to train students to use economic reasoning to produce research of sufficient quality to warrant publication in a top academic journal.

Faculty expertise in the Accounting PhD program focuses on federal income taxation, disclosure of financial information, and use of accounting information in corporate governance.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Acquire advanced knowledge relevant to their areas of specialization.
- Develop advanced research skills for their areas of specialization.
- Assume teaching responsibilities at high-quality colleges and universities.
- Successfully graduate and place at high-quality, research-focused colleges and universities.

PhD in Accounting

Code	Title	Credits
Major Area of Concentration		
Students are required to take at least 3 out of 9 courses in the major areas. Examples include:		
ACTG 607	Seminar: [Topic] (Capital Market Research in Accounting)	
ACTG 607	Seminar: [Topic] (Disclosure Research in Accounting)	
ACTG 607	Seminar: [Topic] (Tax Research in Accounting)	
ACTG 607	Seminar: [Topic] (Accounting Theory)	
ACTG 607	Seminar: [Topic] (Contemporary Topics in Accounting)	
FIN 607	Seminar: [Topic] (Asset Pricing Theory)	
FIN 607	Seminar: [Topic] (Empirical Asset Pricing)	
FIN 607	Seminar: [Topic] (Corporate Finance Theory)	
FIN 607	Seminar: [Topic] (Empirical Corporate Finance)	

Statistics and Research Methods

Students are required to take at least 5 courses in the Statistics/Research Methods area. Examples include:

EC 523–525	Econometrics
MGMT 607	Seminar: [Topic] (Applied Econometrics)

Behavioral Science/Economics/Mathematics

Students are required to take at least 3 courses in the Behavioral/Economics/Math area. Examples include:

Dissertation

ACTG 603	Dissertation

Total Credits¹ **69**

¹ Students entering with no prior graduate work must take additional credits to reach the University's 81 credit minimum.

Please visit the Accounting PhD Program website (<https://business.uoregon.edu/programs/phd/concentrations/accounting/>) page for more information.

Finance (PhD)

<http://business.uoregon.edu/phd> (<http://business.uoregon.edu/phd/>)
Robert Ready, Program Coordinator

382 Lillis Hall
 541-346-8653

ready@uoregon.edu

The Lundquist College of Business Doctoral Program in Finance develops scholars who become productive researchers and effective teachers at leading colleges and universities.

The program emphasizes analytical training in financial economics and quantitative methods and equips students to conduct original research on important problems that are of interest to both academics and practitioners in the field of finance.

Our faculty members are active researchers who publish regularly in top-tier scholarly finance journals and are widely recognized for their empirical research in the areas of corporate finance and investments.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Acquire advanced knowledge relevant to their areas of specialization.
- Develop advanced research skills for their areas of specialization.
- Assume teaching responsibilities at high-quality colleges and universities.
- Successfully graduate and place at high-quality, research-focused colleges and universities.

PhD in Finance

Code	Title	Credits
Major Area Of Concentration		

Students are required to take at least 3 out of 7 courses in the major areas. Examples include:

FIN 607	Seminar: [Topic] (Curr Res Finance: Asset Pricing Theory (required))
FIN 607	Seminar: [Topic] (Curr Res Finance: Asset Pricing Theory) (required))
FIN 607	Seminar: [Topic] (Curr Res Finance: Corporate Finance Theory) (required))
FIN 607	Seminar: [Topic] (Curr Res Finance: Empirical Corporate Finance) (required))
FIN 607	Seminar: [Topic] (Directed Reading)
ACTG 607	Seminar: [Topic] (Capital Market Research in Accounting)
ACTG 607	Seminar: [Topic] (Disclosure Research in Accounting)

Statistics & Research Methods / Math / Econometrics

Students are required to take at least 5 courses in the Statistics/Research Methods/Math/Econometrics area. Examples include:

EC 607	Seminar: [Topic] (Core Econometrics I (required))
EC 607	Seminar: [Topic] (Core Econometrics II (required))
EC 607	Seminar: [Topic] (Core Econometrics III (required))
EC 607	Seminar: [Topic] (Micro Econometrics)
EC 607	Seminar: [Topic] (Macro Econometrics)
EC 524	Econometrics

Behavioral Science / Economics

Students are required to take at least 3 courses in the Economics area. Examples include:

EC 607	Seminar: [Topic] (Microeconomics I)
EC 607	Seminar: [Topic] (Microeconomics II)
EC 607	Seminar: [Topic] (Microeconomics III)

Dissertation

FIN 603	Dissertation
Total Credits ¹	63

¹ Students entering with no prior graduate work must take additional credits to reach the University's 81 credit minimum.

Please visit the Finance PhD Program Coordinator website (<https://business.uoregon.edu/programs/phd/concentrations/finance/>) page for more information.

Management (PhD)

<http://business.uoregon.edu/phd> (<http://business.uoregon.edu/phd/>)

Ralph Heidl, Program Coordinator

393F Anstett Hall
541-346-3586
heidl@uoregon.edu

The Lundquist College of Business Doctoral Program in Management trains students to become researchers and educators in strategic management with a focus on technology, innovation, entrepreneurship, and sustainability.

Students have unsurpassed intellectual freedom. Our faculty is open-minded to the pursuit of novel research questions, approaches, and contexts. We do demand that our students create sound theoretical arguments, gather unique datasets, analyze them rigorously, and consider managerial implications. We expect and enable our students to make a real contribution through both publishing and teaching.

Faculty research encompasses organizational change, supply-chain relationships, technology strategy, entrepreneurship, and sustainability.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Acquire advanced knowledge relevant to their areas of specialization.
- Develop advanced research skills for their areas of specialization.
- Assume teaching responsibilities at high-quality colleges and universities.
- Successfully graduate and place at high-quality, research-focused colleges and universities.

PhD in Management

Code	Title	Credits
Major Area Of Concentration		

Students are required to take at least 4 courses in the major areas. Examples include:

MGMT 607	Seminar: [Topic] (Economic Foundations of Strategy)
MGMT 607	Seminar: [Topic] (Organizational Behavior)
MGMT 607	Seminar: [Topic] (Organizational Theory)

MGMT 607	Seminar: [Topic] (Applied Econometrics)
Statistics & Research Methods	
Students are required to take at least 5 courses in the Statistics/Research Methods area. Examples include:	
EC 523–525	Econometrics
CS 510	Experimental Course: [Topic] (Natural Language Processing)
ANTH 610	Experimental Course: [Topic] (Qualitative Data Analysis)
Behavioral Science / Economics / Math	
Students are required to take at least 6 courses in the Behavioral/Economics/Math area. Examples include:	
OBA 510	Experimental Course: [Topic] (Python Data Analytics)
MKTG 687	Theory and Research in Marketing Management (Theory and Research in Marketing)
PSY 533	Learning and Memory
SOC 613	Advanced Sociological Methods: [Topic] (Multilevel Panel Data)
SOC 613	Advanced Sociological Methods: [Topic] (Social Network Analysis)
EC 528	Behavioral and Experimental Economics
Dissertation	
MGMT 603	Dissertation
Total Credits ¹	
63	

¹ Students entering with no prior graduate work must take additional credits to reach the University's 81 credit minimum.

Please visit the Management PhD Program website (<https://business.uoregon.edu/programs/phd/concentrations/management/>) page for more information.

Marketing (PhD)

<http://business.uoregon.edu/phd> (<http://business.uoregon.edu/phd/>)
Ryan Rahinel, Program Coordinator

484 Lillis Hall
541-346-3321
rahinel@uoregon.edu

The Lundquist College of Business Doctoral Program in Marketing develops scholars who will be productive researchers and effective teachers at leading colleges and universities throughout the world.

The program emphasizes training in consumer behavior and marketing strategy, with corresponding support in their cognate disciplines (e.g., psychology, economics, and statistics). It equips students to conduct original research on important problems that are of interest to both academics and practitioners in the field of marketing.

The marketing faculty have received their doctoral training at leading business schools and behavioral science departments. They are active researchers who publish regularly in scholarly marketing journals. Many have served or currently serve on editorial review boards at prominent journals and are widely recognized for their research, including national research excellence awards.

Program Learning Outcomes

- Upon successful completion of this program, students will be able to:
- Acquire advanced knowledge relevant to their areas of specialization.
 - Develop advanced research skills for their areas of specialization.
 - Assume teaching responsibilities at high-quality colleges and universities.
 - Successfully graduate and place at high-quality, research-focused colleges and universities.

PhD in Marketing		
Code	Title	Credits
Major Area Of Concentration		
Students must take at least 4 PhD seminars and/or Readings courses taught by LCB marketing faculty. Examples include:		
MKTG 687	Theory and Research in Marketing Management	
MKTG 689	Theory and Research in Consumer Behavior	
MKTG 607	Seminar: [Topic] (Marketing, Ethics, and Emotions)	
Statistics & Research Methods		
Students are required to take at least 6 courses in the Statistics/Research Methods area. Examples include:		
PSY 611	Data Analysis I	
PSY 612	Data Analysis II	
PSY 613	Data Analysis III	
EDUC 640	Introductory Statistics for Practitioners II	
JCOM 660	Advanced Research Methods: [Topic] (Text as Data)	
Behavioral Science		
Students are required to take at least 6 courses in the Behavioral Sciences area, incl. 3 outside of LCB. Examples include:		
PSY 558	Decision-Making	
PSY 533	Learning and Memory	
PSY 559	Cultural Psychology	
SOC 613	Advanced Sociological Methods: [Topic] (Social Network Analysis)	
PSY 610	Experimental Course: [Topic] (Advanced Cognitive Neuroscience)	
EC 528	Behavioral and Experimental Economics	
Dissertation		
MKTG 603	Dissertation	
Total Credits ¹		66

¹ Students entering with no prior graduate work must take additional credits to reach the University's 81 credit minimum.

Please visit the Marketing PhD Program website (<https://business.uoregon.edu/programs/phd/concentrations/marketing/>) page for more information.

Operations and Business Analytics (PhD)

<http://business.uoregon.edu/phd> (<http://business.uoregon.edu/phd/>)

Behrooz Pourghannad, Program Coordinator

478 Lillis Hall
541-346-7579
behroozp@uoregon.edu

The Lundquist College of Business Doctoral Program in Operations Management prepares students seeking academic and research careers.

Operations Management concerns how organizations should optimize business processes (e.g., production, distribution) and policies (e.g., staffing, pricing) both internally and within the broader supply chain.

Researchers in the operations management area address these complex decisions using rigorous research methods that require a solid foundation in model building, theory development, and data analysis. These foundational skills reflect the strength of the Lundquist College's Department of Operations and Business Analytics, whose faculty work closely with students within the operations management doctoral program.

In addition to its faculty, the Department of Operations and Business Analytics spans the areas of information systems and statistics, allowing doctoral students to benefit from coursework and research opportunities in two areas complementary to the operations management area. Due to the quantitative orientation of this PhD option, students entering the program should have interests that lie at the intersection of applied mathematics and business research.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Acquire advanced knowledge relevant to their areas of specialization.
- Develop advanced research skills for their areas of specialization.
- Be able to assume teaching responsibilities at high-quality colleges and universities.
- Successfully graduate and place at high-quality, research-focused colleges and universities.

PhD in Operations and Business Analytics

Code	Title	Credits
Major Area Of Specialization		
Students are required to take ten (10) courses in specialization area, at least three of which must be taken after admission to the University of Oregon, Lundquist College of Business doctoral program. Specialization courses can be in the Functional area or in the Research Methods area. Examples include:		
OBA 607	Seminar: [Topic] (Advanced Optimization)	
OBA 607	Seminar: [Topic] (Research Methods in Operations Management)	
OBA 607	Seminar: [Topic] (Operations Research Modeling)	
OBA 607	Seminar: [Topic] (Inventory Models and Supply Chain)	

OBA 510	Experimental Course: [Topic] (Data Analytics)
OBA 555	Data Driven Predictive Modeling
OBA 566	Project and Operations Management Models
OBA 613	Operations Management
OBA 605	Reading and Conference: [Topic] (at most 5 can be counted toward degree)

Supporting Courses

Students are required to take at least three (3) courses in the Accounting, Finance, Marketing, Statistics, Microeconomics, and Linear Algebra. Examples include:

MGMT 607	Seminar: [Topic] (Academic Life)
FIN 613	Managerial Economics
EC 560	Theories of Industrial Organization
EC 543	Health Economics
EC 528	Behavioral and Experimental Economics

Courses in Mathematical Statistics

Quantitative Methods

Students are required to take at least six (6) courses in topics including, but not limited to probability & statistics, stochastic processes, regression analysis, and optimization. Examples include:

EC 607	Seminar: [Topic] (Core Econometrics (three courses))
EC 607	Seminar: [Topic] (Core Microeconomic (three courses))
EC 511	Advanced Microeconomic Theory
EC 527	Games and Decisions
MATH 567	Stochastic Processes

Dissertation

OBA 603	Dissertation

Total Credits¹ **72**

¹ Students entering with no prior graduate work must take additional credits to reach the University's 81 credit minimum.

Please visit the Operations and Business Analytics PhD Program website (<https://business.uoregon.edu/programs/phd/concentrations/operations-management/>) page for more information.

Accounting

<http://business.uoregon.edu/departments/accounting> (<http://business.uoregon.edu/departments/accounting/>)

Kyle Peterson, Charles E. Johnson Memorial Professor of Accounting

Director of School of Accounting
Associate Professor of Accounting

Faculty

Charlie Bame-Aldred, professor of practice. BS, 1986, Johnson & Wales University; PhD, 2004, University of Massachusetts, Amherst. (2022)

Dane Christensen, Scharpf-Knight Chair in Accounting; associate professor (corporate misconduct, corporate social responsibility, political

economy). Senor Associate Dean, Faculty and Research; BA, 2003, Oregon State; BS, 2004, MActg, 2005, Oregon; PhD, 2013, Arizona. (2016)

Derek Christensen, assistant professor (financial reporting). BS, 2017, University of Denver; PhD, 2024, University of Wisconsin. (2024)

Angela Davis, Jack O. Rickli Professor (financial reporting, valuation); Senior Associate Dean, Academic Programs. BS, 1993, Idaho; PhD, 2001, Washington. (2006)

Qintao Fan, associate professor (earnings management, incentive compensation and capital budgeting, information economics, initial public offerings). BA, 1996, Renmin University of China; MA, 1998, Maryland; MS, 2001, PhD, 2004, Stanford. (2016)

Nicole Johnson, Robert and Lois Braddock Research Scholar, associate professor (managerial incentives, performance measurement). Academic Director, Undergraduate Programs. BS, 1996, MAcc, 1996, Brigham Young; MS, 2002, PhD, 2005, Stanford. (2013)

Drummond Kahn, professor of practice (auditing). BA, 1989, Whitman; MS, 1990, Oregon. (2000)

Jaewoo Kim, Booth Research Scholar, associate professor (capital markets, financial reporting, information intermediaries, financial accounting for income taxes); Coordinator, Accounting PhD Program. BA, 2000, Korea; MBA, 2004, Korea Advanced Institute of Science and Technology; PhD, 2013, Iowa. (2019)

Linda Krull, Richard W. Lindholm Professor in Taxation (capital structure decisions, effects of taxes on corporate financial reporting and investment). BS, 1992, Indiana; MAcc, 1994, Florida; PhD, 2001, Arizona. (2008)

Jacqueline Mumford, instructor. University of Utah, BS, 2020, Macc, 2021. (2025)

Sarah Nutter, Charles E. Kern Professor (impact of taxes and taxation structures on individuals and businesses, incentives and differences on institutional and individual behavior). BS, Ferris State; MBA, PhD, Michigan State. (2017)

Stephanie Peel, George E. Porter Accounting Faculty Fellow, professor of practice (financial, operational, compliance, and systems auditing; data analysis). BS, 1990, Washington University. (2018)

Kyle Peterson, Charles E. Johnson Memorial Professor of Accounting, associate professor (comparability, disclosure, financial statement complexity, revenue recognition). Director of School of Accounting; BS, 2001, MAcc, 2001, Brigham Young; PhD, 2008, Michigan. (2008)

Scott Robinson, assistant professor. BS, 2012, University of Delaware; PhD, 2024, University of Colorado, Boulder. (2024)

Mary Savage, instructor. BS, 1997, MBA, 1999, JD, 2003, Oregon. (2021)

Joel Sneed, associate teaching professor (accounting information systems, financial and international accounting, US corporate, international corporate, and individual taxation). BS, 1986, MBA, 1988, Appalachia State; MS, 1997, PhD, 2001, Arizona. (2000)

Drew Stevenson, professor of practice. North Dakota State University, BS, 2009, University of South Dakota, MBA, 2024. (2025)

Michael Tomcal, associate teaching professor (financial accounting, cost accounting, federal taxation). BS, 1982, DePaul; MEd, 2005, Oregon State; MActg, 2005, Oregon. (2006)

Jennifer Welander, instructor. BA, 1993, Oregon; MBA, 2013, Oregon. (2021)

Laura Wellman, Tykeson Associate Professor of Accounting. associate professor. BS, 2006, MT, 2007, PhD, 2014, Arizona State. (2023)

Emeriti

Robin Clement, professor emerita. BSBA, 1979, Ohio State; MBA, 1983, Wisconsin; PhD, 1994, Michigan State. (2003)

Helen Gernon, professor emerit. BBA, 1968, Georgia; MBA, 1972, Florida Atlantic; PhD, 1978, Pennsylvania State; CPA, Florida. (1978)

David Guenther, professor emeritus. BA, 1976, California State, San Bernardino; PhD, 1990, Washington. (2005)

Michele Henney, professor emerit. BS, 1982, California State; MS, 1988, Golden Gate; PhD, 1994, Oregon. (2004)

Ray King, professor emerit. BS, 1971, Montana State; MBA, 1974, Montana; PhD, 1980, Oregon; CPA, Montana. (1982)

Steven Matsunaga, professor emerit. BA, 1979, San Francisco State; MBA, 1984, William and Mary; PhD, 1992, Washington. (1992)

Dale Morse, professor emerit. BA, 1969, MBA, 1975, Oregon; PhD, 1978, Stanford. (1991)

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Finance

<http://business.uoregon.edu/departments/finance> (<http://business.uoregon.edu/departments/finance/>)

Z. Jay Wang, Alumni Investment Management Research Scholar

Department Head
Associate Professor of Finance

Faculty

Deborah Bauer, Peter and Molly Powell teaching professor of Finance (investment strategies, competitive analysis). BS 1997, Bryant; MS, 2001, Oregon. (2001)

Ioannis Branikas, assistant professor (household finance, corporate social responsibility, mutual funds). BA, 2010, MSc, 2012, Athens University of Economics and Business; MA, 2014, PhD, 2018, Princeton. (2018)

Roger Busse, James F. and Shirley J. Rippey Professor of Practice. BA, Reed; MTS, Harvard. (2021)

Maria Chaderina, assistant professor (capital structure, liquidity management, financial intermediation). BS, 2007, London; BS, 2007, Higher School of Economics; PhD, 2013, Carnegie Mellon. (2019)

John Chalmers, Abbott Keller Professor of Finance (household finance, municipal bond markets, mutual funds, retirement behavior, transaction costs); BA, 1985, Middlebury; MS, 1992, PhD, 1995, Rochester. (1996)

Diane Del Guercio, Gerry and Marilyn Cameron Professor in Finance (corporate governance, institutional investors, pension funds and mutual funds); BA, 1986, California, Santa Barbara; MA, 1989, PhD, 1994, Chicago. (1994)

Roberto Gutierrez, associate professor (asset pricing, return anomalies, trading of institutional money managers); Academic Director, Master of Science in Finance Program. BS, 1992, Tulane; PhD, 1999, North Carolina. (2003)

Brandon Julio, Alumni Investment Management Research Scholar, associate professor (corporate investment, international finance, mergers and acquisitions, payout policy, politics and finance, capital structure). BA, 1998, Brigham Young; MS, 2001, South Carolina; MS, 2005, PhD, 2007, Illinois, Urbana-Champaign. (2014)

Derek Nalle, associate teaching professor (greening economies and investment); Program Manager, Cameron Center for Finance and Securities Analysis. BS Miami University; MS, PhD, Oregon State (2001)

Robert Ready, Doug McKay Research Scholar, associate professor (asset pricing, commodities, international finance, macroeconomics). BA, 2003, Carnegie Mellon; MS, 2008, PhD, 2011, Pennsylvania. (2017)

Garrett Stanford, instructor. BS, 2014, University of Puget Sound; MS, 2020, PhD, 2023, University of Oregon. (2025)

Zhi "Jay" Wang, Alumni Investment Management Research Scholar, associate professor (asset management, institutional investors, market liquidity). Head, Department of Finance; BA, 1994, Peking (Beijing); MS, 1998, PhD, 2000, Iowa State; PhD, 2004, Michigan, Ann Arbor. (2012)

Michael Wismer, instructor (real estate). BA, 1970, MS, 1974, Brigham Young. (1996)

Daniel Wright, instructor. AS, 2001, MBA, 2009, Brigham Young; BS, 2004, University of Utah; MPS, 2018, Cornell University. (2025)

Youchang Wu, John B. Rogers Research Scholar, associate professor (asset pricing, corporate finance); Coordinator, Finance PhD Program. BS, 1994, MS, 1996, Peking, Beijing; PhD, 2004, Vienna. (2015)

Yuchi Yao, assistant professor (IPO, SPACs, director networks, entrepreneurship, financial networks, financial intermediation, investment banking, Bayesian uncertainty and learning). BS 2014, MS 2016, Nankai University, China; MS, 2018, University of Virginia; MS 2019, PhD 2024, University of Rochester. (2024)

Calvin Zhang, assistant professor (real estate and household finance, housing markets, urban economics, political economy); BA, 2009, Northwestern University; PhD, 2017, UC Berkeley. (2024)

Jane Zhang, assistant professor (household finance, behavioral finance); Bachelor of Management, 2018, Fudan University, China; PhD, 2024, UCLA. (2024)

Emeriti

Larry Dann, professor emerit. BS, 1967, Northwestern; MBA, 1969, Harvard; PhD, 1980, California, Los Angeles. (1977)

Jennifer Ellis, senior instructor I emerit. BA, 1977, MA, 1978, University of Essex; PhD, 1992, Oregon (1997)

Jerome Dasso, professor emerit. BS, 1951, Purdue; MBA, 1952, Michigan; MS, 1960, PhD, 1964, Wisconsin, Madison. (1966)

Wayne Mikkelsen, professor emerit. BA, 1974, Macalester; MS, 1978, PhD, 1980, Rochester. (1984)

George Racette, associate professor emerit. BA, 1966, Stanford; MBA, 1967, Michigan; PhD, 1972, Washington. (1974)

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Participating

Glen R. Waddell, professor (applied econometrics, industrial organization, labor economics). See **Economics**.

Management

<http://business.uoregon.edu/departments/management> (<http://business.uoregon.edu/departments/management/>)

David Wagner, Doug McKay Research Scholar

Department Head

Associate Professor of Management

Faculty

Geoffrey Borchhardt, assistant professor (entrepreneurship and self-employment, global micro-enterprises, innovation, careers); BSc, Copenhagen Business School; MSc, Oxford; PhD, 2024, Yale. (2024)

Tina Boscha, instructor. BA, Calvin College; MA, 1997, Wisconsin; MFA, 2002, Oregon. (2019)

Thomas Cieslak II, associate teaching professor. BS, MA, Wayne State; PhD, 2004, The Ohio State. (2022)

Innessa Colaiacovo, assistant professor (entrepreneurship, innovation and growth); BA, 2012, Brown University; MSc, 2018, Universita Bocconi; PhD, 2024, Harvard. (2024)

Michael Crooke, professor of practice. BS, MBA, Humboldt; PhD, Claremont. (2012)

John Davis, professor of practice (business sustainability, international business and brand strategy, leadership, marketing and sales management, marketing measurement and accountability, sports marketing); Program Manager, Center for Sustainable Business Practices. BA, 1982, Stanford; MBA, Columbia, 1990. (2022)

Scott Day, Peter and Molly Powell Associate Teaching Professor of Management. BA, 1980, Wisconsin; JD, 1984, Toledo (2022)

Khonika Gope, assistant professor. BS, 2007, Bangladesh University; MBA, 2010, Emory; PhD, 2023, Stanford. (2023)

Ralph Heidl, Inman Research Scholar, associate professor (collaborative networks, innovation management, intellectual property strategy, technology entrepreneurship). MS, 1994, MS, 2000, Pennsylvania State; PhD, 2010, Washington. (2015)

Greg Hennessy, instructor. BS, 1987, Houston; MS, 1989, California Institute of Technology; MS, 1993, Massachusetts Institute of Technology; PhD, 2021, Claremont. (2021)

Dan Howard, instructor. (business law, negotiations, professional ethics, and tax research). BA, 1996, Ohio State; JD, 2000, California (2022)

Jody Johannessen, associate teaching professor (management strategy, organizational behavior, and international business). AB, Princeton: MBA, MM, 2000, Northwestern (2022)

Lauren Lanahan, Inman Research Scholar, associate professor (high tech ventures, research and development, institutions, public policy). BA, 2006, Reed College; MA, 2013, PhD, 2015, North Carolina. (2015)

Nathan Lillegard, instructor (early-stage finance and operations, new venture development, technology transfer and licensing, venture capital and business funding). BA, 1998, MBA, 2006, Oregon. (2012)

Chris Liu, associate professor (entrepreneurship, scientists, social influences): Coordinator, Management PhD Program. BA, 1997, Washington; PhD, 2005, Massachusetts Institute of Technology; DBA, 2010, Harvard. (2019)

Farhad Malekafzali, instructor (American institutions, international relations, comparative government). PhD, 1994, Wisconsin. (2012)

Emily Moore, instructor. BS, 2002, New Hampshire; MS, 2019, Oregon. (2019)

Alex Murray, assistant professor (crowdfunding, decentralized governance, distributed ledger technology, entrepreneurship, innovation, resource mobilization, technology entrepreneurship, venture finance). BS, 2011, Alabama; MS, 2012, Virginia; PhD, 2018, Washington. (2019)

Andrew Nelson, Randall C. Papé Chair in Entrepreneurship and Innovation, professor (entrepreneurship, innovation, interorganizational networks, occupations and technology, research commercialization). BA, 1998, Stanford; MS, 2000, Oxford; PhD, 2007, Stanford. (2008)

Amy Nuetzman, instructor. BA, 1997, Western Oregon; MA, 2000, New Mexico Highlands. (2019)

Natasha Overmeyer, assistant professor. AB, 2013, Harvard; PhD, 2023, Stanford. (2023)

Sung ho Park, assistant professor (entrepreneurship, strategy, and international business); BA, 2016, Chung-Ang University, South Korea; MS, 2017, Erasmus University, The Netherlands; PhD, 2024, University of Washington. (2024)

Anne Parmigiani, Carolyn S. Chambers Professor of Management (capabilities, firm boundaries, firm capabilities, interfirm relationships, knowledge transfer, supply chain management, vertical interfirm relationships). BS, 1987, MBA, 1996, Pennsylvania State; PhD, 2003, Michigan, Ann Arbor. (2004)

Steve Schmidt, instructor. BS, 1992, Oregon State; MBA, 2011, Northwest Christian. (2016)

Joshua Skov, associate teaching professor (life-cycle assessment, clean energy finance, carbon accounting); Academic Director and Industry Mentor, Center for Sustainable Business Practices. BA, 1992, Yale; MA, 1994, Washington; MA, 1997, California, Berkeley. (2009)

Jeffrey Stolle, Bashaw teaching professor of Management (ethics, critical thinking). BA, 1990, St. Thomas - Minnesota; MA, 1994, Vanderbilt; PhD, 2001, Oregon. (2007)

David Wagner, Doug McKay Research Scholar, associate professor (human sustainability, work-life interface, mood and emotion, sleep and work); Head, Department of Management. BS, 2002, MAcc, 2004, Brigham Young; PhD, 2009, Michigan State. (2014)

Peter A. Younkin, Inman Research Scholar, associate professor (entrepreneurship, diversity, cultural industries). BA, 1999, Columbia; PhD, 2010, California, Berkeley. (2018)

Emeriti

David Dusseau, senior instructor I emerit. BS, 1974, Ohio State; MBA, 1985, PhD, 1992 Oregon. (1984)

Warren Brown, professor emerit. BS, 1955, Colorado; MS, 1957, Stanford; MS, 1959, PhD, 1962, Carnegie-Mellon. (1967)

Beth Hjelm, senior instructor I emerit. BA, 1980, Notre Dame; MS, 1982, Kellogg School of Management. (2002)

Chuck Kalnbach, senior instructor II emerit. BA, 1991, Thomas Edison State; MS, 1995, Indiana, Bloomington; EdD, 2008, Nova Southeastern. (2003)

Alan Meyer, professor emerit. BA, 1968, MBA, 1970, Washington; PhD, 1978, California, Berkeley. (2009)

Peter Mills, professor emerit. BS, 1970, MBA, 1971, California State, Long Beach; PhD, 1978, Stockholm; PhD, 1980, California, Irvine. (1995)

Rick Mowday, professor emerit. BS, 1970, San Jose; MS, 1972, PhD, 1975, California, Irvine. (1977)

Mike Russo, professor emerit. BS, 1979, Columbia; MS, 1980, Stanford; MBA, 1986, PhD, 1989, California, Berkeley. (1989)

Bill Starbuck, courtesy professor in residence emerit. AB, 1956, Harvard College; MS, 1959, PhD, 1964, Carnegie Institute of Technology. (2017)

Tina Starr, senior instructor I emerit. BSc, 2000, Derby; MSc, 2001, PhD, 2006, Nottingham. (2011)

Richard Steers, professor emerit. BA, 1967, Whittier; MBA, 1968, Southern California; PhD, 1973, California, Irvine. (1975)

James Terborg, professor emerit. BA, 1970, Calvin; MS, 1972, Eastern Michigan; PhD, 1975, Purdue. (1980)

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Marketing

<http://business.uoregon.edu/departments/marketing> (<http://business.uoregon.edu/departments/marketing/>)

T. Bettina Cornwell, Philip H. Knight Chair

Department Head
Professor of Marketing

Faculty

Ashley Angulo, assistant professor (persuasion, charitable decision-making, psychological ownership); Co-Director, Business Research Institute. BA, 2010, Chicago; PhD, 2017, California. (2019)

John Clithero, assistant professor (computational modeling, decision making, consumer neuroscience, behavioral economics). BA, 2005, Pomona College; MA, 2007, PhD, 2011, Duke. (2018)

T. Bettina Cornwell, Philip H. Knight Chair, professor (advertising, corporate sponsorship, marketing, public policy, sports marketing); Head, Department of Marketing. BA, 1981, Florida State; MBA, 1983, PhD, 1988, Texas, Austin. (2010)

Yoav Dubinsky, instructor (sports marketing, place branding, public diplomacy, sports communication, international sports, sports and society). BA, 2006, MA, 2008, Tel Aviv; MA, 2011, Peloponnese; PhD, 2015, Tennessee. (2018)

Mark Francis, Woodard Family Foundation Fellow, associate teaching professor. BSED, 1994, MA, MBA, 2009, New Brunswick. (2023)

Jessica Gamlin, assistant professor (brands, consumer behavior, goals and motivation, identity, instrumentality): Co-Director, Business Research Institute. BA, 2006, Pennsylvania; MBA, 2012, HEC Paris; PhD, 2019, Northwestern. (2019)

Joshua A. Gordon, Woodard Family Foundation Fellow, associate teaching professor (strategy, consensus building); Faculty Athletics Representative. BA, 1995, Massachusetts, Amherst; MA, 2005, Massachusetts, Boston; JD, 2008, Suffolk. (2013)

Conor M. Henderson, Judy and Hugh Oliphant Research Scholar, associate professor (customer loyalty, digital and sports marketing). BA, 2008, Gonzaga; MS, 2010, PhD, 2013, Washington. (2013)

Julie Irwin, Miner Chair, professor. BA, William and Mary; MA, PhD, Colorado. (2023)

Craig Leon, Woodard Family Foundation Fellow, instructor. BS, 2007; MS, 2009, Ohio. (2015)

Nick Light, assistant professor. BA, 2008, Vermont; MA, 2010, Chicago; PhD, 2021, Colorado, Boulder. (2023)

Noelle Nelson, assistant professor (information processing, working memory, brand logos, aesthetics in marketing); Co-Director, Business Research Institute. BS, 2006, PhD, 2012, Minnesota. (2008)

Ryan Rahinel, Judy and Hugh Oliphant Research Scholar, associate professor. Director, PhD Program; Coordinator, Marketing PhD Program; BComm, 2008, Ryerson; PhD, 2014, Minnesota. (2023)

Leah Schneider, associate teaching professor (marketing communications). BA, 2005, Brigham Young; PhD, 2017, York. (2015)

Utsav Shenava, instructor (advertising, brand strategy, marketing strategy, digital marketing). BS, 2008, NIT Calicut; MBA, 2014, Syracuse; MS, 2016, PhD, 2019, Purdue. (2021)

Freeman Wu, assistant professor. BSc, 2011, University of British Columbia; MS, 2014, PhD, 2018, Arizona State University. (2025)

Jiao Zhang, Doug McKay Research Scholar, associate professor (behavior decision theory, international marketing, marketing research, principles of marketing). BS, 1997, MS, 2000, Shanghai Jiao Tong; PhD, 2006, Chicago. (2014)

Xiajing Zhu, assistant professor. BS, 2015, MS, 2018, Jiangnan University; PhD, 2025, University of California, Irvine (2025)

Emeriti

Gerald Albaum, professor emerit. BA, 1954, MBA, 1958, Washington; PhD, 1962, Wisconsin, Madison. (1969)

Roger Best, professor emerit. BSEE, 1968, California State Polytechnic; MBA, 1972, California State, Hayward; PhD, 1975, Oregon. (1980)

David Boush, professor emerit. BA, 1975, MBA, 1977, Wisconsin; PhD, 1988 Minnesota (1987)

Michael Dore, instructor emerit. BS, 1971, MBA, 1972, Southern California. (1996)

Anne Forrestel, senior instructor emerit. BA, 1972, Williams College; MS, 1974, MBA, 1985, Michigan, Ann Arbor. (1997)

Marian Friestad, professor emerit. BA, 1981, MA, 1984, PhD, 1989, Wisconsin, Madison. (1987)

Del Hawkins, professor emerit. BBA, 1966, MBA, 1967, PhD, 1969, Texas. (1970)

Dennis Howard, professor emerit. BS, 1966, Oregon; MS, 1968, Illinois; PhD, 1974, Oregon State. (1997)

Lynn Kahle, professor emerit. BA, 1973, Concordia; MA, 1974, Pacific Lutheran; PhD, 1977, Nebraska. (1983)

Mark Phelps, senior instructor emeritus. BS, 1972, JD, 1975, MBA, 1980, Oregon. (1979)

Douglas Wilson, senior instructor II emerit. BS, 1978, Oregon State; MBA, 1990, Oregon. (1994)

Peter Wright, professor emerit. BA, 1966, North Carolina State; MBA, 1968, Virginia; PhD, 1971, Pennsylvania State. (1997)

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Operations and Business Analytics

<http://business.uoregon.edu/departments/operations-business-analytics>
(<http://business.uoregon.edu/departments/operations-business-analytics/>)

Michael Pangburn, Ehrman V. Guistina Professor

Department Head

Professor of Operations and Business Analytics

Faculty

Eren Çil, Robert J. and Leona M. DeArmond Research Scholar, associate professor (game theory, queueing theory, service operations, strategic pricing and competition, supply chains); Academic Director, Oregon MBA; BS, 2004, Middle Eastern Technical; MS, 2006, Koç; PhD, 2010, Northwestern. (2010)

Yuan Yuan Ding, assistant professor (behavioral operations, consumer behavior, retail operations, operations/marketing interface); BS, 2016, Shanghai Maritime University; MS, 2018 Case Western; PhD, 2024, University of Minnesota, Twin Cities. (2024)

Erik Ford, associate teaching professor (information technology). BS, 2013, MBA, 2015, Oregon. (2015)

Ming Jin, instructor (operations management, business analytics, supply chain management). BE, 2001, Shanghai Jiao Ton University; MS, 2005 Brigham Young; MS, 2007, Columbia; PhD, 2016, Utah. (2017)

Nagesh Murthy, Roger Engemann Professor (call center industry, health-care operations). BE, 1982, MMS, 1983, Birla Institute of Technology and Science; MS, 1988, MA, 1994, PhD, 1997, Ohio State. (2003)

Michael Pangburn, Ehrman V. Giustina Professor (retail operations, pricing models, product line design). BS, 1990, Virginia Polytechnic Institute and State Univ. MS, 1993, PhD, 1997, Rochester. (2002)

Pradeep Pendem, assistant professor (operational performance impact on financial outcomes, people operations, retail, healthcare, energy product delivery, customer contact services). BE, 2006, Andhra; MTech, 2008, Indian Statistical Institute; MS, 2015, PhD, 2018, North Carolina. (2018)

Behrooz Pourghannad, assistant professor (health care, business model innovation, supply chain management). Coordinator, Operations and Business Analytics PhD Program; BS, 2008, Azad University; MA, 2013, Sabanci University, Turkey; MA, 2015, Michigan; PhD, 2019, Minnesota. (2022)

Yasamin Vahdati, instructor (empirical strategy, CEO and CMO activism). BSc, 2009, Azad; MBA, 2013, Mazandaran University of Science and Technology; PhD, 2019, Oklahoma State. (2020)

Xiaoyue Yan, assistant professor (data-driven decision-making and analytics, machine learning, statistical learning, and algorithmic fairness); BA, BS, 2018, Shanghai University of Finance & Economics; PhD, 2024, Cornell. (2024)

Zhibin "Ben" Yang, Edwin E. and June Woldt Cone Research Scholar, associate professor (applied machine learning and machine learning in business; operations research; supply chain contract design, management, risk management, and sustainability). BS, 1994, Southwest Jiaotong; MS, 2002, Arizona State; PhD, 2009, Michigan. (2009)

Fang Yin, associate teaching professor (business value of IT, electronic commerce, recommender systems). BA, 1992, Peking, Beijing; PhD, 2002, Texas, Austin. (2008)

Emeriti

Sergio Koreisha, professor emerit. BA, 1974, ME, 1975, California; DBA, 1980. Harvard. (1980)

James Reinmuth, professor emerit. BA, 1963, Washington; MS, 1965, PhD, 1969, Oregon State. (1967)

Larry Richards, associate professor emerit. BA, 1962, MBA, 1963, Washington; PhD, 1969, California, Los Angeles. (1966)

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College of Design

<http://design.uoregon.edu>

Adrian Parr, Dean

105 Lawrence Hall
541-346-3631

A unique academic ecosystem, the College of Design includes not only creative practitioners—artists, architects, and designers—but also social scientists, humanities scholars, engineers, economists, biologists, planners, and policy makers. Using diverse methods, we are asking critical questions and tackling complex problems. The college (founded in 1914 and formerly known as the School of Architecture and Allied Arts) has degree programs in both Eugene and Portland.

The College of Design comprises three schools and one independent department:

- School of Architecture and Environment (p. 457)
- School of Art + Design (p. 483)
- School of Planning, Public Policy and Management (p. 503)
- Department of the History of Art and Architecture (p. 494)

Architecture and Environment

The School of Architecture and Environment is nationally recognized for its innovation and sustainability research including the design of buildings, interiors, landscapes and communities. We are committed to the principles of civic responsibility, environmental sustainability, international understanding, and interdisciplinary education. The School of Architecture and Environment is located on the University of Oregon campus in Eugene, and at the historic White Stag Block in Portland.

Architecture

<http://architecture.uoregon.edu>

Michael Zaretsky, Department Head

210 Lawrence Hall
1206 University of Oregon
Eugene, OR 97403-1206
541-346-3656

Contact information for Portland Architecture Programs

70 NW Couch St.
Portland, Oregon 97209
503-412-3718

Students of architecture learn how to make physical changes to their surroundings that enhance the quality of the built environment and their community's experience of life. Within this broad purpose, architectural study and practice include the tasks of providing shelter and environmental protection, providing appropriate settings for human activities, and creating forms that are aesthetically pleasing and supportive of social well-being. In the context of rapid urbanization, climate change, transforming economies, emerging technologies, growing inequalities, and other challenges, the potential impact and value of architectural design has never been greater.

Because interdisciplinary collaboration is key to the practice of architecture, the Department of Architecture shares classes and facilities with the Interior Architecture Program and the Department of Landscape Architecture in Eugene and the Historic Preservation Program in Portland, all units within the College of Design's School of Architecture and Environment.

A central part of education in the field of architecture is the design studio, where students learn by doing—hands-on application of knowledge and skills toward the design of buildings. This type of learning is demanding, and students are expected to stay motivated and 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.

Faculty

Kyu-Ho Ahn, associate professor (interior architecture). BFA, 1992, Hong-Ik; MFA, Iowa State. NCIDQ certificate. (2008)

Juli Brode, associate teaching professor.

G. Z. Brown, professor (design, environmental control systems, effect of energy and material conservation on architectural form). 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). BA, 1983, Yale; MArch, 1990, Harvard; reg. architect, Massachusetts (inactive); NCARB certificate. (1996)

Donald B. Corner, professor (design, construction systems, housing production). BA, 1970, Dartmouth College; MArch, 1974, California, Berkeley; reg. architect, Massachusetts. (1979)

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, associate 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 Elzeiyadi, 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, 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, associate teaching professor (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)

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)

Solmaz Mohammadzadeh Kive, assistant professor (interior, history and theory). MArch, 2005, Shahid Beheshti; MArch, 2010, McGill; reg. architect, Tehran. (2017)

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, professor (design, urban design, suburban development). BA, BArch, 1996, Cornell; MArch, MCUP, 2001, California, Berkeley; reg. architect, Massachusetts, NCARB certificate. (2005)

Erin Moore, associate 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)

Siobhan Rockcastle, assistant professor (design, lighting, environmental psychology); director, Baker Lighting Laboratory. BArch, 2008, Cornell; SMArchS, 2011, Massachusetts Institute of Technology; PhD, 2017, École polytechnique fédérale de Lausanne. (2017)

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). AB, 1975, Brown; MArch, 1979, Princeton; reg. architect, California. (2012)

Philip Speranza, associate professor (design, design communications). BS, 1997, Virginia; MArch, 2002, Columbia; reg. architect, California, New York. (2011)

Robert L. Thallon, associate professor (design, media, construction). 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). BArch, 1971, MLA, 1977, Oregon. (1981)

Kevin G. Van Den Wymelenberg, professor; director, Energy Studies in Buildings Laboratory. BS, 2000, Wisconsin, Milwaukee; MArch, 2002, PhD, 2012, Washington (Seattle). (2015)

Daisy-O'lice Ida Williams, associate 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

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)

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)

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.

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Architecture (BArch)

<http://architecture.uoregon.edu>

Architecture is about learning to make physical changes to our surroundings that enhance the quality of the built environment and our experience of life. This broad purpose includes providing shelter and environmental protection with the highest standards for energy efficiency and environmentally sustainable architecture, designing appropriate settings for human activities, and creating forms that are aesthetically pleasing and supportive of social well-being and environmental health.

While basics are taught in Eugene, as an advanced student, you may also study and work in the exciting urban setting of Portland at the UO's

White Stag Block. The Department of Architecture at the UO offers a large number of special topic courses, and a robust program of visiting architects from around the world who come to campus to lecture and teach. The department's exceptional faculty bring strengths to a wide variety of areas that include:

- healthy built environments
- sustainable, resilient design
- housing and urban design
- design process and theory
- art and science of building
- computational design
- lighting and lighting design

The Department of Architecture at the University of Oregon is accredited by the National Architectural Accrediting Board (NAAB). The program leading to the B.Arch degree is a vibrant and collaborative learning environment that prepares students to be value-based leaders in the architecture and design disciplines as well as within the communities in which they work and live.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate knowledge of issues of social justice and environmental sustainability as core components of a dynamic design process between built and natural environments.
- Demonstrate the critical thinking, values, knowledge, skills, and practices they need to create meaningful architecture that resonates with people and their cultural, physical, and ecological worlds.
- Develop a holistic design process that integrates human experience and building systems across a range of scales considering innovative approaches, methods and technologies.
- Develop a critical understanding of the histories and theories of architecture and urbanism as framed by diverse social, cultural, economic, and political forces, nationally and globally.
- Develop a capacity for collaboration along with an ability to communicate with diverse constituencies.
- Understand the paths to becoming licensed as an architect and the associated professional ethics, regulatory requirements, and fundamental business processes relevant to architecture practice in the United States.

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.

Architecture Major Requirements

Code	Title	Credits
Introductory Architectural Design Studios		
ARCH 283 & ARCH 284	Architectural Design I and Architectural Design II	12
ARCH 383 & ARCH 384	Architectural Design III and Architectural Design IV	12
Intermediate Architectural Design Studios		

ARCH 484	Architectural Design (repeatable studio for all professional-degree students; BArch students must complete four terms of ARCH 484) ¹	24

Advanced Architectural Design Studios

ARCH 485 & ARCH 486	Advanced Architectural Design I and Advanced Architectural Design II	16

General Theory

ARCH 201	Introduction to Architecture	4

Architectural Design Theory and Practice

ARCH 202	Design Skills	3

ARCH 222	Introduction to Architectural Computer Graphics	4

ARCH 423	Media for Design Development: [Topic]	3

Architectural Design Theory and Practice

ARCH 430	Architectural Contexts: Place and Culture	4

ARCH 440	Human Context of Design	4

ARCH 450	Spatial Composition	4

Building Technology

ARCH 461	Structural Behavior	4

ARCH 462	Structural Design	4

ARCH 470	Building Construction	4

ARCH 471	Building Enclosure	4

ARCH 491	Environmental Control Systems I	8

& ARCH 492	and Environmental Control Systems II	

Approved advanced technology course ²		4

Professional Practice

ARCH 417	Context of the Architectural Profession	4

Architectural History

ARH 314	History of World Architecture I	4

ARH 315	History of World Architecture II	4

Two additional architectural history courses taught either in the Department of the History of Art and Architecture or the School of Architecture and Environment ³		8

Subject Area Electives ⁴		2

General Electives

Upper-Division elective courses outside the ARCH, ART, IARC, or MUP subject codes ^{5,6}		16

PHYS 201	General Physics	4

or PHYS 251	Foundations of Physics I	

PHYS 202	General Physics	4

or PHYS 252	Foundations of Physics I	

Total Credits		164

¹ One may be Interior Design (IARC 484), Furniture Design (IARC 486), or Site Planning and Design (LA 489).

² Approved advanced technology courses vary by term; visit department website (<https://archenvstudents.uoregon.edu/architecture-and-interior-architecture/course-syllabi/eugene-courses/>) for full list.

³ Approved architectural history courses vary by term; visit department website (<https://archenvstudents.uoregon.edu/architecture-and-interior-architecture/course-syllabi/eugene-courses/>) for full list.

⁴ Approved subject area electives vary by term; visit department website for full list. One 3-credit (minimum) subject area elective must be an approved design arts course (not technology or media).

⁵ Art history (ARH) courses at the 300 level or above taken beyond the art history requirement may be applied toward the upper-division, general-education elective requirements.

⁶ These courses delve into the literature of academic subjects outside the subject areas of architecture and interior architecture. The upper-division electives may not be courses in service, weekend seminar, human development, or leisure studies. They must be taken in residence at the University of Oregon.

Courses required for the major must be passed with a grade of at least C- or P or P* to count toward the major.

A sample plan for the bachelor of architecture degree (<https://archenvironment.uoregon.edu/architecture/undergrad/barch/>) is available on the department website.

Architecture Minor

The Minor in Architecture exposes students to fundamental principles of architecture through coursework that integrates design thinking, place making with human behavior and need.

Minor Requirements: 26 credits

Courses used to fulfill the minor requirements must be taken for a letter grade of C- or better or a mark of Pass (P or P*).

Code	Title	Credits
ARCH 201	Introduction to Architecture	4
ARCH 484	Architectural Design (only required for interior architecture and landscape architecture majors) ¹	6
Electives (see table below; any students outside of interior architecture and landscape architecture must take 22 credits of electives)		16
Total Credits		26

¹ ARCH 484 Architectural Design is a course that may not be taken by students outside of the Department of Architecture, with the exception of landscape architecture students.

Electives

Code	Title	Credits
ARCH 407	Seminar: [Topic]	1-6
ARCH 409	Terminal Project	1-6
ARCH 410	Experimental Course: [Topic]	1-6
ARCH 430	Architectural Contexts: Place and Culture	4
ARCH 435	Principles of Urban Design	4
ARCH 437	Theory of Urban Design II	3
ARCH 438	Housing Prototypes	3
ARCH 439	Minimal Dwelling	3
ARCH 440	Human Context of Design	4
ARCH 450	Spatial Composition	4
ARCH 491	Environmental Control Systems I	4
ARCH 492	Environmental Control Systems II	4
ARH 314	History of World Architecture I	4
ARH 315	History of World Architecture II	4

It is possible to take other architecture courses and apply them to the minor with the permission of the instructor.

Undergraduates who are enrolled in any major may apply to the minor. Completed applications including a statement of support from the student's major advisor are submitted to the Department of Architecture office. Applicants must make an appointment with the architecture advisor to discuss their plan of study. 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.

Architecture (MArch)

Our master of architecture degree allows students to complete a professional degree, leading to licensure, in a stimulating academic environment that is characterized by cooperation, rigor, and a commitment to human quality in the built environment.

The program is studio-based, with a full complement of professional courses with opportunities to focus on an area of special interest. Students can take advantage of numerous on and off-campus opportunities for expanding their academic experience. We offer a full array of foreign-study programs, internships in architectural offices, and various opportunities to work directly with communities.

Track I

Eligible applicants must hold a bachelor's degree or higher from a regionally accredited four-year U.S. college or university OR hold an equivalent credential from a qualifying international institution.

Track II

Eligible applicants must have a pre-professional degree in architecture from a regionally accredited four-year U.S. college or university OR hold an equivalent credential from a qualifying international institution. A four-year program is considered qualified if the school has an accredited graduate program.

The Department of Architecture at the University of Oregon is accredited by the National Architectural Accrediting Board (NAAB). The program leading to the M.Arch degree is a vibrant and collaborative learning environment that prepares students to be value-based leaders in the architecture and design disciplines as well as within the communities in which they work and live.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate knowledge of issues of social justice and environmental sustainability as core components of a dynamic between built and natural environments.
- Demonstrate the critical thinking, values, knowledge, skills, and practices they need to create meaningful architecture that resonates with people and their cultural, physical, and ecological worlds.
- Develop a holistic design process that integrates human experience and building systems across a range of scales considering innovative approaches, methods and technologies.
- Develop a critical understanding of the histories and theories of architecture and urbanism as framed by diverse social, cultural, economic, and political forces, nationally and globally.

- Develop a capacity for leadership, collaboration and research along with a capacity to engage diverse constituencies.
- Demonstrate understanding of the paths to becoming licensed as an architect and the associated professional ethics, regulatory requirements, and fundamental business processes relevant to architecture practice in the United States.

• Track I (p. 461)

• Track II (p. 462)

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, both of which lead to the MArch degree. Track I typically takes ten terms to complete and requires 144 credits.

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.

MArch Track I

Code	Title	Credits
ARCHITECTURAL DESIGN		64
ARCH 680 & ARCH 681 & ARCH 682	Introductory Graduate Design I and Introductory Graduate Design II and Introductory Graduate Design III	
ARCH 683	Introduction Graduate Design IV	
ARCH 584	Architectural Design (repeatable studio for all professional-degree students) ¹	
ARCH 585 & ARCH 586	Advanced Architectural Design I and Advanced Architectural Design II	
ARCHITECTURAL HISTORY		12
ARCH 610	Experimental Course: [Topic] (Global Modern Architecture)	
Two approved 500- or 600-level courses in architectural history		
ADVANCED TECHNOLOGY		4
One approved 500- or 600-level course in advanced building technology		
CORE COURSES		
MEDIA AND PROCESS		8
ARCH 523	Media for Design Development: [Topic]	

ARCH 610L	Experimental Course: [Topic] (Introduction to Architectural Computing)	
ARCH 611	Graduate Design Process	
DESIGN ARTS		12
ARCH 530	Architectural Contexts: Place and Culture	
ARCH 540	Human Context of Design	
ARCH 550	Spatial Composition	
DESIGN TECHNOLOGY		28
ARCH 561	Structural Behavior	
ARCH 562	Structural Design	
ARCH 570	Building Construction	
ARCH 571	Building Enclosure	
ARCH 591	Environmental Control Systems I	
& ARCH 592	and Environmental Control Systems II	
PROFESSIONAL PRACTICE		4
ARCH 517	Context of the Architectural Profession	
ELECTIVES		12
Total Credits		144

¹ LA 589 Site Planning and Design, IARC 584 Interior Design, or IARC 586 Furniture Design may be substituted for one of the required ARCH 584 Architectural Design studios.

Courses required for the program must be passed with a grade of at least C- or P or P* to count toward the program. There is no minimum graded credit requirement for Architecture, however, the Division of Graduate Studies requires a GPA of a 3.0 to remain in good standing.

MArch Track I Sample Plan of Study

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.

Track II is a six-term advanced placement program that requires approximately 87 credits (the exact number determined on the basis of individual evaluation of prior course work at the time of admission).

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 as the Track I program, but are admitted with advanced standing in studio and subject-area courses. The extent of this advanced standing is determined by the department before beginning the program. This preliminary evaluation of course waivers is provisional, pending satisfactory completion of three terms in residence.

MArch Track II

Code	Title	Credits
ARCHITECTURAL DESIGN		34
ARCH 683	Introduction Graduate Design IV	

ARCH 584	Architectural Design (Taken twice at 6 credits each) ¹	
ARCH 585	Advanced Architectural Design I	
ARCH 586	Advanced Architectural Design II	
ARCHITECTURAL HISTORY		12
ARCH 610	Experimental Course: [Topic] (Global Modern Architecture)	
Two approved 500- or 600-level courses in architectural history		
ADVANCED TECHNOLOGY		4
One approved 500- or 600-level course in advanced building technology		
TRACK II SEMINAR		3-4
ARCH 607	Seminar: [Topic] (Track II) or ARCH 63: Fundamentals of Sustainable Design	
CORE COURSES		
MEDIA AND PROCESS		8
ARCH 523	Media for Design Development: [Topic]	
ARCH 610L	Experimental Course: [Topic] (Introduction to Architectural Computing)	
ARCH 611	Graduate Design Process	
DESIGN ARTS		12
ARCH 530	Architectural Contexts: Place and Culture or ARCH 535: Principles of Urban Design	
ARCH 540	Human Context of Design	
ARCH 550	Spatial Composition	
DESIGN TECHNOLOGY		28
ARCH 561	Structural Behavior	
ARCH 562	Structural Design	
ARCH 570	Building Construction	
ARCH 571	Building Enclosure	
ARCH 591	Environmental Control Systems I	
ARCH 592	Environmental Control Systems II	
PROFESSIONAL PRACTICE		4
ARCH 517	Context of the Architectural Profession	
TOTAL CREDITS		87

¹ LA 589 Site Planning and Design, IARC 584 Interior Design, or IARC 586 Furniture Design may be substituted for one of the required ARCH 584 Architectural Design studios.

² Architectural Core requirements will vary depending on prior coursework credits after an evaluation of academic transcripts by the Director of Graduate Studies. All possible core courses students may be required to take are shown. Architectural Core and Subject Area Electives make up the remaining degree credit requirements to total a minimum of 87 credits earned for the degree.

Courses required for the program must be passed with a grade of at least B- or P or P* to count toward the program. There is no minimum graded credit requirement for Architecture, however, the Graduate School requires a GPA of a 3.0 to remain in good standing.

Of the required 87 credits done in residence, 15 credits must be applied to an advanced study cluster (<http://architecture.uoregon.edu/current/m.arch-cluster/>) or 16 credits must be applied to a specialization or 12 credits must be applied to one of the department's graduate certificate programs. Students who complete a concurrent master's degree in an

allied field are exempt from this requirement. 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 additional course work 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.

Architecture (MS)

The post-professional architecture master of science (MS) degree allows students to complete advanced research and design work that builds on an existing professional degree in architecture, architectural engineering, structural engineering, construction management, or a related field.

Eligible applicants must hold a bachelor's degree or higher from a regionally accredited (<https://www.chea.org/regional-accrediting-organizations/>) four-year U.S. college or university OR hold an equivalent credential from a qualifying international institution. This degree does not provide a path to licensure.

The Master of Science in Architecture is a STEM-designated degree (<https://archenvironment.uoregon.edu/architecture/stem-designated-degrees/>).

The Master of Science in Architecture degree program provides an opportunity for advanced study and contribution to knowledge in the field through a thesis or terminal project. The post-professional Master of Science in Architecture (MS) degree allows students to complete advanced research and/or design inquiry that builds on an existing professional degree in architecture, interior architecture, landscape architecture, architectural engineering, structural engineering, construction management, or another related field.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Integrate design and advanced research to address the pressing and complex issues of the built environment.
- Develop research techniques appropriate for investigating advanced systems.
- Advance the knowledge and practice of architecture through critical thinking and experimentation in a research project (thesis) or design research project (terminal project).

MS Architecture: Post-professional Master of Science in Architecture Degree Requirements

The Master of Science in Architecture degree program provides an opportunity for advanced study and contribution to knowledge in the field through a thesis or terminal project. The post-professional Master of Science in Architecture (MS) degree allows students to complete advanced research and/or design inquiry that builds on an existing professional degree in architecture, interior architecture, landscape architecture, architectural engineering, structural engineering, construction management, or another related field. 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. Students complete a minimum of three terms in residence and are required to complete 9 credits in ARCH 503 (<http://catalog.uoregon.edu/search/?P=ARCH%20503>) Thesis or Terminal Project (ARCH 619 (<http://catalog.uoregon.edu/search/?P=ARCH%20619>)). Students in this program are expected to develop an individual research topic leading to a thesis or terminal project in one or more of the following areas of faculty research and design excellence:

- **Sustainable Buildings:** Green Technologies, High-Performance Envelopes, Net-Zero Buildings, and Eco-Districts.
- **Sustainable Construction:** Mass Timber Design, Green Building Materials, Fabrication, Construction Methods, and Life Cycle Analysis.
- **Lighting Design:** Daylighting, Electric Lighting, Luminaires and Photometrics, and Visual Comfort.
- **Health and Indoor Environments:** Indoor Environmental Quality, Human-Centric Design, Occupant Performance and Health.
- **Sustainable Urbanism and Housing:** Urban Architecture and Urban Design, Housing Design, Community Design, Livable Communities, New Mobility, and Climate Action.
- **Design for Social Sustainability:** Environment-Behavior Studies, Human-Context of Design, Spatial Justice, Accessibility and Universal Design, Cultural, Social and Economic Sustainability.
- **Design Computing:** Modeling, Simulations, and Design Communication.
- **Architectural History and Theory:** Preservation, Adaptive-reuse, Architectural Theory and Criticism.

The post-professional MS curriculum focuses on individual research and/or design inquiry that draws from professional and general university courses and consultation with the student's advisor and thesis or terminal project committee. For more information about the thesis, see the **Division of Graduate Studies** section of this catalog.

Code	Title	Credits
	Research Inquiry ¹	9-18
	Area of Research/Design Focus	27-36
	Minimum Total Credits:	45

¹ Students complete a minimum of three terms in residence and are required to complete 9 credits in ARCH 503 (<http://catalog.uoregon.edu/search/?P=ARCH%20503>) Thesis or Terminal Project (ARCH 619 (<http://catalog.uoregon.edu/search/?P=ARCH%20619>)).

Architecture (PhD)

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

The Ph.D. program in Architecture focuses on sustainable architecture and integrated design. The program is an advanced research degree that engages students in multidisciplinary investigations that create new knowledge in compelling and time-sensitive research topics. The PhD program prepares students for careers at universities, and at other entities engaged in research related to sustainable design such as national research laboratories, industries, public agencies, and non-government organizations.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Conduct independent original research and disseminate research results to the academic and professional community.
- Demonstrate thoughtful and professional conduct and contribute research advances and service to their professional communities and societies.
- Demonstrate broad knowledge of principal texts, journal and conference publications, methods, discussions, and problems in a selected field of study within architecture.
- Identify fundamental research problems and propose innovative solutions to these problems through their research projects using a strong theoretical and/or experimental and/or computational background.
- Create and deliver effective verbal and written presentations that contribute to the understanding of the field.

Doctor of Philosophy in Architecture

Code	Title	Credits
Category 1: Research and Investigation		12
ARCH 620	Research Methods in Sustainable Design	
ARCH 678		
ARCH 695	Advanced Dissertation Proposal Development	
Category 2: Primary (Inside) Focus Area		16
ARCH 500-/600-Level Advanced Electives		
Category 3: Secondary Outside Focus Area		26
500-/600-level coursework in other departments		
Other Core		12
Category 1 and 2 courses		

Dissertation		18
ARCH 603	Dissertation	
Total Credits		84

Ecological Design Graduate Certificate

The Ecological Design Certificate is a design-based, interdisciplinary program focused on the development of a practical framework for the integration of the built environment with local and region specific natural systems.

This certificate is available to all graduate students within the College of Design.

Participating students are challenged to develop an in-depth understanding of the relationships between ecological processes, issues of cultural and social sustainability, and urban development and form, and how allied design and planning disciplines approach these relationships. Students will acquire a theoretical and pragmatic basis to carry these understandings into the world of practice.

The Ecological Design Certificate Program provides explicit curricular structure in ecologically sensitive design, encouraging students to develop an ecologically based design awareness, solidifying the commitment of the University to interdisciplinary inquiry, and upholding its capacity for leadership in the field.

The Ecological Design Certificate is a graduate certificate program in the Department of Architecture that is available to all graduate students within the College of Design. The Ecological Design Certificate is meant to support students to develop an ecologically based design awareness, solidifying the commitment of the University to interdisciplinary inquiry, and upholding its capacity for leadership in the field.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Have a multi-disciplinary understanding of the principles of ecology and of how they may be integrated into the design of the built environment.
- Be familiar with current topics in cultural and social sustainability and urban development, including perspectives from multiple design disciplines.
- Have an in-depth theoretical and practical understanding of environmental and social sustainability.

Certificate in Ecological Design Requirements

Code	Title	Credits
Foundation Courses		11-12
Electives		12-13
Total Credits		23-25

Students must complete a minimum of 24 credits in approved ecological design subject courses. 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 (<https://archenvironment.uoregon.edu/architecture/grad/certificates/ecological-design/>).

Technical Teaching in Architecture Graduate Certificate

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.

The Technical Teaching Certificate is a graduate certificate program in the Department of Architecture that is available to all graduate students in Architecture. The Technical Teacher certificate is design for student interested in the design and building technology integration, and for those interested in teaching in their architectural careers, continuing the commitment to sustainability, curricular innovation, and leadership in the field.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Develop an area of experience in one or more subject areas in curriculum, understand critical principles and concepts of sustainability within the discipline.
- Communicate technical material effectively through curricular development, tools, strategies, and innovation specific to architectural design.
- Conduct a self-appraisal, learning-style inventory, and a peer-review of instructional skills; identify successes and areas of improvement; and articulate a philosophy of teaching.

Certificate in Technical Teaching in Architecture Requirements

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.

Code	Title	Credits
Technical Teaching Core Requirements		12
Sample courses include:		
ARCH 580	Supervised Design Teaching	
ARCH 609	Terminal Project	
ARCH 610	Experimental Course: [Topic] (History and Theory of Building Technology)	
ARCH 619	Terminal Project	
ARCH 661	Teaching Technical Subjects in Architecture	
Individualized study courses (ARCH/IARC 601: Research; ARCH/IARC 605: Reading and Conference, ARCH/IARC 606: Special Problems, ARCH 619/IARC 611: Terminal Project, and ARCH 620/678: Research Methods in Sustainable Design) may count toward the technical teaching core credits with review and approval by the certificate director of the teaching content.		
Advanced Electives in Technology¹		12
Sample courses include:		
ARCH 507	Seminar: [Topic] (Advanced Technology seminars, High Performance Buildings, Case Studies in Sustainable Design, Green Building Design: In Detail, Ecology of Building Materials)	
IARC 507	Seminar: [Topic]	
ARCH 510	Experimental Course: [Topic] (Advanced Technology courses, Green Design and Build for Residential Interiors, Oregon BILDS: Sustainable Construction at the Building Site, Passive Heating and Cooling Seminar)	
IARC 510	Experimental Course: [Topic]	
IARC 573	Working Drawings in Interior Architecture	
ARCH 574	Design the Unseen: [Topic] (Preservation and Restoration Technology)	
ARCH 584	Architectural Design	
	or IARC 586 Furniture Design	
IARC 584	Interior Design	
IARC 592	Electric Lighting	
ARCH 595		
ARCH 596	Passive House Design and Details	
ARCH 598	High Performance Buildings Design: [Topic] (Energy Scheming)	
ARCH 633	Fundamentals of Sustainable Design	
ARCH 606	Practicum: [Topic]	
Total Credits		24

¹ A variety of elective courses are offered during the year which may be counted toward the 12 advanced technology credits for the certificate. Seminar topics and experimental courses (507 and 510) may change and it is recognized that while some of the courses indicated as electives below may not be offered every year, other relevant courses may be offered.

Architecture and Environment Graduate Specializations

- Architectural Technology (p. 466)
- Housing (p. 466)
- Interior Architecture (p. 466)
- Urban Architecture and Urban Design (p. 466)
- Urban Historic Preservation (p. 466)

The specialization is available to students in the M.ARCH., M.I.ARC, and M.S. degree programs in the Department of Architecture. 16 credits of approved advanced technology-related courses and studio are required.

The specialization is available to students in the M.Arch. and M.S. degree programs in the Department of Architecture. 16 credits of approved housing-related courses and studios are required.

The IARC Specialization is available to students in the M.Arch. and M.S. degree programs in the Department of Architecture. 16 credits of approved Interior Architecture related courses and studios are required.

The specialization is available to students in the M.Arch. and M.S. degree programs in the Department of Architecture in Portland. 16 credits of approved urban architecture- and urban design-related courses and studios are required.

The specialization is available to students in the M.Arch. and M.S. degree programs in the Department of Architecture in Portland. The specialization will have two possible options: Policy, focusing on legal and economic issues related to historic preservation, and Building Fabric, focusing on building construction and design.

Historic Preservation

<http://hp.uoregon.edu>

Larissa Rudnicki & Chris Bell

University of Oregon
Eugene, Oregon

The University of Oregon's Historic Preservation Program is best described as having broad cultural concerns with a technical emphasis. Attention is given to historic places, buildings, and landscapes in terms of their specific forms, materials, construction, and use. The cultural and theoretical context in which they were developed is addressed, as is the impact of time upon their materials, meanings, and needs. The technologies, interpretations, and means for sustaining the presence of historic places in the future are also emphasized.

Students gain an understanding of historic resources and the processes for their preservation. This includes core courses in research methods, preservation history and theory, architectural history, and the economic, legal, and administrative processes of preservation.

Courses are augmented by fieldwork in the urban, suburban, and rural areas of the state. Oregon contains Native American sites, rural buildings and landscapes developed by U.S. and European immigrant pioneers from the 1830s, as well as urban development since the 1840s. More recent transformations of the landscape by various ethnic groups and technological innovations are also explored. Extensive instructional use of the region takes place through an emphasis on the cultural and technical aspects of vernacular resources, field trips, participation in

projects at the university, and through local community groups. There is also frequent involvement with the area's professionals, officials, and agencies concerned with historic resources.

Recent opportunities for experience include window restoration and traditional earth construction workshops, documentation for a Historic American Buildings Survey for the Alaska Regional Office of the National Park Service, U.S. Department of the Interior; a preservation field guide for the community of Ebey's Landing National Historical Reserve; a condition assessment and stabilization of Gilbert's Cabin in North Cascades National Park; a condition assessment of Frank Lloyd Wright's Usonian Gordon House in Silverton, Oregon; the documentation of the Finney House frontier cabin in Nevada City, Montana; the limestone roof replacement on a late sixteenth-century stone cottage on the island of Drvenik Veli, Croatia; and the reconstruction of the Ferry House porch in Ebey's Landing National Historical Reserve, Whidbey Island, Washington.

In addition to providing hands-on training in what might be considered mainstream preservation activities, the program emphasizes the importance of cultural conservation including issues of diversity, identity, and community development. This includes a concern not only for how various ethnic groups shaped buildings and landscapes in the distant past, but how similar settings are reproduced by cultural groups in the present. Individual research efforts by students are augmented by visiting lecturers, such as those by Boyd Pratt, Jean Carroon, and Gunny Harboe.

Beyond completing core and focal area courses, each student is required to complete individualized study, including reading and thesis research, a summer internship, and a thesis or terminal project. Some former students have chosen to develop specialties and concurrent master's degrees in closely related fields such as architecture, landscape architecture, and planning, public policy and management; others have created more unique combinations with studies in museums, economic development, and Russian, East European, and Eurasian studies. Besides encouraging students to develop an individualized course of study, the program is characterized by students who exhibit self-motivation and individual initiative. These traits, which are not only expected but are also necessary for successful completion of the program, contribute to the professional growth of students. Graduates of the Historic Preservation Program are employed in preservation-related fields over a wide geographic area. Some choose to pursue work in the private sector as specialists in architectural offices or as consultants. Others serve in the public sector with municipal planning departments, state historic preservation offices, or federal cultural resources divisions. Some graduates choose to work with nonprofit agencies, while others select careers in preservation and restoration.

Faculty

Christopher Bell, instructor (historic preservation). BA, 1998, Williams; MS, 2005, Oregon. (2009)

Elizabeth Carter, instructor (historic preservation). BA, 1988, MS, 1994, Oregon. (2005)

Suzana Radivojevic, adjunct instructor (wood science). BScFE, 1997, Belgrade; PhD, 2006, Toronto. (2013)

Kirk Ranzetta, instructor (historic preservation, planning). BA, 1994, Mary Washington; MA, 1996, PhD, 2006, Delaware. (2006)

Larissa Rudnicki, instructor (historic preservation). BA, 2008, Marquette; MS, 2013, Oregon. (2013)

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

Participating

Howard Davis, architecture

Keith Eggener, history of art and architecture

Mark Eischeid, landscape architecture

Mark Gillem, architecture

Maile Hutterer, history of art and architecture

Renee A. Irvin, planning, public policy and management

Robert L. Thallon, architecture

Jenny Young, architecture

Minor

- Historic Preservation (p. 467)

Major - Master's Degree

- Historic Preservation (MS) (p. 467)

Historic Preservation Minor

Historic preservation is an inherently interdisciplinary field. The minor is particularly well-suited for students studying anthropology, architecture, history, the history of art and architecture, landscape architecture, and planning, public policy and management. Undergraduate students, no matter their major, are eligible to enroll in the minor, however.

Historic Preservation Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better. Some courses required for the minor are only offered every other year.

Code	Title	Credits
Core Courses		
AAAP 411	Introduction to Historic Preservation	3
Select three of the following:		12
AAAP 408	Workshop: [Topic] (Pacific Northwest Field School)	
AAAP 421	American Architecture from a Preservation Perspective I	
AAAP 422	American Architecture from a Preservation Perspective II	
AAAP 423	American Architecture from a Preservation Perspective III	
AAAP 441	Legal Issues in Historic Preservation	
AAAP 451	Historic Survey and Inventory Methodology	
Related Courses		
Select courses from the following:		12
AAAP 431	National Register Nomination	
ANTH 449	Cultural Resource Management	

ARCH 430	Architectural Contexts: Place and Culture	
ARCH 440	Human Context of Design	
ARCH 470	Building Construction	
ARH 465	American Architecture II	
ARH 466	American Architecture III	
GEOG 481	GIScience I	
PPPM 422	Grant Proposal Writing	
PPPM 442	Sustainable Urban Development	
PPPM 448	Collaboration	
PPPM 480	Nonprofit Management	
PPPM 481	Fundraising for Nonprofit Organizations	
Total Credits		27

Courses from other university departments may be substituted with approval of the program director.

Historic Preservation (MS)

Larissa Rudnicki & Chris Bell

University of Oregon
Eugene, Oregon

The University of Oregon's Historic Preservation Program is best described as having broad cultural concerns with a technical emphasis. Attention is given to historic places, buildings, and landscapes in terms of their specific forms, materials, construction, and use. The cultural and theoretical context in which they were developed is addressed, as is the impact of time upon their materials, meanings, and needs. The technologies, interpretations, and means for sustaining the presence of historic places in the future are also emphasized.

The program offers a master of science (MS) degree in historic preservation. 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. Coursework 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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate competency in analytical and critical intellectual tools used to address historic preservation issues
- Understand the range of applications historic preservation has in the built environment
- Develop the knowledge and skills to understand historical design influence, current context, and legal and ethical issues that support best approaches to preservation
- Demonstrate the visual and written communication competency needed to support historic preservation activities.
- Apply knowledge and skills to develop appropriate and informed approaches to treat historic resources
- Demonstrate in-depth technical and building material competency within the historic preservation field

Historic Preservation Major

The MS degree in historic preservation requires 62 credits in five areas: historic preservation core courses, architectural history core courses, research methods, experiential courses, and electives. Students choose coursework from across the College of Design, and may complete concurrent degrees with several programs.

Code	Title	Credits
Historic Preservation Core ¹		
AAAP 606	Practicum: [Topic] (Pacific Northwest Field School)	2
AAAP 511	Introduction to Historic Preservation	3
AAAP 515	Transportation and Preservation (Transportation and Preservation)	3
AAAP 531	National Register Nomination	3
AAAP 541	Legal Issues in Historic Preservation	4
AAAP 551	Historic Survey and Inventory Methodology	4
Architectural History Core ¹		
Pick two of the following		8
ARH 562	Modern Architecture	
ARH 565	American Architecture II	
ARH 566	American Architecture III	
Research Methods		
Select one of the following		4
ARH 611	Graduate Studies in Art History	
ARCH 620	Research Methods in Sustainable Design	
Experiential ²		
DSGN 606	Practicum: [Topic] (Professional Development)	1
PPPM 625	Community Planning Workshop	5
PPPM 626	Community Planning Workshop	5
Electives		
Courses listed below or with advisor approval		20
AAAP 538	Building Pathology: [Topic]	
PPPM 534	Urban Geographic Information Systems	
ARCH 530	Architectural Contexts: Place and Culture	
ARCH 525	Building Information Modeling	
ARCH 570	Building Construction	
ARCH 574	Design the Unseen: [Topic]	
ARCH 558	Types and Typology	
ARCH 536–537	Theory of Urban Design I-II	
ARCH 538	Housing Prototypes	
IARC 574	History of Interior Architecture I	
IARC 575	History of Interior Architecture II	
IARC 576	History of Interior Architecture III	
PPPM 522	Grant Proposal Writing	
LA 513	Analyzing Landscape Systems	
LA 515	Computers in Landscape Architecture	
LA 540	Introduction to Landscape Planning Analysis	
LA 559	Landscape Technology Topics	
LA 574	History of Landscape Architecture I	
LA 575	History of Landscape Architecture II	

LA 580	Cultural Landscapes
Total Credits	62

- ¹ Courses must be taken for a letter grade.
- ² Students may substitute a Thesis (AAAP 503) or Terminal Project (AAAP 611) in place of Community Planning Workshop project if they obtain approval from a committee of two or more faculty members, at least one of whom must be University of Oregon. Students work with their committee to develop a proposal and must present the results of the project to faculty members and students and gain final approval.

Interior Architecture

Esther Hagenlocher, Department Head

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1206 University of Oregon
Eugene, OR 97403-1206
541-346-3656

The Department of Interior Architecture provides a comprehensive professional design education within a unique interdisciplinary structure. By integrating subject-area coursework with studio design exploration, the program prepares students to act as independent problem-solvers and valuable design-team members.

Shared coursework with architecture in the early stages of the undergraduate or graduate curricula provides an interdisciplinary context for study and learning, leading to advanced courses and studies that explore theory, technology, and practice.

Central to the department is the design studio, where students gain experience with the design of interior spaces and elements and focus on the issues and conditions related to adapting existing sites and buildings. Topical intermediate studios concentrate on specific design issues, human factors, and building types. Specialized intermediate studios focus on the programming, design, and fabrication of furniture, and on construction documents that illustrate a small design project. A final independent two-term comprehensive project caps the design studio experience.

Faculty

- Kyu-Ho Ahn, associate professor. See **Architecture**.
- Solmaz Mohammadzadeh Kive, assistant professor. See **Architecture**.
- Esther Hagenlocher, associate professor. See **Architecture**.
- Linda K. Zimmer, associate professor. See **Architecture**.

Major - Bachelor's Degree

- Interior Architecture (BIArch) (p. 469)

Minor

- Interior Architecture (p. 471)

Majors - Master's Degree

- Interior Architecture (MIArch) (p. 471)
- Interior Architecture (MS) (p. 474)

Interior Architecture (BIArch)

In interior architecture, we offer a broad professional curriculum that combines robust shared design courses with specialized study in interior design to create big picture design thinkers. Our aim is to help students develop research and design skills they will need to revitalize, reuse, and adapt existing buildings and interior spaces to enhance quality of life for users. Throughout the curriculum we focus on making spaces and objects that resonate with users and provide uplifting, healthy, and sustainable interior environments.

Our department has a long history of interdisciplinary collaborative learning. Interior architecture students are immersed in a rich mix of faculty, students, and courses in other design majors while earning a professional degree accredited by the Council for Interior Design Accreditation (CIDA). Our unique curriculum is project based and student driven. Interior architecture studio courses allow students to propose design solutions to real-life problems that focus on the critical issues of our time. A comprehensive project in the final year allows each student to conduct in-depth study and research into their specialized areas of interest.

The learning outcomes of our Interior Architecture programs, Bachelor of Interior Architecture (B.IArch.) and Master of Interior Architecture (M.IArch.) based upon "Professional Standards" that must be met to be an accredited professional program in Interior Design.

Standards are defined by our Professional Accreditation Agency, the Council for Interior Design Accreditation (CIDA).

There are a total of 16 standards, thirteen of this measure knowledge acquisition and application. Every six years, a team of site visitors examines student work to judge compliance with multiple expectations for each standard.

Expectations for knowledge and application must be verified through course content and completed student work from subject area course and our design studios.

For expectations that require applied knowledge, our goal is for students to show competent application in Interior Design Studios.

To that end, we evaluate student work at the conclusion of each design studio based on CIDA learning expectations.

The learning outcomes below reflect the overarching concept of the Council for Interior Design Accreditation (CIDA) Professional Standards.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Analyze complex design issues and develop meaningful and creative design solutions while addressing theoretical, historical, behavioral, cultural, economic, technological, ecological, social, cultural, and political aspects of the design problems, and applying evidence-based knowledge of human experience/behavior, building construction/systems, light/color theories, products/materials, and building codes.
- Employ all aspects of the design process with various media recording and communication and space-making tools to create convincing design solutions and effectively communicate them visually and verbally, as well as in writing. Students understand the

principles, processes, and responsibilities that define the profession and the value of interior architecture to society and social changes.

- Collaborate and participate in interdisciplinary teams and are prepared to maximize their effectiveness in leadership roles or as contributing team members.
- Understand that thinking critically and applying these thoughts in their design development is essential for taking on initiative and pushing boundaries for themselves and the professions.

Interior Architecture Major

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.

Courses used to fulfill the major requirements must be taken for a letter grade of C- or better or a mark of Pass (P or P*).

Code	Title	Credits
Design Studios		
ARCH 283 & ARCH 284	Architectural Design I and Architectural Design II	12
ARCH 383	Architectural Design III	6
IARC 484	Interior Design ^{1,2}	24
IARC 486	Furniture Design	6
IARC 487	Working Drawings	6
IARC 488 & IARC 489	Interior Design Comprehensive Project I and Interior Design Comprehensive Project II	16
General Theory		
IARC 204	Understanding Contemporary Interiors	4
Design Media		
ARCH 202	Design Skills	3
ARCH 222	Introduction to Architectural Computer Graphics	4
ARCH 423	Media for Design Development: [Topic]	3
Design Arts		
ARCH 440	Human Context of Design	4
IARC 444	Furniture: Theory and Analysis	3
IARC 445	Comprehensive Project Preparation	3
IARC 447	Color Theory and Application for the Built Environment	3
ARCH 450	Spatial Composition	4
Design Technology		
ARCH 470	Building Construction	4
IARC 471	Interior Construction Elements	3
IARC 472	Interior Finishes and Design Application	3
IARC 473	Working Drawings in Interior Architecture	4
ARCH 492	Environmental Control Systems II	4
IARC 492	Electric Lighting	3
Professional Context		
ARCH 417	Context of the Architectural Profession	4
History of Art, Architecture, and Interior Design		
IARC 474	History of Interior Architecture I	3

IARC 475	History of Interior Architecture II	3
IARC 476	History of Interior Architecture III	3
Two additional art history courses taught in the Department of the History of Art and Architecture or the School of Architecture and Environment		8
Electives		
300- or 400-level ARCH or IARC courses		6
Approved 300- or 400-level courses in allied fields		7
Total Credits		156

¹ Repeatable studio, to be taken four times.

² One course from Site Planning and Design (LA 489)/Site Planning and Design (LA 589) or Architectural Design (ARCH 484)/Architectural Design (ARCH 584) may be used to substitute for six IARC 484 credits.

Five-Year Degree Plan

Most students graduate in the spring term of their fifth year. However, students who enter the program with a year or more of required university credits may be able to accelerate through the curriculum and graduate in spring of their fourth year.

Course	Title	Credits Milestones
First Year		
Fall		
WR 121Z	Composition I	4
IARC 204	Understanding Contemporary Interiors	4
ARH 314	History of World Architecture I	4
Social science course		4
Credits		16
Winter		
WR 122Z or WR 123	Composition II or College Composition III	4
ARCH 202	Design Skills	3
ARCH 283	Architectural Design I	6
Science course		
Credits		13
Spring		
ARCH 222	Introduction to Architectural Computer Graphics	4
ARCH 284	Architectural Design II	6
Architectural history elective		4
Credits		14
Second Year		
Fall		
ARCH 383	Architectural Design III	6
ARCH 450	Spatial Composition	4
ARCH 470	Building Construction	4
Credits		14
Winter		
ARCH 440	Human Context of Design	4
IARC 471	Interior Construction Elements	3
IARC 484	Interior Design	6
Arts and letters course		4
Credits		17

Spring		
IARC 447	Color Theory and Application for the Built Environment	3
IARC 472	Interior Finishes and Design Application	3
ARCH 492	Environmental Control Systems II	4
Social science course		4
Credits		14
Summer		
Optional studio in Eugene, Portland, or abroad		
Credits		0
Third Year		
Fall		
IARC 444	Furniture: Theory and Analysis	3
IARC 474	History of Interior Architecture I	3
IARC 484	Interior Design	6
Science course		4
Credits		16
Winter		
ARCH 423	Media for Design Development: [Topic]	3
IARC 475	History of Interior Architecture II	3
Subject area elective ¹		4
Science course		4
Credits		14
Spring		
IARC 476	History of Interior Architecture III	3
IARC 484	Interior Design	6
Social science course		4
Upper-division core-education elective		4
Credits		17
Summer		
Optional studio in Eugene, Portland, or abroad		
Credits		0
Fourth Year		
Fall		
IARC 484	Interior Design	6
IARC 492	Electric Lighting	3
Upper-division core-education elective		4
Credits		13
Winter		
ARCH 417	Context of the Architectural Profession	4
IARC 486	Furniture Design	6
Subject area elective		3
Cultural literacy course		4
Credits		17
Spring		
IARC 473	Working Drawings in Interior Architecture	4
IARC 487	Working Drawings	6
Subject area elective		4
Upper-division core-education elective		3
Credits		17

Summer

Optional studio in Eugene, Portland, or abroad	
Credits	0

Fifth Year**Fall**

IARC 445	Comprehensive Project Preparation	3
Subject area elective		3
Arts and letters course		4
Upper-division core-education elective		3
Credits		13

Winter

IARC 488	Interior Design Comprehensive Project I	8
Arts and letters course		4
Cultural literacy course		4
Credits		16

Spring

IARC 489	Interior Design Comprehensive Project II	8
Upper-division core-education elective		4
Credits		12
Total Credits		223

¹ Core-education and subject area electives can be taken any term and in any order.

Interior Architecture Minor

The Interior Architecture minor provides a means for students majoring in architecture or landscape architecture to broaden their expertise as designers while exposing students with other majors to courses that integrate design thinking and place making with human behavior and function.

Minor Requirements: 26 credits

Courses used to fulfill the minor requirements must be taken for a letter grade of C- or better or a mark of Pass (P or P*).

Code	Title	Credits
Subject Area (Nonstudio) Requirements		
IARC 204	Understanding Contemporary Interiors	4
One intermediate studio is required for programs within the School of Architecture and Environment ¹		6
Subject Area Electives ²		16-22
ARCH 440	Human Context of Design	
ARH 314	History of World Architecture I	
ARH 315	History of World Architecture II	
IARC 407	Seminar: [Topic]	
IARC 444	Furniture: Theory and Analysis	
IARC 447	Color Theory and Application for the Built Environment	
IARC 471	Interior Construction Elements ¹	
IARC 472	Interior Finishes and Design Application ¹	
IARC 473	Working Drawings in Interior Architecture ¹	

IARC 474	History of Interior Architecture I
IARC 475	History of Interior Architecture II
IARC 476	History of Interior Architecture III
IARC 492	Electric Lighting ¹

Total Credits	26

¹ Course may not be taken by students outside of the Department of Architecture, with the exception of landscape architecture students.

² For students majoring in the Department of Architecture, 16 elective credits are required; for all others, 22 are required.

Undergraduates who are enrolled in any major can apply to the minor. Completed applications including supporting academic records 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.

Interior Architecture (MIArch)

Our master of interior architecture degree allows students to complete an accredited professional degree in a stimulating academic environment that is characterized by cooperation, rigor, and a commitment to human quality in the interior environment.

Track I

Eligible applicants must hold a bachelor's degree or higher from a regionally accredited (<https://www.chea.org/regional-accrediting-organizations/>) four-year U.S. college or university OR hold an equivalent credential from a qualifying international institution.

Track II

Eligible applicants must hold an interior architecture/design or architecture bachelor's degree or higher from a regionally accredited (<https://www.chea.org/regional-accrediting-organizations/>) four-year U.S. college or university OR hold an equivalent credential from a qualifying international institution.

The learning outcomes of our Interior Architecture programs, Bachelor of Interior Architecture (B.IArch.) and Master of Interior Architecture (M.IArch.) based upon Professional Standards that must be met to be an accredited professional program in Interior Design.

Standards are defined by our Professional Accreditation Agency the Council for Interior Design Accreditation (CIDA). There is a total of 16 standards, thirteen of this measure knowledge acquisition and application.

Every six years, a team of site visitors examines student work to judge compliance with multiple expectations for each standard.

Expectations for knowledge and application must be verified through course content and completed student work from subject area course and our design studios.

For expectations that require applied knowledge, our goal is for students to show competent application in Interior Design Studios.

To that end, we evaluate student work at the conclusion of each design studio based on CIDA learning expectations.

The learning outcomes below reflect the overarching concept of the CIDA Professional Standards.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Analyze complex design issues and develop meaningful and creative design solutions while addressing theoretical, historical, behavioral, cultural, economic, technological, ecological, social, cultural, and political aspects of the design problems, and applying evidence-based knowledge of human experience/behavior, building construction/systems, light/color theories, products/materials, and building codes.
- Employ all aspects of the design process with various media recording and communication and space-making tools to create convincing design solutions and effectively communicate them visually and verbally, as well as in writing. Students understand the principles, processes, and responsibilities that define the profession and the value of interior architecture to society and social changes.
- Collaborate and participate in interdisciplinary teams and are prepared to maximize their effectiveness in leadership roles or as contributing team members.
- Understand that thinking critically and applying these thoughts in their design development is essential for taking on initiative and pushing boundaries for themselves and the professions.

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 offers two tracks of study. Track I typically takes 10 terms to complete. Track II is a six-term advanced placement program.

Track I

Students enrolled in the MIArch Track I program must complete the following:

Code	Title	Credits
Design Studios		
IARC 584	Interior Design (four terms)	24
IARC 586	Furniture Design	6
IARC 587	Working Drawings	6
IARC 588 & IARC 589	Interior Design Comprehensive Project I and Interior Design Comprehensive Project II	16
ARCH 680	Introductory Graduate Design I	6
ARCH 681	Introductory Graduate Design II	6
Media and Process Skills		
ARCH 611	Graduate Design Process	3
Architectural computing course		2
Intermediate Media		
ARCH 523	Media for Design Development: [Topic]	3

Design Arts

ARCH 540	Human Context of Design	4
IARC 545	Comprehensive Project Preparation	3
IARC 547	Color Theory and Application for the Built Environment	3
ARCH 550	Spatial Composition	4

Furniture

IARC 544	Furniture: Theory and Analysis	3

Design Technology

ARCH 570	Building Construction	4
IARC 571	Interior Construction Elements	3
IARC 572	Interior Finishes and Design Application	3
IARC 573	Working Drawings in Interior Architecture	4
ARCH 592	Environmental Control Systems II	4
IARC 592	Electric Lighting	3

Professional Practice

ARCH 517	Context of the Architectural Profession	4

Architectural History

IARC 574	History of Interior Architecture I	3
IARC 575	History of Interior Architecture II	3
IARC 576	History of Interior Architecture III	3
One additional architectural history course taught in the Department of the History of Art and Architecture or the School of Architecture and Environment		4
Course in 20th-century architectural history		4

Subject Area Electives	16

Seminar	6

Total Credits	153

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, interior architecture, or architecture must apply to the Track I program.

Track II

Code	Title	Credits
Design Studios		
IARC 584	Interior Design (two terms)	12
IARC 586	Furniture Design	6
IARC 587	Working Drawings	6
IARC 588	Interior Design Comprehensive Project I	8
IARC 589	Interior Design Comprehensive Project II	8
Media and Process Skills		
ARCH 611	Graduate Design Process	3
Architectural computing course		2
Intermediate Media		
ARCH 523	Media for Design Development: [Topic]	3
Design Arts		
ARCH 540	Human Context of Design	4
IARC 545	Comprehensive Project Preparation	3
IARC 547	Color Theory and Application for the Built Environment	3

ARCH 550	Spatial Composition	4
Furniture		
IARC 544	Furniture: Theory and Analysis	3
Design Technology		
ARCH 570	Building Construction	4
IARC 571	Interior Construction Elements	3
IARC 572	Interior Finishes and Design Application	3
IARC 573	Working Drawings in Interior Architecture	4
ARCH 592	Environmental Control Systems II	4
Professional Practice		
ARCH 517	Context of the Architectural Profession	4
Architectural History		
IARC 574	History of Interior Architecture I	9
& IARC 575	and History of Interior Architecture II	
& IARC 576	and History of Interior Architecture III	
One additional architectural history courses taught in the Department of the History of Art and Architecture or the School of Architecture and Environment		4
Course in 20th-century architectural history		4
Subject Area Electives ¹		16
Seminar		6
Total Credits		126

¹ Subject area electives and seminars may be taken any term and in any order; one 3-credit (minimum) subject area elective must be an approved design arts course (not technology or media).

Applicants who have a four-year preprofessional degree in an environmental design discipline (interior architecture, interior design, or architecture) and an equivalent amount of professional studio and course work may be considered for Track II. Students admitted into Track II begin their studies fall term. 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 department 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 receive credit for up to four previously taken design studios and up to 50 credits of subject-area courses. Students usually complete a minimum of six terms and the approximately 87 credits in residence.

MIArch Track I Sample Plan of Study

Course	Title	Credits	Milestones
Prerequisite Summer			
ARCH 611	Graduate Design Process	3	
ARCH 680	Introductory Graduate Design I	6	
Course in 20th-century architectural history		3	
Credits		12	

First Year

Fall

ARCH 681	Introductory Graduate Design II	6
ARCH 570	Building Construction	4
ARCH 550	Spatial Composition	4
Additional course in design computing ¹		2
Credits		16

Winter

ARCH 540	Human Context of Design	4
IARC 571	Interior Construction Elements	3
IARC 584	Interior Design	6
Subject area elective ²		3
Credits		16

Spring

IARC 547	Color Theory and Application for the Built Environment	3
IARC 572	Interior Finishes and Design Application	3
IARC 584	Interior Design	6
ARCH 592	Environmental Control Systems II	4
Credits		16

Summer

Optional studio in Eugene, Portland, or abroad		
Credits		0

Second Year

Fall

IARC 544	Furniture: Theory and Analysis	3
IARC 574	History of Interior Architecture I	3
IARC 584	Interior Design	6
IARC 592	Electric Lighting	3
Credits		15

Winter

IARC 575	History of Interior Architecture II	3
IARC 586	Furniture Design	6
Subject area electives ²		
Credits		9

Spring

ARCH 523	Media for Design Development: [Topic]	3
IARC 573	Working Drawings in Interior Architecture	4
IARC 576	History of Interior Architecture III	3
IARC 587	Working Drawings	6
Credits		16

Summer

Optional studio in Eugene, Portland, or abroad		
Credits		0

Third Year

Fall

IARC 545	Comprehensive Project Preparation	3
IARC 584	Interior Design	6
Architectural history elective		3
Credits		12

Winter

ARCH 517	Context of the Architectural Profession	4
IARC 588	Interior Design Comprehensive Project I	8
Seminar ²		3
Credits		15

Spring

IARC 589	Interior Design Comprehensive Project II	8
Seminar ²		3
Subject area elective ²		3
Credits		14
Total Credits		141

¹ May be waived for students with appropriate background in design computing.

² Subject area electives and seminars may be taken any term and in any order; one 3-credit (minimum) subject area elective must be an approved design arts course (not technology or media).

Interior Architecture (MS)

The post-professional Master of Science interior architecture degree program allows individuals to complete advanced research that builds on an undergraduate professional degree in interior design/architecture or architecture.

Eligible applicants must hold a bachelor's degree or higher from a regionally accredited (<https://www.chea.org/regional-accrediting-organizations/>) four-year U.S. college or university OR hold an equivalent credential from a qualifying international institution.

This degree provides an opportunity for advanced study and contribution to knowledge in the field through the thesis. The course of study prepares students for careers in research, teaching, consulting, and further graduate study. Students will also gain a greater understanding of the relationship between the discipline and the profession while working closely with faculty mentors helping to guide individual research. This degree does not provide a path to licensure.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of subject content and technical skills through course work.
- Demonstrate effective artistic, oral, and written communication skills.
- Develop independent research, technical, and/or professional skills to carry out and report on MS thesis or Final Project as outlined in the Graduate handbook.
- Demonstrate pedagogic ability in teaching and/or supervising undergraduate learning.

Postprofessional Master of Science Degree Requirements

The postprofessional program is for individuals with an undergraduate professional degree in architecture or interior architecture. This degree provides an opportunity for advanced study and contribution to knowledge in the field through the thesis. The course of study prepares

students for careers in research, teaching, consulting, and further graduate study. Students also gain a greater understanding of the relationship between the discipline and the profession while working closely with faculty mentors helping to guide their individual research.

Prospective applicants may find information about the program and application requirements on the department website.

Landscape Architecture

<http://landarch.uoregon.edu>

Benjamin Shirtcliff, Department Head

210 Lawrence Hall

541-346-3641

archinfo@uoregon.edu

Landscape architecture is an environmental design and planning profession of broad scope concerned with the creation, protection, restoration, and management of landscapes. Landscape architecture is founded on an awareness of our deep connections to the natural world and how people and their work are part of the web of life. The profession is deeply attentive to how places serve human needs and support sustainable and resilient cities and other landscapes. A healthy society rests on a commitment to sound landscape design, planning, and conservation that respects the land, its processes, its integrity—and that of human-ecological processes, helping to fulfill human potential.

Both a science and an art, landscape architecture involves creative decision-making based on scientific knowledge of natural processes coupled with awareness of historical, cultural, and social dynamics. The profession also makes intensive use of technologies for landscape construction and environmental management—digital graphics, geographic information systems, and computer-aided design. These are applied to making richly supportive places for people and ecosystems that are beautiful and healthy, responding to human needs and to local natural and socioeconomic systems.

As a profession, landscape architecture includes design at many scales, including ecologically based planning activities, transformation of urban and rural landscapes, service to disadvantaged communities, and design of parks and gardens. As an academic discipline, it provides opportunities for personal development through environmental problem-solving, graphic and oral communication, and project-oriented study in which small groups of students work with instructors to address pressing contemporary problems through detailed development of land and sites.

Faculty

David Buckley Borden, associate research professor, BS, 1998, Northeastern; MLA, 2011, Harvard. (2021)

Kelly Densmore, instructor (plants, planting design, residential design, artist), BA, 1998, Oregon; MLA, 2006, Oregon. (2014)

Elisabeth "Liska" Chan, associate professor (design representation, design theory). BA, 1993, Hampshire; MLA, 2000, Cornell. (2001)

Arica Duhrkoop-Galas, associate teaching professor (plants, planting design, landscape construction). BA, 1998, Portland State; CE, 1999, Cambridge; MLA, 2005, Oregon; reg. landscape architect, Oregon. (2010)

Mark Eischeid, associate professor (landscape history, design theory, critical practice). BS, 1994, Stanford; MLA, 2000, California, Berkeley; MFA, 2010, Edinburgh; reg. landscape architect, California. (2014)

Harper Keeler, teaching professor (civic agriculture, landscape biodynamics, urban farm director). BLA, 1995; MLA 2011, Oregon. (2010)

Ignacio Lopez Buson, assistant professor (computational design, generative design, digital fabrication, landscape urbanism, urban design, GIS, remote sensing, drones, climate change). BARCH, MARCH 2006, ULPGC, Spain; MA, 2012, AASA London, UK; reg. landscape architect, Oregon. (2020)

Daniel Philips, assistant professor, BFA, 2008, Otis, CA; MLA, 2019, PhD, 2021, Michigan. (2024)

Kory Russel, assistant professor (water, container-based sanitation, informal settlements). BS, 2003, MES, 2005, Taylor; MS, 2012, Stanford. (2016)

Benjamin Shirtcliff, associate professor (adolescents, play, environmental justice, urban design). BA, 1999, Oregon; BLA, MLA 2006, Penn State; PhD, 2012, New Orleans. (2022)

Emeriti

Jerome Diethelm, professor emeritus. BArch, 1962, Washington (Seattle); MLA, 1964, Harvard; reg. architect and landscape architect, Oregon. (1970)

Kenneth I. Helphand, professor emeritus. BA, 1968, Brandeis; MLA, 1972, Harvard; Fellow, American Society of Landscape Architects. (1974)

David Hulse, professor emeritus. BSLA, 1981, Colorado State; MLA, 1984, Harvard. (1985)

Bart Johnson, professor emeritus. BS, 1987, Cornell; MLA, 1992, PhD, 1995, Georgia. (1995)

Robert Z. Melnick, professor emeritus. 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 emeritus. BS, 1977, California, Riverside; MSLA, 1981, MA, 1987, PhD, 1990, Wisconsin; Fellow, American Society of Landscape Architects. (1988)

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

Majors - Bachelor's Degree

- Environmental Design (BA/BS) (p. 475)
- Landscape Architecture (BLA) (p. 478)

Minor

- Landscape Architecture (p. 480)

Major - Master's Degree

- Landscape Architecture (MLA) (p. 480)

Major - Doctoral Degree

- Landscape Architecture (PhD) (p. 482)

Environmental Design (BA/BS)

The College of Design at the University of Oregon provides undergraduate students with a design school experience supported by the resources and benefits of a large research university.

The Environmental Design program is a multidisciplinary BA/BS focusing on visual and spatial design skills applied to the context of environmental sustainability. This degree combines coursework from landscape architecture; architecture, interior architecture, planning, public policy, art, product design, and historic preservation.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Critical Thinking
- Content Knowledge
- Dissemination

Environmental Design Major Requirements

Code	Title	Credits
Required Core Courses		
ARCH 201	Introduction to Architecture	4
IARC 204	Understanding Contemporary Interiors	4
ENVD 201	Environmental Design Careers	2
LA 260	Understanding Landscapes	4
LA 289	Landscape Architectural Design	6
LA 337	Landscape Field Work: [Topic]	4
PPPM 205	Introduction to City Planning	4
PPPM 321	Inclusive Urbanism	4
PPPM 445	Green Cities	4
Contextualizing courses (Choose two courses)		7-8
AAAP 411	Introduction to Historic Preservation	
ARCH 430	Architectural Contexts: Place and Culture	
ARCH 440	Human Context of Design	
ARH 150	Introduction to Visual Culture	
ARH 358	History of Design	
ART 233	Drawing I	
PD 101	Introduction to Product Design	
Concentration		24
Total Credits		67-68

Landscape Design Concentration

Code	Title	Credits
Required Courses		
LA 289	Landscape Architectural Design	6
LA 451	Landscape Media I	2
LA 452	Landscape Media II	2
LA 453	Landscape Media III	2
Electives		12
LA 326	Plants: Fall	
LA 328	Spring Plants	
LA 410	Experimental Course: [Topic]	
LA 413	Analyzing Landscape Systems	

LA 415	Computers in Landscape Architecture
LA 423	
LA 439	Landscape Architectural Design and Process
LA 440	Introduction to Landscape Planning Analysis
LA 459	Landscape Technology Topics
LA 472	Landscape Architectural Theory: [Topic]
LA 474	History of Landscape Architecture I
LA 475	History of Landscape Architecture II
ARH 368	Arts and Visual Cultures of Climate Change
ARH 457	Contemporary Art: [Topic]

Total Credits 24

Urban Sustainability Concentration

Code	Title	Credits
Required Courses		
PPPM 434	Urban Geographic Information Systems	4
PPPM 440	Land-Use Planning and Policy	4
PPPM 442	Sustainable Urban Development	4
Electives		12
PPPM 370	Global Sustainable Development and Policy	
PPPM 408	Workshop: [Topic]	
PPPM 432		
PPPM 438	Transportation Issues in Planning: [Topic]	
PPPM 443	Natural Resource Policy	
PPPM 448	Collaboration	
LAW 101	Introduction to United States law	
LAW 201	Introduction to Environmental Law and Policy	
LAW 310	Environmental Regulation	
ARCH 431	Community Design	
ARCH 435	Principles of Urban Design	
ENVS 455	Sustainability	
ENVS 467	Sustainable Agriculture	
GEOG 481	GIScience I	
GEOG 482	GIScience II	
GEOG 485	Remote Sensing I	
GEOG 486	Remote Sensing II	
GEOG 490	GIScience: [Topic]	
GEOG 493	Advanced Cartography and Geo-Visualization	

Total Credits 24

Resilience and Advocacy Concentration

Code	Title	Credits
Required Courses		
PPPM 101	Advocacy and Social Change	4
PPPM 201	Introduction to Public Policy	4
PPPM 340	Climate Change Policy	4
Electives		12

PPPM 370	Global Sustainable Development and Policy
PPPM 408	Workshop: [Topic]
PPPM 410	Experimental Course: [Topic]
PPPM 432	
PPPM 440	Land-Use Planning and Policy
PPPM 442	Sustainable Urban Development
PPPM 443	Natural Resource Policy
PPPM 444	Environmental Policy
LA 326	Plants: Fall
LA 328	Spring Plants
LA 390	Urban Farm
LA 410	Experimental Course: [Topic]
LA 429	Civic Agriculture
LA 441	Principles of Applied Ecology
IARC 476	History of Interior Architecture III
ARH 368	Arts and Visual Cultures of Climate Change
ARH 457	Contemporary Art: [Topic]
ENVS 345	Environmental Ethics
ENVS 435	Environmental Justice

Total Credits 24

Sustainable Built Environments Concentration

Code	Title	Credits
Required Courses		
LA 451	Landscape Media I	2
LA 452	Landscape Media II	2
LA 453	Landscape Media III	2
Electives		18
ARCH 407	Seminar: [Topic]	
ARCH 430	Architectural Contexts: Place and Culture	
ARCH 431	Community Design	
ARCH 434	Sustainable Urbanism	
ARCH 435	Principles of Urban Design	
ARCH 437	Theory of Urban Design II	
ARCH 440	Human Context of Design	
ARCH 450	Spatial Composition	
ARCH 492	Environmental Control Systems II	
ARH 314	History of World Architecture I	
ARH 315	History of World Architecture II	
IARC 444	Furniture: Theory and Analysis	
IARC 447	Color Theory and Application for the Built Environment	
IARC 474	History of Interior Architecture I	
IARC 475	History of Interior Architecture II	
IARC 476	History of Interior Architecture III	
ART 233	Drawing I	
PD 340	Design for Use	
PD 350	Objects and Impacts	
PD 370	Design Process	

Total Credits 24

Design Technology Concentration

Code	Title	Credits
Required Courses		
LA 451	Landscape Media I	2
LA 452	Landscape Media II	2
LA 453	Landscape Media III	2
Electives		18
LA 415	Computers in Landscape Architecture	
LA 423		
LA 450	Advanced Landscape Media: [Topic]	
LA 459	Landscape Technology Topics	
PPPM 434	Urban Geographic Information Systems	
ART 233	Drawing I	
GEOG 481	GIScience I	
GEOG 482	GIScience II	
GEOG 485	Remote Sensing I	
GEOG 486	Remote Sensing II	
GEOG 490	GIScience: [Topic]	
GEOG 493	Advanced Cartography and Geo-Visualization	
Total Credits		24

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor's Degree in Environmental Design

Course	Title	Credits	Milestones
First Year			
Fall			
ARCH 201	Introduction to Architecture	4	
LA 260	Understanding Landscapes	4	
WR 121Z	Composition I	4	
Social science course		4	
Credits		16	
Winter			
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Social science course		4	
ENVD 201	Environmental Design Careers	2	
Credits		10	
Spring			
LA 337	Landscape Field Work: [Topic]	4	
PPPM 205	Introduction to City Planning	4	
Global perspectives course		4	
Social science course		4	
Credits		16	
Second Year			
Fall			
IARC 204	Understanding Contemporary Interiors	4	
Contextualizing course		4	

Arts & letters course		4
Science course		4
ENVD 289	Environmental Design Studio	6
Credits		22

Winter

PPPM 321	Inclusive Urbanism	4
Arts & letters course		4
Science course		4
Credits		12

Spring

PPPM 445	Green Cities	4
Contextualizing course		4
Arts & letters course		4
US: Diversity, inequality, agency course		4
Credits		16

Third Year

Fall

Concentration required course		4
Concentration elective courses		8
Math or language course		4
Credits		16

Winter

Concentration required course		4
Concentration elective course		4
Math or language course		4
Elective course		4
Credits		16

Spring

Concentration required course		4
Science course		4
Math or language course		4
Elective course		4
Credits		16

Fourth Year

Fall

Concentration elective course		4
Math or language course		4
Elective course		4
Credits		12

Winter

Concentration elective course		4
Math or language course		4
Elective courses		8
Credits		16

Spring

Math or language course		4
Elective courses		8
Credits		12
Total Credits		180

Landscape Architecture (BLA)

As a landscape architecture major you'll combine science and art to design positive change in environments and communities around the world. Learn how to draw, the principles of ecological design, and how to present your ideas using specialized software and technologies. Collaborate with local communities to design parks and gardens that foster social development and environmental awareness. All you need is a desire to create something new—the landscape architecture department will show you how to do the rest.

You'll learn how to create outdoor spaces that take people's needs and the ecological context into account. Explore the connections between design and planning, theory and practice, art and technology, school and the "real world," head and hand, and large scale and small scale. Enrollment in the landscape architecture department starts with a pre-major status (<https://archenvironment.uoregon.edu/landarch/undergraduate/>). Once you are on campus, you will be advised on how and when to declare the landscape architecture major.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Show competency in understanding and deploying analytical tools used in the practice of Landscape Architecture.
- Understand range of design and building solutions to environmental problems and changing climate.
- Demonstrate graphic competency for landscape.

Landscape Architecture Premajor

UO students interested in landscape architecture should first declare as a premajor. Current UO students may change their premajor to landscape architecture at any time during their undergraduate years. Landscape architecture premajors receive departmental advising, priority registration, and departmental communications. The department also offers scholarships and funded field studies opportunities exclusively for such students.

Premajor Advising. Landscape architecture premajors are strongly encouraged to meet with the BLA director or the School of Architecture and Environment advisor in 210 Lawrence Hall to receive assistance with applications, gain information about the program, or check on their academic progress and completion of premajor requirements.

Listserver for Premajors. Once students declare the premajor, their UO email addresses are added to the landscape architecture undergraduate listserver, which is used for sharing important departmental information and posts that may be of interest to undergraduate premajors and majors.

Applications. Students in the premajor or landscape architecture minor, or UO applicants with evidence of design background, may apply to the BLA degree at any time prior to entering Landscape Architectural Design and Process (LA 439) studios, which are restricted to BLA students.

UO applicants with little or no design background should enter the premajor.

Current School of Architecture and Environment majors (architecture, interior architecture) in good-standing (2.50 minimum GPA), may enter the BLA program without a formal application. These students should discuss their degree plan with the BLA director, who will confirm

enrollment with the School of Architecture and Environment advising staff.

Students who wish to enter the BLA program must meet the requirements below, complete lower-division course work, and complete a separate application to the BLA prior to entering the Landscape Architectural Design and Process (LA 439) studios.

- Cumulative UO GPA of 2.50 or better
- Requirements listed below must be passed with at least a C– or P or P*.
- Satisfactory completion of the following:
 - Lower-division core courses: Understanding Landscapes (LA 260) or Introduction to Landscape Architecture (LA 227)
 - Introductory design studios Landscape Architectural Design (LA 289) (Winter and Spring) **or** Architectural Design I (ARCH 283) and Architectural Design II (ARCH 284)
 - Digital Landscape Media (LA 352)
- Satisfactory completion of one basic ecology or natural systems course

Applications may be submitted prior to completion of the premajor requirements. The department admits students fall, winter, and spring terms. Admission to the BLA is effective the following term. The deadline to apply falls on the Friday of the fourth week.

To be considered for admission to the major, students must complete and submit the following materials through the online SlideRoom applicant tracking system:

- Application form
- Landscape architecture premajor checklist, available as a PDF on the department website or in hard-copy form in 210 Lawrence Hall
- Portfolio of design and art work, completed in the Landscape Architectural Design (LA 289) studios, or media courses, or elsewhere

Prospective applicants may find information about the program and application requirements on the department website.

Landscape Architecture Major Requirements

Requirements for the BLA degree (including university requirements) total 180 credits. Courses required for the major must be passed with a grade of at least C– or P or P*. Studio courses are pass/no pass only; students must pass each studio to progress to the next studio level.

Code	Title	Credits
Landscape Architecture Design Studios		
LA 289	Landscape Architectural Design (two studios)	12
LA 439	Landscape Architectural Design and Process (three studios)	18
LA 489	Site Planning and Design (three studios)	18
LA 498	Comprehensive Project I	6
LA 499	Comprehensive Project II	8
Landscape Architecture Materials + Construction		
LA 462	Professional Practice Landscape Architecture	2
LA 464	Landscape Materials and Construction I	4
LA 465	Landscape Materials and Construction II	4
LA 466	Landscape Materials and Construction III	4

Landscape Analysis + Planning		
LA 413	Analyzing Landscape Systems	4
LA 415	Computers in Landscape Architecture	4
LA 440	Introduction to Landscape Planning Analysis	4
LA 441	Principles of Applied Ecology	4
History + Theory of Landscape Architecture		
LA 260	Understanding Landscapes ¹	4
LA 474	History of Landscape Architecture I	4
LA 475	History of Landscape Architecture II	4
LA 472	Landscape Architectural Theory: [Topic]	4
Landscape Architecture Media		
LA 352	Digital Landscape Media	2
LA 451	Landscape Media I	2
LA 452	Landscape Media II	2
LA 453	Landscape Media III	2
Electives ²		16
Total Credits		132

¹ Students admitted to Pre-LA in Winter or Spring terms may take LA 227 instead of LA 260

² To fulfill the electives for the major, the department will accept any course (200 level or above) that is offered within the School of Architecture and Environment. Alternative courses must be approved by the student's academic advisor and are typically found within the College of Design but may be found in the Department of Geography or the Environmental Studies Program. Additional elective courses may be necessary to meet the credit requirement for the major.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Landscape Architecture

Course	Title	Credits	Milestones
First Year			
Fall			
LA 260	Understanding Landscapes	4	
WR 121Z	Composition I	4	
Core-education course in social science		4	
Subject area elective (ARCH 201 or IARC 204 recommended)		4	
Credits		16	
Winter			
LA 289	Landscape Architectural Design	6	
WR 122Z	Composition II	4	
or WR 123 or College Composition III			
Core-education course in science		4	
Credits		14	
Spring			
LA 289	Landscape Architectural Design	6	
LA 352	Digital Landscape Media	2-4	

Core-education course in social science	4
Core-education course in science	4
Credits	16-18

Second Year

Fall

LA 439	Landscape Architectural Design and Process	6
LA 413	Analyzing Landscape Systems	4
LA 451	Landscape Media I	2
LA 464	Landscape Materials and Construction I	4

Credits 16

Winter

LA 439	Landscape Architectural Design and Process	6
LA 415	Computers in Landscape Architecture	4
LA 452	Landscape Media II	2
LA 465	Landscape Materials and Construction II	4

Credits 16

Spring

LA 439	Landscape Architectural Design and Process	6
LA 440	Introduction to Landscape Planning Analysis	4
LA 453	Landscape Media III	2
LA 466	Landscape Materials and Construction III	4

Credits 16

Third Year

Fall

LA 489	Site Planning and Design	6
LA 474	History of Landscape Architecture I	4
LA 441	Principles of Applied Ecology	4

Credits 14

Winter

LA 489	Site Planning and Design	6
LA 475	History of Landscape Architecture II	4
Core-education course in social science		4
Subject area elective (LA 450 recommended)		2

Credits 16

Spring

LA 489	Site Planning and Design	6
LA 472	Landscape Architectural Theory: [Topic]	4
Core-education course in arts & letters		4

Credits 14

Fourth Year

Fall

Core-education course in arts & letters		4
LA 498	Comprehensive Project I	6
Subject area elective		4

Credits 14

Winter

LA 499	Comprehensive Project II	8

LA 462	Professional Practice Landscape Architecture	2
Subject area elective		4
Credits		14
Spring		
Core-educatioin course in science		4
Core-education course in global perspectives		4
Core-education course in US: DIA		4
Subject area elective		2
Credits		14
Total Credits		180-182

Landscape Architecture Minor

Landscape architecture is a highly collaborative profession. Our minor exposes you to the histories, theories, and processes by which landscapes of all kinds are shaped and modified. Completing a minor in Landscape Architecture trains you to understand how decisions by designers, planners, and land managers influence the form and function of the landscapes we experience everyday.

Minor in Landscape Architecture

To earn a minor in landscape architecture, students file a declaration form with the program director. Once admitted, students remain in contact with the director for personalized advising.

Minor candidates are given preference on course waiting lists over nondepartmental students. Students in the minor should inform instructors when asking permission to enroll. To declare the minor, complete the following:

1. Obtain the Undergraduate Minor Declaration Form from the School of Architecture and Environment office, 210 Lawrence Hall. The form includes a curriculum worksheet with the requirements listed below.
2. Meet with the program director to discuss when courses are offered, which topics courses or seminars will be offered to fulfill minor requirements, and to develop a curricular plan.
3. Return the completed and signed form to the department office.

Minor Requirements (26 credits)

Courses used to fulfill the major requirements must be passed with a grade of Pass or C- or better.

Code	Title	Credits
LA 260	Understanding Landscapes	4
LA 413	Analyzing Landscape Systems	4
One subject area course in plants from list below		4
One subject area course in history and theory from list below		4
Elective courses		10
Total Credits		26

Subject Areas

Code	Title	Credits
Plants		
LA 326	Plants: Fall	4
LA 327	Winter Plants	4
LA 328	Spring Plants	4

LA 337	Landscape Field Work: [Topic] (any plants topic)	1-4
LA 390	Urban Farm	2-4
History and Theory		
LA 407	Seminar: [Topic] (Landscape Architecture Theory)	4
LA 472	Landscape Architectural Theory: [Topic]	4
LA 474	History of Landscape Architecture I	4
LA 475	History of Landscape Architecture II	4
Elective Courses		
Any landscape architecture (LA) courses; Urban Farm (LA 390) may be repeated if taken during different terms		
Studio Options ¹		

¹ Architecture nonmajors may take Landscape Architectural Design (LA 289), which is offered every winter. Architecture and interior architecture majors may take a landscape architecture studio that is at their appropriate level of work in the major. Students should consult with their minor advisor, the landscape architecture studio instructor, and the Department of Architecture to determine which studio is appropriate *before* enrolling in the studio.

Landscape Architecture (MLA)

The three-year professional master of landscape architecture degree (MLA) is accredited by the Landscape Architecture Accreditation Board. The MLA prepares students for professional careers in environmental design with a core in design studio course work and curricular areas in land analysis, land planning, ecological systems, and planting design. The program's goal is to produce visually literate, technically skilled, ecologically knowledgeable, and socially responsible designers—innovators and leaders in solving the difficult problems of the built environment.

The curriculum is structured on a sequence of 10 design studios, advancing through design fundamentals to advanced research studios and leading to an independent capstone research project. Core curricular areas support the development of design skills, and elective courses allow each student to develop expertise in topics such as ecological restoration and design, ecological urbanism, climate-change-resilient design, environmental justice, landscape aesthetics, healthy built environments, natural resource analysis and planning, urban design, food systems and urban agriculture, landscape history and preservation, and environmental design research methods.

Program Learning Outcomes

- Upon successful completion of this program, students will be able to:
- Demonstrate an understanding of the depth and complexity of landscape architecture and its commitment to critical social analysis, environmental stewardship, and place making.
 - Demonstrate facility with the design of responsible, supportive, sustainable, socially equitable, and life-enhancing places for diverse communities.
 - Demonstrate facility with the technical skills of landscape architecture.
 - Demonstrate competence in a range of representational techniques and an understanding of when to optimally employ these techniques.

- Demonstrate facility in reading, critically analyzing, and applying research methods from the natural sciences, social sciences, humanities, design, and the arts.
- Demonstrate recognition of the multifaceted character of research as a fundamental aspect of the profession and the many ways it can inform and enhance landscape design and management.

The department offers two tracks of study, both of which lead to the MLA. The Track I MLA typically takes ten terms to complete and requires 140 credits. The Track II MLA is a six-term advanced placement program that requires approximately 56 credits (the exact number is determined through individual evaluation of prior course work at the time of admission.)

Track I (p. 481) MLA students typically complete all or most of the 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 other than a professional degree in landscape architecture must apply to the first professional degree program.

Students with degrees in related design disciplines (e.g., architecture, interior architecture, environmental design, or non-accredited landscape architecture degrees) may be given advanced standing, up to a maximum of four terms of studio credit for equivalent prior studio work. Studio placement will be based on a portfolio review; required core course work will be evaluated on a case-by-case basis.

Track II (p. 481) MLA is for applicants who have an accredited professional degree in landscape architecture. Students admitted into the Track II MLA begin their studies fall term. Track II students must fulfill the same professional curriculum requirements as first professional students, but are admitted with advanced standing in studio and subject-area courses. The extent of this advanced standing is determined by the department before beginning the program.

Professional Master's Curriculum

Code	Title	Credits
Landscape Architecture Design Studios		
LA 608	Workshop: [Topic] (Landscape Architecture Foundations)	9
LA 589	Site Planning and Design (three studios at 6 credits each)	18
LA 594	Land Planning and Design	6
3 terms of Landscape Architectural Design & Process coursework		18
Landscape Architecture Materials + Construction		
LA 562	Professional Practice of Landscape Architecture	2
LA 564	Landscape Materials and Construction I	4
LA 565	Landscape Materials and Construction II	4
LA 566	Landscape Materials and Construction III	4
Landscape Analysis + Planning		
LA 513	Analyzing Landscape Systems	4
LA 515	Computers in Landscape Architecture	4
LA 540	Introduction to Landscape Planning Analysis	4
LA 541	Principles of Applied Ecology	4
History + Theory of Landscape Architecture		

LA 574	History of Landscape Architecture I	4
LA 575	History of Landscape Architecture II	4
LA 572	Landscape Architectural Theory: [Topic]	4
Landscape Architecture Media		
LA 551	Landscape Media I	2
LA 552	Landscape Media II	2
LA 553	Landscape Media III	2
LA 550	Advanced Landscape Media: [Topic]	2
Research and Master's Project		
LA 620	Landscape Research Methods I	2
LA 621	Landscape Research Methods II	2
LA 699	Master's Project	22
or LA 503	Thesis	
Area of Concentration Electives		
Five courses approved by Director of Graduate Study		20
Total Credits		147

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 are typically interested in pursuing an advanced independent research project with an interest in an academic career.

Students with professional landscape architecture degrees typically spend two years in residence satisfying course requirements.

Required course work includes one design and planning studio [Land Planning and Design (LA 594)], one course in landscape analysis and planning [Introduction to Landscape Planning Analysis (LA 540)], one course in history, literature, and theory, Landscape Research Methods I (LA 620), Landscape Research Methods II (LA 621), and mentored research with a faculty member. In addition, students must complete five courses (20 credits) in an area of concentration.

Postprofessional Master's Curriculum

Code	Title	Credits
Planning and Design		
LA 594	Land Planning and Design	6
Landscape Analysis and Planning		
Choose one of the following, or a course approved by advisor: 1		4
LA 513	Analyzing Landscape Systems	
LA 515	Computers in Landscape Architecture	
LA 540	Introduction to Landscape Planning Analysis	
LA 541	Principles of Applied Ecology	
History and Theory		
Choose one of the following, or a course approved by advisor: 1		4
ARCH 530	Architectural Contexts: Place and Culture	
LA 574	History of Landscape Architecture I	
LA 575	History of Landscape Architecture II	

Area of Concentration		
Advisor-approved courses in one area of concentration from list above		20
Research Methods and Master's Project ^{1,2}		
LA 601	Research: [Topic]	2
LA 620–621	Landscape Research Methods I-II	4
LA 699	Master's Project ³	16
or LA 503	Thesis	
Total Credits		56

¹ Courses used to satisfy analysis, research, and theory requirements above may not be used to satisfy area of concentration requirements.

² Before enrolling in Master's Project (LA 699), students must obtain department approval of a project or thesis proposal from their landscape architecture master's project advisor.

³ Completed during the second year.

Landscape Architecture (PhD)

The doctoral program in landscape architecture offers opportunities for advanced study and scholarship in ecological landscape planning, sustainable urban design, and design history and theory. Landscape planning is primarily concerned with assessing large landscapes and directing their policy, management, and land-use patterns to meet social and environmental ends, while design typically addresses smaller areas in greater detail.

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 in the field and identify needs for new, original contributions
- The ability to form and investigate operationally bounded questions
- The ability to independently design and execute a complete, intensive research project
- The ability to fully 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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate advanced expertise and understanding in a focused topic.

- Demonstrate the ability to form integrative conceptual models of landscape issues, problems, and solutions, particularly with regard to the student's area of specialization.
- Demonstrate the ability to critically analyze deficiencies in knowledge in the field and identify needs for new, original contributions.
- Demonstrate the ability to form, investigate, and answer operationally bounded questions.
- Demonstrate the ability to independently design and execute a complete, rigorous research project.
- Demonstrate the ability to fully document a research project with quality writing and illustrations.

Landscape Architecture Major Requirements

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 their prior degrees.

Degree Held	Credits to Expect to Complete for PhD
MLA or MArch	68
BLA or BArch only	80
Master's degree without professional environmental-design degree	86

Requirements

A student's program of study is developed with the major advisor.

Code	Title	Credits
Theory, Research, Investigation ¹		26
LA 601	Research: [Topic]	
LA 605	Special Problems: [Topic]	
LA 620–621	Landscape Research Methods I-II	
	Outside analytic-synthetic courses ²	
Electives ³		24-42
	Advanced Electives: 500-level and above landscape architecture courses ⁴	
	Supporting Courses: courses typically taken outside of landscape architecture ⁴	
Dissertation		18
LA 603	Dissertation	
Total Credits		68-86

PhD Required Courses, Work

- ¹ 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.
- ² A student may be required to take more than 4 credits in analytic-synthetic courses in other departments.
- ³ A student entering the program with BLA or BArch but no master's degree takes an additional 12 credits of electives.

⁴ Selected in consultation with major professor.

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.

Art + Design

The School of Art + Design is a community of creatively and critically engaged artists and designers. Our work mines the intersection of thinking, making, seeing, and questioning.

Students in the UO School of Art + Design have the opportunity to study intensively across a uniquely broad set of studio practices, within a flagship research university. Students in Art can study 21st century approaches to sculpture, photography, painting, drawing, printmaking, ceramics, fibers, and metalsmithing. Art and Technology majors explore the potential of new technologies in an art context, working with interactivity, video, animation, visual communications, and emerging technology. Students in Product Design learn to design objects for use across a broad range of scales and purposes - tools, transportation, technology, clothing, furniture, and sporting equipment to fit a changing world.

Art

<http://art.uoregon.edu>

Anya Kivarkis, Department Head

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The Department of Art curriculum approaches studio visual art through a broad range of media practices—ceramics, art & technology, drawing, fibers, metalsmithing and jewelry, painting, photography, printmaking, and sculpture. The department encourages breadth and interdisciplinary investigation, as well as depth 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.

Four 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 art and technology; the bachelor of fine arts (BFA) in art with a concentration in ceramics, fibers, metalsmithing and jewelry, painting, photography, printmaking, or sculpture; the bachelor of fine arts (BFA) in art & technology. At the graduate level, the master of fine arts (MFA) is the terminal professional degree in art.

Faculty

Jonathan Bagby, instructor of practice (art). BA, 2009, Tennessee; MFA, 2014, Oregon. (2014)

Carla Bengtson, professor (painting). BFA, 1980, Tyler School of Art; MFA, 1983, Yale. (1995)

Michael Bray, associate teaching professor (art and technology). BA, 1997, Illinois, Urbana-Champaign; MFA, 2008, Oregon. (2008)

Rebecca Childers, associate teaching professor (printmaking). BA, 1987, Cornell College; MFA, 1995, Iowa. (2002)

Isami Ching, associate teaching professor (art and technology, foundations). BA, 1994, Dartmouth College; BFA, 1998, Massachusetts College of Art and Design; MFA, 2002, Columbia. (2008)

Colleen Choquette-Raphael, associate teaching professor (photography). BA, 1991, BFA, 1992, Oregon; MFA, 1996, Washington (Seattle). (1997)

Jovencio de la Paz, assistant professor (fibers). BFA, 2008, School of the Art Institute of Chicago; MFA, 2012, Cranbrook Academy of Art. (2015)

Tannaz Farsi, associate professor (sculpture). BFA, 2004, West Virginia; MFA, 2007, Ohio. (2008)

Brian Gillis, professor (ceramics). BA, 2000, Humboldt State; MFA, 2002, Alfred. (2008)

Colin Ives, associate professor (art and technology). BA, 1987, Cornell College; MA, 1992, MFA, 1994, Iowa. (2002)

Ron Jude, professor (photography). BFA, 1988, Boise State; MFA, 1992, Louisiana State. (2015)

Anya Kivarkis, associate professor (metalsmithing and jewelry). BFA, 1999, Illinois, Urbana-Champaign; MFA, 2004, State University of New York, New Paltz. (2004)

Sylvan Lionni, assistant professor (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, associate professor (foundations); director, graduate program. BA, 1999, Oregon; MFA, 2007, Art Center College of Design. (2013)

Donald L. Morgan, associate professor (foundations). BFA, 1993, Oregon; MFA, 2001, Art Center College of Design. (2008)

John Park, associate teaching professor (art and technology). BA, 2003, Oregon; MFA, 2006, State University of New York, Buffalo. (2007)

Jack T. Ryan, professor (foundations). BFA, 1992, Oregon; MFA, 2000, Georgia. (2008)

Michael Salter, professor (art and technology). BFA, 1991, Miami; MFA, 1994, North Carolina, Chapel Hill. (2005)

James Schauer, associate teaching professor (foundations). BFA, 1999, Montana State; MFA, 2002, Oregon. (2003)

Stacy Jo Scott, assistant professor (ceramics, digital fabrication). BFA, 2010, Oregon; MFA, 2012, Cranbrook. (2017)

Rick Silva, associate professor (art and technology). BFA, 2001, MFA, 2007, Colorado, Boulder. (2013)

Jessica Swanson, associate teaching professor (ceramics). BA, 1996, Whitman College; MFA, 2002, School of the Art Institute of Chicago. (2010)

Ying Tan, associate professor (art and technology). BA, 1983, Teacher's University, Shandong, China; MAEd, 1987, Georgia State. (1996)

Jessie Vala, instructor. BFA California College of Arts 1999; MFA, 2015, University of Oregon.

Laura Vandenburg, professor (painting). BS, 1984, DVM, 1988, California, Davis; MFA, 1993, Hunter. (1998)

Tyrras Warren, associate teaching professor (art and technology, foundations). BA, 1998, BFA, 1998, Texas Christian; MFA, 2008, Oregon. (2009)

Amanda Wojick, professor (sculpture). BA, 1995, Colgate; MFA, 1999, Alfred; MFA, 2000, Bard. (2001)

Emeriti

Laura J. Alpert, associate professor emerita. BA, 1968, Stanford; MFA, 1971, Oregon. (1979)

Ronald J. Graff, associate professor emeritus. BFA, 1973, Kansas City Art Institute; MFA, 1975, Yale. (1981)

R. Craig Hickman, professor emeritus. BS, 1971, Portland State; MFA, 1981, Washington (Seattle). (1984)

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)

Sana Krusoe, associate professor emerita. BA, 1968, Occidental; MFA, 1987, Claremont Graduate. (1990)

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)

Dan Powell, associate professor emeritus. BA, 1973, MA, 1977, Central Washington; MFA, 1980, Illinois. (1987)

Margaret Prentice, associate professor emerita. BFA, 1967, Arizona, Tucson; MFA, 1980, Colorado, Boulder. (1986)

Ying Tan, associate professor (art and technology). BA, 1983, Teacher's University, Shandong, China; MAEd, 1987, Georgia State. (1996)

Kathleen E. Wagle, professor (metalsmithing, jewelry). BS, 1975, Portland State; MFA, 1981, Arizona State. (1994)

Warpinski, professor emerita. BA, 1979, Wisconsin, Green Bay; MFA, 1983, Iowa. (1984)

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

Majors - Bachelor's Degree

- Art (BA/BS) (p. 484)
- Art (BFA) (p. 486)
- Art and Technology (BA/BS) (p. 487)
- Art and Technology (BFA) (p. 489)

Minors

- Art (p. 490)
- Art and Technology (p. 491)

Major - Master's Degree

- Art (MFA) (p. 491)

Art (BA/BS)

As an art student, you will learn to think critically, communicate clearly, and work creatively. With studio practice and interdisciplinary work you will develop an understanding of materials and tools, technical skills, strategies of experimentation, as well as fluency in visual languages and articulating meaning.

The art curriculum includes core art foundation courses, art history, and studio art in art and technology, ceramics, fibers, jewelry and metalsmithing, painting and drawing, photography, printmaking, and sculpture. While all art majors share the basic requirements, you have the flexibility to pursue advanced course work in the areas of your primary interests.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate technical and material competency
- Demonstrate visual literacy
- Understand historical and cultural context from a variety of perspectives
- Exercise critical thinking, analysis and discourse
- Synthesize technical and conceptual understanding into an independent art making practice

Art Major Requirements

Courses used to fulfill the major requirements must be passed with a grade of C- or better or a mark of Pass (P or P*).

No more than 12 credits passed with a mark of Pass (P or P*) will count towards major requirements.

Code	Title	Credits
ART 101 or ART 111	Understanding Contemporary Art The Artist Experience	4
ART 115	Surface, Space, and Time ¹	4
ART 116	Core Interdisciplinary Laboratory ¹	4
ART 233	Drawing I ¹	4
ARTD 250 or ARTD 251 or ARTD 252	Print Media Digital Arts Time-Based Digital Arts Interactive Digital Arts	4
ART 333	Drawing II	4
One 200-level or higher course in two different curricular media areas within the department		8
Three art history (ARH) courses		12
Upper-division art studio credits ²		24
Total Credits		68

¹ Students must pass the core studio courses with a P or C– or better.

² At least 12 credits of studio work must be completed in residence at the University of Oregon.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Art

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121Z	Composition I	4	
First term of 1st-year second-language sequence		4	
ART 101 or ART 111		4	
Core-education area-satisfying course		4	
Credits		16	
Winter			
WR 122Z	Composition II	4	
Second term of 1st-year second-language sequence		4	
ART 115	Surface, Space, and Time	4	
Core-education area-satisfying course		4	
Credits		16	
Spring			
Third term of 1st-year second-language sequence		4	
ART 116	Core Interdisciplinary Laboratory	4	
Core-education area-satisfying course		8	
Credits		16	
Second Year			
Fall			
ART 233	Drawing I	4	
First term of 2nd-year second-language sequence		4	

Core-education area-satisfying courses		8
Credits		16
Winter		
Second term of 2nd-year second-language sequence		4
ARTD 250 or ARTD 251 or ARTD 252	Print Media Digital Arts or Time-Based Digital Arts or Interactive Digital Arts	4
Core-education area-satisfying courses		8
Credits		16
Spring		
Third term of 2nd-year second-language sequence		4
ART 333	Drawing II	4
Core-education area-satisfying courses		8
Credits		16
Third Year		
Fall		
One 200-level or higher course in two different curricular media areas within the department		4
Art history course		4
Core-education area-satisfying courses		8
Credits		16
Winter		
One 200-level or higher course in two different curricular media areas within the department		4
Art history course		4
Core-education area-satisfying courses		8
Credits		16
Spring		
Upper-division art studio course		4
Art history course		4
Core-education area-satisfying courses		8
Credits		16
Fourth Year		
Fall		
Upper-division art studio courses		8
Elective course		4
Credits		12
Winter		
Upper-division art studio courses		8
Elective course		4
Credits		12
Spring		
Upper-division art studio course		4
Elective courses		8
Credits		12
Total Credits		180

Bachelor of Science in Art

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121Z	Composition I	4	
Mathematics course		4	
ART 101 or ART 111	Understanding Contemporary Art or The Artist Experience	4	
Core-education area-satisfying course		4	
Credits		16	
Winter			
WR 122Z or WR 123	Composition II or College Composition III	4	
Mathematics course		4	
ART 115	Surface, Space, and Time	4	
Core-education area-satisfying course		4	
Credits		16	
Spring			
Mathematics course		4	
ART 116	Core Interdisciplinary Laboratory	4	
Core-education area-satisfying courses		8	
Credits		16	
Second Year			
Fall			
ART 233	Drawing I	4	
Core-education area-satisfying courses		12	
Credits		16	
Winter			
Core-education area-satisfying courses		12	
ARTD 250 or ARTD 251 or ARTD 252	Print Media Digital Arts or Time-Based Digital Arts or Interactive Digital Arts	4	
Credits		16	
Spring			
ART 333	Drawing II	4	
Core-education area-satisfying courses		12	
Credits		16	
Third Year			
Fall			
One 200-level or higher course in two different curricular media areas within the department		4	
Art history course		4	
Core-education area-satisfying courses		8	
Credits		16	
Winter			
One 200-level or higher course in two different curricular media areas within the department		4	
Art history course		4	
Core-education area-satisfying courses		8	
Credits		16	

Spring

Art history course	4
Upper-division art studio course	4
Core-education area-satisfying courses	8
Credits	16

Fourth Year

Fall

Upper-division art studio courses	8
Elective course	4
Credits	12

Winter

Upper-division art studio courses	8
Elective course	4
Credits	12

Spring

Upper-division art studio course	4
Elective courses	8
Credits	12

Total Credits **180**

Art (BFA)

The bachelor of fine arts (BFA) degree offers a studio-intensive opportunity to concentrate your expertise. In the BFA program, you will create an individual approach to making and thinking through advanced studio, interdisciplinary critique colloquia, history of art and architecture courses, seminars in art theory and criticism, and develop a body of work culminating in the BFA creative project in your declared concentration.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of studio practices and ideas.
- Develop an understanding of history, theory, and criticism, and an ability to analyze and situate work in relation to that body of knowledge.
- Acquire a working knowledge of technologies and equipment applicable to their area(s) of specialization.
- Develop an ability to synthesize material and intellectual knowledge and shape an independent studio practice.

Bachelor of Fine Arts: Art

The bachelor of fine arts degree is a professional baccalaureate degree. 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 four-year program with a total of 108 credits in art (a total of 180 university credits).

Bachelor of Fine Arts Degree Requirements: Art

Courses used to fulfill the major requirements must be passed with a grade of C- or better or a mark of Pass (P or P*).

Art History courses used to fulfill the major requirements must be passed with a grade of C- or better or a mark of Pass (P or P*).

No more than 12 credits passed with a mark of Pass (P or P*) will count towards major requirements.

Code	Title	Credits
Foundational Courses		
ART 115	Surface, Space, and Time	4
ART 116	Core Interdisciplinary Laboratory	4
ART 233	Drawing I	4
ART 333	Drawing II	4
ARTD 250	Print Media Digital Arts	4
or ARTD 251	Time-Based Digital Arts	
or ARTD 252	Interactive Digital Arts	
200-Level Studio: Concentration Course		4
200-level Studio: Non-Concentration Course		4
Upper-division Studios ¹		44
Issues & Practices Seminar		3
One term of Issues and Practices chosen from ARTC, ARTD, ARTF, ARTM, ARTO, ARTP, ARTR, or ARTS		
BFA Critique Colloquium		3
ART 412	BFA Critique	
BFA Terminal Creative Project		6
ARTS 409	Terminal Creative Project BFA (or a Terminal Creative Project B.F.A. from ARTC, ARTF, ARTM, ARTO, ARTP, or ARTR)	
Art History ²		24
Ancient/Medieval		
Early Modern		
Modern/Contemporary		
Total Credits		108

¹ 20 credits must be concentration studios; 4 credits must be 400-level concentration studio

² At least one course from each categories

Additional Requirement: Math/CS or Language

Math/CS:

- Complete the university mathematics/computer science requirement for the BS degree.

Language:

- Completion of at least the third term of the first year in a Second Language taught in the language (103 or Equivalent)
- Satisfactory completion of an examination administered by the appropriate language department

- International students: if your language or instruction in high school was in a language other than English, satisfactory completion of all AEIS courses and WR 121Z and either WR 122Z or WR 123

Art and Technology (BA/BS)

The art and technology major combines time-based, interactive, and experimental design skills with critical approaches to contemporary art and theory. Led by internationally known faculty members—who are also practicing artists—the Art and Technology program offers courses in:

- 2D and 3D animation
- Illustration, imaging, and experimental design
- Interactivity, programming, and games
- Video art and installation

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate technical and material competency.
- Demonstrate visual literacy.
- Understand historical and cultural context from a variety of perspectives.
- Exercise critical thinking, analysis and discourse.
- Synthesize technical and conceptual understanding into an independent art making practice.

Art and Technology Major Requirements

Courses used to fulfill the major requirements must be passed with a grade of C- or better or a mark of Pass (P or P*).

No more than 12 credits passed with a mark of Pass (P or P*) will count towards major requirements.

Code	Title	Credits
ART 115	Surface, Space, and Time	4
ART 116	Core Interdisciplinary Laboratory	4
ART 233	Drawing I	4
ARTD 250	Print Media Digital Arts	4
ARTD 251	Time-Based Digital Arts	4
ARTD 252	Interactive Digital Arts	4
Three art history courses ¹		12
Upper-division art studio courses ^{2,3}		36
Of the total credits, at least 24 credits of studio work must be completed in residence; 12 of these credits must be upper division.		
Total Credits		72

¹ History of Design (ARH 358) is recommended

² At least 24 of these credits must be in digital arts (ARTD) studio courses.

³ A maximum of 6 credits in Internship: [Topic] (ARTD 404) and a maximum of 12 credits in Practicum: [Topic] (ARTD 406) may be counted toward the 36 upper-division digital arts credits.

Recommended Electives

The following courses are strongly recommended to satisfy science group requirements:

Code	Title	Credits
CS 111	Introduction to Web Programming	4
PHYS 152	Physics of Sound and Music	4
PHYS 153	Physics of Light, Color, and Vision	4

Additional Electives to Enhance Your Program

Code	Title	Credits
ART 101	Understanding Contemporary Art	4
J 333		
MUS 447	Digital Audio and Sound Design	4
PD 340	Design for Use	4
PD 350	Objects and Impacts	4
Courses in ceramics, fibers, metalsmithing and jewelry, painting, printmaking, photography, and sculpture		

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Art and Technology

Course	Title	Credits	Milestones
First Year			
Fall			
First term of 1st-year second-language sequence		4	
ART 115	Surface, Space, and Time	4	
WR 121Z	Composition I	4	
Core-education area-satisfying course		4	
Credits		16	
Winter			
Second term of 1st-year second-language sequence		4	
ART 116	Core Interdisciplinary Laboratory	4	
WR 122Z or WR 123	Composition II or College Composition III	4	
Core-education area-satisfying course		4	
Credits		16	
Spring			
Third term of 1st-year second-language sequence		4	
Core-education area-satisfying courses		12	
Credits		16	
Second Year			
Fall			
ART 233	Drawing I	4	
ARTD 250	Print Media Digital Arts	4	
First term of 2nd-year second-language sequence		4	
Core-education area-satisfying course		4	
Credits		16	
Winter			
ARTD 251	Time-Based Digital Arts	4	

Second term of 2nd-year second-language sequence		4
Core-education area-satisfying courses		8
Credits		16
Spring		
ARTD 252	Interactive Digital Arts	4
Third term of 2nd-year second-language sequence		4
Core-education area-satisfying courses		8
Credits		16
Third Year		
Fall		
Art history course		4
Upper-division ARTD course		4
Core-education area-satisfying courses		8
Credits		16
Winter		
Art history course		4
Upper-division ARTD course		4
Core-education area-satisfying course		4
Elective course		4
Credits		16
Spring		
Art history course		4
Upper-division ARTD course		4
Core-education area-satisfying course		4
Elective course		4
Credits		16
Fourth Year		
Fall		
Upper-division ARTD courses		8
Elective course		4
Credits		12
Winter		
Upper-division ARTD courses		8
Elective course		4
Credits		12
Spring		
Upper-division ARTD courses		8
Elective course		4
Credits		12
Total Credits		180

Bachelor of Science in Art and Technology

Course	Title	Credits	Milestones
First Year			
Fall			
ART 115	Surface, Space, and Time	4	
WR 121Z	Composition I	4	
Core-education area-satisfying course		4	
Mathematics course		4	
Credits		16	
Winter			
ART 116	Core Interdisciplinary Laboratory	4	

WR 122Z	Composition II	4
or WR 123	or College Composition III	
Core-education area-satisfying course		4
Mathematics course		4
Credits		16
Spring		
Mathematics course		4
Core-education area-satisfying courses		12
Credits		16
Second Year		
Fall		
ART 233	Drawing I	4
ARTD 250	Print Media Digital Arts	4
Core-education area-satisfying courses		8
Credits		16
Winter		
ARTD 251	Time-Based Digital Arts	4
Core-education area-satisfying courses		12
Credits		16
Spring		
ARTD 252	Interactive Digital Arts	4
Core-education area-satisfying courses		12
Credits		16
Third Year		
Fall		
Art history course		4
Upper-division ARTD course		4
Core-education area-satisfying course		4
Elective course		4
Credits		16
Winter		
Art history course		4
Upper-division ARTD course		4
Elective courses		8
Credits		16
Spring		
Art history course		4
Upper-division ARTD course		4
Elective courses		8
Credits		16
Fourth Year		
Fall		
Upper-division ARTD courses		8
Elective course		4
Credits		12
Winter		
Upper-division ARTD courses		8
Elective course		4
Credits		12
Spring		
Upper-division ARTD courses		8

Elective course	4
Credits	12
Total Credits	180

Art and Technology (BFA)

The BFA degree program in art and technology is a focused and selective undergraduate degree that allows students to take many studio courses. BFA students receive faculty mentoring and take BFA-specific courses that include professional practice strategies and opportunities. Students work toward a thesis project in their graduating year that includes a final BFA exhibition, a website, and a catalog publication.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate mastery of studio practices and ideas.
- Develop an understanding of history, theory, and criticism, and an ability to analyze and situate work in relation to that body of knowledge.
- Acquire a working knowledge of technologies and equipment applicable to their area(s) of specialization.
- Develop an ability to synthesize material and intellectual knowledge and shape an independent studio practice.

Bachelor of Fine Arts: Art and Technology

The bachelor of fine arts degree with a major in art and technology is a professional baccalaureate degree. 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.

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 four-year program with a total of 118 credits in digital arts (a total of 180 university credits).

Courses used to fulfill the major requirements must be passed with a grade of C- or better or a mark of Pass (P or P*).

Art History courses used to fulfill the major requirements must be passed with a grade of C- or better or a mark of Pass (P or P*)

No more than 12 credits passed with a mark of Pass (P or P*) will count towards major requirements.

Code	Title	Credits
ART 115	Surface, Space, and Time	4
ART 116	Core Interdisciplinary Laboratory	4
ART 233	Drawing I	4
ARTD 250	Print Media Digital Arts	4
ARTD 251	Time-Based Digital Arts	4
ARTD 252	Interactive Digital Arts	4
Six art history courses ¹		24
Upper-division art studio courses ^{2,3}		36
ARTD 409	Terminal Creative Project BFA	4
ARTD 490	Issues and Practices in Digital Arts ⁴	15

Additional upper-division credits in ARTD or ARTS (chosen from studios, independent studies, or internship) 15

Total Credits 118

¹ History of Design (ARH 358) is recommended.

² At least 24 of these credits must be in digital arts (ARTD) studio courses.

³ A maximum of 6 credits in Internship: [Topic] (ARTD 404) and a maximum of 12 credits in Practicum: [Topic] (ARTD 406) may be counted toward the 36 upper-division credits.

⁴ Three terms of course

Additional Requirement: Math/CS or Language

Math/CS:

- Complete the university mathematics/computer science requirement for the BS degree.

Language:

- Completion of at least the third term of the first year in a Second Language taught in the language (103 or Equivalent)
- Satisfactory completion of an examination administered by the appropriate language department
- International students: if your language or instruction in high school was in a language other than English, satisfactory completion of all AEIS courses and WR 121Z and either WR 122Z or WR 123

Art Minor

We encourage you to declare the minor at least three terms before graduating. At the time you declare your minor, you are encouraged to contact the Art Office to schedule a departmental advising appointment.

Art Minor Requirements

The minor requires 28 credits. Coursework must be taken in at least two departmental curricular areas, including 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.

Courses used to fulfill the minor requirements must be passed with a grade of C- or better or a mark of Pass (P or P*).

Art History courses used to fulfill the minor requirement must be passed with a grade of C- or better or a mark of Pass (P or P*).

No more than 12 credits passed with a mark of Pass (P or P*) will count towards minor requirements.

Code	Title	Credits
Core Requirements		
One upper division art history (ARH) course		4
ART 115	Surface, Space, and Time	4
ART 116	Core Interdisciplinary Laboratory	4
or ARTS 288	Sculpture I: Mixed Media	
ART 233	Drawing I	4
Studio Requirements		

Studio courses selected by student ¹ 12

ART 333	Drawing II
ART 381	Letterpress
ART 410	Experimental Course: [Topic]
ARTC 255	Introduction to Ceramics
ARTC 354	Industrial Ceramics
ARTC 355	Intermediate Ceramics: [Topic]
ARTC 410	Experimental Course: [Topic]
ARTC 455	Advanced Ceramics
ARTF 270	Introduction to Fibers: [Topic]
ARTF 368	
ARTF 369	Woven Structures
ARTF 370	Stitchwork Strategies
ARTF 410	Experimental Course: [Topic]
ARTF 456	Advanced Fibers: [Topic]
ARTP 281	Introductory Painting I
ARTP 381	Introductory Painting II
ARTP 390	Intermediate and Advanced Painting
ARTP 391	Intermediate and Advanced Drawing
ARTP 410	Experimental Course: [Topic]
ARTO 250	Introduction to Photography
ARTO 350	Film and Darkroom
ARTO 351	Constructed Image Photography
ARTO 352	Creative Large-Format Photography
ARTO 410	Experimental Course: [Topic]
ARTO 455	Conceptual Strategies in Photography
ARTO 476	Alternative Photographic Processes
ARTO 484	Advanced Photography: [Topic]
ARTR 245	Introduction to Printmaking
ARTR 346	Relief
ARTR 347	Intaglio
ARTR 348	Screen Printing
ARTR 410	Experimental Course: [Topic]
ARTR 446	Intermediate and Advanced Printmaking
ARTS 288	Sculpture I: Mixed Media
ARTS 393	Sculpture II: [Topic]
ARTS 410	Experimental Course: [Topic]
ARTS 491	Methodologies: [Topic]
ARTS 493	Advanced Sculpture
ARTM 257	Introduction to Jewelry and Metalsmithing
ARTM 357	Metalsmithing and Jewelry: [Topic]
ARTM 457	Metalsmithing and Jewelry: [Topic]
ARTM 459	Advanced Metalsmithing and Jewelry
ARTM 410	Experimental Course: [Topic]
ARTD 250	Print Media Digital Arts
ARTD 251	Time-Based Digital Arts
ARTD 252	Interactive Digital Arts
ARTD 256	Introduction to Production
ARTD 350	Digital Drawing
ARTD 360	Digital Imaging
ARTD 361	Introduction to Animation
ARTD 362	Digital Letterform

ARTD 370	Digital Interactivity
ARTD 378	Computational Aesthetics
ARTD 379	Introduction to Video Art
ARTD 410	Experimental Course: [Topic]
ARTD 412	Experimental Animation
ARTD 413	Emerging Technologies
ARTD 415	Video Art: Experimental Film
ARTD 463	Communication Design
ARTD 471	3-D Computer Imaging
ARTD 472	3-D Computer Animation

Total Credits **28**

¹ Of the 12 studio credits, 8 must be upper division, and all 12 credits must be taken in residence.

Art and Technology Minor

The minor in Art and Technology is an interdisciplinary endeavor, drawing on the expertise of faculty in the areas of Art and Technology, Computer and Information Science, Journalism, and Music. Students in the minor will receive an introduction to the possibilities available to students with a background in interdisciplinary multimedia studies. Courses offered in the minor will cover design, programming, writing and composing for a variety of different applications.

Art & Technology Minor Requirements

The minor requires 28 credits. Courses must be taken for letter grades and passed with a C– or better or a P* where Pass/No Pass is the only grading option for the course. 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.

Code	Title	Credits
Core Requirements		
ARTD 250	Print Media Digital Arts	4
ARTD 251	Time-Based Digital Arts	4
ARTD 252	Interactive Digital Arts	4
Studio Requirements		
CS 111	Introduction to Web Programming	4
ARTD 360	Digital Imaging	4
or ARTD 350	Digital Drawing	
or ARTD 361	Introduction to Animation	
or ARTD 370	Digital Interactivity	
or ARTD 378	Computational Aesthetics	
or ARTD 379	Introduction to Video Art	
JCOM 301	Gender, Media and Diversity	4
or JCOM 302	Communication Law	
or JCOM 303	Media Ethics	
or JCOM 305	Media History	
MUS 447	Digital Audio and Sound Design	4
or MUS 360	Hip-Hop History, Culture, Aesthetics	
or MUS 363	The Beatles and Their Times	
Total Credits		28

Art (MFA)

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 Graduate Critique (ART 612), 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 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—art & technology, sculpture, photography, ceramics, jewelry and metalsmithing, painting, printmaking, and fibers.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Develop of an accomplished, independent, professional level body of work.
- Conduct independent research and analysis in the discipline
- Demonstrate critical thinking and articulation of their creative work, including effective oral and written communication skills.
- Demonstrate competencies and strategies for experimentation, materially and conceptually, which will sustain the work beyond graduation
- Understand historical and contemporary contexts, and professional discourse in the discipline. 6. Demonstrate understanding of professional practices

Art Major

A minimum of 24 credits must be graded with a grade of mid-B or better.

Code	Title	Credits
ART 610	Experimental Course: [Topic] (Graduate Teaching Practicum)	6
ART 610	Experimental Course: [Topic] (Issues and Practices (3 terms, every fall))	9
or ART 510	Experimental Course: [Topic]	
ART 608	Workshop: [Topic] (Writing for Artists (or other graduate level writing course))	3
ART 612	Graduate Critique (5 terms at 3 credits per term)	15
2 terms of graduate level Art History (1 must be contemporary)		8

Theory Seminar (such as ARH 607, ART 507, or other university theory course approved by the Director of Graduate Study)	4
ART 614 Graduate Studio (4 credits per term for 6 terms, completed in the first two years)) ¹	24
ART 609 Terminal Project	18
Electives	3
Total Credits	90

Additional Requirements

- 3-year program (must have at least nine terms of full-time enrollment, with a minimum of nine credits each term, during the academic year)
- Satisfaction of the Division of Graduate Studies minimum degree requirements relevant to this program's Master of Fine Arts students which includes grades, incompletes, as well as other criteria listed on the division's site.
- Participation in at least two graduate reviews
- Public exhibition of the MFA Terminal Project and final review with the terminal project committee
- Terminal creative project report

Residency Requirements

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.

Product Design

<http://pd.uoregon.edu>

Trygve Faste, Department Head

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The Department of Product Design 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.

Overview

The department offers a bachelor of fine arts (BFA) degree in product design. The BFA is a four-year program combining liberal arts and intensive product design studies designed to prepare students for a professional career in product design. Students enrolled in the program share a foundation in design, graphics, drawing, and art history with majors in both architecture and art.

Eugene

Students undertake the first three years of the BFA in product design at the university's main campus in Eugene. This location is well-equipped with computer and digital-imaging labs, a new digital computer-controlled mill, laser cutter, wood shop, digital loom, metals and ceramics shops, large-format printing facility, and other specialized art and design studios in Lawrence Hall, Downtown Eugene 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 BFA degree complete their fourth year of study at the university's new facility in Portland's Old Town Historic District. The White Stag Block houses studio facilities, a digital fusion laboratory, classrooms, a library, exhibit and research spaces, the Sports Product Design Master's Program, 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 from other related professional disciplines, such as architecture and sports product design. 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:

- 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)
- Social sciences (e.g., sociology, psychology, cultural anthropology)
- Sciences and mathematics (e.g., physics, algebra, geometry)
- 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.

Faculty

John Arndt, associate professor (product design). BFA, 1997, Alfred; MDes, 2006, Design Academy Eindhoven. (2008)

Wonhee Jeong Arndt, associate professor. BFA, 2002, Kookmin; MDes, 2006, Design Academy Eindhoven. (2014)

Trygve Faste, associate professor (product design). BA, 1997, Whitman College; MFA, 2004, Cranbrook Academy of Art. (2010)

Kiersten Muenchinger; Tim and Mary Boyle Chair in Material and Product Studies; associate professor (product design). BA, 1993, Dartmouth College; MS, 1998, Stanford. (2008)

Erdem Selek, associate professor (product design). BID, 2004, Middle East Technical; MA, 2007, Ecole Supérieure d'Art et de Design; MS, 2008, Istanbul Technical. (2015)

Hale Selek, associate professor (product design). BID, 2004, Middle East Technical; MA, 2007, Ecole Supérieure d'Art et de Design; MS, 2008, Istanbul Technical. (2015)

Susan Sokolowski, associate professor (sports product design). BFA, 1990, Fashion Institute of Technology; MA, 1997, Cornell; PhD, 1999, Minnesota, Twin Cities. (2015)

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

Major - Bachelor's Degree

- Product Design (BFA) (p. 493)

Major - Master's Degree

- Sports Product Design (MS) (p. 493)

Product Design (BFA)

Enhance the world around you by creating products that are useful, energy-efficient, ergonomically appropriate, cost-effective and socially responsible. As one of our students, you will solve real-world design challenges with fellow students, clients, and faculty members.

Students in the product design major develop the knowledge, skills, and methods essential to becoming a professional designer with courses in product design, art, and art and technology within the School of Art + Design. In the product design major, students work on the Eugene campus for three years and continue to the Portland campus for the final year of completion of their professional BFA degrees.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Realize a new product that solves a specific need based on needs found through observational research with and of an individual person.
- Create cohesive visual and verbal analysis about the impact of a new product on a civic or social structure.
- Articulate personal design sense through visual and verbal media.

Product Design Major Requirements

Courses used to fulfill the major requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
Drawing and Basic Design		16
PD 101	Introduction to Product Design	
ART 115	Surface, Space, and Time	
ART 116	Core Interdisciplinary Laboratory	
PD 223	Beginning Design Drawing	
Lower Division Studio		

ARTD 250	Print Media Digital Arts	4
PD 240	Designers' Tools	4
One of the Following Elective Courses		4
ARTC 255	Introduction to Ceramics	
ARTF 270	Introduction to Fibers: [Topic]	
ARTM 257	Introduction to Jewelry and Metalsmithing	
ARTS 288	Sculpture I: Mixed Media	
Upper Division Studio		20
PD 301	Introduction to Design Studio	
PD 302	Introduction to Design Studio II	
PD 323	Design Drawing	
PD 330	Introduction to Computer Aided Design	
PD 430	Computer-Assisted Design and Production	
Upper Division Theory		12
PD 340	Design for Use	
PD 350	Objects and Impacts	
PD 370	Design Process	
PD Senior Studio		12
PD 483	Advanced Studio I	
PD 484	Advanced Studio II	
PD 485	Advanced Studio III	
BA Studio - UO Portland Campus		18
PD 486	BFA Studio I	
PD 487	BFA Studio II	
PD 488	BFA Studio III	
Art History		8
ARH 358	History of Design	
Art History Elective		
Upper Division Studio Electives ¹		10
PD 404	Internship: [Topic]	12
Total Credits		120

¹ Studio courses chosen from product design (PD), ceramics (ARTC), fibers (ARTF), metalsmithing and jewelry (ARTM), sculpture (ARTS), Sports Product Design (SPD)

Sports Product Design (MS)

The Department of Product Design offers a master's degree in Sports Product Design, a two-year program based in Portland, Oregon.

The Master of Sports Product Design prepares designers to be key members and leaders of multidisciplinary development teams within the more than 800 sports product companies located in Oregon and beyond. The program focuses on research and innovation methods, design tailored for the athlete, product materials and sustainability, marketing and branding through the study of sports-specific design techniques, along with human physiology and biomechanics.

Students who graduate from this program will be capable of making strong contributions to the sports design culture of Oregon and the world at large.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Create industry-competitive Sports Apparel.
- Create industry-competitive Sports Footwear.
- Create industry-competitive Sports Equipment.
- Create a project appropriate for contemporary introduction to the Sports Product industry as assessed by innovation, fabrication, financial viability and user need.

Master of Science in Sports Product Design

The Master of Sports Product Design is a two-year program intended for students already equipped with conceptual problem-solving abilities, knowledge of materials and production, strategies for emotional product resonance and relevance, and entrepreneurial skills (typically, but not always, acquired in an undergraduate program in product design or its equivalent).

Degree Requirements

The curriculum is divided into three categories, per NASAD requirements for terminal graduate degrees:

1. A minimum of 65% of the total credits for the degree in studio studies.
2. A minimum of 15% of the total credits for the degree should include academic studies concerned with visual media.
3. At least 10% of the total program should be reserved for elective credits.

Studio Studies. A minimum of 65% of the total credits for the degree shall be in studio. As part of this requirement, institutions are responsible for maintaining title/content consistency.

Code	Title	Credits
SPD 684	Research Methodology and Innovation Process Studio	6
SPD 645	Sports Product Design and Business (SPD and Business)	4
SPD 650	Sports Product Materials and Manufacturing	4
SPD 685	Sports Product Design Studio I	6
SPD 686	Sports Product Design Studio II	6
SPD 687	Sports Product Design Studio III	6
SPD 601	Research: [Topic]	1-6
SPD 688	Innovative Project Strategy Development Studio	9
SPD 689	Collaborative Creation and Launch Studio	9
J 616		4
HPHY 631	Human Performance and Sports Products	3
HPHY 632	Human Biomechanics and Sports Product Design	2

Academic Studies. A minimum of 15% of the total credits for the degree should be in academic studies concerned with visual media. Course assignments should be made with careful consideration of (1) the scope and objectives of the student's program, and (2) the content of studies completed at the undergraduate level.

Code	Title	Credits
SPD 515	Soft Goods Technologies	4
SPD 525	Digital Creation Technologies	4
SPD 503	Thesis (Thesis)	1-6

SPD 604	Internship: [Topic]	1-6
SPD 605	Special Problems: [Topic]	1-6

Elective Studies. Elective studies are important since they provide opportunities for students to follow specific areas of interest related to their areas of specialization or their prospective careers. It is strongly recommended that at least 10% of the total program be reserved for electives.

Code	Title	Credits
SPD 606	Practicum: [Topic]	1-6
PD 510	Experimental Course: [Topic]	1-6
J 621		4
J 624		2
MGMT 625	New Venture Planning	3

Professional Connections

Industry partners for Sports Product Design provide special opportunities for students, fulfilling a number of critical roles as part of the learning environment of this program: instructors, advisors, guest reviewers, lecturers, mentors. Some examples of recent partners include Intel, Leatherman, Logitech, Nike, and Under Armour.

History of Art and Architecture

<http://arthistory.uoregon.edu>

Maile Hutterer, Department Head

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Eugene, OR 97403-5229

The Department of the History of Art and Architecture offers study in the principal and architectural traditions of Asia, the Americas, Europe, and the Mediterranean. 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 undergraduate program prepares students for a range of careers (including those in the business world, art museums, and galleries) as well as graduate studies in art history. The graduate program emphasizes both breadth and depth, and it is characterized by close working relationships between students and the faculty.

Students explore global history, culture, and society through art and architecture from antiquity to the present day. Trained to analyze the broad spectrum of human creativity and expression, art history students are natural ambassadors of pluralism and tolerance, developing skills in appreciating visual and material culture to make them true global citizens—ideally equipped to correlate historical events and concerns with important contemporary and international phenomena.

The history of art and architecture program at Oregon is comprehensive in scope. Students learn at least one ancient or modern language associated with their main area of interest, and courses examine cultural production from around the globe. The department trains students to become guardians and advocates for culture and the arts within Oregon, the United States, and the world.

Because of this rigorous training in critical thinking and communication, art history is not merely a preprofessional major for future art historians. An art history degree prepares students to embark on an array of professional careers, including those in business, education, law, private

and nonprofit organizations, professional writing, and publishing. More specialized careers include art-based professions in museums, galleries, archives, and cultural institutes.

Faculty

Nina Amstutz, professor (18th- and 19th-century art). BA, 2004, MA 2008, PhD, 2013, Toronto. (2014)

Simone Ciglia, assistant teaching professor (contemporary art). BA, 2004, MA 2006, PhD, 2012, University of Rome, Italy. (2021)

Joyce Cheng, associate professor (modern art). BA, 2001, Northwestern; MA, 2003, PhD, 2009, Chicago. (2009)

Keith Eggener, Marion Dean Ross Distinguished Professor in Architectural History (architectural history). BA, 1985, Portland State; MA, 1989, Washington (Seattle); MA, 1993, Stanford; PhD, 1995, Stanford. (2013)

Victoria Ehrlich (renaissance and baroque art), visiting assistant professor (2023-24). PhD, 2017, Cornell. (2020)

Mariachiara Gasparini, assistant professor (Chinese and Central Asian art and architecture). BA, 2005, University of Naples; MA, 2011, Sotheby's Institute of Art; PhD, 2015, Heidelberg University. (2002)

Maile Hutterer, associate professor (medieval art and architecture). BA, 2004, California, Santa Barbara; PhD, 2011, New York University. (2014)

Kate Mondloch, professor (contemporary art). BS, 1994, Georgetown; MA, 2000, PhD, 2005, California, Los Angeles. (2005)

Emily Scott, assistant professor (history of art and architecture and environmental studies); BA, Bryn Mawr; PhD, 2010, California, Los Angeles. (2018)

Kristen Seaman, professor (Greek and Roman art and architecture). BA, 1994, Yale University; MA, 2009, PhD, 2009, California, Berkeley. (2015)

Akiko Walley, Maude I. Kerns Professor of Japanese Art; associate professor (Japanese art). BA, 1998, MA, 2001, Aoyama Gakuin; AM, 2004, PhD, 2009, Harvard. (2009)

Emeriti

Charles H. Lachman, associate professor. AB, 1971, Temple; MA, 1974, McMaster; PhD, 1985, Toronto. (1992)

Jeffrey M. Hurwit, professor emeritus. AB, MA, 1971, Brown; MPhil, 1972, PhD, 1975, Yale. (1980)

Esther Jacobson-Tepfer, professor emerita. BA, 1962, MA, 1964, PhD, 1970, Chicago. (1966)

Andrew Morrogh, associate professor emeritus. BA, 1966, Jesus College, Oxford; MA, 1973, PhD, 1983, Courtauld Institute, University of London. (1993)

Kathleen D. Nicholson, professor emerita. BA, 1969, Connecticut; MA, 1971, PhD, 1977, Pennsylvania. (1995)

Leland M. Roth, professor emeritus. BArch, 1966, Illinois; MPhil, 1970, PhD, 1973, Yale. (1978)

W. Sherwin Simmons, professor emeritus. BA, 1967, Yale; MA, 1975, PhD, 1979, Johns Hopkins. (1973)

Richard A. Sundt, associate professor emeritus. BA, 1967, Indiana; MA, 1973, PhD, 1981, Wisconsin, Madison. (1982)

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

Major - Bachelor's Degree

- Art History (BA) (p. 495)

Minor

- Art History (p. 499)

Major - Master's Degree

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Major - Doctoral Degree

- Art History (PhD) (p. 499)

Certificates

- Museum Studies (p. 501)
- New Media and Culture (p. 502)

Art History (BA)

An art history major will help you to develop competence in visual literacy, analytical skills, communication skills, and cultural and historical awareness. Art history is a marketable major, and graduates make competitive candidates in museums, galleries, archives, and cultural institutions as well as business, education, law, private and nonprofit organizations, professional writing, and publishing.

Art history students explore global history, culture, and society through art and architecture from antiquity to the present day. Trained to celebrate cultural differences and the broad spectrum of human creativity and expression, art history students are natural ambassadors of pluralism and tolerance. As an art history student, you'll develop skills in appreciating visual and material culture to help you become a true global citizen—ideally equipped to understand how historical events and concerns relate to important contemporary and international phenomena.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Identify themes, forms and structures of works of art, architecture and visual/material culture, using appropriate art historical terms.
- Connect features of works of art, architecture and visual/material culture to their appropriate historical and cultural contexts.
- Evaluate scholarly interpretations of works of art, architecture and visual/material culture.
- Present arguments related to works of art, architecture and visual/material culture in scholarly writing.

Bachelor of Arts Degree Requirements

Majors in art history are required to complete the language requirement as described under the university's bachelor of arts requirements (p. 25).

Because some languages are required for advanced research and graduate study in art history as well as other humanistic disciplines, majors are urged to choose one of them to satisfy the BA requirement. For example, Greek and Latin are the most commonly used languages in art-historical study about the Ancient Mediterranean; Chinese and Japanese are essential for most areas of East Asian art history; French, German, and Italian are the most commonly used languages in European art-historical research; and Portuguese and Spanish are the most commonly used languages in Latin American art-historical research. Substitution of other languages may be appropriate to a field of interest. Students are urged to consult with their advisors when selecting a language for study.

Code	Title	Credits
General Requirements		
Studio art (e.g., drawing, sculpture, or design) ¹		4
ARH 411	Art History Critical Methods	4
Choose three of the following survey courses:		12
ARH 150	Introduction to Visual Culture	
ARH 204	Ancient Mediterranean Art	
ARH 205	Medieval Renaissance European Art	
ARH 206	History of Western Art III	
ARH 208	History of Chinese Art	
ARH 209	History of Japanese Art	
ARH 210		
ARH 211	Survey of Latin American Arts	
ARH 314	History of World Architecture I	
ARH 315	History of World Architecture II	
Eight upper-division lecture and seminar courses ²		32
Additional ARH course ³		4
Total Credits		56

¹ ART 115, 116, 199, 233, 333, 381, any courses from ARTC, ARTD, ARTF, ARTM, ARTO, ARTP, ARTR, and ARTS subject code courses. A course must be 3 credits or more to count toward the requirement.

² Choose any 300- and 400-level courses with the exception of History of World Architecture I (ARH 314) and History of World Architecture II (ARH 315). Four of the eight courses must be at the 400 level. Of the eight required upper-division courses, two courses must be taken in any three of the following four chronological breadth areas: ancient, medieval, early modern, modern-contemporary. The remaining two courses are electives and may be taken in any area. At least four of the eight required upper-division courses must be taken in residence at the University of Oregon.

³ Any lower- or upper-division ARH course.

Majors must take art history courses for letter grades and pass them with a C– or better.

Honors Program

Majors in the history of art and architecture department may enroll in the department's honors essay program if they have

- completed two lower-division and four upper-division art history courses (one of which must be taken in residence at the University of Oregon)
- completed Art History Critical Methods (ARH 411) with a grade of A– or better

- an average GPA of 3.50 or higher in art history courses
- submitted the departmental honors enrollment form (available online) to the director of undergraduate studies, indicating the support of a faculty advisor

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. The essay should have approximately 20–25 pages of text, not including notes, bibliography, and illustrations. A copy of the honors essay is deposited in departmental files.

Honors candidates who maintain a 3.50 GPA in all courses required for the art history major are awarded departmental honors upon the approval of their essay by the faculty advisor.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Art History

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121Z	Composition I	4	
First term of 1st-year second-language sequence		4	
Lower-division art history course (subject code ARH)		4	
Core-education course in social science (first subject)		4	
Credits		16	
Winter			
WR 123 or WR 122Z	College Composition III (recommended for art history majors) or Composition II	4	
Second term of 1st-year second-language sequence		4	
Core-education course in social science (first subject)		4	
Core-education course in science (first subject)		4	
Credits		16	
Spring			
Third term of 1st-year second-language sequence		4	
Lower-division ARH course		4	
Core-education course in social science (second subject)		4	
Core-education course in science (first subject)		4	
Credits		16	
Second Year			
Fall			
First term of 2nd-year second-language sequence		4	
Lower-division ARH course		4	
Core-education course in social science (on any subject)		4	
Core-education course in science (second subject)		4	
Credits		16	

Winter

Second term of 2nd-year second-language sequence	4
Lower-division or upper-division ARH course	4
Core-education course in arts and letters (first subject)	4
Core-education course in science (on any subject)	4

Credits 16

Spring

Third term of 2nd-year second-language sequence	Complete language requiremer	4
300-level ARH course (except ARH 314 or 315)		4
Core-education course in arts and letters (first subject)		4
Core-education course in arts and letters (on any subject)		4
Apply for art history major at beginning of term; begin taking upper-division ARH courses; consider applying for Gloria Tovar Lee Scholarship		

Credits 16

Third Year**Fall**

Art studio course	Complete art history studio requiremer	4
ARH 411 Art History Critical Methods		4
Upper-division elective course		4
Elective course		4

Credits 16

Winter

400-level ARH course	4
Upper-division elective courses	8
Elective course	4

Credits 16

Spring

Upper-division elective course	4
400-level ARH course	4
Upper-division elective course	4
Elective course	4

This term, consider applying for book prizes and/or Gloria Tovar Lee Scholarship; consider applying to honors program

Credits 16

Fourth Year**Fall**

Upper-division ARH course (except ARH 314 or ARH 315)	4
400-level ARH course	4
Upper-division elective course	4
Elective course	4

This term, consider applying for travel-research awards; also consider applying for book prizes (spring deadline)

Credits 16

Winter

Upper-division ARH course	Complete upper-division requirement	4
400-level ARH course	Complete 400-level requiremer	4
Upper-division elective course		4
Elective course		4

Credits 16

Spring

Upper-division ARH course	Complete 180 minimum credits and 62 upper-division credits; complete honors essay (if relevant)	4

Credits 4

Total Credits 180

Art History (MA)

Candidates for the master's degree (MA) must complete at least 45 credits in courses approved by the student's advisor, as well as satisfy the general requirements of the UO Graduate School. Of the 45 credits, a minimum of 36 must be graduate credits in research-based courses, taken for a letter grade.*

All MA candidates must complete either a thesis or a terminal project, as determined by the student in consultation with the student's advisor.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Disciplinary Knowledge:** Demonstrate mastery of the principal works, texts, methods, discussions and problems in a chosen field or fields of study within art and/or architectural history.
- **Disciplinary Knowledge:** Demonstrate ability to analyze and critique discourse in a chosen field or fields of study within art and/or architectural history.
- **Disciplinary Knowledge:** Demonstrate proficiency in at least one language beyond English, selected to facilitate advanced research and analysis in a chosen field or fields of study.
- **Disciplinary Knowledge:** Demonstrate ability to develop and realize a comprehensive program of independent research as a means of establishing oneself as a part of a professional community.
- **Career Preparedness:** Demonstrate awareness of relevant career options, job search networks, cover letter and CV preparation, interview techniques, and other relevant skills.
- **Career Preparedness:** Demonstrate readiness to assume professional roles in the academy, the museum, and related

institutions via conference and workshop presentations, publications, graduate certificates, and other relevant professional activities.

- Engagement: Demonstrate knowledge, ethics, and skills to produce and disseminate scholarship representing diverse perspectives in a responsible and equitable manner.
- Engagement: Demonstrate ability to convey the relevance of art and architectural works, histories, and methods (e.g., critical visual analysis) to diverse publics, within and beyond academia.

Master of Arts Requirements

Candidates for the MA degree must complete 45 credits in courses approved by the student's advisor, as well as satisfy the general requirements of the Division of Graduate Studies for residence. Of the 45 credits, a minimum of 36 must be graduate credits in research-based courses, taken for a letter grade.

Code	Title	Credits
Graduate Seminar Requirements and First-Year Seminar Series ¹		16
Methods/Critical Approaches to Art History Study ²		4
ARH 511, ARH 611, or its equivalent		
Electives ³		12
ARH 503	Thesis	9
or ARH 614	Terminal Project	
Total Credits		45

¹ 16 credits total, 12 of which (3 courses, 4 credits each) must be taken at the 600-level during the student's first year.

² In years where ARH 611 is offered, students may use this course towards their 12 required 600-level credits.

³ Of the 12 credits, a maximum of 8 credits may be taken outside of the department with an advisor's permission. When the Graduate Studies in Art History is offered as a 500-level course, the expectation is that a student will take one more ARH 607 either in the fall of their first year or something during their second year.

Distribution Requirement. Students must undertake course work in three of four historic areas: prehistoric–ancient, medieval, early modern, and modern–contemporary. Students may petition to apply a thematic or non-period–specific course toward one of the distribution requirements by demonstrating substantial course work if a substantial part of the student's work in the thematic or non-period-specific course engaged in the appropriate historic area in question. While not required, it is highly recommended that students take a selection of both selection of courses spanning western, Asian, and other cultural traditions courses to fulfill their distribution and elective requirements.

Foreign Language Requirement. The department requires that MA degree candidates demonstrate reading proficiency in at least one foreign language. The chosen language must be approved by the student's advisor and should be relevant to the student's scholarly interests. Language proficiency is typically demonstrated in one of several ways:

- by passing a written language exam given by the department;
- by providing an official transcript from the University of Oregon or elsewhere that shows satisfactory completion of the second or third year of the language, as determined by the student's primary advisor;
- by presenting evidence of having achieved equivalent results on a standardized foreign-language placement test.

The foreign language requirement may be waived for a student who has completed a high school or higher degree that employed the target language as the primary language of instruction. Students who expect to pursue a PhD should also acquire a research capability in additional languages, as appropriate to the student's area of study, as soon as possible in their academic program.

Additional information regarding the MA is available from the Department of the History of Art and Architecture office or on the website.

An opportunity to earn a BA and MA in art history and a Graduate Certificate in Museum Studies within five years.

AMP in Art History and GCMS Department Application Requirements

Statement of Purpose

Describe in detail your interests in the field of art and/or architectural history. This statement should include an account of your research interests, professional goals, how these integrate with our department, and why you wish to be admitted to the AMP in Art History and GCMS. Be sure to indicate the faculty member (or members) and the resources and aspects of the program that seem particularly suited to your educational needs. (Please limit the length of this document to a maximum of four double-spaced pages.)

Writing Sample

Provide one sample of your scholarly work that reflects your research and critical writing skills (30 double-spaced pages maximum). A student applying to the AMP in Art History and GCMS may submit a polished term paper written in a 400-level seminar with an ARH prefix as one's writing sample.

AMP Advising Worksheet (see attached HAA AMP Museum Studies Sample Schedule for a sample AMP Advising Worksheet)

Your worksheet should include all qualifying courses you have taken by the time of the application. You should fill out your AMP Advising Worksheet in consultation with the college and departmental academic advisors.

CV

Upload a copy of your curriculum vitae (résumé) listing your educational background and experience.

Transcript(s)

Upload a PDF copy of all of your transcripts and degree certificates. Your UO transcript must show that you have fulfilled the following BA requirements:

- WR121 and either 122 or 123
- 2 years of second language
- At least 32 credits of CoreEd requirements
- 16 credits of ARH lower-division courses
- 4-credit of Studio Art
- At least 12 credits of ARH upper-division courses
- At least 4 credits of ARH 400-level seminars

Letters of Recommendation

Three (3) letters of recommendation are required, and recommenders should be former professors or similar professionals who are in a position to evaluate your potential for successful completion of a graduate degree in art history. For a student applying to the AMP in Art History and GCMS, two (2) out of the three letters must come from HAA faculty members.

The GradWeb Application System will guide you through the process. You will only have to enter names and email addresses. The system will request the recommendation directly.

Code	Title	Credits
Fourth Year - Fall		
MA requirement		
ARH 611	Graduate Studies in Art History ¹	4
GCMS requirement		
ARH 540	Museology ²	4
Fourth Year - Winter		
MA requirement		
ARH 612	Art and Architectural History: [Topic]	4
GCMS requirement		
ARH 585	Japanese Art: [Topic] ³	4
Fourth Year - Spring		
MA requirement		
ARH 612	Art and Architectural History: [Topic]	4
ARH 553	Modern Art: [Topic] ³	4
Fourth Year - Summer		
GCMS requirement		
ARH 604	Internship: [Topic]	3
Fifth Year - Fall		
MA requirement		
ARH 612	Art and Architectural History: [Topic]	4
ARH 581	Chinese Art: [Topic] ⁴	4
ARH 503	Thesis	3
or ARH 614	Terminal Project	
GCMS requirement		
PPPM 570	The Arts in Society ⁵	4
Fifth Year - Winter		
MA requirement		
ARH 612	Art and Architectural History: [Topic]	4
ARH 503	Thesis	3
or ARH 614	Terminal Project	
GCMS requirement		
PPPM 571	Cultural Policy ⁶	4
Fifth Year - Spring		
MA requirement		
ARH 557	Contemporary Art: [Topic] ⁷	4
ARH 571	Latin American Art History: [Topic] ⁸	4
ARH 503	Thesis	3
or ARH 614	Terminal Project	
Total Credits		64

¹ Or equivalent course, which may be offered as a 400/500-level methods course; MA core req; also fulfills BA req.

² GCMS core req; also fulfills BA req.

³ Or another ARH 500-level GCMS-qualifying course; also fulfills MA and BA req.

⁴ Or another ARH 500-level GCMS-qualifying course that fulfills "Practice" distribution req.

⁵ Or another non-ARH 500 or 600-level course that fulfills GCMS non-major req and "Topics" distribution req.

⁶ Or another non-ARH 500 or 600-level course that fulfills GCMS non-major req.

⁷ Or another ARH 500- or 600-level GCMS-qualifying course.

⁸ Or another 500- or 600-level ARH course.

Art History Minor

Art History minors explore world history, culture, and society through art and architecture. Students and faculty maintain deep connections with the university's broad research community through long-standing collaborations with the museums and research units across campus. Through object-based learning, we celebrate cultural differences and the colorful spectrum of human creativity and expression. Become a true global citizen as you develop skills in appreciating visual and material culture.

Minors must take art history courses for letter grades and pass them with a C– or better.

Minor Requirements

Three lower-division and four upper-division art history courses (totaling 26 credits minimum) are required to complete the minor. At least 20 credits must be completed in residence at the University of Oregon (nontransfer courses), and all art and architectural history courses (subject code ARH) required for the minor must be passed with letter grades of C– or better.

Lower-division courses include any 100- or 200-level ARH courses as well as History of World Architecture I (ARH 314) and History of World Architecture II (ARH 315). Upper-division courses include any 300- or 400-level ARH courses (with the exception of ARH 314 and 315).

Art History (PhD)

History of Art & Architecture faculty members are scholars and teachers, easily accessible to all students and dedicated to mentoring graduates from the first year of course work to post-PhD career guidance. The HA&A faculty holds an annual review to ensure students are making satisfactory progress toward the degree.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Disciplinary Knowledge:** Demonstrate mastery of the principal works, texts, methods, discussions and problems in a chosen field or fields of study within art and/or architectural history.
- **Disciplinary Knowledge:** Demonstrate ability to analyze and critique discourse in a chosen field or fields of study within art and/or architectural history.
- **Disciplinary Knowledge:** Demonstrate proficiency in at least one language beyond English, selected to facilitate advanced research and analysis in a chosen field or fields of study.

- **Disciplinary Knowledge:** Demonstrate ability to develop and realize a comprehensive program of independent research as a means of establishing oneself as a part of a professional community.
- **Career Preparedness:** Demonstrate awareness of relevant career options, job search networks, cover letter and CV preparation, interview techniques, and other relevant skills.
- **Career Preparedness:** Demonstrate readiness to assume professional roles in the academy, the museum, and related institutions via conference and workshop presentations, publications, graduate certificates, and other relevant professional activities.
- **Engagement:** Demonstrate knowledge, ethics, and skills to produce and disseminate scholarship representing diverse perspectives in a responsible and equitable manner.
- **Engagement:** Demonstrate ability to convey the relevance of art and architectural works, histories, and methods (e.g., critical visual analysis) to diverse publics, within and beyond academia.

Doctor of Philosophy Requirements

HA&A Course Requirements for BA–PhD Track

To fulfill the HA&A course requirements for the PhD, students admitted on the BA–PhD track are expected to take a total of 81 credits of graduate-level work beyond the baccalaureate degree, over the course of at least 3 calendar years. Of the 81 graduate-level credits required, at least 36 graduate credits must be in art history and taken for a letter grade. Students must take a minimum of 12 credits in their major area and 8 credits in their minor area. A maximum of 4 credits of Research: [Topic] (ARH 601) and Special Problems: [Topic] (ARH 605) can be applied to the 20 credits in the student's major and minor fields, if those credits are taken with the major or minor field examiner and if they are taken for a letter grade.

Of these 36 credits, a minimum of 12 must be in graduate seminars (600-level), including Graduate Studies in Art History (ARH 611)* or its equivalent. An additional 12 graduate-level credits in art history must be taken in three of four historic areas: prehistoric–ancient, medieval, early modern, and modern–contemporary. All students are encouraged to take advantage of the global breadth of courses offered in the department and are highly encouraged to take courses outside of their time period and primary geographical area of specialization. Students may petition to apply a thematic or nonperiod-specific course toward one of the distribution requirements by demonstrating substantial course work if a substantial part of the student's work in the thematic or nonperiod-specific course engaged in the appropriate historic area in question.

Students must complete all required coursework before taking their comprehensive exams. All PhD students must register for a minimum total of 18 credit hours in ARH 603 Dissertation. Dissertation 603 cannot count towards the 36 credits required in art history. A maximum of 4 credits of Research 601 or Reading 605 can be applied to the 36 graded credits required in art history and only if those credits are taken with the major or minor field examiner.

In some years, ARH 559 Critical Approaches to Art History Study or ARH 507 Methods may be offered in place of ARH 611. The expectation is that students who took Graduate Studies in Art History at a 500-level will take one more graduate seminar at the 600-level.

HA&A Course Requirements for MA–PhD Track

(for students entering program with an MA in art and/or architectural history)

Students admitted on the MA–PhD track are expected to take a total of 81 credits of graduate-level work beyond the baccalaureate degree, over the course of at least 3 calendar years*. Of the 81 graduate-level credits, at least 36 graduate credits must be in art history and taken for a letter grade. Of these 36 credits, a minimum of 12 must be in graduate seminars (600-level), which may include Graduate Studies in Art History (ARH 611) if it is taken in our department. While not required, all students are encouraged to take advantage of the global breadth of courses offered in the department and are highly encouraged to take courses outside of their time period and primary geographical area of specialization. Students must complete all required coursework before taking their comprehensive exams and must register for a minimum total of 18 credit hours in ARH 603 Dissertation. Dissertation 603 cannot count towards the 36 credits required in art history. A maximum of 4 credits of Research: [Topic] (ARH 601) or Special Problems: [Topic] (ARH 605) can be applied to the 36 graded credits required in art history and only if those credits are taken with the major or minor field examiner.

*Students on the MA–PhD track may petition to waive some coursework requirements to more quickly progress through the program. A maximum of 36 transfer credits may be granted for equivalent graduate-level coursework taken outside of UO; regardless of the number of transfer credits granted, however, all PhD students are required to take a minimum of 12 credits in their major area and 8 credits in their minor area after matriculating into UO's HA&A graduate program. After accepting an offer of admission, the DGS and advisor will calculate transfer credits using the PhD Transfer Credit for Graduate Coursework form.

Major and Minor Requirements

Students are expected to declare major and minor fields of study and to identify the faculty members who will administer their comprehensive exams by the spring quarter of their first year. Students are required to take a minimum of 12 credits in their major field and at least 8 credits in their minor field at the graduate level (500- or 600-level) prior to taking their comprehensive exams. PhD students are encouraged to take as many 600-level courses as feasible beyond the required 12 credits.

The major field must be in HA&A; the minor field is typically in HA&A. With permission of the major advisor and the Director of Graduate Studies, the minor field may be in another discipline (e.g. classics, history, comparative literature, environmental studies, etc.).

To fulfill the requirements for the PhD, students are expected to take a total of 81 credits, selected in consultation with the student's advisor. Of the 81 credits, at least 36 credits must be in ARH courses and taken for a letter grade. Of the 36 graduate credits required, a minimum of 12 must be in graduate seminars (600 level), including Graduate Studies in Art History (ARH 611). Students are required to complete all required course work before taking their field exams. A maximum of 4 credits of ARH 601 Research: [Topic] or Special Problems: [Topic] (ARH 605) can be applied to the 20 credits in the student's major and minor fields, if those credits are taken with the major or minor field examiner and if they are taken for a letter grade.

Students are expected to declare a major field of study by spring term of their first year. Students are required to take a minimum of 12 credits in their major field and at least 8 credits in their minor field at the graduate level (500 or 600 level) prior to taking their field exams.

Students entering the PhD program with an MA in hand may petition to waive some course work requirements to more quickly progress through the program. The University residency requirement specifies that at least 27 credits—the equivalent of one full-time academic year—must

be completed following admission into the doctoral program. Courses in Research: [Topic] (ARH 601), Special Problems: [Topic] (ARH 605), and other individualized study options may be a part of the 9 credits, but the majority of the residency requirement is expected to consist of regular graduate course work.

Foreign Language Requirement

Students should acquire a research capability in two foreign languages appropriate to the student's area of study as soon as possible in their academic program, unless otherwise approved by the student's advisor.

Advancement to Candidacy

Students are required to complete all required course work before taking their field exams. Students are officially advanced to candidacy in the PhD program upon completion of two written field exams: one in a major field in art and architectural history and one in a minor field in art and architectural history or another discipline with departmental approval. The department offers field examinations in the following categories:

- Greek
- Roman
- Latin American (minor only)
- North American
- Medieval
- Modern
- Contemporary
- Chinese
- Japanese
- Renaissance (minor only)
- Baroque (minor only)

Additional information regarding the PhD is available from the Department of the History of Art and Architecture office or on the website.

Museum Studies Graduate Certificate

Mariachiara Gasparini, Certificate Director

gcms@uoregon.edu

The Graduate Certificate in Museum Studies (GCMS) is a transdisciplinary program open to UO graduate students interested in pursuing a career in a museum or in any profession that involves exhibition or curation. It addresses the demand for a deeper understanding of the guiding principles behind a museum's mission and its practical day-to-day operations.

Today, the practice of exhibiting is not just the purview of art and cultural museums. Exhibition history and practice is integral to museums of science, medicine, natural history, ethnography, theater, and music as well as institutions such as zoos, aquariums, art galleries, botanical gardens, and libraries.

Housed in the College of Design, the GCMS collaborates with departments, programs, and museum professionals across campus to provide foundational theoretical and practical training in the museum field, while allowing students the freedom to explore museum operations from a variety of perspectives.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Identify and explain the guiding principles of museum operations.
- Engage in theoretical and practical training relevant to museum careers.
- Apply their theoretical and practical training to first-hand experience in museum operations through an internship.

Graduate Certificate in Museum Studies

The Graduate Certificate in Museum Studies is a transdisciplinary program open to graduate students enrolled in any graduate program at the University of Oregon. The curriculum is designed to provide both scholarly engagement with issues related to museums and an introduction to the specialized skills pertinent to museum professionals. Students must complete a minimum of 24 credits in approved courses.

Among the minimum 24 credits, 4 credits must come from the core course, ARH540 (Museology), and 3 credits from DSGN604 (Internship). The remaining 17 credits are devoted to Electives. You may count up to 12 credits of relevant courses offered through your home department/program toward both the certificate and your major requirements.

The certificate requires a minimum of 17 Elective credits. Elective courses provide students the opportunity to explore issues surrounding museums today and to familiarize themselves with skill sets expected of the specific museum careers they are interested in. Students may choose courses from any of the preapproved elective courses, or may petition to the certificate director to substitute other courses when they are germane to their specific interests.

Interdisciplinary Requirement: You must take at least 5 credits of elective courses offered through a department or program outside of your home department/program.

Distribution requirements: The elective courses must fulfill the following two distribution requirements:

1. **Topics in Museum Studies (at least one course):** A topics-based course involves historical, theoretical, or philosophical exploration of issues surrounding museums, for instance a course on museum ethics (PPPM 571 Cultural Policy, for instance).
2. **Practice/Methods in Museum Studies (at least one course):** A practice/methods-based course deals with practical knowledge of and skills in museum operations, for instance a course on connoisseurship, exhibition planning or educational programming (ARH 510 Inside Museum Exhibition, for instance).

Certificate in Museum Studies

Code	Title	Credits
Core Requirements		7
ARH 540	Museology	4
DSGN 604	Internship: [Topic]	3
Electives ¹		17
Interdisciplinary Requirement		5
Students must take at least 5 credits of elective courses offered through a department or program outside of their home department/program.		
Distribution Requirements		12

The elective courses must fulfill the following two distribution requirements:

1. Topics in Museum Studies (at least one course): A topics-based course involves historical, theoretical, or philosophical exploration of issues surrounding museums

2. Practice/Methods in Museum Studies (at least one course): A practice/methods-based course deals with practical knowledge of and skills in museum operations

Total Credits

24

¹ Students may count up to 12 credits of relevant courses offered through their home department/program toward both the certificate and the major requirements.

New Media and Culture Graduate Certificate

The New Media & Culture Certificate for graduate students blends scholarly research on new media topics with hands-on experience creating new media content and using digital research tools. In conjunction with the multitude of creative opportunities made available by existing degree programs across campus, the certificate can be completed through courses spanning the criticism, history, aesthetics, and production of new media technologies.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Frame their own research projects through the lens of prominent theoretical analytics for the study of new media in its social, cultural, and technical contexts.
- Describe the specificities of the methodological approaches undergirding their own research projects.
- Compare the methodological approaches they take for the study of new media and/or legacy media with other possible methodological approaches.
- Situate their own new media research within a broader landscape of topics, themes, debates, and research programs in new media and culture.
- Specify the particular topical commitments and thematic threads informing their own research work concerning new media and/or legacy media.

Certificate in New Media and Culture Requirements

This multidisciplinary program offers exposure to an array of approaches to the study of contemporary new media topics such as social media, digital surveillance, gaming culture, and the social significance of data analytics through review of the history, theory, criticism, aesthetics, and production of new media technologies. Students blend scholarly research on new media topics with practical experience creating content using digital research tools.

The certificate program is open to graduate students in any UO department or program. Students must complete a minimum of 24 credits in approved courses. Among these, 12 credits must

come from a series of required core courses: one course (4 credits) in Theories and Histories of New Media (this is known as the core Common Seminar required of all NMCC students); one course (4 credits) from the list of methods courses, and one course (4 credits) from the list of Topics courses. The remaining 12 credits are devoted to electives. At least 8 of the 24 credits must be taken outside of the student's home department or program. For more information, including course offerings for the coming year, visit the certificate website. (<http://newmediaculture.uoregon.edu/>)

Code	Title	Credits
Common Seminar		4
Choose one:		
COLT 618	Histories, Theories, and Cultures of New Media	
JCOM 610	Experimental Course: [Topic] (Histories and Theories of New Media)	
Or other equivalent course		
Methods Course ¹		4
Topics Course ²		4
Electives ³		12
Total Credits ⁴		24

¹ Actual course offerings change year to year. See NMCC website (<https://newmediaculture.uoregon.edu/courses-overview/nmcc-courses/methods/>) for sample course listings. Students may also petition (<https://newmediaculture.uoregon.edu/apply/coursework-petitions/>) to substitute other relevant courses.

² Minimum **4 credits** in Topics courses. See NMCC website (<https://newmediaculture.uoregon.edu/courses-overview/nmcc-courses/topics/>) for sample course listings. Students may also petition (<https://newmediaculture.uoregon.edu/apply/coursework-petitions/>) to substitute other relevant courses.

³ Minimum of **12 Elective credits**. Students may choose Elective credits from any of the pre-approved NMCC course listings in Electives, Methods (<http://newmediaculture.uoregon.edu/courses-overview/methods/>), or Topics (<http://newmediaculture.uoregon.edu/courses-overview/topics/>). Pre-approved Electives include a robust portfolio of production-oriented classes as well as a range of thematic courses related to new technologies. Alternately, students may create customized study plans by pursuing the following options:

1. Students may petition to substitute other relevant courses for courses on this list if considered germane to an individual student's program in new media and culture. For example, a course on the topic of Copyrights (LAW 667) would be considered relevant to an Art History student's research on contemporary appropriation art. See NMCC Petition Guidelines (<https://newmediaculture.uoregon.edu/apply/coursework-petitions/>).
2. Students also may petition to have non-new media courses count toward the Electives requirement if the majority of the student's research in the course involves the production of new media content (websites, databases, blogs, digital arts, creation of new digital tools, etc.). For example, a course on Orientalism (COLT 562) in which the student created an interactive website on the topic of Edward Said could count toward the certificate in the Elective category. See NMCC Petition Guidelines (<https://newmediaculture.uoregon.edu/apply/coursework-petitions/>).

⁴ At least 8 of the 24 credits must be taken outside of the student's home department or program.

Planning, Public Policy and Management

<http://pppm.uoregon.edu>

Benjamin Clark, School Director

147B Hendricks Hall
1209 University of Oregon
Eugene, OR 97403-1209
541-346-7320

The School of Planning, Public Policy and Management is nationally known for academic rigor, intellectual leadership, innovative and applied instruction, and its inclusive and equitable climate. In PPPM you will:

- Learn by doing: Experience hands-on learning through practical activities.
- Study core subjects and specialized courses designed to tackle inequality.
- Benefit from a diverse community of faculty, students, and professionals.
- Feel welcomed and included in an environment that is open, welcoming, and inclusive to all, and in particular to those traditionally marginalized in society.
- Use theory, empirical evidence, and hands-on learning.
- Get involved in community projects --public, private, and nonprofit -- that tackle big issues including economic, environmental, and social issues
- Explore new ideas from different parts of the world and see if they can work in other places.
- Focus on making sure our actions are good for the environment, society, and the economy.

Faculty

Lisa Abia-Smith, associate teaching professor (art and special populations, art and museum education, arts in health care); director, educational outreach, Jordan Schnitzer Museum of Art. BA, 1989, St. Mary's College of California; MA, 1992, John F. Kennedy. (1997)

Anne Brown, assistant professor (transportation planning, mobility). BA, 2010, Macalester; MURP, 2014, California, Los Angeles. (2018)

Robert J. Choquette, associate teaching professor (strategic planning, project management); graduate programs coordinator. BS, 1982, MUP, 1991, Oregon. (1991)

Ben Clark, associate professor (public management, crowdsourcing, local government management). BA, 1999, Indiana, Bloomington; MPA, 2000, Syracuse; PhD, 2009, Georgia. (2016)

Patrick Hunnicutt, Assistant Professor (environmental management and policy). BA Duke University; MA UC Santa Barbara; PhD UC Santa Barbara.

Renee A. Irvin, associate professor (nonprofit and philanthropic sector economics, wealth policy). BA, 1984, Oregon; MA, 1991, PhD, 1998, Washington (Seattle). (2001)

Patricia Lambert, professor (performing arts, cultural policy). BM, 1990, Indiana; MA, 1997, Webster; MAS, 1998, International Center for Culture and Management; PhD, 2004, Ohio State. (2003)

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, associate 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)

Dyana Mason, associate professor (nonprofit management, charitable giving, public management). BA, 1993, Southern California; MBA, 2010, William and Mary; PhD, 2014, Southern California. (2014)

Jessica Matthiesen, associate teaching professor (nonprofit management, program development, public service); director, undergraduate program and internship. BS, 1997, MPA, 2009, Oregon. (2012)

José Meléndez, assistant professor (civic engagement, designing participatory processes, Latino immigrants). BA, 2001, Oberlin; MEd, 2009; PhD, 2016, Illinois, Chicago. (2018)

Nicole S. Ngo, associate professor (health economics, environmental policy, urban sustainability). BA, BS, 2006, California, Irvine; MA, 2010, PhD, 2013, Columbia. (2013)

Eleonora Redaelli, associate professor. Laurea, 1997, Università degli Studi di Milano; DMA, 2000, Conservatorio di Musica Giuseppe Verdi; PhD, 2008, Ohio State. (2014)

Gerard Sandoval, professor (economic and community development, urban revitalization, immigrant neighborhoods). BS, 2000, California, Davis; MCP, 2002, PhD, 2007, California, Berkeley. (2010)

Marc Schlossberg, professor (geographic information systems, social planning, transportation planning). BBA, 1987, Texas, Austin; MUP, 1995, San Jose State; PhD, 2001, Michigan. (2001)

Julie Voelker-Morris, associate teaching professor. BA, 1996, Augustana College; MS, 2002, Oregon. (2014)

Yizhao Yang, associate professor (environmental planning, sustainable living design and analysis, geographic information systems). BArch, 1995, Tianjin; MS, 1998, Tsinghua; MRP, 2001, PhD, 2007, Cornell. (2006)

Courtesy

Donald G. Holtgrieve, adjunct assistant professor (local government planning). See **Geography**.

Yekang Ko, Associate Professor of Landscape Architecture.

Emeriti

Doug Blandy, professor emeritus (art and community service, art and special populations). BS, 1974, Ohio; MA, 1979, PhD, 1983, Ohio State. (1987)

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)

Bryan T. Downes, professor emeritus. BS, 1962, MS, 1963, Oregon; PhD, 1966, Washington (St. Louis). (1976)

Linda F. Ettinger, associate professor emerita. BFA, Southwest Missouri State; MS, 1973, Illinois State; PhD, 1983, Oregon. (1982)

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)

Beverly J. Jones, associate professor emerita. BS, 1967, Oregon College of Education; MS, 1976, PhD, 1977, Oregon. (1977)

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

Nico Larco, architecture

Robert G. Ribe, landscape architecture

Anita M. Weiss, international studies

Major - Bachelor's Degree

- Planning, Public Policy and Management (BA/BS) (p. 504)

Minors

- Nonprofit Administration (p. 507)
- Planning, Public Policy and Management (p. 507)

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 administration. Through coursework that integrates theory and practice, the curriculum focuses on the ways governments, nonprofit organizations, and other institutions solve 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 practical, solutions-based curriculum helps students develop knowledge and skills pertaining to core issues related to planning, public policy, public administration, and nonprofit administration, as well as more in-depth knowledge in a chosen field of interest. Academic coursework and learning opportunities such as internships and applied courses create a hands-on educational climate that is both exciting and challenging.

Majors - Master's Degree

- Community and Regional Planning (MCRP) (p. 508)
- Nonprofit Management (MNM) (p. 510)
- Public Administration (MPA) (p. 513)

Major - Doctoral Degree

- Planning and Public Affairs (PhD) (p. 514)

Certificate

- Nonprofit Management (p. 515)

Planning, Public Policy and Management (BA/BS)

What do sustainable city planning, community change, food security, transportation planning, and nonprofit administration have in common? All are rooted in making a difference in our communities, states, and countries. Choose to study in the School of Planning, Public Policy and Management (PPPM) and you'll discover how governments, nonprofit organizations, and private-sector firms address some of the most important problems facing society—and how you can play a key role in finding innovative solutions.

As a PPPM major you'll gain a thorough grounding in the principles of civic responsibility, environmental sustainability, and international understanding. Experiential learning, evidence-based decision-making, and interdisciplinary study will be at the core of your PPPM curriculum. You'll learn from and work with faculty members who are internationally recognized scholars with a wide range of training and research interests. Your courses will focus on concepts and skills and explore how to implement them within communities, organizations, and governments.

Program's Admission Requirements

Please visit the program's website (<https://pppm.uoregon.edu/apply/ba-bs/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Synthesize core principles and policies guiding nonprofit and public organizations.
- Engage in evidence-based dialogue about urgent social, environmental, and economic issues.
- Apply learned skills to professional-level planning, nonprofit, and public policy projects by participating in courses that work on real-world issues with community partners.

- Build high-demand skills that public sector and nonprofit employers are seeking.
- Utilize professional development tools, like cover letter and resume writing or internship experience, to support their career interests in public service.

Planning, Public Policy and Management Major Requirements

Code	Title	Credits
Core Courses ¹		
PPPM 201	Introduction to Public Policy	4
PPPM 205	Introduction to City Planning	4
PPPM 280	Introduction to the Nonprofit Sector	4
PPPM 413	Quantitative Methods	4
PPPM 415	Policy and Planning Analysis ²	4
PPPM 434	Urban Geographic Information Systems	4
PPPM 494	Practice of Leadership and Change	4
Electives		
PPPM electives ³⁴		32
Total Credits		60

¹ PPPM majors must take core courses for letter grades and pass them with grades of C– or better.

² EC 201Z is a prerequisite for PPPM 415.

³ Up to 12 credits of Internship: [Topic] (PPPM 404) may count toward fulfilling this requirement. A maximum of 4 credits of lower-division courses may count toward fulfilling this requirement. All additional electives must be upper division.

⁴ Elective courses must be passed with a grade of Pass or C- or better to count towards the major requirements.

Students should expect extensive writing, analysis, and collaborative projects as part of their education in PPPM. For more information, contact an academic advisor in the College of Design.

Electives

Students are encouraged to work with a College of Design academic advisor to identify electives in one or more areas of interest which may include the following:

- arts and cultural leadership
- environment and sustainability
- equity and social justice
- global sustainability and development
- nonprofit administration
- public leadership and management
- social and health policy
- urban planning and development

Internship

Internships are optional but highly recommended for all PPPM students as a way to explore and clarify their interests and career goals, apply academic learning, develop new skills, and network with professionals. These career-building experiences help prepare students for fellowships, professional positions, or further academic study. Students interested in the PPPM Internship Program should enroll in PPPM 412 Internship and Professional Development and meet with the PPPM Undergraduate

Internship Director. More information is on the School website (<https://pppm.uoregon.edu/undergrad/ba-bs/#internships>).

Thesis and Honors Program

Students may pursue an undergraduate thesis in PPPM if they are accepted in the honors program (<https://pppm.uoregon.edu/undergrad/ba-bs/#thesis-honors>), or if they are enrolled in the Clark Honors College. Students may not pursue the thesis option without prior approval; interested students should contact the PPPM Undergraduate Program Director by the end of their sophomore year for more information. Students must have a 3.75 GPA to be considered for the honors program; a thesis is required.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Planning, Public Policy and Management

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121Z	Composition I	4	
First term of 1st-year second-language sequence		4	
Core-education course in arts and letters		4	
Cultural literacy course		4	
Must Maintain 3.00 GPA for admission into PPPM major			
Credits		16	
Winter			
WR 122Z	Composition II	4	
Second term of 1stst-year second-language sequence		4	
Core-education course in arts and letters		4	
Cultural literacy course		4	
Credits		16	
Spring			
Third term of 1st-year second-language sequence		4	
Core-education course in arts and letters		4	
Core-education course in social science		4	
Core-education course in science		4	
Credits		16	
Second Year			
Fall			
PPPM 280	Introduction to the Nonprofit Sector	4	
EC 201Z	Principles of Microeconomics	4	
First term of 2nd-year second-language sequence		4	Gain experience in paid or volunteer public service
Core-education course in science		4	
Credits		16	

Winter

PPPM 201	Introduction to Public Policy	4
Second term of 2nd-year second-language sequence	Gain experience in paid or volunteer public service	4
Core-education course in social science		4
Core-education course in science		4
Credits		16

Spring

PPPM 205	Introduction to City Planning	4
Third term of 2nd-year second-language sequence	Gain experience in paid or volunteer public service	4
Core-education course in science		4
Core-education course in arts and letters		4
Credits		16

Third Year**Fall**

PPPM 413	Quantitative Methods	4
PPPM elective courses		8
Elective course		4
Credits		16

Winter

PPPM 415	Policy and Planning Analysis	4
PPPM 434	Urban Geographic Information Systems	4
PPPM elective course		4
Elective course		4
Credits		16

Spring

PPPM elective courses		8
Elective courses		8
Credits		16

Fourth Year**Fall**

PPPM 494	Practice of Leadership and Change	4
PPPM elective course		4
Elective course		4
Credits		12

Winter

PPPM elective course		4
Elective courses		8
Credits		12

Spring

PPPM elective course		4
Elective courses		8
Credits		12

Total Credits **180**

Bachelor of Science in Planning, Public Policy and Management

Course Title Credits Milestones

First Year**Fall**

WR 121Z	Composition I	4
Mathematics course		4
Core-education course in arts and letters		4
Cultural literacy course in global perspective		4
Credits		16

Winter

WR 122Z	Composition II	4
Mathematics course		4
Core-education course in arts and letters		4
Cultural literacy course in US: DIA		4
Credits		16

Spring

Mathematics course		4
Core-education course in arts and letters		4
Core-education course in social science		4
Core-education course in science		4
Credits		16

Second Year**Fall**

PPPM 280	Introduction to the Nonprofit Sector	4
Core-education course in arts and letters		4
EC 201Z	Principles of Microeconomics	4
Core-education course in science		4
Credits		16

Winter

PPPM 201	Introduction to Public Policy	4
Elective course	Gain experience in paid or volunteer public service	4
Core-education course in social science		4
Core-education course in science		4
Credits		16

Spring

PPPM 205	Introduction to City Planning	4
Elective courses	Gain experience in paid or volunteer public service	8
Core-education course in science		4
Credits		16

Third Year**Fall**

PPPM 413	Quantitative Methods	4

PPPM elective courses	8
Elective course	4
Credits	16
Winter	
PPPM 415 Policy and Planning Analysis	4
PPPM 434 Urban Geographic Information Systems	4
PPPM elective course	4
Elective course	4
Credits	16
Spring	
PPPM elective courses	8
Elective courses	8
Credits	16
Fourth Year	
Fall	
PPPM 494 Practice of Leadership and Change	4
PPPM elective course	4
Elective course	4
Credits	12
Winter	
PPPM elective course	4
Elective courses	8
Credits	12
Spring	
PPPM elective course	4
Elective courses	8
Credits	12
Total Credits	180

Planning, Public Policy and Management Minor

Regardless of your major, a minor in Planning, Public Policy and Management (PPPM) will allow you to expand your learning experience by getting an overview of public sector issues and developing your professional skills.

Through the Planning, Public Policy and Management Minor, you can enhance your undergraduate education to include preparation for a variety of professional occupations and areas of graduate study. In the PPPM minor, you are introduced to a broad overview of issues in urban and regional planning, public policy and public management, and nonprofit management.

Through your selection of elective courses, you can choose to focus on a field of interest ranging from social and health policy to land use planning to public management.

Planning, Public Policy and Management Minor

The planning, public policy and management minor complements majors in the humanities or social sciences, including anthropology, geography, political science and economics. It provides a professional context in which to apply the knowledge, theories, and methods of the student's major discipline. Students pursuing the minor are introduced to a broad

overview of issues in urban and regional planning, public policy and public management, and nonprofit administration. The minor enhances any student's undergraduate education with preparation for a variety of professional occupations and graduate study.

Students may declare the minor in planning, public policy and management at any time by completing a Qualtrics form available on the PPPM website.

Code	Title	Credits
PPPM 201	Introduction to Public Policy ¹	4
PPPM 205	Introduction to City Planning ¹	4
PPPM 280	Introduction to the Nonprofit Sector ¹	4
PPPM 415	Policy and Planning Analysis ^{1, 2}	4
PPPM electives ³		12
Total Credits		28

¹ Must be taken for letter grades and passed with grades of C– or better.

² EC 201Z is a prerequisite for PPPM 415.

³ Up to 8 credits of Internship: [Topic] (PPPM 404) may be used toward fulfilling this requirement. A maximum of 4 credits of lower-division courses may count toward fulfilling this requirement. All additional electives must be upper division and must be passed with a grade of Pass or C- or better to count towards the minor requirements .

Credit Restrictions

- A PPPM minor and a NPA minor can only count PPPM 280 for both minors. All other classes (PPPM electives) need to be different between the minors.

Nonprofit Administration Minor

The School of Planning, Public Policy and Management offers a minor to students interested in a career in the nonprofit sector. Through the minor, you can enhance your undergraduate education to include preparation for occupations and graduate study in nonprofit administration. Nonprofit organizations comprise one of the fastest growing employment sectors in the country, creating a high demand for graduates with tailored knowledge and skills to work for these diverse and exciting entities.

The UO has one of the most comprehensive undergraduate nonprofit programs in the world. With a nonprofit administration (NPA) minor, you'll gain unique skills and insights through applied coursework and hands-on projects with local professionals and nonprofit organizations. The NPA minor will help you gain a thorough understanding of current nonprofit issues and trends and develop sector-specific skills—one of the reasons NPA graduates rise rapidly to fill positions in their organizations' ranks.

Nonprofit Administration Minor

The School of Planning, Public Policy and Management 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. The nonprofit sector is one of the fastest-growing employment sectors in the country, creating a high demand for graduates with specialized skills to work for these diverse and exciting organizations.

Students may declare the minor in nonprofit administration at any time by completing a Qualtrics form available on the PPPM website. Core

courses must be taken for letter grades and passed with grades of C– or better, unless offered pass/no pass only. Electives must be passed with a grade of Pass or C- or better to count towards the minor requirements

Code	Title	Credits
PPPM 280	Introduction to the Nonprofit Sector	4
PPPM 422	Grant Proposal Writing	1
PPPM 480	Nonprofit Management ¹	4
PPPM 481	Fundraising for Nonprofit Organizations	4
PPPM 484	Public and Nonprofit Financial Management	4
Upper-division electives ²		8
BA 316	Management: Creating Value through People ³	
BA 317	Marketing: Creating Value for Customers ³	
JCOM 370	Public Relations Fundamentals	
PPPM 325	Community Leadership and Change	
PPPM 370	Global Sustainable Development and Policy	
PPPM 412	Internship and Professional Development	
PPPM 418	Introduction to Public Law	
PPPM 425	Project Management	
PPPM 426	Strategic Planning for Management	
PPPM 457	Nonprofit and Government Communications	
PPPM 460	Health Policy	
PPPM 465	Program Evaluation	
PPPM 470	The Arts in Society	
PPPM 483	Volunteer Resource Management	
PPPM 486	Philanthropy and Grant Making	
PPPM 488	Nonprofit Legal Issues	
PPPM 494	Practice of Leadership and Change	
Total Credits		25

¹ PPPM 280 is the prerequisite.

² A list of additional approved elective courses is available on the PPPM website (<https://pppm.uoregon.edu/undergrad/minor-nonprofit-admin/>).

³ BA 316 and 317 do not count towards the electives for majors within the College of Business. LCB majors must take MKTG 311 and/or MGMT 311 in place of BA 316 and BA 317

Credit Restrictions

- Students are allowed to apply up to 4 credits of non-PPPM courses to the elective requirement.
- PPPM majors are allowed to apply up to 8 PPPM credits toward both PPPM major and NPA minor.
- A PPPM minor and a NPA minor can only count PPPM 280 for both minors. All other classes (PPPM electives) need to be different between the minors.

Community and Regional Planning (MCRP)

The master of community and regional planning (MCRP) program 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 school 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 location 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 sustainable cities and transportation, land use and built environment, access and equity (community development) and environmental planning. In addition, the school'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 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 I (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.

Careers

Graduates with an MCRP degree find employment in the public, private, and nonprofit sectors. Graduates work in the public sector at the local, state, regional and federal levels. In the private sector, graduates are typically employed by consulting firms, private developers, and other firms requiring research and analysis skills. Graduates are also employed by such nonprofit organizations as environmental and advocacy groups, community development organizations, and research firms. Positions

span a broad variety of sectors including land use, housing, social services, parks, transportation, economic development and natural resources.

Application Procedures

Importance is placed on the student's preference for and ability to undertake self-directed educational activity.

The 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

Interested applicants begin the application process by creating an account at https://gradweb.uoregon.edu/online_app/application/guidelines1.asp. The application process include submission of each of the following components:

1. A résumé summarizing education and professional experience.
2. A statement, organized into four questions related to: interest in Why are studying community and regional planning, interest in the University of Oregon, professional goals, and what you hope to accomplish. There is an optional prompt to share any personal challenges, barriers, or hardships you faced.
3. At least three letters of recommendation from people familiar with the applicant's ability to pursue graduate-level studies in planning unofficial transcripts from all prior undergraduate and graduate institutions in your online application.
4. You must have official transcripts from all colleges or universities where you received a bachelor's degree and all subsequent degrees. Find more information at <https://gradschool.uoregon.edu/admissions/how-to-apply/transcripts> (<https://gradschool.uoregon.edu/admissions/how-to-apply/transcripts/>). Graduate Record Examinations (GRE) scores are optional. If submitted, they are considered along with other application materials.
5. Demonstration of English language proficiency. International students should visit <https://gradschool.uoregon.edu/admissions/how-to-apply/english-proficiency> to review the options to demonstrate proficiency.

Applications are accepted beginning late September for admission the following fall term. The priority deadline for receipt of the application to the program is February 1. Applicants are notified of admission decisions in late February. Applicants may be accepted later in spring as space permits.

Program Learning Outcomes

The MCRP Program is accredited by the Planning Accreditation Board (PAB). The program learning outcomes relate to three key areas of knowledge, skills, and values in these eight categories:

- Planning knowledge: Describe and explain the purpose and meaning of planning, planning theories, principles, and practices. Students should be able to synthesize planning knowledge for the purpose of evaluating and describing, explaining, and arguing for different approaches in their future professional practice.
- Application of planning knowledge: Select relevant theory and knowledge to inform planning practice and tailor the application to the appropriate context by working with external clients on real-world projects.

- Substantive knowledge: Illustrate substantive and technical expertise in a specific field of interest.
- Methods: Apply appropriate quantitative and qualitative research methods to collect, analyze, and interpret data relevant to planning, and use the information to make informed decisions and recommendations.
- Communication: Demonstrate ability to communicate with expert and non-expert audiences through written, oral, and graphic methods.
- Teamwork: Collaborate effectively with interdisciplinary teams in planning and implementation processes.
- Ethics: Analyze, reflect, and develop a personal code of ethics or values system related to the ethical principles of the planning profession (AICP Code of Ethics).
- Planning impact: Recognize and assess power structures within institutions and policies that intersect with planning. Develop and test strategies for changing these institutions and policies to lead to more socially, economically, and environmentally just outcomes.

The Planning Curriculum

A total of 72 credits beyond the bachelor's degree is required for the MCRP degree. Core courses must be taken for letter grades, unless offered pass/no pass only.

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 through external and internal internships. Students who have successfully completed the two-term Community Planning Workshop are eligible to apply for paid internships with the Institute for Policy Research and Engagement. Successful applicants will continue to provide support for planning projects across the state, gaining valuable experience and professional connections. Many students also pursue internships outside of PPPM (with governments, nonprofits and private planning firms). Internships are not required as part of curricular requirements for MCRP students.

Master of Community and Regional Planning Requirements

Code	Title	Credits
CORE COURSES (35 credits)		
PPPM 611	Introduction to Planning Practice	4
PPPM 612	Legal Issues in Planning	4
PPPM 613	Planning Analysis I	5
PPPM 616	Planning Theory and Ethics	4
PPPM 617	Human Settlements	4
PPPM 620	Planning and Management Research Skills	2
LAND USE REQUIREMENT (choose one):		4
PPPM 640	Land Use Planning and Policy	
PPPM 510	Experimental Course: [Topic] (Planning for Growth and Housing)	
PUBLIC PARTICIPATION REQUIREMENT (choose one):		4
PPPM 610	Experimental Course: [Topic] (Public Participation for Diverse Communities)	
PPPM 548	Collaboration	
PPPM 510	Experimental Course: [Topic] (Community Organizing)	
GIS REQUIREMENT (choose one):		4
PPPM 534	Urban Geographic Information Systems	

PPPM 595	Advanced Urban Geographic Information Systems	
EXPERIENTIAL LEARNING (12 credits)		12
PPPM 623	Professional Development	
PPPM 663	Professional Development II	
PPPM 625	Community Planning Workshop	
PPPM 626	Community Planning Workshop	
FIELD OF INTEREST (25 credits)		25
Total Credits		72

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) and Community Planning Workshop (PPPM 626) complete five to 10 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 Community Planning Workshop (PPPM 625) and Community Planning Workshop (PPPM 626), selected students may continue to engage in planning research projects for compensation. The popularity of the program with students—and with government and private-sector clients—has enabled the Community Planning Workshop to provide research support for five to 15 students a year.

Federal grants 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.

Nonprofit Management (MNM)

The master of nonprofit management (MNM) is a comprehensive professional degree that prepares students for executive leadership of nonprofit and philanthropic (grant-making) organizations.

Due to the astonishing growth of the nonprofit sector over the past 30 years in the U.S. and the equally rapid growth of nongovernmental organizations internationally, the sector has professionalized. Nonprofit

employers now seek master's degree graduates with specialized training that will allow them to propel their organization forward.

This degree is distinct from a master of business administration and a master of public administration due to the nonprofit sector's unique funding and management structures. For example, multiple revenue streams require expertise in sources such as membership, capital campaigns, government contracts, grants, crowdfunding, and income from entrepreneurial ventures.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Synthesize foundational concepts and theories in nonprofit leadership and management: Students will learn and apply the leading theories and evidence-based best practices surrounding organization management and governance to written assignments and in hands-on applied projects.
- Develop critical thinking skills to ethically manage, govern and lead nonprofit and philanthropic organizations: Through the use of discussions, current events, case studies and real-world examples, emerging leaders will develop the skills necessary to consider and critically analyze multiple perspectives and sources of information.
- Learn how to best develop and steward nonprofit financial and human resources: Through a series of courses focused on management, students will learn and apply skills necessary to fundraising, financial management, grant writing, working with under-served populations and volunteer management.
- Apply learned competencies to real-world organizational challenges: Students will develop professional expertise and demonstrate competence by partnering with local organizations throughout the program, including serving as a member of a board of directors, completing a capstone project with an organization, and engaging in other coursework on strategic planning, project management, philanthropy and grantmaking, grant writing, and an internship placement, among others.
- Articulate individual aspirations in nonprofit professional practice to address broader societal needs and outcomes: In PPPM students become change agents and problem solvers. Students have opportunities to comprehensively explore their personal and professional goals through coursework, internships, one-on-one advising with instructors and faculty leaders. The flexible curriculum also allows students to take electives across campus in various fields of interest important to them.

Nonprofit Management

The master of nonprofit management (MNM) 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 US and the growth of 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.

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 Fundraising for Nonprofit Organizations (PPPM 581) 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 most 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.

The priority application deadlines are due February 1 for students entering the program in the following fall, although we also allow applications on a rolling basis as space permits. The online application requires the following (please follow the detailed checklist available on the department website):

- Official transcripts from undergraduate college or university, and from graduate study, if applicable
- GRE or GMAT scores (optional)
- TOEFL or IELTS scores for nonnative English speakers
- A personal statement, organized into four questions related to: your interest in studying nonprofit management, your interest in the University of Oregon, professional goals, and what you hope to accomplish. There is an optional prompt to share any personal challenges, barriers, or hardships you faced.
- Comprehensive employment and education résumé
- Three recommendation letters from those who can best speak to your preparation for graduate school and leadership in the nonprofit sector. At least one should be from a faculty member, but for those with extensive work experience three professional letters are also appropriate
- University of Oregon online graduate admission application

Nonprofit Curriculum

After completion of the core curriculum (33 credits focusing on financial, management, and revenue-development skills), students complete an internship and 20 credits of concentration electives. Students complete a management-based capstone sequence that culminates in successful completion of a consulting project for a nonprofit organization. The two-year program takes 70 credits to complete.

Master of Nonprofit Management Requirements

Code	Title	Credits
CORE COURSES (31 credits)		
PPPM 522	Grant Proposal Writing	1
PPPM 581	Fundraising for Nonprofit Organizations	4

PPPM 586	Philanthropy and Grant Making	2
PPPM 618	Public Sector Theory	4
PPPM 620	Planning and Management Research Skills	2
PPPM 623	Professional Development	1
PPPM 656	Quantitative Methods	5
PPPM 680	Managing Nonprofit Organizations	4
PPPM 684	Public and Nonprofit Financial Management	4
PPPM 686	Nonprofit 48-Hour Charrette	1
PPPM 687	Nonprofit Board Governance (three-term sequence, one credit per term)	3

FIELD of INTEREST ELECTIVES + NONPROFIT INTERNSHIP (23 credits)

PPPM 604	Internship: [Topic] ¹	3
Plus 20 credits from courses focused on a specific field of interest ²		20

MANAGEMENT SEQUENCE: 16 Credits

PPPM 688	Nonprofit Consultancy	4
Plus 12 credits from the following (can also serve as electives):		12

PPPM 507	Seminar: [Topic] (Strategic Communications; Public Sector Leadership; Advocacy/Lobbying Seminar)	
PPPM 510	Experimental Course: [Topic] (Community Organizing; Museum Practice; Event Management)	
PPPM 518	Introduction to Public Law	
PPPM 525	Project Management	
PPPM 526	Strategic Planning for Management	
PPPM 548	Collaboration	
PPPM 552	Public Participation in Diverse Communities	
PPPM 565	Program Evaluation	
PPPM 570	The Arts in Society	
PPPM 572	Creative Placemaking	
PPPM 573	Cultural Programming	
PPPM 575		
PPPM 583	Volunteer Resource Management	
PPPM 587	Impact Philanthropy	
PPPM 588	Nonprofit Legal Issues	
PPPM 633	Public Management	
PPPM 685		
PPPM 607	Seminar: [Topic] (Issues in Arts and Cultural Leadership)	
PPPM 610	Experimental Course: [Topic] (Visual Communications)	
PPPM 625	Community Planning Workshop	
PPPM 626	Community Planning Workshop	
CRES 610	Experimental Course: [Topic] (Nonprofit Law/Management Clinic)	
CRES 631	Managing Conflict in Organizations	
MGMT 623	Negotiation	
MGMT 625	New Venture Planning	
MGMT 635	Opportunity Recognition	

GLBL 522	Aid to Developing Countries
Other course (with MNM faculty advisor approval)	
Total Credits	70

¹ Completing a nonprofit internship (3 credits) is highly recommended for all MNM students, and required for those with fewer than two years of relevant professional experience.

² Courses must be approved by an advisor and should focus on a specific field of interest 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 (<https://pppm.uoregon.edu/grad/master-of-nonprofit-management/>).

Accelerated Master's of Nonprofit Management

This 5-year Accelerated Master's degree program enables students who graduate with a Major in PPPM or Minor in Nonprofit Administration to add one additional year of coursework to earn a Master's of Nonprofit Management degree. University of Oregon is one of the few universities in the world with a master's degree fully dedicated to professional training for executive leadership of nonprofit organizations. Graduates are in high demand, and pursue remunerative and rewarding careers.

Many of our undergraduates choose to pursue graduate work in nonprofit management, but often not at the UO since there is a significant amount of course overlap between our undergraduate and graduate offerings. This program will allow highly qualified and motivated undergraduates to stay with us for one additional year and earn a Master's degree.

This is a 4+1 program as envisioned by much the materials and guidance for an accelerated master's program. Students will take 15 credits in master's-level coursework their senior year. They will take an additional 45 minimum graduate study credits (500+ courses) for graduate students seeking a master's degree in their 5th year.

Fourth Year	
Fall	Credits
PPPM 680	Managing Nonprofit Organizations
PPPM 413	Quantitative Methods
Electives and UG requirements	4-8
Total Credits:	12-16

Fourth Year	
Winter	Credits
PPPM 581	Fundraising for Nonprofit Organizations
PPPM 522	Grant Proposal Writing
Electives and UG requirements	4-10
Total Credits:	9-15

Fourth Year	
Spring	Credits
PPPM 586	Philanthropy and Grant Making
PPPM 684	Public and Nonprofit Financial Management

Electives and UG requirements	6-10

Total Credits:	12-16

Fourth Year	
Summer	Credits
Electives and UG requirements	1-8
Total Credits:	1-8

Fifth Year	
Fall	Credits
PPPM 618	Public Sector Theory
PPPM 686	Nonprofit 48-Hour Charrette
PPPM 687	Nonprofit Board Governance
PPPM 623	Professional Development
Graduate Electives	4
Total Credits:	11

Fifth Year	
Winter	Credits
PPPM 620	Planning and Management Research Skills
PPPM 687	Nonprofit Board Governance
PPPM 604	Internship: [Topic]
Graduate Electives	6
Total Credits:	15

Fifth Year	
Spring	Credits
PPPM 687	Nonprofit Board Governance
PPPM 688	Nonprofit Consultancy
Graduate Electives	8
Total Credits:	13

Fifth Year	
Summer	Credits
Graduate Electives	4-8
PPPM 604	Internship: [Topic]
Total Credits:	5-18

First Year	
Spring	Credits
PPPM 687	Nonprofit Board Governance
PPPM 688	Nonprofit Consultancy
Electives	8
Total Credits:	13

- Potential Electives with advisor approval

Code	Title	Credits
PPPM 507	Seminar: [Topic]	1-5
PPPM 525	Project Management	4
PPPM 526	Strategic Planning for Management	4
PPPM 532		4
PPPM 543	Natural Resource Policy	4
PPPM 544	Environmental Policy	4
PPPM 546	Socioeconomic Development Planning	4
PPPM 548	Collaboration	4
PPPM 552	Public Participation in Diverse Communities	4
PPPM 560	Health Policy	4
PPPM 565	Program Evaluation	4
PPPM 570	The Arts in Society	4
PPPM 571	Cultural Policy	4
PPPM 572	Creative Placemaking	4
PPPM 573	Cultural Programming	4
PPPM 575		4
PPPM 583	Volunteer Resource Management	2
PPPM 586	Philanthropy and Grant Making	2
PPPM 587	Impact Philanthropy	4
PPPM 588	Nonprofit Legal Issues	4
PPPM 601	Research: [Topic]	1-16
PPPM 605	Special Problems: [Topic]	1-16
PPPM 625	Community Planning Workshop	5
PPPM 626	Community Planning Workshop	5
PPPM 670		4
PPPM 685		4

Public Administration (MPA)

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 policy making—the idea that the formulation of policy and its implementation should be based on evidence of effectiveness—has gained 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 US, 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 size of the program means that master's students at the University of Oregon 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—Community Planning Workshop (PPPM 625)—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. As an alternate, students may complete both the MPA and MNM degrees concurrently. See a member of the department staff for application procedures for concurrent programs.

Oregon is known for its progressive policy making, from the Bottle Bill, to vote-by-mail, to current efforts in health-care reform. Students find policymakers and public managers unusually accessible for consultation in Oregon.

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.

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
6. The Graduate Record Examination is optional 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, commitment to public service, and written statement. The deadline for receipt of fall term admission is February 1. Applications received after the deadline will be considered on a rolling basis as space allows.

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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Leadership:** Graduates will demonstrate effective leadership skills in managing and leading public and nonprofit organizations. This includes skills in decision-making, communication, and strategic planning and management.
- **Policy:** Graduates will be able to develop, implement, and evaluate public policies that are evidence-based, data-driven, and responsive to the needs of the community.
- **Analytical Skills:** Graduates will be able to use qualitative and quantitative methods to analyze complex public problems and to evaluate the effectiveness of various programs and initiatives for the purposes of decision-making in a complex and dynamic environment.
- **Public Service:** Graduates will understand the role of public servants as stewards of public resources, responsible for ensuring that government programs and services are effective, efficient, and equitable. They will understand the importance of emphasizing service to the community and the greater good, rather than individual or organizational interests.
- **Diversity:** Graduates will understand and appreciate the diversity of people, cultures, and ideas in the public and nonprofit sectors. They will be able to develop policies and programs that address the needs and concerns of diverse communities, and promote inclusion, equity, and social justice.

Master of Public Administration Requirements

Code	Title	Credits
CORE COURSES (33 credits) ¹		
PPPM 618	Public Sector Theory	4
PPPM 628	Public Sector Economics	4
PPPM 629	Public Budget Administration	4
PPPM 633	Public Management	4
PPPM 636	Public Policy Analysis	4
PPPM 656	Quantitative Methods	5
PPPM 657	Research Methods in Public Policy and Management	4

PPPM 684	Public and Nonprofit Financial Management	4
FIELD OF INTEREST (28 credits minimum)		
plus 24 credits from elective courses focused on a specific field of interest ²		24
PPPM 623	Professional Development	1
PPPM 604	Internship: [Topic] ³	3
APPLIED RESEARCH PROJECT (11 credits)		
PPPM 637	MPA Policy Analysis Project	1
PPPM 638	MPA Capstone Applied Research Project I	5
PPPM 639	MPA Capstone Applied Research Project II	5
Total Credits		72

¹ Must be taken for letter grades.

² Interest areas may include: policy, public management, nonprofit management, planning, environmental policy, or other field of interest. A list of potential courses for each field of interest is available on the department's website. Students who would like to develop their own field of interest are able to do so in consultation with a faculty advisor. Recent graduates have created customized fields of interest in food sufficiency, health policy, and international development.

³ Completing an internship (3 credits) is highly recommended for all MPA students, and required for those with fewer than two years of relevant professional experience.

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 post-policy implementation on Oregonians, and an examination of three potential communities for a nonprofit's expansion.

Planning and Public Affairs (PhD)

The UO PhD program in Planning and Public Affairs trains students to conduct rigorous, original research to inform scholarship, policy, and practice. Students must have a Masters degree in a related field to be admitted to the program;. Key aspects of our program include:

- **Innovative:** Focused around research groups working to address key societal issues with a high potential for academic employment
- **Interdisciplinary:** Flexible structure allows students to access a range of disciplines across our School and the University
- **Engaged:** Draws upon our international reputation of engaged teaching and scholarship in collaboration with agencies, cities, and communities
- **Inclusive:** Builds on our dedication to equity and inclusion and our diverse faculty

Each admitted student must choose a primary disciplinary track, which can be fulfilled with a previous graduate degree or coursework at Oregon.

1. Community and regional planning
2. Nonprofit management
3. Public administration and public policy

The program focuses on three, cutting-edge research areas that are strengths among the PPPM faculty. Students work with advisors based in these research groups, and may also engage with other faculty across campus:

- **Sustainable Cities and Transportation:** Analyzing the emerging trends related to technology and cities such as: land use, urban form, street design, new mobility, active transport, micromobility, public policy, and public budgeting/finance.
- **Access and Equity:** Issues of access, equity, social justice, representation, and power for under-represented and under-served communities. This work crosses planning, community engagement, community development, urban design, non-profit management, and public policy disciplines
- **Nonprofit, Philanthropic and Social Enterprise:** Innovative trends related to management, arts and cultural leadership, philanthropy and social enterprise. This work focuses in particular on issues such as social entrepreneurship, high impact philanthropy and the economics of nonprofit organizations

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Develop expertise in a disciplinary track for future research and teaching, while also developing in depth knowledge in a chosen concentration area(s) for the purpose of informing future scholarship, policy, and practice.
- Acquire and master a range of skills in research methods appropriate to a discipline and concentration area.
- Practice different pedagogical skills in a range of contexts, while being able to articulate a research based pedagogical philosophy and applied framework.
- Acquire and develop a range of professional skills for an academic and/or research career.
- Cultivate hard and soft skills to engage with communities and clients as partners.
- Practice and refine writing skills for publications and grant proposals.

Planning and Public Affairs Major

Code	Title	Credits
Methods Plan ¹		16
Disciplinary Track ²		36
Career Development ³		3

PPPM 607	Seminar: [Topic]	
PPPM 604	Internship: [Topic]	
Dissertation		26
Total Credits		81

- ¹ Approved by the student's Pre-Dissertation Advisory Committee based on field of study.
- ² Disciplinary Track coursework must be approved by the student's Pre-Dissertation Advisory Committee.
- ³ Academic Career Development: may also substitute PS 602/608 teaching and professionalization seminars (or equivalent class with approval)

Nonprofit Management Graduate Certificate

The objective of our Graduate Certificate in Nonprofit Management is to prepare you for leadership positions in nonprofit and philanthropic (grant making) organizations. The curriculum, which centers on technical skills specific to the nonprofit and philanthropic sectors, is designed to develop the skills necessary to manage and lead financially stable, innovative, and effective organizations.

Opportunities for nonprofit managers with specialized skills have expanded sharply. Currently, approximately 8% of the U.S. total employment is in the nonprofit sector. Recent graduates serve in all nonprofit sectors in a variety of leadership positions.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Develop and steward nonprofit financial and human resources.
- Ethically manage, govern, and lead nonprofit and philanthropic organizations.
- Synthesize foundational concepts and theories in nonprofit management and leadership.
- Apply learned competencies to real-world nonprofit sector challenges.

Graduate Certificate in Nonprofit Management Requirements

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.

Code	Title	Credits
Core Courses		
PPPM 522	Grant Proposal Writing	1
PPPM 581	Fundraising for Nonprofit Organizations	4
PPPM 680	Managing Nonprofit Organizations	4

PPPM 684	Public and Nonprofit Financial Management	4
Internship and Electives ¹		
Select three or more credits of elective course. Examples include: ¹		3
PPPM 525	Project Management	
PPPM 526	Strategic Planning for Management	
PPPM 565	Program Evaluation	
PPPM 583	Volunteer Resource Management	
PPPM 586	Philanthropy and Grant Making	
PPPM 587	Impact Philanthropy	
PPPM 588	Nonprofit Legal Issues	
PPPM 610	Experimental Course: [Topic]	
PPPM 685		
PPPM 686	Nonprofit 48-Hour Charrette	
PPPM 687	Nonprofit Board Governance	
PPPM 688	Nonprofit Consultancy	
PPPM 604	Internship: [Topic] ²	6
Total Credits		24

¹ Elective credits may be taken in other departments. Information about the many nonprofit elective courses or waiver of required courses is available from the program director.

² Students wishing to complete the certificate must complete an internship and 5 elective credits **or** take 11 credits of nonprofit-relevant elective courses. Students who have no significant work experience in the nonprofit sector are strongly recommended to complete an internship by enrolling in 6 credits of Internship: [Topic] (PPPM 604).

College of Education

<http://education.uoregon.edu>

Laura Lee McIntyre, Dean

230 HEDCO Education Building
1215 University of Oregon
Eugene, OR 97403-1215
541-346-7452

Preparing Educators in the 21st Century

The College of Education's academic majors are organized into three departments: counseling psychology and human services; education studies; and special education and clinical sciences.

The college offers undergraduate, master's, education specialist, and doctoral degrees and preparation for licensure, programs that link instruction to current research findings and pedagogical practices and to the needs of the educational community, ensuring students are prepared for collaborative practice in the field of education and related services. 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 overwhelming 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 *US News and World Report* as one of the nation's top colleges of education (14th nationally in the 2018 rankings). Its scholarship, teaching, and practical learning opportunities offer students a respectful and affirming climate, a culture of belonging, and an inclusive learning environment.

Faculty

Julie Alonzo, teaching professor and research associate professor (teacher professional development, leading for equity, response to intervention); BA, 1990, Carleton College; PhD, 2007, Oregon. (2007)

Nancy Golden, professor of practice (leadership, equity, public policy). BS, 1973, Denver; MS, 1974, PhD, 1987, Oregon. (2015)

Sheree Jederberg, teaching professor (school leadership & practice, whole school systems reform, curriculum and instruction, public policy); BS, 1979, California San Diego; BA/MA, 1989, San Diego State; MA, 1991, San Diego State; Ed.D., 2006, Southern California. (2021)

Cengiz Zopluoglu, associate professor (latent variable modeling, longitudinal data analysis, statistical computing). BA, 2005, Abant Izzet Baysal; MA, 2009, PhD, 2013, Minnesota. (2020)

Emeriti

Gerald K. Bogen, professor emeritus. BA, 1959, Western Washington; MS, 1961, DEd, 1963, Oregon. (1961)

Michael D. Bullis, professor emeritus. BPE, 1973, MS, 1978, Purdue; PhD, 1983, Oregon. (1995)

David T. Conley, professor emeritus. BA, 1972, California, Berkeley; MA, 1983, PhD, 1986, Colorado, Boulder. (1989)

C. H. Edson, associate professor emeritus. BA, 1964, California, Berkeley; MA, 1970, Oregon; PhD, 1979, Stanford. (1973)

Arthur C. Hearn, professor emeritus. AB, 1934, MA, 1937, EdD, 1949, Stanford. (1950)

John E. Lallas, professor emeritus; executive dean emeritus. BA, 1947, Washington (Seattle); BA, 1952, Western Washington; EdD, 1956, Stanford. (1957)

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)

Joseph Stevens, professor emeritus. BA, 1974, MA, 1976, PhD, 1983, Arizona. (2005)

Gerald Tindal, professor emeritus. BA, 1975, PhD, 1982, Minnesota. (1984)

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

Graduate

Major - Master's Degree

- Educational Leadership (MEd) (p. 517)

Major - Education Specialist Degree

- Educational Leadership (EdS) (p. 518)

Major - Doctoral Degree

- Educational Leadership (DEd) (p. 520)

Other programs are listed under Counseling Psychology and Human Services, Education Studies, or Special Education and Clinical Sciences.

Educational Leadership (MEd)

Please see M.Ed. in Educational Leadership Program website (<https://education.uoregon.edu/edld/graduate/mef/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Use tangible skills that are immediately useful in using and understanding educational research and its application to problems of practice in a variety of educational settings.
- Apply data-driven methods and strategies to develop, implement, evaluate, and research educational programs.

Master of Education in Educational Leadership

Code	Title	Credits
YEAR 1 - COURSEWORK		
EDLD 613	Ethical Leadership	4
EDLD 614	School Improvement Through Curriculum and Assessment	4
EDLD 615	Leading Educational Change Initiatives	3
EDLD 616	Supervision of Teaching and Learning	4
EDLD 617	Oregon School Management and Budget	4
EDLD 635	Executive Leadership for Principals	4
EDLD 686	Oregon Legal Issues in Public Education	4
YEAR 2 - COURSEWORK		
EDLD 612	Communications and Community Relations	4
EDUC 611	Survey of Educational Research Methods	3
YEAR 2 - CLINICAL INTERNSHIP		
EDUC 606	Practicum: [Topic] (Principal Licensure Clinical Internship)	12
Total Credits		46

Educational Leadership (EdS)

APPLICATION INSTRUCTIONS (for publication on the UO website)

Complete the online Graduate Admission Application (https://gradweb.uoregon.edu/online_app/application/guidelines1.asp); select the Educational Leadership (EDLD) program within the College of Education.

Nonrefundable Application Fee: \$70 (Domestic Students)/\$90 (International Students), paid by credit card or eCheck. You will need to pay the application fee before you are able to submit the application.

Fee Waivers

Students who are applying to multiple graduate programs at the UO need to start the applications, pay the first application fee, and then contact the Division of Graduate Studies with a request for a fee waiver.

Students who have been admitted previously to the UO Division of Graduate Studies and have registered for credits the term they were admitted should still fill out the Admissions Application. The form will ask if you have ever enrolled as an admitted graduate student at the UO; saying yes to this will automatically waive the application fee.

You will be required to upload the following documents in the Slate application:

References or Letters of Recommendation

Three references are required for applicants

- As part of your online application, you will be asked to provide contact information for individuals who can help determine your potential for success in a graduate program.
- Individuals who have had previous opportunities to supervise or evaluate your work are the best candidates to write these letters.
- Upon submission of a completed application, Slate will email a request and instructions to referees to log in to the Slate system and provide their answers to a series of questions and optionally upload supplemental letters of recommendation.

- These references must be received before the deadlines for applications to close.
- We encourage you to list additional references to ensure you get the minimum number required.

Goal Statement

- Please write and upload a goal statement that answers the following:
 - Why are you applying for this program?
 - Address your current or future employment:
 - How would this degree/experience further your career aspirations?
 - How does your interest align with faculty and research centers at the UO?
- Your goal statement is a key document in the application process. It is your opportunity to describe your purpose in pursuing a graduate degree in education.
- Your statement should discuss any personal skills and experiences that explain your aspirations for graduate study, and how your work, experience, and goals are directly related to the expertise of the faculty.
- Successful applications reflect alignment between potential program of study and the expertise of the faculty in supporting this program of study.

Résumé or Curriculum Vitae

Your vitae should include the following information, beginning with most recent education, including degree and institution (with dates of graduation):

- Work experiences in education
- Presentations at conferences or workshops
- Publications, if any
- Organizational affiliations
- Any other relevant professional information

Writing Sample

Applicants submit a writing sample describing a problem of practice that warrants change. Your writing should address:

- What is being done that is either incomplete, incorrect, or ill-informed and could benefit from change in practice?
- Describe the problem in sufficient detail to understand the context and setting as well as the manner in which this change could/should occur (e.g., deploy professional development, consider experimentation, improve communication systems, etc.).
- Address the relevant targeted group (students, teachers, parents, administrators, school boards, state departments, etc.) and how this change would benefit them.
- Finally, in your analysis, cite the scholarly literature that supports your analysis.

In addition to the writing sample above, students have the option to submit one or more additional samples of scholarly writing (e.g., course papers, articles, essays).

Official Transcripts

At the time of application, applicants must submit unofficial transcripts from all colleges or universities previously attended, including the University of Oregon. Unofficial transcripts are uploaded as part of the online application.

Unofficial transcripts should show all coursework taken to date and, if applicable, the title of the degree earned and the date the degree was conferred. Applicants must provide English translations if the documents are issued in a language other than English.

Applicants who accept their offer of admission and matriculate must submit official transcripts from all colleges or universities from which they received a bachelor's degree or higher. Official transcripts received will be compared to the unofficial transcripts submitted as part of the application. If unofficial transcripts are later determined to be a forgery, or, if official transcripts are not submitted, your admission will be rescinded. Transcripts must show the title of the degree earned and the date the degree was conferred. Students admitted with in-progress coursework or requirements for bachelor's level degrees must have their degree conferred prior to the beginning of their term of admission at UO. Transcripts are subject to review and verification of authenticity.

In cases where documents are not issued in English, applicants must submit certified word-for-word English translations of all documents.

Mail to:

Office of the Registrar

5257 University of Oregon

Eugene, OR 97403

International Students

International students must provide the Registrar's Office with a copy of their official transcript in both the language of origin and in an officially recognized translated English version. Please read about special instructions for international transcripts. (<https://gradschool.uoregon.edu/admissions/how-to-apply/transcripts/>)

- International students should add an additional six weeks before application deadlines to accommodate the processing of additional required paperwork.
- Copies of official TOEFL or IELTS score sheets or an explanation must be uploaded as "Additional Documents" to your Slate application, and official copies sent to UO Admissions.
- International students should also visit the Division of Graduate Studies and follow the instructions listed there to submit additional requirements.
- Additional information and support can be found at UO International Student and Scholar Services.

Vaccination Requirements

Students will be required to meet the University of Oregon's current policies on vaccinations prior to being allowed to enroll in courses each term.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Mission, Vision, and Improvement
- Ethics and Professional Norms
- Equity, Inclusiveness, and Cultural Responsiveness
- Learning and Instruction
- Community and External Leadership
- Operations and Management
- Policy, Governance, and Advocacy
- Internship

Educational Leadership

Code	Title	Credits
EDLD 611	K-12 Education Policy for School Leaders	2
EDLD 624	Leading for Equity	3
EDLD 638	Advanced Public School Law	3
EDLD 643	Evidence-Based Decision Making in Schools	3
EDLD 649	Ethical Governance for School District Leaders	2
EDLD 675	Oregon School and District Finance	4
EDLD 687	Supervisory Practices for School Administrators	3
EDUC 620	Program Evaluation I	3
EDUC 621	Program Evaluation II	3
EDLD 610	Experimental Course: [Topic] (Qualitative Data and Coding)	3
EDLD 644	Learning Organization	3
EDST 691	Education Policy for Multilingual Students	3
SPED 528	Special Education Law	3
EDLD 604	Internship: [Topic] (Professional Administrator Licensure Clinical Internship) ¹	7
Total Credits		45

¹ Students must complete a minimum total of 7 credits of EDLD 604. This fulfills requirements for the Oregon Professional Administrator license. Candidates seek licensure through TSPC with UO/COSA's assistance once all coursework is completed. The Clinical Internship experience is a total of 7 credits and requires a minimum of 200 hours of meaningful district-level experiences distributed across the District Level National Educational Leadership Preparation (NELP) standards. A University internship supervisor and a district-based supervisor form the supervision team for each candidate. All University Internship Supervisors are highly qualified and experienced Oregon administrators, and all District-Based Supervisors must have held an Oregon Administrator license for at least three years. During the Internship experience, candidates are engaged in reading, discussion board posts and job-embedded assignments.

Educational Leadership (DEd)

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 degree and licensure programs is available from the Program's and College of Education's websites, as well as from the Program's Academic Program Coordinator.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Synthesize research literature to evaluate the strengths and weaknesses of educational programs, interventions, and policies.
- Evaluate educational outcomes through an equity lens, with a particular focus on disproportionality.
- Conduct original research related to a problem of practice using quantitative, qualitative, or mixed methods approaches.
- Articulate the leadership qualities that foster the improvement of educational institutions (e.g., classrooms, schools, school districts).
- Communicate clearly and professionally in writing and oral presentations.

Doctor of Education in Educational Leadership

Code	Title	Credits
YEAR 1		
EDUC 611	Survey of Educational Research Methods	3
EDLD 615	Leading Educational Change Initiatives	3
EDLD 624	Leading for Equity	3
EDLD 644	Learning Organization	3
EDLD 696	Professional Writing I: Foundations in Professional Writing	3
EDUC 614	Introductory Statistics for Practitioners I	3
EDUC 615	Qualitative Data and Coding Methods	3
EDLD 697	Professional Writing II	3
EDUC 640	Introductory Statistics for Practitioners II	3
EDLD 643	Evidence-Based Decision Making in Schools	3
EDLD 698	Professional Writing III: Literature Review	3
YEAR 2		
EDUC 620	Program Evaluation I	3
EDST 692	Educational Policy Analysis	3
EDLD 638	Advanced Public School Law	3
EDUC 621	Program Evaluation II	3
EDLD 627	Leaders Serving Special Populations	3
EDLD 692	Research Writing	3
SPED 528	Special Education Law	3
EDST 691	Education Policy for Multilingual Students	3
EDLD 694	Dissertation Preparation	3
COURSEWORK AFTER ADVANCEMENT TO CANDIDACY		
EDLD 699	Dissertation Methods Apprenticeship	3
Dissertation		18

EDLD 603	Dissertation
Total Credits	81

*Subject to change. Please see current Program's Website: <https://education.uoregon.edu/edld/graduate/ded>

Counseling Psychology and Human Services

Leslie Leve, Department Head

240 HEDCO Education Building
541-346-9148

Programs in the Department of Counseling Psychology and Human Services educate and train professionals in counseling psychology, couples and family therapy, prevention science, and family and human services. Students are trained to effectively identify, prevent, and treat psychological and public health 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.

Faculty

- Tiffany Brown, teaching professor (self-harm, family dynamics of addiction, collegiate recovery communities). BS, 2002, MEd, 2005, Oregon; PhD, 2009, Texas Tech. (2011)
- Elizabeth Budd, Evergreen associate professor (early chronic disease prevention, physical activity and healthy eating promotion, adolescent and community health). BS, 2005, Santa Clara; MPH, 2009, Saint Louis; PhD, 2016, Washington (St. Louis). (2016)
- Krista Chronister, professor (domestic violence, career counseling, community intervention). BS, 1996, Florida; MS, 2000, PhD, 2003, Oregon. (2003)
- Jessica Cronce, associate professor (health and risk behaviors among young adults, individual-focused prevention). BS, 1999, Washington (Seattle); MS, 2005, MPhil, 2006, PhD, 2009, Yale. (2015)
- Dave DeGarmo, research professor (prevention science methodology, longitudinal analysis, fathers and parenting). BA, 1987, Lock Haven; MS, 1989, PhD, 1993, Akron. (2013)
- Jennifer Doty, associate professor (adolescent behavioral health, technology, prevention science). BA, 1997, Brigham Young; MS, 2003, Northern Illinois; PhD, 2015, Minnesota, Twin Cities. (2022)
- Wendy Hadley, Julie and Keith Thomson Faculty Chair and HEDCO Clinic Director, professor (adolescent sexual and substance use risk prevention, adolescent obesity, technology interventions). BS, 1994, University of Florida; MS, 2000, PhD, 2003, University of Memphis. (2019)
- Cindy Huang, associate professor. BA, 2005, MA, 2007, San Diego State; PhD, 2012, Oregon. (2024)

Nichole Kelly, Evergreen associate professor (obesity prevention and adolescent health, eating disorders, health promotion). BS, 2004, Virginia; PhD, 2013, Virginia Commonwealth. (2016)

Atika Khurana, 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)

Jean Kjellstrand, associate professor (corrections-involved families, positive youth development, reentry and preventive interventions). BA, 1989, Carleton College; MSW, 1991, Wisconsin, Madison; PhD, 2009, Portland State. (2014)

Heather Leonard, lecturer (prevention science, media use, adolescence). BS, 1996, Utah State; MEd, 2018, PhD, 2023, Oregon. (2023)

Leslie Leve, Lorry Lokey Chair in Education, professor (foster care, adoption, prevention science). BA, 1990, California, Santa Cruz; MS, 1991, PhD, 1995, Oregon. (2013)

Ashley Linden-Carmichael, associate professor (young adult higher-risk alcohol and cannabis use, psychosocial risk factors, prevention science). BS, 2010, Central Michigan; MS, 2012, PhD, 2016, Old Dominion. (2024)

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, Ann Swindells Professor in Counseling Psychology (adolescent career development, empowerment, Latino youth academic success). BA, 1983, Notre Dame; MC, 1988, PhD, 1992, Arizona State. (1997)

Christopher J. Murray, professor (lifespan disability issues, special education). BA, 1989, University of Maryland, College Park; MEd, 1992, Howard; PhD, 1998, Washington, Seattle. (2006)

Kristin Perry, assistant professor (prenatal substance exposure, early childhood aggression, parental substance misuse). BA, 2013, Santa Barbara, California; MA, 2015, San Diego State; PhD, 2022, University at Buffalo, New York. (2024)

Elizabeth A. Stormshak, Philip H. Knight Chair; professor (prevention of delinquency, conduct problems, peer rejection). BA, 1988, Washington (Seattle); MS, 1992, PhD, 1995, Pennsylvania State. (1996)

Rachel Rochester, instructor (literacy, scholarly writing, grant writing). BS, 2007, Lesley; MA, 2011, Arizona State; PhD, 2018, Oregon. (2023)

Emily Tanner-Smith, Thomson professor (applied research methodology, meta-analysis, substance use and addiction). BS, 2003, Belmont; MA, 2007, PhD, 2009, Vanderbilt. (2017)

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)

Karrie P. Walters, teaching professor (human services, child and family interventions, prevention and social justice). BA, 1996, North Texas; MA, 2001, Minnesota, Twin Cities; PhD, 2010, Oregon. (2010)

Emeriti

Sally Fullerton, professor emerita. BS, 1956, Oregon State; MA, 1960, Cornell; PhD, 1970, Oregon. (1970)

Weston H. Morrill, professor emeritus. BS, 1960, MS, 1961, Brigham Young; PhD, 1966, Missouri, Columbia. (1990)

Shoshana D. Kerewsky, teaching professor emerita. BA, 1983, Swarthmore; MA, 1990, Lesley; PsyD, 1998, Antioch, New England. (1996)

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)

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

Undergraduate Programs

Majors - Bachelor's Degree

- Family and Human Services (BA/BS) (p. 521)

Graduate Programs

Majors - Master's Degree

- Counseling, Family, and Human Services (MEd) (p. 529)
- Couples and Family Therapy (MS) (p. 530)
- Prevention Science (MEd) (p. 531)
- Prevention Science (MS) (p. 533)

Majors - Doctoral Degree

- Counseling Psychology (PhD) (p. 535)
- Prevention Science (PhD) (p. 534)

Specializations

- Spanish Language Psychological Service and Research (p.)

Family and Human Services (BA/BS)

Jen Doty, Program Director

340 HEDCO Education Building
541-346-3167
fhs@uoregon.edu

Students in the family and human services (FHS) program are committed to helping individuals improve their quality of life. Reflecting the complexity of community and social science sectors, FHS is interdisciplinary, drawing on the fields of psychology and counseling, social work, prevention science, public health, human development, and sociology.

Alongside like-minded peers, you'll analyze and create systems of community care for children and families. You'll learn how to help children and families develop effective ways to succeed in today's complex world, and you'll gain an understanding of evidenced-based interventions, prevention, and agency policy and practices.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Graduates will understand human services history, theories, basic social science methods, and their applications in practice.
- Graduates will be able to systematically analyze individual, family, and community needs; plan and implement appropriate strategies and services; and evaluate effectiveness of services.
- Graduates will develop interpersonal skills and awareness of their own values, personalities, power/privilege, biases, interpersonal styles and limitations.
- Graduates will have knowledge of the legal, ethical and professional standards of human service professions and demonstrate an ability to apply strategies for these standards in human service contexts.
- Graduates will understand risk and protective factors across all levels of the social ecological model that promote or inhibit human functioning and health equity, and they will incorporate this knowledge when engaging with individuals, families, communities, and policymakers.

Students who major in FHS must select one track area in which to complete additional coursework beyond a shared set of core courses.

- **Fundamentals (p. 522)** track
- **Prevention Science (PS)** track
- **Direct Service Intensive (p. 523) (DSI)** track

The Family and Human Services major offers three pathways for study. By default, all FHS students are admitted into the Fundamentals track and must apply to the Direct Service Intensive (DSI) or Prevention Science (PS) track if they choose one of those options.

Family and Human Services Major Requirements

Courses used to fulfill the major requirements must be passed with a letter grade of at least C- or a P* where pass/no pass is the only grading option for the course.

Fundamentals Track

Code	Title	Credits
Professional Studies		36
CPSY 217	Foundations of Student Health and Well-Being	
FHS 213	Issues for Children and Families	
FHS 215	Exploring Family and Human Services	
FHS 216	Diversity in Human Services	
FHS 228	Human Development in the Family Context	
FHS 301	Writing for Human Services Professionals	
FHS 330	Individual Interventions in Ecological Contexts	
FHS 331	Group and Community Interventions	
FHS 420	Research in Human Services	
or PSY 303	Research Methods in Psychology	
or SOC 311	Research Methods	
FHS 471	Human Services Professional Ethics	
FHS 492	Contemporary Issues in Public Health	
Advanced Interventions & Case Management		3

FHS 493	Child and Family Case Management	
FHS 494	Adolescent and Adult Case Management	
Research Experience		3
FHS 401	Research: [Topic] (Research Experience)	
Equity and Diversity		4
ANTH 165	Sexuality and Culture	
ANTH 278	Science, Race, and Society	
ANTH 362	Human Biological Variation	
ASL 301	American Deaf Culture	
CRES 415	Conflict and Gender	
ES 101	Introduction to Ethnic Studies	
ES 352	Social Equity and Criminal Justice	
GLBL 250	Value Systems in Cross-Cultural Perspective	
GLBL 420	Global Community Development	
PHIL 110	Human Nature	
PHIL 216	Philosophy and Cultural Diversity	
PHIL 307	Social and Political Philosophy I	
PHIL 309	Global Justice	
PSY 380	Psychology of Gender	
SOC 207	Social Inequality	
SOC 313	Social Issues and Movements	
SOC 345	Race and Ethnicity	
SOC 355	Sociology of Gender	
WGS 101	Introduction to Women's and Gender Studies	
WGS 201	Introduction to Queer Studies	
WGS 321	Feminist Perspectives on Identity, Race, Culture	
WGS 322	Queer Theory	
WGS 341	Women, Work, and Class	
Professional Depth		9
FHS 329	Youth Psychopathology in Context	
FHS 401	Research: [Topic]	
FHS 483		
LAW 304	American Law and Families	
PPPM 205	Introduction to City Planning	
PPPM 413	Quantitative Methods	
PPPM 418	Introduction to Public Law	
PPPM 422	Grant Proposal Writing	
PPPM 426	Strategic Planning for Management	
PS 485	Civil Rights and Civil Liberties	
PSY 301	Scientific Thinking in Psychology	
PSY 302	Statistical Methods in Psychology	
PSY 303	Research Methods in Psychology	
PSY 309	Psychopathology	
PSY 366	Culture and Mental Health	
PSY 473	Intimate Relationships	
PSY 478	Social Development	
SOC 304	Community, Environment, and Society	
SOC 312	Statistical Analysis in Sociology	
SOC 330	Sociology of the Family	
SOC 425		

SPED 426	Behavior and Classroom Management
STAT 243Z	Elementary Statistics I
WR 320	Scientific and Technical Writing
Scientific Analysis and Interpretation	
FHS 490	Scientific Analysis in Human Services
Total Credits	58

Family and Human Services Major Requirements

Courses used to fulfill the major requirements must be passed with a letter grade of at least C- or a P* where pass/no pass is the only grading option for the course.

Prevention Science Track

Code	Title	Credits
Professional Studies		36
CPSY 217	Foundations of Student Health and Well-Being	
FHS 213	Issues for Children and Families	
FHS 215	Exploring Family and Human Services	
FHS 216	Diversity in Human Services	
FHS 228	Human Development in the Family Context	
FHS 301	Writing for Human Services Professionals	
FHS 330	Individual Interventions in Ecological Contexts	
FHS 331	Group and Community Interventions	
FHS 420	Research in Human Services	
or PSY 303	Research Methods in Psychology	
or SOC 311	Research Methods	
FHS 471	Human Services Professional Ethics	
FHS 492	Contemporary Issues in Public Health	
Advanced Interventions & Case Management		3
FHS 493	Child and Family Case Management	
FHS 494	Adolescent and Adult Case Management	
Research Experience		7
FHS 401	Research: [Topic] (Research Experience)	
Equity and Diversity		4
ANTH 165	Sexuality and Culture	
ANTH 278	Science, Race, and Society	
ANTH 362	Human Biological Variation	
ASL 301	American Deaf Culture	
CRES 415	Conflict and Gender	
ES 101	Introduction to Ethnic Studies	
ES 352	Social Equity and Criminal Justice	
GLBL 250	Value Systems in Cross-Cultural Perspective	
GLBL 420	Global Community Development	
PHIL 110	Human Nature	
PHIL 216	Philosophy and Cultural Diversity	
PHIL 307	Social and Political Philosophy I	
PHIL 309	Global Justice	
PSY 380	Psychology of Gender	
SOC 207	Social Inequality	

SOC 313	Social Issues and Movements
SOC 345	Race and Ethnicity
SOC 355	Sociology of Gender
WGS 101	Introduction to Women's and Gender Studies
WGS 201	Introduction to Queer Studies
WGS 321	Feminist Perspectives on Identity, Race, Culture
WGS 322	Queer Theory
WGS 341	Women, Work, and Class
Professional Depth	
FHS 329	Youth Psychopathology in Context
FHS 401	Research: [Topic]
FHS 483	
LAW 304	American Law and Families
PPPM 205	Introduction to City Planning
PPPM 413	Quantitative Methods
PPPM 418	Introduction to Public Law
PPPM 422	Grant Proposal Writing
PPPM 426	Strategic Planning for Management
PS 485	Civil Rights and Civil Liberties
PSY 301	Scientific Thinking in Psychology
PSY 302	Statistical Methods in Psychology
PSY 303	Research Methods in Psychology
PSY 309	Psychopathology
PSY 366	Culture and Mental Health
PSY 473	Intimate Relationships
PSY 478	Social Development
SOC 304	Community, Environment, and Society
SOC 312	Statistical Analysis in Sociology
SOC 330	Sociology of the Family
SOC 425	
SPED 426	Behavior and Classroom Management
STAT 243Z	Elementary Statistics I
WR 320	Scientific and Technical Writing
Scientific Analysis and Interpretation	
FHS 490	Scientific Analysis in Human Services
Total Credits	62

Family and Human Services Major Requirements

Courses used to fulfill the major requirements must be passed with a letter grade of at least C- or a P* where pass/no pass is the only grading option for the course.

Direct Service Intensive Track

Code	Title	Credits
Professional Studies		36
CPSY 217	Foundations of Student Health and Well-Being	
FHS 213	Issues for Children and Families	
FHS 215	Exploring Family and Human Services	
FHS 216	Diversity in Human Services	

FHS 228	Human Development in the Family Context	
FHS 301	Writing for Human Services Professionals	
FHS 330	Individual Interventions in Ecological Contexts	
FHS 331	Group and Community Interventions	
FHS 420	Research in Human Services	
or PSY 303	Research Methods in Psychology	
or SOC 311	Research Methods	
FHS 471	Human Services Professional Ethics	
FHS 492	Contemporary Issues in Public Health	
Advanced Interventions & Case Management		3
FHS 493	Child and Family Case Management	
FHS 494	Adolescent and Adult Case Management	
Research Experience		1
FHS 401	Research: [Topic]	
Equity and Diversity		4
ANTH 165	Sexuality and Culture	
ANTH 278	Science, Race, and Society	
ANTH 362	Human Biological Variation	
ASL 301	American Deaf Culture	
CRES 415	Conflict and Gender	
ES 101	Introduction to Ethnic Studies	
ES 352	Social Equity and Criminal Justice	
GLBL 250	Value Systems in Cross-Cultural Perspective	
GLBL 420	Global Community Development	
PHIL 110	Human Nature	
PHIL 216	Philosophy and Cultural Diversity	
PHIL 307	Social and Political Philosophy I	
PHIL 309	Global Justice	
PSY 380	Psychology of Gender	
SOC 207	Social Inequality	
SOC 313	Social Issues and Movements	
SOC 345	Race and Ethnicity	
SOC 355	Sociology of Gender	
WGS 101	Introduction to Women's and Gender Studies	
WGS 201	Introduction to Queer Studies	
WGS 321	Feminist Perspectives on Identity, Race, Culture	
WGS 322	Queer Theory	
WGS 341	Women, Work, and Class	
Professional Depth		6
FHS 401	Research: [Topic]	
FHS 329	Youth Psychopathology in Context	
FHS 483		
FHS 490	Scientific Analysis in Human Services	
LAW 304	American Law and Families	
PPPM 205	Introduction to City Planning	
PPPM 413	Quantitative Methods	
PPPM 418	Introduction to Public Law	
PPPM 422	Grant Proposal Writing	
PPPM 426	Strategic Planning for Management	

PS 485	Civil Rights and Civil Liberties	
PSY 301	Scientific Thinking in Psychology	
PSY 302	Statistical Methods in Psychology	
PSY 303	Research Methods in Psychology	
PSY 309	Psychopathology	
PSY 366	Culture and Mental Health	
PSY 473	Intimate Relationships	
PSY 478	Social Development	
SOC 304	Community, Environment, and Society	
SOC 312	Statistical Analysis in Sociology	
SOC 330	Sociology of the Family	
SOC 425		
SPED 426	Behavior and Classroom Management	
STAT 243Z	Elementary Statistics I	
WR 320	Scientific and Technical Writing	
Practicum		12
FHS 472	Human Services in Practice	
FHS 473	Human Services in Practice Supervision	

Total Credits	62

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

In addition to required course work, those working toward all degrees listed below must participate in work or volunteer experiences related to human services and maintain a cumulative grade point average (GPA) of 2.50 or better.

Bachelor of Arts

- Fundamentals Track (p. 524)
- Direct Service Intensive Track (p. 525)
- Prevention Science Track (p. 526)

Bachelor of Science

- Fundamentals Track (p. 527)
- Direct Service Intensive Track (p. 528)
- Prevention Science Track (p. 529)

Bachelor of Arts in Family and Human Services (Fundamentals Track)

Course	Title	Credits	Milestones
First Year			
Fall			
FHS 213	Issues for Children and Families	4	
FHS 215	Exploring Family and Human Services	3	
WR 121Z	Composition I	4	
First term of 1st-year second-language sequence		5	
Credits		16	
Winter			
FHS 216	Diversity in Human Services	4	
CPSY 217	Foundations of Student Health and Well-Being	3	

WR 122Z	Composition II	4
or WR 123	or College Composition III	
Second term of 1st-year second-language sequence		5
Credits		16
Spring		
FHS 301	Writing for Human Services Professionals	3
Third term of 1st-year second-language sequence		5
Core-education course in arts and letters		4
Core-education course in social science		4
Credits		16
Second Year		
Fall		
FHS 228	Human Development in the Family Context	3
FHS 330	Individual Interventions in Ecological Contexts	4
First term of 2nd-year second-language sequence		4
Core-education course in science		4
Credits		15
Winter		
FHS 331	Group and Community Interventions	3
Second term of 2nd-year second-language sequence		4
Core-education course in arts and letters		4
Core-education course in social science		4
Credits		15
Spring		
Equity and diversity course		4
Professional depth course		3
Third term of 2nd-year second-language sequence		4
Core-education course in science		4
Credits		15
Third Year		
Fall		
FHS 420	Research in Human Services	3
Professional depth course		3
Core-education course in arts and letters		4
Core-education course in social science		4
Credits		14
Winter		
FHS 471	Human Services Professional Ethics	3
FHS 492	Contemporary Issues in Public Health	3
Professional depth course		3
Core-education course in science		4
Elective course		4
Credits		17
Spring		
FHS 490	Scientific Analysis in Human Services	3
FHS 401	Research: [Topic]	1
Core-education course in arts and letters		4
Upper-division elective courses		8
Credits		16

Fourth Year**Fall**

FHS 401	Research: [Topic]	2
Core-education course in science		4
Upper-division elective courses		8
Credits		14

Winter

Cultural literacy course in global perspective		4
Upper-division elective courses		8
Credits		12

Spring

FHS 493	Child and Family Case Management	3
or	or Adolescent and Adult Case Management	
FHS 494	Management	
Upper-division elective courses		12
Credits		15
Total Credits		181

Bachelor of Arts in Family and Human Services (Direct Service Intensive Track)

Course	Title	Credits	Milestones
First Year			
Fall			
FHS 213	Issues for Children and Families	4	
FHS 215	Exploring Family and Human Services	3	
WR 121Z	Composition I	4	
First term of 1st-year second-language sequence		5	
Credits		16	
Winter			
FHS 216	Diversity in Human Services	4	
CPSY 217	Foundations of Student Health and Well-Being	3	
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Second term of 1st-year second-language sequence		5	
Credits		16	
Spring			
FHS 301	Writing for Human Services Professionals	3	
Third term of 1st-year second-language sequence		5	
Core-education course in arts and letters		4	
Core-education course in social science		4	
Credits		16	
Second Year			
Fall			
FHS 228	Human Development in the Family Context	3	
FHS 330	Individual Interventions in Ecological Contexts	4	
First term of 2nd-year second-language sequence		4	
Core-education course in science		4	
Credits		15	

Winter		
FHS 331	Group and Community Interventions	3
Second term of 2nd-year second-language sequence		4
Core-education course in arts and letters		4
Core-education course in social science		4
Credits		15
Spring		
Equity and diversity course		4
Professional depth course		3
Third term of 2nd-year second-language sequence		4
Core-education course in science		4
Credits		15
Third Year		
Fall		
FHS 420	Research in Human Services	3
Professional depth course		3
Core-education course in arts and letters		4
Core-education course in social science		4
Credits		14
Winter		
FHS 471	Human Services Professional Ethics	3
FHS 492	Contemporary Issues in Public Health	3
Core-education course in science		4
Elective course		4
Credits		14
Spring		
FHS 493	Child and Family Case Management	3
or	or Adolescent and Adult Case	
FHS 494	Management	
FHS 472	Human Services in Practice	2
FHS 473	Human Services in Practice	1
	Supervision	
FHS 401	Research: [Topic]	1
Core-education course in arts and letters		4
Elective course		4
Credits		15
Fourth Year		
Fall		
FHS 472	Human Services in Practice	2
FHS 473	Human Services in Practice	1
	Supervision	
Core-education course in science		4
Upper-division elective courses		8
Credits		15
Winter		
FHS 472	Human Services in Practice	2
FHS 473	Human Services in Practice	1
	Supervision	
Cultural literacy course in global perspective		4
Upper-division elective courses		8
Credits		15
Spring		
FHS 472	Human Services in Practice	2

FHS 473	Human Services in Practice	1
	Supervision	
Upper-division elective courses		12
Credits		15
Total Credits		181

Bachelor of Arts in Family and Human Services (Prevention Science Track)

Course	Title	Credits	Milestones
First Year			
Fall			
FHS 213	Issues for Children and Families	4	
FHS 215	Exploring Family and Human Services	3	
WR 121Z	Composition I	4	
First term of 1st-year second-language sequence		5	
Credits		16	
Winter			
FHS 216	Diversity in Human Services	4	
CPSY 217	Foundations of Student Health and Well-Being	3	
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Second term of 1st-year second-language sequence		5	
Credits		16	
Spring			
FHS 301	Writing for Human Services Professionals	3	
Third term of 1st-year second-language sequence		5	
Core-education course in arts and letters		4	
Core-education course in social science		4	
Credits		16	
Second Year			
Fall			
FHS 228	Human Development in the Family Context	3	
FHS 330	Individual Interventions in Ecological Contexts	4	
First term of 2nd-year second-language sequence		4	
Core-education course in science		4	
Credits		15	
Winter			
FHS 331	Group and Community Interventions	3	
Second term of 2nd-year second-language sequence		4	
Core-education course in arts and letters		4	
Core-education course in social science		4	
Credits		15	
Spring			
Equity and diversity course		4	
Professional depth course		3	
Third term of 2nd-year second-language sequence		4	
Core-education course in science		4	
Credits		15	

Third Year**Fall**

FHS 420	Research in Human Services	3
Professional depth course		3
Core-education course in arts and letters		4
Core-education course in social science		4

Credits **14**

Winter

FHS 471	Human Services Professional Ethics	3
FHS 492	Contemporary Issues in Public Health	3
Professional depth course		3
Core-education course in science		4
Elective course		4

Credits **17**

Spring

FHS 490	Scientific Analysis in Human Services	3
FHS 401	Research: [Topic]	1
Core-education course in arts and letters		4
Upper-division elective courses		8

Credits **16**

Fourth Year**Fall**

FHS 401	Research: [Topic]	2
Core-education course in science		4
Upper-division elective courses		8

Credits **14**

Winter

FHS 401	Research: [Topic]	2
Cultural literacy course in global perspective		4
Upper-division elective courses		8

Credits **14**

Spring

FHS 401	Research: [Topic]	2
FHS 493	Child and Family Case Management	3
or	or Adolescent and Adult Case	
FHS 494	Management	
Upper-division elective courses		8

Credits **13**

Total Credits **181**

Bachelor of Science in Family and Human Services (Fundamentals Track)

Course	Title	Credits	Milestones
First Year			
Fall			
FHS 213	Issues for Children and Families	4	
FHS 215	Exploring Family and Human Services	3	
WR 121Z	Composition I	4	
Core-education course in arts and letters		4	
Credits		15	
Winter			
FHS 216	Diversity in Human Services	4	

CPSY 217	Foundations of Student Health and Well-Being	3
WR 122Z	Composition II	4
or WR 123	or College Composition III	
Core-education course in social science		4

Credits **15**

Spring

FHS 301	Writing for Human Services Professionals	3
Core-education course in arts and letters		4
Core-education course in science		4
Core-education course in social science		4

Credits **15**

Second Year**Fall**

FHS 228	Human Development in the Family Context	3
FHS 330	Individual Interventions in Ecological Contexts	4

Bachelor of Science MATH/CS course 4

Core-education course in arts and letters 4

Credits **15**

Winter

FHS 331	Group and Community Interventions	3
Bachelor of science MATH/CS course		4
Core-education course in arts and letters		4
Core-education course in social science		4

Credits **15**

Spring

Equity and diversity course		4
Professional depth course		3
Bachelor of science MATH/CS course		4
Elective course		4

Credits **15**

Third Year**Fall**

FHS 420	Research in Human Services	3
Professional depth course		3
Core-education course in science		4
Elective course		4

Credits **14**

Winter

FHS 471	Human Services Professional Ethics	3
FHS 492	Contemporary Issues in Public Health	3
Upper-division professional depth course		3
Core-education course in science		4
Elective course		4

Credits **17**

Spring

FHS 490	Scientific Analysis in Human Services	3
FHS 401	Research: [Topic]	1
Core-education course in science		4

Elective courses	8
Credits	16
Fourth Year	
Fall	
FHS 401 Research: [Topic]	2
Upper-division elective courses	12
Credits	14
Winter	
Upper-division elective courses	16
Credits	16
Spring	
FHS 493 Child and Family Case Management or FHS 494 or Adolescent and Adult Case Management	3
Cultural literacy course in global perspective	4
Upper-division elective courses	8
Credits	15
Total Credits	182

Bachelor of Science in Family and Human Services (Direct Service Intensive Track)

Course	Title	Credits	Milestones
First Year			
Fall			
FHS 213	Issues for Children and Families	4	
FHS 215	Exploring Family and Human Services	3	
WR 121Z	Composition I	4	
Core-education course in arts and letters		4	
Credits		15	
Winter			
FHS 216	Diversity in Human Services	4	
CPSY 217	Foundations of Student Health and Well-Being	3	
WR 122Z or WR 123	Composition II or College Composition III	4	
Core-education course in social science		4	
Credits		15	
Spring			
FHS 301	Writing for Human Services Professionals	3	
Core-education course in arts and letters		4	
Core-education course in science		4	
Core-education course in social science		4	
Credits		15	
Second Year			
Fall			
FHS 228	Human Development in the Family Context	3	
FHS 330	Individual Interventions in Ecological Contexts	4	
Bachelor of science MATH/CS course		4	
Core-education course in arts and letters		4	
Credits		15	

Winter		
FHS 331	Group and Community Interventions	3
Bachelor of science MATH/CS course		4
Core-education course in arts and letters		4
Core-education course in social science		4
Credits		15
Spring		
Equity and diversity course		4
Professional depth course		3
Bachelor of science MATH/CS course		4
Elective course		4
Credits		15
Third Year		
Fall		
FHS 420	Research in Human Services	3
Professional depth course		3
Core-education course in science		4
Elective course		4
Credits		14
Winter		
FHS 471	Human Services Professional Ethics	3
FHS 492	Contemporary Issues in Public Health	3
Core-education course in science		4
Elective courses		8
Credits		18
Spring		
FHS 493 or FHS 494	Child and Family Case Management or Adolescent and Adult Case Management	3
FHS 472	Human Services in Practice	2
FHS 473	Human Services in Practice Supervision	1
FHS 401	Research: [Topic]	1
Core-education course in science		4
Elective course		4
Credits		15
Fourth Year		
Fall		
FHS 472	Human Services in Practice	2
FHS 473	Human Services in Practice Supervision	1
Upper-division elective courses		12
Credits		15
Winter		
FHS 472	Human Services in Practice	2
FHS 473	Human Services in Practice Supervision	1
Upper-division elective courses		12
Credits		15
Spring		
FHS 472	Human Services in Practice	2
FHS 473	Human Services in Practice Supervision	1

Cultural literacy course in global perspective	4
Upper-division elective courses	8
Credits	15
Total Credits	182

Bachelor of Science in Family and Human Services (Prevention Science Track)

Course	Title	Credits	Milestones
First Year			
Fall			
FHS 213	Issues for Children and Families	4	
FHS 215	Exploring Family and Human Services	3	
WR 121Z	Composition I	4	
	Core-education course in arts and letters	4	
	Credits	15	
Winter			
FHS 216	Diversity in Human Services	4	
CPSY 217	Foundations of Student Health and Well-Being	3	
WR 122Z or WR 123	Composition II or College Composition III	4	
	Core-education course in social science	4	
	Credits	15	
Spring			
FHS 301	Writing for Human Services Professionals	3	
	Core-education course in arts and letters	4	
	Core-education course in science	4	
	Core-education course in social science	4	
	Credits	15	
Second Year			
Fall			
FHS 228	Human Development in the Family Context	3	
FHS 330	Individual Interventions in Ecological Contexts	4	
	Bachelor of science MATH/CS course	4	
	Core-education course in arts and letters	4	
	Credits	15	
Winter			
FHS 331	Group and Community Interventions	3	
	Bachelor of science MATH/CS course	4	
	Core-education course in arts and letters	4	
	Core-education course in social science	4	
	Credits	15	
Spring			
	Equity and diversity course	4	
	Professional depth course	3	
	Bachelor of science MATH/CS course	4	
	Elective course	4	
	Credits	15	

Third Year

Fall

FHS 401	Research: [Topic]	1
FHS 420	Research in Human Services	3
	Professional depth course	3
	Core-education course in science	4
	Elective course	4

Credits	15

Winter

FHS 471	Human Services Professional Ethics	3
FHS 492	Contemporary Issues in Public Health	3
	Professional depth course	3
	Core-education course in science	4
	Elective course	4

Credits	17

Spring

FHS 401	Research: [Topic]	2
FHS 490	Scientific Analysis in Human Services	3
	Core-education course in science	4
	Elective courses	8

Credits	17

Fourth Year

Fall

FHS 401	Research: [Topic]	2
	Upper-division elective courses	12

Credits	14

Winter

FHS 401	Research: [Topic]	2
	Upper-division elective courses	12

Credits	14

Spring

FHS 493 or FHS 494	Child and Family Case Management or Adolescent and Adult Case Management	3
	Cultural literacy course in global perspective	4
	Upper-division elective courses	8

Credits	15

Total Credits	182

Counseling, Family, and Human Services (MEd)

The MEd program is not currently accepting new applicants into the program; however, this degree program may be an option for UO students already enrolled in a masters or doctoral program within the College of Education (e.g., the Counseling Psychology doctoral program or the Couples and Family Therapy MS program), should their career path change.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Professionalism and Ethical Conduct: Students will develop an understanding of professional conduct and ethical standards and will

demonstrate an ability to effectively apply their knowledge in clinical practice.

- **Scientific Inquiry and Critical Evaluation:** Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision-making.
- **Theoretical Foundations:** Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.
- **Social Context and Diversity:** Students will develop attitudes that value human diversity, will practice culturally sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.
- **Clinical Application:** Students will develop an understanding of the unique systemically oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

Objectives:

Professionalism and Ethical Conduct: Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

Objectives:

- Students will gain knowledge of couples and family therapy legal, ethical and professional standards and will demonstrate an ability to apply decision-making protocols and strategies in clinical and research contexts.
- Students will investigate and clarify their beliefs and values regarding clinical practice and ethical decision making.
- Students will collaborate effectively with a variety of professionals, including for instance physicians, psychologists, social workers, family law specialists, teachers, school counselors, members of the legal system and clergy.

Scientific Inquiry and Critical Evaluation: Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision-making.

Objectives:

- Students will develop an understanding of core principles of quantitative and qualitative research methodology and will demonstrate an ability to critically evaluate the merits of a given study.
- Students will demonstrate an understanding of ethical issues associated with research, with particular emphasis on research with human subjects and social justice.
- Students will be able to describe their procedures for incorporating empirically supported and evidence-based literature in practice and will demonstrate an ability to critically evaluate this literature from a systemic framework.

Theoretical Foundations: Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

Objectives:

- Students will develop an understanding of systemic epistemologies and core systemic constructs.
- Students will demonstrate an ability to apply systemic constructs across settings with a range of populations, with particular emphasis on clinical assessment, diagnosis, intervention, and evaluation of practice.
- Students will understand the distinction between eclecticism and theoretical integration and will demonstrate an ability to create a coherent theory of change that integrates systems theory, communications theory, and the evidence-based, common factors and trans-theoretical literatures.

Social Context: Students will develop attitudes that value human diversity, will practice sensitive analysis and critical self-awareness when working with a range of populations, and will demonstrate respect for all persons and competence in all professional activities.

Objectives:

- Students will adopt a practice framework that incorporates critical consciousness, self-awareness, and knowledge of the relationship between diverse life experiences, human development, and the role of diversity of thought and perspectives in resolving conflict.
- Students will demonstrate an ability to critically evaluate the role of social context in understanding and resolving human conflict, including issues such as social class, power, privilege, oppression, sexism, and injustice.
- Students will thoughtfully incorporate their knowledge of social context and personal characteristics when conducting a clinical assessment, constructing interventions, and evaluating practice.

Master of Education Degree Requirements

Code	Title	Credits
	Psychological foundations	15
	Research competencies	20
	Practitioner competencies	54
	Professional competencies	7
	Elective courses and seminars	18
Total Credits		114

Couples and Family Therapy (MS)

Tiffany Brown, Program Director

240 HEDCO Education Building
541-346-0909
cft@uoregon.edu

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.

Students learn how to provide culturally sensitive and responsive therapeutic services and collaborate with providers from other disciplines across a variety of health-care settings.

The clinical practicum includes 350 client contact hours with 150 hours in relational systems and 100 hours of individual and group supervision. Supervision at the Center for Healthy Relationships involves live observation, participation in reflecting teams, and feedback on

audiovisual recordings of therapy sessions. In addition, students see clients at community agencies, clinics, and therapist practices. 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 approved by the Oregon Board of Licensed Professional Counselors and Therapists. Students with Spanish language proficiency also have the option to complete the Spanish language specialization in addition to the standard program of courses.

Application and Admission

Detailed admission policies and procedures for the couples and family therapy degree are available on the Couples and Family Therapy website: <https://education.uoregon.edu/cft/apply> (<https://education.uoregon.edu/cft/apply/>). Students are admitted fall term only. 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 the following:

1. Quality of work
2. Related work, background, or experience
3. Résumé or CV
4. Statement of purpose
5. Three letters of recommendation
6. An interview

Notices about disposition of applications are emailed by April 15.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Professionalism and Ethical Conduct: Students will demonstrate an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.
- Scientific Inquiry and Critical Evaluation: Students will demonstrate an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision-making.
- Theoretical Foundations: Students will demonstrate an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.
- Social Context and Diversity: Students will demonstrate attitudes that value human diversity, will practice culturally sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.
- Clinical Application: Students will demonstrate an understanding of the unique systemically oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

Applicants must pass a criminal background check before they may enroll.

Couples and Family Therapy Major

Code	Title	Credits
Theoretical foundations		15
CFT 615	Introduction to Couples and Family Therapy	
CFT 616	Systems Theory Foundations	

CPSY 614	Theories of Counseling	
CPSY 615	Counseling Diverse Populations	
CPSY 617	Theories of Career Development	
Individual and family development		28
CFT 610	Experimental Course: [Topic] (Clinical Foundations)	
CFT 612	Parenting Interventions	
CFT 620	Mental Health and Diagnosis	
CFT 625	Violence, Trauma, and Healing	
CFT 626	Relational Sex Therapy	
CFT 628	Substance Use and Recovery	
CFT 629	Intimate Partner Therapy	
SPSY 650	Developmental Psychopathology	
Research competencies		3
EDUC 611	Survey of Educational Research Methods	
	or EDUC 612 Social Science and Education Research Design	
Professional ethics		3
CPSY 612	Professional Ethics	
Clinical practice		32
CFT 606	Practicum: [Topic] (Practicum, Advanced)	
CFT 606	Practicum: [Topic] (Practicum, Externship)	
CFT 640	Beginning Practicum	
CPSY 611	Counseling Skills	
CPSY 618	Group Dynamics and Counseling	
Additional courses (electives)		9
CPSY 621	Lifespan Developmental Psychology	
CPSY 625	Child and Family Interventions	
CPSY 626	Psychological Services for Latinos	
CPSY 627	Latinx Mental Health: [Topic]	
CPSY 645	Health Promotion and Equity	
Total Credits		90

Prevention Science (MEd)

<http://education.uoregon.edu/prevsci> (<http://education.uoregon.edu/prevsci/>)

Heather Leonard, Program Director

240 HEDCO Education Building
541-346-0909
prevsci@uoregon.edu

The Prevention Science program provides training in the design, evaluation, and delivery of interventions aimed at reducing risk and enhancing protective factors in children, youth, and families, and building resilient communities.

Our strengths-based program is designed to produce prevention scientists capable of advancing healthy outcomes across a range of individuals, populations, and settings.

The one-year master of education (MEd) degree in prevention science is primarily intended for students who have completed a bachelor's degree in a prevention science–related discipline or have human development, psychology, education, or prevention science experience, are currently working in the profession, and wish to enhance their education to improve their career opportunities in the field. It is also intended for students who

wish to refocus their education from a non-science or non-education bachelor's background, such as a humanities undergraduate degree, to gain training and skill development relevant to prevention science, program evaluation, and research in the human services professions for future career or academic study interests. This program is also ideal for students who are considering pursuing doctoral study or additional applied master's training and wish to improve their content knowledge and research skills to make themselves more competitive for other, more advanced graduate programs.

Program Goals and Competencies

Goals

- 1. Graduates describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based ones), and implementation practices related to prevention programs and policies
- 2. Graduates understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination and rigorous ethical practice
- 3. Graduates commit to multicultural competence and enhancing human welfare in their scholarly work related to prevention science
- 4. Graduates display professionalism in their relationships with faculty and staff members, peers, and community partners across settings

Competencies

Learning objectives for the prevention science graduate programs focus on preparing students to achieve the following set of minimum competencies that accompany the stated program goals:

- 1. Students describe the origins, foundations, and standards of prevention science (Goal 2)
- 2. Students design and carry out theoretically grounded research studies that contribute to the literature on risk and protective factors, and identify their mechanisms of influence associated with behavioral health outcomes across the lifespan (Goal 1, 2, 3)
- 3. Students demonstrate knowledge of evidence-based preventive interventions and policies and understand how to apply prevention science theories to the design, implementation, and evaluation of preventive interventions (Goal 1, 2, 3, 4)
- 4. Students integrate knowledge of research design, quantitative methods, data analysis, and multimethod, multiagent assessment methods commonly used in prevention science into their research activities (Goal 2)
- 5. Students demonstrate skill in disseminating their work to a variety of audiences via formal academic presentations, instructional activities, and professional or academic writing (Goal 1, 2, 3, 4)
- 6. Students demonstrate awareness and understanding of contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, and religion in their research, applied activities, and professional behavior (Goal 1, 3, 4)
- 7. Students indicate a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty members, research and teaching supervisors, collaborators, participants, agency personnel, peers, and staff, and being responsive to constructive feedback (Goal 4)
- 8. Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal

codes related to prevention science (e.g., American Psychological Association ethical standards) (Goal 4)

Program Learning Outcomes

- Upon successful completion of this program, students will be able to:
- Design, carry out, and evaluate research studies that contribute to the prevention science literature.
 - Demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional/academic writing.
 - Demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, and religion in their research, applied activities, and professional behavior.
 - Demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards).

Prevention Science Major Requirements

Prevention Science Major Requirements

Code	Title	Credits
Psychological Foundations (12 Credits)		
PREV 631	Introduction to Prevention Science	3
PREV 633	Contemporary Issues in Public Health	3
CPSY 621	Lifespan Developmental Psychology	3
CPSY 645	Health Promotion and Equity	3
Research Methods (9 Credits)		
EDUC 612	Social Science and Education Research Design	3
EDUC 614	Introductory Statistics for Practitioners I	3
EDUC 640	Introductory Statistics for Practitioners II	3
	or EDUC 615 Qualitative Data and Coding Methods	
Research (2 Credits)		
PREV 601	Research: [Topic]	2
Professional Foundations (7 Credits)		
PREV 611	Capstone Seminar I	3
PREV 612	Capstone Seminar II	2
PREV 613	Capstone Seminar III	2
Electives ¹		15
PREV 605	Reading and Conference: [Topic]	
PREV 610	Experimental Course: [Topic] (PREV 635 Prevention & Policy)	
PREV 634	Implementation Science	
PREV 635	Prevention and Policy	
CPSY 610	Experimental Course: [Topic]	
CPSY 614	Theories of Counseling	
CPSY 617	Theories of Career Development	
CPSY 635	Social Aspects of Behavior	
SPSY 610	Experimental Course: [Topic]	
SPSY 631	Academic and Behavioral Interventions	
SPED 511	Foundations of Disability I	

Capstone Project**Total Credits** 45

¹ Partial listing of elective options. Please contact the department for a complete list.

Prevention Science (MS)

<http://education.uoregon.edu/prevsci> (<http://education.uoregon.edu/prevsci/>)

Heather Leonard, Program Director

240 HEDCO Education Building
541-346-0909
prevsci@uoregon.edu

The Prevention Science program provides training in the design, evaluation, and delivery of interventions aimed at reducing risk and enhancing protective factors in children, youth, and families, and building resilient communities.

Our strengths-based program is designed to produce prevention scientists capable of advancing healthy outcomes across a range of individuals, populations, and settings.

The two-year master of science (MS) degree in prevention science is primarily intended for students who have completed a bachelor's degree in a prevention science–related discipline or have human development, psychology, education, or prevention science experience and are seeking more in-depth scientific and methodological training in prevention science and program evaluation than students interested in the one-year MEd. The two-year MS program also provides greater opportunities for students to develop long-term collaborations in research centers and with faculty members both within and outside the program, but does not require the commitment involved in completing the PhD. Students may also opt to complete the MS degree as a route toward becoming more competitive for PhD applications, whether that's in Prevention Science or other doctoral programs.

Program Goals and Competencies

Goals

1. Graduates describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based ones), and implementation practices related to prevention programs and policies
2. Graduates understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination and rigorous ethical practice
3. Graduates commit to multicultural competence and enhancing human welfare in their scholarly work related to prevention science
4. Graduates display professionalism in their relationships with faculty and staff members, peers, and community partners across settings

Competencies

Learning objectives for the prevention science graduate programs focus on preparing students to achieve the following set of minimum competencies that accompany the stated program goals:

1. Students describe the origins, foundations, and standards of prevention science (Goal 2)

2. Students design and carry out theoretically grounded research studies that contribute to the literature on risk and protective factors, and identify their mechanisms of influence associated with behavioral health outcomes across the lifespan (Goal 1, 2, 3)
3. Students demonstrate knowledge of evidence-based preventive interventions and policies and understand how to apply prevention science theories to the design, implementation, and evaluation of preventive interventions (Goal 1, 2, 3, 4)
4. Students integrate knowledge of research design, quantitative methods, data analysis, and multimethod, multiagent assessment methods commonly used in prevention science into their research activities (Goal 2)
5. Students demonstrate skill in disseminating their work to a variety of audiences via formal academic presentations, instructional activities, and professional or academic writing (Goal 1, 2, 3, 4)
6. Students demonstrate awareness and understanding of contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, and religion in their research, applied activities, and professional behavior (Goal 1, 3, 4)
7. Students indicate a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty members, research and teaching supervisors, collaborators, participants, agency personnel, peers, and staff, and being responsive to constructive feedback (Goal 4)
8. Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., American Psychological Association ethical standards) (Goal 4)

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Design, carry out, and evaluate research studies that contribute to the prevention science literature.
- Demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional/academic writing.
- Demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, and religion in their research, applied activities, and professional behavior.
- Demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards).

Prevention Science Major Requirements

Code	Title	Credits
Psychological Foundations		19
PREV 631	Introduction to Prevention Science	
PREV 633	Contemporary Issues in Public Health	
PREV 634	Implementation Science	
CPSY 621	Lifespan Developmental Psychology	
CPSY 645	Health Promotion and Equity	
SPSY 650	Developmental Psychopathology	
Research Methods		15
EDUC 612	Social Science and Education Research Design	

EDUC 641	Applied Statistics in Education and Human Services I	
EDUC 643	Applied Statistics in Education and Human Service II	
EDUC 645	Applied Statistics in Education and Human Services III (Applied Statistics in Education and Human Services III)	
One additional advanced research methodology course		
Research/Reading		12
PREV 601	Research: [Topic]	
Professional Foundations		10
PREV 611	Capstone Seminar I	
PREV 612	Capstone Seminar II	
PREV 613	Capstone Seminar III	
PREV 607	Seminar: [Topic]	
Electives:		9
PREV 610	Experimental Course: [Topic]	
PREV 634	Implementation Science	
PREV 635	Prevention and Policy	
CPSY 610	Experimental Course: [Topic]	
CPSY 614	Theories of Counseling	
CPSY 617	Theories of Career Development	
CPSY 635	Social Aspects of Behavior	
SPSY 610	Experimental Course: [Topic]	
SPSY 631	Academic and Behavioral Interventions	
SPED 511	Foundations of Disability I	
Master's Research Project		
Total Credits		65

Prevention Science (PhD)

Heather Leonard, Program Director

240 HEDCO Education Building
541-346-0909
prevsci@uoregon.edu

The Prevention Science program provides training in the design, evaluation, and delivery of interventions aimed at reducing risk and enhancing protective factors in children, youth, and families, and building resilient communities.

Our strengths-based program is designed to produce prevention scientists capable of advancing healthy outcomes across a range of individuals, populations, and settings.

The doctoral program leads to a doctor of philosophy (PhD) degree in prevention science. This research-intensive degree program can be completed in four years, with students earning an MS en route to the PhD. This program is intended for students who have completed a bachelor's or master's degree in a prevention science-related discipline or have significant human development, psychology, social science, education, or prevention science experience. Students must complete a PhD dissertation that demonstrates a high standard of scholarship and the ability to conduct independent, original research.

Program Goals and Competencies

Goals

1. Graduates describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based ones), and implementation practices related to prevention programs and policies
2. Graduates understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination and rigorous ethical practice
3. Graduates commit to multicultural competence and enhancing human welfare in their scholarly work related to prevention science
4. Graduates display professionalism in their relationships with faculty and staff members, peers, and community partners across settings

Competencies

Learning objectives for the prevention science graduate programs focus on preparing students to achieve the following set of minimum competencies that accompany the stated program goals:

1. Students describe the origins, foundations, and standards of prevention science (Goal 2)
2. Students design and carry out theoretically grounded research studies that contribute to the literature on risk and protective factors, and identify their mechanisms of influence associated with behavioral health outcomes across the lifespan (Goal 1, 2, 3)
3. Students demonstrate knowledge of evidence-based preventive interventions and policies and understand how to apply prevention science theories to the design, implementation, and evaluation of preventive interventions (Goal 1, 2, 3, 4)
4. Students integrate knowledge of research design, quantitative methods, data analysis, and multimethod, multiagent assessment methods commonly used in prevention science into their research activities (Goal 2)
5. Students demonstrate skill in disseminating their work to a variety of audiences via formal academic presentations, instructional activities, and professional or academic writing (Goal 1, 2, 3, 4)
6. Students demonstrate awareness and understanding of contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, and religion in their research, applied activities, and professional behavior (Goal 1, 3, 4)
7. Students indicate a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty members, research and teaching supervisors, collaborators, participants, agency personnel, peers, and staff, and being responsive to constructive feedback (Goal 4)
8. Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., American Psychological Association ethical standards) (Goal 4)

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Design, carry out, and evaluate research studies that contribute to the prevention science literature.
- Demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional/academic writing.

- Demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, and religion in their research, applied activities, and professional behavior.
- Demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards).

The course work lays a solid foundation for students interested in careers in academia or local, state, or national prevention and public health agencies.

Prevention Science Major Requirements

Code	Title	Credits
Psychological Foundations		
PREV 631	Introduction to Prevention Science	3
PREV 633	Contemporary Issues in Public Health	3
PREV 634	Implementation Science	3
CPSY 621	Lifespan Developmental Psychology	3
CPSY 625	Child and Family Interventions	3
CPSY 645	Health Promotion and Equity	3
SPSY 650	Developmental Psychopathology	4
SPSY 652	Biological Aspects of Behavior	4
Research Methods		
EDUC 612	Social Science and Education Research Design	3
EDUC 620	Program Evaluation I	3
EDUC 641	Applied Statistics in Education and Human Services I	3
EDUC 643	Applied Statistics in Education and Human Service II	3
EDUC 645	Applied Statistics in Education and Human Services III (Applied Statistics in Education III)	3
EDLD 628 or EDLD 633	Hierarchical Linear Models I Structural Equation Modeling I	3
One additional advanced research methodology course		3
Research		
PREV 601	Research: [Topic]	15
Seminar		
PREV 607	Seminar: [Topic]	9
Grant-writing course		
SPED 626	Grant Writing	3
Supervised college teaching course		
PREV 605	Reading and Conference: [Topic]	1
Dissertation		
PREV 603	Dissertation	18
Specialty area courses		
Milestone Research Paper 1		
Milestone Research Paper 2		
Total Credits		102

Counseling Psychology (PhD)

Jessica Cronce, Program Director

240 HEDCO Education Building
541-346-8866
cpsy@uoregon.edu

The doctoral program in Counseling Psychology is accredited by the American Psychological Association Commission on Accreditation (750 First Street NE, Washington, DC 20002-4242, 202-336-5979), and it is recognized as acceptable for licensure by the Board of Psychology for the State of Oregon. The program has been accredited since 1955.

Earning a doctoral degree in counseling psychology typically requires five to six years of study beyond the bachelor's degree. Graduate training includes research training; completion of separate pre-dissertation and dissertation research projects that each demonstrate a high standard of scholarship and the ability to conduct independent, original research; clinical practice working with children, adolescents, adults, and families; and a 1-year, full-time, supervised predoctoral internship.

The program follows an ecological model of training embedded in the scientist-practitioner tradition. Students learn to use evidence-based preventive and remedial intervention strategies for working with individuals, children, families, and groups within their many contexts. This includes training in culturally sensitive assessment and intervention strategies designed to increase understanding and effect change at all levels. Students engage in critical reflection on the science and practice of health service psychology as core to their training.

The doctoral program prepares health service psychologists specializing in counseling psychology who can make a significant contribution to the field through scholarly research and professional practice. Students participate in integrated classroom and practicum activities in research, prevention, and intervention with children and adults, families, groups, and communities. Training experience largely occurs within the HEDCO Clinic within the College of Education and in community agencies or nonprofit research centers.

Graduates are prepared to work as researchers, practitioners, and educators in research institutions, institutions of higher education, medical settings, managed and integrated health-care organizations, community college and university counseling centers, community mental health centers, juvenile corrections agencies, human resources departments in business, and career counseling agencies.

Application and Admission

Prospective applicants may find detailed information concerning admissions on the Counseling Psychology program website (<https://education.uoregon.edu/cpsy/apply/phd>). The closing date for receipt of completed applications is posted on the website for entry the following fall term. All materials must be received prior to the stated application deadline for an application to be considered complete. Only complete applications will be reviewed.

Prospective applicants still under consideration following application review will be invited for interview. Notifications of invitation to interview are emailed in December, and applicants are requested to RSVP for the interview by the deadline stated in the email. See the Counseling Psychology program website for this year's interview date(s).

Notices about the disposition of applications are e-mailed by April 15.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Research methods and statistical analysis: Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. Conduct research or other scholarly activities. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
- Ethical and legal standards: Be knowledgeable of, and act in accordance with, each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and Relevant professional standards and guidelines. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas. Conduct self in an ethical manner in all professional activities.
- Individual and cultural diversity: Have an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Be knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service. Have the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered during the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Demonstrate the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.
- Professional values and attitudes: Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. Actively seek and demonstrate openness and responsiveness to feedback and supervision. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
- Communication and interpersonal skills: Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. Produce and comprehend oral, nonverbal, and written communications that are informative and well integrated; demonstrate a thorough grasp of professional language and concepts. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

- Assessment and psychometrics: Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
- Intervention: Establish and maintain effective relationships with the recipients of psychological services. Develop evidence-based intervention plans specific to the service delivery goals. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. Demonstrate the ability to apply the relevant research literature to clinical decision making. Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
- Supervision: Demonstrate knowledge of supervision models and practices.
- Consultation, interprofessional, and interdisciplinary skills: Demonstrate knowledge and respect for the roles and perspectives of other professions. Demonstrate knowledge of consultation models and practices.
- History and systems of psychology: Demonstrate knowledge of general systems and theoretical models in psychology as a general field and in Counseling Psychology as a specific discipline in applied psychology.
- Basic content areas in scientific psychology: Demonstrate basic competency in basic content areas in scientific psychology, including affective aspects of behavior (e.g., affect, mood, and emotion), biological aspects of behavior (e.g., neural, physiological, anatomical, and genetic influences), cognitive aspects of behavior (e.g., learning, memory, thought processes, and decision-making), developmental aspects of behavior (e.g., transitions and growth across an individual's lifespan), and social aspects of behavior (e.g., group processes, attributions, discrimination, and attitudes).
- Advanced integrative knowledge of basic discipline specific content areas: Demonstrate integration of at least two basic content areas in scientific psychology (i.e., affective, biological, cognitive, social, and/or developmental aspects of behavior).

PhD Requirements

Code	Title	Credits
Discipline-Specific Knowledge & Profession-Wide Competencies in Research, Statistics, & Psychometrics		
Quantitative Research Methods & Statistical Analysis		
EDUC 612	Social Science and Education Research Design	3
EDUC 641	Applied Statistics in Education and Human Services I	3
EDUC 643	Applied Statistics in Education and Human Service II	3

EDUC 645	Applied Statistics in Education and Human Services III	3
Assessment & Psychometrics		
SPSY 672	Intellectual Assessment	4
CPSY 622	Psychological Assessment II	3
Dissertation Research		
CPSY 603	Dissertation	18
Other Discipline-Specific Knowledge		
History & Systems		
CPSY 613	Introduction to Counseling Psychology	3
CPSY 614	Theories of Counseling	3
Biological Aspects of Behavior		
SPSY 652	Biological Aspects of Behavior	5
Social Aspects of Behavior		
CPSY 635	Social Aspects of Behavior	5
Cognitive & Affective Aspects of Behavior		
SPSY 651	Cognitive-Affective Aspects of Behavior	5
Individual Aspects of Behavior		
CPSY 621	Lifespan Developmental Psychology	3
Other Profession-Wide Competencies		
Ethical & Legal Standards		
CPSY 612	Professional Ethics	3
Intervention		
CFT 620	Mental Health and Diagnosis	3
CFT 640	Beginning Practicum	3
CPSY 611	Counseling Skills	3
CPSY 615	Counseling Diverse Populations	3
CPSY 617	Theories of Career Development	3
CPSY 625	Child and Family Interventions	3
Clinical Practica		
CPSY 690	Adult Practicum (Taken three times)	12
CPSY 691	Child and Family Practicum (Taken three times)	9
CPSY 606	Practicum: [Topic] (Prac Adults)	6
CPSY 606	Practicum: [Topic] (Prac Child & Family)	3
CPSY 606	Practicum: [Topic] (Prac Doctoral Extern)	3
Non-Course Requirements		
Research Competency I: Specialty Area Project/Paper		
Research Competency II: Integrative Aspects of Behavior		
Research Competency III: Dissertation Proposal		
Research Competency IV: Dissertation		
Predoctoral Psychology Internship		
Total Credits		115

MS Requirements

Note: the Counseling Psychology MS degree is only offered en route to the Counseling Psychology PhD. The University of Oregon does not offer a standalone MS program.

Code	Title	Credits
Discipline-Specific Knowledge & Profession-Wide Competencies in Research, Statistics, & Psychometrics		
Quantitative Research Methods & Statistical Analysis		

EDUC 612	Social Science and Education Research Design	3
EDUC 641	Applied Statistics in Education and Human Services I	3
EDUC 643	Applied Statistics in Education and Human Service II	3
EDUC 645	Applied Statistics in Education and Human Services III	3
Other Discipline-Specific Knowledge		
History & Systems		
CPSY 613	Introduction to Counseling Psychology	3
CPSY 614	Theories of Counseling	3
Other Profession-Wide Competencies		
Ethical & Legal Standards		
CPSY 612	Professional Ethics	3
Intervention		
CFT 620	Mental Health and Diagnosis	3
CFT 640	Beginning Practicum	3
CPSY 611	Counseling Skills	3
CPSY 615	Counseling Diverse Populations	3
CPSY 617	Theories of Career Development	3
CPSY 625	Child and Family Interventions	3
Clinical Practica		
CPSY 690	Adult Practicum (Taken three times)	12
CPSY 691	Child and Family Practicum (Taken three times)	9
CPSY 606	Practicum: [Topic] (Prac Adults)	6
CPSY 606	Practicum: [Topic] (Prac Child & Family)	3
Non-Course Requirements		
Research Competency I: Specialty Area Project/Paper		
Total Credits		69

Counseling Psychology and Human Services Graduate Specialization

Ellen McWhirter, Director

240 HEDCO Education Building
541-346-9148
slpsr@uoregon.edu

Spanish Language Psychological Service and Research Graduate Specialization

The 16-credit Spanish language psychological service and research specialization addresses the deficit in family-centered prevention services for the Spanish-speaking Latino community. It is open to students enrolled in the accredited graduate programs of counseling psychology, couples and family therapy, and school psychology who also meet the eligibility criteria. The specialization provides students with skills to support the provision of culturally relevant mental health services and research in Spanish for Latino populations. It is designed to enhance preexisting linguistic and multicultural competencies and increase cultural understanding of US Spanish-speaking populations. Students critically assess the unique social, historical, political, and cultural contexts that

shape the experiences of Latinos in the United States, with particular attention to conditions of social injustice and inequity, and how such conditions influence the health and well-being of Latino Spanish-speaking communities.

Eligibility for this specialization includes maintaining good standing in one of the three specified College of Education graduate programs focused on mental health services, approval from the student's advisor and the director of the specialization, and preexisting competencies in Spanish.

Education Studies

Joanna Goode, Department Head

125D Lorry I. Lockey Education Building
541-346-2826

License and degree programs in the Department of Education Studies prepare professionals to work in education. For teaching in elementary grade levels (K–5), the undergraduate major in educational foundations leads to a bachelor of arts (BA) or bachelor of science (BS) degree in educational foundations. Undergraduates may also earn a certificate in education foundations—secondary. For teaching in secondary grade levels (6–12), the certificate in educational foundations—secondary is intended to complement the subject area major.

The master's-level programs include

1. a degree in curriculum and teaching with a specialization in elementary multiple subjects education or secondary education, which includes a recommendation for a state-approved teaching license and a master of education (MEd) degree
2. a program in curriculum and teacher education for those already holding a teaching license and are seeking a master of science (MS) degree
3. a degree in education policy and leadership (EPoL) that combines methodological training, theoretical grounding, and practical expertise in US education policy, evidence-based decision-making, organizational leadership, and policy-making processes
4. add-on endorsements for licensed teachers in English for speakers of other languages and multicultural, multilingual reading

The doctoral degree programs lead to a doctor of philosophy degree (PhD) in critical and sociocultural studies in education (CSSE) or quantitative research methods in education (QRME).

Faculty

Katie Fitch, clinical assistant professor (critical geography and education, teacher education, science education); BA, 2007, MAT, 2008, Trinity University; PhD, 2021, Oregon. (2021)

Joanna Goode, Somerville Knight Professor (computer science education, urban education, educational equity and inclusion). BS 1997, MEd, 1998, PhD, 2004, California, Los Angeles. (2005)

Maithreyi Gopalan, associate professor (quantitative research methods, educational equity, health-education policy analysis); BA, 2002, Madras University; MA, 2004, Gokhale Institute of Politics and Economics; PhD, 2018, Indiana University, Bloomington. (2024)

Tina Gutierrez-Schmich, clinical associate professor (educational equity & inclusion, conflict resolution studies, teacher education, educational policy); BEd, 2002, MPA, 2005, MS, 2016, PhD, 2016, Oregon. (2023)

Julie Heffernan, senior lecturer (sexuality and gender studies in education, social studies and language arts curriculum, educational equity and inclusion); graduate director, UO Teach. BA, 1990, MEd, 2004, PhD, 2010, Oregon (2013)

Jenefer Husman, professor (educational psychology). BS, 1992, Evergreen State College; MA, 1996, PhD, 1998, Texas, Austin. (2016)

Michelle Jacob, professor (Indigenous studies in education, health, gender and decolonization). BA, 1998, MA, 2001, California State, San Marcos; PhD, 2004, California, Santa Barbara. (2016)

Abby Lane, instructor (bilingual education, English language learners, migrant education). BA, 1983, California State, Northridge; MEd, 1992, Oregon. (2000)

David Liebowitz, assistant professor (education policy analysis, educational inequity, school leadership). BA, 1999, Columbia; EdM, 2008, 2011, EdD, 2015, Harvard. (2018)

Audrey Lucero, associate professor (literacy, bilingualism, dual-language schooling). BA, BS, 1996, Boston; MIT, 2002, Seattle; PhD, 2011, Washington (Seattle). (2011)

Lisa A. Mazzei, professor (qualitative research methodology, curriculum theory, whiteness studies). BA, 1983, Marshall; MA, 1984, PhD, 1996, Ohio State. (2012)

Edward M. Olivos, professor (bilingual education, Latinos and education, teacher preparation). BA, 1991, MA, 1997, PhD, 2003, San Diego State. (2007)

Jerry L. Rosiek, professor (qualitative research methods, teacher education, critical race theory in education research). BA, 1987, BS, 1988, Texas A & M; PhD, 1997, Stanford. (2005)

Jennifer Ruef, associate professor (mathematics education, equity, inclusion and social justice). BS, 1990, MS, 2005, Wisconsin, Madison; PhD, 2016, Stanford. (2016)

Leilani Sabzalian, associate professor (indigenous studies in education, teacher education, elementary social studies). BA, 2001, MEd, 2002, PhD, 2015, Oregon. (2017)

Alison Schmitke, senior lecturer (social foundations of education, social studies curriculum, sports education); director, undergraduate degree program. BA, 1994, Willamette; MEd, 1996, Portland State; PhD, 2008, Alabama. (2006)

Sarah Stapleton, associate professor (food and environmental justice, social contexts of science and environmental education). BA, 2001, Sweet Briar College; EdM, 2005, Harvard; PhD, 2015, Michigan State. (2015)

Amanda R. Tachine, assistant professor (Indigenous knowledge systems, Indigenous and decolonizing qualitative methodology, higher education); BS, 2000, Northern Arizona; MA, 2006; PhD, 2015, Arizona. (2024)

Ilana Umansky, associate professor (education policy analysis, quasi-experimental methods and longitudinal data analysis, English learners

and immigration). BA, 1998, Wesleyan; MEd, 2003, Harvard; MA, 2012, PhD, 2014, Stanford. (2014)

Keith Zvoch, professor (quantitative methods, program evaluation, statistical modeling). BS, 1992, Pittsburgh; MA, 1995, PhD, 2001, New Mexico. (2007)

Emeriti

Juliet "Jill" A. Baxter, associate professor emerita. AB, 1975, MA, 1986, PhD, 1987, Stanford; MA, 1977, Minnesota. (2002)

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)

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)

Ione F. Pierron, associate professor emerita of librarianship. BA, 1936, Puget Sound; MA, 1955, Minnesota; MS, 1960, Oregon. (1948)

Kathleen M. Scalise, professor emerita. BA, 1982, MA, 2004, PhD, 2004, California, Berkeley. (2005)

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

Undergraduate Programs

Major - Bachelor's Degree

- Educational Foundations (BA/BS) (p. 539)

Minor

- Secondary Educational Foundations (p. 542)

Graduate Programs

Majors - Master's Degree

- Curriculum and Teacher Education (MS) (p. 544)
- Curriculum and Teaching (UOTeach) (MEd) (p. 542)
- Education Policy and Leadership (MS) (p. 544)

Majors - Doctoral Degree

- Critical and Sociocultural Studies in Education (PhD) (p. 545)
- Quantitative Research Methods in Education (PhD) (p. 546)

Specializations

- Educational Data Science (p. 547)
- Quantitative Research Methods (p. 547)

Educational Foundations (BA/BS)

The Educational Foundations (EdF) program is for undergraduates who are committed to social change and are pursuing a future in elementary education or related fields. The many strengths of the Educational Foundations (EdF) major include diverse field placements, opportunities to assist faculty with research, and a variety of other enriching experiences that are an integral part of the curriculum.

This 4-year major prepares aspiring future professionals in elementary education and related fields to be critical thinkers, well informed about theory and practice, and to possess the knowledge and skills that will enable them to be change agents in economically, racially, culturally, and linguistically diverse communities. Completion of the Educational Foundations major qualifies students to apply for a graduate degree and licensure program such as UOTeach.

Application and Admission

To add the EdF major, schedule an appointment with an advisor at the College of Education Student Academic Services Center (<https://education.uoregon.edu/student-academic-services/>).

If you aspire to be a middle or high school teacher, you should major in the content area you wish to teach, explore the Minor in Educational Foundations, and then pursue graduate studies and licensure in a program such as UOTeach.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate understanding of the roles and responsibilities of teachers working in public schools.
- Demonstrate understanding about the social and economic influences on teaching and learning.
- Analyze the benefits and limitations of educational practices that have resulted from the various disciplinary perspectives on learning.
- Demonstrate understanding of the various dimensions of literacy.
- Analyze the ways race, gender, sexuality, class, climate education, immigration, Indigeneity, intersectionality, and individualism are simultaneously reproduced and challenged by U.S. schools.
- Apply course lenses to understanding field experience.

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.

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.

Educational Foundation Major Requirements

Courses used to fulfill the major requirements must be passed with a letter grade of at least C- or a P* where pass/no pass is the only grading option for the course.

Code	Title	Credits
Educational Foundations Lower Division Coursework		
EDST 111	Education and Social Change	4
EDST 211	Childhood Studies	4
EDST 225	School and Representation in Media	4
Volunteer or Work Experience ¹		
Educational Foundations Upper Division Coursework		
Theme: Learning, Teaching, and Assessment & Embedded Field Experience		
EDST 331	Autobiography of Schooling	4
EDST 332	Learning, Teaching, and Assessment I	3
EDST 333	Learning, Teaching, and Assessment II	3
EDST 338	Observation: Learning, Teaching, Assessment I	1
EDST 339	Observation: Learning, Teaching, Assessment II	1
Theme: Curriculum Theory		
EDST 342	Curriculum Studies I	4
EDST 343	Curriculum Studies II	4
Theme: Technology as Education		
EDST 422	Technology Education	4
Theme: Literacy		
EDST 463	Foundations of Literacy	4
EDST 464	Multicultural Literacy	4
Theme: Equal Opportunity		
EDST 420	Living in a Stratified Society	4
Select 8 credits from the following:		8
EDST 450	Food and Schools	
EDST 451	Teaching for Climate Activism	
EDST 452	Poverty and Education	
EDST 453	Racism and Education	
EDST 454	Patriarchy and Education	
EDST 455	Heteronormativity and Education	
EDST 456	Decolonization and Education	
EDST 457	Immigration, Diaspora and Education	
Theme: Specialized Subject Matter Knowledge		
EDST 440	Physical Education for Diverse Learners	3
EDST 448	Integrating the Arts	4
SPED 411	Foundations of Disability I	3
Total Credits		66

¹ EdF students are required to complete a minimum of 30 hours of volunteer or work experience with elementary-age children in a professional group setting before EDST 331. This volunteer or work experience will be in the last 3 years and in the United States.

Additional requirement for students pursuing the Bachelor of Arts degree

Code	Title	Credits
EDST 471	Foundations of Algebra Learning	4
EDST 472	Foundations of Geometry Learning	4
Total Credits		8

Additional requirement for students pursuing the Bachelor of Science degree

Math courses must be taken and passed with a letter grade of C- or better or a mark of "Pass."

Code	Title	Credits
MATH 211	Fundamentals of Elementary Mathematics I	4
MATH 212	Fundamentals of Elementary Mathematics II	4
MATH 213	Fundamentals of Elementary Mathematics III	4
Total Credits		12

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Educational Foundations

Course	Title	Credits	Milestones
First Year			
Fall			
EDST 111	Education and Social Change	4	
WR 121Z	Composition I	4	
Core-education course in arts and letters		4	
First term of first-year second-language sequence		5	
Credits		17	
Winter			
WR 122Z	Composition II	4	
or WR 123 or College Composition III			
Core-education course in science		4	
Core-education course in social science		4	
Second term of first-year second-language sequence		5	
Credits		17	
Spring			
EDST 211	Childhood Studies	4	
Core-education course in arts and letters		4	
Core-education course in science		4	
Third term of first-year second-language sequence		5	
Credits		17	
Second Year			
Fall			
Cultural Literacy course in Global Perspectives		4	
Core-education course in arts and letters		4	
Core-education course in social science		4	

First term of second-year second-language sequence	4
Credits	16
Winter	
Core-education course in science	4
Core-education course in social science	4
SPED 411 Foundations of Disability I	3
Second term of second-year second-language sequence	4
Credits	15
Spring	
EDST 225 School and Representation in Media	4
Core-education course in arts and letters	4
Core-education course in science	4
Third term of second-year second-language sequence	4
Credits	16
Third Year	
Fall	
EDST 331 Autobiography of Schooling	4
EDST 422 Technology Education	4
EDST 471 Foundations of Algebra Learning	4
Elective course	4
Credits	16
Winter	
EDST 332 Learning, Teaching, and Assessment I	3
EDST 338 Observation: Learning, Teaching, Assessment I	1
EDST 472 Foundations of Geometry Learning	4
EDST 420 Living in a Stratified Society	4
Credits	12
Spring	
EDST 333 Learning, Teaching, and Assessment II	3
EDST 339 Observation: Learning, Teaching, Assessment II	1
EDST 440 Physical Education for Diverse Learners	3
Two elective courses	8
Credits	15
Fourth Year	
Fall	
Equal Opportunity course (EDST 450-457)	4
EDST 448 Integrating the Arts	4
Two elective courses	8
Credits	16
Winter	
EDST 342 Curriculum Studies I	4
EDST 463 Foundations of Literacy	4
Elective course	4
Credits	12
Spring	
EDST 343 Curriculum Studies II	4
EDST 464 Multicultural Literacy	4

Equal Opportunity course (EDST 450-457)	4
Credits	12
Total Credits	181

Bachelor of Science in Educational Foundations

Course	Title	Credits	Milestones
First Year			
Fall			
EDST 111	Education and Social Change	4	
WR 121Z	Composition I	4	
	Core-education course in arts and letters	4	
	Cultural Literacy course in Global Perspective	4	
Credits		16	
Winter			
WR 122Z	Composition II	4	
	or WR 123 or College Composition III		
	Core-education course in science	4	
	Core-education course in social science	4	
	Elective course	4	
Credits		16	
Spring			
EDST 211	Childhood Studies	4	
	Core-education course in arts and letters	4	
	Core-education course in science	4	
	Elective course	4	
Credits		16	
Second Year			
Fall			
MATH 211	Fundamentals of Elementary Mathematics I	4	
	Core-education course in social science	4	
	Core-education course in arts and letters	4	
	Elective course	4	
Credits		16	
Winter			
MATH 212	Fundamentals of Elementary Mathematics II	4	
	Core-education course in science	4	
	Core-education course in social science	4	
SPED 411	Foundations of Disability I	3	
Credits		15	
Spring			
EDST 225	School and Representation in Media	4	
MATH 213	Fundamentals of Elementary Mathematics III	4	
	Core-education course in arts and letters	4	
	Core-education course in science	4	
Credits		16	
Third Year			
Fall			
EDST 331	Autobiography of Schooling	4	

EDST 422	Technology Education	4
Two elective courses		8
Credits		16
Winter		
EDST 332	Learning, Teaching, and Assessment I	3
EDST 338	Observation: Learning, Teaching, Assessment I	1
EDST 420	Living in a Stratified Society	4
Two elective courses		8
Credits		16
Spring		
EDST 333	Learning, Teaching, and Assessment II	3
EDST 339	Observation: Learning, Teaching, Assessment II	1
EDST 440	Physical Education for Diverse Learners	3
Two elective courses		8
Credits		15
Fourth Year		
Fall		
Equal Opportunity course (EDST 450-457)		4
EDST 448	Integrating the Arts	4
Two elective courses		8
Credits		16
Winter		
EDST 342	Curriculum Studies I	4
EDST 463	Foundations of Literacy	4
Elective course		4
Credits		12
Spring		
EDST 343	Curriculum Studies II	4
EDST 464	Multicultural Literacy	4
Equal Opportunity course (EDST 450-457)		4
Credits		12
Total Credits		182

Secondary Educational Foundations Minor

The Secondary Educational Foundations minor is designed to complement the major/subject area preparation of undergraduates who desire to be middle/high school teachers. Rather than waiting until graduate school to begin developing the knowledge necessary for classroom life, the minor gives students a running start as undergraduates.

Educational Foundations majors cannot minor in Secondary Educational Foundations minor.

Secondary Educational Foundations Minor Requirements

Courses used to fulfill the minor requirements must be passed with a letter grade of at least C- or a P* where pass/no pass is the only grading option for the course.

Code	Title	Credits
EDST 111	Education and Social Change	4
EDST 225	School and Representation in Media	4
EDST 406	Practicum: [Topic]	1
SPED 411	Foundations of Disability I	3
EDST 420	Living in a Stratified Society	4
Equal Opportunity - select two courses		8
EDST 450	Food and Schools	
EDST 451	Teaching for Climate Activism	
EDST 452	Poverty and Education	
EDST 453	Racism and Education	
EDST 454	Patriarchy and Education	
EDST 455	Heteronormativity and Education	
EDST 456	Decolonization and Education	
EDST 457	Immigration, Diaspora and Education	
Total Credits		24

Additional Requirements

Upper division courses must be completed at UO. Transfer students can complete EDST 111 and EDST 225 equivalents at a community college. This is designated in the MTM agreement.

Curriculum and Teaching (UOTeach) (MEd)

Application and Admission

UOTeach prepares teacher leaders to have a lasting impact on the learning and lives of youth. We have an open-door policy, welcoming applicants with demonstrated academic distinction, the disposition and passion for learning and working with youth, and a commitment to supporting equitable educational learning communities.

UOTeach is committed to helping reshape the classroom experience for all students through increasing the numbers of educator candidates from underrepresented groups, including bilingual bicultural candidates, people with disabilities, and first-generation college students.

As a state-approved program, UOTeach adheres to Oregon Teacher Standards and Practices Commission (TSCP) (<http://www.oregon.gov/tspc/Pages/>), University of Oregon, and College of Education standards.

Admissions criteria are listed below.

Our graduate school application is **open Sept 20 to January 15** annually, for June start.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning, content instructional practice and professional responsibility.
- Use research and evidence to develop an understanding of the teaching profession and use both to measure students' progress and their own professional practice.

- Apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies.
- Demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards.
- Model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning and enrich professional practice.

Master of Education in Curriculum and Teaching (UOTeach)

Students pursuing a master of education degree (MEd) are admitted to the curriculum and teaching major through the K–12 licensure program, UOTeach. This graduate program emphasizes the sociocultural context of teaching and learning, culturally sustaining pedagogy, and supportive learning communities. Completion of the program leads to a teaching license and a master of education degree (MEd) in curriculum and teaching.

The UOTeach program offers the following general-education specializations:

1. Elementary Multiple Subjects (<https://education.uoregon.edu/uoteach/apply/elementary/>)
2. Middle-High school education (<https://education.uoregon.edu/uoteach/apply/secondary/>), in the following content endorsement areas:
 - English language arts (<https://education.uoregon.edu/uoteach/endorsements/english/>)
 - Social studies (<https://education.uoregon.edu/uoteach/endorsements/social-studies/>)
 - Science education (<https://education.uoregon.edu/uoteach/endorsements/science/>) (biology, chemistry, physics, or integrated general science)
 - Mathematics (<https://education.uoregon.edu/uoteach/endorsements/math/>) (advanced and foundational)
 - World languages (<https://education.uoregon.edu/uoteach/endorsements/languages/>) (French, German, Japanese, Mandarin, and Spanish)

The degree includes an embedded preparation for Oregon TSPC's English for Speakers of Other Languages (ESOL) teaching endorsement.

UOTeach is a four-term, full-time academic and field experience program. Study plans are based on a candidates admitted teaching endorsement area. The graduate program coursework begins in June, preparing students for 34 weeks of progressive field experience teaching in local schools. School district practicum placements start at the end of summer term.

It is a cohort-based program (students are taught as a community rather than as individuals) in which students explore approaches to teaching and learning that advance equity and access, value student's strengths, facilitate critical thinking, and reflect culturally responsive methods and practices that serve all learners.

Upon successful completion of related course work, field placement, and licensure requirements, candidates are eligible to apply for the Oregon Teacher Standards and Practices Commission preliminary Oregon teaching license. The preliminary teaching licenses and subsequent

renewals and out-of-state transfers require a College of Education program completion report.

Elementary Multiple Subjects: (<https://education.uoregon.edu/uoteach/graduate/med-elementary/>)

Code	Title	Credits
EDST 612	Foundations of Teaching and Learning (*)	3
EDST 616	Language, Power, and Education	4
EDST 620	Curricular Controversies: Math and Literacy	4
EDST 627	Mgmt: Introduction to Supportive Learning Communities	1
SPED 511	Foundations of Disability I (*)	3
EDST 614	Cultural Context of Education (*)	4
EDST 617	Sapsik'walá Indigenous Education Seminar I	4
EDST 640	Methods: Constructing Meaning through Literacy	4
EDST 642	Methods: Humanities Pedagogy	4
EDST 643	Methods: Teaching Mathematics-Facts and Inquiry	4
EDST 628	Mgmt: Creating Supportive Classroom Communities	3
EDST 645	Methods: Teaching Science-Detail and Discovery	4
EDST 646	Methods ESOL: Eng Lang Learners Pedagogy Elementary Classrm	4
EDST 647	English Language Learner Methods	3
EDST 681	Elementary Part-Time Teaching	4
EDST 682	Elementary Teaching Performance Assessment	2
EDST 683	Elementary Full-Time Student Teaching	10
Minimum Required Credits ¹		62

¹ UO Ed Foundations majors requires minimum of 52 credits

Mid/High School Education (Subject Areas) (<https://education.uoregon.edu/uoteach/graduate/med-secondary/>):

Code	Title	Credits
EDST 612	Foundations of Teaching and Learning	3
EDST 616	Language, Power, and Education	4
EDST 630	Curriculum Studies and the Profession of Teaching	4
EDST 627	Mgmt: Introduction to Supportive Learning Communities	1
SPED 511	Foundations of Disability I (*)	3
EDST 614	Cultural Context of Education (*)	4
EDST 617	Sapsik'walá Indigenous Education Seminar I	1-2
EDST 638	Methods ESOL: English Language Learners Pedagogy Humanities	4
EDST 621	Methods: Representing Mathematical Concepts	4
Elective Courses ¹		6-8

EDST 618	Methods ESOL: Teaching English Language Development, K–12	3
EDST 622	Methods: Mathematical Problem-Solving Curriculum	4
EDST 623	Methods: Representing Science Concepts	4
EDST 624	Methods: Scientific Problem-Solving Curriculum	4
EDST 628	Mgmt: Creating Supportive Classroom Communities	3
EDST 631	Methods ELA: Representing Literature to Young People	4
EDST 632	Methods: Engaging Students in Writing	4
EDST 633	Methods: Representing Second-Language Concepts	4
EDST 634	Methods: Second-Language Conversation and Composition	4
EDST 635	Methods: Representing Social Studies Concepts	4
EDST 636	Methods: Social Studies Inquiry and Analysis	4
EDST 647	English Language Learner Methods	3
EDST 686	Secondary Part-Time Teaching	4
EDST 687	Secondary Teaching Performance Assessment	2
EDST 688	Secondary Full-Time Student Teaching	10
Minimum Required Credits ²		62

¹ Students seeking to add-in program or post-licensure endorsement areas should take the appropriate methods course at this time. Students not looking to pursue an additional endorsement may select a 500/600 master-level course from EDST, EDLD, EDUC, SPED and/or a related content area course from other departments.

² * EDST Secondary Certificate requires minimum 52 credits

More information on the UOTeach Curriculum & Teaching Med / Licensure program is available at <https://education.uoregon.edu/uoteach> (<https://education.uoregon.edu/uoteach/>)

Curriculum and Teacher Education (MS)

Application and Admissions

The Curriculum and Teacher Education (CTED) program is for individuals who currently hold an Oregon teaching license, and wish to add to their knowledge by adding a master's degree or licensure endorsement.

The master of science degree program is designed to cover the foundations of the field of educational scholarship, while simultaneously providing considerable flexibility for students to pursue advanced studies in their individual areas of interest.

Enrollment is limited. Program admission is based on grade point average, recommendations, need in the field, and the interview. See the website (<https://education.uoregon.edu/program/curriculum-and-teachers-education/>) for application details.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning, content instructional practice and professional responsibility.
- Use research and evidence to develop an understanding of the teaching profession and use both to measure students' progress and their own professional practice.
- Apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies.
- Demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards.

Master of Science in Curriculum and Teacher Education

Code	Title	Credits
Core Courses		
	Foundations of education courses	8
	Teacher professionalism courses	8
	Research methodology courses	8
Specialization Courses		
	Program courses	16
	Electives	16
Total Credits		56

This program is designed for those who already hold a teaching license but want to build on their knowledge by adding a master's degree. Study plans are individualized based on an applicant's educational pursuits. The program accepts applicants on an annual basis. Interested applicants may access the application from October through January 30; the program begins summer session, in June.

Enrollment is limited. Program admission is based on grade point average, recommendations, need in the field, and the results of an interview. See the website (<https://education.uoregon.edu/program/curriculum-and-teachers-education/>) for application details.

Education Policy and Leadership (MS)

*Course sequence is subject to change. For current course information, please visit our website. (<https://education.uoregon.edu/epol/graduate-program/>)

About the Education Policy and Leadership (EPoL) Master's of Science Program

A pandemic that has heightened inequality. A renewed drive for racial and economic justice. A need for core beliefs and evidence to guide educational decision-making. A facility in a wide range of analytic methods. These are the kinds of motivating catalysts and personal characteristics of those who will thrive in the Education Policy and Leadership Master's Program at the University of Oregon. Now is the

time for an inter-disciplinary, reflective and skill-oriented education like the kind you will find in the EPoL program.

Our program is a 12-month place-based program that awards you a Master of Science degree in Education Policy and Leadership (EPoL). The program combines methodological training, theoretical grounding, and practical expertise in US education policy, evidence-based decision-making, organizational leadership, and policy-making processes. If desired, EPoL students can add on an optional specialization in data science.

For information on how to apply, please visit our website (<https://education.uoregon.edu/epol/apply/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate understanding of the process for education policy development, implementation, and evaluation.
- Demonstrate skills to analyze data with a goal of identifying problems, understanding their possible causes, and evaluating potential solutions.
- Act as an effective, equity-oriented, continuous improvement change-maker and a responsive leader in education-related settings.
- Effectively communicate both through presentation of ideas and through receptive listening and processing of other stakeholders' ideas.

Education Policy and Leadership Major Requirements

Code	Title	Credits
REQUIRED COURSES		
Term 1 (Summer)		
EDST 693	Educational Governance and Policy Process	3
EDST 695	Foundations of Education Policy and Leadership	3
EDUC 612	Social Science and Education Research Design	3
Term 2 (Fall)		
EDST 690	Writing for Education Policy Leaders	3
EDST 694	Survey of United States Education Policy	3
EDUC 641	Applied Statistics in Education and Human Services I	3
Term 3 (Winter)		
EDUC 643	Applied Statistics in Education and Human Service II	3
EDST 692	Educational Policy Analysis	3
Term 4 (Spring)		
EDST 696	Educational Policy and Leadership Master's Capstone	3
ELECTIVE COURSES (minimum of 6 courses or 18 credits)		18
EDLD 643	Evidence-Based Decision Making in Schools	
EDST 691	Education Policy for Multilingual Students	
EDST 697	Higher Education Policy	

EDST 698	Education Law
EDST 699	Higher Education Leadership
EDLD 625	Survey and Questionnaire Design
EDLD 644	Learning Organization
EDLD 624	Leading for Equity
EDUC 620	Program Evaluation I
EDUC 621	Program Evaluation II
EDLD 640	Educational Data Science Capstone Project
EDLD 651	Introductory Educational Data Science
EDLD 644	Learning Organization
EDLD 652	Data Visualization for Educational Data Science
EDLD 653	Functional Programming for Educational Data Science
EDLD 654	Machine Learning for Educational Data Science

Total Credits **45**

Residency Requirements

This is an in-person program located at the main University of Oregon campus in Eugene, Oregon. All students must attend classes and required meetings in person. Three consecutive terms of full-time study (graduate credits) must be completed to meet graduate school residency requirements. Students are expected to take classes in person whenever possible. Only three courses total across the program and a maximum of one course per term may be taken in an online or virtual format.

Critical and Sociocultural Studies in Education (PhD)

The Critical and Sociocultural Studies in Education (CSSE) doctoral program is a research-intensive program designed for students who want to work in academic or other research and professional development careers. It focuses on the need to create more just, equitable, and inclusive schools. The program provides a comprehensive approach to educational research that considers the consequences of contemporary educational practices, questions the assumptions underlying educational reform programs, and develops alternative visions for what education can be.

Admission

The program is small—fewer than 10 students are typically admitted every two years. Applications are accepted from early fall through mid-January for admission in odd-numbered years. The next cohort will be admitted for Fall 2027. Application details are available online (<https://education.uoregon.edu/csse/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate preparation for positions as higher education faculty members or public and private sector education researchers and leaders with knowledge that enables them to advocate for equality and justice and in educational systems.
- Conduct high-quality, high-impact quantitative and/or qualitative research in their chosen field.

- Contribute to scholarship and institutional change initiatives in their field through presentations at national conferences, the publication of articles and books in their area of study, and the writing of grants to support educational change initiatives.
- Demonstrate learning of and respectful engagement in Indigenous epistemologies, methodologies, and the relation of social inquiry to processes of colonization, decolonization, and Indigenous community survivance.

Doctor of Philosophy in Critical and Sociocultural Studies in Education

The PhD in Critical and Sociocultural Studies in Education (CSSE) requires successful completion of a minimum of 130 graduate credits. Of these, at least 84 credits must be earned after admission to the program. All credits are assumed to be graduate-level courses, unless otherwise specified. Students must complete the course category, credit hour, and specific course requirements shown below in Table 1. These include:

- 48 credits of core courses
- 36 credits of research courses
- 12 credits of cognate courses
- 12 credits of electives
- 22 credits of advancement hours

Code	Title	Credits
Core Courses		48
Required Core Courses		
EDST 662	Curriculum Theory: Contesting Educational Content	
EDST 654	Learning and Motivational Sciences	
EDST 661	Sociology: From Reproduction to Resistance	
EDST 675	Indigenous Methods	
EDST 667	Grant Writing: Finding Funders	
EDST 666	Thesis Writing	
EDST 607	Seminar: [Topic] (Scholarly Development) ¹	
EDST 601	Research: [Topic] (Research Apprenticeship) ²	
Elective Core Courses ³		
Research Courses		36
EDUC 616	Philosophical Foundations of Social Science	
EDUC 630	Qualitative Methodology I: Interpretivist Inquiry	
EDUC 632	Qualitative Methodology II: Postcritical Inquiry	
EDUC 612	Social Science and Education Research Design	
EDUC 614	Introductory Statistics for Practitioners I	
EDUC 640	Introductory Statistics for Practitioners II	
Additional Research Methodology Courses ⁴		
Cognate		12
A set of thematically organized doctoral-level courses taken outside the Department of Education Studies. These are usually taken all within one department (e.g. Philosophy, Psychology, Anthropology, etc.) 500-level courses may be approved by advisor or program director.		
Electives		12

This is a minimum, not a maximum, and represents courses chosen with approval of faculty advisor. Some or all of these may be transfer credits.

Advancement		22
EDST 605	Reading and Conference: [Topic] (Comprehensive Exam)	
EDST 603	Dissertation	
Total Credits Required		130

- ¹ 2 credits per term, 6 credits total
- ² 2 credits per term, 6 credits total
- ³ Three additional core courses in CSSE (12 credits), chosen in consultation with advisor.
- ⁴ Courses focused on qualitative, quantitative, or psychometric research methods. These should be chosen in consultation with the advisor and may include courses from other departments outside the department and College of Education.

Quantitative Research Methods in Education (PhD)

Our PhD program in quantitative research methods in education (QRME) develops researchers, scholars, and policy leaders who engage in traditions of inquiry that create knowledge and understanding founded in empirical evidence.

The program focuses on:

- 1. Building a strong understanding of quantitative methods in research
- 2. Studying causal and complex relationships within applied educational, social, and institutional settings
- 3. Using research to inform policy and practice in applied educational and social settings

Ideal QRME PhD students:

- Understand the importance of evidence and data in making decisions
- Take an interdisciplinary and systems-level perspective to problems in education
- Value the union of rigorous research methodology with strong grounding in theory and practice

For more information about the PHD in QRME Program, please visit the Program's website at: Quantitative Research Methods in Education Program | College of Education (uoregon.edu) (<https://education.uoregon.edu/qrme/>)

For application instructions, please see: Apply to the Quantitative Research Methods in Education Program | College of Education (uoregon.edu) (<https://education.uoregon.edu/qrme/apply/>)

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Meet professional standards by being able to read and critically consume and analyze research; translate research into practices, decisions, and policy; and understand and employ professional standards for equity, fairness, ethical treatment of human subjects, and principled leadership in research and practice.

- Engage in scholarly communications by demonstrating effective oral and written communication skills when working with diverse partners and communicating research findings; and by demonstrating knowledge and understanding of diversity issues, organizational identity, and strategic communication.
- Engage in educational inquiry by gathering and applying empirical evidence in practice; understanding how to conduct and supervise field-based research; and employing conceptual frameworks and methodological approaches appropriate for the line of inquiry.

Quantitative Research Methods in Education Major Requirements

Code	Title	Credits
Methodology		18
EDUC 620	Program Evaluation I	
EDUC 621	Program Evaluation II	
EDUC 640	Introductory Statistics for Practitioners II	
EDUC 643	Applied Statistics in Education and Human Service II	
EDUC 645	Applied Statistics in Education and Human Services III	
EDUC 646	Advanced Research Design	
Learning Community		24
EDLD 677	PhD Research Seminar (taken 3 times for 3 credits each)	
EDLD 698	Professional Writing III: Literature Review	
EDLD 659		
SPED 626	Grant Writing	
Other courses chosen in consultation with advisor		
Advanced Methods: QRM		24
EDLD 667		
EDLD 650	Advanced Seminar Educational Research Methods	
EDLD 633	Structural Equation Modeling I	
EDLD 634	Structural Equation Modeling II	
EDLD 661	Item Response Theory I	
EDLD 628	Hierarchical Linear Models I	
EDLD 629	Hierarchical Linear Models II	
Other courses chosen in consultation with advisor		
Interdisciplinary Concentration		24
12 Credits Inside College of Education		
12 Credits Outside College of Education		
Dissertation		18
EDLD 603	Dissertation	
Total Credits		108

Education Studies Graduate Specializations

- Educational Data Science (p. 547)
- Quantitative Research Methods (p. 547)

Educational Data Science Graduate Specialization

Code	Title	Credits
EDLD 651	Introductory Educational Data Science	3
EDLD 652	Data Visualization for Educational Data Science	3
EDLD 653	Functional Programming for Educational Data Science	3
EDLD 654	Machine Learning for Educational Data Science	3
EDLD 609	Terminal Project	1-16

Please contact EMPL Department for Admission Application and Declaration of Specialization.

Please see the Educational Data Science Specialization Program Website for more information: Specialization in Educational Data Science | College of Education (uoregon.edu) (<https://education.uoregon.edu/epol/specialization-educational-data-science/>)

To apply to DECLARE a specialization, please see the Division of Graduate Studies' instructional webpage at: <https://graduatestudies.uoregon.edu/academics/policies/specializations/pursuing-specialization>

Quantitative Research Methods Graduate Specialization

The graduate specialization in quantitative research methods is designed primarily for doctoral students who have chosen quantitative methods as their primary research tradition in the College of Education. Doctoral students in other colleges and programs may be eligible but should confirm with the sponsoring department, the Department of Educational Methodology, Policy, and Leadership. The specialization is a rigorous training program in advanced quantitative research methods designed to prepare PhD students, with a competitive focus on quantitative research methods, for research and scholarship careers in education and the social sciences. Students take a minimum of 20 credits (five 4-credit courses) from among the department's advanced quantitative methods course offerings, building critical expertise in quantitative methodology including applied educational statistics and research design. The course requirements include a two-course sequence in at least one advanced quantitative method and three additional quantitative methods courses.

Special Education and Clinical Sciences

Wendy Machalicek, Department Head

340 HEDCO Education Building
541-346-1638

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 four graduate majors: applied behavior analysis, communication disorders and sciences, school psychology, and special education. The department also offers an undergraduate degree in communication disorders and

sciences, a minor in special education, and coursework in American Sign Language.

Faculty

Emily Adler Mosqueda, clinical associate professor. BA, 2007, MA, 2009, Oregon. (2021)

Suzanne Bamonto, teaching professor. BA, 1993, SUNY College at Geneseo; PhD, 1999, Oregon. (2024)

Sarah Kate Bearman, professor (child and adolescent mental health treatment, effectiveness, and implementation). BA, 1997, Kenyon College; MA, 2001, PhD, 2005, Austin, Texas. (2024)

Sofia Benson-Goldberg, assistant professor. BA, 2010, Washington; MS, 2014, South Florida; PhD, 2021, Chapel Hill. (2024)

Gina Biancarosa, professor (measurement, reading difficulties, reading comprehension). BA, 1992, Boston College; MEd, 1999, EdD, 2006, Harvard. (2009)

Jeanine Brush, clinical associate professor. BS, 2007, MS, 2009, Indiana University of Pennsylvania. (2015)

Chad Catron, instructor (american sign language). BA, 2014, California State, Fresno; MA, 2017, Gallaudet. (2019)

Keith Catron, associate teaching professor (american sign language). BA, 1990, North Central University; MA, 2017, Gallaudet. (2023)

Gounah Choi, lecturer. BA, 2013, Southern California; MEd, 2016, Vanderbilt; PhD, 2023, Washington. (2023)

Ben Clarke, professor (math assessment and intervention; school psychology). BS, 1997, Wabash; MA, 2001, PhD, 2002, Oregon. (2016)

Sierra Corbin, clinical assistant professor. BA, 2009, Oregon; MS, 2014, Nebraska, Kearney. (2021)

David Cosottile, lecturer. BS, 2015, Maryland; MA, 2018, PhD, 2020, Western Michigan. (2022)

Lauren Cycyk, associate professor (early language development, Spanish-English dual language development, caregiver-influenced language development). BA, 2004, George Washington; MS, 2007, Arizona State; PhD, 2016, Temple. (2016)

Stephanie De Anda, associate professor (early language acquisition, bilingualism, language intervention). BS, 2011, PhD, 2017, California, San Diego. (2017)

Lillian Duran, professor. BA, 1995, Antioch College; MA, 1999, George Washington; PhD, 2008, Minnesota, Twin Cities. (2015)

Sarah Falcon, senior lecturer. BS, 2000, Washington; MS, 2005, MA, 2008, Oregon; PhD, 2007, Connecticut. (2023)

Jessica L. Fanning, clinical associate professor (fluency disorders, behavior management, intervention design with cultural humility). BA, 1989, MA, 1996, University of Colorado, Boulder; PhD, 2007, Oregon, Post Doc, 2011, Oregon. (2011)

Nicole R. Giuliani, associate professor (cognitive and affective science, translational neuroscience, obesity prevention), BA, 2003, Pennsylvania; PhD, 2011, Stanford. (2016)

Beth Harn, professor (learning disabilities, assessment, instructional design). BA, 1991, MS, 1994, California State, Fresno; PhD, 2000, Oregon. (2006)

Elisa Jamgochian, senior lecturer. BA, 2001, California, Davis; MS, 2004, California State, Fullerton; PhD, 2010, Oregon. (2015)

Wendy Machalicek, professor (low-incidence disabilities, autism, early intervention). BS, 2000, North Texas; MEd, 2004, PhD, 2008, Texas, Austin. (2011)

Kimberly Marshall, lecturer. BS, 2003, Bucknell; MA, 2008, Columbia, Teacher's college; PhD, 2021, Endicott. (2022)

Katie Mason, clinical supervisor (speech-language pathology). BA, 2003, MS, 2005, Oregon. (2012)

Kent McIntosh, professor (behavior management, research design, applied behavior analysis); director, educational and community supports. 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)

Jennifer Meyer, associate clinical professor; director, clinic education. BS, 2000, MS, 2002, Southern Illinois. (2010)

Rhonda N. T. Nese, associate professor (alternatives to exclusionary discipline, positive behavioral interventions and supports, implementation and sustainability of equitable schools). BA, 2004, Maryland; MEd, 2008, Howard; PhD, 2013, Oregon. (2016)

Miyoko Patricelli, clinical assistant professor. BA, 2010, Whitman; BS, 2013, Utah State; MA, 2015, Memphis. (2021)

Elise Peltier, clinical associate professor; clinic supervisor. BA, 1998, Oregon; MS, 2008, Northern Arizona. (2012)

Billie Jo Rodriguez, senior lecturer (applied behavior analysis, multi-tiered systems of support, educational consultation and collaboration). BS, 2005, Central Arkansas; MS, 2008, PhD, 2010, Oregon. (2015)

Geovanna Rodriguez, assistant professor (Autism Spectrum Disorder, school climate and mental health, bullying, teacher professional development). BA, 2009, California, Los Angeles; MA, 2015, PhD, 2017, California, Riverside. (2019)

Sara Schmitt, associate professor. BA, 2003, Wisconsin, Madison; MA, 2009, San Diego State; PhD, 2013, Oregon State. (2022)

John R. Seeley, professor (emotional and behavioral disorders). BS, 1985, MS, 1991, PhD, 2001, Oregon. (2015)

Stephanie Shire, associate professor (early intervention, autism spectrum disorders, community-based intervention). BA, 2008, MEd, 2010, Alberta; MA, 2013, PhD, 2013, California, Los Angeles. (2017)

Samantha Shune, associate professor (dysphagia, aging). BA, 2005, Michigan, Ann Arbor; MA, 2007, Ohio State; PhD, 2014, Iowa. (2014)

Jayme Sloan, clinical associate professor. BA, 2009, Oregon; MS, 2014, Nova Southeastern. (2021)

McKay Moore Sohlberg, professor (cognitive rehabilitation, traumatic brain injury). BA, 1982, Stanford; MS, 1984, PhD, 1990, Washington, Seattle. (1995)

Amanda Thompson, clinical assistant professor. BA, 2011, California State, Chico; MS, 2013, Oregon. (2021)

Sylvia Thompson, associate professor (learning disabilities, English learners, literacy). BS, 1988, Texas, Austin. MS, 1992, Miami. PhD, 1999, Texas, Austin. (2015)

Deanne Unruh, research professor (secondary special education and transition, high-risk adolescents, program evaluation). BS, 1985, MS, 1991, Kansas; PhD, 2001, Oregon. (2001)

Shelley Watson, clinical associate professor. BA, 1999, Dominican University, Illinois; MA, 2004, Oregon. (2018)

Angela J. Whalen, clinical professor (professional practices in school psychology, clinical supervision, educational assessment and intervention). BA, 1996, St. Thomas; PhD, 2002, Oregon. (2003)

Jarrod Zinser, clinical associate professor. BS, 2005, MS, 2007, Florida State. (2022)

Cengiz Zopluoglu, associate professor (latent variable modeling, longitudinal data analysis, statistical computing). BA, 2005, Abant Izzet Baysal; MA, 2009, PhD, 2013, Minnesota. (2020)

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)

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)

Robert H. Horner, professor emeritus. BA, 1971, Stanford; MS, 1975, Washington State; PhD, 1978, Oregon. (1976)

Marilyn A. Nippold, professor emeritus. BA, 1972, California, Los Angeles; MA, 1976, California State, Long Beach; PhD, 1982, Purdue. (1982)

Hill M. Walker, professor emeritus. BA, 1962, Eastern Oregon; MA, 1964, PhD, 1967, Oregon. (1966)

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

Undergraduate Programs

Major - Bachelor's Degree

- Communication Disorders and Sciences (BA/BS) (p. 549)

Minor

- Special Education (p. 552)

Graduate Programs

Majors - Master's Degree

- Applied Behavior Analysis (MS) (p. 553)
- Communication Disorders and Sciences (MS) (p. 554)
- Special Education (MA/MS) (p. 558)
- Special Education (MEd) (p. 561)

Major - Education Specialist Degree

- School Psychology (EdS) (p. 556)

Majors - Doctoral Degree

- Communication Disorders and Sciences (PhD) (p. 555)
- School Psychology (PhD) (p. 557)
- Special Education (DEd) (p. 562)
- Special Education (PhD) (p. 562)

Communication Disorders and Sciences (BA/BS)

240 HEDCO Education Building
541-346-2480
cds@uoregon.edu

The communication disorders and sciences program prepares you to understand, assess, and treat individuals who are experiencing challenges in speech, language, literacy, communication, cognition, and swallowing. Students learn to address these challenges across diverse ethnic, cultural, linguistic, social and economic backgrounds. We emphasize the ability to apply empirical evidence, logic, and a scientific perspective to the process of enhancing communication skills in meaningful and ecologically valid contexts.

The goals of the communication disorders and sciences program are based on the belief that the ability to communicate effectively is a fundamental right of all human beings. When this right is compromised, society suffers along with the individual.

Coursework in the major focuses on acquiring knowledge in the following areas:

- anatomical-physiological bases of speech, language, and hearing
- acoustic properties of sound and speech production
- role of biology, cognition, environment, and culture in language acquisition
- development of speech and language
- speech, language, and hearing disorders across the life span
- assessment and treatment procedures for individuals with speech, language, and hearing disorders
- professional issues in speech-language-pathology and audiology

Program plans for the communication disorders and sciences bachelor of arts (BA) and bachelor of science (BS) degrees are located on the program website.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Apply information regarding the bases for human communication (e.g., biological, linguistic, and cultural bases) to evaluate clinical scenarios as a precursor to future clinical practice.
- Demonstrate the prerequisite speaking and expository writing skills to pursue graduate study, clinical training, or work in an allied field post-graduation.
- Analyze the social impact of communication disorders on affected individuals and families and consider how intersecting identities (e.g., race/ethnicity, SES) further influence that impact.
- Participate in career and self-development opportunities, particularly during junior and senior years, to determine optimal post-graduation plans.

Students must earn a C– or better or P in required courses.

Communication Disorders and Sciences
Major Requirements

Code	Title	Credits
LING 150	Structure of English Words	4
CDS 201	Communication Disorders in Society and Media	4
CDS 430	Speech Pathology-Audiology as Professions	2
CDS 431	Beginning Clinical Methods	3
CDS 442	Anatomy and Physiology of Speech Mechanism	4
CDS 444	Clinical Phonetics and Phonology	4
CDS 450	Introduction to Language Development	4
CDS 455	Child and Adolescent Development	4
CDS 457	Fundamentals of Audiology	4
CDS 458	Audiology Disorders and Treatment	4
CDS 460	Developmental Disorders in Communication	4
CDS 462	Acquired Disorders of Communication	4
CDS 470	Neuroscience of Speech and Language	4
Social-behavioral science course		4
ANTH 161	Introduction to Cultural Anthropology	
ANTH 163	Origins of Storytelling	
ANTH 165	Sexuality and Culture	
PSY or SOC course		
Biological science course		4
BI 121	Introduction to Human Physiology	
BI 123	Biology of Cancer	
BI 132	Introduction to Animal Behavior	
BI 140	Science, Policy, and Biology	
BI 221Z	Principles of Biology I: Cells	
BI 222Z	Principles of Biology II: Organisms	
BI 223Z	Principles of Biology III: Ecology and Evolution	
BI 214	General Biology IV: Biochemistry and Genetics	
HPHY course (excluding HPHY 211 & HPHY 212)		
Physical science course		4
CH or PHYS course		
Statistics course		4

STAT 243Z	Elementary Statistics I
PSY 302	Statistical Methods in Psychology
SOC 312	Statistical Analysis in Sociology
Area C Elective	3-4
ANTH 320	Native North Americans
ANTH 322	Anthropology of the United States
ANTH 329	Immigration and Farmworkers
ASL 301	American Deaf Culture
LING 301	Introduction to Linguistics Analysis
PSY 304	Biopsychology
PSY 380	Psychology of Gender
SOC 311	Research Methods
SOC 330	Sociology of the Family
SOC 345	Race and Ethnicity
SPAN 322	Introduction to Hispanic Linguistics
SPAN 324	Spanish Pronunciation and Phonetics
Total Credits	
68-69	

Program Plan

Students must 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. 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.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Communication Disorders and Sciences

Course	Title	Credits	Milestones
First Year			
Fall			
BI 121	Introduction to Human Physiology	4	
WR 121Z	Composition I	4	
First term of first-year second-language sequence		5	
Elective course		4	
		Credits	17
Winter			
STAT 243Z	Elementary Statistics I	4	
PHYS 152	Physics of Sound and Music	4	
WR 122Z	Composition II	4	
Second term of first-year second-language sequence		5	
		Credits	17
Spring			
PHYS 202	General Physics	4	
Third term of first-year second-language sequence		5	
General education course in arts and letters		4	

General education course in science	4
Credits	17
Total Credits	51

Course	Title	Credits	Milestones

Second Year**Fall**

CDS 201	Communication Disorders in Society and Media	4
LING 150	Structure of English Words	4
First term of second-year second-language sequence		4
General education course that also satisfies a multicultural requirement		4
Credits		16

Winter

Second term of second-year second-language sequence		4
General-education course in social science		4
General-education courses in arts and letters		8
Credits		16

Spring

CDS 430	Speech Pathology-Audiology as Professions	2
Third term of second-year second-language sequence		4
General-education course in social science		4
General-education course in science		4
Credits		14
Total Credits		46

Course	Title	Credits	Milestones

Third Year**Fall**

CDS 442	Anatomy and Physiology of Speech Mechanism	4
CDS 455	Child and Adolescent Development	4
General-education course in social science		4
Credits		12

Winter

CDS 450	Introduction to Language Development	4
Elective courses		8
Credits		12

Spring

CDS 444	Clinical Phonetics and Phonology	4
CDS 457	Fundamentals of Audiology	4
Elective courses		8
Credits		16
Total Credits		40

Course	Title	Credits	Milestones

Fourth Year**Fall**

CDS 458	Audiology Disorders and Treatment	4
CDS 460	Developmental Disorders in Communication	4

Elective course	4
Credits	12

Winter

CDS 470	Neuroscience of Speech and Language	4
Elective courses		12
Credits		16

Spring

CDS 431	Beginning Clinical Methods	3
CDS 462	Acquired Disorders of Communication	4
Elective courses		8
Credits		15
Total Credits		43

Bachelor of Science in Communication Disorders and Sciences

Course	Title	Credits	Milestones

First Year**Fall**

WR 121Z	Composition I	4
MATH 105Z	Math in Society	4
BI 121	Introduction to Human Physiology	4
General-education course in science		4
Credits		16

Winter

WR 122Z	Composition II	4
MATH 111Z	Precalculus I: Functions	4
General-education course in science		4
General-education course in arts and letters		4
Credits		16

Spring

PSY 202Z	Introduction to Psychology II	4
PHYS 152	Physics of Sound and Music	4
STAT 243Z	Elementary Statistics I	4
General-education course that also satisfies a multicultural requirement		4
Credits		16

Total Credits	48

Course	Title	Credits	Milestones

Second Year**Fall**

CDS 201	Communication Disorders in Society and Media	4
LING 150	Structure of English Words	4
General-education course in social science		4
General-education course in science		4
Credits		16

Winter

General-education course in science	4
General-education course in arts and letters	4
Elective courses	8
Credits	16

Spring

CDS 430	Speech Pathology-Audiology as Professions	2
General-education course in arts and letters		4
Elective courses		8
Credits		14
Total Credits		46

Course	Title	Credits	Milestones

Third Year**Fall**

CDS 442	Anatomy and Physiology of Speech Mechanism	4
CDS 455	Child and Adolescent Development	4
Elective course		4
Credits		12

Winter

CDS 450	Introduction to Language Development	4
Elective courses		8
Credits		12

Spring

CDS 444	Clinical Phonetics and Phonology	4
CDS 457	Fundamentals of Audiology	4
Elective courses		8
Credits		16
Total Credits		40

Course	Title	Credits	Milestones

Fourth Year**Fall**

CDS 458	Audiology Disorders and Treatment	4
CDS 460	Developmental Disorders in Communication	4
Elective course		4
Credits		12

Winter

CDS 470	Neuroscience of Speech and Language	4
Elective courses		12
Credits		16

Spring

CDS 431	Beginning Clinical Methods	3
CDS 462	Acquired Disorders of Communication	4
Elective courses		8
Credits		15
Total Credits		43

Special Education Minor

Elisa Jamgochian, Coordinator

340 HEDCO Education Building
541-346-5185
ejamgoch@uoregon.edu

The Special Education (SPED) undergraduate minor is designed to provide students with foundational knowledge and experiences for careers in teaching general or special education, working with individuals with disabilities in transition, employment, or community settings, or who are interested in issues concerning people with disabilities. This minor is open to students from all majors.

The SPED minor coursework is grounded in research and practical applied work, preparing students to work collaboratively to promote the success of all individuals and their families through evidence-based practices in inclusive settings. The minor consists of a core of required coursework and electives. Some of these credits can be applied toward meeting the requirements for an Oregon Special Educator Teaching License.

Special Education Minor Requirements

Electives provide students with a breadth of interdisciplinary options. Students may plan a course of study that introduces them to the field of special education and prepares them to begin a licensure program, focusing on classroom settings and specific instructional skills and strategies for teaching students with disabilities. Other major course work such as English, comparative literature, law, journalism, architecture, arts administration, business, or planning, public policy and management may be augmented by completing minor course work focused on broad issues concerning people with disabilities. The option provides an enhanced understanding of perspectives on disability and issues in each student's chosen profession.

Courses used to fulfill the minor requirements must be taken for a letter grade of C- or better or a mark of Pass (P or P*), unless otherwise stated.

Code	Title	Credits
Required Courses		
SPED 411	Foundations of Disability I ¹	3
SPED 420	Applied Experience in Special Education	3
SPED 407	Seminar: [Topic]	1
Electives ²		17
SPED 407	Seminar: [Topic]	
SPED 410	Experimental Course: [Topic]	
SPED 415	Diversity and Special Education	
SPED 428	Special Education Law	
SPED 422	Special Education Mathematics Instruction	
SPED 426	Behavior and Classroom Management	
SPED 431		
SPED 432	Introduction to Behavioral Disorders	
SPED 440	Early Literacy for Diverse Learners	
SPED 441	Intermediate Literacy for Diverse Learners	
SPED 442	Adolescent Literacy for Diverse Learners	
ANTH 369	Human Growth and Development	
ARCH 440	Human Context of Design	
ASL 101	First-Year American Sign Language	
ASL 301	American Deaf Culture	
CDS 201	Communication Disorders in Society and Media	
CDS 450	Introduction to Language Development	
CDS 455	Child and Adolescent Development	
	or PSY 308 Developmental Psychology	

CDS 460	Developmental Disorders in Communication	
EDST 211	Childhood Studies	
EDST 440	Physical Education for Diverse Learners	
ENG 240	Introduction to Disability Studies	
FHS 213	Issues for Children and Families	
FHS 228	Human Development in the Family Context	
FHS 329	Youth Psychopathology in Context	
FHS 420	Research in Human Services	
or PSY 303	Research Methods in Psychology	
or SOC 311	Research Methods	
GLBL 435	Global Perspectives on Disability	
HPHY 434	Movement Disorders	
IARC 204	Understanding Contemporary Interiors	
PSY 475	Cognitive Development	
PSY 478	Social Development	
Total Credits		24

¹ A minimum grade of B- must be earned.

² Any SPED course that does not fulfill other SPED requirements may count toward the Electives.

Additional Requirements

- 18 credits must be completed in residence at the University of Oregon.
- 13 credits must be SPED prefix courses.
- At least 12 credits must be taken on a graded basis.
- No more than 6 applied experience/field study credits (e.g., 406) can be counted toward the minor requirements.
- No more than 2 courses from the same subject code, excluding SPED, can be counted toward the minor.

Application and Admission

Complete SPED 411 with a minimum grade of "B-".

Schedule a meeting with a COE advisor to review requirements and declare the minor.

Applied Behavior Analysis (MS)

<http://education.uoregon.edu/aba> (<http://education.uoregon.edu/aba/>)
Kimberly Marshall

340 HEDCO Education Building
 541-346-7170
uoaba@uoregon.edu

The University of Oregon Online Master of Science in Applied Behavior Analysis (ABA) is designed to:

- Prepare clinician-researchers to apply the science of human behavior and learning to a variety of populations and settings
- Provide a strong foundation in the principles and conceptual underpinnings of ABA and the application of behavior analysis in multidisciplinary contexts
- Give students opportunities to gain supervised research experience in behavior analysis

If you are interested in designing supportive environments that help others achieve their goals, you may be interested in studying behavior analysis. Special educators, psychologists, behavior assistants, educational assistants, and others looking for a career change can all benefit from becoming certified as a behavior analyst.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate fluent knowledge of technical terminology pertaining to the concepts and principles of behavior analysis
- Implement culturally responsive methodological approaches, skills, and techniques reflecting understanding of the role of culture in the life of the client in cross-cultural applications with clients of different racial, ethnic, religious or spiritual, and/or social economic class
- Actively involve clients in the selection of behavior change interventions and the evaluation of the social validity of the goals, procedures, and outcomes of behavior change interventions
- Design a single case experimental research study to answer a socially meaningful research question or questions
- Apply ethical decision making frameworks to problems of practice in behavioral research and practice
- Define a research problem, design a method to address the problem, and conduct and report an investigation that carries out the method to conclusion

Online Master of Science in Applied Behavior Analysis

Option 1

Code	Title	Credits
SPED 570	Principles of Applied Behavior Analysis	5
SPED 571	Applied Behavior Analysis Assessment	3
SPED 572	Behavior Change Group Settings	3
SPED 573	Behavior Change Procedures 1	3
SPED 676	Ethics in Applied Behavior Analysis	5
SPED 677	Single Case Research Design	5
SPED 678	Behavior Change Procedures II	3
SPED 679	Personnel Management	3
SPED 670	Philosophy of Applied Behavior Analysis	3
SPED 671	Experimental Research in Applied Behavior Analysis	3
SPED 672	Experimental Research Behavior Analysis Lab	2
SPED 673 - Supervised Practice in Applied Behavior Analysis		3-9
SPED 674 - Supervised Research Project in Applied Behavior Analysis		6
Total Credits		47-53

Option 2

Code	Title	Credits
SPED 570	Principles of Applied Behavior Analysis	5
SPED 571	Applied Behavior Analysis Assessment	3
SPED 572	Behavior Change Group Settings	3
SPED 573	Behavior Change Procedures 1	3
SPED 676	Ethics in Applied Behavior Analysis	5

SPED 677	Single Case Research Design	5
SPED 678	Behavior Change Procedures II	3
SPED 679	Personnel Management	3
SPED 670	Philosophy of Applied Behavior Analysis	3
SPED 671	Experimental Research in Applied Behavior Analysis	3
SPED 672	Experimental Research Behavior Analysis Lab	2
SPED 673 - Supervised Practice in Applied Behavior Analysis		58
SPED 674 - Supervised Research Project in Applied Behavior Analysis		6
Total Credits		102

Communication Disorders and Sciences (MS)

<http://education.uoregon.edu/CDS> (<http://education.uoregon.edu/CDS/>)
 240 HEDCO Education Building
 541-346-2480
[cgs@uoregon.edu](mailto:cds@uoregon.edu)

The mission of the CDS master's program is to prepare students to understand, assess, and treat individuals across diverse ethnic, cultural, linguistic, social, and economic backgrounds experiencing challenges in speech, language, literacy, communication, cognition, and swallowing. The program is dedicated to achieving excellence in student preparation via the integration of clinical and classroom education, the generation and application of research, and the provision of community outreach. Our vision is to train leaders in the field in an environment that encourages inclusion, critical thinking, freedom of inquiry, and social justice. 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.

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

The Communication Disorders and Sciences program typically matriculates 35 students each year. Additional information on program acceptance rates, student achievement data, and application instructions and deadlines can be found on the program website: <https://education.uoregon.edu/cds/graduate> (<https://education.uoregon.edu/cds/graduate/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified: Accountability, Integrity, Effective Communication Skills, Critical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural

Competence, Professional Duty, Collaborative Practice. (CAA Standard 3.1.1B Professional Practice Competencies)

- Demonstrate knowledge of the discipline of human communication sciences and disorders; basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases; ability to integrate information pertaining to normal and abnormal human development across the life span; nature of communication and swallowing processes (CAA Standard 3.1.2B Foundations of Speech-Language Pathology Practice)
- Demonstrate knowledge of principles and methods of identification of communication and swallowing disorders and differences, and principles and methods of prevention of communication and swallowing disorders. (CAA Standard 3.1.3B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences)
- Demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with Articulation; Fluency; Voice and resonance, including respiration and phonation; Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities; Hearing, including the impact on speech and language; Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology); Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning); Social aspects of communication (e.g., behavioral and social skills affecting communication); and Augmentative and alternative communication needs. (CAA Standard 3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences)
- Demonstrate knowledge and skills in intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment and intervention for disorders and differences associated with Articulation; Fluency; Voice and resonance, including respiration and phonation; Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities; Hearing, including the impact on speech and language; Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology); Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning); Social aspects of communication (e.g., behavioral and social skills affecting communication); and Augmentative and alternative communication needs (CAA Standard 3.1.5B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms)
- Demonstrate knowledge and skills in working with individuals with the aforementioned communication and swallowing disorders across the lifespan and by demonstration of ethical conduct; integration and application of knowledge of the interdependence of speech, language, and hearing; engagement in contemporary professional issues and advocacy; processes of clinical education and supervision; professionalism and professional behavior in keeping with the expectations for a speech-language pathologist; Interaction skills and personal qualities, including counseling and collaboration; Self-evaluation of effectiveness of practice. (CAA

Standard 3.1.6B General Knowledge and Skills Applicable to Professional Practice)

Communication Disorders and Sciences Major Requirements

Code	Title	Credits
CDS 610	Experimental Course: [Topic] (Management (Assessment, Treatment, and Counseling) for Individuals with Complex Communication Needs)	4
CDS 611	Clinical Methods	1
CDS 620	Workshop: Evidence-Based Practice ¹	3
CDS 621	Practicum I	18
CDS 622	Practicum II	5
CDS 623	September Experience in Speech Language Pathology	3
CDS 624	Medical Externship	15
CDS 625	Final Full-Time Practicum	15
CDS 627	Fluency Disorders	2
CDS 631	Cultural-Linguistic Diversity for Clinicians : [Topic]	3
CDS 649	Feeding and Swallowing Disorders	4
CDS 651	School-Age Language Disorders	4
CDS 652	Speech Sound Disorders	4
CDS 654	Management of Adult Language Disorders	4
CDS 656	Voice Science and Disorders	3
CDS 660	Motor Speech Disorders	3
CDS 663	Management of Acquired Cognitive Disorders	4
CDS 665	Language Disorders in Children	4
EDUC 611	Survey of Educational Research Methods ²	3
Total Credits		102

¹ All students complete a capstone project. For most students this consists of the Evidence-Based Practice Project (EBP project). Occasionally students interested in research may do a thesis or complete an alternative EBP project. The requirements for these alternatives are described in the EBP project handbook and thesis guide. Students completing a thesis will be required to complete 9 credits of CDS 503 Thesis, they will not take CDS 620.

² Students who have taken an equivalent course prior to beginning the program may be exempt from this requirement. Students must have approval from program director before the start of the program.

In addition to the core master's degree requirements, ASHA certification requires coursework in statistics, biological sciences, physical sciences (chemistry or physics), behavioral/social sciences, and basic communication processes. See Prerequisite Checklist section under Supporting Documents on program application page for details (<https://education.uoregon.edu/cds/apply/ms>).

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.

Communication Disorders and Sciences (PhD)

<http://education.uoregon.edu/CDS> (<http://education.uoregon.edu/CDS/>)
240 HEDCO Education Building
541-346-2480
cds@uoregon.edu

The primary mission of the CDS doctoral program is to cultivate the talent and ability of a new generation of scholars and innovators in the field of Communication Disorders and Sciences. The degree program emphasizes advanced knowledge, scholarship, leadership, and clinical competence in the areas of cognitive communication sciences, speech-language acquisition in monolingual and multilingual contexts, and swallowing. A major goal is to instill in each student the capacity for rigorous scholarship, independent judgement, academic excellence, and intellectual honesty. Our vision is to train leaders in the field in an environment that encourages inclusion, critical thinking, freedom of inquiry, and social justice.

Application and Admission

Students should have a GPA of at least 3.50. Most applicants have a master's degree and their certificate of clinical competence upon admission.

Information on program acceptance rates and application instructions and deadlines can be found on the program website: <https://education.uoregon.edu/cds/graduate> (<https://education.uoregon.edu/cds/graduate/>).

Prior to submitting an application, an applicant should have contact with a UO faculty member in the desired area of specialization and have identified a potential doctoral mentor. 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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate competence in scholarly, scientific writing by the end of their second year of study.
- Demonstrate competence, including cultural competence, in designing and implementing a research study by the end of their fourth year of study.
- Demonstrate competence in conducting teaching in an inclusive and culturally responsive manner by the end of their fourth year of study.

The primary area of specialization is determined through discussion with the student's Doctoral Advisor. The collateral or secondary area may involve courses in more than one academic department. Doctoral students must choose an area of research interest (e.g., single-subject or quantitative methodologies). Other requirements are detailed in the Doctoral Program Handbook, available through the program office.

Options for primary area of specialization include speech-language acquisition in monolingual contexts and swallowing. The collateral or secondary area may involve courses in more than one academic department. Examples of collateral areas are neuropsychology, linguistics, or developmental psychology. Doctoral students must choose an area of research interest (e.g., single-subject or quantitative

methodologies). Other requirements are detailed in the *Doctoral Program Handbook*, available through the program office.

Required Doctoral Coursework

The doctoral program plan will be determined in consultation with and approved by the student’s Doctoral Advisor. A total of 81-quarter hours of doctoral study are required beyond the master’s degree. Note: The requirements listed below are considered the minimum requirements for graduation. However, the doctoral training experience is, by nature, individualized to meet the long-term goals of each student. Students should therefore expect that there will be additional training activities suggested and/or required to meet individualized training needs, which will be determined in consultation with the Doctoral Advisor and/or program committee.

Code	Title	Credits
Research Methodology Requirement ¹		21
EDUC 612	Social Science and Education Research Design	
4 courses in a primary methodology		
2 courses in a secondary methodology		
Classroom Instruction/Supervision/EBP Mentorship Requirement ²		5
EDUC 605	Reading and Conference: [Topic]	
Primary Area of Specialization ³		21
Collateral or Minor Area of Specialization ⁴		9
Grant Writing		
SPED 626	Grant Writing ⁵	3
Pre-Dissertation Research Requirements ⁶		6
Dissertation Research Requirements		18
CDS 603	Dissertation	
Total Credits		81

¹ A minimum of 6 courses must be taken in research methodologies, split between **two** areas of emphasis selected from quantitative, qualitative, single subject courses, and program evaluation. One selected area of emphasis **must be** quantitative methodology.

² At least 5 credit hours must be taken in mentored classroom instruction and/or supervision outside of the bounds of graduate employment commitments (if applicable) as well as EBP capstone project mentorship (CDS 605).

³ A minimum of 21 credit hours must be taken in the student's primary area of specialization, as determined through discussion with the student's Doctoral Advisor (e.g., cognitive rehabilitation, child language, swallowing).

⁴ At least 9 credit hours will be required from a collateral area or minor area of specialization (e.g., professional development, early intervention).

⁵ Or an equivalent course as determined by the Advisor.

⁶ At least 6 hours must be completed as part of a Pre-Dissertation Research Project. Doctoral students are required to conduct a research project under the direction of a CDS faculty member prior to beginning the dissertation (this could be the student's Doctoral Advisor or another faculty member in a related area). The pre-dissertation project does not necessarily address the same topics as the dissertation but often does.

School Psychology (EdS)

<https://education.uoregon.edu/spsy> (<https://education.uoregon.edu/spsy/>)
Billie Jo Rodriguez, Program Director

340 HEDCO Education Building
541-346-7170
spsy@uoregon.edu

The education specialist (Ed.S.) program in school psychology requires 94 credit hours and typically takes three years to complete. It includes a sequence of supervised field experiences, including practica and a 1,200 hour internship. The program is accredited by the National Association of School Psychologists and approved by the Oregon Teachers Standards and Practices Commission for the educational licensure of school psychologists in the state of Oregon.

Admission

Information about program admissions requirements and acceptance rates is available on the program’s website. Students are admitted for fall term only.

Applicants are evaluated on:

- academic record
- letters of recommendation
- previous related work or experiences
- a statement of purpose in seeking admission
- an interview
- *Optional - Graduate Record Examinations (GRE) general test scores*

Applications and supplemental materials are submitted online. Completed applications must be received by December 1. After initial file screening, finalists will be selected and invited for interviews.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Master foundational knowledge in the ten domains of school psychology practice (NASP, 2020).
- Demonstrate proficiency of practice/applied skills in the ten domains of school psychology practice (NASP, 2020).
- Demonstrate skills in leadership and professional service.
- Develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology.

School Psychology Major Requirements

Code	Title	Credits
Data-Based Decision Making		
SPSY 673	Measurement and Assessment	3
SPSY 671	Behavioral Assessment	4
SPSY 674	Educational Assessment	4
SPSY 672	Intellectual Assessment	4
Consultation and Collaboration		
SPSY 630	Introduction to Consultation (4 credits required)	4
SPSY 632	Advanced Consultation	4

Academic Interventions and Instructional Support

SPED 540	Early Literacy for Diverse Learners	4
SPED 660	Design of Instruction	4

Mental and Behavioral Health Services and Intervention

SPSY 650	Developmental Psychopathology	4
CPSY 611	Counseling Skills (3 credits required)	3

School-Wide Practices to Promote Learning

SPSY 631	Academic and Behavioral Interventions	4

Services to Promote Safe and Supportive Schools

SPSY 511	School Mental Health Promotion	3

Family, School, and Community Collaboration

CPSY 625	Child and Family Interventions	3

Equitable Practices for Diverse Student Populations

SPED 515	Diversity and Special Education	3

Research and Evidence-Based Practice

EDUC 611	Survey of Educational Research Methods	3
EDUC 614	Introductory Statistics for Practitioners I	3
EDUC 650	Single-Subject Research Methods I	3

Legal, Ethical, and Professional Practice

SPSY 661	Principles and Practices in School Psychology	4
SPSY 662	Foundations of Clinical Supervision	3
SPSY 663	Professional Ethics	3
SPED 528	Special Education Law	3

Clinical Practices

SPSY 692	Professional Competencies Portfolio (3 credits of SPSY 692 required, typically taken in fall, winter, and spring of year 1)	3
SPSY 698	School-Based Practicum (9 credits of SPSY 698 required, typically taken in fall, winter, and spring of year 2)	9
SPSY 699	Internship (9 credits of SPSY 699 required, typically taken in fall, winter, and spring of year 3) ¹	9

Total Credits		94

¹ Prior to completion of internship, specialist-level students are required to complete 1,200 clock hours, pass the Praxis II School Psychologist licensure exam, and complete internship requirements outlined in the internship handbook at the time of enrollment in SPSY 699 Internship.

School Psychology (PhD)

<https://education.uoregon.edu/spsy/graduate/phd> (<https://education.uoregon.edu/spsy/graduate/phd/>)

Billie Jo Rodriguez, Program Director

340 HEDCO Education Building
541-346-7170
spsy@uoregon.edu

The doctoral program is accredited by the American Psychological Association and the National Association of School Psychologists, and approved by the Oregon Teachers Standards and Practices Commission for the educational licensure of school psychologists in the state of Oregon.

Graduates of this program meet school psychologist licensure requirements through the Oregon Teacher Standards & Practices and are eligible for the nationally certified school psychologist credential offered by the National Association of School Psychologists. Additionally, the doctoral program prepares students to qualify for licensure as a professional psychologist through the state board of psychologist examiners.

Upon completion of doctoral training in school psychology at the University of Oregon, students will be prepared for a variety of careers in the field including careers in university teaching, research, leadership, and provision of school psychological services. This preparation involves completion of eight objectives that are reflective of our mission, values, and program philosophy. Each objective is linked to specific competencies which delineate specific behaviors students will engage in to demonstrate mastery of an objective.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Master basic foundational knowledge in the fields of psychology and education.
- Develop expertise in planning and conducting applied research in psychology and education.
- Demonstrate proficiency in professional writing and scholarly analysis.
- Deliver psychological services in school settings, including assessment, intervention, and consultation skills, with proficiency.
- Demonstrate skill in teaching, at both the university pre-service level and the professional in-service level.
- Develop skills in supervision of school psychology services.
- Demonstrate skills in leadership and professional service.
- Develop patterns of professional behavior and participate in experiences consistent with becoming a lifelong learner in the field of school psychology.

School Psychology Major Requirements

The doctoral program includes an individualized plan of study with 160 credits minimum, culminating in an original research dissertation, a predoctoral internship, and the doctor of philosophy (PhD) degree. 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.

The program prepares students to qualify for licensure as a professional psychologist through the state board of psychologist examiners, as well as state certification or licensure as a school psychologist in Oregon and most other states. Students who complete this program are eligible for the nationally certified school psychologist credential offered by the National Association of School Psychologists.

Completion of the Ph.D. program in School Psychology at the University of Oregon requires a minimum of 160 credit hours, including coursework, practicum, and a 1,500 clock hour internship. This program typically requires four years of full-time study on campus for completion of coursework and practica, plus a full-time internship that is completed during the fifth year of the program. All students in the Ph.D. program complete comprehensive exams and a dissertation.

Code	Title	Credits
PSYCHOLOGICAL AND EDUCATIONAL FOUNDATIONS		33
Theories of Learning and Instruction		8
EDUC 654	Advanced Applied Behavior Analysis	
SPED 660	Design of Instruction	
History of Psychology		3
CPSY 607	Seminar: [Topic] or CPSY 605 Reading and Conference: [Topic]	
Individual Differences in Behavior		3
Select one of the following:		
SPED 515	Diversity and Special Education	
CPSY 615	Counseling Diverse Populations	
Human Development		3
CPSY 621	Lifespan Developmental Psychology	
Psychopathology		4
SPSY 650	Developmental Psychopathology	
Biological Aspects of Behavior		4
SPSY 652	Biological Aspects of Behavior	
Cognitive Aspects of Behavior		4
SPSY 651	Cognitive-Affective Aspects of Behavior	
Social Aspects of Behavior		
CPSY 635	Social Aspects of Behavior	
MEASUREMENT AND ASSESSMENT		16
SPSY 671	Behavioral Assessment	
SPSY 672	Intellectual Assessment	
SPSY 674	Educational Assessment	
One additional course on measurement & assessment		
STATISTICS AND RESEARCH		49
Statistics and Research Design		23
EDUC 614	Introductory Statistics for Practitioners I	
EDUC 640	Introductory Statistics for Practitioners II	
SPED 626	Grant Writing	
EDUC 650	Single-Subject Research Methods I	
EDUC 652	Single-Subject Research Methods II	
One additional course on statistics and research		
Application of Research Skills: Dissertation Research		26
SPSY 603	Dissertation	
SPSY 601	Research: [Topic] (Research team experience or independent research)	
PRACTICE OF SCHOOL PSYCHOLOGY		53
Consultation		8
SPSY 630	Introduction to Consultation	
SPSY 632	Advanced Consultation	
Academic and Social Behavioral Interventions		15
SPSY 631	Academic and Behavioral Interventions	
SPED 540	Early Literacy for Diverse Learners	
CPSY 611	Counseling Skills	
CPSY 625	Child and Family Interventions	
Teaching and Supervision		7
SPSY 662	Foundations of Clinical Supervision	
Additional credits approved by program		
Professional Standards and Ethics		10

SPSY 661	Principles and Practices in School Psychology	
SPED 528	Special Education Law	
SPSY 663	Professional Ethics	
PRACTICUM EXPERIENCES (480 clock hours minimum)		13
Field Studies (80 clock hours minimum)		
Prior to completing the Integrated Practicum, students will enroll in two terms of SPSY 695 Field Studies (one credit per term) to gain applied experience engaging in several specific activities related to the practice of school psychology. These activities are linked to core school psychology coursework including assessment and consultation. Students enrolled in Field 52 Studies are expected to work approximately 3 hours per week at their assigned site, plus one hour of group supervision (total of 4 hours per week per term).		
School-Based Practicum (360 clock hours minimum)		9
SPSY 698	School-Based Practicum ((Fall quarter, 120 clock hours))	
SPSY 698	School-Based Practicum ((Winter quarter, 120 clock hours))	
SPSY 698	School-Based Practicum ((Spring quarter, 120 clock hours))	
Community Agency Practicum (40 clock hours minimum)		2
SPSY 609	Terminal Project (Practicum Academic Intervention Clinic (Summer quarter))	
INTERNSHIP EXPERIENCE (1,500 clock hours minimum)		9
SPSY 605	Reading and Conference: [Topic] (Pre-Internship Planning & Advisement enrollment in year prior to internship)	8
SPSY 699	Internship (enrollment during final term of internship)	1
Total minimum credits required		160

Special Education (MA/MS)

<http://education.uoregon.edu/SPED> (<http://education.uoregon.edu/SPED/>)

Beth Harn, Program Director

340 HEDCO Education Building
541-346-1412
sped@uoregon.edu

Master's + Licensure

Our master's + licensure programs prepare preservice teachers to meet the preliminary special education licensure requirements for Oregon in either:

- K-12/Generalist
- Early Intervention

Inservice teachers can complete coursework to meet the added endorsement requirements for these age groups, as well through our endorsement program.

Master's Only (Non-Licensure)

The master's only option is ideal for current teachers who are interested in pursuing advanced graduate training in special education and

completing a program that is individualized and based on their interests and goals.

This option is ideal for individuals with a bachelor's degree who want to learn more about special education, but who do not necessarily want to pursue a career in teaching.

Please see program website for additional information: <https://education.uoregon.edu/sped/graduate> (<https://education.uoregon.edu/sped/graduate/>)

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Analyze disabilities from a within- and across-categorical perspective including definitions, etiologies, characteristics, and interventions - and- identify pivotal concepts and procedures in educating individuals with disabilities (OAR 584-420-0460 [3, 5, 7; CEC 1, 3, 5]; OAR 584-420-0020 [3a b, 5b c; InTASC 1, 3, 7, 8]; OAR 584-420-0465 [4, 8]); OAR 584-017-1020), as measured by a grade of B- or better in SPED 511 Foundations of Disability.
- Practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity (CEC Initial Prep. Sub-Standards 1.1 and 1.2), as measured by a grade of B- or better in SPED 528 SPED Law.
- Create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being (CEC Initial Prep. Sub-standard 6.1), as measured by a grade of B- or better in SPED 526 Behavior and Classroom Management.

Minimum Requirements:

- 45 credits as an officially admitted master's degree student
- 15 credit hours of previous graduate-level work may be transferred into your program pending instructor and advisor approval
- 9 credit hours of 600 level courses
- 30 graduate credit hours in special education (SPED) courses
- 24 graded credit hours in UO courses
- Students who wish to obtain a Master of Arts degree must complete the equivalent of two years of a second language

Please see program website for additional information: <https://education.uoregon.edu/sped/graduate> (<https://education.uoregon.edu/sped/graduate/>)

The general framework for a Master's degree in special education includes three components: (a) courses in required core areas, (b) elective courses, and (c) a terminal activity. Master's degree students can specialize in a) Early Intervention, b) school-age individuals K-12 level, or c) a general master's with an individualized interest. The specific courses students take to complete a master's degree is determined by student-identified career interests and whether the student has been admitted to both the master's degree and a license/ endorsement program.

Special Education Master's Degree

Code	Title	Credits
Foundations - Select one course from the following:		
SPED 511	Foundations of Disability I	
SPED 680	Foundations in Early Childhood and Early Intervention	
Behavioral Support - Select one course from the following:		
SPED 526	Behavior and Classroom Management	
SPED 536	Advanced Behavior and Classroom Management	
Curriculum & Instruction - Select two to three courses in this area (depending on emphasis)		
Early Intervention Emphasis:		
SPED 681	Early Intervention for Diverse Families	
SPED 682	Assessment and Evaluation	
SPED 683	Curriculum in Early Childhood and Early Intervention	
K-12 Emphasis: ¹		
Methods Courses		
SPED 522	Special Education Mathematics Instruction	
SPED 540	Early Literacy for Diverse Learners	
SPED 541	Intermediate Literacy for Diverse Learners	
SPED 542	Adolescent Literacy for Diverse Learners	
SPED 543	Supporting Students with Low-Incidence Disability	
Transition Courses:		
SPED 633	Transition Planning and Instruction I	
SPED 634	Transition Planning and Instruction II	
Master's Only:		
SPED 620	Assessment in Special Education	
SPED 660	Design of Instruction	
Legal		
SPED 528	Special Education Law	
Multicultural		
SPED 515	Diversity and Special Education	
Field Studies - Select one course in this area:		
SPED 606	Practicum: [Topic]	
SPED 609	Terminal Project	
Research (for Master's only) - Select one course in this area:		
SPED 606	Practicum: [Topic] (Field Studies)	
SPED 606	Practicum: [Topic] (Unsupervised Practicum)	
SPED 610	Experimental Course: [Topic] (Non-licensure Field Study)	
Practicum (for EI Licensure)		
SPED 611	Early Intervention Practicum I	
SPED 612	Early Intervention Practicum II	
SPED 625	Final Supervised Field Experience	
Practicum (for K-12 Licensure)		
SPED 653	Student Teaching I K-12	
SPED 654	Student Teaching II K-12	

SPED 655	Student Teaching III K-12
Research - Recommended but not required	
EDUC 611	Survey of Educational Research Methods
EDUC 612	Social Science and Education Research Design
Terminal Activity - Select one option	
Early Intervention emphasis only:	
Oral Comprehensive Exam	
Master's only and K-12 emphasis:	
Master's Project (3)	
Thesis (9)	
Specialization Area (3 graduate courses of at least 9 credits)	
Total Minimum Credits	45-51

¹ Work with advisor to determine mix of Methods and Transition courses to take for this emphasis.

Students who wish to obtain a master of arts degree must complete the equivalent of two years of a second language.

The minimum requirements for the Accelerated Master's in Special Education align with the requirements for our graduate licensure program. Students must be in good standing and have recommendation of program and practicum coordinators to continue with graduate level coursework. Students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in all graduate courses taken in the licensure program, and are required to earn a B- or better in all K12 instructional methods courses (SPED 540, 541, 542, and 543) and all core EI/ECSE courses (SPED 680, SPED 681, SPED 682, SPED 683, SPED 687, SPED 688, SPED 689).

Accelerated Master's Program in Special Education: Early Intervention/Early Childhood Special Education Track

Code	Title	Credits
Early Intervention/ Early Childhood Special Education Licensure Plan of Study		
Undergraduate Junior ¹		13
SPED 411	Foundations of Disability I	
SPED 420	Applied Experience in Special Education	
Undergraduate Senior		11
SPED 540	Early Literacy for Diverse Learners	
SPED 528	Special Education Law	
SPED 526	Behavior and Classroom Management	
Graduate		39
Fall		
SPED 680	Foundations in Early Childhood and Early Intervention	
EDUC 611	Survey of Educational Research Methods	
SPED 687	Early Intervention Methods I	
SPED 611	Early Intervention Practicum I	
SPED 691	Professional Practices in Early Intervention I	
Winter		

SPED 682	Assessment and Evaluation
SPED 681	Early Intervention for Diverse Families
SPED 688	Early Intervention Methods II
SPED 612	Early Intervention Practicum II
SPED 692	Professional Practices in Early Intervention II
Spring	
SPED 683	Curriculum in Early Childhood and Early Intervention
Spring	
SPED 689	Early Intervention Methods III
SPED 625	Final Supervised Field Experience
SPED 693	Professional Practices in Early Intervention III
Total Credits	63

¹ Required courses includes two SPED Minor elective courses [min 6 credits; taken any term; please see SPED Minor program plan for list of elective courses here: <https://education.uoregon.edu/sped/undergraduate/minor> (<https://education.uoregon.edu/sped/undergraduate/minor/>)

Accelerated Master's Program in Special Education: K-12 Track

Code	Title	Credits
K-12 Special Education Licensure Plan of Study		
Undergraduate Sophomore		10
SPED 411	Foundations of Disability I	
SPED 420	Applied Experience in Special Education ¹	
SPED 407	Seminar: [Topic]	
Undergraduate Junior		11
Fall		
SPED 426	Behavior and Classroom Management	
Winter		
SPED 415	Diversity and Special Education	
SPED 543	Supporting Students with Low-Incidence Disability	
Spring		
SPED 422	Special Education Mathematics Instruction	
Undergraduate Senior		25-28
Fall		
SPED 436	Advanced Behavior and Classroom Management	
SPED 540	Early Literacy for Diverse Learners	
Winter		
SPED 420	Applied Experience in Special Education ²	
SPED 541	Intermediate Literacy for Diverse Learners	
Spring		
SPED 406	Practicum: [Topic]	
SPED 488	Professional Practices: [Topic]	
SPED 542	Adolescent Literacy for Diverse Learners	
Graduate		35
Fall		
SPED 660	Design of Instruction	

SPED 620	Assessment in Special Education
SPED 654	Student Teaching II K-12
SPED 588	Professional Practices: [Topic]
Winter	
SPED 633	Transition Planning and Instruction I
SPED 528	Special Education Law ³
SPED 655	Student Teaching III K-12
SPED 588	Professional Practices: [Topic]
Spring	
SPED 634	Transition Planning and Instruction II
Total Credits	
81-84	

¹ Must take SPED 420 for 3 credits total, can be taken 1 credit (30 hours) at a time

² 1-3, take if no prior SPED classroom experience

³ SPED 528 can also be taken Summer term before first graduate Fall

Residency Requirements

All upper division and graduate-level credits must be completed in residence at the University of Oregon

Special Education (MEd)

<http://education.uoregon.edu/SPED> (<http://education.uoregon.edu/SPED/>)

Beth Harn, Program Director

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541-346-1412
sped@uoregon.edu

To be eligible for the MEd in Special Education, a candidate must have a valid teaching license and have completed at least one year of successful classroom teaching in the United States.

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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. (CEC Initial Prep. Standard 1), as measured by passing grades (P) in all practicum and/or student teaching experiences.
- Practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity (CEC Initial Prep. Sub-Standards 1.1 and 1.2), as measured by a grade of B- or better in SPED 428/528 SPED Law.
- Create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being (CEC Initial Prep. Sub-standard 6.1), as measured by

a grade of B- or better in SPED 426/526 Behavior and Classroom Management.

- Consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities (CEC Sub-standard 5.1), as measured by grades of B- or better in all instructional methods courses.

Minimum Requirements:

- 45 credits as an officially admitted master's degree student
- 15 credit hours of previous graduate-level work may be transferred into your program pending instructor and advisor approval
- 9 credit hours of 600 level courses
- 30 graduate credit hours in special education (SPED) courses
- 24 graded credit hours in UO courses
- Students who wish to obtain a Master of Arts degree must complete the equivalent of two years of a second language

Please see program website for additional information: <https://education.uoregon.edu/sped/graduate> (<https://education.uoregon.edu/sped/graduate/>)

The minimum requirements for the Accelerated Master's in Special Education align with the requirements for our graduate licensure program. Students must be in good standing and have recommendation of program and practicum coordinators to continue with graduate level coursework. Students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in all graduate courses taken in the licensure program, and are required to earn a B- or better in all K12 instructional methods courses (SPED 540, 541, 542, and 543) and all core EI/ECSE courses (SPED 680, SPED 681, SPED 682, SPED 683, SPED 687, SPED 688, SPED 689).

Accelerated Master's Program in Special Education: Early Intervention/Early Childhood Special Education Track

Code	Title	Credits
Early Intervention/ Early Childhood Special Education Licensure Plan of Study		
Undergraduate Junior ¹		13
SPED 411	Foundations of Disability I	
SPED 420	Applied Experience in Special Education	
Undergraduate Senior		11
SPED 540	Early Literacy for Diverse Learners	
SPED 528	Special Education Law	
SPED 526	Behavior and Classroom Management	
Graduate		39
Fall		
SPED 680	Foundations in Early Childhood and Early Intervention	
EDUC 611	Survey of Educational Research Methods	
SPED 687	Early Intervention Methods I	
SPED 611	Early Intervention Practicum I	
SPED 691	Professional Practices in Early Intervention I	
Winter		
SPED 682	Assessment and Evaluation	

SPED 681	Early Intervention for Diverse Families	
SPED 688	Early Intervention Methods II	
SPED 612	Early Intervention Practicum II	
SPED 692	Professional Practices in Early Intervention II	
SPED 683	Curriculum in Early Childhood and Early Intervention	
Spring		
SPED 689	Early Intervention Methods III	
SPED 625	Final Supervised Field Experience	
SPED 693	Professional Practices in Early Intervention III	
Total Credits		63

¹ Required courses includes two SPED Minor elective courses [min 6 credits; taken any term; please see SPED Minor program plan for list of elective courses here: <https://education.uoregon.edu/sped/undergraduate/minor> (<https://education.uoregon.edu/sped/undergraduate/minor/>)

Accelerated Master's Program in Special Education: K-12 Track

Code	Title	Credits
K-12 Special Education Licensure Plan of Study		
Undergraduate Sophomore		10
SPED 411	Foundations of Disability I	
SPED 420	Applied Experience in Special Education ¹	
SPED 407	Seminar: [Topic]	
Undergraduate Junior		11
Fall		
SPED 426	Behavior and Classroom Management	
Winter		
SPED 415	Diversity and Special Education	
SPED 543	Supporting Students with Low-Incidence Disability	
Spring		
SPED 422	Special Education Mathematics Instruction	
Undergraduate Senior		25-28
Fall		
SPED 436	Advanced Behavior and Classroom Management	
SPED 540	Early Literacy for Diverse Learners	
Winter		
SPED 420	Applied Experience in Special Education ²	
SPED 541	Intermediate Literacy for Diverse Learners	
Spring		
SPED 406	Practicum: [Topic]	
SPED 488	Professional Practices: [Topic]	
SPED 542	Adolescent Literacy for Diverse Learners	
Graduate		35
Fall		
SPED 660	Design of Instruction	
SPED 620	Assessment in Special Education	

SPED 654	Student Teaching II K-12
SPED 588	Professional Practices: [Topic]
Winter	
SPED 633	Transition Planning and Instruction I
SPED 528	Special Education Law ³
SPED 655	Student Teaching III K-12
SPED 588	Professional Practices: [Topic]
Spring	
SPED 634	Transition Planning and Instruction II
Total Credits	81-84

- ¹ Must take SPED 420 for 3 credits total, can be taken 1 credit (30 hours) at a time
² 1-3, take if no prior SPED classroom experience
³ SPED 528 can also be taken Summer term before first graduate Fall

Special Education (DEd)

Our primary goal of the doctoral program is to prepare you to assume leadership roles in special education. These roles may be in institutions of higher education, private research firms, school districts, or state, county, or federal education agencies.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Provide supervision to teacher candidates and have experience in designing, revising, and teaching a course in the field of special education that promotes equity, diversity, and inclusion and effectively supports the learning development of undergraduate and/or graduate students.
- Critically evaluate, design, and implement research that promotes equity, diversity, and inclusion to better meet the needs of individuals, students, and families with disabilities.
- Engage in program, college, university, profession, or community service to better understand the roles and responsibilities involved in collaborative efforts with a variety of partners.

Special Education (PhD)

<http://education.uoregon.edu/SPED> (<http://education.uoregon.edu/SPED/>)

Beth Harn, Program Director

340 HEDCO Education Building
541-346-1412
sped@uoregon.edu

Our nationally ranked University of Oregon Special Education program has a track record of preparing graduates to stand out in their careers and improve educational practices. The research, resources, and practices our program faculty conduct impacts the field of education in the US and globally.

Our doctoral training experience is unique and individualized. Our program competencies are designed to support you to develop expertise in the domains of teaching, service, and research. Working with your advisor and other program faculty, you will create a plan that will provide you expertise in the areas you are interested in studying while being

exposed to all of the service and research experiences our program and COE faculty conduct.

Our program faculty teach and research a wide range of topics in the field of special education (e.g., dual language learners, assessment, autism, social emotional learning, early childhood, behavioral analysis, post-school community engagement, instruction, equity in school discipline, etc.) with a critical eye toward improving systems and practices to promote equity in educational outcomes for all students. We typically admit 4-8 students a year to work as a cohort to maximize your learning and experiences.

Please see the program website for additional information:
<https://education.uoregon.edu/sped/graduate/phd> (<https://education.uoregon.edu/sped/graduate/phd/>)

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Provide supervision to teacher candidates and have experience in designing, revising, and teaching a course in the field of special education that promotes equity, diversity, and inclusion and effectively supports the learning development of undergraduate and/or graduate students.
- Critically evaluate, design, and implement research that promotes equity, diversity, and inclusion to better meet the needs of individuals, students, and families with disabilities.
- Engage in program, college, university, profession, or community service to better understand the roles and responsibilities involved in collaborative efforts with a variety of partners.

Doctor of Philosophy in Special Education

The Special Education Doctoral Program requires 81 credits past the master's degree.

Code	Title	Credits
Foundational Coursework		11
SPED 607	Seminar: [Topic] (Doctoral seminar taken twice for 1 credit each)	
SPED 622	History of Special Education and Disability	
EDUC 612	Social Science and Education Research Design ¹	
SPED 626	Grant Writing	
Research Requirement²		18
Educational Equity (Choose two courses, at least one with SPED prefix)³		6
Electives⁴		28
Dissertation		18
SPED 603	Dissertation	
Total Credits		81

¹ Program prerequisite for Research Requirement coursework.

² 4 courses from one tradition (quant, qual, or single subject) + 2 from another (quant, qual, single subject, or program evaluation)

³ Students must complete at least two courses of graduate-level coursework at the University of Oregon specifically focusing on supporting underserved populations (e.g., emergent bilingual, racially/ethnically minoritized, etc.). There are a number of courses (including topical doctoral seminars) that can satisfy this requirement both within

the College of Education and across the University; however, at least one of these courses must have a SPED prefix (e.g., SPED 515, SPED 518). Students should speak with their advisor about course options to fulfill this requirement.

⁴ Electives are determined and approved in the process of developing and reviewing the student's program plan.

School of Journalism and Communication

<http://journalism.uoregon.edu>

Juan-Carlos Molleda, Edwin L. Artz Dean

217A Allen Hall
1275 University of Oregon
Eugene, OR 97403-1275
541-346-3602

The UO School of Journalism and Communication is a community dedicated to excellence in learning, research, and creative projects. We are scholars, professionals, and students studying issues that champion freedom of expression, dialogue, and democracy in service to current and future generations.

While our Pacific Northwest home inspires our explorations of media, technology, and the human condition, our work at the undergraduate and graduate levels has global impact—researching, advocating for, and reporting on critical issues such as diversity and equity, the environment, and social and economic justice. Along the way, we facilitate relationships across media professions that promote public advocacy, social responsibility, transparency, and civic engagement.

By integrating theory and practice, we advance communication and media scholarship and prepare students to become professional storytellers, critical thinkers, thought leaders, and responsible citizens in a global society.

Come to Oregon; change the world.

With a century-long history, the University of Oregon School of Journalism and Communication is one of the first professional journalism schools in the nation, the only accredited comprehensive journalism program to include advertising and public relations in the Pacific Northwest, and one of only 112 accredited programs worldwide. More than a century after its founding, our school is a national leader in scholarship and education in advertising, journalism, media studies, public relations, and strategic communication. With a student enrollment of more than 2,200, we offer doctoral, master's, and undergraduate degree programs that challenge students to become productive scholars, ethical communicators, critical thinkers, and responsible citizens in a global society.

We attract and nurture students who seek the truth, challenge the status quo, and move society forward, together. These shared values shape our community and support a culture that's collaborative, immersive, inclusive, and entrepreneurial. Our classes and hands-on learning programs foster critical thinking and creativity while giving students a supportive environment to push their limits, explore new interests, and build innovative and transferrable skills. Our faculty and student researchers shape the professions we partner with by offering groundbreaking insights and new approaches to advertising, journalism, media, public relations, and strategic communication. Our success is measured by our student and alumni work, our faculty and student contributions to research, our collaboration and partnerships with our partners in the field, and our impact on the world around us.

Faculty

Jesse Abdenour, associate professor (news processes and production, documentary, investigative journalism). BS, 1999, Ohio; MA, 2010, Arkansas; PhD, 2015, North Carolina. (2015)

Shan Anderson, associate teaching professor (advertising, digital publishing, visual design). BFA, 1991, Oregon. (2014)

Steven Asbury, instructor I (visual communications, design, advertising). BS, 1997, Oregon. (2014)

Jakki Bailey, assistant professor (media studies), PhD, Stanford

Thomas (Tom) 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 (Mark) E. Blaine, professor of practice (multimedia journalism, feature writing). BJ, 1993, Missouri, Columbia; MS, 2000, Oregon. (2003)

Charles Butler, instructor I (magazines, narrative nonfiction, sports journalism). BA, 1985, MS, 1999, Columbia. (2016)

Dayna Chatman, assistant professor (race, gender, and media; television studies; social media). BA, 2005, Saint Mary's College of California; MA, 2012, Illinois, Chicago; MA, 2013, PhD, 2016, Southern California. (2018)

Christopher Chávez, Carolyn Silva Chambers Distinguished Professor of Advertising; Interim Director, Advertising and Brand Responsibility Program; Director, Center for Latina/o and Latin American Studies (advertising, popular culture, media studies and globalization). BS, 1993, California State Polytechnic, Pomona; MA, 1995, MA, 2006, PhD, 2009, Southern California. (2012)

Alexandra (Alex) Segre Cohen, assistant professor (science communication -- environmental focus). BA, 2016, Clark University; PhD, 2022, Southern California. (2022)

Diego Cortes, assistant professor (media studies), BA, Hunter College; MA, UC San Diego; PhD, UC San Diego

Nicole Smith Dahmen, professor (visual communication). BGS, 1997, MMC, 2001, Louisiana State; PhD, 2007, North Carolina, Chapel Hill. (2014)

Donna Davis, associate professor (strategic communication, public relations, virtual worlds); director, Strategic Communication Program. BA, 1981, MS, 2005, PhD, 2010, Florida. (2011)

Charlie Deitz, Instructor. BA, 2002 Montclair State; MS 2013, PhD, 2018 Oregon (2022)

Andrew DeVigal, professor of practice (media innovation, community engagement, experience design); Chair in Journalism Innovation and Civic Engagement. BS, 1993, San Francisco. (2014)

Nicole (Nikki) Dunsire, instructor (Oregon Reality Lab Manager). BA, 2002 Denver; MS, 2004, DePaul University (2021)

Troy R. Elias, Associate Vice Provost for Diversity & Inclusion; associate professor (advertising, race and ethnicity, information and communication technology). BS, 2004, Claflin; MA, 2006, PhD, 2009, Ohio State. (2014)

David Ewald, professor of practice (advertising, brand innovation). BS, 2001. (2019)

Maxwell (Max) Foxman, assistant professor (game studies, gamification, immersive media). BA, 2007, Columbia; MA, 2012, New York; MPhil, 2015, PhD, 2018, Columbia. (2018)

Saima Kazmi, assistant professor (advertising), PhD, Colorado, Boulder

Torsten Kjellstrand, professor of practice (photojournalism, multimedia and visual journalism). BA, 1984, Carleton College; MA, 1997, Missouri, Columbia. (2013)

Kathryn Kuttis, instructor I (cultural and media studies, visual design, representation). BA, 1995, Drew; MLA, 2010, Oregon. (2014)

Peter D. Laufer, James N. Wallace Chair of Journalism: News-Editorial; professor (long-form journalism, radio journalism, international journalism). MA, 1986, American; PhD, 2009, Leeds Metropolitan. (2010)

Regina Lawrence, professor (political communication, civic engagement, journalism innovation); Associate Dean, George S. Turnbull Portland Center and Agora Journalism Center. BA, 1985, Denver; MA, 1991, Colorado; PhD, 1997, Washington, Seattle. (2015)

Seth C. Lewis, Shirley Papé Chair in Emerging Media; professor; director, journalism. BS, 2002, Brigham Young; MBA, 2005, Barry; PhD, 2010, Texas, Austin. (2016)

Hayoung (Sally) Lim, assistant professor (cultural diversity and brand responsibility). BA, 2016, Korea; MA, 2018, PhD, 2022, Texas, Austin (2022)

Ed Madison, associate professor (multimedia journalism, digital publishing, media entrepreneurship). BS, 1979, Emerson College; PhD, 2012, Oregon. (2012)

Gabriela Martinez, professor (electronic media, international communication, Latin American studies); director, Journalism Master's Program. BA, 1999, MA, 2000, San Francisco State; PhD, 2005, Oregon. (2005)

Kelli I. Matthews, associate teaching professor (public relations, strategic communication, social media). BA, 2001, MA, 2004, Oregon. (2011)

Nikki McClaran, assistant professor (public relations), PhD, Michigan State

Tom McDonnell, professor of practice (advertising). BS, 1982, Oregon. (2014)

Karen McIntyre, assistant professor (journalism), BS, Cal State Chico; MA, UC Berkeley; PhD, North Carolina

Daniel L. Miller, associate professor (video production, documentary film and video). BS, 1983, MS, 1986, PhD, 1994, Oregon. (2001)

Ivan Miller, visiting professor of practice (sports journalism)

Juan-Carlos Molleda, professor; Edwin L. Artzt Dean. BS, 1990, Zulia; MS, 1997, Radford; PhD, 2000, South Carolina. (2016)

Daniel D. (Dan) Morrison, teaching professor (photojournalism, multimedia and visual journalism). BA, 1984, MPA, 1994, Texas, Austin. (2010)

Deborah (Deb) K. Morrison, professor (advertising and brand creativity, creative process, social responsibility); associate dean for undergraduate

affairs. BA, 1978, Sam Houston State; MA, 1984, PhD, 1988, Texas, Austin. (2006)

Dean E. Mundy, associate professor (public relations, media framing); director, public relations. BA, 1996, MA, 2006, PhD, 2010, North Carolina, Chapel Hill. (2014)

Courtney Munther, associate teaching professor (nonprofit communication, fundraising, strategic public relations writing). BA, 2004, Smith; MA, 2012, Nebraska, Lincoln. (2014)

Bryce Newell, associate professor (media studies, media law and policy). BS, 2006; JD, 20010, UC Davis; PhD, 2015, University of Washington. (2019)

Julianne H. Newton, director, communication and media studies MA and PhD program, professor (visual communication, visual ethics, visual behavior, photojournalism, and cognitive theory). BA, 1970, Baylor; MA, 1983, PhD, 1991, Texas, Austin. (2000)

S. Senyo Ofori-Parku, associate professor (consumer insights and strategy, corporate sustainability, consumer behavior). BA, 2003, Cape Coast; MA, 2010, Ghana; PhD, 2015, Oregon. (2017)

Sung J. Park, associate teaching professor (photojournalism, multimedia journalism). BS, 1991, MFA, 2010, Syracuse. (2010)

Ellen Peters, professor (Philip H. Knight Chair of Science Communication and director of the science and communication research [SCR]). BS/BSE, 1989, MS, 1994, PhD, 1998, Oregon. (2019)

Lisa Peyton, instructor (immersive and strategic communications). BA, Virginia Commonwealth; MA, 2017, Fielding Graduate University, Santa Barbara. (2021)

Whitney Phillips, assistant professor (digital platforms and ethics). BA, 2004, Humboldt State; MFA, 2007, Emerson College; PhD, 2012, University of Oregon (2022)

Danny Pimentel, assistant professor (immersive media psychology). BS, Florida; MS, Florida International, 2014; PhD, 2020, Florida. (2020)

Donnalyn Pompper, professor (public relations, corporate social responsibility, critical race and feminist studies). BA, 1983, Rowan; MJ, 1994, PhD, 2001, Temple. (2017)

Wes Pope, associate professor (multimedia journalism). BA, 1996, Washington, Seattle; MA, 2010, Syracuse. (2012)

Damian Radcliffe, Carolyn S. Chambers Professor in Journalism; professor of practice (community journalism, trends in social media and technology, media business models). BA, 1998, MA, 2009, Oxford. (2015)

Robert (Bob) Rickert, instructor (advertising)

Kym Rohman, instructor (advertising, design)

Attila Schillinger, professor of practice (public relations, strategic communications)

Biswarup "Bish" Sen, associate professor (communication studies, global media, television studies). BA, 1975, St. Xavier's College, Kolkata; MA, 1982, Ohio State; PhD, 1990, Illinois, Urbana-Champaign. (2010)

Autumn Shafer, associate professor (health communication, communication campaign testing and evaluation, media psychology). BA,

2000, MA, 2003, Washington State; PhD, 2011, North Carolina, Chapel Hill. (2015)

Lori Shontz, associate teaching professor (writing and reporting, sports journalism, community engagement). BS, 1991, MEd, 2013, Pennsylvania State. (2014)

Hollie Smith, associate professor (science and environmental communication); associate director science and communication research (SCR). BS, 2007, Southern Utah; MA, 2010, Washington State; PhD, 2014, Maine. (2018)

Gretchen Soderlund, associate professor (media history, gender and media); director, media studies. BA, 1993, Virginia Commonwealth; PhD, 2002, Illinois, Urbana-Champaign. (2013)

H. Leslie Steeves, professor (diversity and media, development communication and social change); senior associate dean, academic affairs. BS, 1971, Vermont; MS, 1974, PhD, 1980, Wisconsin, Madison. (1987)

Paul Swangard, instructor (advertising and sport brand strategy). BA, 1990, MBA, 1999, Oregon (2019)

John Sutter, assistant professor (science communication), MFA, Utah

Brent Walth, associate professor (journalism). BS, 1984, Oregon; MFA, 2012, Warren Wilson College. (2007)

Janet Wasko, Philip H. Knight Chair; professor (communication studies, political economy of communication); director, media studies. BA, 1973, MA, 1974, California State; PhD, 1980, Illinois. (1986)

Christine Wise, professor of practice (advertising), BA, Wisconsin-Madison

Will Yurman, instructor (digital video news/broad cast production). BA, 1983, State University of New York, Albany. (2022)

Daniel Zweifach, assistant professor (advertising), BA, Harvard; MA, UCLA; PhD, UCLA

Emeriti

Patricia A. Curtin, professor emerita. AB, 1977, Earlham College; MA, 1991, PhD, 1996, Georgia. (2006)

Rebecca G. Force, professor emerita. BA, 1968, Vassar College. (1996)

Charles F. Frazer, professor emeritus. AB, 1968, Rutgers; MA, 1972, Fairfield; PhD, 1976, Illinois. (1990)

Timothy W. Gleason, professor emeritus. BA, 1980, State University of New York, Empire State; MA, 1983, PhD, 1986, Washington (Seattle). (1987)

Lauren J. Kessler, professor emerita. BSJ, 1971, Northwestern; MS, 1975, Oregon; PhD, 1980, Washington (Seattle). (1980)

David Koranda, professor emeritus. BA, 1970, Wilkes; BS, 1978, Oregon. (2001)

Scott R. Maier, professor emeritus. BA, 1977, Oberlin; MA, 1989, Southern California; PhD, 2000, North Carolina, Chapel Hill. (2000)

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)

Debra L. Merskin, professor emerita. BA, 1983, South Florida, Tampa; MLA, 1989, South Florida, St. Petersburg; PhD, 1993, Syracuse. (1993)

Karl J. Nestvold, professor emeritus. BS, 1954, Wyoming; MS, 1960, Oregon; PhD, 1972, Texas, Austin. (1961)

Jon Palfreman, professor emeritus. BS, 1971, University College, London; MS, 1972, Sussex; PhD, 2005, Glamorgan. (2006)

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)

John T. Russial, associate professor emeritus. BA, 1973, Lehigh; MA, 1975, Syracuse; PhD, 1989, Temple. (1992)

William E. Ryan II, associate professor emeritus. BA, 1964, Loras; MA, 1975, EdD, 1991, South Dakota. (1987)

Kim Sheehan, professor emerita. BS, 1980, Northwestern; MBA, 1993, Boston University; PhD, 1998, Tennessee, Knoxville. (1998)

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.

Undergraduate

Majors - Bachelor's Degree

- Journalism (BA/BS) (p. 567)
- Journalism: Advertising (BA/BS) (p. 569)
- Journalism: Media Studies (BA/BS) (p. 570)
- Journalism: Public Relations (BA/BS) (p. 572)

Minors

- Documentary Film Production (p. 573)
- Game Studies (p. 573)
- Media Studies (p. 574)
- Science Communication (p. 574)

The community of scholars and practitioners in the University of Oregon School of Journalism and Communication (SOJC) believe in our mission of developing critical, creative thinkers dedicated to ethical and innovative storytelling. Our curricular emphasis melds liberal arts studies with professional acumen, a sensibility that tracks with our goal of leveraging theory and practice to best prepare our students for the challenges of the

21st century. We help students become thinkers and makers, focusing more on perspective for a robust career than only a first-job mindset.

The SOJC offers four majors (Advertising, Journalism, Public Relations, and Media Studies) and four minors (Documentary Film Production, Game Studies, Media Studies, and Science Communication). The Advertising, Journalism, and Public Relations programs are under the accreditation authority of the Accrediting Council on Education in Journalism and Communication (ACEJMC). The ACEJMC accrediting standards are used to develop curriculum and assess our strengths in offering courses and programs. Accreditation visits occur every six years with the next one scheduled for January 2031.

Incoming students (first year or transfer students) planning to major in any of the four SOJC majors do not need to meet special admission requirements beyond the general university requirements. A university student in another major may switch to an SOJC major through the website. Current UO students must have a minimum cumulative grade point average (GPA) of 2.00 for all work at the University of Oregon.

Transfer Credit

The SOJC accepts major credits earned at other colleges and universities as follows:

1. Credits earned at schools or colleges of journalism accredited by ACEJMC are accepted for "JCOM" or "J" credit and may fulfill specific course requirements, upon review of the course syllabi.
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 70-credit limit set by national accrediting standards.
3. Regardless of the number of credits transferred, students must take at least 45 credits of journalism in residence to earn a degree from the University of Oregon.
4. The school accepts equivalent courses taught at other colleges to meet the Media and Society/Making Sense of Media (J 201/JCOM 201).

Transfer students who want to discuss the transfer policy may consult the advisors in the SOJC Student Success Center.

Internship

A major may earn no more than 9 credits in Internship: [Topic] (JCOM 404).

Honors Program

The honors program provides high-achieving students the opportunity to develop analytic, creative, critical thinking and research skills in small-group, discussion-oriented courses. The program develops a small multidisciplinary community of communications scholars from all the majors 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 SOJC students 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.

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 nonjournalism 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.

Graduate

Majors - Master's Degree

- Advertising and Brand Responsibility (MA) (p. 574)
- Communication and Media Studies (MA/MS) (p. 575)
- Immersive Media Communication (MS) (p. 578)
- Journalism (MA/MS) (p. 578)
- Multimedia Storytelling (MA) (p. 579)
- Strategic Communication (MS) (p. 581)

Major - Doctoral Degree

- Communication and Media Studies (PhD) (p. 576)

Certificate

- Communication Ethics

Microcredential

- Community Podcasting (p. 582)
- Video Production (p. 582)

Important note: Communication Ethics Graduate Certificate program is not accepting applications at this time.

The graduate programs at the University of Oregon School of Journalism and Communication guide students in learning about a wide range of ideas concerning the structures, functions, and roles of media and communication in society. Students in all programs study and work alongside some of the best faculty, researchers and creative professionals in the field.

Journalism (BA/BS)

<http://journalism.uoregon.edu>

Journalism is a legacy profession that today must be defined by bold solutions and entrepreneurial storytelling. Our approach challenges you to find and produce important stories via one of our three tracks: Writing & Reporting, Photojournalism, or Broadcast & On-Air. You'll learn to tell ethical, accurate, and compelling stories, beginning with How Stories Work, Journalism and Democracy, and Fundamentals of Reporting and Interviewing.

From there, the path to mastery and career readiness leads you to data journalism, investigative reporting, audio and video reporting, or multimedia stories. You'll have access to podcast and broadcast studios, along with a range of high-end equipment (think cameras, drones,

light kits, immersive tech) to produce quality work. Our faculty teach by example: award-winning writers, photographers, reporters, editors, and entrepreneurs mentor students for a changing world that needs dedicated journalists more than ever before.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Understand the range of freedom of expression around the world and apply the principles and laws of freedom of speech to their profession/field.
- Demonstrate an understanding of how professionals and institutions shaped communications relevant to their profession/field.
- Demonstrate an understanding of diversity in domestic and global society and its impact as relevant to their profession/field.
- Demonstrate a conceptual understanding of the use and presentation of images and information and apply them to their profession/field.
- Understand and apply ethical principles appropriate to their profession/field.
- Think critically, creatively and independently.
- Conduct research and evaluate information by methods appropriate to their profession/field.
- Write correctly and clearly in forms and styles appropriate to their profession/field.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply basic numerical and statistical concepts.
- Apply tools and technologies appropriate to their profession/field, including verbal and visual presentation as apt.

Journalism Major Requirements

Code	Title	Credits
PLATFORM COURSES		
JCOM 101	Media Professions	4
JCOM 102	Story Craft Audio	2
JCOM 103	Story Craft Visual	2
JCOM 201	Making Sense of Media	4
JCOM 202	How Stories Work	4
JCOM 203	Writing as Practice	4
CORE CONTEXT COURSES ¹		
JCOM 301	Gender, Media and Diversity	4
JCOM 302	Communication Law	4
JCOM 303	Media Ethics	4
JCOM 304	The Media Business	4
JCOM 305	Media History	4
	or JCOM 306 Global Communications	
SEQUENCE REQUIREMENTS		
JCOM 330	Journalism and Democracy	4
JCOM 331	Fundamentals of Reporting and Interviewing	8
Choose one track:		20
Reporting & Writing		
Broadcast and On-Air		

Photojournalism	
Total Credits	72

¹ SOJC majors in this selective program do the 20-credit version of the Core Context requirement (SOJC Honors Program, see below). Must be taken graded and passed with a C- or better.

SOJC Honors Program

Code	Title	Credits
JCOM 329H	Honors Media Theory and Research	4
JCOM 429H	Honors Theory and Research: [Topic] (taken twice)	8
JCOM 302	Communication Law	4
JCOM 303	Media Ethics	4
Honors Thesis		
Thesis Prospectus Workshop		
Thesis Project		

Reporting & Writing Track

Code	Title	Credits
JCOM 332	Public Affairs Journalism	4
JCOM 333	Audiences	4
Choose two courses:		8
JCOM 430	In-Depth Reporting: [Topic]	
JCOM 431	Data Journalism	
JCOM 432	Solutions Journalism	
JCOM 433	Catalyst Journalism	
JCOM 434	Investigative Journalism	
JCOM 435	Profiles and Narrative	
JCOM 436	Magazine Production: [Topic]	
JCOM 437	(Newsroom)	
JCOM 438	Science Story	
JCOM 439	Sports Story	
One additional Journalism course:		4
JCOM 241	Principles of Multimedia Techniques	
JCOM 341	Audio Journalism I	
JCOM 342	Video Journalism I	
JCOM 343	Video Reporting II Live Broadcast	
JCOM 345	Photojournalism I	
JCOM 347	Social Media Journalism	
JCOM 348	Media Entrepreneurship	
JCOM 349	Project Management	
JCOM 430	In-Depth Reporting: [Topic]	
JCOM 431	Data Journalism	
JCOM 432	Solutions Journalism	
JCOM 433	Catalyst Journalism	
JCOM 434	Investigative Journalism	
JCOM 435	Profiles and Narrative	
JCOM 436	Magazine Production: [Topic]	
JCOM 437	(Newsroom)	
JCOM 438	Science Story	

JCOM 439	Sports Story	
Total Credits		20

Broadcast and On-Air Track

Code	Title	Credits
JCOM 241	Principles of Multimedia Techniques	4
JCOM 341	Audio Journalism I	4
JCOM 342	Video Journalism I	4
JCOM 343	Video Reporting II Live Broadcast	4
Choose one course:		4
JCOM 441	Audio Journalism II Narrative and Podcasting Capstone	
JCOM 442	Video Journalism III Broadcast Capstone	
Total Credits		20

Photojournalism Track

Code	Title	Credits
JCOM 241	Principles of Multimedia Techniques	4
JCOM 345	Photojournalism I	4
JCOM 445	Photojournalism II Photo Story	4
Choose two courses:		8
JCOM 446	Photojournalism III Multimedia Storytelling	
JCOM 447	(Lighting for Photo)	
JCOM 448	Visual Production: [Topic]	
Total Credits		20

Additional Requirements

- JCOM courses used to fulfill the major requirements must be passed with a letter grade of at least C- or a P* where pass/no pass is the only grading option for the course.
- Minimum 70 JCOM credits
- Minimum 70 non-JCOM credits (any subject code other than JCOM)
- Minimum 40 upper division JCOM credits
- Students must also complete one of the following:
 - SOJC minor (24 credits)
 - Other UO minor (24-40 credits)
- SOJC students who opt to minor within the SOJC may only overlap one JCOM course with the major and minor requirements.
- Upper division multilisted courses can only count toward programs in the School of Journalism and Communication if taken under the JCOM subject.

Four-Year Degree Plan

Requirements for the School of Journalism and Communication are complex, and students are strongly encouraged to consult with an advisor in the school's Student Success Center in 134 Allen Hall to ensure accurate interpretation of requirements and timely degree completion. For more information, visit the website (<http://journalism.uoregon.edu/students/undergrad/academic-requirements/>).

Journalism: Advertising (BA/BS)

<http://journalism.uoregon.edu>

Advertising can no longer be defined simply as selling. Instead, today's advertising careers mean bringing value to brands and social systems, understanding audiences and their relationship to culture, and addressing social problems with brave creative ideas. The Oregon path to an advertising career means you'll be trained to be creative, curious, and courageous, ready to bring your best.

Our creative strategist approach means your creativity and strategic thinking thrive no matter if you're a strategist, a writer, an art director, a media planner, or a business leader. You'll create a portfolio of evidence that shines a light to help brands, organizations, and big ideas be better, do better in a global culture. Here, you have opportunities to build your dream career. Be a part of the student-run agency, Allen Hall Advertising, or the award-winning legacy of AdTeam, part of the National Student Advertising Competition. Become a sports strategist or a sustainable brand leader or a filmmaker who travels the world. It's all a part of our flourishing creative community dedicated to making things of meaning.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Understand the range of freedom of expression around the world and apply the principles and laws of freedom of speech to their profession/field.
- Demonstrate an understanding of how professionals and institutions shaped communications relevant to their profession/field.
- Demonstrate an understanding of diversity in domestic and global society and its impact as relevant to their profession/field.
- Demonstrate a conceptual understanding of the use and presentation of images and information and apply them to their profession/field.
- Understand and apply ethical principles appropriate to their profession/field.
- Think critically, creatively and independently.
- Conduct research and evaluate information by methods appropriate to their profession/field.
- Write correctly and clearly in forms and styles appropriate to their profession/field.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply basic numerical and statistical concepts.
- Apply tools and technologies appropriate to their profession/field, including verbal and visual presentation as apt.

Journalism: Advertising Major Requirements

Code	Title	Credits
PLATFORM COURSES		
JCOM 101	Media Professions	4
JCOM 102	Story Craft Audio	2
JCOM 103	Story Craft Visual	2
JCOM 201	Making Sense of Media	4
JCOM 202	How Stories Work	4
JCOM 203	Writing as Practice	4
CORE CONTEXT COURSES ¹		
JCOM 301	Gender, Media and Diversity	4
JCOM 302	Communication Law	4
JCOM 303	Media Ethics	4
JCOM 304	The Media Business	4

JCOM 305	Media History	4
or JCOM 306	Global Communications	
SEQUENCE REQUIREMENTS		
JCOM 350	Creative Strategist	4
JCOM 461	Advertising Campaigns	4
or JCOM 462	National Student Advertising Competition Campaigns	
Choose five courses: ²		20
JCOM 351	Advertising and Culture	
JCOM 352	Writing Design Concepts	
JCOM 353	Curiosity for Strategists	
JCOM 354	Understanding Brands	
JCOM 355	Brand Responsibility	
JCOM 356	Psychology of Advertising	
JCOM 357	Understanding Strategy	
JCOM 358	Copywriting Craft	
JCOM 359	Account Management	
JCOM 360	Advertising Creative Studio I	
JCOM 361	Advertising Media Planning	
JCOM 365	Introduction to Media Design	
JCOM 366	Introduction to User Experience Design	
JCOM 454	Digital Ads and Analytics	
JCOM 455	Brand Strategy	
JCOM 456	Brands and Sustainability	
JCOM 457	Sports Brand Strategy	
JCOM 459	Advertising Trends: [Topic]	
JCOM 465	Art Direction and Design Studio	
JCOM 468	Web and Digital Design	
Total Credits		68

¹ SOJC majors in this selective program do the 20-credit version of the Core Context requirement (SOJC Honors Program, see below). Must be taken graded and passed with a C- or better.

² Two courses must be 300-level courses. Two courses must be 400-level courses. These five courses must be completed before doing JCOM 461 (Advertising Campaigns).

SOJC Honors Program

Code	Title	Credits
JCOM 329H	Honors Media Theory and Research	4
JCOM 429H	Honors Theory and Research: [Topic] (taken twice)	8
JCOM 302	Communication Law	4
JCOM 303	Media Ethics	4

Honors Thesis

Thesis Prospectus Workshop

Thesis Project

Additional Requirements

- JCOM courses used to fulfill the major requirements must be passed with a letter grade of at least C- or a P* where pass/no pass is the only grading option for the course.
- Minimum 70 JCOM credits
- Minimum 70 non-JCOM credits (any subject code other than JCOM)

- Minimum 40 upper division JCOM credits
- Students must also complete one of the following:
 - SOJC minor (24 credits)
 - Other UO minor (24-40 credits)
- SOJC students who opt to minor within the SOJC may only overlap one JCOM course with the major and minor requirements.
- Upper division multilisted courses can only count toward programs in the School of Journalism and Communication if taken under the JCOM subject.

Four-Year Degree Plan

Requirements for the School of Journalism and Communication are complex, and students are strongly encouraged to consult with an advisor in the school's Student Success Center in 134 Allen Hall to ensure accurate interpretation of requirements and timely degree completion. For more information, visit the website (<http://journalism.uoregon.edu/students/undergrad/academic-requirements/>).

Journalism: Media Studies (BA/BS)

<http://journalism.uoregon.edu>

With a degree in media studies, you don't just learn how to create media. You ask why it matters. You examine its history, research its forms, and explore its effect on some of the most pressing issues of our time, from free speech to issues of gender, diversity, and politics. At the SOJC, you'll unpack the latest research with guidance from some of the field's leading minds and develop the skills employers need.

Media Studies (MEST) minors may not also earn a major in Journalism: Media Studies (JMS).

The undergraduate media studies major has as its goal to produce students who display purposeful, reflective judgment concerning what to believe or what to do, especially as relates to the media and to communication as a whole. The media studies faculty has delineated 11 core competencies, similar to those of ACEJMC, but has recast them to reflect the sequence goal.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Understand the range of freedom of expression around the world and apply the principles and laws of freedom of speech to their profession/field.
- Demonstrate an understanding of how professionals and institutions shaped communications relevant to their profession/field.
- Demonstrate an understanding of diversity in domestic and global society and its impact as relevant to their profession/field.
- Demonstrate a conceptual understanding of the use and presentation of images and information and apply them to their profession/field.
- Understand and apply ethical principles appropriate to their profession/field.
- Think critically, creatively and independently.
- Conduct research and evaluate information by methods appropriate to their profession/field.

- Write correctly and clearly in forms and styles appropriate to their profession/field.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply basic numerical and statistical concepts.
- Apply tools and technologies appropriate to their profession/field, including verbal and visual presentation as apt.

Journalism: Media Studies Major Requirements

Code	Title	Credits
PLATFORM COURSES		
JCOM 101	Media Professions	4
JCOM 102	Story Craft Audio	2
JCOM 103	Story Craft Visual	2
JCOM 201	Making Sense of Media	4
JCOM 202	How Stories Work	4
JCOM 203	Writing as Practice	4
CORE CONTEXT COURSES ¹		
JCOM 301	Gender, Media and Diversity	4
JCOM 302	Communication Law	4
JCOM 303	Media Ethics	4
JCOM 304	The Media Business	4
JCOM 305	Media History	4
	or JCOM 306 Global Communications	
SEQUENCE REQUIREMENTS		
JCOM 221	Media Studies Production	2
JCOM 311	Introduction to Media Studies	4
JCOM 312	Media Studies Research Methods	4
JCOM 426	Media Studies Capstone	4
Choose one track:		16
	Documentary Studies	
	Media Technologies and Structures	
	Culture, Power and the Media	
Total Credits		70

¹ SOJC majors in this selective program do the 20-credit version of the Core Context requirement (SOJC Honors Program, see below). Must be taken graded and passed with a C- or better.

SOJC Honors Program

Code	Title	Credits
JCOM 329H	Honors Media Theory and Research	4
JCOM 429H	Honors Theory and Research: [Topic] (taken twice)	8
JCOM 302	Communication Law	4
JCOM 303	Media Ethics	4
Honors Thesis		
	Thesis Prospectus Workshop	
	Thesis Project	

Documentary Studies

Code	Title	Credits
JCOM 220	Introduction to Documentary Production	4
JCOM 320	Survey of the Documentary	4
Choose two courses:		8
JCOM 318	Documenting International Human Rights	
JCOM 319	Documenting Civil Rights	
JCOM 321	Documentary Filmmaking Aesthetics	
JCOM 322	Documentary Screening and Guests	
JCOM 323	(Documentary Master Directors [Topic])	
JCOM 423	(Law & Business for Media)	
JCOM 424	Latin American Cinema	
JCOM 427M	Latino Roots I	
JCOM 428M	Latino Roots II	
Total Credits		16

Media Technologies and Structures

Code	Title	Credits
Choose three courses:		12
JCOM 314	Understanding Disney	
JCOM 323	(Documentary Master Directors [Topic])	
JCOM 380	The Games Industry	
JCOM 383	Understanding E-Sports	
JCOM 411M	US Film Industry	
JCOM 412	Internet Law and Regulation	
JCOM 413	Data, Media, Surveillance	
JCOM 414	Media Technologies and Structures: [Topic]	
JCOM 418	Global Television	
JCOM 480	Gamification and the Media	
JCOM 481	Making the Virtual a Reality	
JCOM 483	(Game Journalism and Newsgames)	
Choose one course from Culture, Power and the Media track		4
Total Credits		16

Culture, Power and the Media

Code	Title	Credits
Choose three courses:		12
JCOM 315	Indigenous Media	
JCOM 316	Black American Media	
JCOM 317	Media and Religion	
JCOM 318	Documenting International Human Rights	
JCOM 319	Documenting Civil Rights	
JCOM 381	Theories of Play in Media and Communication	
JCOM 382	Game Design and Critique	
JCOM 415	Culture, Power, Media: [Topic]	
JCOM 416	Black American Television	
JCOM 417	Cross Cultural Monster Narratives	
JCOM 419	Reality Television	
JCOM 424	Latin American Cinema	
JCOM 482	Analog Games	

Choose one course from Media Technologies and Structures	4
Total Credits	16

Additional Requirements

- JCOM courses used to fulfill the major requirements must be passed with a letter grade of at least C- or a P* where pass/no pass is the only grading option for the course.
- Minimum 70 JCOM credits
- Minimum 70 non-JCOM credits (any subject code other than JCOM)
- Minimum 40 upper division JCOM credits
- Students must also complete one of the following:
 - SOJC minor (24 credits)
 - Other UO minor (24-40 credits)
- SOJC students who opt to minor within the SOJC may only overlap one JCOM course with the major and minor requirements.
- Upper division multilisted courses can only count toward programs in the School of Journalism and Communication if taken under the JCOM subject.

Four-Year Degree Plan

Requirements for the School of Journalism and Communication are complex, and students are strongly encouraged to consult with an advisor in the school's Student Success Center in 134 Allen Hall to ensure accurate interpretation of requirements and timely degree completion. For more information, visit the website (<http://journalism.uoregon.edu/students/undergrad/academic-requirements/>).

Journalism: Public Relations (BA/BS)

<http://journalism.uoregon.edu>

Public relations is all about connecting people—to information, to organizations, and to other people. In our nationally certified program, you'll learn how to convey the right message to the right audience at the right time while forging relationships built on ethics, trust, and transparency.

Our students plan, create, and strategize in real-world settings. You'll build your portfolio as you develop innovative campaigns for real clients in our student-run public relations firm (<https://blogs.uoregon.edu/allenhallpr/>), or expand your network in the Public Relations Student Society of America (<https://prssa.prsa.org/>). Travel the country (<https://around.uoregon.edu/sojc/public-information-officer/>) to rub elbows with public relations professionals, tour Silicon Valley agencies, and peek behind the scenes of high-profile communication departments at companies like Nike and Google.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Understand the range of freedom of expression around the world and apply the principles and laws of freedom of speech to their profession/field.
- Demonstrate an understanding of how professionals and institutions shaped communications relevant to their profession/field.
- Demonstrate an understanding of diversity in domestic and global society and its impact as relevant to their profession/field.

- Demonstrate a conceptual understanding of the use and presentation of images and information and apply them to their profession/field.
- Understand and apply ethical principles appropriate to their profession/field.
- Think critically, creatively and independently.
- Conduct research and evaluate information by methods appropriate to their profession/field.
- Write correctly and clearly in forms and styles appropriate to their profession/field.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply basic numerical and statistical concepts.
- Apply tools and technologies appropriate to their profession/field, including verbal and visual presentation as apt.

Journalism: Public Relations Major Requirements

Code	Title	Credits
PLATFORM COURSES		
JCOM 101	Media Professions	4
JCOM 102	Story Craft Audio	2
JCOM 103	Story Craft Visual	2
JCOM 201	Making Sense of Media	4
JCOM 202	How Stories Work	4
JCOM 203	Writing as Practice	4
CORE CONTEXT COURSES ¹		
JCOM 301	Gender, Media and Diversity	4
JCOM 302	Communication Law	4
JCOM 303	Media Ethics	4
JCOM 304	The Media Business	4
JCOM 305	Media History	4
or JCOM 306	Global Communications	
SEQUENCE REQUIREMENTS		
JCOM 370	Public Relations Fundamentals	4
JCOM 371	Writing for Influence	4
JCOM 372	Writing for Digital Audiences	4
JCOM 373	Advanced Media Relations	4
JCOM 470	Strategic Communications Research Methods	4
JCOM 471	The Public Relations Planning Process	4
JCOM 472	Public Relations Campaigns	4
Choose one course:		4
JCOM 473	Public Relations Strategies: [Topic]	
JCOM 474	Crisis Communication	
JCOM 475	New Technology and Public Relations	
JCOM 476	Social Media Strategies	
JCOM 477	Sports Public Relations	
JCOM 478	Sustainability Public Relations	
Total Credits		72

¹ SOJC majors in this selective program do the 20-credit version of the Core Context requirement (SOJC Honors Program, see below). Must be taken graded and passed with a C- or better.

SOJC Honors Program

Code	Title	Credits
JCOM 329H	Honors Media Theory and Research	4
JCOM 429H	Honors Theory and Research: [Topic] (taken twice)	8
JCOM 302	Communication Law	4
JCOM 303	Media Ethics	4
Honors Thesis		
	Thesis Prospectus Workshop	
	Thesis Project	

Additional Requirements

- JCOM courses used to fulfill the major requirements must be passed with a letter grade of at least C- or a P* where pass/no pass is the only grading option for the course.
- Minimum 70 JCOM credits
- Minimum 70 non-JCOM credits (any subject code other than JCOM)
- Minimum 40 upper division JCOM credits
- Students must also complete one of the following:
 - SOJC minor (24 credits)
 - Other UO minor (24-40 credits)
- SOJC students who opt to minor within the SOJC may only overlap one JCOM course with the major and minor requirements.
- Upper division multilisted courses can only count toward programs in the School of Journalism and Communication if taken under the JCOM subject.

Four-Year Degree Plan

Requirements for the School of Journalism and Communication are complex, and students are strongly encouraged to consult with an advisor in the school's Student Success Center in 134 Allen Hall to ensure accurate interpretation of requirements and timely degree completion. For more information, visit the website (<http://journalism.uoregon.edu/students/undergrad/academic-requirements/>).

Documentary Film Production Minor

The Minor in Documentary Film Production combines hands-on and conceptual aspects of documentary film production. The minor is designed for students coming from a range of disciplines to serve their interest in media content production, with emphasis in documentary film/video production.

Students who want to minor in documentary film production should declare the minor online. You must have at least a 2.00 UO GPA to apply to the minor. SOJC majors pursuing this minor may overlap one "JCOM" course between the major and minor. Jour: Media Studies (JMS) majors pursuing the documentary studies major track should discuss implications of this restriction with their SOJC advisor.

Documentary Film Production Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
JCOM 220	Introduction to Documentary Production	4
JCOM 320	Survey of the Documentary	4
JCOM 321	Documentary Filmmaking Aesthetics	4
JCOM 420	Documentary Pre-Production	4
JCOM 421	Documentary Production	4
JCOM 422	Documentary Post-Production	4
Total Credits		24

Restrictions

- SOJC majors pursuing this minor may overlap one "JCOM" course between the major and minor.

Game Studies Minor

The Game Studies minor gives students an understanding of how to communicate and understand the culture of gaming. It is one of the biggest entertainment industries and one with the most evolving technology industries and occupations from social media influencers to artificial intelligence. This minor will help prepare those who want to communicate about, or for, game companies. It is not a game development minor.

The minor requires 24 credits; 4 are required and 20 are chosen from a list of approved electives. Students who meet the prerequisites for the ARTD courses may use up to three selected ARTD courses toward the minor.

Students who want to minor in game studies should declare the minor online. You must have at least a 2.00 UO GPA to apply to the minor. SOJC majors pursuing this minor may overlap one "JCOM" course between the major and minor. Jour: Media Studies (JMS) majors should discuss the implications of this restriction with their SOJC advisor.

Game Studies Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
Core Course		
JCOM 280	Introduction to Studying Games	4
Select five of the following:		20
ARTD 252	Interactive Digital Arts	
ARTD 361	Introduction to Animation (Prerequisite: ARTD 252)	
ARTD 370	Digital Interactivity (Prerequisite: ARTD 252)	
JCOM 380	The Games Industry	
JCOM 381	Theories of Play in Media and Communication	
JCOM 382	Game Design and Critique	
JCOM 383	Understanding E-Sports	
JCOM 480	Gamification and the Media	
JCOM 481	Making the Virtual a Reality	
JCOM 482	Analog Games	

JCOM 483	(Game Journalism and Newsgames)
Total Credits	24

Media Studies Minor

<http://journalism.uoregon.edu>

The Media Studies minor provides an overview of mass communication and studies its impact on society.

The minor requires 24 credits; eight are required and 16 are chosen from a list of approved electives. Students who want to minor in media studies should declare the minor online. You must have at least a 2.00 UO GPA to apply to the minor.

Jour: Media Studies (JMS) majors cannot also earn a minor in Media Studies. Other SOJC majors pursuing this minor may overlap one "JCOM" course between the major and minor.

Media Studies Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
JCOM 201	Making Sense of Media	4
JCOM 311	Introduction to Media Studies	4
Select four of the following:		16
JCOM 301	Gender, Media and Diversity	
JCOM 302	Communication Law	
JCOM 303	Media Ethics	
JCOM 305	Media History	
JCOM 306	Global Communications	
JCOM 315	Indigenous Media	
JCOM 314	Understanding Disney	
JCOM 316	Black American Media	
JCOM 317	Media and Religion	
JCOM 318	Documenting International Human Rights	
JCOM 319	Documenting Civil Rights	
JCOM 411M	US Film Industry	
JCOM 412	Internet Law and Regulation	
JCOM 413	Data, Media, Surveillance	
JCOM 414	Media Technologies and Structures: [Topic] ¹	
JCOM 415	Culture, Power, Media: [Topic] ¹	
JCOM 416	Black American Television	
JCOM 417	Cross Cultural Monster Narratives	
JCOM 418	Global Television	
JCOM 419	Reality Television	
JCOM 424	Latin American Cinema	
Total Credits		24

¹ Repeatable three times when the topic changes.

- Upper division multilisted courses can only count toward programs in the School of Journalism and Communication if taken under the JCOM subject.

Science Communication Minor

<http://journalism.uoregon.edu>

The Science Communication Minor offers an undergraduate focus on the issues, skills and scholarship growing around the science of science communication. It offers majors across campus a way to explore the field and apply the research and tools of communicators in a variety of contexts, exploring original research and story development and production. It will also be a connector between students and careers that rely on science communication.

The minor requires 24 credits; eight are from UO's science area of inquiry requirement (">3" or ">4" courses). All courses must be taken graded and passed with a C- or better.

Students who want to minor in science communication should declare the minor online. You must have at least a 2.00 UO GPA to apply to the minor. [SOJC majors pursuing this minor may overlap one eligible "JCOM" course between the major and minor.](#)

Science Communication Minor Requirements

The minor requires 24 graded credits from approved courses. Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better. All JCOM courses for the minor must be taken through the University of Oregon.

Code	Title	Credits
Required courses (12 credits/3 courses):		
Any two area-satisfying courses used to fulfill UO's Science (>3 or >4) core education requirement. Must be graded and passed with a C- or better; recommend completing this before taking JCOM 385.		8
JCOM 385	Science of Science Communication	4
Upper-Division Elective Courses from the following (12 credits/3 courses):		12
JCOM 438	Science Story (Science Story)	
JCOM 485	Science Communication and Decision Making	
JCOM 486	Environmental Communication Strategies	
JCOM 487	Eco and Social Justice Communication (Eco and Social Justice Communication)	
JCOM 488	(Science Communication: [Topic])	
JCOM 489	(Science Communication Production: [Topic])	
Total Credits		24

Advertising and Brand Responsibility (MA)

<https://journalism.uoregon.edu/academics/graduate-programs/advertising-and-brand-responsibility/>
Carolyn Silva Chambers, Interim Director

207 Allen Hall
 541-346-9141
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Based at our Eugene campus, this one-year, full-time master's program in Advertising and Brand Responsibility (MABR) operates on the idea that successful brands in the twenty-first century must be authentic and committed to the common good and benefit of society. Issues of sustainability, social justice, and equity can and should be strategic considerations for brands, people and organizations. Who can help shape these ideas during challenging times? This degree prepares students for these career opportunities. This industry must have talented people ready to consider these important considerations in a strategic manner.

Coursework examines the theory and practice of persuasive communication and brand responsibility. Students participate in a three-term seminar that trains them in best practices in planning, brand management, and creative messaging. The course of study concludes with a professional project in which students develop a campaign, a research paper, audience or thematic guidebook, or some other effort on brand responsibility under the guidance of an advisor. Students must earn at least 46 graduate credits.

Admission Process

Please visit the program's website (<https://journalism.uoregon.edu/academics/graduate-programs/advertising-and-brand-responsibility/>).

Master's Degree in Advertising and Brand Responsibility

This Eugene-based program leads to a master of arts or master of science degree in advertising and brand responsibility. This one-year, full-time program operates on the idea that successful brands in the 21st century must be authentic and committed to the common good and the benefit of society. Diverse brands such as Nike, Patagonia, Cheerios, and Yoplait have successfully addressed social issues while building brand equity by recognizing the power of persuasive communication in making the world a better place.

Course work examines the theory and practice of persuasive communication and brand responsibility; students participate in a three-term seminar that trains students in best practices in planning, brand management, and creative marketing. The course of study concludes with a professional project in which students develop a campaign, a research paper, or some other effort on brand responsibility under the guidance of an advisor.

Applicants should have an interest in the field and some background, either professional or academic, in advertising, public relations, marketing, or strategic communication.

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.

Degree Requirements

In order to maintain academic standing as a graduate student, all students must meet the requirements specified by the Division of Graduate Studies (DGS) and the SOJC:

- Per DGS policy, graduate students must maintain at least a 3.0 grade point average (GPA) in graduate courses.

- Grades of D+ or lower for graduate courses are not accepted for graduate credit but are computed in the GPA. A grade of N (no pass) is not accepted for graduate credit.
- A grade of pass (P) must represent work equal to or better than a B-.
- Per DGS policy, a GPA below 3.0 at any time during a graduate student's studies or the accumulation of more than five credits of N or F grades--regardless of the GPA--is considered unsatisfactory.
- At least 46 graduate (500 & 600-level) credits (49 if completing a thesis rather than a terminal project)
- At least 24 credits must be graded
- At least 9 credits at at 600-level
- At least 6 credits of JCOM 609 or 9 credits of JCOM 503

Master's Degree Requirements

Code	Title	Credits
Required Classes		
JCOM 611	Media and Society	4
JCOM 610	Experimental Course: [Topic] (Technology & Culture)	4
JCOM 607	Seminar: [Topic] (Brand Responsibility Seminar) ¹	12
JCOM 570	Strategic Communications Research Methods	4
JCOM 610	Experimental Course: [Topic] (Advanced Curiosity for Strategists)	4
JCOM 609	Terminal Project ³	6-9
	or JCOM 503 Thesis	
Electives ²		12
Total Credits		46-49

¹ Yearlong course. Required for every term (Fall, Winter, Spring).

² Electives include courses in green brand strategy, writing design concepts, quantitative and qualitative methods, "ideasmithing," interactive media, and courses taught as part of the strategic communication master's program such as Introduction to Strategic Communication Marketing (JCOM 616), Strategic Communication Leadership (JCOM 618), or Strategic Communication: [Topic] (JCOM 624).

³ With program director approval, students may substitute 6 credits of JCOM 609 Terminal Project for 9 credits of JCOM 503 Thesis, which means that at least 49 graduate credits must be completed.

Communication and Media Studies (MA/MS)

Julianne Newton, Director

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The Eugene-based master's program in Communication and Media Studies is aligned with our doctoral program in exposing students to a wide range of ideas concerning the structure, function and role of

media in society. Areas of overlapping faculty and program strength that students may study include: media institutions; science, health, and environmental communication; technology and society; game studies; global media; critical/cultural approaches to communication; persuasion and media psychology; media and public life; media ethics and law; journalism studies; and visual communication.

Students in the master's program in Communication and Media Studies must earn at least 46 graduate credits.

Goals for individual students vary. Some seek preparation for doctoral work; others pursue careers as leaders and innovators who actively contribute to improving the quality of media and communications.

Admission Process

Please visit the program's website (<https://journalism.uoregon.edu/academics/graduate-programs/media-studies-masters/>).

Program Learning Outcomes

- Upon successful completion of this program, students will be able to:
- Discuss cultural, societal, global, economic and technological issues in media and communication.
 - Understand theories that inform the study of media and communication.
 - Design and present an empirical study that brings in new knowledge in the field of Media Studies.
 - Design and present research that contributes new knowledge in communication and media studies.
 - Demonstrate proficiency in an outside area of study.

Communication and Media Studies (MA/MS) Requirements

Code	Title	Credits
Required Core		18
JCOM 611	Media and Society	
JCOM 612	Media Theory I	
JCOM 613	Media Theory II	
JCOM 641	Qualitative Research Methods	
	or JCOM 642 Quantitative Research Methods	
Additional Methods Course		4
Methodology course (inside or outside the School of Journalism and Communication)		
Additional SOJC Conceptual Courses		4
Additional 600-level, or approved 500-level, SOJC conceptual courses ²		
Graduate Level Credits Outside the SOJC		8
At least 8, but no more than 16, graduate credits outside the SOJC ³		
Thesis/Terminal Projects Credits		
JCOM 503	Thesis	6-9
	or JCOM 609 Terminal Project	
Total Minimum Credits		46

¹ Taken in the first year of graduate study.
² Subject to approval by the school's graduate affairs committee.

- ³ 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.
- ⁴ 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 (JCOM 503) or Terminal Project (JCOM 609) during the terms in which the research and writing occurs.

This program awards an MA degree for students who have completed two years of foreign language within the past seven years. For students who have not completed this foreign language requirement, the program awards an MS. No foreign language background is required to receive an MS.

Communication and Media Studies (PhD)

Julianne Newton, Director

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The doctoral program in Communication and Media Studies provides a foundation in theory and methods for research in the field of communication and media studies. Students acquire an overview of theoretical and methodological approaches to studying the gathering, expression and dissemination of ideas, images and information in society. Each student also develops both an inside and outside area of specialization. Each student's program is monitored to facilitate preparation for comprehensive exams and dissertation research, and students work closely with advisors and other faculty in small seminar settings and via independent study.

Our internationally recognized faculty offer students the opportunity to study with leading experts in a range of overlapping specialties, including: media institutions; science, health, and environmental communication; technology and society; game studies; global media; critical/cultural approaches to communication; persuasion and media psychology; media and public life; media ethics and law; journalism studies; and visual communication.

Admission Process

Please visit the program's website (<https://journalism.uoregon.edu/academics/graduate-programs/media-studies-phd/>).

Program Learning Outcomes

- Upon successful completion of this program, students will be able to:
- Acquire an understanding of key theories that define the field of media studies.
 - Gain a working understanding of empirical methods.
 - Demonstrate a proficiency in one outside area and one outside.
 - Develop and present an empirical research project.
 - Communicate their findings in the form of a dissertation.

Communication and Media Studies Major Requirements

Candidates for the PhD degree in communication and media studies take a minimum of 81 graduate-level credits of course work beyond the master's degree. The program concludes with a dissertation.

Note: Please review the SOJC graduate student handbook for updated program requirements, which do not yet appear in the catalog: <https://sojcstudent.uoregon.edu/graduate/student-handbook/>

Candidates for the Ph.D. degree typically take 81 graduate-level credits of course work beyond the master's degree; the exact number of credits depends on the student's prior graduate study experience. The program concludes with a dissertation. The Division of Graduate Studies requires that doctoral students spend at least one academic year (three consecutive terms of full-time study with a minimum of 9 completed graduate credits per term) in residence on the Eugene campus after being accepted into a doctoral program. All coursework leading to the doctoral degree must be completed within seven years.

Code	Title	Credits
Core Sequence		
JCOM 615	Teaching and the Professional Life	
JCOM 612	Media Theory I	
JCOM 613	Media Theory II	
JCOM 641	Qualitative Research Methods	
JCOM 642	Quantitative Research Methods	
JCOM 643	Advanced Doctoral Research	
JCOM Communication/Media Studies Inside Specialty Courses ¹		12
Outside Field Courses ²		12
Methodology Courses ³		4-5
JCOM 603	Dissertation	18
Total Credits		81

¹ Each student must specify an area of expertise within the SOJC. An area of specialization may coincide with the current areas of faculty expertise or may represent another area within the field of communication/media studies. The area of specialization must be supported with relevant course work, which typically includes three to four courses (12 credits minimum) in the SOJC, although courses outside the school may also be appropriate.

² In close consultation with their advisor, each student designs an integrated outside-related field component consisting of 3-4 courses (12 credits minimum) for their course of study. The Ph.D. program stresses the interconnectedness of communication/media studies with other disciplines; therefore, the outside field may involve more than one outside department.

³ At least one additional methodology course must be taken. These courses may be taken outside the school.

- Methodological Tool Requirement: A student may be required to take additional methods courses depending on the student's specific research aims within and/or outside the SOJC.
- University Teaching: All students are required to take JCOM 619 Teaching and Professional Life during their first term in the program. After completing this course, appropriate teaching experience in the SOJC will be arranged and coordinated by the Doctoral Program Director in coordination with other SOJC leadership.

- Comprehensive Examination: After course work is complete, the student, the advisor, and the student's comprehensive examination committee will schedule an examination process that synthesizes what the student has learned. Student will register for 9 credits of JCOM 601 Research and JCOM 605 Reading credits while they study for their comprehensive exams.
- Proposal Approval: Within one or two terms of the comprehensive exams, the student must complete a dissertation proposal in consultation with their chair and committee members. Once Page 52 the proposal is complete, the student must arrange a meeting with the committee to discuss the proposal and agree on any changes. The student should notify the Graduate Programs Assistant with the date and time of the meeting. The student should bring proposal approval forms to the meeting. Once the proposal has been approved by all committee members, the student may advance to candidacy and begin work on the dissertation. It is expected that doctoral students will advance to candidacy within two terms of passing the comprehensive exam.
- Dissertation: The dissertation is a substantial document presenting independent research that makes a contribution to the current body of knowledge in a scholarly field. Students must enroll for at least 18 credits of JCOM 603 after passing the comprehensive exams.
- Doctoral students are required to maintain a cumulative GPA of 3.25 and to earn no lower than a B- in graded and Pass/No Pass courses. Course grades below B- are not accepted toward degree credits but are computed in the GPA. Should students earn a grade of lower than a B- in any of the 27 CMS core, required credits, they must retake those credits and earn a B- or higher.
- Doctoral students are required to take at least 54 of their 81 total minimum credits as graded courses with a grade of B- or better. A grade of N (no pass) in a Pass/No Pass course is not accepted for graduate credit.
 - Core CMS courses = 27 credits
 - Inside specialty = 12 credits minimum
 - Outside specialty = 12 credits minimum
 - Third Methods Course = 3 credits minimum
 - Total = 54 graded credits
- Students may count up to 27 P/N credits toward their 81 minimum credits required for a CMS PhD. These include JCOM601 Research, JCOM605 Reading/Conference and JCOM 603 Dissertation, as well as similar outside independent studies courses.
- Doctoral students are expected to take scheduled seminars to satisfy their inside and outside specializations, working with coursework professors when possible, to tailor seminar work toward their specializations. When supervised independent study is needed to support specializations, and appropriate seminars are not available, students may work with their advisors to obtain approval for a limited number of independent study courses to count toward their required inside/outside specializations. These independent study courses must be described in a student's first- and second-year program statements along with course descriptions and rationales for why the courses were needed and how the courses support the student's and degree plan."
- Note: JCOM 605 Reading and Conference refers to independent study credits taken through agreement with a faculty supervisor. "Conference" does NOT refer to work related to a scholarly conference.

Immersive Media Communication (MS)

<https://journalism.uoregon.edu/academics/graduate-programs/immersive-media> (<https://journalism.uoregon.edu/academics/graduate-programs/immersive-media/>)

Donna Davis, Director

SOJC Portland
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In this fully online master's program in Immersive Media Communication, students will learn how to design and critically analyze strategies that use emerging technologies to influence key audiences. Along the way, students will work with highly skilled faculty and become part of a tight-knit cohort of professionals who are passionate about using immersive media as effective and ethical communication tools.

Our program prepares students for the communication trends of the future by teaching students how to create immersive and experiential marketing strategy, including user experience and design, the psychology of immersive media, and how to plan content creation, including the building process and production pipelines, for AR, VR, and XR platforms.

This 46-credit-hour program is designed to be completed in one year, but the pace can flex to meet students' needs. All students will receive a tech package (included in tuition) so they can complete coursework at home, or they can use our state-of-the-art immersive media gear in the Oregon Reality Lab based at SOJC Portland.

Admission Process

Please visit the program's website (<https://journalism.uoregon.edu/academics/graduate-programs/immersive-media/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of immersive media with a particular focus on immersive VR, AR, and XR experiences.
- Clearly define key attributes of augmented (AR), virtual (VR), and cross reality (XR) important to communication and its potential use.
- Consider appropriate and measurable communication outcomes for targeted publics using AR/VR/XR/VWs.
- Demonstrate creativity in approaching communications solutions using immersive technologies.
- Articulate ethical, best practices in AR/VR/XR and VWs.

Degree Requirements

- 46 credits if completing a Terminal Project or Internship; 49 credits if completing a Thesis
- At least 24 credits graded
- At least 9 credits at 600-level
- At least 6 credits of JCOM 609 or JCOM 604 or 9 credits JCOM 503 (thesis)

Immersive Media Communication Major Requirements

Code	Title	Credits
Immersive Media Communication Core		24
JCOM 664	Foundations in Immersive Media	
JCOM 665	Immersive Media Psychology	
JCOM 667	User Experience Design	
JCOM 668	Immersive Marketing in Communication (Experiential Marketing)	
JCOM 669	Creating for Immersive Platforms	
JCOM 610	Experimental Course: [Topic] (Current Topics in Immersive Media)	
Mass Communication Core		18-21
JCOM 570	Strategic Communications Research Methods	
JCOM 611	Media and Society	
JCOM 629	Media and Communication Ethics: [Topic] (Communication Ethics in the Digital Age)	
JCOM 609	Terminal Project ¹	
	or JCOM 604 Internship: [Topic]	
	or JCOM 503 Thesis	
Professional Specialization Elective Core (no less than 4 credits) ²		4
JCOM 624	Strategic Communication: [Topic]	
JCOM 610	Experimental Course: [Topic]	
Total Credits		46-49

¹ At least 6 credits of JCOM 609 Terminal Project or JCOM 604 Internship, OR 9 credits of JCOM 503 Thesis

² Graduate courses from the Eugene-based Game Studies minor can also serve as elective credits. Check the schedule and with the instructor to confirm availability of online courses. Students in the Portland metro area can also take any of the immersive media building classes offered in the Oregon Reality Lab to satisfy elective credits.

Journalism (MA/MS)

<https://journalism.uoregon.edu/academics/graduate-programs/journalism> (<https://journalism.uoregon.edu/academics/graduate-programs/journalism/>)

Will Yurman, Interim Director

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In our full-time, one-year program in Eugene, journalism master's students learn the fundamentals of writing and reporting for journalism, including story research and development, investigative journalism, fact-finding, all with an emphasis on writing fact-based non-fiction. They will also study the ethics and laws that are the underpinning of journalism.

The program is designed for students with little or no academic or professional journalism experience who want to acquire professional skills within an intellectual context.

The 46-credit program begins with a summer immersed in learning fundamental journalism skills including interviewing, research, writing,

photography and video, and is followed by three full-time terms of classes, allowing students to earn their degree in 12 months. Over the course of the year students will create a professional project or complete an internship to finish their degree requirements. This program is offered on our main campus in Eugene.

Admission Process

Please visit the program's website (<https://journalism.uoregon.edu/academics/graduate-programs/journalism/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Understand and analyze journalism's role in society.
- Apply research and reporting skills to produce journalistic stories.
- Identify news story structures and demonstrate an ability to write clearly.
- Understand and analyze the economics and delivery of contemporary news and media.
- Demonstrate an ability to produce and showcase professional, quality work.
- Use multimedia skills to produce journalistic stories across platforms.

The Eugene-based Journalism master's program is geared toward students of any background. It serves students who have worked professionally and are looking to expand their skills as well as students who are new to the field. No previous journalism experience is required for admission.

The program emphasizes writing and reporting for journalism and non-fiction. Every student will also take a course in basic multimedia skills. Advanced multimedia classes in audio, video and photojournalism are available with permission for students with previous experience.

Note: Please review the SOJC graduate student handbook (<https://sojcstudent.uoregon.edu/graduate/student-handbook/>) for updated program requirements, which do not yet appear in the catalog.

Journalism Requirements

Code	Title	Credits
JCOM 508	Workshop: [Topic] (Reporting and Information Gathering)	4
JCOM 508	Workshop: [Topic] (Visual Journalism)	4
JCOM 611	Media and Society	4
JCOM 610	Experimental Course: [Topic] (Public Affairs Journalism)	4
JCOM 610	Experimental Course: [Topic] (Law and Business for Doc & Journalism)	4
JCOM 629	Media and Communication Ethics: [Topic]	4
JCOM 609	Terminal Project	6
or JCOM 604	Internship: [Topic]	
Electives		16
Total Credits		46

- At least 46 graduate (500 or 600-level) credits (at least 24 graded)
- At least 6 credits of JCOM 609 Terminal Project or JCOM 604 Internship
- At least 9 credits at 600 level

- Cumulative GPA of 3.00 or higher
- This program awards an MA degree for students who have completed two years of foreign language within the past seven years. For students who have not completed this foreign language requirement, the program awards an MS. No foreign language background is required to receive an MS.

Multimedia Storytelling (MA)

<https://journalism.uoregon.edu/academics/graduate-programs/multimedia-journalism/> (<https://journalism.uoregon.edu/academics/graduate-programs/multimedia-journalism/>)

Wes Pope, Director

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The Portland-based master's degree in Multimedia Journalism blends the best of journalism's past with the promise of its future. In today's fluid media landscape, successful journalists must be able to report and tell compelling non-fiction stories across multiple platforms while employing the ethics and integrity that have distinguished the industry. Students in the MMJ program learn how to tell stories that matter in video and other media to make a difference in their communities.

Our program focuses on journalistic storytelling in video, audio, photography, data visualization, and virtual reality. Classes typically meet weeknights and weekend days. The 48-credit program can be completed in five terms, but students have the option to negotiate a slower pace.

Note: Current SOJC Journalism undergraduates can apply for the accelerated MA in Multimedia Journalism. Students should work with the MMJ program director to meet course requirements.

Admission Process

Please visit the program's website (<https://journalism.uoregon.edu/academics/graduate-programs/multimedia-journalism/apply/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Acquire the expertise in multimedia storytelling skills to understand fundamental approaches to narrative storytelling in order to create dynamic, engaging multimedia productions.
- Understand and apply the concepts and techniques of engaged journalism to address public interests and concerns.
- Demonstrate an understanding of contemporary journalism ethical standards, including issues of equity and inclusion, fairness, balance, accuracy, and transparency across the media landscape.
- Critically assess the state of the journalism industry. Evaluate content delivery methods across media platforms.
- Create professional portfolio-caliber work.

Note: Please review the SOJC graduate student handbook for updated program requirements, which do not yet appear in the catalog: <https://sojcstudent.uoregon.edu/graduate/student-handbook/>

Multimedia Storytelling Major Requirements

Code	Title	Credits
JCOM 635	Thinking Story	4
JCOM 628	Video Production II	2
JCOM 637	Community Listening	2
JCOM 632	Story Production	4
JCOM 639	Foundations of Explanatory Video Journalism	4
JCOM 656	Law and Business for Media	4
JCOM 633	Storytelling Capstone	4
JCOM 629	Media and Communication Ethics: [Topic]	4
JCOM 636	Pitching and Treatment	2
JCOM 609	Terminal Project	4
JCOM 611	Media and Society	4
Electives¹		10
JCOM 630	Multimedia Production: [Topic]	
JCOM 638	Community Voices	
JCOM 604	Internship: [Topic]	
Total Credits		48

¹ Other SOJC graduate level classes, including those offered by the IMC and/or STC programs in Portland may count. Students may also choose to take interdisciplinary classes across the UO as well as via our tuition-sharing agreement with Portland State University.

Multimedia Journalism - Accelerated Master's Requirements

Students must take a minimum of 10 graduate-level credits (and no more than 16) per the requirements below while an undergraduate. Students must complete at least one course from Section I below. They should work closely with their MMJ adviser to determine how to reach the 10-credit minimum.

1. MMJ Core Course: At least one of the following courses must be taken during senior year:

- J611 Mass Comm & Society
- J627 MMJ Foundations
- J654 Reporting within Communities - or allowable substitute: J563 Engaged Journalism
- J629 Topics in Media and Communication Ethics: Digital Ethics or J596 Visual Ethics

2. Multimedia or Area Elective(s): Students take may take one or more elective courses to reach the 10-credit minimum of graduate-level credits. Electives can include SOJC electives such as those on the list below; MMJ electives offered in Portland; up to 2 credits of J601 while working on the terminal project proposal (see below); or graduate-level non-SOJC electives that align with the student's MMJ terminal project plans. Students should work closely with their advisor to select appropriate electives.

Example electives:

J510 Media Entrepreneurship

J532 Reporting for Electronic Media

J536 Topics: Web Design

J563 Audio Story

J566 Advanced Photojournalism

J601 Research

J608 Audio Storytelling

J608 Motion Graphics

J610 VR Building

J608 Drone Cinematography

J608 Intro to 360 Video

3. MMJ Terminal Project Preparation: In order for students to complete the 4+1 program on time, they will need to arrive at the start of their fifth year in Portland prepared to move forward on their terminal project. Therefore, during their senior year, students in the 4+1 program are required to work with their advisor and/or the co-directors of the program to develop a short list of project ideas and begin initial research toward creating a project proposal and developing a production plan for their project. Students may enroll in J601 Research credits while completing this requirement, but are not required to do so.

4. After admission to the program and throughout their senior year, students will work with their adviser to develop a **written graduation plan**, including **quarterly check-ins** to update the plan as SOJC course offerings become listed for each term.

5. As per Graduate School requirements, students must complete all of their bachelor's degree requirements and graduate within 12 months of the first day of the quarter in which they take their first graduate courses as part of the accelerated program. Students are expected to complete their remaining MMJ degree requirements within 15 months of beginning that program. Students are strongly advised to begin production work toward their terminal project during the summer after their senior year.

Overall, students must begin the MMJ program with# 10 #credit hours comprised of

a) at least one required course from section 1 above,

b) as needed, an additional elective(s),

Students must take the required number of remaining credits during their 5th (MMJ) year to reach the 48 required for the program. (For example, if 10 graduate-level credits are taken senior year, 38 credits remaining credits must be completed in the 5th year).

Total program minimum required credits: 48

Admission Procedure

Students must apply for the accelerated pathway toward the MMJ degree in the spring term of their junior year. Applications are available from the MMJ program co-directors or from the SOJC's graduate coordinator.

To be eligible for admission, applicants must have earned a B or better in J331 Digital Video Production by the time of application; alternatively, applicants can be provisionally admitted and complete J331 with a grade of B or more in their senior year.

Applicants must provide a short written statement of purpose along with a portfolio of their journalistic work.

Strategic Communication (MS)

<https://journalism.uoregon.edu/academics/graduate-programs/strategic-communications> (<https://journalism.uoregon.edu/academics/graduate-programs/strategic-communications/>)

Attila Schillinger, Director

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In our flexible Portland-based master's program in Strategic Communication, students master a broad skill set encompassing creativity, critical thinking, strategic analysis, ethics, and practical application. The program is designed for working professionals who know that in a complex and rapidly changing world, communicating strategically is more important than ever. #Classes meet evenings and weekends.

The program consists of a core of required four-credit communication courses complemented by two-credit, shorter-term classes, culminating with a capstone project. Coursework is consistent with the Public Relations Society of America's guidelines for accreditation.

Students may choose between two program timelines to complete the 48-credit program: the standard two-year, six-term pathway or the accelerated five-term pathway. Students may also choose to complete the program on a part-time basis and extend the total time to degree.

Admission Process

Please visit the program's website (<https://journalism.uoregon.edu/academics/graduate-programs/strategic-communications/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the leadership skills necessary to facilitate professional teams, design communication campaigns, and advise top-level management and clients in moving their goals forward through effective communication.
- Understand the communication challenges faced by organizations doing business locally and globally.
- Analyze the political, economic, and cultural significance of the media and understand the responsibility inherent in creating and distributing effective messaging.
- Understand theoretical concepts and apply them to understanding how professionals and institutions shape communications relevant to their profession/field.
- Demonstrate an understanding of ethical principles and apply them to work ethically in pursuit of truth, fairness, and diversity.
- Analyze diversity in a global society as relevant to their profession/field with an expectation of engaging in equity and inclusion.
- Critique information to determine accuracy, authenticity, and appropriateness for developing content and advancing research and communication agendas.
- Critically evaluate self and peer work, suggesting performance improvements in materials in a variety of formats.

- Demonstrate proficiency in the range of research methods (primary, secondary, quantitative, and qualitative) used by communication researchers.
- Evaluate data and measure targeted outcomes associated with communication strategies.

Strategic Communication (MS) Requirements

Successful applicants for this program typically have significant professional experience as well as strong academic credentials. Candidates for this MS degree must earn at least 48 credits with a cumulative GPA of 3.00 or better. Courses that do not carry graduate credit do not count toward the graduate credit minimum and are not included in the GPA.

Note: Please review the SOJC graduate student handbook (<https://sojcstudent.uoregon.edu/graduate/student-handbook/>) for updated program requirements, which do not yet appear in the catalog:

Degree Requirements

- Cumulative GPA of 3.00 or higher
- Required 48 graduate credits
 - At least 24 credits graded
 - At least 9 credits at 600-level

Strategic Communication Major Requirements

Code	Title	Credits
Strategic Communication Core		
JCOM 629	Media and Communication Ethics: [Topic]	4
JCOM 623	Creativity in Strategic Communication	4
JCOM 621	Foundations of Strategic Communication	4
JCOM 624	Strategic Communication: [Topic] (Campaign Planning and Management)	2
Business Core		
JCOM 616	Introduction to Strategic Communication Marketing	4
JCOM 618	Strategic Communication Leadership	4
JCOM 625	Finance for Strategic Communication	2
Mass Communication Core		
JCOM 641	Qualitative Research Methods	4
JCOM 642	Quantitative Research Methods	4
JCOM 611	Media and Society	4
JCOM 609	Terminal Project ¹	6
Professional Specialization Elective Core		
JCOM 610	Experimental Course: [Topic] (Strategic Influence)	4
JCOM 624	Strategic Communication: [Topic]	2
Total Credits		48

¹ Students completing a Terminal Project take 6 credits of JCOM 609. Students approved to complete the Portfolio option take 6 additional credits of elective and 1 credit of JCOM 609. Students approved to complete a Thesis option take 9 credits of JCOM 503.

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.

Community Podcasting Microcredential

This program is designed for professionals and community members in the greater Portland metro region and environs who want to acquire skills in audio recording and podcasting to tell community stories. This program provides a pathway for people who want to advance their knowledge and skill development without committing to a full graduate degree program.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Build proficiency in audio recording and podcasting\
- Build proficiency in participatory methods for creating and disseminating community narratives

Community Podcasting Microcredential Requirements

Code	Title	Credits
JCOM 630	Multimedia Production: [Topic] (Audio I)	2
JCOM 630	Multimedia Production: [Topic] (Audio II)	2
JCOM 630	Multimedia Production: [Topic] (Audio III)	2
JCOM 637	Community Listening	2
JCOM 638	Community Voices	4
Total Credits		12

Video Production Microcredential

This program is designed for professionals and community members in the greater Portland metro region and environs who want to acquire skills in camera operation, lighting, video shooting and editing, and the fundamentals of visual/documentary storytelling. This program provides a pathway for people who want to advance their knowledge and skill development without committing to a full graduate degree program.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Students will build skills in shooting and editing video and in video storytelling, and acquire in additional competencies related to video production, such as 360 video, audio recording, 360 video, and/or basic entrepreneurial practices.

Video Production Microcredential Requirements

Code	Title	Credits
JCOM 630	Multimedia Production: [Topic] (Video Production I)	2
JCOM 628	Video Production II	2
JCOM 632	Story Production	4
Electives		4
JCOM 656	Law and Business for Media	

JCOM 630	Multimedia Production: [Topic] ¹
Total Credits	12

¹ Eligible Topics include Motion Graphics, 360 Video, and Audio I

School of Law

<http://law.uoregon.edu>

Jennifer W. Reynolds, Dean | Dave Frohnmayer Chair in Leadership and Law

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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; a one-year, full-time program leading to a master of laws (LLM) with concentrations in American Law, Business Law, and Environmental and Natural Resources Law; and an undergraduate minor in legal studies.

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 appropriate dispute resolution; business law; criminal justice; environmental and natural resources law; estate planning; family law; intellectual property law; international law; legal research and writing; the Portland program; public law and policy; sports law; tax 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 Oregon Law graduates throughout the world.

The William W. Knight Law Center offers a spacious, welcoming environment for study and community activities. The building houses the School of Law, the Wayne Morse Center for Law and Politics, Resolution Oregon, and the Oregon Law Commission.

The John E. Jaqua Law Library is a light-filled space occupying three floors, housing collections that support coursework, research, and instruction in Law. The Law Library also provides access to computers, reservable study rooms, and numerous services to support teaching and learning. It is located on the second floor of the Knight Law Center. Attorney librarians teach students how to perform legal research in class and in the library.

Oregon Law students run three journals and nearly 30+ 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. In addition, a wide range of options are available to students to perform pro bono work in the local community, continuing the strong tradition of Oregon Law's commitment to public service.

Academic Calendar for Law Students

Law students are on the semester schedule. 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 (<http://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 legal studies and who are in good standing at a law school accredited by the American Bar Association. Summer session is not open to beginning law students.

Faculty

Sarah J. Adams-Schoen, assistant professor (land use, state and local government, ocean and coastal law). BA, 1994, Sarah Lawrence; MSc, 1995, London School of Economics; JD, 2002, Lewis and Clark; Federal Bar for U.S. District Court, 2002; Oregon bar, 2002. (2019)

Angela Addae, assistant professor (civil rights, race and law, social enterprise law). BA, 2011, Fisk; MA, 2013, JD, 2016, PhD, 2019, Arizona; Oregon bar, 2016. (2019)

Adell L. Amos, Clayton R. Hess Professor of Law (environmental and natural resources law). BA, 1995, Drury; JD, 1998, Oregon (Coif); Missouri bar, 1999. (2005)

Howard Arnett, professor of practice (Indian law). BA, 1970, Stanford; MSc, 1971, London School of Economics; JD, 1977, Oregon; Oregon bar, 1977. (2019)

Kristen Bell, assistant professor (criminal law, advanced appellate advocacy). BA, 2005, Stanford; PhD, 2010, North Carolina; JD, 2013, Stanford; California bar, 2014. (2018)

Carl S. Bjerre, Wallace L. and Ellen A. Kaapcke Law Professor of Law (commercial law, contracts). BA, 1982, California, Berkeley; JD, 1988, Cornell (Coif); New York bar, 1989; Oregon bar, 2001. (1996)

Roy Catalani, assistant clinical professor; Director, Nonprofit Clinic. BA, 1982, JD 1986, Oregon. (2023)

Stuart Chinn, Frank Nash Professor of Law (constitutional law, legislation). BA, 2001, MA, 2001, JD, 2004, PhD, 2008, Yale. (2009)

Andrea Coles-Bjerre, associate professor (creditors' rights, bankruptcy, civil procedure); faculty director, business law. BA, 1984, Barnard; JD, 1987, Brooklyn Law; New York bar, 1988. (1996)

Bryan Dearing, LRW assistant clinical professor (legal research and writing). BA, 2022, Portland; JD, 2005, Drake. (2023)

Greg Dotson, associate professor (environmental and energy law). BA, 1991, Virginia Polytechnic Institute and State; JD, 1995, Oregon. (2016)

Garrett Epps, professor of practice (constitutional law). BA, 1972, Harvard; MA, 1975 Hollins; JD, 1991, LLM, 1994, Duke. (2021)

Michael Fakhri, professor (international business transactions, law and development). LLB, 2001, Queen's (Ontario); LLM, 2006, Harvard. (2010)

Elizabeth R. Frost, LRW associate clinical professor (legal research and writing, real estate transactions). BA, 2002, Yale; JD, 2006, Michigan, Ann Arbor. (2010)

Kristie Gibson, assistant clinical professor (in-house counsel, business law). BA, JD, Oregon. LLM Willamette. (2018)

Erik Girvan, Bernard B. Kliks Professor of Law (civil procedure, remedies); Executive Director of Law & Conflict Studies (Legal Studies, LL.M, and Conflict and Dispute Resolution Master's Program & Certificate); Associate Dean, Academic Affairs. BA, 1998, Alaska, Fairbanks; JD, 2002, Harvard; PhD, 2012, Minnesota, Twin Cities. (2012)

Rebekah Hanley, LRW clinical professor (legal research and writing, legal profession). BA, 1996, Yale; JD, 2000, California, Los Angeles. (2004)

Laurie Hauber, assistant clinical professor (local government and public interest, business law); Director, Experiential Education. BA, 1990, Harvard; JD, 1998, Boston. (2020)

Jane Larrington, Director, Law Library, professor. BA, 1997, Carleton; JD, 2001, Michigan; MA, 2007, Arizona. (2023)

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, Mr. & Mrs. L.L. Stewart Professor of Business Law (advanced business law, business associations, contracts); Faculty Director, Portland Program; Associate Dean, Faculty Research & Programs. BS, 2003, Arkansas; JD, 2006, Georgetown. (2011)

Megan McAlpin, LRW clinical professor (legal research and writing). BS, 2000, Western Oregon; JD, 2003, Willamette; Oregon bar, 2003. (2007)

Michelle McKinley, Bernard B. Kliks Professor of Law (immigration law, refugee and asylum law, international law). BA, 1985, Wellesley; MPhil, 1988, Oxford; JD, 1995, Harvard. (2007)

Michael L. Moffitt, Philip H. Knight Professor of Law (civil procedure, negotiation, appropriate dispute resolution); Professor In-Residence for Clarks Honor's College. BA, 1991, Marietta; JD, 1994, Harvard. (2001)

Orli Oren-Kolbinger, assistant professor (tax law). BA, 2004, LLB, 2004, LLM, 2010, Haifa; PhD, 2020, Bar-Ilan. (2024)

Eric Priest, professor (copyright law, trademark law, property). BA, 1999, Minnesota, Twin Cities; JD, 2002, Illinois Institute of Technology; LLM, 2005, Harvard. (2009)

Ofer Raban, professor; Elmer Sahlstrom Senior Faculty Fellow (constitutional law, criminal investigation, legal interpretation). BA, 1994, City University of New York, City College; DPhil, 1994, Oxford; JD, 1999, Harvard. (2008)

Alai Reyes-Santos, professor of practice (environmental justice, conflict resolution). BA, 2001, Puerto Rico; MA, 2004, PhD, 2007, California, San Diego. (2021)

Jennifer Reynolds, Dave Frohnmayer Chair in Leadership in Law (dispute resolution); Faculty Director, Appropriate Dispute Resolution Center; Dean. AB, 1992, Chicago; MA, 1996, Texas, Austin; JD, 2008, Harvard. (2009)

Joan Rocklin, LRW clinical professor (legal research and writing). BA, 1993, Williams; JD, 1998, Pennsylvania (Coif); New York bar, 1998. (2001)

Suzanne E. Rowe, James L. and Ilene R. Hershner Professor in Jurisprudence; Director, Legal Research and Writing Program. BA, 1983, North Carolina, Chapel Hill; JD, 1989, Columbia; California bar, 1992; District of Columbia bar, 1992. (2000)

Jasmine Samara, lecturer; Faculty Director, Legal Studies (anthropology, identity politics). BA, 2000, Yale; JD, 2004, Columbia; PhD, 2018, Harvard. (2022)

Joel Sati, assistant professor (criminal law, crimmigration). BA, 2016, City University of New York; JD, 2022, Yale; PhD, 2023, California, Berkeley. (2023)

Allison Schmitt, assistant professor (patent law, health law). BS, 2005, Washington (Seattle); PhD, 2012, Duke; JD, 2015, California, Berkeley. (2025)

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)

Elizabeth Tippet, professor; James O. and Alfred T. Goodwin Senior Fellow (employment law, negotiations). BA, 2002, Harvard; JD, 2006, Harvard. (2012)

David Weber, professor (contracts, negotiations, sports law). BA, 2001, St. John's; JD, 2005, Minnesota (Coif). (2025)

Merle H. Weiner, Philip H. Knight Professor of Law (torts, family law, domestic violence). BA, 1985, Dartmouth College; LLM, 1988, Cambridge; JD, 1990, Harvard; District of Columbia bar, 1991; Maryland bar, 1991; California bar, 1993. (1998)

Andrew Winden, assistant professor (mergers & acquisitions, business associations, sustainable business). BA, 1990, Stanford; MA, 1995, Fletcher; JD, 1995, Harvard. (2022)

Mindy Wittkop, assistant clinical professor (business law, judicial); Director, Business Law Clinic. BA, 1993, Portland. JD, 1997, Oregon. (2010)

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

John E. Bonine, professor emeritus (environmental law, administrative law, constitutional law). AB, 1966, Stanford; LLB, 1969, Yale; California bar, 1970; Oregon bar, 1977. (1978)

Donald W. Brodie, professor emeritus. BA, 1958, Washington (Seattle); LLB, 1961, New York University; Washington bar, 1961; Oregon bar, 1981. (1967)

Caroline Forell, professor emerita. BA, 1973, JD, 1978, Iowa (Coif); Oregon bar, 1978. (1978)

Susan N. Gary, professor emerita (trusts and estates, estate planning, nonprofit organizations). BA, 1977, Yale; JD, 1981, Columbia; Illinois bar, 1981; Oregon bar, 1989. (1992)

Ibrahim J. Gassama, professor emeritus (torts, international law, human rights). BA, 1980, Virginia Polytechnic; JD, 1984, Harvard; New York bar, 1985. (1991)

Leslie J. Harris, professor emerita. BA, 1973, New Mexico State; JD, 1976, New Mexico (Coif); New Mexico bar, 1976; District of Columbia bar, 1977. (1982)

Richard G. Hildreth, professor emeritus. BSE, 1965, JD, 1968, Michigan (Coif); diploma in law, 1969, Oxford; diploma in law, 1973, Stockholm; California bar, 1969; Oregon bar, 1982. (1978)

Dennis Hyatt, professor emeriti. (1976)

Mary Ann Hyatt, professor emerita. BA, 1979, Rhodes; ML, 1980, Emory; JD, 1993, Washington (Seattle). (2004)

Roberta Mann, professor emerita (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)

Ralph James Mooney, professor emeritus. BA, 1965, Harvard; JD, 1968, Michigan (Coif); California bar, 1968. (1972)

Michael Musheno, professor emeritus (law and society, public policy, conflict management). BA, 1969, Lycoming College; MA, 1971, PhD, 1974, American. (2014)

Cheyney Ryan, professor emeritus (philosophy and law). BA, 1969, MA, 1973, PhD 1974, JD, 1982, Harvard. (1974)

Peter Swan, professor emeritus. (1970)

Margaret L. Paris, professor emerita. BA, 1981, JD, 1985 (Coif), Northwestern; Illinois bar, 1985. (1992)

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.

Minor

- Legal Studies (p. 586)

Major - Law Degree

- Law (JD) (p. 590)

Majors - Master's Degree

- American Law (LLM) (p. 587)
- Business Law (LLM) (p. 587)
- Conflict & Dispute Resolution (MA/MA) (p. 588)
- Environmental and Natural Resources Law (LLM) (p. 589)

Certificate

- Institutional and Organizational Conflict Management (p. 591)

Concurrent Degree Programs

JD/MA in Global 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 both programs.

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 School 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/MNM in Nonprofit Management

The School of Law and the School of Planning, Public Policy and Management offer concurrent degrees that provide students with professionally accredited degrees in both law and public administration, the opportunity to interact with professionals in both the legal and public administration communities, opportunities for both legal and public administration internships, and an array of course work that prepares students for a wide range of professional careers.

JD/MPA in Public Administration

The School of Law and the School 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.

Legal Studies Minor

Jasmine Samara, Faculty Director; Noah Glusman, Managing Director

Whatever your career path, understanding the law, and your impact as a citizen in helping shape those laws, is a fundamental part of life. A minor in Legal Studies will give you better grounding in the history and concepts behind the kinds of legal disputes that dominate the news.

Legal Studies Minor Requirements

The legal studies minor examines how law shapes and is shaped by society. It combines the analytical tools associated with legal scholarship with elements of a liberal arts education to investigate the power of the law and its potential to create social change.

Code	Title	Credits
Core Courses ¹		8
CRES 101	Introduction to Conflict Resolution	
LAW 101	Introduction to United States law	
LAW 102	Introduction to Criminal Law	
LAW 202	Introduction to Public International Law	
Law Elective Courses		8
CRES 101	Introduction to Conflict Resolution ¹	
CRES 415	Conflict and Gender	
CRES 430		
CRES 435	Israel and Palestine	
CRES 440	Dialogue across Differences	
CRES 441	Dialogue Across Differences II	
CRES 445	Conflicts of Incarceration	
LAW 101	Introduction to United States law ¹	
LAW 102	Introduction to Criminal Law ¹	
LAW 103	Introduction to Criminal Investigation	
LAW 104	Introduction to Business Law	
LAW 201	Introduction to Environmental Law and Policy	
LAW 202	Introduction to Public International Law ¹	
LAW 203	Controversies in Constitutional Law	
LAW 204	Immigration and Citizenship	
LAW 250	Introduction to Legal Research	
LAW 301	Youth and Social Change	
LAW 304	American Law and Families	
LAW 310	Environmental Regulation	
LAW 415	Human Rights, Law, and Culture	
LAW 416	Law, Justice and Accountability After Conflict	
LAW 417	The Death Penalty	
LAW 418	Race and the Courts	
LAW 419	Legal Secrets	

Elective Courses in Other Fields

8

BA 325	Business Law and Ethics
CINE 230	Remix Cultures
EDST 111	Education and Social Change
EDST 225	School and Representation in Media
ES 101	Introduction to Ethnic Studies
ES 352	Social Equity and Criminal Justice
ES 380	Race, Migration, and Rights
ES 450	Race and Incarceration
ES 452	Race and Ethnicity and the Law: [Topic]
FHS 483	
FHS 492	Contemporary Issues in Public Health
GEOG 441	Political Geography
GLBL 360	International Cooperation and Conflict
GLBL 370	International Human Rights
GLBL 420	Global Community Development
GLBL 431	Cross-Cultural Communication
JCOM 302	Communication Law
JCOM 303	Media Ethics
MGMT 417	Negotiation Strategies
MUS 346	Music, Money, and the Law
PHIL 102	Ethics
PHIL 307	Social and Political Philosophy I
PHIL 308	Social and Political Philosophy: [Topic]
PHIL 344	Introduction to Philosophy of Law
PPPM 360	International Public Policy
PPPM 418	Introduction to Public Law
PPPM 444	Environmental Policy
PS 275	Legal Process An Introduction to the American Judiciary
PS 302	States' Rights and Wrongs
PS 316	Black Lives Matter and American Democracy
PS 368	Gender in the Law
PS 375	
PS 466	Civil Rights in Post-Warren Era
PS 470	Constitutional Law
PS 484	United States Supreme Court
PS 485	Civil Rights and Civil Liberties
PSY 420	Psychology and Law
PSY 422	Forensic Psychology
SOC 207	Social Inequality
SOC 345	Race and Ethnicity
SOC 380	Deviance, Social Control, and Crime
SOC 484	Issues in Deviance, Control, and Crime: [Topic]

Total Credits

24

¹ Credit for these courses cannot count for both the Core Courses and Law Elective courses.

Courses must be passed with grades of C– or better, with at least 12 credits earned in upper-division courses at the 300 or 400 levels. Courses

taken by the student toward the minor may also count, as appropriate, to fulfill requirements for other degree programs. The legal studies minor does not count toward any other degree offered by the School of Law (JD, LL.M., CRES master's).

The law elective courses are organized into two fields of interest: law in American society and law in global society. The electives include courses from the following departments and programs: business administration (BA), cinema studies (CINE), education studies (EDST), ethnic studies (ES), family and human services (FHS), geography, (GEOG) global studies (GLBL), journalism and communication (JCOM), philosophy (PHIL), planning, public policy, and management (PPPM), political science (PS), psychology (PSY), and sociology (SOC).

Students may petition the School of Law's Managing Director of Legal Studies for approval of another outside course related to legal studies.

American Law (LLM)

The American Law track in the LL.M. program at the University of Oregon School of Law is designed for international lawyers who want to gain a deeper understanding of American law and the American legal system. The program is intended to provide students with the tools they need to practice law in a global context, with a particular emphasis on the United States.

The program consists of two required courses (Introduction to American Law & Practice and LL.M. Advanced and Persuasive Legal Writing, 5 credits total). The remaining credits (19) needed to complete the LL.M. program can be achieved through any of the courses offered at the Law School unless restricted to JD students. This flexible LL.M. track allows students to design a course of study that reflects their interests and/or career needs.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the knowledge and ability necessary to practice substantive and procedural law and understand the dynamic processes through which law is created, developed, and changed by completing an organized program of courses in a selected specialization.
- Employ sound and articulate legal reasoning to identify, research, and analyze legal problems.
- Communicate effectively with clients, decision-makers, and other relevant stakeholders.
- Recognize the responsibility of lawyers to serve as informed and professional leaders.
- Appreciate the critical role that lawyers play in ensuring meaningful access to the legal system, promoting the just application of its laws, and serving their clients and the community.
- Learn how lawyers work together by demonstrating team lawyering skills, managing conflict, and forging relationships.
- Additional outcomes for students on the two-year pathway: \
 - Students develop advanced proficiency in legal English, including reading, writing, and comprehension skills specific to the legal profession.
 - Students acquire a foundational understanding of the American legal system and its principles.
 - Students master legal research and writing, demonstrating the ability to conduct legal research and articulate legal arguments effectively.
 - Students gain

comparative and international legal analysis skills, understanding the global context of law.

American Law Requirements

Only for students without a doctor of jurisprudence (JD) degree.

One-Year Program (Two-Year Program Second Year)

Code	Title	Credits
LAW 782	Introduction to American Law and Practice	3
LAW 783	LLM Advanced and Persuasive Legal Writing	2
Track Specific Courses in American Law		15
Elective Courses		4
Total Credits		24

Additional Requirements

- Master of laws students must complete a written comprehensive paper or project in connection with one of the required courses.
- Students in the general American Law major will enroll in JD courses necessary to meet the requirements to sit for the bar in a particular jurisdiction or based on their individual academic and professional career goals.
- Students enrolled in the two-year program must successfully complete the following sequence of required courses:

Two-Year Program First Year

Code	Title	Credits
LAW 785	American Legal System	2
GRST 635	Reading for the Legal Profession	4
GRST 637	Master of Laws Reading	2
LAW 784	Comparative Law	2
GRST 636	Writing for the Legal Profession	4
GRST 638	Master of Laws Writing	2

- Prior to the second year, students will be required to successfully demonstrate a level of English language proficiency at or above the standard minimum English proficiency requirements for graduate admission to the University of Oregon on the TOEFL, IELTS, an assessment by AEI, or other method accepted by the University of Oregon. Students in the two-year pathway who do not meet the University's general graduate-level English language requirement within two years of matriculation are not eligible to continue in the LL.M. program.

Business Law (LLM)

The Business Law track in the LL.M. program at the University of Oregon School of Law is designed for students who want to specialize in business law and gain a deeper understanding of the legal framework that governs businesses in the United States. The program is intended to provide students with the knowledge and skills they need to advise clients on a wide range of legal issues that arise in the context of business.

In this program, students take 15 credits of business law-specific courses, such as Contracts, Business Associations, Intellectual Property, Bankruptcy, and Federal Tax. Students may also choose from a special list of sports and sports-related business law courses to complete a Sports Law concentration within the Business Law LL.M. track. The

remaining 4 credits needed to complete the LLM program can be achieved through any elective courses offered at the law school unless restricted to JD students.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the knowledge and ability necessary to practice substantive and procedural law and understand the dynamic processes through which law is created, developed, and changed by completing an organized program of courses in a selected specialization.
- Employ sound and articulate legal reasoning to identify, research, and analyze legal problems.
- Communicate effectively with clients, decision-makers, and other relevant stakeholders.
- Recognize the responsibility of lawyers to serve as informed and professional leaders.
- Appreciate the critical role that lawyers play in ensuring meaningful access to the legal system, promoting the just application of its laws, and serving their clients and the community.
- Learn how lawyers work together by demonstrating team lawyering skills, managing conflict, and forging relationships.
- Additional outcomes for students on the two-year pathway:\
 - Students develop advanced proficiency in legal English, including reading, writing, and comprehension skills specific to the legal profession.\
 - Students acquire a foundational understanding of the American legal system and its principles.\
 - Students master legal research and writing, demonstrating the ability to conduct legal research and articulate legal arguments effectively.\
 - Students gain comparative and international legal analysis skills, understanding the global context of law.

Business Law Requirements

One-Year Program (Two-Year Program Second Year)

Code	Title	Credits
LAW 782	Introduction to American Law and Practice	3
LAW 783	LLM Advanced and Persuasive Legal Writing	2
Track Specific Courses in Business Law		15
Elective Courses		4
Total Credits		24

Additional Requirements

- Master of laws students must complete a written comprehensive paper or project in connection with one of the required courses.
- Students must take at least five courses from the core Business Law offerings indicated by the LLM Program Director.
- Students enrolled in the two-year program must successfully complete the following sequence of required courses:

Code	Title	Credits
LAW 785	American Legal System	2
GRST 635	Reading for the Legal Profession	4
GRST 637	Master of Laws Reading	2
LAW 784	Comparative Law	2

GRST 636	Writing for the Legal Profession	4
GRST 638	Master of Laws Writing	2

- Prior to the second year, students will be required to successfully demonstrate a level of English language proficiency at or above the standard minimum English proficiency requirements for graduate admission to the University of Oregon on the TOEFL, IELTS, an assessment by AEI, or other method accepted by the University of Oregon. Students in the two-year pathway who do not meet the University's general graduate-level English language requirement within two years of matriculation are not eligible to continue in the LLM program.

Conflict and Dispute Resolution (MA/MS)

The graduate program in conflict and dispute resolution (CRES), housed in the School of Law, offers an interdisciplinary master's degree (MA or MS) granted by the Division of Graduate Studies. It is an interdisciplinary program that prepares professionals from all disciplines to be collaborative problem-solvers in every aspect of society. The curriculum includes a balance of theory and skills-based learning designed to sharpen analytical and practical skills, encourage intellectual rigor and foster the lively exchange of ideas in and out of the classroom. The program operates on the quarter (term) calendar. The calendar is available for review online (<http://registrar.uoregon.edu/calendars/academic/>).

Tuition information can be found here (<https://registrar.uoregon.edu/tuition-fees/law/?term=202101&sc=1934>). For fee information, please refer to financialaid.uoregon.edu (<https://tuition.uoregon.edu/tuition-fees/law/?term=202101&sc=1934>).

For specific questions: Email: cres@uoregon.edu.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Integrate and apply a broad range of theoretical concepts, processes, skills, and strategies to analyze, prevent, manage, and resolve conflicts.
- Understand the contexts in which conflicts occur and apply to them the appropriate conflict and dispute resolution theory and skills.
- Facilitate, lead, and engage in constructive communication and collaborative problem-solving in a variety of interpersonal, cross-cultural, and intra-and inter-institutional settings.
- Recognize, understand, acknowledge, and address the role of power, difference, and inequity in conflict.
- Demonstrate deepened and self-reflective skills in critical thinking, research, writing, ethics, and the craft of conflict management.

Conflict and Dispute Resolution Requirements

Code	Title	Credits
Core Courses		31
CRES 621	Culture, Power, and Conflict Resolution I	
CRES 610	Experimental Course: [Topic] (Professional Development Seminar)	
CRES 670	Adversarial Processes	

CRES 622	Culture, Power, and Conflict Resolution II	
LAW 600	Law Courses for Nonlaw Students (Negotiation)	
CRES 631	Managing Conflict in Organizations (Research Methods)	
CRES 510	Experimental Course: [Topic] (Psychology of Conflict)	
CRES 623	Culture, Power, and Conflict Resolution III	
CRES 612	Philosophy of Conflict Resolution	
LAW 600	Law Courses for Nonlaw Students (Mediation)	
CRES 650	Capstone Seminar	
CRES 651	Academic Capstone: Course Concentration	
Electives		20
Internship		8
CRES 604	Internship: [Topic]	
Thesis/Terminal Project/Course Concentration		9
Total Credits		68

*Students who wish to obtain a master of arts degree instead of the master of science must demonstrate proficiency in a second language (<https://gradschool.uoregon.edu/academics/completing-degree/masters-minimum-requirements/#language-requirement>).

Additional Requirements

Students currently enrolled in the program must finish all CRES requirements by end of Spring 2026.

The thesis, terminal project, or course concentration component (the final project for the degree requirement) is flexible in format and content to allow students to choose among a theory-based academic paper that studies an aspect of the field, a practical applied project, or a set of courses selected to build specific expertise in a given area. Successful completion of the final project requires an oral defense before the student's final project committee.

Environmental and Natural Resources Law (LLM)

The Environmental and Natural Resources (ENR) Law track in the LLM program at the University of Oregon School of Law is designed for students who want to specialize in environmental and natural resources law and gain a deeper understanding of the legal framework that governs these areas in the United States. The program is intended to provide students with the knowledge and skills they need to address complex environmental issues and work effectively with clients in this field.

In this program, students take 15 credits of environmental and natural resources law-specific courses, such as Climate Change Law & Policy, Environmental Law, Ocean and Coastal Law, Land Use Law, and Natural Resources Law. The remaining 4 credits needed to complete the LLM program can be achieved through any elective courses offered at the law school unless restricted to JD students.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the knowledge and ability necessary to practice substantive and procedural law and understand the dynamic

processes through which law is created, developed, and changed by completing an organized program of courses in a selected specialization.

- Employ sound and articulate legal reasoning to identify, research, and analyze legal problems.
- Communicate effectively with clients, decision-makers, and other relevant stakeholders.
- Recognize the responsibility of lawyers to serve as informed and professional leaders.
- Appreciate the critical role that lawyers play in ensuring meaningful access to the legal system, promoting the just application of its laws, and serving their clients and the community.
- Learn how lawyers work together by demonstrating team lawyering skills, managing conflict, and forging relationships.
- Additional outcomes for students on the two-year pathway: \
 - Students develop advanced proficiency in legal English, including reading, writing, and comprehension skills specific to the legal profession.
 - Students acquire a foundational understanding of the American legal system and its principles.
 - Students master legal research and writing, demonstrating the ability to conduct legal research and articulate legal arguments effectively.
 - Students gain comparative and international legal analysis skills, understanding the global context of law.

Environmental and Natural Resources Law Requirements

One-Year Program (Two-Year Program Second Year)

Code	Title	Credits
LAW 782	Introduction to American Law and Practice	3
LAW 783	LLM Advanced and Persuasive Legal Writing	2
Track Specific Courses in Environmental and Natural Resources Law		15
Elective Courses		4
Total Credits		24

Additional Requirements

- Master of laws students must complete a written comprehensive paper or project in connection with one of the required courses.
- Students must take at least five courses from the core Environmental and Natural Resources Law offerings indicated by the LLM Program Director.
- Students enrolled in the two-year program must successfully complete the following sequence of required courses:

Two-Year Program First Year

Code	Title	Credits
LAW 785	American Legal System	2
GRST 635	Reading for the Legal Profession	4
GRST 637	Master of Laws Reading	2
LAW 784	Comparative Law	2
GRST 636	Writing for the Legal Profession	4
GRST 638	Master of Laws Writing	2

- Prior to the second year, students will be required to successfully demonstrate a level of English language proficiency at or above the standard minimum English proficiency requirements for graduate admission to the University of Oregon on the TOEFL, IELTS, an assessment by AEI, or other method accepted by the University of Oregon. Students in the two-year pathway who do not meet the University's general graduate-level English language requirement within two years of matriculation are not eligible to continue in the LLM program.

Law (JD)

Oregon Law is part of the University of Oregon, a premier AAU research university in the Pacific Northwest. Our home, the William W. Knight Law Center, is modern, inspiring, designed to encourage collaboration, and it's one of the few law schools that's also an art gallery. We're also home to the outstanding John E. Jaqua Law Library.

The Oregon Law curriculum is designed to build the analytical and practical skills necessary to be activists, advocates, and leaders in our communities.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the knowledge and ability necessary to practice substantive and procedural law and to understand the dynamic processes through which law is created, developed, and changed.
- Employ sound and articulate legal reasoning to identify, research, and analyze legal problems.
- Engage in and appreciate the importance of their professional and ethical responsibilities towards clients, the local community, our nation, and the world.
- Communicate effectively with clients, decision makers, and other relevant stakeholders.
- Recognize the responsibility of lawyers to serve as informed and professional leaders.
- Understand and appreciate diversity, equity, and inclusion as components of their personal and professional success.
- Appreciate the critical role that lawyers play in ensuring meaningful and equitable access to the legal system.
- Understand the interrelationship between the creation, development, reform, and practice of law, the natural and social sciences, the humanities, and the arts.

Doctor of Jurisprudence Requirements (Standard program)

The curriculum presents fundamental subjects of law during the first year, and the first year of the program is prescribed. These required courses are designed to provide a solid foundation in legal theory, practical writing and research skills, and a theoretical and practical knowledge of the law.

Only two second- and third-year courses are specifically prescribed.

Code	Title	Credits
First-Year Required Courses		
LAW 611	Contracts	4
LAW 613	Torts	4
LAW 615	Civil Procedure	4

LAW 617	Property	4
LAW 618	Criminal Law	4
LAW 622	Legal Research and Writing I	3
LAW 623	Legal Research and Writing II	3
LAW 643	Constitutional Law I	3

Second- and Third-Year Required Courses

LAW 644	Constitutional Law II	3
LAW 649	Legal Profession	3

Electives

Elective courses must be in program of legal study. A portion of the elective course credits must include a minimum of 6 semester law credits of experiential courses and one diversity course of at least 2 semester law credits.	50

Total Credits	85

Students who have been admitted to the School of Law, have satisfactorily completed at least 85 semester credits and who have otherwise satisfied the requirements of the university and the School of Law are awarded the standard JD degree provided that they also:

- Earn a BA, BS, or equivalent degree from an accredited college or university before completing work for the JD degree.
- Satisfy Law School's academic standards (https://mylaw.uoregon.edu/sites/default/files/academic_affairs/20250303_academic_standards_1.pdf) for good standing.
- Earn a minimum of 65 graded semester law credits. Graded on the traditional A-F scale. (Grades of D- not used.)
- Earn a minimum of 65 scheduled semester law credits. Scheduled courses meet regularly for faculty instruction for the total hours indicated by the number of credits. The following courses are NOT scheduled: Field Placements, Clinics, Journals, Moot Court, Independent Study, and Asynchronous online courses.
- Earn a minimum of 6 semester law credits of experiential courses. An experiential course must be a simulation course, a law clinic, or a field placement as defined by ABA accreditation Standard 304.
- Complete all 35 credits of prescribed courses (listed above). The 29 first-year required credits must be completed by the end of the fourth semester of enrollment excluding summers.
- Complete one diversity course of at least 2 semester law credits.
- Complete a total of 6 semesters of full-time (9 or more semester law credits) resident professional study at the UO School of Law or another ABA-accredited law school.
 - At least 55 semester law credits (making up at least 4 full-time resident semesters) must be completed specifically at the University of Oregon School of Law.
 - A maximum of 30 credits (making up no more than 2 full-time resident semesters) may be transferred in from another ABA-accredited law school.
- Complete the JD Writing Requirement, demonstrating extensive research and analysis, original thought, good organization, thorough editing, and a sound understanding of the topic.
- Complete the Professional Planning requirement.
- Fulfill other requirements of the JD program and ABA accreditation standards.

The UO School of Law reserves the right to modify its curriculum and graduation requirements at any time.

Students in the standard JD program may accrue up to 5 of the required 85 semester law credits by completing non-law graduate-level courses at the University of Oregon. These non-law credits do *not* count toward the Graded or Scheduled credit requirements, must be relevant to the student's program of legal study and approved in advance by the associate dean for academic affairs.

Doctor of Jurisprudence-Concurrent Degree Programs

UO Law partners with eight master's degree programs to allow JD students to earn two degrees in four years rather than the standard five years.

- JD/MA in Global Studies
- JD/MBA - Master of Business Administration
- JD/MA or MS in Environmental Studies
- JD/MA or MS in Media Studies
- JD/MCRP in Community & Regional Planning
- JD/MNM in Nonprofit Management
- JD/MPA in Public Administration
- JD/MS in Water Resources Policy & Management (with Oregon State University)

All Standard JD Program requirements remain the same with the following exceptions:

- 75 total semester law credits AND award of the concurrent master's degree are required for graduation from the Concurrent Degree program. Requirements for master's degree are presented in the catalog sections of those degrees. The JD standard degree will be awarded separately only if the student has earned 85 or more law credits.
- At least 55 semester law credits must be completed specifically at the University of Oregon School of Law.
- No non-law graduate-level courses may be applied to the 75 total semester law credits.
- A total of 5 semesters of full-time resident professional study (9 or more semester law credits) at the UO School of Law or another ABA-accredited law school.
- A required master's degree thesis can also meet the Law Writing Requirement if a law faculty member serves on the student's thesis committee.

Institutional and Organizational Conflict Management Graduate Certificate

For specific questions: Email: cres@uoregon.edu.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Integrate and apply a broad range of theoretical concepts, processes, skills, and strategies to analyze, prevent, manage, and resolve conflicts.
- Understand the contexts in which conflicts occur and apply to them the appropriate conflict and dispute resolution theory and skills.

- Recognize, understand, acknowledge, and address the role of power, difference, and inequity in conflict.

Graduate Certificate in Institutional and Organizational Conflict Management

Code	Title	Credits
Required Courses		
CRES 614	Negotiation, Bargaining and Persuasion	4
CRES 620	Facilitation	2
CRES 631	Managing Conflict in Organizations	4
CRES 670	Adversarial Processes	4
Electives Courses		12
CRES 515	Conflict and Gender	
CRES 612	Philosophy of Conflict Resolution	
CRES 660	Environmental Conflict Resolution	
CRES 621 & CRES 622 & CRES 623	Culture, Power, and Conflict Resolution I and Culture, Power, and Conflict Resolution II and Culture, Power, and Conflict Resolution III ¹	
CRES 625	Psychology of Conflict	
Total Credits		26

¹ Must complete all three courses to receive 4 credits toward electives.

School of Music and Dance

<https://musicanddance.uoregon.edu/>

Sabrina MADison-Cannon, Phyllis and Andrew Berwick Dean

219R Frohnmayer Music Building

541-346-5651

smadison@uoregon.edu

The University of Oregon School of Music and Dance serves as an educational and cultural resource for the University of Oregon, the local community, and the state of Oregon. We prepare students to lead enriching lives by providing comprehensive programs for professional arts-based careers, as well as those seeking to gain a fully realized liberal arts education.

The School of Music and Dance (SOMD) presents more than 300 concerts, performances, and events during the academic year featuring guest artists, faculty artists, and student ensembles. The incredible wealth of concert material ranges from contemporary dance to African dance, early music and classical to contemporary music, world music, and jazz. SOMD is also home to the Grammy-winning Oregon Bach Festival (OBF) and ChamberMusic@Beall performance series.

We welcome risk-takers. Our students and faculty foster experimentation and innovation by supporting the creation of new work that is grounded in the traditional canon and technique. The community is our classroom. This region is full of off-campus arts organizations, concert venues, and opportunities to perform. We aim to constantly learn from our past and strive for a better future. We welcome feedback from our students about how to improve our community and create a friendly, integrated environment that feels like a family.

Dance

<https://musicanddance.uoregon.edu/dance> (<https://musicanddance.uoregon.edu/dance/>)

Patty Delaney, Interim Department Head of Dance

170 Gerlinger Annex

541-346-5623

pdelaney@uoregon.edu

The goal of the department is to provide comprehensive dance training within the liberal arts framework of the university. The 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. In addition to the academic components, dance students experience the rigorous professional discipline that is inherent in studio classes. The department explores diverse idioms in dance: African dance and drumming, ballet, contact improvisation, contemporary, jazz, hip-hop, modern, partnering, and Salsa.

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.

Faculty

Christian Cherry, associate professor (music for dance, composition, contact improvisation); undergraduate director, music director. BA, 1983, Ohio Wesleyan; MM, 1993, Ohio State. (2001)

Patty Harrington Delaney, Professor, Head of Dance Department, BFA, 1978, Southern Methodist University, MFA, 1980, Southern Methodist University (2024)

Rita Honka, teaching professor (African, modern, African diaspora and culture, anatomy, somatics). BS, 1989, Wayne State; MS, 1992, Oregon. (1993)

Habib Iddrisu, associate professor (West African music, African dance, performance). BA, 2002, MA, 2004, Bowling Green State; PhD, 2011, Northwestern. (2013)

Walter Kennedy, associate professor (modern and ballet, dance history, composition); BFA, 1996, California State, Long Beach; MFA, 1999, Illinois, Urbana-Champaign. (2000)

Shannon Mockli, associate professor (modern, contemporary, and ballet; improvisation, composition). BFA, 2003, Utah; MFA, 2008, Utah. (2008)

Florabelle Moses, instructor (ballet, Salsa and Bachata). B. Dance and Dance Education, Rubin Academy of Music and Dance, Israel (1991); MA in Dance, University of Oregon. (1993)

Amy Swanson, assistant professor (African Dance Aesthetics, Dance and Power, Contemporary Issues); BFA, 2008, University of Illinois at Urbana-Champaign, MA 2015 Northwestern University, PhD 2019 Northwestern University (2024)

Hannah Victoria Thomas, assistant professor (hip hop, jazz, and contemporary technique, dance history and culture, composition), BA, 2016, Georgia College and State University; MFA, 2020, Arizona State University. (2021)

Emeriti

Steven Chatfield, professor emeritus. BA, 1975, MA, 1984, PhD, 1989, Colorado, Boulder. (1989)

Jenifer P. Craig, associate professor emerita. BA, 1971, MA, 1973, Oregon; PhD, 1982, Southern California. (1986)

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.

Undergraduate

Majors - Bachelor's Degree

- Dance (BA/BS) (p. 593)
- Dance (BFA) (p. 596)

Minor

- Dance (p. 597)

Honors College Program

See the **Robert Donald Clark Honors College** section of this catalog for specific honors college requirements. Departmental requirements for dance majors enrolled in the Clark Honors College include the following:

- 6 credits of independent study in choreography, technical production, or related research leading to the senior honors thesis
- Either a choreography (minimum of ten minutes) with written description and discussion or an honors essay on an approved research topic

Dance (BA/BS)

<https://musicanddance.uoregon.edu/dance> (<https://musicanddance.uoregon.edu/dance/>)

The goal of the department is to provide comprehensive dance training within the liberal arts framework of the university. The 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. In addition to the academic components, dance students experience the rigorous professional discipline that is inherent in studio classes. The department explores diverse idioms in dance: African dance and drumming, ballet, contact improvisation, contemporary, jazz, hip-hop, modern, partnering, and Salsa.

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.

Program's Admission Requirements

Please visit the program's website (<https://musicanddance.uoregon.edu/apply/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Synthesize approaches to dance through immersion in multiple dance forms, performance, creative practice, and theory.
- Contextualize and understand dance from philosophical and cultural perspectives.
- Cultivate awareness and responsibility as a global dance citizen.
- Engage in music, science and somatics, history and culture, pedagogy and production of dance.
- Communicate about dance through writing, speaking, embodied practice, and creative inquiry.

Courses required for a dance major 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.

Dance Major Requirements

Code	Title	Credits
Technique¹		21
DANC 170	Contemporary I	

DANC 270	Contemporary II	
DANC 370	Contemporary III	
DANC 172	Ballet I	
DANC 272	Ballet II	
DANC 372	Ballet III	
DANC 175	Hip Hop I	
DANC 275	Hip Hop II First Term	
DANC 375	Hip Hop III	
DANC 185	African I	
DANC 285	African II	
DANC 199	Special Studies: [Topic]	
DANC 299	Special Studies: [Topic]	
DANC 399	Special Studies: [Topic]	
DANC 494	Advanced Movement Practice (Three Times)	
Performance		7
DAN 280	Dance Loft Performance	
DAN 380	Student Dance Concert Performance	
DAN 408	Workshop: [Topic]	
DAN 436	Dema African Performance Ensemble: [Topic]	
DAN 480	Faculty Dance Concert Performance	
DAN 486	Student Dance Collective: [Topic]	
Creative Practice		8
DAN 171	Dance Improvisation: [Topic]	
DAN 271	Contact Improvisation: [Topic]	
DAN 252	Dance Composition I	
DAN 352	Dance Composition II	
Theory		39
DAN 241	Screendance: History and Theory	
DAN 251	Looking at Dance	
DAN 255	Dance Production I	
DAN 258	Musical Elements of Dance	
DAN 260	Anatomy of Human Movement	
DAN 301	African Dance Aesthetics	
DAN 355	Dance Production II	
DAN 360	Dance Kinesiology	
DAN 425	Senior Seminar: [Topic] (Three Times)	
DAN 443	Dance and Power	
or DAN 444	Contemporary Issues in Dance	
DAN 458	Music for Dancers	
DAN 491	Teaching Dance	
Total Credits		75

¹ 9 credits minimum in upper division. 3 courses minimum per idiom in DANC.

Students transferring to the UO as dance majors after two years of college work elsewhere should have completed courses for the UO BA foreign language/BS mathematics requirement, two terms of college-level English composition, as many of the university's core-education requirements as possible, and training in modern dance.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Courses that apply to the major must be passed with grades of C– or better.

Bachelor of Arts in Dance

Course	Title	Credits	Milestones
First Year			
Fall			
First term of first-year second-language sequence		5	
WR 121Z	Composition I	4	
DAN 255	Dance Production I	2	
Choose two from the following:		2	
DANC 170 Contemporary I			
DANC 172 Ballet I			
DANC 175 Hip Hop I			
DANC 185 African I			
DANC 199 Special Studies: [Topic]			
Credits		13	
Winter			
Second term of first-year second-language sequence		5	
General-education course in arts and letters		4	
General-education course in social science		4	
Choose two from the following:		2	
DANC 170 Contemporary I			
DANC 172 Ballet I			
DANC 175 Hip Hop I			
DANC 185 African I			
DANC 199 Special Studies: [Topic]			
Credits		15	
Spring			
Third term of first-year second-language sequence		5	
WR 122Z	Composition II	4	
or WR 123 or College Composition III			
General-education course in social science		4	
Choose two from the following:		2	
DANC 170 Contemporary I			
DANC 172 Ballet I			
DANC 175 Hip Hop I			
DANC 185 African I			
DANC 199 Special Studies: [Topic]			
Credits		15	
Total Credits		43	

Maintain an overall GPA of 2.50 or higher.

Course	Title	Credits	Milestones
Second Year			
Fall			
First term of second-year second-language sequence		4	

General-education course in arts and letters that doubles as multicultural		4
General-education course in science		4
Choose two from the following:		2
DANC 270 Contemporary II		
DANC 272 Ballet II		
DANC 275 Hip Hop II First Term		
DANC 399 Special Studies: [Topic]		
DAN 355	Dance Production II	1
Credits		15
Winter		
Second term of second-year second-language sequence		4
General-education course in science		4
General-education course in social science that doubles as multicultural		4
Choose two from the following:		2
DANC 270 Contemporary II		
DANC 272 Ballet II		
DANC 275 Hip Hop II First Term		
DANC 399 Special Studies: [Topic]		
Credits		14
Spring		
Third term of second-year second-language sequence		4
General-education course in science		4
Multicultural course		4
Choose two from the following:		2
DANC 270 Contemporary II		
DANC 272 Ballet II		
DANC 275 Hip Hop II First Term		
DANC 399 Special Studies: [Topic]		
Electives		2
Credits		16
Total Credits		45

Maintain an overall GPA of 2.50 or higher. Identify a minor, certificate program, or second major.

Course	Title	Credits	Milestones
Third Year			
Fall			
DAN 251	Looking at Dance	4	
Elective course		3	
General-education course in arts and letters		4	
General-education course in social science		4	
Credits		15	
Winter			
DAN 252	Dance Composition I	3	
DAN 260	Anatomy of Human Movement	4	
Elective course		3	
Multicultural course		4	
Credits		14	

Spring

DAN 352	Dance Composition II	3
General-education course in arts and letters		4
Elective courses		8
Credits		15
Total Credits		44

Maintain good academic standing and complete general-education requirements. A degree audit is recommended.

Course	Title	Credits	Milestones

Fourth Year**Fall**

DAN 407	Seminar: [Topic]	1
DAN 408	Workshop: [Topic]	3
DAN 494	Advanced Movement Practice	2
DAN 452	Dance Composition III	3
DAN 458	Music for Dancers	3
Elective course		2

Credits	14

Winter

DAN 360	Dance Kinesiology	3
DAN 407	Seminar: [Topic]	1
DAN 408	Workshop: [Topic]	3
DAN 494	Advanced Movement Practice	2
Elective course		4

Credits	13

Spring

DAN 407	Seminar: [Topic]	1
DAN 408	Workshop: [Topic]	3
DAN 494	Advanced Movement Practice	2
Elective courses		5

Credits	11

Total Credits	38

Maintain good academic standing and complete major, minor, and/or certificate programs.

Bachelor of Science in Dance

Course	Title	Credits	Milestones

First Year**Fall**

MATH 105Z	Math in Society	4
WR 121Z	Composition I	4
DAN 255	Dance Production I	2
Choose two from the following:		2

DANC 170	Contemporary I

DANC 172	Ballet I

DANC 175	Hip Hop I

DANC 185	African I

DANC 199	Special Studies: [Topic]

Elective course		1

Credits	13

Winter

MATH 106	University Mathematics II	4
General-education course in arts and letters		4
General-education course in social science		4
Choose two from the following:		2

DANC 170	Contemporary I

DANC 172	Ballet I

DANC 175	Hip Hop I

DANC 185	African I

DANC 199	Special Studies: [Topic]

Elective course		1

Credits	15

Spring

MATH 107	University Mathematics III	4
WR 122Z	Composition II	4
or WR 123 or College Composition III		
General-education course in social science		4
Choose two from the following:		2

DANC 170	Contemporary I

DANC 172	Ballet I

DANC 175	Hip Hop I

DANC 185	African I

DANC 199	Special Studies: [Topic]

Elective course		1

Credits	15

Total Credits	43

Maintain an overall GPA of 2.50 or higher.

Course	Title	Credits	Milestones

Second Year**Fall**

General-education course in arts and letters that doubles as multicultural		4
General-education course in science		4
Choose two from the following:		2

DANC 270	Contemporary II

DANC 272	Ballet II

DANC 275	Hip Hop II First Term

DANC 399	Special Studies: [Topic]

DAN 355	Dance Production II	1

Elective course		3

Credits	14

Winter

General-education course in science		4
General-education course in social science that doubles as multicultural		4
Choose two from the following:		2

DANC 270	Contemporary II

DANC 272	Ballet II

DANC 275	Hip Hop II First Term

DANC 399	Special Studies: [Topic]

Elective course	4
Credits	14
Spring	
General-education course in science	4
Multicultural course	4
Choose two from the following:	2
DANC 270 Contemporary II	
DANC 272 Ballet II	
DANC 275 Hip Hop II First Term	
DANC 399 Special Studies: [Topic]	
Electives	5
Credits	15
Total Credits	43

Maintain an overall GPA of 2.50 or higher. Identify a minor, certificate program, or second major.

Course	Title	Credits	Milestones
Third Year			
Fall			
DAN 251	Looking at Dance	4	
Elective course		3	
General-education course in arts and letters		4	
General-education course in social science		4	
Credits		15	
Winter			
DAN 252	Dance Composition I	3	
DAN 260	Anatomy of Human Movement	4	
Elective course		3	
Multicultural course		4	
Credits		14	
Spring			
DAN 352	Dance Composition II	3	
General-education course in arts and letters		4	
Elective courses		8	
Credits		15	
Total Credits		44	

Maintain good academic standing and complete general-education requirements. A degree audit is recommended.

Course	Title	Credits	Milestones
Fourth Year			
Fall			
DAN 407	Seminar: [Topic]	1	
DAN 408	Workshop: [Topic]	3	
DAN 494	Advanced Movement Practice	2	
DAN 452	Dance Composition III	3	
DAN 458	Music for Dancers	3	
Elective course		2	
Credits		14	
Winter			
DAN 360	Dance Kinesiology	3	
DAN 407	Seminar: [Topic]	1	

DAN 408	Workshop: [Topic]	3
DAN 494	Advanced Movement Practice	2
Elective course		4
Credits		13
Spring		
DAN 407	Seminar: [Topic]	1
DAN 408	Workshop: [Topic]	3
DAN 494	Advanced Movement Practice	2
Elective courses		5
Credits		11
Total Credits		38

Maintain good academic standing and complete major, minor, and/or certificate programs.

Dance (BFA)

<https://musicanddance.uoregon.edu/dance> (<https://musicanddance.uoregon.edu/dance/>)

The goal of the department is to provide comprehensive dance training within the liberal arts framework of the university. The 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. In addition to the academic components, dance students experience the rigorous professional discipline that is inherent in studio classes. The department explores diverse idioms in dance: African dance and drumming, ballet, contact improvisation, contemporary, jazz, hip-hop, modern, partnering, and Salsa.

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.

Program's Admission Requirements

Please visit the program's website (<https://musicanddance.uoregon.edu/apply/>).

Program Learning Outcomes

- Upon successful completion of this program, students will be able to:
- Synthesize approaches to dance through immersion in multiple dance forms, performance, creative practice, and theory.
 - Contextualize and understand dance from philosophical and cultural perspectives.
 - Cultivate awareness and responsibility as a global dance citizen.
 - Engage in music, science and somatics, history and culture, pedagogy and production of dance.
 - Communicate about dance through writing, speaking, embodied practice, and creative inquiry.

Courses required for a dance major 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.

Bachelor of Fine Arts in Dance

Code	Title	Credits
Technique ¹		42
DANC 170	Contemporary I	
DANC 270	Contemporary II	
DANC 370	Contemporary III	
DANC 172	Ballet I	
DANC 272	Ballet II	
DANC 372	Ballet III	
DANC 175	Hip Hop I	
DANC 275	Hip Hop II First Term	
DANC 375	Hip Hop III	
DANC 185	African I	
DANC 285	African II	
DANC 199	Special Studies: [Topic]	
DANC 299	Special Studies: [Topic]	
DANC 399	Special Studies: [Topic]	
DAN 494	Advanced Movement Practice (Three Times)	
Performance		27
DAN 280	Dance Loft Performance	
DAN 380	Student Dance Concert Performance	
DAN 408	Workshop: [Topic]	
DAN 436	Dema African Performance Ensemble: [Topic] (Three Times)	
DAN 480	Faculty Dance Concert Performance	
DAN 486	Student Dance Collective: [Topic] (Three Times)	
Creative Practice		14
DAN 171	Dance Improvisation: [Topic]	
DAN 271	Contact Improvisation: [Topic]	
DAN 252	Dance Composition I	
DAN 352	Dance Composition II	
DAN 412	Student Dance Concert	
DAN 452	Dance Composition III	
Theory		50
DAN 125	First Year Seminar: [Topic] (Three Times)	
DAN 241	Screendance: History and Theory	
DAN 251	Looking at Dance	
DAN 255	Dance Production I	
DAN 256	Dance Somatics	
DAN 258	Musical Elements of Dance	
DAN 260	Anatomy of Human Movement	
DAN 301	African Dance Aesthetics	
DAN 355	Dance Production II	
DAN 360	Dance Kinesiology	
DAN 425	Senior Seminar: [Topic] (Three Times)	
DAN 443	Dance and Power	
DAN 444	Contemporary Issues in Dance	
DAN 458	Music for Dancers	
DAN 491	Teaching Dance	

DAN 404	Internship: [Topic]
Total Credits	133

¹ 18 credits minimum in upper division. 6 courses minimum per idiom in DANC.

All courses listed are required unless noted as Electives e.g. DANC 199 Special Studies: Topic, DANC 399 Special Studies: Topic, and DAN 410 Loft.

All Technique courses must be taken in sequence. Students can test out of a level through a Placement Class, but must meet the same number of credits in the dance Technique category in that same idiom e.g. African, or Ballet etc.

Performance courses; DAN 480 Dance Repertory, DAN 481 Repertory Company: Rehearsal, and DAN 482 Repertory Company: Touring must be taken in that sequence.

The Creative Practices must be taken in sequence in this order; DANC 171 Dance Improvisation, DANC 271 Contact Improvisation, DAN 351 Dance Composition 1, DAN 352 Dance Composition 2, DAN 452 Dance Composition 3, and DAN 412 Student Concert.

There is some flexibility within the Theory courses, but the following courses must be taken in sequence (*see Course-to-Course Pre-requisites listed previously):

History and Culture; DAN 251 Looking at Dance is a pre-requisite for DAN 453 Dance and Power and DAN 454 Contemporary Issues in Dance,

Science and Somatics; DAN 260 Anatomy of Human Movement is a pre-requisite for DAN 360 Dance Kinesiology,

Music; DAN 252 Fundamentals of Rhythm is a pre-requisite for DAN 458 Music for Dancers, Production; DAN 255 Dance Production 1 is a pre-requisite for DAN 355 Dance Production 2.

No tracks or concentrations.

Electives: BFA in Dance majors can take DANC 199 and DANC 399 Special Studies: Topic, which might include dance techniques outside the core curriculum e.g. hip-hop, Salsa, Partnering, Pointe, or Conditioning.

They can also take DAN 410 Loft, where they choreograph for semi-formal live performances offered twice per year under a faculty mentor.

BFA in Dance students will also be provided a recommended list of elective course options outside the Dance department in such areas as; Music, Art, Theatre, Women and Gender Studies, and Journalism.

Dance Minor

<https://musicanddance.uoregon.edu/dance-minor-program> (<https://musicanddance.uoregon.edu/dance-minor-program/>)

The goal of the department is to provide comprehensive dance training within the liberal arts framework of the university. The 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. In addition to the academic components, dance students experience the rigorous professional discipline that is inherent in studio classes. The department explores diverse idioms in dance: African dance and drumming, ballet, contact improvisation, contemporary, jazz, hip-hop, modern, partnering, and Salsa.

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.

Program's Admission Requirements

Please visit the program's website (<https://musicanddance.uoregon.edu/admissions/dance/>).

Dance Minor Requirements

Courses used to fulfill the minor requirements must be passed with a letter grade of at least C- or a P* where pass/no pass is the only grading option for the course. Most upper-division courses have prerequisites, co-requisites, or both.

Code	Title	Credits
Technique ¹		9
DANC 170	Contemporary I	
DANC 270	Contemporary II	
DANC 370	Contemporary III	
DANC 172	Ballet I	
DANC 272	Ballet II	
DANC 372	Ballet III	
DANC 175	Hip Hop I	
DANC 275	Hip Hop II First Term	
DANC 375	Hip Hop III	
DANC 185	African I	
DANC 285	African II	
DANC 199	Special Studies: [Topic] ²	
DANC 299	Special Studies: [Topic] ²	
DANC 399	Special Studies: [Topic] ²	
DAN 494	Advanced Movement Practice ³	
Performance		2
DAN 380	Student Dance Concert Performance	
DAN 408	Workshop: [Topic]	
DAN 436	Dema African Performance Ensemble: [Topic]	
DAN 480	Faculty Dance Concert Performance	
DAN 486	Student Dance Collective: [Topic]	
Creative Practice		1
DAN 171	Dance Improvisation: [Topic]	
Theory ⁴		14
DAN 241	Screendance: History and Theory	
DAN 251	Looking at Dance	
DAN 255	Dance Production I	
DAN 256	Dance Somatics	
DAN 258	Musical Elements of Dance	
DAN 260	Anatomy of Human Movement	
DAN 301	African Dance Aesthetics	
DAN 355	Dance Production II	
DAN 360	Dance Kinesiology	
DAN 443	Dance and Power	
DAN 444	Contemporary Issues in Dance	
DAN 458	Music for Dancers	

DAN 491	Teaching Dance
Total Credits	26

- ¹ 6 credits minimum in upper division. 1 course per idiom (Contemporary, Ballet, Hip Hop, African) minimum in DANC.
- ² It may count as Hip Hop or elective technique.
- ³ It may count as elective technique.
- ⁴ 4 credits minimum in upper division.

Music

<https://musicanddance.uoregon.edu/>

Steve Rodgers, Department Head; Sharon Paul, Department Head

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Our teaching is engaging, inclusive, and research-led. We seek to cultivate a synergy between academic and creative pursuits. We welcome risk-takers. We strive to experiment and invest in new creations while critically examining existing work. We look for opportunities to share music-dance knowledge and value all lived experience, all forms of education, and all fields of study that inform our artistic pursuits. We work to build and maintain a supportive environment so that our musicians and dancers feel safe to explore and flourish. The community is our classroom. Our area is full of off-campus arts organizations, performance venues, and creative opportunities, connecting student artists with the skills and information they need to effect positive change within their communities and move the fields of music and dance forward.

Faculty

D. Tyler Abbott, teaching professor (double bass, jazz string bass). BM, 1999, Eastern Washington; MM, 2003, Oregon. (2003)

Jon Paul Bellona, assistant professor (music technology). BA, 2003, Hamilton College; MM, 2011, Oregon; PhD, 2018, Virginia. (2017)

Jack Boss, professor (theory, composition). BMus, 1979, MMus, 1981, Ohio State; PhD, 1991, Yale. (1995)

Andiel Brown, instructor (gospel choirs). BMus, 2008, Oregon. (2008)

Keith Brown, assistant professor (jazz & contemporary piano). BM, 2009, MM 2011 Tennessee, Knoxville. (2022)

Melissa Brunkan, associate professor (choral music education). BM, 1995, Minnesota; MMus, 1999, Northwestern; PhD, 2012, Kansas. (2017)

Gustavo Castro-Ramirez, vocal coach and accompanist (voice and piano). MMus, Costa Rica, 2006; MMus, Florida, 2007; MMus, Florida, 2009; DMA, Texas, 2012. (2022)

Sunmi Chang, assistant professor (violin). BMus, 2005; MMus, Yale, 2008; DMA, 2020, Michigan. (2023)

Joyce Wei-Jo Chen, assistant professor (historical keyboards). BS, 2001, UC Berkeley; MM, 2013, Stony Brook University; DMA, 2017, Stony Brook University. (2023)

Kwan Leong "Pius" Cheung, professor (percussion). BMus, 2004, Curtis Institute; Artist Diploma, 2006, Boston Conservatory; DMA, 2010, Michigan, Ann Arbor. (2011)

Jacqueline Cordova-Arrington, assistant professor (flute). BM, 2008, Michigan; MM, 2010, Cincinnati; DMA, 2015, Eastman School of Music. (2018)

David Crumb, professor (composition, theory). BM, 1985, Eastman School of Music; MA, 1991, PhD, 1992, Pennsylvania. (1997)

Alexandre Dossin, professor (piano, piano literature). MFA, 1996, Moscow Tchaikovsky Conservatory; DMA, 2001, Texas, Austin. (2006)

Karen Esquivel, associate teaching professor (opera, voice). BS, 1978, Nebraska, Lincoln; MM, 1990, 2006, DMA, 2009, Florida State. (2011)

Abigail Fine, assistant professor (musicology). BA, 2010, Pennsylvania; PhD, 2017, Chicago. (2019)

Arnaud Ghillebaert, associate teaching professor (viola). DEM, 2006, National Regional Conservatory, Saint-Maur-des-Fossés; MPerf, 2008, Royal College of Music; DMA, 2016, State University of New York, Stony Brook. (2017)

Michael Grose, professor (tuba, music appreciation). BM, 1984, MM, 1985, Northwestern. (2001)

Hal Grossman, associate professor (violin). BM, 1981, Michigan; MM, 1985, Eastman School of Music. (2019)

Akiko Hatakeyama, associate professor (music technology). Associate's degree, 1994, Otsuma Women's; AA, 2006, Community College of Philadelphia; BA, 2009, Mills College; MA, 2011, Wesleyan; MA, 2013, Brown. (2016)

Henry Henniger, associate professor (trombone). BM, 2002, Indiana, Bloomington; MM, 2004, Manhattan School of Music. (2010)

Brian Hsu, associate professor (piano). BM, 2004, Juilliard; MM, 2006, Juilliard School; Artist Diploma, 2008, Yale; DMA, 2012, Michigan. (2023)

Habib Iddrisu, associate professor (African dance and music, ethnomusicology). BA, 2002, MA, 2004, Bowling Green State; PhD, 2011, Northwestern. (2013)

David Jacobs, associate professor (conducting, orchestra); director, orchestral studies. BM, 2000, Duquesne; MA, 2002, Central Florida; DMA, 2011, Eastman School of Music. (2012)

Wonkak Kim, associate professor (clarinet). BMus, BA, 2007, North Carolina, Chapel Hill; MMus, 2009, DM, 2012, Florida State. (2017)

Tobias Koenigsberg, associate professor (jazz piano, jazz studies); associate director, jazz studies. BMus, 1998, Oregon; MM, 2003, Eastman School of Music. (2003)

Lori Kruckenberg, professor (musicology). BA, 1985, Bethany (Kansas); MA, 1991, PhD, 1997, Iowa. (2001)

Paul Krueger, assistant professor (jazz history, jazz studies); director, jazz studies. BME, 2009, Nebraska, Lincoln; MMus, 2011, Oregon. (2016)

Robert Kyr, professor (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)

Dennis Llinás, associate professor (conducting); director of bands. BME, 2003, Florida International; MM, 2010, Texas, Austin; DMA, 2012, Texas, Austin. (2019)

Brian McWhorter, professor (music appreciation). BMus, 1998, Oregon; MM, 2000, Juilliard. (2006)

Eric Mentzel, professor (voice, diction, collegium musicum). BM, 1980, Temple; MFA, 1983, Sarah Lawrence. (2002)

Lance Miller, senior sound and video recording engineer (audio recording). AA, 1982, Mt. Hood Community. (1998)

Drew Nobile, associate professor (theory, musicianship). ScB, 2007, Brown; MA, 2009, Washington (Seattle); PhD, 2014, City University of New York, Graduate Center. (2015)

Camille Ortiz, assistant professor (voice, solo vocal music). BM, 2004, Oral Roberts; MM, 2007 Manhattan School of Music; DMA, 2017, University of North Texas College of Music. (2020)

Timothy Pack, teaching professor (theory, musicianship). BA, 1993, Huntingdon College; MM, 1998, Westminster Choir College, Rider; PhD, 2005, Indiana, Bloomington. (2005)

Sharon J. Paul, Robert M. Trotter Chair of Music; professor (choral conducting); director, choral activities. BA, 1978, Pomona; MFA, 1981, California, Los Angeles; DMA, 1984, Stanford. (2000)

Melissa Peña, associate professor (oboe, music appreciation). BM, 1996, Illinois, Urbana-Champaign; MM, 1998, Missouri, Kansas City. (2012)

Craig Phillips, associate professor (voice, pedagogy, diction). BMus, 1993, Appalachian State; MMus, 1998, College-Conservatory of Music, Cincinnati; DMA, 2017, North Carolina, Greensboro. (2017)

Steven Pologe, professor (cello, chamber music). BM, 1974, Eastman School of Music; MM, 1978, Juilliard School. (1993)

Jesús Ramos-Kittrell, assistant professor (musicology). BM 1998, MM 2001, PhD 2006, Texas, Austin. (2022)

David Riley, professor (collaborative piano). BM, 1992, Ithaca College; MM, 1995, Cleveland Institute of Music; DMA, 2000, Eastman School of Music. (2004)

Holly Roberts, associate director (performance practice and instrumental programs). BMus, Arizona, 2011; MMus, Oregon, 2016; PhD, Oregon, 2020. (2022)

Lindsey Henriksen Rodgers, instructor (musicology). BA, 2003, Walla Walla; MM, 2005, Yale; PhD, 2013, Oregon. (2014)

Stephen Rodgers, Edmund A. Cykler Chair in Music, professor (music theory, musicianship). MPhil, 2001, PhD, 2005, Yale. (2005)

Miki Sasaki, assistant professor (trumpet). BM, 2013 Juilliard; MM, 2015, Yale; DMA, 2022, Texas, Austin. (2022)

Idit Shner, Philip H. Knight Professor (saxophone, jazz studies). BA, 1998, Oklahoma City; MM, 2001, Central Oklahoma; DMA, 2007, North Texas. (2005)

Jason Silveira, professor (instrumental music education). BM, 2002, MM, 2008, Ithaca College; PhD, 2011, Florida State. (2016)

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)

John Storie, assistant processor (jazz guitar, jazz studies). BMus, 2006, University of Southern California; MFA, 2012, California Institute of the Arts. (2025).

Leslie Straka, professor (viola, chamber music); associate dean, graduate studies; director, Community Music Institute. BM, 1976, MM, 1978, DMA, 1987, Arizona State. (1987)

Steve Vacchi, professor (bassoon, chamber music); associate dean, faculty affairs. BM, 1990, Eastman School of Music; MM, 1993, Hartt School; DMA, 1997, Louisiana State. (2000)

Lydia Van Dreel, professor (horn). BM, 1991, Wisconsin, Madison; MM, 1993, Juilliard. (2006)

Zach Wallmark, associate professor (musicology). BM, 2003, NYU; MA, 2007, Oregon; PhD, 2014, UCLA. (2019)

Lawrence Wayte, associate teaching professor (musicology). BA, 1985, Wesleyan; JD, 1988, Stanford; MA, 1999, San Francisco State; PhD, 2007, California, Los Angeles. (2008)

Eric Wiltshire, associate professor (instrumental music education); assistant director, bands. BA, 1991, San Jose State; MA, 1994, Washington State; PhD, 2006, Washington (Seattle). (2006)

Juan Eduardo "Ed" Wolf, associate professor (ethnomusicology); coordinator, UO World Music Series. BA, BS, 1993, Notre Dame; MS, 1995, Northwestern; MA, 2007, PhD, 2013, Indiana, Bloomington. (2013)

Emeriti

Wayne Bennett, professor emeritus. BME, 1968, Oklahoma State; MM, 1969, PhD, 1974, North Texas. (1978)

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)

C. Brad Foley, professor emeritus. BA, 1975, Ball State; MM, 1977, DMA, 1983, Michigan. (2002)

J. Robert Hladky, professor emeritus. BMus, 1950, Oklahoma State; MMus, performer's certificate, 1952, AMusDoc, 1959, Eastman School of Music. (1961)

Dean F. Kramer, professor emeritus. BMus, 1973, Oberlin Conservatory; MMus, 1976, DMA, 1992, Texas, Austin. (1983)

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)

Stephen W. Owen, professor emeritus. BMusEd, 1980, North Texas State; MMus, 1985, Northern Colorado. (1988)

Robert D. Ponto, associate professor emeritus. BME, 1979, Wisconsin, Eau Claire; MM, 1985, Michigan, Ann Arbor. (1992)

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)

Marian Elizabeth Smith, professor emerita. BA, 1976, Carleton; BMus, 1980, Texas, Austin; PhD, 1988, Yale. (1988)

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)

Ann Tedards, professor emerita. AB, 1970, Sweet Briar; MM, 1972, North Carolina, Chapel Hill; DMA, 1997, Peabody Conservatory of Music, Johns Hopkins. (1987)

Richard Trombley, associate professor emeritus. BS, 1961, Juilliard School; MMus, 1962, Manhattan School; DMA, 1977, Stanford. (1963)

Mary Lou Van Rysselberghe, senior instructor emerita. BMus, 1956, MMus, 1976, Oregon. (1977)

Milagro Vargas, professor emerita. BM, 1977, Oberlin Conservatory; MM, 1981, Eastman School of Music. (1992)

Claire L. Wachter, professor emerita. BM, 1975, Peabody Conservatory; MM, 1977, DMA, 1993, Texas, Austin. (1991)

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

Ann B. Shaffer, library

Fees

Other Fees (per term)	Dollars
Private performance studies (studio instruction) per term	200-400/term
Ensemble fee	50-80
Music education course fee	50-300
Keyboard skills course fee	20
MIDI music lab course fee	110

Audio recording lab course fee	100-110
Electronic studio course fee	110-125
Recital fee (per recital)	90
Instrument locker fee	8-25
Other music course fees	50-150
Dance course fee	75
Instrument fee per term for harpsichord, organ, classical percussion	50
Rental of university instruments is based on use and value-maximum fee	30-60
Short-term instrument rental (per week)	10
Summer instrument rental	60
Oregon Marching Band uniforms and equipment fee	45–180

Performance Studies

Courses in performance studies are listed with the MUP subject code. Fees are required. These courses customarily include weekly lessons and studio master classes. MUP courses fall into two general categories:

- Basic and Intermediate Performance Studies: MUP 114, 115.
- Performance Studies: MUP 165, 265, 270, 365, 465, 635, 650, 665, 765.

Enrollment in any performance studies registration number between 165 - 765 must be preceded by an audition. Auditions are conducted to establish the appropriate registration number.

Students must register for at least 2 credits of performance study. Students will receive a minimum of nine lessons per term.

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 employee for credit at extra cost.

Undergraduate Music Performance and Music Education students advance from one registration number to the next through area juries.

Performance studies courses carry 2 or 4 credits per term. Students giving recitals must be enrolled in performance studies. During the term of the recital, students may not enroll in Reading and Conference: [Topic] (MUS 405) or Reading and Conference: [Topic] (MUS 605) in preparation for their recital. Pre-recital 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.

For details concerning specific registration numbers, repertory, and any other questions, please contact the individual studio faculty members.

Music Performance majors whose primary instrument is piano have an accompanying requirement, described under the Bachelor of Music in Music Performance heading in the Undergraduate section.

Undergraduate Programs

Majors - Bachelor's Degree

- Music (BA/BS) (p. 609) [multiple concentrations available]
- Music Composition (BMus) (p. 623)
- Music Education (BMME) (p. 625) [multiple concentrations available]
- Music: Jazz Studies (BMus) (p. 638)
- Music Performance (BMus) (p. 632)
- Popular Music (BA/BS) (p. 641) [one concentration available]

Minors

- Music (p. 646)

A detailed checklist of requirements for each undergraduate degree is available online.

Students who want a conservatory-style education in music should work toward the bachelor of music (BMus) degree or a music major with the music history and literature concentration, music theory concentration or music technology concentration. The bachelor of arts (BA) and bachelor of science (BS) degrees with the general music concentration or popular music studies concentration are primarily for students who want a broad liberal arts education while majoring in music.

Ensembles

Course numbers through 499 are undergraduate-level courses; 500-, 600-, and 700-level courses are graduate-level courses.

Code	Title	Credits
Primary Ensembles		
MUS 394/694	Chamber Ensemble: [Topic]	1
MUS 395/695	Band: [Topic]	1-2
MUS 396/696	Orchestra: [Topic]	2
MUS 397/697	Chorus: [Topic]	2
Jazz Ensembles		
MUJ 391/691	Jazz Laboratory Band II	1
MUJ 392/692	Oregon Jazz Ensemble	1-2
MUJ 395/695	Small Jazz Ensemble: [Topic]	1-2
Alternative Ensembles		
MUS 391/691	Collegium Musicum	1-3
MUS 393	Oregon Electronic Device Orchestra	2
MUS 398/698	Opera Workshop	2
MUS 436	World Music Ensemble: [Topic]	2
MUS 490/590	Balinese Gamelan	2

Admission

Students who are eligible for admission to the university may apply to the School of Music and Dance as music majors. For information about admission to the University of Oregon, refer to the Admissions (p. 13) section of this catalog.

Application Procedure

1. Complete the University of Oregon application for admission
2. Review the school's undergraduate music major admission requirements (<http://music.uoregon.edu/apply/undergraduate-music/>)
3. Complete the school's online application (<http://music.uoregon.edu/apply/undergraduate-music/>)

Early action—submit UO and School of Music and Dance applications

November 1

Early action—undergraduate auditions; recorded auditions and music technology portfolios

Mid-November

School of Music and Dance standard application deadline

January 15

Undergraduate audition days; recorded auditions and music technology portfolios due

Late January through February

School of Music and Dance mails admission and scholarship offers

April 1

[For audition dates and submission deadlines for recordings and portfolios, visit the undergraduate music admissions website.](http://music.uoregon.edu/apply/undergraduate-music/)

Auditions

In many degree programs, the audition is the most important factor in determining admission to the School of Music and Dance. As part of the admission process, applicants to most music degree programs must either audition (in person or via recording) or submit a portfolio (the option for applicants to the music technology program). Students who submit recorded auditions may be required to audition in person upon arrival on campus. Auditions for admission are held in November, January, and February. Each student who auditions for admission is automatically considered for a music scholarship. For more detailed information about repertoire and procedure, visit the School of Music and Dance admissions website (<http://music.uoregon.edu/apply/undergraduate-music/>). (<http://music.uoregon.edu/apply/>)

An audition is not required for admission to the BA or BS in music with Theory, History & Literature, General Music or Popular Music Studies concentrations. However, the Theory and History & Literature concentrations do have specific requirements for continuation in the program. See the Music Degree Program Continued Enrollment Requirements section below for details.

Jazz Studies

Students who want to enter the jazz studies major have a jazz audition. In addition, a placement examination specific to jazz studies is required of transfer students wishing to enter the program.

Music Technology

Students who want to enter the music technology program must submit a portfolio. A classical audition is not required for admittance to the bachelor or science music technology degree program. However, students admitted only on the basis of a portfolio are only considered for the music technology program and are not eligible to pursue other degree programs within the school.

English Language Proficiency

Scores for the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required for students whose first language is not English. For admittance as an undergraduate music major, English language proficiency requirements must be met by one of the following: a minimum total TOEFL score of 575 on the paper-based test or a minimum total score of 88 on the Internet-based test; a minimum total score of 7.0 on the International English Language Testing System (IELTS); or completion of all required Academic English for International Students (AEIS) course work.

Placement Examinations

Before enrolling in music core classes (music theory, aural skills, keyboard skills) students are required to complete the musicianship diagnostic, which is designed to assess basic skills to succeed in those courses. During Week of Welcome, incoming students have to option to take the music core placement exam (in total or in part) for the opportunity to test out of classes if applicable. Incoming students are advised to register for all first term music core courses even if they expect to test out of them. The undergraduate advisor will notify students of the results of their placement exams assist with adjusting their schedules if needed.

All transfer students are required to take a music core placement examination, which determines level placement in music theory, aural skills, and keyboard skills courses. Exceptions may be made for students from institutions with whom the School of Music and Dance has a program articulation agreement, including Lane Community College and Mt. Hood Community College. For details, students should consult the Undergraduate Office (<https://musicanddance.uoregon.edu/academics/undergraduate-advising/>). Incoming freshman students may choose to take the music core placement exam (for the purpose of testing out of part of the music core). Study guides for the placement are available from the music undergraduate website (<https://somedresources.uoregon.edu/student/studentgeneral/information-for-undergraduate-students/study-guides/>).

Admission to a Specific Degree Program

Students are placed in their primary program of choice, as indicated on their School of Music and Dance application, upon Initial admission to the school. Requirements for continued enrollment in music majors vary significantly, as outlined in the chart below. Additional information is available from the undergraduate office.

Program Overlap Limitations

Due to significant curricular overlap, concurrent pursuit of the following music programs is not allowed:

- Music minor with any other major or minor program in music.
- Music Technology major with a minor in Music Technology or a minor in Music Production (previously Audio Production).
- General Music or Popular Music major with any other music major.
- A Bachelor of Arts or Science (BA/BS) in Music cannot have multiple concentrations.

Music Degree Program Progression Milestones

Candidates for the BMus, BMME, BA in Music: History and Literature concentration, BA in Music: Theory concentration, or BS in Music: Music Technology concentration must successfully complete the two-year

musicianship core (with the exception of MUS 327 Analysis) within their first two years of residence. If this is not met, it may result in delayed graduation.

For most music majors, a checkpoint occurs at the end of the student's sophomore year or upon completion of the music core. Before students are allowed to register for the advanced courses of their curriculum, they must **pass all music core courses with C- or better** and successfully complete their major-specific checkpoint. See below for checkpoint requirements.

Degree Program	Continued Enrollment Requirements
BA/BS in Music: Applied Piano	Successful completion of six terms of MUP 365 Performance Study in piano with grades of B- or better.
BA/BS in Music: Applied Voice	Successful completion of six terms of MUP 365 Performance Study in voice with grades of B- or better.
BA/BS in Music: General Music	N/A
BA/BS in Music: Music History & Culture	Successful completion of WR 121 College Composition I with a grade of C- or better. In anticipation of their senior portfolio, students should identify at least one completed final course project that might form part of this portfolio. Students will submit a research paper and unofficial transcripts to the musicology area and will complete an interview with an ethnomusicology/musicology faculty member.
BA/BS in Music: Music Technology	Successful completion of MUS 447 Digital Audio and Sound Design and MUS 448 Interactive Media Performance with grades of B- or better.
BA/BS in Music: Music Theory	Successful completion of the 200-level series of musicianship courses (MUS 231, 232, 233, 234, 235, 236) with grades of B- or better.
BA/BS in Popular Music	N/A
BA/BS in Popular Music: Music Production	Popular Music majors may apply for admission to the Music Production concentration during their second year of study. Admission to the program is contingent upon a cumulative UO GPA of 2.7 or higher, completion of MUS 151 Popular Songwriting, MUS 131 Music Theory I, and MUS 134 Aural Skills I with grades of C- or better. Admission to the concentration is determined by the Popular Music faculty.
BMME in Music Education	Minimum cumulative UO GPA of 2.75 and a grade of B- or better in MUE 326 Foundations of Music Education.

BMus in Music Composition	Successful completion of the Composition I series (MUS 240, 241, 242) with grades of B- or better and demonstration of piano proficiency via exam or coursework.
BMus in Jazz Studies	Successful completion of the music notation software proficiency as determined by jazz faculty and the Sophomore Barrier Exam.
BMus in Music Performance	Successful completion of six terms of MUP 270 Performance Study in the primary instrument/voice with grades of B- or better.

Several music majors also include junior- and/or senior-level milestones. See below for requirements.

Degree Program	Continued Enrollment Requirements
BA/BS in Music: Applied Piano	Applied Piano students prepare and present a junior recital (consisting of approximately 30 minutes of music). In order to present a recital, the student must attain approval from their faculty committee by passing a pre-recital hearing at least 3 weeks before the scheduled performance.
BA/BS in Music: Applied Voice	Applied Voice students prepare and present a junior recital (consisting of approximately 30 minutes of music). In order to present a recital, the student must attain approval from their faculty committee by passing a pre-recital hearing at least 3 weeks before the scheduled performance.
BA/BS in Music: General Music	N/A
BA/BS in Music: Music History & Culture	In the senior year, Music History & Culture students will need to submit a senior project proposal at least two terms in advance; the project proposal must be approved by the Musicology faculty before students can register for MUS 499 Senior Project.
BA/BS in Music: Music Technology	In the senior year, Music Technology students must pass (with a minimum score of 80%) the Brown Book and Listening Exams during the final year of study. Additionally, Music Technology students will need to submit a senior project proposal at least two terms in advance; the project proposal must be approved by Music Technology faculty before students can register for MUS 499 Senior Project.

BA/BS in Music: Music Theory	In the senior year, Music Theory students will need to submit a senior project proposal at least two terms in advance; the project proposal must be approved by Music Theory faculty before students can register for MUS 499 Senior Project.
BA/BS in Popular Music	N/A
BA/BS in Popular Music: Music Production	N/A
BMME in Music Education	Music Education students are admitted to full-time student teaching in their senior year based on the criteria that follows. Students must: pass the Qualifying Exam in their area of specialty, maintain a minimum UO GPA of 2.75 and at least 5 terms of residence, achieve grades of B- or better in all Music Ed core and specialty coursework, and complete all required practicum hours. Completion of the Music Education program is contingent upon: completion and submission of edTPA (passing score = 35), passing student teaching (MUE 406), proficiency on the FEET, and completion of an online exit interview.
BMus in Music Performance	Music Performance students prepare and present a junior recital (consisting of approximately 30 minutes of music) and a senior recital (consisting of approximately 60 minutes of music). In order to present a recital, the student must attain approval from their faculty committee by passing a pre-recital hearing at least 3 weeks before the scheduled performance.
BMUS in Jazz Studies	Continuation to advanced Jazz Studies coursework is dependent upon successful completion of the Junior Barrier Exam administered by the Jazz faculty. Jazz Studies students prepare and present a senior recital (consisting of approximately 60 minutes of music). In order to present a recital, the student must attain approval from their faculty committee by passing a pre-recital hearing at least 3 weeks before the scheduled performance.

Grade Policy for Major-Required Coursework

Courses required for the music major must be taken in the default grading mode to count toward the degree. (Courses that are offered only Pass/No Pass* are counted toward requirements.)

Coursework required for the major must be passed with grades of C- or better (or P* if applicable). Some music majors require grade of B- or better in specific major coursework; see Music Degree Program Progression Milestones above for details. Music majors who achieve these standards are considered to be in good academic standing with the SOMD.

Departmental Academic Standing

The SOMD Undergraduate office conducts a review of music major grades each term. (Academic performance for dance majors is administered by the Dance Department Head.) Those music major students who did not meet the necessary grade thresholds will be informed of their change in departmental academic status as outlined below.

- Level 0 - Good Standing
- Level 1 - Academic Notice
- Level 2 - Academic Alert
- Level 3 - Academic Intervention
- Level 4 - Program Dismissal

Each subsequent term in which the student earn sub-threshold grades in one or more major required courses will escalate their Departmental Academic Status. A student's Departmental Academic Status will be changed by no more than one level per term, regardless of the number of sub-threshold grades in that term.

If a student does not meet the grade threshold for a required music course, they must retake it at the earliest opportunity (summer not included). The student must pass the course on the second attempt; doing so will roll back" their Departmental Academic Status. If a student does not achieve the necessary grade on the second attempt, they will be subject to dismissal from the music major regardless of their current Departmental Academic Status.

Students whose Departmental Academic Standing is anything other than "Good Standing" are required to meet with the SOMD Academic Advisor before registering for the next term. A student with "Intervention" status must develop an academic recovery plan with the SOMD Academic Advisor by the end of the term; if the student does not do so, they will be subject to dismissal from the major.

If a student is dismissed from a music major, they have the opportunity to petition for reinstatement. The student should consult with the SOMD Academic Advisor to prepare their petition for reinstatement. The student's petition is reviewed by the Undergraduate Committee in conjunction with the SOMD Undergraduate Office. If the petition is approved, the student will be returned to "Intervention" standing in the department; the SOMD Academic Advisor will work with the student to develop and carry out their academic recovery plan. If the petition is denied, the student should consult with the SOMD Academic Advisor to determine whether they are eligible to change to another music major.

Non-Enrollment

Undergraduate music majors re-enrolling after three or more consecutive terms of non-enrollment in the music major curriculum (excluding summer session) are required to petition for re-admission to the music major. Depending on the results of this petition, a student may be required to reapply for music major admission through standard music admission processes or re-audition for level placement in performance studies as a music major. Placement exams in theory, aural skills, and keyboard skills may also be required. In addition, undergraduate majors admitted to a specific degree program prior to being un-enrolled for three or more

consecutive terms may also be required to re-apply for admittance to that specific degree program by their major department or area. Students studying abroad or in an approved exchange program are exempt from the re-admission petition requirement.

Program Requirements

Ensemble Requirements for Music Majors

Performance studies and ensemble requirements vary by program. A detailed checklist of requirements for each undergraduate degree is available online (<http://music.uoregon.edu/current-students/undergraduate-music-students/undergraduate-checklists/>). Students must audition for ensemble placement before each fall term, and may also be required to re-audition before each spring term. 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.

Instrumentalists

Ensembles that satisfy this requirement are:

- MUS 396 University Symphony Orchestra (only option for string players)
- MUS 395 Oregon Wind Ensemble
- MUS 395 Oregon Wind Symphony

Singers

Ensembles that satisfy this requirement are:

- MUS 397 University Singers
- MUS 397 Chamber Choir
- MUS 397 Repertoire Singers

Accompanying Requirement for Piano Students

Bachelor of Music and Bachelor of Music in Music Education majors whose primary instrument is piano have an accompanying requirement.

Ensemble Credits for Transfer Students

A limited number of ensemble credits may be transferred:

BA in Music (General Music Concentration)—three of the required six terms may be transferred (see checklist for transfer credit limitations)

BA in Music (Music History and Literature Concentration)—all three of the required terms must be completed in residence

BA in Music (Music Theory Concentration)—all three of the required terms must be completed in residence

BA in Music (Popular Music Studies Concentration)—two of the required four terms may be transferred (see checklist for transfer credit limitations)

BS in Music (General Music Concentration)—three of the required six terms may be transferred (see checklist for transfer credit limitations)

BS in Music (Music Technology Concentration)—all three of the required terms must be completed in residence

BS in Music (Popular Music Studies Concentration)—two of the required four terms may be transferred (see checklist for transfer credit limitations)

BMus in Music Composition—three of the required nine terms may be transferred

BMus in Music: Jazz Studies—three of the required nine terms of small jazz ensemble may be transferred; all three of the required terms of classical ensemble may be transferred

BMus in Music Performance—six of the required twelve terms may be transferred

BMME in Music Education—three of the required nine terms may be transferred

Only one approved ensemble per term may be transferred. For the purposes of transfer, two semesters shall equal three terms of credit and one semester shall equal one term of credit.

Exceptions to Ensemble Requirements

Students who meet one of the following exceptions are not required to audition for ensemble placement:

- Harp, harpsichord, and organ students may enroll in MUS 394 Chamber Ensemble: [Topic] (Chamber Ensemble) instead of the large conducted ensembles.
- Jazz Studies majors must enroll in three terms of classical ensembles according to their primary instrument, which may include MUS 394 Chamber Ensemble: [Topic], Band: [Topic] (MUS 395), Orchestra: [Topic] (MUS 396), or Chorus: [Topic] (MUS 397). Jazz guitar students may enroll in additional terms of jazz ensemble instead of a large conducted ensemble.
- With instructor approval, piano students may enroll in MUS 394 Chamber Ensemble: [Topic] (Accompanying) or MUS 421 The Collaborative Pianist, MUS 422 The Collaborative Pianist, MUS 423 The Collaborative Pianist instead of large conducted ensembles.
- Composition students may enroll in three terms of MUS 490 Balinese Gamelan in partial fulfillment of the requirement.
- Students pursuing the Popular Music major have nonclassical ensemble options and requirements. For details, see checklist.

Other exceptions to ensemble requirements may be considered by the ensemble petition committee after the student completes the following:

- Auditions for the appropriate ensemble auditioning committee (choral or instrumental).
- Submits a petition to the Music Undergraduate Office.

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.

Graduate Programs

Majors - Master's Degree

- Intermedia Music Technology (MMus) (p. 647)
- Music Composition (MMus) (p. 648)
- Music: Conducting (MMus) (p. 650)
- Music Education (MMus) (p. 651)
- Music: Jazz Studies (MMus) (p. 661)
- Music Performance (MMus) (p. 653)
- Music Theory (MA) (p. 659)
- Musicology (MA) (p. 663)
- Pedagogy: Piano (MMus) (p. 662)

Majors - Doctoral Degree

- Data-Driven Music Performance and Composition (PhD) (p. 646)
- Music Composition (PhD) (p. 649)
- Music Education (PhD) (p. 652)
- Music Performance (DMA) (p. 657)
- Music Theory (PhD) (p. 660)
- Musicology (PhD) (p. 664)

Certificate

- Music Performance (p. 665)

Specializations

- Collaborative Piano (p. 666)
- Ethnomusicology (p. 666)
- Historical Performance Practice (p. 666)
- Jazz Pedagogy (p. 666)
- Music Theory Pedagogy (p. 666)
- Piano Pedagogy (p. 666)
- Violin/Viola Pedagogy (p. 667)

Admission

Applicants must satisfy general university, Division of Graduate Studies, and School of Music and Dance requirements governing admission. See the **Division of Graduate Studies** section of this catalog for information about credits, residence, and transfer of graduate work taken elsewhere.

Submit an online Graduate Admission Application. In addition, send two sets of sealed, official transcripts from all colleges or universities from which a bachelor's and all subsequent degrees were earned; transcripts must show the degrees awarded. Address one set to Office of Admissions, 1217 University of Oregon, Eugene, Oregon 97403-1217. Address the second set to School of Music and Dance, Graduate Admissions, 1225 University of Oregon, Eugene, Oregon 97402-1225.

Additional Requirements for International Students

International applicants must have a credential that is equivalent to a four-year bachelor's degree earned in the United States. These credentials must be received from an institution recognized by the

country's educational body that oversees institutional approval, such as the Ministry of Education. Two copies of the following documents should be requested:

- Official transcripts
- Certified English translations of all college or university work
- If the degree and conferral date do not appear on the transcripts, official degree certificates with certified English translations

Send two sets of transcripts, one to the Office of Admissions, 1217 University of Oregon, Eugene, Oregon 97403-1217 USA, the other to the School of Music and Dance, Graduate Admissions, 1225 University of Oregon, Eugene, Oregon 97402-1225 USA.

International applicants must file the International Student Financial Statement online.

A recent TOEFL exam is required of all international graduate applicants whose native language is not English. An acceptable score must be reported directly to the Office of Admissions by December 10 in order for the application to be complete. Master's degree applicants from a non-English-speaking country must provide a TOEFL score of 575 or better (paper-based test) or 88 or better (Internet-based test) or an International English Language Testing System (IELTS) score of 7.0. Doctoral degree applicants must provide a TOEFL score of 600 or better (paper-based test) or 100 or better (Internet-based test); or an IELTS score of 7.0.

Master's Degree Admission

All submissions must include the University of Oregon online Graduate Application (https://gradweb.uoregon.edu/online_app/application/guidelines1.asp). Following are additional admission requirements for specific programs:

Degree Program	Continued Enrollment Requirements
MA, Musicology	Résumé; statement of purpose; two research or analysis papers in history or ethnomusicology; recent concert or recital programs (optional); three references
MA, Music Theory	Curriculum vitae; statement of purpose; two scholarly writing samples exemplifying scholarship and student's ability to develop a single, coherent line of reasoning and ability to analyze tonal or atonal music or both; Preliminary Written Exam for the Music Theory GE (written test designed to evaluate part-writing and analysis skills); interview with music theory faculty; three references

MMus, Music Composition	Résumé; statement of purpose; scholarly writing sample; evidence of live performance of student works; list of compositions; list of performances of compositions; scores of original works for large and small ensembles that demonstrate marked ability and technical skill in composition; audio or video recordings of compositions; interview with member of composition faculty (optional); three references	MMus, Music Education	Master's music education applicants must have a baccalaureate degree in music education. Résumé detailing teaching experience and educational background; statement of professional and personal goals; scholarly writing sample; copies of concert or recital programs you have conducted (elementary-general applicants may substitute a sample curriculum in lieu of concert-recital programs); recent video recording of K–12 music teaching and ensemble performances; campus visit and interview with members of the music education faculty is recommended; three references
MMus, Music: Conducting (Choral, Orchestral, or Wind Ensemble)	Résumé; statement of purpose; scholarly writing sample; recent concert or recital programs conducted; preliminary audition recording; live audition and interview (if invited to campus following review of preliminary recorded audition); three references. For conducting audition details, visit pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf	MMus, Music Performance	Résumé; statement of purpose; research or music analysis paper; repertoire list; recent concert or recital programs; audition (either live or recorded); three references. For current audition requirements and procedures, visit pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf . Saxophone, Piano and Voice applicants must submit a preliminary audition recording by December 10. Note that any student admitted on the basis of a recorded performance must perform a placement audition upon arrival on campus to begin studies.
MMus, Intermedia Music Technology	Résumé; statement of purpose; scholarly writing sample; recent concert or recital programs; intermedia music technology statement; intermedia music technology-related work summary; software-hardware experience; portfolio recordings; three references	MMus, Music: Piano Pedagogy	Résumé; statement of purpose; scholarly writing sample; repertoire list; recent concert or recital programs; video of student teaching a beginning-level student and an intermediate- or advanced-level student; either a live or a recorded audition; three references. Note that any student admitted on the basis of a recorded performance must perform a placement audition upon arrival on campus to begin studies.
MMus, Music: Jazz Studies (Instrumental Performance or Composition-Arranging)	Résumé; statement of purpose; scholarly writing sample; repertoire list (optional); recent concert or recital programs (optional); preliminary audition recording (due by December 10); live audition, if selected from preliminary audition recording; three references. For audition details, visit pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf . For composition and arranging emphasis, submit two representative scores and recordings of arrangements and/or compositions for jazz ensemble. At least one of these pieces should be scored for a large ensemble (10 or more performers). Students admitted on the basis of recorded performances must perform a placement audition upon arrival on campus to begin studies.		

Doctoral Degree Admission

All submissions must include the University of Oregon online Graduate Application (https://gradweb.uoregon.edu/online_app/application/guidelines1.asp).

Details are available from the School of Music and Dance graduate office. Following are additional admission requirements for specific programs:

Degree Program	Continued Enrollment Requirements
PhD and DMA, Music Composition	Résumé; statement of purpose; scholarly writing sample; evidence of live performance of works; list of compositions; list of performances of compositions; scores of original works for large and small ensembles that demonstrate marked ability and technical skill in composition; audio or video recordings of compositions; interview with a member of the composition faculty (optional); three references
PhD, Music Education	Doctoral music education applicants must have at least one degree in music education. Résumé detailing evidence of at least three years of successful full-time music teaching experience in elementary or secondary public school or both; statement of professional and personal goals; scholarly writing sample; copies of concert or recital programs conducted (elementary-general applicants may substitute a sample curriculum in lieu of concert-recital programs); a recent video recording of K–12 music teaching and ensemble performances; an on-campus interview with members of the music education faculty; three references
PhD, Musicology	Résumé; statement of purpose; two research or analysis papers in history or ethnomusicology; recent concert or recital programs (optional); if interested in historical performance practice, submit recent audio or video recordings of performances (optional); three references
PhD, Music Theory	Curriculum vitae; statement of purpose; two scholarly writing samples exemplifying scholarship and ability to develop a single, coherent line of reasoning and ability to analyze tonal or atonal music or both; recent concert or recital programs (optional); Preliminary Written Exam for Music Theory GE (a written test designed to evaluate part-writing and analysis skills); interview with member of music theory faculty; three references

DMA, Music Performance

Résumé; statement of purpose; research or music analysis paper; repertoire list; recent concert or recital programs; audition; three references. For current audition requirements and procedures, visit pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf. Applicants to the DMA, music performance—piano pedagogy option program have two additional application requirements: (1) a list of pedagogical materials and literature used in the applicant's teaching; and (2) a high-quality, 45-minute video recording demonstrating piano instruction of two different works to an advanced-level student. Teaching repertoire may be chosen from works such as the following: Bach two- and three-part inventions; Beethoven, Haydn, or Mozart sonatas, rondos, or a set of variations; a Chopin nocturne or Brahms intermezzo; a Debussy prelude, or a work by Ravel; a modern work written after 1900. Saxophone, Piano and Voice applicants must submit a preliminary audition recording by December 10. Note that any student admitted on the basis of a recorded performance must perform a placement audition upon arrival on campus to begin studies.

Admission Requirements for Graduate Certificate in Music Performance

Applications for admission into the graduate certificate in music performance program are reviewed at the same time as applications for graduate music degree programs. For current audition requirements and procedures, visit https://music.uoregon.edu/Performance_Certificate (https://music.uoregon.edu/Performance_Certificate/). Saxophone, Piano and Voice applicants must submit a preliminary audition recording by December 10.

To be considered for admission, applicants must hold a bachelor of music degree from an accredited institution and must complete a recorded or live audition. Note that any student admitted on the basis of a recorded performance must perform a placement audition upon arrival on campus to begin studies. For current audition requirements and procedures, see the School of Music and Dance website (<https://music.uoregon.edu/>).

As with all other graduate certificates, applicants must satisfy minimum admission requirements set by the UO Division of Graduate Studies.

All submissions must include the University of Oregon Graduate Application, available online (https://gradweb.uoregon.edu/online_app/application/guidelines1.asp).

Entrance Examinations

Before their first term of enrollment, students who are admitted into a graduate music degree program must take the Graduate Entrance Examination in music theory, aural skills, and music history. The outcome of these exams determines whether graduate music students may register for graduate-level music theory and musicology courses or if subsequent courses will be required to meet the proficiency requirement. Students in the graduate certificate in music performance program are not required to meet the Graduate Entrance Examination proficiency level but must pass the Graduate Entrance Examination in order to meet prerequisites to register for graduate-level music theory and musicology classes.

The Graduate Entrance Examination is administered before each fall term during Week of Welcome. Students are required to either pass the GEE or pass required remedial course work in order to meet the proficiency requirement. Students who fail to pass the examination or pass required remedial undergraduate course work by the end of fall term in their second year will be dismissed from the program.

Students who fail the Graduate Entrance Examination in music theory and/or aural skills (i.e., earn a score of less than 70 percent) will be required to take the undergraduate theory placement exam, the undergraduate aural skills placement exam, or both. Based on the results of the placement exams, students will be required to take the appropriate undergraduate music theory and/or aural skills courses to meet the proficiency requirement. Students who are required to take undergraduate core courses in the first and second years of their program may retake the GEE at the beginning of the second year to satisfy the Level IV requirement. For more information, please see the music school's Procedures and Policies (<https://blogs.uoregon.edu/gradmus/procedures-policies/>).

Students scoring between 50 and 69 percent on the music history portion of the GEE are required to take and pass an additional music history survey course from the MUS 660–665 series (in addition to any MUS 660–665 courses required for the degree). Based on the test results and demonstrated areas of weakness, members of the musicology faculty determine one or two of the survey courses to be taken by the student.

Students scoring below 50 percent are required to pass History of Music 800 to 1600 (MUS 267), Survey of Music History 1600 to 1800 (MUS 268), and Survey of Music History 1800 to Present (MUS 269).

Master's Degree Requirements

In addition to the University of Oregon Division of Graduate Studies' requirements for master's degrees, the School of Music and Dance has the following requirements. For additional information, contact the music graduate office or consult the Info for Grad Students (<https://music.uoregon.edu/current-students/info-graduate-music-students/>) webpage.

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 complete a terminal project (e.g., recital, thesis, project), all of which must be archived in one of the following locations: Music Services in Knight Library, Scholars' Bank, ProQuest, or Cykler Music Education Library.

Doctoral Program Requirements

Comprehensive Examinations

Written and oral comprehensive examinations are taken before advancement to candidacy but after meeting the following conditions:

1. Completion of all course work and additional requirements
2. Approval from area advisor

Additional information about comprehensive examinations is available from the music graduate office and the advisor.

Advancement to Candidacy

Advancement to candidacy is based on successful completion of the comprehensive examination, 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. Students in the DMA data-driven instruments track are required to complete a digital portfolio dissertation.

For PhD composition, the dissertation must be an original composition of major proportions composed during doctoral study and performed and recorded on the University of Oregon campus.

Time Limit

Doctoral students have seven years from the term of matriculation to complete the degree. All course work, 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 Oral Defense

A final oral defense is required in all degree programs. The candidate is expected to defend the dissertation or lecture-document and show a command of the research area. Members of the dissertation or lecture-document advisory committee typically conduct the final examination; their appointment is subject to approval by the Division of Graduate Studies.

Music (BA/BS)

The Bachelor of Arts (BA) and Bachelor of Science (BS) degrees in Music are primarily for students who want a broad liberal arts education while majoring in music. They typically involve approximately two or three years of music coursework. With the exception of Music Technology, students can be admitted to these majors without audition or portfolio submission. Through these programs, our faculty produce well-rounded, skilled scholars and performers who are flexible leaders with global perspectives and great people skills who become cultural influencers and entrepreneurs.

Concentrations

- Applied Music: Piano (p. 610) (BA/BS)
- Applied Music: Voice (p. 611) (BA recommended)
- General Music (p. 612) (BA/BS)
- Music History and Culture (p. 612) (BA recommended)
- Music Technology (p. 613) (BS recommended)
- Music Theory (p. 614) (BA recommended)

For specific program admission requirements, please visit the program's website (<https://musicanddance.uoregon.edu/apply/>).

Learning Outcomes for:

Bachelor of Arts in Music (General, History and Culture, Theory, Popular Music Studies, Applied Voice)
Bachelor of Science in Music (General, Music Technology, Popular Music Studies, Applied Voice)

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- General Studies: The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
- General Studies: An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences; with the main forms of analysis and the historical and quantitative techniques needed for investigating the workings and developments of modern society.
- General Studies: An ability to address culture and history from a variety of perspectives.
- General Studies: Understanding of, and experience in thinking about, moral and ethical problems.
- General Studies: The ability to respect, understand, and evaluate work in a variety of disciplines.
- General Studies: The capacity to explain and defend views effectively and rationally.
- Musicianship: Identify, and work conceptually with the elements of music such as rhythm, melody, harmony, form structure, timbre, texture.
- Musicianship: Accurately read and realize musical notation.
- Musicianship: Demonstrate understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.
- Musicianship: Demonstrate familiarity with a wide selection of musical literature, the principal eras, genres, and cultural sources, for example, classical, jazz, popular, and music from various cultures and people groups from around the world.
- Musicianship: Develop and defend musical judgments.
- Performance and Music Electives: Perform at levels consistent with the goals and objectives of the specific liberal arts degree program/ concentration being followed.
- Performance and Music Electives: Perform in a variety of musical styles.
- Performance and Music Electives: Demonstrate knowledge and/ or skills in one or more areas of music beyond basic musicianship

appropriate to the individual's needs and interests, consistent with the goals and objectives of the specific liberal arts degree program.

Music Major Requirements: Applied Music: Piano Concentration

Courses used to fulfill the major requirements must be passed with a grade of at least C-, or a mark of P* where pass/no pass is the only grading option for the course.

Code	Title	Credits
Musicianship		
MUS 131	Music Theory I	2
MUS 132	Music Theory II	2
MUS 133	Music Theory III	2
MUS 134	Aural Skills I	2
MUS 135	Aural Skills II	2
MUS 138	Keyboard Skills II	1
MUS 139	Keyboard Skills III	1
MUS 231	Music Theory IV	2
Musicianship Electives		6
MUS 136	Aural Skills III	
MUS 137	Keyboard Skills I	
MUS 141	Popular Piano and Musicianship I	
MUS 142	Popular Piano and Musicianship II	
MUS 143	Popular Piano and Musicianship III	
MUS 151	Popular Songwriting	
MUS 232	Music Theory V	
MUS 233	Music Theory VI	
MUS 234	Aural Skills IV	
MUS 235	Aural Skills V	
MUS 249	Popular Music Analysis	
MUS 447	Digital Audio and Sound Design	
MUJ 180	Jazz Performance Laboratory	
MUJ 181	Jazz Performance Laboratory	
MUJ 182	Jazz Performance Laboratory	
MUJ 270	Jazz Theory	
MUJ 271	Functional Jazz Piano I	
MUJ 272	Functional Jazz Piano II	
MUJ 273	Jazz Improvisation I	
MUJ 274	Jazz Improvisation II	
History and Culture		
MUS 268	Survey of Music History 1600 to 1800	4
MUS 269	Survey of Music History 1800 to Present	4
History and Culture Electives		8
MUS 267	History of Music 800 to 1600	
MUS 125	Understanding Music	
MUS 227	Elements of Electronic Music	
MUS 250	Popular Musics in Global Context	
MUS 263	US Popular Music 1800 to 1930	
MUS 264	US Popular Music 1930 to 1965	
MUS 265	US Popular Music 1965 to 2000	
MUS 270	History of the Blues	
MUS 281	Music of the Woodstock Generation	

MUS 346	Music, Money, and the Law	
MUS 349		
MUS 351	The Music of Bach and Handel	
MUS 358	Music in World Cultures	
MUS 359	Music of the Americas	
MUS 360	Hip-Hop History, Culture, Aesthetics	
MUS 363	The Beatles and Their Times	
MUS 365		
MUS 367	Survey of African Music	
MUS 380	Film Music	
MUS 382		
MUS 451	Introduction to Ethnomusicology	
MUS 452	Musical Instruments of the World	
MUS 462	Popular Musics in the African Diaspora	
MUS 463	Popular Music Studies	
MUS 470	History of Electroacoustic Music	
MUJ 350	History of Jazz, 1900 to 1950	
MUJ 351	History of Jazz, 1940 to Present	
Applied Area		
MUE 471	Piano Pedagogy I: Teaching Beginners	3
MUE 473	Piano Pedagogy III Teaching Intermediate Levels	2
Performance Studies		
MUP 365	Music Performance Studies (nine different terms) ¹	18
Ensembles (nine different terms) ²		9-18
Recital		
Total Credits		68-77

¹ Must be MUP 365: Perf St:Piano; MUP 365: Perf St Jazz Piano will not count.

² At least three (consecutive) terms must be MUS 394: Top Accompanying

Approved Ensemble Courses

Code	Title	Credits
MUS 391	Collegium Musicum	1-3
MUS 394	Chamber Ensemble: [Topic]	1-2
MUS 395	Band: [Topic] ¹	1-2
MUS 396	Orchestra: [Topic]	1-2
MUS 397	Chorus: [Topic]	2
MUS 398	Opera Workshop	2

Approved Topics

¹ Oregon Wind Symphony, Oregon Wind Ensemble

Music Major Requirements: Applied Music: Voice Concentration

Courses used to fulfill the major requirements must be passed with a grade of at least C-, or a mark of P* where pass/no pass is the only grading option for the course.

Code	Title	Credits
Musicianship		
MUS 131	Music Theory I	2
MUS 132	Music Theory II	2
MUS 133	Music Theory III	2
or MUS 249	Popular Music Analysis	
MUS 134	Aural Skills I	2
MUS 135	Aural Skills II	2
MUS 137	Keyboard Skills I	1
MUS 138	Keyboard Skills II	1
Musicianship Electives		3-4
MUS 133	Music Theory III	
MUS 136	Aural Skills III	
MUS 139	Keyboard Skills III	
MUS 141	Popular Piano and Musicianship I	
MUS 142	Popular Piano and Musicianship II	
MUS 143	Popular Piano and Musicianship III	
MUS 151	Popular Songwriting	
MUS 231	Music Theory IV	
MUS 232	Music Theory V	
MUS 233	Music Theory VI	
MUS 234	Aural Skills IV	
MUS 235	Aural Skills V	
MUS 249	Popular Music Analysis	
MUS 447	Digital Audio and Sound Design	
MUJ 180	Jazz Performance Laboratory	
MUJ 181	Jazz Performance Laboratory	
MUJ 182	Jazz Performance Laboratory	
MUJ 270	Jazz Theory	
MUJ 271	Functional Jazz Piano I	
MUJ 272	Functional Jazz Piano II	
MUJ 273	Jazz Improvisation I	
MUJ 274	Jazz Improvisation II	
History and Culture		
MUS 267	History of Music 800 to 1600	4
or MUS 268	Survey of Music History 1600 to 1800	
or MUS 269	Survey of Music History 1800 to Present	
History and Culture Electives		12
MUS 125	Understanding Music	
MUS 227	Elements of Electronic Music	
MUS 250	Popular Musics in Global Context	
MUS 263	US Popular Music 1800 to 1930	
MUS 264	US Popular Music 1930 to 1965	
MUS 265	US Popular Music 1965 to 2000	
MUS 270	History of the Blues	
MUS 281	Music of the Woodstock Generation	
MUS 346	Music, Money, and the Law	
MUS 351	The Music of Bach and Handel	
MUS 358	Music in World Cultures	
MUS 359	Music of the Americas	
MUS 360	Hip-Hop History, Culture, Aesthetics	
MUS 363	The Beatles and Their Times	

MUS 367	Survey of African Music	
MUS 380	Film Music	
MUS 451	Introduction to Ethnomusicology	
MUS 452	Musical Instruments of the World	
MUS 462	Popular Musics in the African Diaspora	
MUS 463	Popular Music Studies	
MUS 470	History of Electroacoustic Music	
MUJ 350	History of Jazz, 1900 to 1950	
MUJ 351	History of Jazz, 1940 to Present	
Applied Area		
MUS 155	Introduction to Lyric Diction	2
MUS 156	Introduction to Lyric Diction	2
Performance Studies		
MUP 365	Music Performance Studies	18
Ensembles (nine different terms)		18
Recital		
Total Credits		71-72

Music Major Requirements: General Music Concentration

Courses used to fulfill the major requirements must be passed with a grade of at least C-, or a mark of P* where pass/no pass is the only grading option for the course.

Code	Title	Credits
Musicianship		
MUS 131	Music Theory I	2
MUS 132	Music Theory II	2
MUS 133	Music Theory III	2
or MUS 249	Popular Music Analysis	
Select a minimum of 10 credits from the following:		10
MUS 126	Music Theory Fundamentals	
MUS 134–136	Aural Skills I-III	
MUS 137–139	Keyboard Skills I-III	
MUS 141	Popular Piano and Musicianship I	
MUS 142	Popular Piano and Musicianship II	
MUS 151	Popular Songwriting	
MUS 231–233	Music Theory IV-VI	
MUS 234–236	Aural Skills IV-VI	
MUS 237–239	Keyboard Skills IV-VI	
MUS 447	Digital Audio and Sound Design	
MUJ 180–182	Jazz Performance Laboratory	
MUJ 270	Jazz Theory	
MUJ 271–272	Functional Jazz Piano I-II	
MUJ 273–274	Jazz Improvisation I-II	
History and Culture		
Select one from the following:		4
MUS 267–269	Survey of Music History ¹	
Select a minimum of 12 credits from the following:		12
MUS 267–269	Survey of Music History ¹	
MUS 125	Understanding Music	
MUS 227	Elements of Electronic Music	
MUS 250	Popular Musics in Global Context	

MUS 264	US Popular Music 1930 to 1965	
MUS 265	US Popular Music 1965 to 2000	
MUS 270	History of the Blues	
MUS 281	Music of the Woodstock Generation	
MUS 346	Music, Money, and the Law	
MUS 349		
MUS 351	The Music of Bach and Handel	
MUS 358	Music in World Cultures	
MUS 359	Music of the Americas	
MUS 360	Hip-Hop History, Culture, Aesthetics	
MUS 363	The Beatles and Their Times	
MUS 365		
MUS 367	Survey of African Music	
MUS 380	Film Music	
MUS 382		
MUS 451	Introduction to Ethnomusicology	
MUS 452	Musical Instruments of the World	
MUS 462	Popular Musics in the African Diaspora	
MUS 463	Popular Music Studies	
MUS 470	History of Electroacoustic Music	
MUJ 350	History of Jazz, 1900 to 1950	
MUJ 351	History of Jazz, 1940 to Present	
Additional musicianship or history and culture credits ²		4
Performance Studies ³		6
Ensemble (six different terms)		6-12
Additional credits in music ⁴		12
Total Credits		60-66

¹ Additional survey of music history courses may also count toward the 12 credits required.

² At least 36 total credits in combined musicianship and history and culture categories is required, with a minimum of 16 credits earned in each category.

³ At least three terms of MUP 114, 115, 165 or 365 on one or more instruments. See also, General Limitations in the Registration and Academic Policies (p. 20) section of this catalog.

⁴ At least 12 credits of MUE, MUJ, MUP and/or MUS courses, including any upper-division credits necessary to earn 24 total upper-division credits in music.

Music Major Requirements: Music History and Culture Concentration

Courses used to fulfill the major requirements must be passed with a grade of at least C-, or a mark of P* where pass/no pass is the only grading option for the course.

Code	Title	Credits
Musicianship		
MUS 131	Music Theory I	2
MUS 132	Music Theory II	2
MUS 133	Music Theory III	2
or MUS 249	Popular Music Analysis	
MUS 134	Aural Skills I	2
At least 8 additional credits of the following:		8

MUS 135	Aural Skills II	
MUS 136	Aural Skills III	
MUS 137	Keyboard Skills I	
MUS 138	Keyboard Skills II	
MUS 139	Keyboard Skills III	
MUS 141	Popular Piano and Musicianship I	
MUS 142	Popular Piano and Musicianship II	
MUS 143	Popular Piano and Musicianship III	
MUS 151	Popular Songwriting	
MUS 231	Music Theory IV	
MUS 232	Music Theory V	
MUS 233	Music Theory VI	
MUS 234	Aural Skills IV	
MUS 235	Aural Skills V	
MUS 447	Digital Audio and Sound Design	
MUJ 180	Jazz Performance Laboratory	
MUJ 181	Jazz Performance Laboratory	
MUJ 182	Jazz Performance Laboratory	
MUJ 270	Jazz Theory	
MUJ 271	Functional Jazz Piano I	
MUJ 272	Functional Jazz Piano II	
MUJ 273	Jazz Improvisation I	
MUJ 274	Jazz Improvisation II	

History and Culture

MUS 451	Introduction to Ethnomusicology	4
Must take one of the following sequences:		12

MUS 263 & MUS 264 & MUS 265	US Popular Music 1800 to 1930 and US Popular Music 1930 to 1965 and US Popular Music 1965 to 2000	
MUS 267 & MUS 268 & MUS 269	History of Music 800 to 1600 and Survey of Music History 1600 to 1800 and Survey of Music History 1800 to Present	

Students must take at least one course from the other history sequence 4

Choose at least 8 more credits from the following: ¹ 8

MUS 227	Elements of Electronic Music	
MUS 250	Popular Musics in Global Context	
MUS 270	History of the Blues	
MUS 281	Music of the Woodstock Generation	
MUS 346	Music, Money, and the Law	
MUS 349		
MUS 351	The Music of Bach and Handel	
MUS 358	Music in World Cultures	
MUS 359	Music of the Americas	
MUS 360	Hip-Hop History, Culture, Aesthetics	
MUS 363	The Beatles and Their Times	
MUS 365		
MUS 367	Survey of African Music	
MUS 380	Film Music	
MUS 382		
MUS 452	Musical Instruments of the World	
MUS 460		

MUS 462	Popular Musics in the African Diaspora	
MUS 463	Popular Music Studies	
MUS 470	History of Electroacoustic Music	
MUS 475	History of Opera	

Total Credits 44

¹ Must include any upper division credits necessary to reach 24 total upper division credits in Music.

Code	Title	Credits
Core courses for music major degree programs (listed above)		44
Performance Studies ¹		6
Ensemble (at least 6 terms) ²		6-12
ARH Course		4
MUS 499	Senior Project ³	3
Total Credits		63-69

¹ At least three terms of MUP 114, 115, 165, or 365 on one or more instruments. See also, General Limitations in the Registration and Academic Policies (p. 20) section of this catalog.

² Students are not required to take performance studies concurrently with large ensemble participation. Ensemble is assigned by placement audition. Any School of Music and Dance performance ensembles. We strongly encourage that majors consider taking at least one term of a non-canonical and/or dance ensembles. See department for list of ensemble options.

³ Completed under faculty guidance. For details and procedures, consult advisor.

⁴ The minimum grade for coursework in this concentration is C-

Music Major Requirements: Music Technology Concentration

Courses used to fulfill the major requirements must be passed with a grade of at least C-, or a mark of P* where pass/no pass is the only grading option for the course.

Code	Title	Credits
Musicianship		
MUS 131–133	Music Theory I-III	6
MUS 134–136	Aural Skills I-III	6
MUS 137–139	Keyboard Skills I-III	3
MUS 231–233	Music Theory IV-VI	6
History and Culture		
MUS 267–269	Survey of Music History	12
MUS 358	Music in World Cultures	4
Performance Studies ¹		6
Classical ensemble (at least three different terms)		6
MUS 393	Oregon Electronic Device Orchestra (two terms)	4
CS 110	Fluency with Information Technology	4
CS 111	Introduction to Web Programming	4
CS 122	Introduction to Programming and Problem Solving	4
MUS 445	Electronic Composition (four terms)	12
MUS 479	Data Sonification	4

MUS 447	Digital Audio and Sound Design	4
MUS 448	Interactive Media Performance	3
MUS 470	History of Electroacoustic Music	3
MUS 476–478	Digital Audio Workstation Tech I-III	9
MUS 480–481	Audio Recording Techniques I,II	6
PHYS 152	Physics of Sound and Music	4
Electives		
Select at least 12 credits from the following list:		12
MUS 240–242 Composition I		
MUS 340–342 Composition II		
MUS 440–442 Composition III		
MUS 327	Analysis: [Topic]	
MUJ 350	History of Jazz, 1900 to 1950	
MUJ 351	History of Jazz, 1940 to Present	
MUS 430–431	Schenkerian Analysis	
MUS 433–435	Counterpoint	
MUS 445	Electronic Composition	
MUS 446		
MUS 474–475 History of Opera		
Additional performance studies		
Additional ensembles		
Courses in the music of other cultures		
MUS 499	Senior Project ²	3
Brown Book Exam		
Listening Exam		
Total Credits		125

¹ At least three terms of MUP 114, 115, 165 or 365 on one or more instruments. See also, General Limitations in the Registration and Academic Policies (p. 20) section of this catalog.

² Completed under faculty guidance; includes passage of Brown Book Exam. For details and procedure, consult advisor.

Music Major Requirements: Music Theory Concentration

Courses used to fulfill the major requirements must be passed with a grade of at least C-, or a mark of P* where pass/no pass is the only grading option for the course.

Code	Title	Credits
Music Core: Theory		
MUS 131	Music Theory I	2
MUS 132	Music Theory II	2
MUS 133	Music Theory III	2
MUS 134	Aural Skills I	2
MUS 135	Aural Skills II	2
MUS 136	Aural Skills III	2
MUS 137	Keyboard Skills I	1
MUS 138	Keyboard Skills II	1
MUS 139	Keyboard Skills III	1
MUS 231	Music Theory IV	2
MUS 232	Music Theory V	2
MUS 233	Music Theory VI	2

MUS 234	Aural Skills IV	2
MUS 235	Aural Skills V	2
MUS 327	Analysis: [Topic]	3
Music Core: Music History		
MUS 358	Music in World Cultures	4
Three of the following courses:		12
MUS 263 US Popular Music 1800 to 1930		
MUS 264 US Popular Music 1930 to 1965		
MUS 265 US Popular Music 1965 to 2000		
MUS 267 History of Music 800 to 1600		
MUS 268 Survey of Music History 1600 to 1800		
MUS 269 Survey of Music History 1800 to Present		
Advanced Music Theory		
MUS 416	Post-Tonal Theory I	3
MUS 433	Counterpoint	4
Choose at least one of the following:		3
MUS 430 Tonal Analysis: Linear Prolongational Analysis		
MUS 431 Tonal Analysis: Form in Tonal Music		
MUS 432 Tonal Analysis: Analysis of Popular Music		
Performance ¹		
At least 3 terms of an approved large ensemble by audition ²		6
At least 3 terms of MUP courses, any one instrument at any level		6
Music Electives		6
Senior Project ³		
MUS 499	Senior Project	3
Total Credits		75

College Composition III (WR 123) is strongly recommended.

¹ At least three terms of MUP 114, 115, 165 or 365 on any one instrument. See also, General Limitations in the Registration and Academic Policies (p. 20) section of this catalog.

² Students are not required to take performance studies concurrently with large ensemble participation. Ensemble is assigned by placement audition. For approved ensembles, check the UO catalog

³ Completed under faculty guidance. For details and procedures, consult advisor.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Music

- Applied Music: Piano Concentration (p. 615)
- Applied Music: Voice Concentration (p. 616)
- General Music Concentration (p. 616)
- Music History and Culture Concentration (p. 617)
- Music Theory Concentration (p. 618)

Bachelor of Science in Music

- Applied Music: Piano Concentration (p. 619)
- Applied Music: Voice Concentration (p. 620)
- General Music Concentration (p. 621)
- Music Technology Concentration (p. 622)

Bachelor of Arts in Music (Applied Music: Piano Concentration)

Course	Title	Credits	Milestones
First Year			
Fall			
MUP 365	Music Performance Studies (Piano)	2	
MUS 397	Chorus: [Topic] (or MUS 394: Accompanying)	2	
WR 121Z	Composition I	4	
Area of Inquiry: Social Science		4	
Credits		12	
Winter			
MUP 365	Music Performance Studies (Piano)	2	
MUS 397	Chorus: [Topic] (or MUS 394: Accompanying)	2	
WR 122Z or WR 123	Composition II or College Composition III	4	
MUS 131	Music Theory I	2	
MUS 134	Aural Skills I	2	
MUS 138	Keyboard Skills II	1	
Credits		13	
Spring			
MUP 365	Music Performance Studies (Piano)	2	
MUS 397	Chorus: [Topic] (or MUS 394: Accompanying)	2	
MUS 132	Music Theory II	2	
General elective		3	
MUS 135	Aural Skills II	2	
MUS 139	Keyboard Skills III	1	
Music History & Culture Elective		4	
Credits		16	
Second Year			
Fall			
MUP 365	Music Performance Studies (Piano)	2	
MUS 397	Chorus: [Topic] (or MUS 394: Accompanying)	2	
MUS 133	Music Theory III	2	
MUS 136	Aural Skills III	2	
Area of Inquiry: Science		4	
General elective course		4	
Credits		16	
Winter			
MUP 365	Music Performance Studies (Piano)	2	
MUS 397	Chorus: [Topic] (or MUS 394: Accompanying)	2	
MUS 231	Music Theory IV	2	
MUS 234	Aural Skills IV	2	

Musicianship Elective		2
Area of Inquiry: Arts & Letters		4
Credits		14
Spring		
MUP 365	Music Performance Studies (Piano)	2
MUS 397	Chorus: [Topic] (or MUS 394: Accompanying)	2
General elective course(s)		3
Musicianship Elective		2
Area of Inquiry: Science		4
Credits		13
Third Year		
Fall		
MUP 365	Music Performance Studies (Piano)	2
MUS 394	Chamber Ensemble: [Topic] (Accompanying)	1
MUE 471	Piano Pedagogy I: Teaching Beginners	3
Music history & culture elective course		4
Foreign Language 101		5
Credits		15
Winter		
MUP 365	Music Performance Studies (Piano)	2
MUS 394	Chamber Ensemble: [Topic] (Accompanying)	1
MUE 472	Piano Pedagogy II Teaching Groups	3
MUS 268	Survey of Music History 1600 to 1800	4
Musicianship Elective		2
Foreign Language 102		5
Credits		17
Spring		
MUP 365	Music Performance Studies (Piano)	2
MUS 394	Chamber Ensemble: [Topic] (Accompanying)	1
MUE 473	Piano Pedagogy III Teaching Intermediate Levels	3
MUS 269	Survey of Music History 1800 to Present	4
Foreign Language 103		5
Credits		15
Fourth Year		
Fall		
Foreign Language 201		4
Area of Inquiry: Science		4
Area of Inquiry: Social Science		4
General Elective		4
Credits		16
Winter		
Foreign Language 202		4
Area of Inquiry: Science		4
Area of Inquiry: Social Science		4
General elective course(s)		4
Credits		16

Spring

Foreign Language 203	4
Area of Inquiry: Social Science	4
General elective course(s)	8
Credits	16
Total Credits	179

Bachelor of Arts in Music (Applied Music: Voice Concentration)

Course	Title	Credits Milestones
First Year		
Fall		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
MUS 137	Keyboard Skills I	1
WR 121Z	Composition I	4
General elective course(s)		2
Area of Inquiry Course		4
Credits		15
Winter		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
MUS 138	Keyboard Skills II	1
MUS 155	Introduction to Lyric Diction	2
WR 122Z or WR 123	Composition II or College Composition III	4
MUS 131	Music Theory I	2
MUS 134	Aural Skills I	2
Credits		15
Spring		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
MUS 156	Introduction to Lyric Diction	2
MUS 132	Music Theory II	2
MUS 135	Aural Skills II	2
Area of inquiry/global perspectives course		4
General Elective		1
Credits		15
Second Year		
Fall		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
MUS 133	Music Theory III	2
Additional musicianship course		1
First term of 1st-year second-language sequence		5
General elective course		3
Credits		15
Winter		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
MUS 26x	Survey music history	4
Second term of 1st-year second-language sequence		5

		2
Credits		15
Spring		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
Music history & culture elective course		4
Third term of 1st-year second-language sequence		5
General elective course(s)		2
Credits		15
Third Year		
Fall		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
Music history & culture elective course		4
First term of 2nd-year second-language sequence		5
General elective course(s)		2
Credits		15
Winter		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
Music history & culture elective course		4
Second term of 2nd-year second-language sequence		5
General elective course(s)		2
Credits		15
Spring		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
Area of inquiry course		4
Third term of 2nd-year second-language sequence		5
General elective course(s)		2
Credits		15
Fourth Year		
Fall		
Area of inquiry courses		12
General elective course(s)		3
Credits		15
Winter		
Area of inquiry courses		12
General elective course(s)		3
Credits		15
Spring		
Area of inquiry courses		12
General elective course(s)		3
Credits		15
Total Credits		180

Bachelor of Arts in Music (General Music Concentration)

Course	Title	Credits Milestones
First Year		
Fall		
	Musicianship elective(s)	3

WR 121Z	Composition I	4
Area of inquiry course		4
General elective course		2
Credits		13

Winter

MUS 131	Music Theory I	2
Musicianship elective(s)		3
WR 122Z	Composition II	4
or WR 123	or College Composition III	
Area of inquiry course		4
General elective course		2
Credits		15

Spring

Musicianship elective(s)		2
MUS 132	Music Theory II	2
Area of inquiry course		4
Music history & culture elective course		4
General elective course(s)		3
Credits		15

Second Year**Fall**

MUS 133	Music Theory III	2
or	or Popular Music Analysis	
MUS 249		
MUP 1xx Performance studies course		2
Ensemble course		2
First term of 1st-year second-language sequence		5
Area of inquiry course		4
Music core elective course(s)		2
Credits		17

Winter

MUP 1xx Performance studies course		2
Ensemble course		2
Second term of 1st-year second-language sequence		5
Area of inquiry course		4
Music core elective course(s)		2
Credits		15

Spring

MUP 1xx Performance studies course		2
Ensemble course		2
Third term of 1st-year second-language sequence		5
Area of inquiry course		4
General elective course		2
Credits		15

Third Year**Fall**

Ensemble course		2
Music elective		4
Area of inquiry course		4
First term of 2nd-year second-language sequence		5
Credits		15

Winter

Ensemble course		2
Music history & culture elective course		4
Area of inquiry course		4
Second term of 2nd-year second-language sequence		5
Credits		15

Spring

Ensemble course		2
MUS 26x survey music history		4
Area of inquiry course		4
Third term of 2nd-year second-language sequence		5
Credits		15

Fourth Year**Fall**

Music history & culture elective course		4
Area of inquiry course		4
General elective course(s)		7
Credits		15

Winter

Area of inquiry course		4
General elective course(s)		11
Credits		15

Spring

Area of inquiry course		4
General elective course(s)		11
Credits		15
Total Credits		180

Bachelor of Arts in Music (Music History and Culture Concentration)

Course	Title	Credits	Milestones
First Year			
Fall			
Additional musicianship course		1	
Area of inquiry courses		8	
General elective course		2	
Credits		11	
Winter			
MUS 131	Music Theory I	2	
MUS 134	Aural Skills I	2	
WR 121Z	Composition I	4	
Area of inquiry course		4	
General elective course		2	
Credits		14	
Spring			
MUS 132	Music Theory II	2	
Additional musicianship course		3	
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Music history & culture course		4	
General elective course		2	
Credits		15	

Second Year

Fall		
MUS 133	Music Theory III	2
Performance studies course (MUP)		2
Ensemble course		2
Additional musicianship course(s)		3
MUS 26x music history sequence		4
Area of inquiry course		4
General elective course		2
Credits		19

Winter

Performance studies course (MUP)		2
Ensemble course		2
MUS 26x music history sequence		4
Area of inquiry course		4
General elective course(s)		3
Credits		15

Spring

Performance studies course (MUP)		2
Ensemble course		2
MUS 26x music history sequence		4
Area of inquiry course		4
General elective course(s)		3
Credits		15

Third Year

Fall		
Art history course (ARH)		4
First term of 1st-year second-language sequence		5
MUS 26x US Pop Music course		4
Ensemble course		2
Credits		15

Winter

MUS 451	Introduction to Ethnomusicology	4
Second term of 1st-year second-language sequence		5
Area of inquiry/US: difference, inequality, & agency course		4
Ensemble course		2
Credits		15

Spring

Music history & culture course		4
Third term of 1st-year second-language sequence		5
Music core elective course(s)		4
Ensemble course		2
Credits		15

Fourth Year

Fall		
First term of 2nd-year second-language sequence		5
Area of inquiry courses		8
General elective course(s)		2
Credits		15

Winter

Second term of 2nd-year second-language sequence		5

Area of inquiry course		4
General elective courses		6
Credits		15

Spring

Third term of 2nd-year second-language sequence		5
Area of inquiry course		4
MUS 499	Senior Project	3
General elective course(s)		3
Credits		15
Total Credits		179

Bachelor of Arts in Music (Music Theory Concentration)

Course	Title	Credits	Milestones
First Year			
Fall			
MUS 137	Keyboard Skills I	1	
MUP 1xx Performance studies course		2	
Ensemble course		2	
MUS 26x US Pop History		4	
General elective courses		5	
Credits		14	

Winter

MUS 131	Music Theory I	2	
MUS 134	Aural Skills I	2	
MUS 138	Keyboard Skills II	1	
MUP 1xx Performance studies course		2	
Ensemble course		2	
WR 121Z	Composition I	4	
General elective course(s)		2	
Credits		15	

Spring

MUS 132	Music Theory II	2	
MUS 135	Aural Skills II	2	
MUS 139	Keyboard Skills III	1	
MUP 1xx Performance studies course		2	
Ensemble course		2	
WR 122Z	Composition II	4	
or WR 123 or College Composition III			
General elective course(s)		2	
Credits		15	

Second Year

Fall			
MUS 133	Music Theory III	2	
MUS 136	Aural Skills III	2	
MUS 267	History of Music 800 to 1600	4	
First term of 1st-year second-language sequence		5	
Music elective course(s)		2	
Credits		15	

Winter

MUS 231	Music Theory IV	2	
MUS 234	Aural Skills IV	2	

MUS 268	Survey of Music History 1600 to 1800	4
Second term of 1st-year second-language sequence		5
Music elective course(s)		2

Credits	15

Spring

MUS 232	Music Theory V	2
MUS 235	Aural Skills V	2
MUS 358	Music in World Cultures	4
MUS 269	Survey of Music History 1800 to Present	4
Third term of 1st-year second-language sequence		5

Credits	17

Third Year**Fall**

MUS 430	Tonal Analysis: Linear Prolongational Analysis	3
MUS 433	Counterpoint	4
First term of 2nd-year second-language sequence		4
MUS 233	Music Theory VI	2

Credits	13

Winter

MUS 432	Tonal Analysis: Analysis of Popular Music	3
MUS 327	Analysis: [Topic]	3
Music elective course(s)		2
Area of inquiry course		4
Second term of 2nd-year second-language sequence		4

Credits	16

Spring

MUS 431	Tonal Analysis: Form in Tonal Music	3
Area of inquiry courses		8
Third term of 2nd-year second-language sequence		4

Credits	15

Fourth Year**Fall**

MUS 416	Post-Tonal Theory I	3
Area of inquiry courses		12

Credits	15

Winter

Area of inquiry courses		12
General elective course(s)		3

Credits	15

Spring

MUS 499	Senior Project	3
Area of inquiry courses		8
General elective course(s)		4

Credits	15

Total Credits	180

Bachelor of Science in Music (Applied Music: Piano Concentration)

Course	Title	Credits	Milestones

First Year**Fall**

MUS 137	Keyboard Skills I	1
MUP 365	Music Performance Studies (Piano)	2
MUS 397	Chorus: [Topic]	2
WR 121Z	Composition I	4
Area of Inquiry: Arts & Letters		4
General elective course(s)		2

Credits	15

Winter

MUS 131	Music Theory I	2
MUS 134	Aural Skills I	2
MUP 365	Music Performance Studies (Piano)	2
MUS 397	Chorus: [Topic]	2
MUS 155	Introduction to Lyric Diction	2
WR 122Z	Composition II	4
or WR 123 or College Composition III		

Credits	14

Spring

MUS 132	Music Theory II	2
Additional musicianship course(s)		3
MUP 365	Music Performance Studies (Piano)	2
MUS 397	Chorus: [Topic]	2
MUS 156	Introduction to Lyric Diction	2
Area of inquiry/global perspectives course		4

Credits	15

Second Year**Fall**

MUP 365	Music Performance Studies (Piano)	2
MUS 133	Music Theory III	2
Additional musicianship course(s)		3
MUS 397	Chorus: [Topic]	2
Additional musicianship course		1
Bachelor of science MATH/CS course		4
General elective course		2

Credits	16

Winter

MUP 365	Music Performance Studies (Piano)	2
MUS 397	Chorus: [Topic]	2
MUS 26x	Survey music history	4
Bachelor of science MATH/CS course		4
General elective course(s)		3

Credits	15

Spring

MUP 365	Music Performance Studies (Piano)	2
MUS 397	Chorus: [Topic]	2
Music history & culture elective course		4
Bachelor of science MATH/CS course		4

General elective course(s)		3
Credits		15
Third Year		
Fall		
MUP 365	Music Performance Studies (Piano)	2
MUS 397	Chorus: [Topic]	2
Music history & culture elective course		4
Area of inquiry course		4
General elective course(s)		3
Credits		15
Winter		
MUP 365	Music Performance Studies (Piano)	2
MUS 397	Chorus: [Topic]	2
Music history & culture elective course		4
Area of inquiry course		4
General elective course(s)		3
Credits		15
Spring		
MUP 365	Music Performance Studies (Piano)	2
MUS 397	Chorus: [Topic]	2
Area of inquiry courses		8
General elective course(s)		3
Credits		15
Fourth Year		
Fall		
Area of inquiry courses		8
General elective course(s)		7
Credits		15
Winter		
Area of inquiry courses		8
General elective course(s)		7
Credits		15
Spring		
Area of inquiry courses		8
General elective course(s)		7
Credits		15
Total Credits		180

Bachelor of Science in Music (Applied Music: Voice Concentration)

Course	Title	Credits	Milestones
First Year			
Fall			
MUP 365	Music Performance Studies (Voice)	2	
MUS 397	Chorus: [Topic]	2	
MUS 137	Keyboard Skills I	1	
WR 121Z	Composition I	4	
Area of inquiry/US: difference, inequality, & agency course		4	
General elective course(s)		2	
Credits		15	

Winter		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
MUS 155	Introduction to Lyric Diction	2
MUS 131	Music Theory I	2
MUS 134	Aural Skills I	2
Additional musicianship course(s)		1
WR 122Z	Composition II	4
or WR 123	or College Composition III	
Credits		15
Spring		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
MUS 132	Music Theory II	2
Additional musicianship course(s)		3
MUS 156	Introduction to Lyric Diction	2
Area of inquiry/global perspectives course		4
Credits		15
Second Year		
Fall		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
MUS 133	Music Theory III	2
Additional musicianship course(s)		3
Bachelor of science MATH/CS course		4
General Elective Course		2
Credits		15
Winter		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
MUS 26x	Survey music history	4
Bachelor of science MATH/CS course		4
General elective course(s)		3
Credits		15
Spring		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
Music history & culture elective course		4
Bachelor of science MATH/CS course		4
General elective course(s)		3
Credits		15
Third Year		
Fall		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2
Music history & culture elective course		4
Area of inquiry course		4
General elective course(s)		3
Credits		15
Winter		
MUP 365	Music Performance Studies (Voice)	2
MUS 397	Chorus: [Topic]	2

Music history & culture elective course	4
Area of inquiry course	4
General elective course(s)	3
Credits	15
Spring	
MUP 365 Music Performance Studies (Voice)	2
MUS 397 Chorus: [Topic]	2
Area of inquiry courses	8
General elective course(s)	3
Credits	15
Fourth Year	
Fall	
Area of inquiry courses	8
General elective course(s)	7
Credits	15
Winter	
Area of inquiry courses	8
General elective course(s)	7
Credits	15
Spring	
Area of inquiry courses	8
General elective course(s)	7
Credits	15
Total Credits	180

Bachelor of Science in Music (General Music Concentration)

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121Z	Composition I	4	
Area of inquiry course		4	
General elective course		2	
Credits		10	
Winter			
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
MUS 131	Music Theory I	2	
Musicianship elective(s)		3	
Area of inquiry course		4	
General elective course		2	
Credits		15	
Spring			
MUS 132	Music Theory II	2	
Musicianship elective(s)		3	
Area of inquiry course		4	
Music history & culture elective course		4	
General elective course(s)		3	
Credits		16	
Second Year			
Fall			
MUS 133	Music Theory III	2	

Musicianship elective	2
Music core elective course(s)	2
MUP 1xx Performance studies course	2
Ensemble course	2
Bachelor of science MATH/CS course	4
Area of inquiry course	4
Credits	18
Winter	
MUP 1xx Performance studies course	2
Ensemble course	2
Bachelor of science MATH/CS course	4
Area of inquiry course	4
Music core elective course(s)	2
Credits	14
Spring	
MUP 1xx Performance studies course	2
Ensemble course	2
Bachelor of science MATH/CS course	4
Area of inquiry course	4
General elective course	3
Credits	15
Third Year	
Fall	
Ensemble course	2
Music elective course(s)	4
Area of inquiry course	4
General elective course(s)	5
Credits	15
Winter	
Ensemble course	2
Music history & culture elective course	4
Area of inquiry course	4
General elective course(s)	5
Credits	15
Spring	
Ensemble course	2
MUS 26x survey music history	4
Area of inquiry course	4
General elective course(s)	5
Credits	15
Fourth Year	
Fall	
Music history & culture elective course	4
Area of inquiry course	4
General elective course(s)	7
Credits	15
Winter	
Area of inquiry course	4
General elective course(s)	12
Credits	16
Spring	
Area of inquiry course	4

General elective course(s)	12
Credits	16
Total Credits	180

Bachelor of Science in Music (Music Technology Concentration)

Course	Title	Credits Milestones
First Year		
Fall		
MUS 137	Keyboard Skills I	1
MUS 447	Digital Audio and Sound Design	4
MUS 448	Interactive Media Performance	3
Bachelor of science MATH/CS course		4
Arts and letters area of inquiry/US: difference, inequality, and agency course		4
Credits		16
Winter		
MUS 131	Music Theory I	2
MUS 134	Aural Skills I	2
MUS 138	Keyboard Skills II	1
WR 121Z	Composition I	4
CS 110	Fluency with Information Technology	4
Credits		13
Spring		
MUS 132	Music Theory II	2
MUS 135	Aural Skills II	2
MUS 139	Keyboard Skills III	1
WR 122Z or WR 123	Composition II or College Composition III	4
CS 111	Introduction to Web Programming	4
Credits		13
Second Year		
Fall		
MUS 133	Music Theory III	2
MUS 136	Aural Skills III	2
MUS 267	History of Music 800 to 1600	4
CS 122	Introduction to Programming and Problem Solving	4
MUS 476	Digital Audio Workstation Techniques I	3
Credits		15
Winter		
MUS 231	Music Theory IV	2
MUS 234	Aural Skills IV	2
MUS 268	Survey of Music History 1600 to 1800	4
Area of inquiry course		4
MUS 477	Digital Audio Workstation Techniques II	3
Credits		15
Spring		
MUS 232	Music Theory V	2
MUS 235	Aural Skills V	2
PHYS 152	Physics of Sound and Music	4

MUS 269	Survey of Music History 1800 to Present	4
MUS 478	Digital Audio Workstation Techniques III	3
Credits		15

Third Year

Fall

MUS 393	Oregon Electronic Device Orchestra	2
MUS 445	Electronic Composition	3
MUS 470	History of Electroacoustic Music	3
MUS 233	Music Theory VI	2
Performance studies course (MUP)		2
Area of Inquiry: Science		4
Credits		16

Winter

Ensemble course		2
MUS 445	Electronic Composition	3
Performance studies course (MUP)		2
MUS 479	Data Sonification	4
Arts and letters area of inquiry course		4
Credits		15

Spring

Ensemble course		2
MUS 358	Music in World Cultures	4
Performance studies course (MUP)		2
Arts and letters area of inquiry course		4
Social science area of inquiry course		4
Credits		16

Fourth Year

Fall

MUS 393	Oregon Electronic Device Orchestra	2
MUS 445	Electronic Composition	3
MUS 480	Audio Production Techniques I	3
Music elective course(s)		4
Social science area of inquiry course		4
Credits		16

Winter

Ensemble course		2
MUS 445	Electronic Composition	3
MUS 481	Audio Recording Techniques II	3
Music elective course(s)		4
Social science area of inquiry course		4
Credits		16

Spring

MUS 499	Senior Project	3
Social science area of inquiry course		4
Science area of inquiry course		4
Music elective course(s)		4
Credits		15
Total Credits		181

Music Composition (BMus)

<https://musicanddance.uoregon.edu/music-composition> (<https://musicanddance.uoregon.edu/music-composition/>)

At the core of Oregon's composition program is a thriving artistic community of forty to forty-five undergraduate, master's, and doctoral composers. Our comprehensive approach integrates compositional studies with theory, history, ethnomusicology, intermedia technology, contemporary performance practice, multimedia collaboration, and an intensive career development seminar. Our diverse yet focused curriculum prepares each student for a future as a professional composer.

Many of our students are accomplished instrumentalists, vocalists, and/or conductors, and as part of our program, they continually perform their own music and the works of their colleagues. Opportunities abound for the performance of new music through the Oregon Composers Forum, Music Today Festival, Oregon Bach Festival Composers Symposium, Composing for Orchestra Seminar, and Pacific Rim Gamelan, as well as any of our five student-run new music ensembles.

Program's Admission Requirements

Please visit the program's website (<https://musicanddance.uoregon.edu/apply/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- General Studies Competencies: Think, speak, and write clearly and effectively.
- General Studies Competencies: A familiarity with fields of study beyond music such as those in the arts and humanities, the natural and physical sciences, and the social sciences.
- General Studies Competencies: A functional awareness of the differences and commonalities regarding work in artistic, scientific, and humanistic domains.
- General Studies Competencies: Awareness that multiple disciplinary perspectives and techniques are available to consider all issues and responsibilities including, but not limited to history, culture, moral and ethical issues, and decision-making.
- General Studies Competencies: The ability to identify possibilities and locate information in other fields that have bearing on musical questions and endeavors.
- Common Body of Musical Knowledge and Skills - Performance: Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music degree.
- Common Body of Musical Knowledge and Skills - Performance: An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
- Common Body of Musical Knowledge and Skills - Performance: The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music degree.
- Common Body of Musical Knowledge and Skills - Performance: Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and

conducting skills are required as appropriate to the particular music degree.

- Common Body of Musical Knowledge and Skills - Performance: Keyboard competency.
- Common Body of Musical Knowledge and Skills - Performance: Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.
- Musicianship Skills and Analysis: An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
- Musicianship Skills and Analysis: Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.
- Musicianship Skills and Analysis: The ability to place music in historical, cultural, and stylistic contexts.
- Composition/Improvisation: Students must acquire a rudimentary capacity to create original or derivative music: written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. A basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field shall be demonstrated.
- History and Repertory: Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.
- Synthesis: While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

Music Composition Major Requirements

Code	Title	Credits
Core Requirements		
MUS 131–133	Music Theory I-III	6
MUS 231–233	Music Theory IV-VI	6
MUS 134–136	Aural Skills I-III	6
MUS 234	Aural Skills IV	2
MUS 235	Aural Skills V	2
MUS 137–139	Keyboard Skills I-III	3
MUS 267	History of Music 800 to 1600	4
MUS 268	Survey of Music History 1600 to 1800	4
MUS 269	Survey of Music History 1800 to Present	4
MUS 358	Music in World Cultures	4
MUS 327	Analysis: [Topic] (three terms)	9
Music Composition Requirements		
MUP 163	Functional Piano (3 terms) ¹	6
Ensemble (at least nine terms)		18

MUS 240–242	Composition I	9
MUS 340–342	Composition II	9
MUS 440–442	Composition III	9
MUS 384	Introduction to Conducting	2
MUS 430–431	Schenkerian Analysis	6
MUS 433–435	Counterpoint	12
MUS 407	Seminar: [Topic] (Orchestration)	2
Select one of the following:		3-4
MUS 447	Digital Audio and Sound Design	
MUS 448	Interactive Media Performance	
Select one of the following:		2-4
MUS 359	Music of the Americas	
MUS 365		
MUS 367	Survey of African Music	
MUS 451	Introduction to Ethnomusicology	
MUS 452	Musical Instruments of the World	
MUS 490	Balinese Gamelan	
Senior Recital ²		
Total Credits		128-131

- ¹ Music Composition students must take 3 consecutive terms of MUP 163 Functional Piano for Composers, with exceptions allowed by proficiency examination administered by piano faculty during Week of Welcome.
- ² 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 are provided by the composition faculty.
- ³ For continued enrollment in the Music Composition major, students must successfully complete the music core courses (listed above) with grades of C- or better. They must also successfully complete the Composition I series (MUS 240, 241, 242) with grades of B- or better. Lastly, students may retake only one course in the nine-quarter Composition course sequence (Composition I, II & III series) in which they earn a C+ or lower.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Course	Title	Credits Milestones
First Year		
Fall		
MUS 137	Keyboard Skills I	1
Ensemble course		2
WR 121Z	Composition I	4
Area of Inquiry Course		4
Area of Inquiry Course		4
Credits		15
Winter		
MUS 138	Keyboard Skills II	1
MUS 131	Music Theory I	2
MUS 134	Aural Skills I	2
Ensemble course		2

Area of Inquiry Course (US DIA)		4
WR 122Z	Composition II or WR 123 or College Composition III	4
Credits		15
Spring		
MUS 139	Keyboard Skills III	1
MUS 132	Music Theory II	2
MUS 135	Aural Skills II	2
MUS 358	Music in World Cultures	4
Ensemble course		2
Area of inquiry course		4
Credits		15

Second Year		
Fall		
MUS 267	History of Music 800 to 1600	4
MUS 133	Music Theory III	2
MUS 136	Aural Skills III	2
MUP 163	Functional Piano	2
MUS 240	Composition I	3
Ensemble course		2
Credits		15

Winter		
MUS 268	Survey of Music History 1600 to 1800	4
MUS 231	Music Theory IV	2
MUS 234	Aural Skills IV	2
MUP 163	Functional Piano	2
MUS 241	Composition I	3
Ensemble course		2
Credits		15

Spring		
MUS 269	Survey of Music History 1800 to Present	4
MUS 232	Music Theory V	2
MUS 235	Aural Skills V	2
MUP 163	Functional Piano	2
MUS 242	Composition I	3
Ensemble course		2
Credits		15

Third Year		
Fall		
MUS 233	Music Theory VI	2
MUS 433	Counterpoint	4
MUS 340	Composition II	3
MUS 490	Balinese Gamelan	2
MUS 407	Seminar: [Topic] (Orchestration)	2
Credits		13

Winter		
MUS 327	Analysis: [Topic]	3
MUS 434	Counterpoint	4
MUS 341	Composition II	3
MUS 490	Balinese Gamelan	2

MUS 384	Introduction to Conducting	2
Credits		14
Spring		
MUS 327	Analysis: [Topic]	3
MUS 435	Counterpoint	4
MUS 342	Composition II	3
MUS 490	Balinese Gamelan	2
Area of Inquiry Course		4
Credits		16
Fourth Year		
Fall		
MUS 416	Post-Tonal Theory I	3
MUS 430	Tonal Analysis: Linear Prolongational Analysis	3
MUS 440	Composition III	3
Area of Inquiry Course		4
Area of Inquiry Course		4
Credits		17
Winter		
MUS 441	Composition III	Submit Recital Portfolio 3
Ethnomusicology course		Select from MUS 359, 367, 451, 452, 490 4
Area of Inquiry Course		4
Area of Inquiry Course		4
Credits		15
Spring		
MUS 327	Analysis: [Topic]	3
MUS 431	Tonal Analysis: Form in Tonal Music	3
MUS 442	Composition III	Senior Recital 3
MUS 447 or MUS 448	Digital Audio and Sound Design or Interactive Media Performance	4
Elective course		2
Credits		15
Total Credits		180

Music Education (BMME)

<https://musicanddance.uoregon.edu/music-education> (<https://musicanddance.uoregon.edu/music-education/>)

The UO's music education program is among the most comprehensive and innovative in the western United States, and the only one in Oregon to offer bachelor's, master's, and doctoral degrees. Our faculty members provide expertise in band, choral, elementary general, and string music education. UO is among only a handful of West Coast schools to offer music teacher licensure within the four-year bachelor's degree.

For more than two decades, nearly 100 percent of UO music education graduates seeking employment as K–12 public school music teachers have received job offers upon graduation. Our alumni teach throughout the United States and internationally, including in China, Italy, Spain, and Vietnam. For future music teachers, a UO music education degree

signals outstanding preparation through a rigorous and comprehensive program.

Program's Admission Requirements

Please visit the program's website (<https://musicanddance.uoregon.edu/apply/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- General Studies - Competencies: Think, speak, and write clearly and effectively.
- General Studies - Competencies: A familiarity with fields of study beyond music such as those in the arts and humanities, the natural and physical sciences, and the social sciences.
- General Studies - Competencies: A functional awareness of the differences and commonalities regarding work in artistic, scientific, and humanistic domains.
- General Studies - Competencies: Awareness that multiple disciplinary perspectives and techniques are available to consider all issues and responsibilities including, but not limited to history, culture, moral and ethical issues, and decision-making.
- General Studies - Competencies: The ability to identify possibilities and locate information in other fields that have bearing on musical questions and endeavors.
- Common Body of Musical Knowledge and Skills -Performance: Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music degree.
- Common Body of Musical Knowledge and Skills -Performance: An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
- Common Body of Musical Knowledge and Skills -Performance: The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music degree.
- Common Body of Musical Knowledge and Skills -Performance: Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music degree.
- Common Body of Musical Knowledge and Skills -Performance: Keyboard competency.
- Common Body of Musical Knowledge and Skills -Performance: Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.
- Musicianship Skills and Analysis: An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
- Musicianship Skills and Analysis: Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.
- Musicianship Skills and Analysis: The ability to place music in historical, cultural, and stylistic contexts.

- **Composition/Improvisation:** Students must acquire a rudimentary capacity to create original or derivative music: written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. A basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field shall be demonstrated.
- **History and Repertory:** Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.
- **Synthesis:** While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

Music Education Major Requirements

Courses used to fulfill the "Core Requirements" must be taken for a letter grade and passed with a grade of C- or better. "Core Requirements" that are fulfilled through Advanced Placement or International Baccalaureate exams are acceptable with a mark of P*.

Courses used to fulfill the "Music Education Core" and "Specialty Requirements" must be taken for a letter grade a passed with a grade of B- or better. A grade of P* must be earned in courses designated pass/no pass (P/N) only.

Code	Title	Credits
Core Requirements		
MUS 131–133	Music Theory I-III	6
MUS 231–233	Music Theory IV-VI	6
MUS 134–136	Aural Skills I-III	6
MUS 234	Aural Skills IV	2
MUS 235	Aural Skills V	2
MUS 137–139	Keyboard Skills I-III	3
MUS 267	History of Music 800 to 1600	4
MUS 268	Survey of Music History 1600 to 1800	4
MUS 269	Survey of Music History 1800 to Present	4
MUS 358	Music in World Cultures	4
MUS 327	Analysis: [Topic] (one term)	3
Music Education Core		
MUE 126	Orientation to Music Education	1
PSY 202Z	Introduction to Psychology II	4
MUE 326	Foundations of Music Education	3
MUE 450	Practicum in Music Education (Taken twice)	4
MUE 407	Seminar: [Topic] (Student Teaching)	1
MUE 412	Elementary Music Methods	3
MUE 429	Music in Special Education	3
MUE 430	Music Classroom Management	3
MUE 486	Teaching Laboratory II	1
MUE 432	Music in School and Society	3

MUE 438	Curricular Strategies in Music Education	3
Ensemble, ten terms ^{1, 2}		19
Performance Studies ³		18
Specialty Requirements		20-26
Total Credits		130-136

- ¹ For band track students only, during the first nine terms, all students enroll in a conducted large ensemble. During the 10th term, students enroll in Small Jazz Ensemble: [Topic] (MUJ 395).
- ² Students receiving a School of Music and Dance scholarship enroll in a conducted large ensemble for 11 terms.
- ³ Six terms at the MUP 265 level and three terms at the MUP 365 level, with concurrent enrollment in assigned ensemble.

Band Specialty

Code	Title	Credits
MUE 387	Teaching Laboratory I	1
MUE 388	Teaching Laboratory I	1
MUE 392	Instrumental Techniques: [Topic] (Saxophone Tech)	1
MUE 392	Instrumental Techniques: [Topic] (Flute, Clarinet)	1
MUE 392	Instrumental Techniques: [Topic] (High Brass)	1
MUE 392	Instrumental Techniques: [Topic] (Low Brass)	1
MUE 392	Instrumental Techniques: [Topic] (Oboe, Bassoon)	1
MUE 392	Instrumental Techniques: [Topic] (Percussion)	1
MUE 392	Instrumental Techniques: [Topic] (Strings)	1
MUE 392	Instrumental Techniques: [Topic] (Voice)	1
MUE 407	Seminar: [Topic] (Band Materials)	3
MUE 411	Band Methods	3
MUE 455	Marching Band Methods	3
MUS 486	Instrumental Conducting	3
Total Credits		22

Choral Specialty

Code	Title	Credits
MUS 155–156	Introduction to Lyric Diction	4
MUE 392	Instrumental Techniques: [Topic] (High Brass OR Low Brass Tech)	1
MUE 392	Instrumental Techniques: [Topic] (Flute/Clarinet Tech)	1
MUE 392	Instrumental Techniques: [Topic] (Percussion Tech)	1
MUE 392	Instrumental Techniques: [Topic] (High String Tech OR Low String Tech)	1
MUE 386–388	Teaching Laboratory I	3
MUE 413	Secondary Choral Methods	3
MUE 442	Teaching Singing in the Classroom	3
MUS 484	Choral Conducting and Literature	3

MUP 163	Functional Piano (Taken three times)	6
Total Credits		26

Elementary Specialty

Code	Title	Credits
MUE 386–388	Teaching Laboratory I	3
MUE 392	Instrumental Techniques: [Topic] (Flute, Clarinet)	1
MUE 392	Instrumental Techniques: [Topic] (Percussion Tech)	1
MUE 392	Instrumental Techniques: [Topic] (High Brass Tech OR Low Brass Tech)	1
MUE 413	Secondary Choral Methods	3
MUE 420	Contemporary Methods in Music Education	3
MUE 442	Teaching Singing in the Classroom	3
MUS 486	Instrumental Conducting	3
MUP 163	Functional Piano (Taken three times)	6
Total Credits		24

Strings Specialty

Code	Title	Credits
MUE 392	Instrumental Techniques: [Topic] (High Brass Tech OR Low Brass Tech)	1
MUE 392	Instrumental Techniques: [Topic] (Flute/Clarinet Tech)	1
MUE 392	Instrumental Techniques: [Topic] (High String Tech)	1
MUE 392	Instrumental Techniques: [Topic] (Low String Tech)	1
MUE 392	Instrumental Techniques: [Topic] (Percussion)	1
MUE 392	Instrumental Techniques: [Topic] (Voice)	1
MUE 387	Teaching Laboratory I	1
MUE 388	Teaching Laboratory I	1
MUE 407	Seminar: [Topic] (String Materials)	3
MUE 456	String Methods	3
MUE 459	Fundamentals of Violin and Viola Teaching	2
MUE 466	Community Music Institute Practicum	1
MUS 486	Instrumental Conducting	3
Total Credits		20

Other Requirements

- A minimum cumulative grade point average (GPA) of 2.75 and at least two years in residence. Students must achieve a B– or better in all courses with the MUE subject code. Those failing to do so must retake the course before enrolling in student teaching
- Continued enrollment in 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

Choral option: Students must also pass three terms of Functional Piano (MUP 163). Students whose primary performance is piano or any other

wind, percussion, or stringed instrument, must also complete three terms of voice performance studies at MUP 265.

Elementary option: Students must also pass three terms of Functional Piano (MUP 163). Students whose primary performance is piano or any other wind, percussion, or stringed instrument must also complete one term of voice performance studies at MUP 265.

Instrumental Option (Band and Orchestra). Piano, organ, recorder, harp, guitar, or other nontraditional instruments may not be used to meet the primary studio option requirements. String speciality students are also required to complete one term of studio instruction on a secondary string instrument at MUP 265.

The current music education checklist is available from the music undergraduate office.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- Band Specialty (p. 627)
- Choral Specialty (p. 628)
- Elementary Specialty (p. 630)
- Strings Specialty (p. 631)

Band Specialty

Course	Title	Credits	Milestones
First Year			
Fall			
MUP 265	Music Performance Studies: [Topic]	2	
Large ensemble course (MUS 395/6)		2	
MUS 137	Keyboard Skills I	1	
MUE 392	Instrumental Techniques: [Topic] (Flute/Clarinet)	1	
WR 121Z	Composition I	4	
Area of Inquiry: Arts & Letters music		4	At least 1 course outside music
Credits		14	
Winter			
MUP 265	Music Performance Studies: [Topic]	2	
Large ensemble course (MUS 395/6)		2	
MUS 131	Music Theory I	2	
MUS 134	Aural Skills I	2	
MUS 138	Keyboard Skills II	1	
MUE 392	Instrumental Techniques: [Topic] (Low Brass Tech)	1	
MUE 392	Instrumental Techniques: [Topic] (Sax/Jazz Tech)	1	
WR 122Z or WR 123	Composition II or College Composition III	4	
Credits		15	
Spring			
MUP 265	Music Performance Studies: [Topic]	2	
Large ensemble course (MUS 395/6)		2	
MUS 132	Music Theory II	2	

MUS 135	Aural Skills II	2
MUS 139	Keyboard Skills III	1
MUS 358	Music in World Cultures	4
MUE 126	Orientation to Music Education	1
MUE 392	Instrumental Techniques: [Topic] (Voice Tech)	1
Credits		15
Second Year		
Fall		
MUP 265	Music Performance Studies: [Topic]	2
Large ensemble course (MUS 395/6)		2
MUS 133	Music Theory III	2
MUS 136	Aural Skills III	2
MUS 267	History of Music 800 to 1600	4
MUE 392	Instrumental Techniques: [Topic] (High Brass Tech)	1
Credits		13
Winter		
MUP 265	Music Performance Studies: [Topic]	2
Large ensemble course (MUS 395/6)		2
MUS 231	Music Theory IV	2
MUS 234	Aural Skills IV	2
MUS 268	Survey of Music History 1600 to 1800	4
Area of Inquiry: Social Science		4
Credits		16
Spring		
MUP 265	Music Performance Studies: [Topic]	2
Large ensemble course (MUS 395/6)		2
MUS 232	Music Theory V	2
MUS 235	Aural Skills V	2
MUS 269	Survey of Music History 1800 to Present	4
MUE 326	Foundations of Music Education	3
MUE 392	Instrumental Techniques: [Topic] (Oboe/Bassoon Technique)	1
Credits		16
Third Year		
Fall		
MUP 365	Music Performance Studies	2
Large ensemble course (MUS 395/6)		2
MUS 233	Music Theory VI	2
MUE 407	Seminar: [Topic] (Band Materials)	3
MUE 412	Elementary Music Methods	3
MUE 486	Teaching Laboratory II	1
MUS 486	Instrumental Conducting	3
MUE 387	Teaching Laboratory I	1
Credits		17
Winter		
MUP 365	Music Performance Studies	2
Large ensemble course (MUS 395/6)		2
MUS 327	Analysis: [Topic]	3
MUE 432	Music in School and Society	3

MUE 392	Instrumental Techniques: [Topic] (Percussion Tech)	1
Area of Inquiry: Social Science		4
Credits		15
Spring		
MUP 365	Music Performance Studies	2
Large ensemble course (MUS 395/6)		2
MUE 411	Band Methods	3
MUE 388	Teaching Laboratory I	1
MUE 455	Marching Band Methods	3
Area of Inquiry: Science		4
Credits		15
Fourth Year		
Fall		
MUE 450	Practicum in Music Education	2
MUE 429	Music in Special Education	3
MUJ 395	Small Jazz Ensemble: [Topic] (Music Ed Small Group)	1
MUE 392	Instrumental Techniques: [Topic] (High String Tech or Low String Tech)	1
PSY 201Z	Introduction to Psychology I	4
or	or Introduction to Psychology II	
PSY 202Z		
Area of Inquiry: Social Science		4
Credits		15
Winter		
MUE 450	Practicum in Music Education	2
MUE 430	Music Classroom Management	3
MUE 438	Curricular Strategies in Music Education	3
Area of Inquiry: Science		4
Area of Inquiry: Arts & Letters + US		4
Credits		16
Spring		
MUE 406	Field Studies: [Topic] (Fld Student Teaching)	12
MUE 407	Seminar: [Topic] (Sem Student Teaching)	1
Credits		13
Total Credits		180

Choral Specialty

Course	Title	Credits	Milestones
First Year			
Fall			
MUP 265	Music Performance Studies: [Topic]	2	
MUS 397	Chorus: [Topic]	2	
MUS 137	Keyboard Skills I	1	
WR 121Z	Composition I	4	
Area of Inquiry: Social Science		4	
Area of Inquiry: Science		4	
Credits		17	

Winter

MUP 265	Music Performance Studies: [Topic]	2
MUS 397	Chorus: [Topic]	2
MUS 131	Music Theory I	2
MUS 134	Aural Skills I	2
MUS 138	Keyboard Skills II	1
MUS 155	Introduction to Lyric Diction	2
WR 122Z or WR 123	Composition II or College Composition III	4

Credits 15

Spring

MUP 265	Music Performance Studies: [Topic]	2
MUS 397	Chorus: [Topic]	2
MUS 132	Music Theory II	2
MUS 135	Aural Skills II	2
MUS 138	Keyboard Skills II	1
MUS 358	Music in World Cultures	4
MUE 126	Orientation to Music Education	1
MUS 156	Introduction to Lyric Diction	2

Credits 16

Second Year**Fall**

MUP 265	Music Performance Studies: [Topic]	2
MUS 397	Chorus: [Topic]	2
MUS 133	Music Theory III	2
MUS 136	Aural Skills III	2
MUP 163	Functional Piano (or MUP 265: Voice Studio for Pianists)	2
MUS 267	History of Music 800 to 1600	4
MUE 392	Instrumental Techniques: [Topic] (Flute/Clarinet Tech)	1

Credits 15

Winter

MUP 265	Music Performance Studies: [Topic]	2
MUS 397	Chorus: [Topic]	2
MUS 231	Music Theory IV	2
MUS 234	Aural Skills IV	2
MUP 163	Functional Piano (or MUP 265: Voice Studio for Pianists)	2
MUS 268	Survey of Music History 1600 to 1800	4
MUE 392	Instrumental Techniques: [Topic] (Percussion)	1
MUE 392	Instrumental Techniques: [Topic] (Low Brass Tech)	1

Credits 16

Spring

MUP 265	Music Performance Studies: [Topic]	2
MUS 397	Chorus: [Topic]	2
MUS 232	Music Theory V	2
MUS 235	Aural Skills V	2
MUP 163	Functional Piano (or MUP 265: Voice Studio for Pianists)	2

MUS 269	Survey of Music History 1800 to Present	4

MUE 326	Foundations of Music Education	3

Credits 17

Third Year**Fall**

MUP 365	Music Performance Studies	2
MUS 397	Chorus: [Topic]	2
MUS 233	Music Theory VI	2
MUS 484	Choral Conducting and Literature	3
MUE 386	Teaching Laboratory I	1
MUE 412	Elementary Music Methods	3
MUE 486	Teaching Laboratory II	1
MUE 392	Instrumental Techniques: [Topic] (High String Tech)	1

Credits 15

Winter

MUP 365	Music Performance Studies	2
MUS 397	Chorus: [Topic]	2
MUE 442	Teaching Singing in the Classroom	3
MUE 387	Teaching Laboratory I	1
MUE 432	Music in School and Society	3
Area of Inquiry: Arts & Letters + US		4

Credits 15

Spring

MUP 365	Music Performance Studies	2
MUS 397	Chorus: [Topic]	2
MUS 327	Analysis: [Topic]	3
MUE 413	Secondary Choral Methods	3
MUE 388	Teaching Laboratory I	1
Area of Inquiry: Science		4

Credits 15

Fourth Year**Fall**

MUE 450	Practicum in Music Education	2
MUE 429	Music in Special Education	3
PSY 201Z	Introduction to Psychology I	4
Area of Inquiry: Social Science		4

Credits 13

Winter

MUE 450	Practicum in Music Education	2
MUE 430	Music Classroom Management	3
MUE 438	Curricular Strategies in Music Education	3

Area of Inquiry: Social Science 4

Area of Inquiry: Arts & Letters 4

Credits 16

Spring

MUE 406	Field Studies: [Topic]	12

MUE 407	Seminar: [Topic] (Sem Student Teaching)	1
Credits		13
Total Credits		183

¹ Singers take MUP 163 Functional Piano; instrumentalists take Music Performance Studies: [Topic] (MUP 265) (Voice).

² Only required for instrumentalists.

Elementary Specialty

Course	Title	Credits Milestones
First Year		
Fall		
MUS 137	Keyboard Skills I	1
MUP 265	Music Performance Studies: [Topic]	2
Large ensemble course (MUS 395/6/7)		2
WR 121Z	Composition I	4
PSY 202Z	Introduction to Psychology II	4
Credits		13
Winter		
MUS 131	Music Theory I	2
MUS 134	Aural Skills I	2
MUS 138	Keyboard Skills II	1
MUP 265	Music Performance Studies: [Topic]	2
Large ensemble course (MUS 395/6/7)		2
WR 122Z	Composition II	4
	or WR 123 or College Composition III	
MUE 392	Instrumental Techniques: [Topic] (Percussion Tech)	1
Credits		14
Spring		
MUS 138	Keyboard Skills II	1
MUP 265	Music Performance Studies: [Topic]	2
Large ensemble course (MUS 395/6/7)		2
MUS 358	Music in World Cultures	4
MUE 126	Orientation to Music Education	1
MUS 132	Music Theory II	2
MUS 135	Aural Skills II	2
Credits		14
Second Year		
Fall		
MUS 267	History of Music 800 to 1600	4
MUP 265	Music Performance Studies: [Topic]	2
Large ensemble course (MUS 395/6/7)		2
MUP 163	Functional Piano	2
MUS 133	Music Theory III	2
MUS 136	Aural Skills III	2
MUE 392	Instrumental Techniques: [Topic]	1
Credits		15
Winter		
MUS 268	Survey of Music History 1600 to 1800	4
MUP 265	Music Performance Studies: [Topic]	2

Large ensemble course (MUS 395/6/7)		2
MUP 163	Functional Piano	2
Area of inquiry course		4
MUS 231	Music Theory IV	2
MUS 234	Aural Skills IV	2
Credits		18

Spring

MUS 269	Survey of Music History 1800 to Present	4
MUP 265	Music Performance Studies: [Topic]	2
Large ensemble course (MUS 395/6/7)		2
MUE 326	Foundations of Music Education	3
MUP 163	Functional Piano	2
MUS 232	Music Theory V	2
MUS 235	Aural Skills V	2
Credits		17

Third Year

Fall		
MUS 233	Music Theory VI	2
MUS 484	Choral Conducting and Literature	3
MUE 386	Teaching Laboratory I	1
MUE 412	Elementary Music Methods	3
MUE 486	Teaching Laboratory II	1
MUP 365	Music Performance Studies	2
Large ensemble course (MUS 395/6/7)		2
Area of inquiry course		4
Credits		18

Winter

MUE 432	Music in School and Society	3
MUE 442	Teaching Singing in the Classroom	3
MUE 387	Teaching Laboratory I	1
MUS 486	Instrumental Conducting	3
MUE 387	Teaching Laboratory I	1
MUP 365	Music Performance Studies	2
Large ensemble course (MUS 395/6/7)		2
Credits		15

Spring

MUE 413	Secondary Choral Methods	3
MUE 388	Teaching Laboratory I	1
MUP 365	Music Performance Studies	2
Large ensemble course (MUS 395/6/7)		2
MUP 265	Music Performance Studies: [Topic] (Voice) ¹	2
Area of inquiry course		4
MUS 327	Analysis: [Topic]	3
Credits		17

Fourth Year

Fall		
MUE 430	Music Classroom Management	3
MUE 429	Music in Special Education	3
MUE 450	Practicum in Music Education	2
Area of inquiry course		4

Area of inquiry course	4
Credits	16
Winter	
MUE 438 Curricular Strategies in Music Education	3
MUE 420 Contemporary Methods in Music Education	3
MUE 450 Practicum in Music Education	2
Area of inquiry courses	8
Credits	16
Spring	
MUE 406 Field Studies: [Topic] (Fld Student Teach)	12
MUE 407 Seminar: [Topic] (Sem Student Teach)	1
Credits	13
Total Credits	186

¹ Only required for instrumentalists.

Strings Specialty

Course	Title	Credits	Milestones
First Year			
Fall			
MUS 137	Keyboard Skills I	1	
MUP 265	Music Performance Studies: [Topic]	2	
MUS 396	Orchestra: [Topic] (Symphony Orchestra)	2	
WR 121Z	Composition I	4	
MUE 392	Instrumental Techniques: [Topic] (High String Tech)	1	
Area of Inquiry Course		4	
Credits		14	
Winter			
MUS 138	Keyboard Skills II	1	
MUP 265	Music Performance Studies: [Topic]	2	
MUS 396	Orchestra: [Topic] (Symphony Orchestra)	2	
WR 122Z or WR 123	Composition II or College Composition III	4	
MUE 392	Instrumental Techniques: [Topic] (Low String Tech)	1	
MUS 131	Music Theory I	2	
MUS 134	Aural Skills I	2	
Credits		14	
Spring			
MUS 138	Keyboard Skills II	1	
MUP 265	Music Performance Studies: [Topic]	2	
MUS 396	Orchestra: [Topic] (Symphony Orchestra)	2	
MUS 358	Music in World Cultures	4	
MUE 126	Orientation to Music Education	1	
MUS 132	Music Theory II	2	

MUS 135	Aural Skills II	2
Credits		14
Second Year		
Fall		
MUS 267	History of Music 800 to 1600	4
MUP 265	Music Performance Studies: [Topic]	2
MUS 396	Orchestra: [Topic] (Symphony Orchestra)	2
MUE 392	Instrumental Techniques: [Topic] (High Brass Tech)	1
MUE 392	Instrumental Techniques: [Topic] (Flute/Clarinet Tech)	1
MUS 133	Music Theory III	2
MUS 136	Aural Skills III	2
Credits		14
Winter		
MUS 268	Survey of Music History 1600 to 1800	4
MUP 265	Music Performance Studies: [Topic]	2
MUS 396	Orchestra: [Topic] (Symphony Orchestra)	2
PSY 201Z or PSY 202Z	Introduction to Psychology I or Introduction to Psychology II	4
MUE 392	Instrumental Techniques: [Topic] (Percussion Tech)	1
MUS 231	Music Theory IV	2
MUS 234	Aural Skills IV	2
Credits		17
Spring		
MUS 269	Survey of Music History 1800 to Present	4
MUP 265	Music Performance Studies: [Topic]	2
MUS 396	Orchestra: [Topic] (Symphony Orchestra)	2
MUE 326	Foundations of Music Education	3
MUP 365	Music Performance Studies (2nd String Instrument)	2
MUS 232	Music Theory V	2
MUS 235	Aural Skills V	2
Credits		17
Third Year		
Fall		
MUP 365	Music Performance Studies	2
MUS 396	Orchestra: [Topic] (Symphony Orchestra)	2
MUE 407	Seminar: [Topic] (String Materials)	3
MUE 412	Elementary Music Methods	3
MUE 486	Teaching Laboratory II	1
MUE 459	Fundamentals of Violin and Viola Teaching	2
MUS 233	Music Theory VI	2
Credits		15
Winter		
MUP 365	Music Performance Studies	2

MUS 396	Orchestra: [Topic] (Symphony Orchestra)	2
MUS 486	Instrumental Conducting	3
MUE 387	Teaching Laboratory I	1
MUE 432	Music in School and Society	3
MUE 466	Community Music Institute Practicum	1
Area of inquiry course		4
Credits		16
Spring		
MUP 365	Music Performance Studies	2
MUS 396	Orchestra: [Topic] (Symphony Orchestra)	2
MUE 456	String Methods	3
MUE 388	Teaching Laboratory I	1
MUE 392	Instrumental Techniques: [Topic] (Voice Tech)	1
MUS 327	Analysis: [Topic]	3
Area of inquiry courses		4
Credits		16
Fourth Year		
Fall		
MUE 429	Music in Special Education	3
MUE 450	Practicum in Music Education	2
Area of inquiry courses		8
Elective course		1
Credits		14
Winter		
MUE 430	Music Classroom Management	3
MUE 438	Curricular Strategies in Music Education	3
MUE 450	Practicum in Music Education	2
Area of inquiry courses		8
Credits		16
Spring		
MUE 406	Field Studies: [Topic] (Fld Student Teaching)	12
MUE 407	Seminar: [Topic] (Sem Student Teaching)	1
Credits		13
Total Credits		180

Music Performance (BMus)

<https://musicanddance.uoregon.edu/music-performance> (<https://musicanddance.uoregon.edu/music-performance/>)

The UO School of Music and Dance has the largest full-time, in-residence music faculty on the West Coast north of Los Angeles. The school is grounded in the strength of the traditional canon while concurrently fostering the creation and performance of new work.

Our faculty produce well-rounded, skilled scholars and performers who are flexible leaders with global perspectives and great people skills who become cultural influencers and entrepreneurs.

Program's Admission Requirements

Please visit the program's website (<https://musicanddance.uoregon.edu/apply/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- General Studies - Competencies: Think, speak, and write clearly and effectively.
- General Studies - Competencies: A familiarity with fields of study beyond music such as those in the arts and humanities, the natural and physical sciences, and the social sciences.
- General Studies - Competencies: A functional awareness of the differences and commonalities regarding work in artistic, scientific, and humanistic domains.
- General Studies - Competencies: Awareness that multiple disciplinary perspectives and techniques are available to consider all issues and responsibilities including, but not limited to history, culture, moral and ethical issues, and decision-making.
- General Studies - Competencies: The ability to identify possibilities and locate information in other fields that have bearing on musical questions and endeavors.
- Common Body of Musical Knowledge and Skills -Performance: Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music degree.
- Common Body of Musical Knowledge and Skills -Performance: An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
- Common Body of Musical Knowledge and Skills -Performance: The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music degree.
- Common Body of Musical Knowledge and Skills -Performance: Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music degree.
- Common Body of Musical Knowledge and Skills -Performance: Keyboard competency.
- Common Body of Musical Knowledge and Skills -Performance: Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.
- Musicianship Skills and Analysis: An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
- Musicianship Skills and Analysis: Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.
- Musicianship Skills and Analysis: The ability to place music in historical, cultural, and stylistic contexts.
- Composition/Improvisation: Students must acquire a rudimentary capacity to create original or derivative music: written, electronic, or

improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. A basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field shall be demonstrated.

- **History and Repertory:** Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.
- **Synthesis:** While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

Bachelor of Music in Music Performance

Courses used to fulfill the major requirements must be passed with a grade of at least C-, or a mark of P* where pass/no pass is the only grading option for the course.

Code	Title	Credits
MUS 131–133	Music Theory I-III	6
MUS 134–136	Aural Skills I-III	6
MUS 137–139	Keyboard Skills I-III	3
MUS 231–233	Music Theory IV-VI	6
MUS 234	Aural Skills IV	2
MUS 235	Aural Skills V	2
MUS 267	History of Music 800 to 1600	4
MUS 268	Survey of Music History 1600 to 1800	4
MUS 269	Survey of Music History 1800 to Present	4
MUS 358	Music in World Cultures	4
Performance Studies ¹		24-48
Ensemble (at least 12 terms) ²		24
MUS 327	Analysis: [Topic] (one term)	3
MUS 384	Introduction to Conducting	2
Upper-division MUS electives		5
Junior and senior recitals ^{3, 4}		
Total Credits		99-123

¹ Six terms at the MUP 270 level and six terms at the MUP 465 level (48 total performance studies credits), with concurrent enrollment in assigned ensemble.

Voice Students: Six terms at the MUP 265 level and six terms at the MUP 365 level (24 total performance studies credits), with concurrent enrollment in assigned ensemble.

² For Music Performance majors whose primary instrument is piano, 6 of the 12 required terms of Ensemble must be MUS 394 Accompanying.

³ Credit may not be earned toward recitals with Reading and Conference: [Topic] (MUS 405).

⁴ Pre-recital hearings must be approved at least four weeks before the proposed recital date. For details, consult studio instructor.

Areas of Specialization

- bassoon
- cello
- clarinet
- classical guitar
- double bass
- euphonium
- flute
- harp
- harpsichord
- horn
- oboe
- organ
- percussion
- piano
- saxophone
- studio guitar
- trombone
- trumpet
- tuba
- viola
- violin
- voice

Students may also specialize in more than one wind instrument. For details, consult studio instructor.

Additional Requirements

Voice Option

Code	Title	Credits
Proficiency in French, German, or Italian equivalent to completion of one year of college study in each of two languages or two years of study in one language (typically 27–30 credits)		
MUS 155–156	Introduction to Lyric Diction	4
MUP 163	Functional Piano (three terms or equivalent)	6
MUS 394	Chamber Ensemble: [Topic] (one term)	1

Piano Option

Code	Title	Credits
Six of the twelve terms of ensemble must be in MUS 394 Chamber Ensemble: Accompanying.		
MUE 471–473	Piano Pedagogy I-III	7
MUE 409	Terminal Project	1-4

Harpsichord and Organ Option

Six of the 12 terms of ensemble must be in MUS 394 Chamber Ensemble: [Topic] (Accompanying).

Strings, Woodwinds, Brass, and Harp Option

In addition to the 12 terms of ensemble, at least three terms of MUS 394 Chamber Ensemble: [Topic] are required.

Percussion Option

In addition to 12 terms of ensemble, 12 terms of MUS 394 Chamber Ensemble: [Topic] (Oregon Percussion Ensemble) are required.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- Instrumental (p. 634)
- Percussion (p. 635)
- Piano (p. 636)
- Voice (p. 637)

Instrumental

Course	Title	Credits	Milestones
First Year			
Fall			
MUS 131	Music Theory I	2	
MUS 134	Aural Skills I	2	
MUS 137	Keyboard Skills I	1	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
WR 121Z	Composition I	4	
Credits		15	
Winter			
MUS 132	Music Theory II	2	
MUS 135	Aural Skills II	2	
MUS 138	Keyboard Skills II	1	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
WR 122Z	Composition II	4	
or WR 123 or College Composition III			
Credits		15	
Spring			
MUS 133	Music Theory III	2	
MUS 135	Aural Skills II	2	
MUS 139	Keyboard Skills III	1	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
MUS 358	Music in World Cultures	4	
Credits		15	
Second Year			
Fall			
MUS 231	Music Theory IV	2	
MUS 234	Aural Skills IV	2	
MUS 267	History of Music 800 to 1600	4	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
Credits		14	
Winter			
MUS 232	Music Theory V	2	
MUS 235	Aural Skills V	2	
MUS 268	Survey of Music History 1600 to 1800	4	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
Credits		14	

Spring		
MUS 233	Music Theory VI	2
MUS 269	Survey of Music History 1800 to Present	4
MUP 270	Music Performance Studies: [Topic]	4
Large ensemble course		2
Elective course		4
Credits		16
Third Year		
Fall		
MUP 465	Music Performance Studies: [Topic]	4
Large ensemble course		2
Upper-division music course		2
Area of inquiry course		4
Elective course		4
Credits		16
Winter		
MUP 465	Music Performance Studies: [Topic]	4
Large ensemble course		2
Chamber Ensemble		1
Area of inquiry/US: difference, inequality, & agency course		4
Area of inquiry course		4
Credits		15
Spring		
MUP 465	Music Performance Studies: [Topic]	4
Large ensemble course		2
Chamber ensemble course		1
Area of inquiry courses		8
Credits		15
Fourth Year		
Fall		
MUP 465	Music Performance Studies: [Topic]	4
Large ensemble course		2
Upper-division music course		3
Area of inquiry course		4
Elective course		4
Credits		17
Winter		
MUP 465	Music Performance Studies: [Topic]	4
Large ensemble course		2
Area of inquiry course		4
Elective course		4
Credits		14
Spring		
MUP 465	Music Performance Studies: [Topic]	4
Large ensemble course		2
Area of inquiry course		4
Elective course		4
Credits		14
Total Credits		180

Percussion

Course	Title	Credits	Milestones
First Year			
Fall			
MUS 131	Music Theory I	2	
MUS 134	Aural Skills I	2	
MUS 137	Keyboard Skills I	1	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
Percussion ensemble course		1	
WR 121Z	Composition I	4	
Credits		16	
Winter			
MUS 132	Music Theory II	2	
MUS 135	Aural Skills II	2	
MUS 138	Keyboard Skills II	1	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
Percussion ensemble course		1	
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Credits		16	
Spring			
MUS 133	Music Theory III	2	
MUS 135	Aural Skills II	2	
MUS 139	Keyboard Skills III	1	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
Percussion ensemble course		1	
MUS 358	Music in World Cultures	4	
Credits		16	
Second Year			
Fall			
MUS 231	Music Theory IV	2	
MUS 234	Aural Skills IV	2	
MUS 267	History of Music 800 to 1600	4	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
Percussion ensemble course		1	
Credits		15	
Winter			
MUS 232	Music Theory V	2	
MUS 235	Aural Skills V	2	
MUS 268	Survey of Music History 1600 to 1800	4	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
Percussion ensemble course		1	
Credits		15	
Spring			
MUS 233	Music Theory VI	2	
MUS 269	Survey of Music History 1800 to Present	4	

MUP 270	Music Performance Studies: [Topic]	4
Large ensemble course		2
Percussion ensemble course		1
Elective course		1
Credits		14
Third Year		
Fall		
MUP 465	Music Performance Studies: [Topic]	4
Large ensemble course		2
Upper-division music course		2
Area of inquiry course		4
Elective course		1
Percussion ensemble course		1
Credits		14
Winter		
MUP 465	Music Performance Studies: [Topic]	4
Large ensemble course		2
Chamber ensemble course		1
Area of inquiry/US: difference, inequality, and agency course		4
MUS 384	Introduction to Conducting	2
Percussion ensemble course		1
Credits		14
Spring		
MUP 465	Music Performance Studies: [Topic]	4
Large ensemble course		2
Chamber ensemble course		1
Area of inquiry courses		8
Percussion ensemble course		1
Credits		16
Fourth Year		
Fall		
MUP 465	Music Performance Studies: [Topic]	4
Large ensemble course		2
Upper-division music course		3
Area of inquiry course		4
Percussion ensemble course		1
Credits		14
Winter		
MUP 465	Music Performance Studies: [Topic]	4
Large ensemble course		2
Area of inquiry courses		8
Chamber ensemble course		1
Percussion ensemble course		1
Credits		16
Spring		
MUP 465	Music Performance Studies: [Topic]	4
Large ensemble course		2
Area of inquiry course		4
Elective course		3

Percussion ensemble course	1
Credits	14
Total Credits	180

Piano

Course	Title	Credits	Milestones
First Year			
Fall			
MUS 131	Music Theory I	2	
MUS 134	Aural Skills I	2	
MUS 137	Keyboard Skills I	1	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
WR 121Z	Composition I	4	
Credits		15	
Winter			
MUS 132	Music Theory II	2	
MUS 135	Aural Skills II	2	
MUS 138	Keyboard Skills II	1	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Credits		15	
Spring			
MUS 133	Music Theory III	2	
MUS 135	Aural Skills II	2	
MUS 138	Keyboard Skills II	1	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
MUS 358	Music in World Cultures	4	
Credits		15	
Second Year			
Fall			
MUS 231	Music Theory IV	2	
MUS 234	Aural Skills IV	2	
MUS 267	History of Music 800 to 1600	4	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
Credits		14	
Winter			
MUS 232	Music Theory V	2	
MUS 235	Aural Skills V	2	
MUS 268	Survey of Music History 1600 to 1800	4	
MUP 270	Music Performance Studies: [Topic]	4	
Large ensemble course		2	
Credits		14	
Spring			
MUS 233	Music Theory VI	2	
MUS 269	Survey of Music History 1800 to Present	4	
MUP 270	Music Performance Studies: [Topic]	4	

Large ensemble course	2
Elective course	4
Credits	16

Third Year

Fall

MUP 465	Music Performance Studies: [Topic]	4
Accompanying course		1
Upper-division music course		2
Area of inquiry course		4
MUE 471	Piano Pedagogy I: Teaching Beginners	3
MUS 327	Analysis: [Topic]	3
Credits		17

Winter

MUP 465	Music Performance Studies: [Topic]	4
Accompanying course		1
Chamber ensemble course		1
Area of inquiry/US: difference, inequality, and agency course		4
MUS 384	Introduction to Conducting	2
MUE 472	Piano Pedagogy II Teaching Groups	3
Credits		15

Spring

MUP 465	Music Performance Studies: [Topic]	4
Accompanying course		1
Chamber ensemble course		1
Area of inquiry courses		8
MUE 473	Piano Pedagogy III Teaching Intermediate Levels	3
Credits		17

Fourth Year

Fall

MUP 465	Music Performance Studies: [Topic]	4
Accompanying course		1
Upper-division music course		3
Area of inquiry course		4
Elective course		3
Practicum		1
Credits		16

Winter

MUP 465	Music Performance Studies: [Topic]	4
Accompanying course		1
Area of inquiry courses		8
Elective course		1
Credits		14

Spring

MUP 465	Music Performance Studies: [Topic]	4
Accompanying course		1
Area of inquiry course		4
Elective courses		3
Credits		12
Total Credits		180

Voice

Course	Title	Credits	Milestones
First Year			
Fall			
MUS 131	Music Theory I	2	
MUS 134	Aural Skills I	2	
MUS 137	Keyboard Skills I	1	
MUP 265	Music Performance Studies: [Topic]	2	
Chorus course		2	
WR 121Z	Composition I	4	
Credits		13	
Winter			
MUS 132	Music Theory II	2	
MUS 135	Aural Skills II	2	
MUS 138	Keyboard Skills II	1	
MUP 265	Music Performance Studies: [Topic]	2	
Chorus course		2	
MUS 155	Introduction to Lyric Diction	2	
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Credits		15	
Spring			
MUS 133	Music Theory III	2	
MUS 135	Aural Skills II	2	
MUS 138	Keyboard Skills II	1	
MUP 265	Music Performance Studies: [Topic]	2	
Chorus course		2	
MUS 156	Introduction to Lyric Diction	2	
Area of inquiry course		4	
Credits		15	
Second Year			
Fall			
MUS 231	Music Theory IV	2	
MUS 234	Aural Skills IV	2	
MUS 267	History of Music 800 to 1600	4	
MUP 265	Music Performance Studies: [Topic]	2	
Chorus course		2	
MUP 163	Functional Piano	2	
Credits		14	
Winter			
MUS 232	Music Theory V	2	
MUS 235	Aural Skills V	2	
MUS 268	Survey of Music History 1600 to 1800	4	
MUP 265	Music Performance Studies: [Topic]	2	
Chorus course		2	
MUP 163	Functional Piano	2	
Credits		14	
Spring			
MUS 233	Music Theory VI	2	
MUS 269	Survey of Music History 1800 to Present	4	
MUP 265	Music Performance Studies: [Topic]	2	

Chorus course		2
MUS 358	Music in World Cultures	4
MUP 163	Functional Piano	2
Credits		16
Third Year		
Fall		
MUP 365	Music Performance Studies	2
Chorus course		2
GER, FR, or ITAL 101		5
Area of inquiry course		4
Upper-division music course		3
Credits		16
Winter		
MUP 365	Music Performance Studies	2
Chorus course		2
GER, FR, or ITAL 102		5
Chamber ensemble course		1
Area of inquiry course		4
MUS 384	Introduction to Conducting	2
Credits		16
Spring		
MUP 365	Music Performance Studies	2
Chorus course		2
GER, FR, or ITAL 103		5
MUS 327	Analysis: [Topic]	3
Area of inquiry/US: difference, inequality, and agency course		4
Credits		16
Fourth Year		
Fall		
MUP 365	Music Performance Studies	2
Chorus course		2
GER, FR or ITAL 101 or 201		5
Area of inquiry courses		8
Credits		17
Winter		
MUP 365	Music Performance Studies	2
Chorus course		2
GER, FR, ITAL 102 or 202		5
Area of inquiry course		4
Upper-division music course		2
Credits		15
Spring		
MUP 365	Music Performance Studies	2
Chorus course		2
GER, FR, or ITAL 103 or 203		5
Area of inquiry course		4
Credits		13
Total Credits		180

Music: Jazz Studies (BMus)

<https://musicanddance.uoregon.edu/jazz-studies> (<https://musicanddance.uoregon.edu/jazz-studies/>)

The University of Oregon is home to a renowned program in Jazz Studies, known for an innovative and rigorous curriculum that prepares students adapt to the ever-evolving musical world in which we live. We believe that an in-depth study of improvisation, composition, and arranging facilitates the development of a versatile skill set that allows our graduates to embrace opportunities in a professional landscape that is always changing.

Program's Admission Requirements

Please visit the program's website (<https://musicanddance.uoregon.edu/apply/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- General Studies - Competencies: Think, speak, and write clearly and effectively.
- General Studies - Competencies: A familiarity with fields of study beyond music such as those in the arts and humanities, the natural and physical sciences, and the social sciences.
- General Studies - Competencies: A functional awareness of the differences and commonalities regarding work in artistic, scientific, and humanistic domains.
- General Studies - Competencies: Awareness that multiple disciplinary perspectives and techniques are available to consider all issues and responsibilities including, but not limited to history, culture, moral and ethical issues, and decision-making.
- General Studies - Competencies: The ability to identify possibilities and locate information in other fields that have bearing on musical questions and endeavors.
- Common Body of Musical Knowledge and Skills - Performance: Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music degree.
- Common Body of Musical Knowledge and Skills - Performance: An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
- Common Body of Musical Knowledge and Skills - Performance: The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music degree.
- Common Body of Musical Knowledge and Skills - Performance: Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music degree.
- Common Body of Musical Knowledge and Skills - Performance: Keyboard competency.
- Common Body of Musical Knowledge and Skills - Performance: Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

- Musicianship Skills and Analysis: An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
- Musicianship Skills and Analysis: Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.
- Musicianship Skills and Analysis: The ability to place music in historical, cultural, and stylistic contexts.
- Composition/Improvisation: Students must acquire a rudimentary capacity to create original or derivative music: written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. A basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field shall be demonstrated.
- History and Repertory: Students must acquire basic knowledge of music history and repertories through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.
- Synthesis: While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

Music: Jazz Studies Major Requirements

Courses used to fulfill the major requirements must be passed with a grade of at least C-, or a mark of P* where pass/no pass is the only grading option for the course.

Code	Title	Credits
Music Core Requirements		
MUS 131–133	Music Theory I-III	6
MUS 231	Music Theory IV	2
MUS 134–136	Aural Skills I-III	6
MUS 137–139	Keyboard Skills I-III	3
Two courses from the following list ¹		8
MUS 267	History of Music 800 to 1600	
MUS 268	Survey of Music History 1600 to 1800	
MUS 269	Survey of Music History 1800 to Present	
MUS 263	US Popular Music 1800 to 1930	
MUS 264	US Popular Music 1930 to 1965	
MUS 265	US Popular Music 1965 to 2000	
One course from the following		4
MUS 358	Music in World Cultures	
MUS 359	Music of the Americas	
MUS 365		
MUS 367	Survey of African Music	
MUS 451	Introduction to Ethnomusicology	
MUS 452	Musical Instruments of the World	

MUS 462	Popular Musics in the African Diaspora	
Performance Studies (Studio Instruction, Jazz, 9 terms) ²		18
Performance Studies (Studio Instruction, Classical, 5 terms) ^{2, 3}		10
MUJ 395	Small Jazz Ensemble: [Topic] (twelve terms)	12-24
Large Jazz Ensemble (Six Terms)		6-12
MUJ 390	Jazz Laboratory Band III (Jazz Laboratory Band III)	
MUJ 391	Jazz Laboratory Band II	
MUJ 392	Oregon Jazz Ensemble	
Classical ensemble—select three terms from the following:		3-6
MUS 394	Chamber Ensemble: [Topic] ⁴	
MUS 395	Band: [Topic]	
MUS 396	Orchestra: [Topic]	
MUS 397	Chorus: [Topic]	
MUJ 180–182	Jazz Performance Laboratory	6
MUJ 270	Jazz Theory	2
MUJ 271–272	Functional Jazz Piano I-II	4
MUJ 273–274	Jazz Improvisation I-II	4
MUJ 350	History of Jazz, 1900 to 1950	4
or MUJ 351	History of Jazz, 1940 to Present	
MUJ 480	Jazz Arranging I	3
MUJ 477	Advanced Jazz Repertoire I	3
MUJ 478	Advanced Jazz Repertoire II	3
MUJ 483	Advanced Jazz Arranging I	3
MUJ 484	Advanced Jazz Arranging II	3
MUJ 481	Jazz Arranging II	3
MUJ 275	Jazz Composition I	2
MUJ 276	Jazz Composition II	2
MUJ 440	Jazz Pedagogy Practicum	3
Electives		
Select courses totaling at least 18 credits from:		18
Courses in the music of other cultures		
Courses in music technology		
Courses in audio recording		
Other music courses ⁵		
Senior Recital		
Total Credits		141-162

¹ At least 4 credits must be from MUS 267-269.

² Including nine terms of jazz performance studies (at MUP 165, MUP 265, or MUP 365) and five terms of classical performance studies at MUP 165, MUP 265 or MUP 365. Classical and jazz performance studios may be taken concurrently.

³ For students whose primary instrument is guitar: Three additional terms of MUP 165, MUP 265, or MUP 365 Jazz Performance Studies may be taken in place of Classical Performance Studies. Three terms of Guitar Ensemble or three additional terms of large jazz ensemble may be taken in place of Classical Ensembles.

⁴ Chamber Ensemble: [Topic] (MUS 394) with Chamber Ensemble topic only

⁵ For details, consult jazz studies advisor.

Other Requirements

Continuation in the jazz studies program requires successful completion of sophomore and junior proficiency examinations.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Course	Title	Credits	Milestones
First Year			
Fall			
MUP 265	Music Performance Studies: [Topic] (Jazz)	2	
MUP 265	Music Performance Studies: [Topic] (Classical)	2	
MUJ 395	Small Jazz Ensemble: [Topic]	1	
MUS 137	Keyboard Skills I	1	
MUJ 180	Jazz Performance Laboratory	2	
MUS 263	US Popular Music 1800 to 1930	4	
or	or US Popular Music 1930 to 1965		
MUS 264	or US Popular Music 1965 to 2000		
or	or History of Music 800 to 1600		
MUS 265	or Survey of Music History 1600 to 1800		
or			
MUS 267			
or			
MUS 268			
WR 121Z	Composition I	4	
Credits		16	
Winter			
MUP 265	Music Performance Studies: [Topic] (Jazz)	2	
MUP 265	Music Performance Studies: [Topic] (Classical)	2	
MUJ 395	Small Jazz Ensemble: [Topic]	1	
MUS 131	Music Theory I	2	
MUS 134	Aural Skills I	2	
MUS 138	Keyboard Skills II	1	
MUJ 181	Jazz Performance Laboratory	2	
WR 122Z	Composition II	4	
or WR 123	or College Composition III		
Credits		16	
Spring			
MUP 265	Music Performance Studies: [Topic] (Jazz)	2	
MUP 265	Music Performance Studies: [Topic] (Classical)	2	
MUJ 395	Small Jazz Ensemble: [Topic]	1	
MUS 132	Music Theory II	2	
MUS 135	Aural Skills II	2	
MUS 139	Keyboard Skills III	1	
MUJ 182	Jazz Performance Laboratory	2	

MUS 358	Music in World Cultures	4
or	or Music of the Americas	
MUS 359	or Survey of African Music	
or	or Introduction to Ethnomusicology	
MUS 367	or Musical Instruments of the World	
or	or Popular Musics in the African	
MUS 451	Diaspora	
or		
MUS 452		
or		
MUS 462		

Credits 16
Second Year**Fall**

MUP 365	Music Performance Studies (Jazz)	2
MUP 265	Music Performance Studies: [Topic] (Classical)	2
MUJ 395	Small Jazz Ensemble: [Topic]	1
MUS 395	Band: [Topic] (Classical Large Ensemble or MUS 396 Symphony Orchestra)	2
MUS 133	Music Theory III	2
MUS 136	Aural Skills III	2
MUJ 270	Jazz Theory	2
Area of Inquiry: Arts & Letters (non-music)		4

Credits 17
Winter

MUP 365	Music Performance Studies (Jazz)	2
MUP 265	Music Performance Studies: [Topic] (Classical)	2
MUJ 395	Small Jazz Ensemble: [Topic]	1
MUS 395	Band: [Topic] (or MUS 396 Symphony Orchestra)	2
MUJ 271	Functional Jazz Piano I	2
MUJ 275	Jazz Composition 1	2
MUS 231	Music Theory IV	2
MUJ 350	History of Jazz, 1900 to 1950	4
or	or History of Jazz, 1940 to Present	
MUJ 351		

Credits 17
Spring

MUP 365	Music Performance Studies (Jazz)	2
MUJ 395	Small Jazz Ensemble: [Topic]	1
MUS 395	Band: [Topic] (Classical Large Ensemble or MUS 396 Symphony Orchestra)	2
MUJ 272	Functional Jazz Piano II	2
MUJ 276	Jazz Composition II	2
MUS 269	Survey of Music History 1800 to Present	4

Sophomore Barrier

Credits 13
Third Year**Fall**

MUP 365	Music Performance Studies (Jazz)	2

MUJ 390	Jazz Laboratory Band III	1
MUJ 395	Small Jazz Ensemble: [Topic]	1
MUJ 440	Jazz Pedagogy Practicum	3
MUJ 480	Jazz Arranging I	3
Area of Inquiry: Science		4
Music Elective		3

Credits 17
Winter

MUP 365	Music Performance Studies (Jazz)	2
MUJ 395	Small Jazz Ensemble: [Topic]	1
MUJ 390	Jazz Laboratory Band III	1
or	or Jazz Laboratory Band II	
MUJ 391	or Oregon Jazz Ensemble	
or		
MUJ 392		
MUJ 273	Jazz Improvisation I	2
MUJ 481	Jazz Arranging II	3
Area of Inquiry: Social Science		4
Music Elective		4

Credits 17
Spring

MUP 365	Music Performance Studies (Jazz)	2
MUJ 395	Small Jazz Ensemble: [Topic]	1
MUJ 390	Jazz Laboratory Band III	1
or	or Jazz Laboratory Band II	
MUJ 391	or Oregon Jazz Ensemble	
or		
MUJ 392		
MUJ 274	Jazz Improvisation II	2
Area of Inquiry: Science		4
Music Elective		3

Credits 13
Fourth Year**Fall**

MUJ 477	Advanced Jazz Repertoire I	3
MUJ 483	Advanced Jazz Arranging I	3
MUJ 395	Small Jazz Ensemble: [Topic]	1
MUJ 390	Jazz Laboratory Band III	1
or	or Jazz Laboratory Band II	
MUJ 391	or Oregon Jazz Ensemble	
or		
MUJ 392		
Area of Inquiry: Social Science		4

Credits 12
Winter

MUJ 395	Small Jazz Ensemble: [Topic]	1
MUJ 390	Jazz Laboratory Band III	1
or	or Jazz Laboratory Band II	
MUJ 391	or Oregon Jazz Ensemble	
or		
MUJ 392		
MUJ 478	Advanced Jazz Repertoire II	3
MUJ 484	Advanced Jazz Arranging II	3
Area of Inquiry: Science		4

Music Elective	4
Credits	16
Spring	
MUJ 395 Small Jazz Ensemble: [Topic]	1
MUJ 390 Jazz Laboratory Band III	1
or Jazz Laboratory Band II	
MUJ 391 or Oregon Jazz Ensemble	
or MUJ 392	
Area of Inquiry: Social Science	4
Music Elective	6
Credits	12
Total Credits	182

Popular Music (BA/BS)

A Bachelor of Arts or Science degree with a Popular Music provides students with a comprehensive course of study focused on songwriting, music production, music performance, music theory, and popular music history and culture. It can also include preparation for music entrepreneurship through coursework in marketing, business, and law. Students choose from a variety of performance ensembles, including gospel choirs, a hip hop ensemble, and popular music combos, among others.

Students can use elective requirements to deepen their engagement with a variety of subjects, including music production, jazz, electronic music, and the history and culture of popular music. A degree in Popular Music requires approximately two years of music coursework with no audition or portfolio needed. Students can elect to take more music coursework to complete general elective requirements, and can take music courses for four years should they choose to.

Program's Admission Requirements

Please visit the program's website (<https://musicanddance.uoregon.edu/apply/>).

Popular Music majors may apply for admission to the Music Production concentration during their second year of study. Admission to the program is contingent upon a cumulative UO GPA of 2.7 or higher, completion of MUS 151 Popular Songwriting, MUS 131 Music Theory I, and MUS 134 Aural Skills I with grades of C- or better. Admission to the concentration is determined by the Popular Music faculty.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Have an understanding of, and skill with, musicianship, defined as the fundamental comprehension of and ability to work with the elements of music.
- Have knowledge of the history of popular music and an understanding of the historical function of the music in relation to culture.
- Compose and produce popular music.
- Understand the financial and legal practices of the music industry.
- Perform music with an instrument and/or voice.
- Perform popular music in an ensemble with a group of people.

- Music Production Concentration (p. 642)

Popular Music Major Requirements

Code	Title	Credits
Theory and Musicianship		
MUS 131	Music Theory I	2
MUS 134	Aural Skills I	2
MUS 249	Popular Music Analysis	3
Theory and Musicianship Electives - Select courses from the following to reach at least 6 credits:		6-8
MUS 132	Music Theory II	
MUS 133	Music Theory III	
MUS 135	Aural Skills II	
MUS 136	Aural Skills III	
MUS 141	Popular Piano and Musicianship I	
MUS 142	Popular Piano and Musicianship II	
MUS 143	Popular Piano and Musicianship III	
MUJ 180	Jazz Performance Laboratory	
MUJ 181	Jazz Performance Laboratory	
MUJ 182	Jazz Performance Laboratory	
History and Culture		
MUS 263	US Popular Music 1800 to 1930	4
MUS 358	Music in World Cultures	4
History and Culture Electives - Select one course from the following:		3-4
MUS 227	Elements of Electronic Music	
MUS 264	US Popular Music 1930 to 1965	
MUS 265	US Popular Music 1965 to 2000	
MUS 360	Hip-Hop History, Culture, Aesthetics	
MUS 363	The Beatles and Their Times	
MUS 382		
MUS 428	Cultures of Musical Celebrity	
MUS 462	Popular Musics in the African Diaspora	
MUS 463	Popular Music Studies	
MUS 487	Music and Emotion	
Songwriting and Music Production		
MUS 151	Popular Songwriting	4
Select courses from the following to reach at least 6 credits:		6
MUS 476	Digital Audio Workstation Techniques I	
MUS 477	Digital Audio Workstation Techniques II	
MUS 478	Digital Audio Workstation Techniques III	
MUS 480	Audio Production Techniques I	
MUS 481	Audio Recording Techniques II	
Additional Theory & Musicianship Elective courses		
Additional History & Culture Elective courses		
Music Industry		
MUS 346	Music, Money, and the Law	4
Select one course from the following:		4
CINE 230	Remix Cultures	
J 340		
LAW 101	Introduction to United States law	
LAW 104	Introduction to Business Law	
MGMT 225	Introduction to Entrepreneurship	

MGMT 335	Launching New Ventures	
Music Performance		6
Three MUP courses on one or more instruments ¹		
Music Ensembles		3-6
Select three ensembles courses, including at least one of the following: ²		
MUS 394	Chamber Ensemble: [Topic] ((Hip Hop Ensemble))	
MUS 397	Chorus: [Topic] ((Gospel Singers, University Gospel Choir, University Gospel Ensemble))	
Additional Music Coursework		9
Select at least 9 credits of additional MUJ, MUP, and/or MUS credits from the categories above and/or from the following list, including any upper division credits necessary to reach 24 total upper division credits in music:		
MUJ 270	Jazz Theory	
MUJ 273	Jazz Improvisation I	
MUJ 274	Jazz Improvisation II	
MUJ 275	Jazz Composition I	
MUJ 276	Jazz Composition II	
MUS 432	Tonal Analysis: Analysis of Popular Music	
MUS 447	Digital Audio and Sound Design	
MUS 499	Senior Project	
Total Credits		60-66

¹ See also, General Limitations in the Registration and Academic Policies (http://catalog.uoregon.edu/admissionto graduation/registration_policies/) section of this catalog.

² Ensemble Courses: Collegium Musicum (MUS 391), Oregon Electronic Device Orchestra (MUS 393), Chamber Ensemble: [Topic] (MUS 394), Band: [Topic] (MUS 395), Orchestra: [Topic] (MUS 396), Chorus: [Topic] (MUS 397), Opera Workshop (MUS 398), Jazz Laboratory Band III (MUJ 390), Jazz Laboratory Band II (MUJ 391), Oregon Jazz Ensemble (MUJ 392), Small Jazz Ensemble: [Topic] (MUJ 395)

Popular Music Major - Music Production Concentration

Code	Title	Credits
Theory and Musicianship		
MUS 131	Music Theory I	2
MUS 134	Aural Skills I	2
MUS 249	Popular Music Analysis	3
Select courses from the following to reach at least 6 credits:		6-8
MUS 132	Music Theory II	
MUS 133	Music Theory III	
MUS 135	Aural Skills II	
MUS 136	Aural Skills III	
MUS 141	Popular Piano and Musicianship I	
MUS 142	Popular Piano and Musicianship II	
MUS 143	Popular Piano and Musicianship III	
MUJ 180	Jazz Performance Laboratory	
MUJ 181	Jazz Performance Laboratory	

MUJ 182	Jazz Performance Laboratory	
History and Culture		
MUS 263	US Popular Music 1800 to 1930	4
MUS 358	Music in World Cultures	4
Select one course from the following:		3-4
MUS 227	Elements of Electronic Music	
MUS 264	US Popular Music 1930 to 1965	
MUS 265	US Popular Music 1965 to 2000	
MUS 360	Hip-Hop History, Culture, Aesthetics	
MUS 363	The Beatles and Their Times	
MUS 382		
MUS 428	Cultures of Musical Celebrity	
MUS 462	Popular Musics in the African Diaspora	
MUS 463	Popular Music Studies	
MUS 487	Music and Emotion	
Songwriting and Music Production		
MUS 151	Popular Songwriting	4
MUS 476	Digital Audio Workstation Techniques I	3
MUS 477	Digital Audio Workstation Techniques II	3
MUS 478	Digital Audio Workstation Techniques III	3
MUS 480	Audio Production Techniques I	3
MUS 481	Audio Recording Techniques II	3
MUS 482	Audio Recording Techniques III	3
MUS 483	Audio Effects Theory and Design	4
MUS 488	Analog Recording Techniques	3
Music Industry		
MUS 346	Music, Money, and the Law	4
Select one course from the following:		4
CINE 230	Remix Cultures	
J 340		
LAW 101	Introduction to United States law	
LAW 104	Introduction to Business Law	
LAW 305		
MGMT 225	Introduction to Entrepreneurship	
MGMT 335	Launching New Ventures	

Music Performance		6
Three MUP courses on one or more instruments ¹		
Music Ensembles		3-6
Select three ensembles courses, including at least one of the following: ²		
MUS 394	Chamber Ensemble: [Topic] ((Hip Hop Ensemble))	
MUS 397	Chorus: [Topic] ((Gospel Singers, University Gospel Choir, University Gospel Ensemble))	
Additional Music Coursework		9
Select at least 9 credits of additional MUJ, MUP, and/or MUS credits from the categories above and/or from the following list, including any upper division credits necessary to reach 24 total upper division credits in music:		
MUJ 270	Jazz Theory	
MUJ 273	Jazz Improvisation I	
MUJ 274	Jazz Improvisation II	

MUJ 275	Jazz Composition 1	
MUJ 276	Jazz Composition II	
MUS 432	Tonal Analysis: Analysis of Popular Music	
MUS 447	Digital Audio and Sound Design	
MUS 499	Senior Project	
Total Credits		79-85

¹ See also, General Limitations in the Registration and Academic Policies (http://catalog.uoregon.edu/admissiontograduation/registration_policies/) section of this catalog.

² Ensemble Courses: Collegium Musicum (MUS 391), Oregon Electronic Device Orchestra (MUS 393), Chamber Ensemble: [Topic] (MUS 394), Band: [Topic] (MUS 395), Orchestra: [Topic] (MUS 396), Chorus: [Topic] (MUS 397), Opera Workshop (MUS 398), Jazz Laboratory Band III (MUJ 390), Jazz Laboratory Band II (MUJ 391), Oregon Jazz Ensemble (MUJ 392), Small Jazz Ensemble: [Topic] (MUJ 395)

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- Bachelor of Arts in Popular Music (p. 643)
- Bachelor of Science in Popular Music (p. 644)
- Bachelor of Arts in Popular Music (Music Production Concentration) (p. 644)
- Bachelor of Science in Popular Music (Music Production Concentration) (p. 645)

Bachelor of Arts in Popular Music

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121Z	Composition I	4	
MUS 263	US Popular Music 1800 to 1930	4	
MUP 1xxx	Performance Studies	2	
	Ensemble course	2	
	Elective course(s)	3	
Credits		15	
Winter			
WR 122Z	Composition II	4	
	or WR 123 or College Composition III		
MUS 151	Popular Songwriting	4	
MUP 1xxx	Performance Studies	2	
	Ensemble course	2	
	Elective course(s)	3	
Credits		15	
Spring			
MUS 358	Music in World Cultures	4	
	Non-music arts and letters course	4	
MUP 1xxx	Performance Studies	2	
	Ensemble course	2	
	Elective course(s)	3	
Credits		15	

Second Year

Fall

First term of 1st-year second-language sequence		5
MUS 131	Music Theory I	2
MUS 134	Aural Skills I	2
Non-music arts and letters course		4
Elective course(s)		2
Credits		15

Winter

Second term of 1st-year second-language sequence		5
MUS 132	Music Theory II	2
Musicianship course(s)		3
Area of inquiry course		4
Elective course		1
Credits		15

Spring

Third term of 1st-year second-language sequence		5
MUS 249	Popular Music Analysis	3
Musicianship course(s)		3
Elective course(s)		4
Credits		15

Third Year

Fall

First term of 2nd-year second-language sequence		5
MUS 476	Digital Audio Workstation Techniques I	3
MUS 480	Audio Production Techniques I	3
Elective course(s)		4
Credits		15

Winter

Second term of 2nd-year second-language sequence		5
Music history and culture course		4
Music industry course		4
Elective course(s)		2
Credits		15

Spring

Third term of 2nd-year second-language sequence		5
MUS 346	Music, Money, and the Law	4
Area of inquiry course		4
Elective course(s)		2
Credits		15

Fourth Year

Fall

Music elective course(s)		3
Area of inquiry courses		8
Elective course(s)		4
Credits		15

Winter

Music elective course(s)		3
Area of inquiry courses		8
Elective course(s)		4
Credits		15

Spring

Music elective course(s)	3
Area of inquiry courses	8
Elective course(s)	4
Credits	15
Total Credits	180

Bachelor of Science in Popular Music

Course	Title	Credits	Milestones

First Year

Fall

WR 121Z	Composition I	4
MUS 263	US Popular Music 1800 to 1930	4
MUP 1xxx	Performance Studies	2
Ensemble course		2
Elective course(s)		3
Credits		15

Winter

WR 122Z	Composition II	4
or WR 123	or College Composition III	
MUS 151	Popular Songwriting	4
MUP 1xxx	Performance Studies	2
Ensemble course		2
Elective course(s)		3
Credits		15

Spring

MUS 358	Music in World Cultures	4
Non-music arts and letters course		4
MUP 1xxx	Performance Studies	2
Ensemble course		2
Elective course(s)		3
Credits		15

Second Year

Fall

MUS 131	Music Theory I	2
MUS 134	Aural Skills I	2
Non-music arts and letters course		4
Bachelor of science MATH/CS course		4
Elective course(s)		3
Credits		15

Winter

MUS 132	Music Theory II	2
Musicianship course(s)		3
Bachelor of sceince MATH/CS course		4
Area of inquiry course		4
Elective course(s)		2
Credits		15

Spring

MUS 249	Popular Music Analysis	3
Musicianship course(s)		3
Bachelor of science MATH/CS course		4

Elective course(s)	5
Credits	15

Third Year

Fall

MUS 476	Digital Audio Workstation Techniques I	3
MUS 480	Audio Production Techniques I	3
Elective course(s)		9
Credits		15

Winter

Music history and culture course		4
Music industry course		4
Elective course(s)		7
Credits		15

Spring

MUS 346	Music, Money, and the Law	4
Area of inquiry course		4
Elective course(s)		7
Credits		15

Fourth Year

Fall

Music elective course(s)		3
Area of inquiry courses		8
Elective course(s)		4
Credits		15

Winter

Music elective course(s)		3
Area of inquiry courses		8
Elective course(s)		4
Credits		15

Spring

Music elective course(s)		3
Area of inquiry courses		8
Elective course(s)		4
Credits		15

Total Credits	180

Bachelor of Arts in Popular Music (Music Production Concentration)

Course	Title	Credits	Milestones

First Year

Fall

WR 121Z	Composition I	4
MUS 263	US Popular Music 1800 to 1930	4
MUP 1xxx	Performance Studies	2
Ensemble course		2
Elective course(s)		3
Credits		15

Winter

WR 122Z	Composition II	4
or WR 123	or College Composition III	
MUS 151	Popular Songwriting	4
MUP 1xxx	Performance Studies	2

Ensemble course	2
Elective course(s)	3

Credits	15

Spring

MUS 358	Music in World Cultures	4
Non-music arts and letters course		4
MUP 1xxx Performance Studies		2
Ensemble course		2
Elective course(s)		3

Credits	15

Second Year**Fall**

First term of 1st-year second-language sequence		5
MUS 131	Music Theory I	2
MUS 134	Aural Skills I	2
Non-music arts and letters course		4
Elective course(s)		2

Credits	15

Winter

Second term of 1st-year second-language sequence		5
MUS 132	Music Theory II	2
Musicianship course(s)		3
Area of inquiry course		4
Elective course		1

Credits	15

Spring

Third term of 1st-year second-language sequence		5
MUS 249	Popular Music Analysis	3
Musicianship course(s)		3
Elective course(s)		4

Credits	15

Third Year**Fall**

First term of 2nd-year second-language sequence		5
MUS 476	Digital Audio Workstation Techniques I	3
MUS 480	Audio Production Techniques I	3
MUS 483	Audio Effects Theory and Design	4

Credits	15

Winter

Second term of 2nd-year second-language sequence		5
MUS 477	Digital Audio Workstation Techniques II	3
MUS 481	Audio Recording Techniques II	3
MUS 488	Analog Recording Techniques	3
Elective course		1

Credits	15

Spring

Third term of 2nd-year second-language sequence		5
MUS 346	Music, Money, and the Law	4
MUS 478	Digital Audio Workstation Techniques III	3
MUS 482	Audio Recording Techniques III	3

Credits	15

Fourth Year**Fall**

Music elective course(s)	3
Area of inquiry courses	8
Elective course(s)	4

Credits	15

Winter

Music elective course(s)	3
Area of inquiry courses	8
Elective course(s)	4

Credits	15

Spring

Music elective course(s)	3
Area of inquiry courses	8
Elective course(s)	4

Credits	15

Total Credits	180

Bachelor of Science in Popular Music (Music Production Concentration)

Course	Title	Credits	Milestones

First Year**Fall**

WR 121Z	Composition I	4
MUS 263	US Popular Music 1800 to 1930	4
MUP 1xxx Performance Studies		2
Ensemble course		2
Elective course(s)		3

Credits	15

Winter

WR 122Z	Composition II	4
or WR 123	or College Composition III	
MUS 151	Popular Songwriting	4
MUP 1xxx Performance Studies		2
Ensemble course		2
Elective course(s)		3

Credits	15

Spring

MUS 358	Music in World Cultures	4
Non-music arts and letters course		4
MUP 1xxx Performance Studies		2
Ensemble course		2
Elective course(s)		3

Credits	15

Second Year**Fall**

Bachelor of science MATH/CS course		4
MUS 131	Music Theory I	2
MUS 134	Aural Skills I	2
Non-music arts and letters course		4
Elective course(s)		3

Credits	15

Winter

Bachelor of science MATH/CS cours	4
MUS 132 Music Theory II	2
Musicianship course(s)	3
Area of inquiry course	4
Elective course(s)	2

Credits	15

Spring

Bachelor of science MATH/CS course	4
MUS 249 Popular Music Analysis	3
Musicianship course(s)	3
Music industry course	4
Elective course	1

Credits	15

Third Year**Fall**

MUS 476 Digital Audio Workstation Techniques I	3
MUS 480 Audio Production Techniques I	3
MUS 483 Audio Effects Theory and Design	4
Area of inquiry course	4
Elective course	1

Credits	15

Winter

MUS 477 Digital Audio Workstation Techniques II	3
MUS 481 Audio Recording Techniques II	3
MUS 488 Analog Recording Techniques	3
Music history and culture course	4
Elective course(s)	2

Credits	15

Spring

MUS 346 Music, Money, and the Law	4
MUS 478 Digital Audio Workstation Techniques III	3
MUS 482 Audio Recording Techniques III	3
Elective course(s)	5

Credits	15

Fourth Year**Fall**

Music elective course(s)	3
Area of inquiry courses	8
Elective course(s)	4

Credits	15

Winter

Music elective course(s)	3
Area of inquiry courses	8
Elective course(s)	4

Credits	15

Spring

Music elective course(s)	3
Area of inquiry courses	8

Elective course(s)	4

Credits	15

Total Credits	180

Music Minor

<https://musicanddance.uoregon.edu/music-minor-programs#music>
<https://musicanddance.uoregon.edu/music-minor-programs/#music>

Undergraduates pursuing a Minor in Music will take courses in various areas of music. This highly flexible program allows students to explore the vast offerings of music classes at the University of Oregon to customize their learning experience.

Music Minor Requirements

The minor in music requires a minimum of 26 credits, 15 of which must be upper division. A minimum of 15 credits must be taken in residence. Courses must be taken for a grade if the graded option is offered. Courses applied to the minor must be graded C– or better or P (pass). No specific courses or categories are required. The minor in Music may not be taken concurrently with any other music degree program. Credits for the minor may be earned by taking any of the following pre-approved courses. For additional information, please visit the website (<http://music.uoregon.edu/current-students/undergraduate-music-students/>) or contact the music undergraduate office (ugradmus@uoregon.edu).

Code	Title	Credits
	Upper-division music courses ¹	15
	Music courses at any level ¹	11
Total Credits		26

¹ MUS subject code courses, MUJ subject code courses, MUP subject code courses, Physics of Sound and Music (PHYS 152), Music and the Brain (PSY 348), and Themes in the Humanities (HUM 300).

Other music courses may be approved by petition to the undergraduate committee.

Data-Driven Music Performance and Composition (PhD)

<https://musicanddance.uoregon.edu/>

Please visit the Music Technology Graduate Program (<https://musicanddance.uoregon.edu/music-technology-graduate-program/>) page for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate substantial skill and knowledge related to real-time performance and composition of electroacoustic music with data-driven musical instruments,
- Demonstrate substantial skill and knowledge related to design and fabrication of data-driven musical instruments.
- Demonstrate substantial skill and knowledge related to data-mapping strategies and techniques.

- Demonstrate substantial skill and knowledge related to sound synthesis techniques.
- Demonstrate substantial skill and knowledge related to data-driven instrumental performance techniques.
- Demonstrate substantial skill and knowledge related to data sonification techniques.

Code	Title	Credits
MUS 611	Research Methods in Music	3
MUS 665	Music in the 20th Century	3
Artist/Brand Development Course(s) ¹		3
PPPM 522	Grant Proposal Writing	
PPPM 572	Creative Placemaking	
PPPM 623	Professional Development	
HPHY 684	Kinematics of Human Movement	
Aesthetics and Design Course(s) ¹		3
ARTS 591	Methodologies: [Topic] (Topic Installation)	
ARTD 513	Emerging Technologies	
ARTD 563	Communciation Design	
Cultural Discourse Course(s) ¹		3
WGS 521	Bodies and Embodiment	
WGS 511	Feminist Praxis	
WGS 532	Gender, Environment, and Development	
WGS 550	Literature and Feminist World-Making	
MUS 551	Introduction to Ethnomusicology	
JCOM 624	Strategic Communication: [Topic] (Introduction to Social Virtual Reality)	
MUS 562	Popular Musics in the African Diaspora	
SOC 545	Sociology of Race and Ethnicity: [Topic] (Topic Race Big Picture)	
SOC 555	Issues in Sociology of Gender: [Topic] (Topic Issues in Sociology of Gender)	
SOC 542		
JCOM 511M	US Film Industry	
COLT 550	Comparative Studies in Cinema: [Topic]	
MUE 639	Pedagogy and Practicum: [Topic]	3
MUS 693	Oregon Electronic Device Orchestra	2
MUP 765	Music Performance Studies: [Topic] (Performance with Data-Driven Instruments (at least 6 terms))	24
MUS 550	Sensor Music	3
MUS 570	History of Electroacoustic Music	3
MUS 571	Musical Performance Networks	3
MUS 579	Data Sonification	4
Elective Courses		9-12
Recital ²		
Portfolio ³		
Comprehensive Exam		
MUS 603	Dissertation ⁴	18
Public Lecture & Oral Defense of Dissertation		
Total Credits		84-87

¹ Chosen in consultation with faculty advisor that are contained on the menu of approved courses for the degree. The course menu is

intended to evolve and update over time. Other courses are possible through a petition to faculty.

- A solo recital containing five original electroacoustic compositions to be performed with data-driven instruments that employ a variety of interface devices as the front-end to the data-driven instrument. The expected total duration will be approximately one hour. Degree recital must occur prior to the comprehensive exam.
- The portfolio is comprised of six original electroacoustic compositions performed by the candidate and documented with excellent audio/video recordings. Each composition in the portfolio must be musically substantial and well-executed in the documentation. All of the compositions of the portfolio must have received a public performance. Only one of the portfolio compositions may include other musical performers. The videos of the six works should be created as studio productions and not produced from recordings of live performances (except in cases when audience impact is vital to the work itself).
- The dissertation will be comprised of 1) an original large-scale computer music composition of a substantial and ambitious scope that is at least fifteen minutes in duration, that is performed with a data-driven instrument, and that is documented with a high-definition audio video recording; 2) the original software that contributes to documentation of the composition and that forms an essential component to the data-driven instrument; and 3) a text document that analyzes and describes the composition and the data-driven instrument.

Same as university's residency requirement. See Division of Graduate Studies section of this catalog.

Intermedia Music Technology (MMus)

<https://musicanddance.uoregon.edu/>

Please visit the Music Technology Graduate Program (<https://musicanddance.uoregon.edu/music-technology-graduate-program/>) page for more information:

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Have a basic understanding of the scope, integrative nature, and various functions of music technology as a field, including acquaintance with various applications of music technology in music, technological development, research, pedagogy, and in other fields.
- Have knowledge of and ability to use various terminologies and procedures in music technology, music, and technology, and their combinations as employed in and associated with the work of music technology. This includes, but is not limited to, their respective vocabularies of practice, ways work is conceptualized, developed, synthesized, and finalized, and phases of production, presentation, and/or distribution.
- Solve music technology problems, including (a) problem identification, information gathering, solution development, and testing, and (b) knowledge and skill to produce case-specific decisions about what is useful, usable, effective, and desirable during the course of music technology project development and production.
- Describe and respond to the needs or expectations of users, audiences, and/or contexts associated with doing professional work in two or more areas of music technology.

- Apply advanced knowledge of the properties of musical structures and processes to solving music technology problems.
- Have fundamental knowledge of current technologies and technological principles widely applicable to music technology, including but not limited to those associated with recording, manipulating, and presenting music and sound, signal flow and processing, music communication protocols, synthesis and interface technologies, sound synthesis, and interactive and generative media.
- Use industry standard technologies at a professional level to achieve goals and objectives associated with specific areas of music technology. These goals may be in terms such as mastery of production techniques, artistic expression, support for work in other fields, and relationships with other technologies and media.
- Apply knowledge of fundamental science, engineering, and math concepts and other aspects of the science of sounds and the electrical manipulations of sounds in music technology situations.
- Have a basic understanding of connections among music, technology, music technology, and culture, including the evolution of music technology, the impact of technology on music and culture, technological influences on multiple musical styles, including contemporary styles, and their cultural contexts, and information and means for projecting future possibilities in music technology; and basic understanding of these connections with regard to current and emerging Internet- and network-based programs, services, and environments related to the creation, sharing, and distribution of music.
- Have knowledge of the basic principles, laws, regulations, and ethical considerations and practices associated with music technology and intellectual property as it is both acquired and created by individuals working in the music technology program.
- Have comprehensive capabilities to use and integrate the above competencies in at least one area of music technology to produce professional-level work in at least one area, and basic-level work in a second area.

Intermedia Music Technology Requirements

Code	Title	Credits
Two 500- or 600-level seminars or courses in music outside the music technology area, approved by the advisor		6-8
MUS 550	Sensor Music	3
MUS 570	History of Electroacoustic Music	3
MUS 571	Musical Performance Networks	3
MUS 609	Terminal Project	9
MUS 611	Research Methods in Music	3
MUS 693	Oregon Electronic Device Orchestra	2
Completion of 18 credits of the following:		18
MUS 645	Advanced Electronic Composition	
Two nonmusic courses, approved in advance by the advisor		6-8
MUS 579	Data Sonification	4
Total Credits		57-61

Additional Requirements

- electroacoustic listening exam—a listening examination covering contemporary and classic works of electroacoustic music literature
- technical exam—a four-hour written examination on theoretical aspects of music technology

- final oral examination—reviewing the terminal project and degree course work

Music Composition (MMus)

<https://musicanddance.uoregon.edu/>

Please visit the Music Composition Graduate Program (<https://musicanddance.uoregon.edu/music-composition-graduate-programs/>) page for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate advanced competencies in composition. Studies in this area comprise as much as two-thirds or at least one-third of the total curriculum.
- Gain knowledge and skills in one or more fields of music outside the major such as history and literature, theory and analysis, musicology and ethnomusicology, performance, and pedagogy. Such supportive studies in music that broaden and deepen musical competence comprise at least one-third of the total curriculum.
- Be afforded regular opportunities to hear their works performed.
- Show a culminating demonstration of professional capability in the major field, the student must submit at least one original composition appropriate as a final project.

Master of Music in Music Composition Requirements

Code	Title	Credits
MUS 611	Research Methods in Music	3
MUS 538	Composers Forum (6 terms)	6
Select one of the following:		3
MUS 548	Interactive Media Performance	
MUS 570	History of Electroacoustic Music	
MUS 576	Digital Audio Workstation Techniques I	
MUS 580	Audio Production Techniques I	
MUS 645	Advanced Electronic Composition	
Select one of the following:		4
MUS 551	Introduction to Ethnomusicology	
MUS 552	Musical Instruments of the World	
MUS 590	Balinese Gamelan (2 terms)	
Two sequences of the following:		18
MUS 640–642	Advanced Composition Studies	
MUS 533	Counterpoint	4
MUS 534	Counterpoint	4
Select two of the following:		6
MUS 530	Tonal Analysis: Linear Prolongational Analysis	
MUS 531	Tonal Analysis: Form in Tonal Music	
MUS 532	Tonal Analysis: Analysis of Popular Music	
MUS 516	Post-Tonal Theory I	
MUS 634	Advanced Post-Tonal Theory	
Choose one from the following:		3
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	

MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
MUS 605	Reading and Conference: [Topic] (Composition Thesis Proposal) ¹	1
MUS 503	Thesis ²	9
Notation Proficiency		
Orchestration Proficiency		
Piano Proficiency ³		
Composition Recital ⁴		
Final Oral Examination ⁵		
Total Credits		61

¹ Composition Thesis Proposal. Must be taken no later than fourth quarter of Advanced Composition Studies.

² A composition of substantial dimension, composed under the guidance of a member of the music composition faculty. A reading (or performance) and recording of the thesis is required.

³ Students have 2 ways of meeting the piano proficiency: (1) Three consecutive terms of MUP 163 (2) pass the proficiency exam administered in Week of Welcome.

⁴ Public performance of at least 50 minutes of music composed under the guidance of and approved by the composition faculty.

⁵ Oral Examination reviewing thesis and degree coursework.

Music Composition (PhD)

<https://musicanddance.uoregon.edu/>

Please visit the Music Composition Graduate Program (<https://musicanddance.uoregon.edu/music-composition-graduate-programs/>) page for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- The doctoral degree program in composition stresses creative activity emphasizing the development of a personal aesthetic expressible in sound.
- Competencies also include a broad knowledge of historical and contemporary compositional practices, music theory, history and criticism, and creative approaches to relationships of these to the compositional process.

Doctor of Philosophy in Music Composition Requirements

Code	Title	Credits
MUS 611	Research Methods in Music	3
MUS 629	Repertoire and Analysis	3
MUE 641	College Music Teaching	3
MUS 665	Music in the 20th Century	3
Music in Historic Era - select one from the following:		3
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	

MUS 664	Music in the Romantic Era	
Non-Music Courses ¹		8
Research Development Courses (8 credits or 2 courses) ²		6-8
MUE 639	Pedagogy and Practicum: [Topic]	3
MUS 538	Composers Forum (at least 4 terms)	4
Two sequences of the following:		18
MUS 640–642 Advanced Composition Studies		
Select one course from the following:		3-4
MUS 548	Interactive Media Performance	
MUS 645	Advanced Electronic Composition	
MUS 533–535	Counterpoint	12
MUS 530	Tonal Analysis: Linear Prolongational Analysis	3
MUS 516	Post-Tonal Theory I	3
Select one course from the following:		3
MUS 517	Post-Tonal Theory II	
MUS 531	Tonal Analysis: Form in Tonal Music	
MUS 634	Advanced Post-Tonal Theory	
One additional graduate-level seminar or course in musicology/ethnomusicology		3-4
Ethnomusicology - select one course from the following:		4
MUS 551	Introduction to Ethnomusicology	
MUS 552	Musical Instruments of the World	
MUS 590	Balinese Gamelan (two terms)	
MUS 605	Reading and Conference: [Topic] ³	1
Notation Proficiency Exam		
Orchestration Proficiency Exam		
Recital		
Comprehensive Exam		
Dissertation		18
MUS 603	Dissertation	
Performance of dissertation and final defense		
Total Credits		104-108

¹ Chosen in consultation with faculty advisor. These courses are intended to assist with content creation of the final writing/creation of dissertation or lecture document.

² Chosen in consultation with faculty advisor. These courses are intended to prepare students for the research and writing/creation of dissertation or lecture document.

³ Composition dissertation proposal.

Musicology/Ethnomusicology Courses

Code	Title	Credits
MUS 528	Cultures of Musical Celebrity	3
MUS 551	Introduction to Ethnomusicology	4
MUS 552	Musical Instruments of the World	4
MUS 562	Popular Musics in the African Diaspora	4
MUS 575	History of Opera	4
MUS 587	Music and Emotion	4
MUS 614	Introduction to Musicology	4
MUS 643	Notation of Medieval and Renaissance Music	3

MUS 660	Music in the Middle Ages ¹	3
MUS 661	Music in the Renaissance ¹	3
MUS 662	Music in the Baroque Era ¹	3
MUS 663	Music in the Classical Period ¹	3
MUS 664	Music in the Romantic Era ¹	3
MUS 670	Graduate Seminar in Musicology: [Topic]	4
MUS 671	Seminar in Ethnomusicology: [Topic]	4
MUS 680	Historical Performance Practices I	3
MUS 681	Historical Performance Practices II	3
MUS 682	Historical Performance Practices III	3
MUS 683	Rhetoric and Music	4
MUS 684	Musical Iconography	4

¹ MUS 660-664 can only count after the student has already fulfilled the Music in Historic Era requirement.

Music: Conducting (MMus)

<https://musicanddance.uoregon.edu/>

Options are available in

- Choral (p. 650)
- Orchestral (p. 650)
- Wind Ensemble (p. 651)

Please visit the Music Conducting Graduate Program (<https://musicanddance.uoregon.edu/conducting-program/>) page for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate advanced competencies in conducting. Conducting, analytical studies, score reading, and rehearsal techniques comprise as much as two-thirds or at least one-third of the total curriculum.
- Gain knowledge and skills in one or more fields of music outside the major such as orchestration, history and literature, musicology and ethnomusicology, performance, and composition. Such supportive studies in music that broaden and deepen musical competence comprise at least one-third of the total curriculum.
- Choral conducting majors must be proficient in vocal pedagogy and in English, German, French, Italian, and Latin diction. They must have general phonetic knowledge and skills that can be related to other languages. They should have language competencies sufficient to understand texts in the repertory.
- Be afforded the opportunity for regular conducting experience under faculty supervision and with an appropriate ensemble.
- As a culminating demonstration of professional capability in the major field, the student must conduct a concert-length public performance or the equivalent.

Master of Music in Music: Conducting—Choral Emphasis

Code	Title	Credits
MUS 611	Research Methods in Music	3
Performance Studies: Voice, at least three terms		6
MUP 635	Music Performance Studies: [Topic]	

or MUP 650 Music Performance Studies		
MUS 607	Seminar: [Topic] (Choral Conducting)	2
MUS 607	Seminar: [Topic] (Choral Conducting)	2
MUS 607	Seminar: [Topic] (Choral Conducting)	2
MUS 627	Survey of Choral Literature I	3
MUS 628	Survey of Choral Literature II	3
MUE 606	Field Studies: [Topic] (three terms)	6
MUS 697	Chorus: [Topic] (three terms of Chamber Choir or University Singers)	6
Select two of the following:		6
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
Select two of the following:		6
MUS 607	Seminar: [Topic] (Master Class in Conducting associated with the Oregon Bach Festival)	
MUS 605	Reading and Conference: [Topic] (OBF Chamber Choir)	
MUS 680–682	Historical Performance Practices I-III	
MUE 542	Teaching Singing in the Classroom	
MUS 555	Lyric Diction	
MUS 556	Lyric Diction	
MUE 639	Pedagogy and Practicum: [Topic] (Choral Conducting or Voice)	
MUS 643–644	Notation of Medieval and Renaissance Music	
MUS 691	Collegium Musicum	

Total Credits 45

Additional Requirements

- final program portfolio
- 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

Residence Requirement

Three consecutive terms must be in residence, excluding summer sessions.

Master of Music in Music: Conducting—Orchestral Emphasis

Code	Title	Credits
MUS 611	Research Methods in Music	3
MUS 624	Instrumental Conducting Laboratory (six terms)	12
MUS 625	Orchestral Music: Bach to Beethoven	2
MUS 626	Orchestral Music: 1825 to Modern	2
MUS 629	Repertoire and Analysis	3
MUS 681	Historical Performance Practices II	3
or MUS 682	Historical Performance Practices III	

MUP Performance Studies (three terms)	6
MUP 635 Music Performance Studies: [Topic] or MUP 650 Music Performance Studies	
Select two of the following:	6
MUS 662 Music in the Baroque Era	
MUS 663 Music in the Classical Period	
MUS 664 Music in the Romantic Era	
MUS 665 Music in the 20th Century	
Ensemble (three terms) ¹	6
Electives at the 500 level or above in the area of emphasis ²	11
Juried rehearsal prepared in consultation with faculty advisor	
Total Credits	54

¹ Ensemble must be approved by an advisor.

² Chosen in consultation with an advisor.

Additional 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
- a research paper dealing with some aspect of orchestral conducting

Master of Music in Music: Conducting—Wind Ensemble Emphasis

Code	Title	Credits
MUP 635	Music Performance Studies: [Topic] (Three terms, 2 credits per term)	6
MUS 611	Research Methods in Music	3
MUS 620	Bibliography in Instrumental Conducting	3
MUS 624	Instrumental Conducting Laboratory (Six terms, 2 credits per term)	12
MUE 507	Seminar: [Topic] (Band Materials)	3
MUS 622	Wind Repertoire	3
MUS 623	Wind Repertoire	3
Select one of the following:		3
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	3
MUS 695	Band: [Topic] (three terms of Wind Ensemble)	6
Total Credits		45

Additional Requirements

- as a culminating demonstration of professional capability in the major field, the student must conduct a juried rehearsal and concert-length public performance or the equivalent
- academic year in residence
- a final oral examination that covers degree course work

- a research paper dealing with some aspect of wind ensemble conducting

Music Education (MMus)

<https://musicanddance.uoregon.edu/>

Please visit the Music Education Graduate Program (<https://musicanddance.uoregon.edu/music-education-graduate-programs/>) page for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate advanced competencies in music education. Studies in this area comprise as much as two-thirds or at least one-third of the total curriculum.
- Gain knowledge and skills in one or more fields of music outside the major such as performance, conducting, theory and analysis, and history and literature. Such supportive studies in music that broaden and deepen musical competence comprise at least one-third of the total curriculum. To ensure breadth of competence, it is strongly recommended that institutions require at least one advanced course in music history, musicology, or ethnomusicology; one in performance; and one in music theory analysis.
- Develop graduate-level perspectives on contemporary issues and problems in music education. This may include a review of curriculum developments, teaching methodology, innovations, and multidisciplinary concepts in advanced seminars or by other means.

Master of Music in Music Education Requirements

Candidates are required to establish an area of emphasis among the following:

- 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)

Code	Title	Credits
MUE 532	Music in School and Society	3
MUE 538	Curricular Strategies in Music Education	3
MUE 612	Quantitative Research in Music Education	3
MUE 649	History of Western Music Education	3
Music in Historic Era - Select one of the following:		3
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
Music Performance Studies		6
MUP 635	Music Performance Studies: [Topic]	

500-level or above music theory, musicology, or ethnomusicology course	3-4
500-level or above music education courses in area of emphasis	12
Electives at the 500- or 600-level ¹	6
Ensemble, three terms	3-6
Thesis/Project - Select one of the following:	6-9
MUE 503 Thesis (and oral examination - 9 credits)	
MUE 601 Research: [Topic] (and oral examination - 6 credits)	
Final Oral Examination ²	
Total Credits	51-58

¹ Recommended courses: MUE 647: Psychology of Music, MUE 614: Qualitative Research in Music Education, MUE 641: College Music Teaching, EDUC 6XX, EDLD 6XX.

² Oral examination reviewing all music education coursework.

Additional Requirements

As needed, courses in expository writing.

Musicology/Ethnomusicology/Music Theory Courses

Code	Title	Credits
MUS 528	Cultures of Musical Celebrity	3
MUS 551	Introduction to Ethnomusicology	4
MUS 552	Musical Instruments of the World	4
MUS 562	Popular Musics in the African Diaspora	4
MUS 575	History of Opera	4
MUS 587	Music and Emotion	4
MUS 614	Introduction to Musicology	4
MUS 643	Notation of Medieval and Renaissance Music	3
MUS 660	Music in the Middle Ages	3
MUS 661	Music in the Renaissance	3
MUS 662	Music in the Baroque Era	3
MUS 663	Music in the Classical Period	3
MUS 664	Music in the Romantic Era	3
MUS 665	Music in the 20th Century	3
MUS 670	Graduate Seminar in Musicology: [Topic]	4
MUS 671	Seminar in Ethnomusicology: [Topic]	4
MUS 680	Historical Performance Practices I	3
MUS 681	Historical Performance Practices II	3
MUS 682	Historical Performance Practices III	3
MUS 683	Rhetoric and Music	4
MUS 684	Musical Iconography	4
MUS 516	Post-Tonal Theory I	3
MUS 517	Post-Tonal Theory II	3
MUS 530	Tonal Analysis: Linear Prolongational Analysis	3
MUS 531	Tonal Analysis: Form in Tonal Music	3
MUS 532	Tonal Analysis: Analysis of Popular Music	3
MUS 533	Counterpoint	4
MUS 534	Counterpoint	4

MUS 535	Counterpoint	4
MUS 615	Current Trends in Music Theory	3
MUS 629	Repertoire and Analysis	3
MUS 630	History of Theory I	3
MUS 631	History of Theory II	3
MUS 632	History of Theory III	3
MUS 634	Advanced Post-Tonal Theory	3

Music Education (PhD)

<https://musicanddance.uoregon.edu/>

Please visit the Music Education Graduate Program (<https://musicanddance.uoregon.edu/music-education-graduate-programs/>) page for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- The doctoral degree program in music education emphasizes the preparation of music administrators, teachers, researchers, and educational leaders who are able to think abstractly, generalize knowledge, carry on research and apply research results to their own areas of specialization, and communicate effectively both orally and in written form. The program involves the scholarly study of the philosophical and psychological foundations of music education and the processes of teaching and learning music, culmination in a dissertation.

Doctor of Philosophy in Music Education

Code	Title	Credits
Graduate Course in Qualitative Research ¹		3-4
MUE 612	Quantitative Research in Music Education	3
MUE 641	College Music Teaching	3
MUE 647	Psychology of Music	3
MUE 649	History of Western Music Education	3
MUE 607	Seminar: [Topic] (3 terms) ²	3
Research Development Courses (8 credits or 2 courses) ³		6-8
MUE 601	Research: [Topic] (Dissertation Proposal Research) ⁴	3-6
Diagnostic Exam		
Comprehensive Exam		
MUE 603	Dissertation ⁵	18
Additional graduate credits (transferred from master's or taken at UO) to reach 81 total credits		
Public Lecture and final oral defense		
Total Credits		81

¹ Chosen in consultation with faculty advisor.

² Seminar in Music Education.

³ Chosen in consultation with faculty advisor. These courses are intended to prepare students for the research and writing/creation of dissertation.

⁴ Can be taken concurrently with or after comprehensive exam.

⁵ Summer session enrollment requires advisor's consent.

Music Performance (MMus)

<https://musicanddance.uoregon.edu/>

Options are available in

- Brass (p. 653): Euphonium, Horn, Trombone, Trumpet, Tuba
- Keyboards (p. 653): Harpsichord, Solo Piano
- Multiple Instruments (p. 654): Brass, Woodwinds
- Strings (p. 654): Double Bass, Cello, Viola, Violin
- Percussion (p. 655)
- Voice (p. 655)
- Woodwinds (p. 655): Bassoon, Clarinet, Flute, Oboe, Saxophone

Please visit the Music Performance Graduate Program (<https://musicanddance.uoregon.edu/music-performance-graduate-programs/>) page for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate advanced competencies in performance. Studies in this area comprise as much as two-thirds or at least one-third of the total curriculum.
- Gain knowledge and skills in one or more fields of music outside the major such as theory and analysis, history and literature, musicology and ethnomusicology, and pedagogy. Such supportive studies in music that broaden and deepen musical competence comprise at least one-third of the total curriculum.
- Voice majors are expected to be proficient in English, German, French, and Italian diction and to have general phonetic knowledge and skills that can be applied to other languages. They should have language competencies sufficient to understand texts in the repertory.
- As a culminating demonstration of professional capability in the major field, the student must present a public performance, which may serve as the thesis. Normally, the performance includes at least sixty minutes of recital in which the performer is a soloist.

Music Performance - Brass

Code	Title	Credits
MUS 611	Research Methods in Music	3
Performance Studies, MUP 665 (6 terms)		24
Appropriate Ensemble (6 terms)		12
MUS 695	Band: [Topic] or MUS 696 Orchestra: [Topic]	
MUS 691	Collegium Musicum	1
Music in Historic Era - select one of the following:		3
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
One music theory course at the 500-level or above ¹		3-4
One music theory or musicology/ethnomusicology course at the 600-level or above ¹		3-4

One musicology/ethnomusicology, theory, or literature course at the 500-level or above ¹ 3-4

Recital

Final Oral Examination ²

Total Credits **52-55**

¹ Courses are listed in the Approved Courses (p. 656) section.

² Oral examination with emphasis on history, literature, and pedagogy of the primary performance medium.

- Harpsichord (p. 653)
- Solo Piano (p. 653)

Music Performance - Keyboard: Harpsichord

Code	Title	Credits
MUS 611	Research Methods in Music	3
Performance Studies, MUP 665 (6 terms)		24
Appropriate Ensemble (6 terms) ¹		12
MUS 605	Reading and Conference: [Topic] ²	3
MUS 650	Piano Literature	3
MUS 691	Collegium Musicum	1
Music in Historic Era - select one of the following:		3
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
One music theory course at the 500-level or above ³		3-4
One music theory or musicology/ethnomusicology course at the 600-level or above ³		3-4
One musicology/ethnomusicology, theory, or literature course at the 500-level or above ³		3-4
Recital		
Final Oral Examination ⁴		
Total Credits		58-61

¹ Harpsichord students may enroll in one of the following courses instead of large-conducted ensembles: MUS 605, MUS 691, MUS 694

² Harpsichord Literature.

³ Courses are listed in the Approved Courses (p. 656) section.

⁴ Oral examination with emphasis on history, literature, and pedagogy of the primary performance medium.

Music Performance - Keyboard: Solo Piano

Code	Title	Credits
MUS 611	Research Methods in Music	3
Performance Studies, MUP 665 (6 terms)		24
Ensemble		9
MUS 521	The Collaborative Pianist	
MUS 522	The Collaborative Pianist	
MUS 523	The Collaborative Pianist	

MUS 694	Chamber Ensemble: [Topic] ¹	
MUS 691	Collegium Musicum	1
MUS 650	Piano Literature	3
MUS 651	Piano Literature	3
MUS 652	Piano Literature	3
Music in Historic Era - select one of the following:		3
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
One music theory course at the 500-level or above ²		3-4
One music theory or musicology/ethnomusicology course at the 600-level or above ²		3-4
One musicology/ethnomusicology, theory, or literature course at the 500-level or above ²		3-4
Recital		
Final Oral Examination ³		
Total Credits		58-61

¹ Top Accompanying. One credit each, at least 3 terms.

² Courses are listed in the Approved Courses (p. 656) section.

³ Oral examination with emphasis on history, literature, and pedagogy of the primary performance medium.

Music Performance - Multiple Brass or Woodwinds

Code	Title	Credits
MUS 611	Research Methods in Music	3
Performance Studies, MUP 665 (at least 3 terms) ¹		12
Performance Studies on secondary instruments ²		8
MUP 650	Music Performance Studies	
or MUP 665	Music Performance Studies	
Appropriate Ensemble (at least 3 terms) ³		6
MUS 695	Band: [Topic]	
or MUS 696	Orchestra: [Topic]	
MUS 691	Collegium Musicum	1
MUE 639	Pedagogy and Practicum: [Topic]	3
MUS 605	Reading and Conference: [Topic] ⁴	3
Music in Historic Era - select one of the following:		3
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
One music theory course at the 500-level or above ⁵		3-4
One music theory or musicology/ethnomusicology course at the 600-level or above ⁵		3-4
One musicology/ethnomusicology, theory, or literature course at the 500-level or above ⁵		3-4
Recital on primary instrument		

Recital of a substantial compositions on each of two secondary instruments

Final Oral Examination ⁶

Total Credits **48-51**

¹ Must be concurrently enrolled in a large ensemble for every term of studio instruction.

² Woodwinds (2 secondary instruments) = 2 terms on each instrument of MUP 650. Brass (2 secondary instruments) = 1 term on each instrument of MUP 665.

³ May be met by concurrent ensemble requirement from footnote 1.

⁴ Wind Instrument Music.

⁵ Courses are listed in the Approved Courses (p. 656) section.

⁶ Oral examination with emphasis on history, literature, and pedagogy of the primary performance medium.

- Double Bass, Cello (p. 654)

- Viola, Violin (p. 654)

Music Performance - Double Bass, Cello

Code	Title	Credits
MUS 611	Research Methods in Music	3
Performance Studies, MUP 665 (6 terms)		24
Appropriate Ensemble, MUS 696 (6 terms)		12
MUS 694	Chamber Ensemble: [Topic] ¹	3
MUS 691	Collegium Musicum	1
Music in Historic Era - select one of the following:		3
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
One music theory course at the 500-level or above ²		3-4
One music theory or musicology/ethnomusicology course at the 600-level or above ²		3-4
One musicology/ethnomusicology, theory, or literature course at the 500-level or above ²		3-4
Recital		
Final Oral Examination ³		
Total Credits		55-58

¹ At least three terms.

² Courses are listed in the Approved Courses (p. 656) section.

³ Oral examination with emphasis on history, literature, and pedagogy of the primary performance medium.

Music Performance - Viola, Violin

Code	Title	Credits
MUS 611	Research Methods in Music	3
Performance Studies, MUP 665 (6 terms)		24
Appropriate Ensemble, MUS 696 (6 terms)		12
MUS 694	Chamber Ensemble: [Topic] ¹	3

Select one of the following: 2

MUE 563	Pedagogy Methods: Violin and Viola	
MUE 564	Advanced Violin/Viola Pedagogy	
MUE 559	Fundamentals of Violin and Viola Teaching	2
MUE 565	Somatics for String Players	1
MUS 691	Collegium Musicum	1
Music in Historic Era - select one of the following:		3
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	

One music theory course at the 500-level or above ² 3-4

One music theory or musicology/ethnomusicology course at the 600-level or above ² 3-4

One musicology/ethnomusicology, theory, or literature course at the 500-level or above ² 3-4

Recital

Final Oral Examination ³

Total Credits 60-63

¹ At least three terms.

² Courses are listed in the Approved Courses (p. 656) section.

³ Oral examination with emphasis on history, literature, and pedagogy of the primary performance medium.

Music Performance - Percussion

Code	Title	Credits
MUS 611	Research Methods in Music	3
Performance Studies, MUP 665 (6 terms)		24
Appropriate Ensemble (6 terms)		12
MUS 695	Band: [Topic]	
	or MUS 696 Orchestra: [Topic]	
Percussion Ensemble, MUS 694 (6 terms)		6-12
MUS 691	Collegium Musicum	1
Music in Historic Era - select one of the following:		3
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	

One music theory course at the 500-level or above ¹ 3-4

One music theory or musicology/ethnomusicology course at the 600-level or above ¹ 3-4

One musicology/ethnomusicology, theory, or literature course at the 500-level or above ¹ 3-4

Recital

Final Oral Examination ²

Total Credits 58-67

¹ Courses are listed in the Approved Courses (p. 656) section.

² Oral examination with emphasis on history, literature, and pedagogy of the primary performance medium.

Music Performance - Voice

Code	Title	Credits
MUS 611	Research Methods in Music	3
Performance Studies, MUP 665 (6 terms)		24
Chorus or Opera Workshop (at least 3 terms)		6
MUS 697	Chorus: [Topic]	
	or MUS 698 Opera Workshop	
MUS 691	Collegium Musicum	1
MUS 555	Lyric Diction	3
MUS 556	Lyric Diction	3
MUS 567	Solo Vocal Music	3
MUS 568	Solo Vocal Music	3
MUS 574	History of Opera I: 1600-1800	4
MUS 575	History of Opera	4
Music in Historic Era - select one of the following:		3

MUS 660 Music in the Middle Ages

MUS 661 Music in the Renaissance

MUS 662 Music in the Baroque Era

MUS 663 Music in the Classical Period

MUS 664 Music in the Romantic Era

MUS 665 Music in the 20th Century

One music theory course at the 500-level or above ¹ 3-4

Recitals

Final Oral Examination ²

Total Credits 60-61

¹ Courses are listed in the Approved Courses (p. 656) section.

² Oral examination with emphasis on history, literature, and pedagogy of the primary performance medium.

Additional Requirements

Language: One year of college study in each language – Italian, French, German. These can have been completed at a previous institution.

Music Performance - Woodwinds

Code	Title	Credits
MUS 611	Research Methods in Music	3
Performance Studies, MUP 665 (6 terms)		24
Appropriate Ensemble (6 terms)		12
MUS 695	Band: [Topic]	
	or MUS 696 Orchestra: [Topic]	
MUS 691	Collegium Musicum ¹	1
Music in Historic Era - select one of the following:		3
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	

One music theory course at the 500-level or above ²	3-4
One music theory or musicology/ethnomusicology course at the 600-level or above ²	3-4
One musicology/ethnomusicology, theory, or literature course at the 500-level or above ²	3-4
Recital	
Final Oral Examination ³	
Total Credits	52-55

¹ Not required for saxophone students.

² Courses are listed in the Approved Courses (p. 656) section.

³ Oral examination with emphasis on history, literature, and pedagogy of the primary performance medium.

Music Theory Courses

Code	Title	Credits
MUS 516	Post-Tonal Theory I	3
MUS 517	Post-Tonal Theory II	3
MUS 530	Tonal Analysis: Linear Prolongational Analysis	3
MUS 531	Tonal Analysis: Form in Tonal Music	3
MUS 532	Tonal Analysis: Analysis of Popular Music	3
MUS 533	Counterpoint	4
MUS 534	Counterpoint	4
MUS 535	Counterpoint	4
MUS 670	Graduate Seminar in Musicology: [Topic]	4
MUS 615	Current Trends in Music Theory	3
MUS 629	Repertoire and Analysis	3
MUS 630	History of Theory I	3
MUS 631	History of Theory II	3
MUS 632	History of Theory III	3
MUS 634	Advanced Post-Tonal Theory	3
MUE 639	Pedagogy and Practicum: [Topic]	3

Musicology/Ethnomusicology & Music Theory Courses (600-Level up)

Code	Title	Credits
MUS 614	Introduction to Musicology	4
MUS 643	Notation of Medieval and Renaissance Music	3
MUS 660	Music in the Middle Ages ¹	3
MUS 661	Music in the Renaissance ¹	3
MUS 662	Music in the Baroque Era ¹	3
MUS 663	Music in the Classical Period ¹	3
MUS 664	Music in the Romantic Era ¹	3
MUS 665	Music in the 20th Century ¹	3
MUS 670	Graduate Seminar in Musicology: [Topic]	4
MUS 671	Seminar in Ethnomusicology: [Topic]	4
MUS 680	Historical Performance Practices I	3
MUS 681	Historical Performance Practices II	3
MUS 682	Historical Performance Practices III	3
MUS 683	Rhetoric and Music	4
MUS 684	Musical Iconography	4

MUS 615	Current Trends in Music Theory	3
MUS 629	Repertoire and Analysis	3
MUS 630	History of Theory I	3
MUS 631	History of Theory II	3
MUS 632	History of Theory III	3
MUS 634	Advanced Post-Tonal Theory	3

¹ These courses can also count in this category, but only after the Music in Historic Era requirement is completed.

Musicology/Ethnomusicology & Music Theory Courses (500-Level up)

Code	Title	Credits
MUS 528	Cultures of Musical Celebrity	4
MUS 551	Introduction to Ethnomusicology	4
MUS 552	Musical Instruments of the World	4
MUS 562	Popular Musics in the African Diaspora	4
MUS 575	History of Opera	4
MUS 587	Music and Emotion	4
MUS 614	Introduction to Musicology	4
MUS 643	Notation of Medieval and Renaissance Music	3
MUS 660	Music in the Middle Ages ¹	3
MUS 661	Music in the Renaissance ¹	3
MUS 662	Music in the Baroque Era ¹	3
MUS 663	Music in the Classical Period ¹	3
MUS 664	Music in the Romantic Era ¹	3
MUS 665	Music in the 20th Century ¹	3
MUS 670	Graduate Seminar in Musicology: [Topic]	4
MUS 671	Seminar in Ethnomusicology: [Topic]	4
MUS 680	Historical Performance Practices I	3
MUS 681	Historical Performance Practices II	3
MUS 682	Historical Performance Practices III	3
MUS 683	Rhetoric and Music	4
MUS 684	Musical Iconography	4
MUS 516	Post-Tonal Theory I	3
MUS 517	Post-Tonal Theory II	3
MUS 531	Tonal Analysis: Form in Tonal Music	3
MUS 532	Tonal Analysis: Analysis of Popular Music	3
MUS 533	Counterpoint	4
MUS 534	Counterpoint	4
MUS 535	Counterpoint	4
MUS 615	Current Trends in Music Theory	3
MUS 629	Repertoire and Analysis	3
MUS 630	History of Theory I	3
MUS 631	History of Theory II	3
MUS 632	History of Theory III	3
MUS 634	Advanced Post-Tonal Theory	3

¹ These courses can also count in this category, but only after the Music in Historic Era requirement is completed.

Music Performance (DMA)

<https://musicanddance.uoregon.edu/>

Options are available in

- Instruments (p. 657): Brass (Euphonium, Horn, Trombone, Trumpet, Tuba), Double Bass, Cello, Percussion, and Woodwinds (Bassoon, Clarinet, Flute, Oboe, Saxophone)
- Keyboards (p. 657): Solo Piano, Collaborative Piano
- Violin and Viola (p. 658)
- Voice (p. 659)

Please visit the Music Performance Graduate Program (<https://musicanddance.uoregon.edu/music-performance-graduate-programs/>) page for more information.

At the doctoral level, the basic orientation is the highest level of professional practice emphasizing the creation or performance of musical works and the application and transmission of knowledge about musical works and pedagogy. Creation, performance, and teaching are highly disciplined efforts; inquiry and investigation, and often research and scholarship, are components of performance practice.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate advanced competencies in performance. Studies in this area comprise as much as two-thirds or at least one-third of the total curriculum.
- Gain knowledge and skills in one or more fields of music outside the major such as theory and analysis, history and literature, musicology and ethnomusicology, and pedagogy. Such supportive studies in music that broaden and deepen musical competence comprise at least one-third of the total curriculum.
- Voice majors are expected to be proficient in English, German, French, and Italian diction and to have general phonetic knowledge and skills that can be applied to other languages. They should have language competencies sufficient to understand texts in the repertory.
- As a culminating demonstration of professional capability in the major field, the student must present three public performances and complete a lecture/document or dissertation. The performances include at least sixty minutes of recital in which the performer is a soloist.

DMA in Music Performance - Brass, Double Bass, Cello, Percussion, Woodwinds

Code	Title	Credits
MUS 611	Research Methods in Music	3
MUS 629	Repertoire and Analysis	3
Music in Historic Era - select two from the following:		6
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
Ensemble (at least 6 terms)		12

MUS 695	Band: [Topic]	
	or MUS 696 Orchestra: [Topic]	
Non-Music Courses ¹		8
Research Development Courses (2 courses) ²		6-8
MUE 639	Pedagogy and Practicum: [Topic]	3
Two Musicology/Ethnomusicology or Theory courses at the 500-level or above ³		6-8
Performance Studies, MUP 765 (at least 6 terms)		24
MUS 607	Seminar: [Topic] ⁴	2
Three solo recitals		
Comprehensive Exam		
Lecture Document or Dissertation - select one from the following:		6-18
MUS 601	Research: [Topic] (6 credits)	
MUS 603	Dissertation (18 credits)	
Public Lecture & Oral Defense of Lecture Document/ Dissertation		
Total Credits		79-95

- ¹ Chosen in consultation with faculty advisor. These courses are intended to assist with content creation of the final writing/creation of dissertation or lecture document.
- ² Chosen in consultation with faculty advisor. These courses are intended to prepare students for the research and writing/creation of dissertation or lecture document.
- ³ Courses are listed in the Approved Courses (p. 659) section.
- ⁴ DMA Thesis Organization

- Solo Piano (p. 657)
- Collaborative Piano (p. 658)

DMA in Music Performance - Solo Piano

Code	Title	Credits
MUS 611	Research Methods in Music	3
MUS 629	Repertoire and Analysis	3
Music in Historic Era - select two from the following:		6
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
Ensemble		6
MUS 521	The Collaborative Pianist	
MUS 522	The Collaborative Pianist	
MUS 523	The Collaborative Pianist	
Non-Music Courses ¹		8
Research Development Courses (2 courses) ²		6-8
MUE 639	Pedagogy and Practicum: [Topic]	3
Two Musicology/Ethnomusicology or Theory courses at the 500-level or above ³		6-8
Performance Studies, MUP 765 (at least 6 terms)		24
MUS 650	Piano Literature	3

MUS 651	Piano Literature	3
MUS 652	Piano Literature	3
MUS 607	Seminar: [Topic] ⁴	2
Three solo recitals		
Comprehensive Exam		
Lecture Document or Dissertation - select one from the following:		6-18
MUS 601	Research: [Topic] (6 credits)	
MUS 603	Dissertation (18 credits)	
Public Lecture & Oral Defense of Lecture Document/ Dissertation		
Total Credits		82-98

¹ Chosen in consultation with faculty advisor. These courses are intended to assist with content creation of the final writing/creation of dissertation or lecture document.

² Chosen in consultation with faculty advisor. These courses are intended to prepare students for the research and writing/creation of dissertation or lecture document.

³ Courses are listed in the Approved Courses (p. 659) section.

⁴ DMA Thesis Organization

DMA in Music Performance - Collaborative Piano

Code	Title	Credits
MUS 611	Research Methods in Music	3
MUS 629	Repertoire and Analysis	3
Choose two of the following:		6
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
Ensemble, MUS 694 (at least 3 terms)		3
Non-Music Courses ¹		8
Research Development Courses (2 courses) ²		6-8
MUE 639	Pedagogy and Practicum: [Topic]	3
Two Musicology/Ethnomusicology or Theory courses at the 500-level or above		6-8
Performance Studies, MUP 765 (at least 6 terms)		24
MUP 635	Music Performance Studies: [Topic] ³	2
MUS 691	Collegium Musicum	1
Choose one of the following:		4
MUS 574	History of Opera I: 1600-1800	
MUS 575	History of Opera	
MUS 567	Solo Vocal Music	3
MUS 568	Solo Vocal Music	3
MUS 555	Lyric Diction	3
MUS 556	Lyric Diction	3
MUS 607	Seminar: [Topic] ⁴	2
Three solo recitals		
Comprehensive Exam		

Lecture Document or Dissertation - select one from the following:

MUS 601	Research: [Topic] (6 credits)
MUS 603	Dissertation (18 credits)

Public Lecture & Oral Defense of Lecture Document/ Dissertation

Total Credits **89-105**

¹ Chosen in consultation with faculty advisor. These courses are intended to assist with content creation of the final writing/creation of dissertation or lecture document.

² Chosen in consultation with faculty advisor. These courses are intended to prepare students for the research and writing/creation of dissertation or lecture document.

³ Harpsichord or Basso Continuo.

⁴ DMA Thesis Organization

DMA in Music Performance - Violin, Viola

Code	Title	Credits
MUS 611	Research Methods in Music	3
MUS 629	Repertoire and Analysis	3
Music in Historic Era - select two from the following:		6
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
Ensemble, MUS 696 (at least 6 terms)		12
Non-Music Courses ¹		8
Research Development Courses (2 courses) ²		6-8
MUE 639	Pedagogy and Practicum: [Topic]	3
Two Musicology/Ethnomusicology or Theory courses at the 500-level or above ³		6-8
Performance Studies, MUP 765 (at least 6 terms)		24
Select one of the following:		2
MUE 563	Pedagogy Methods: Violin and Viola	
MUE 564	Advanced Violin/Viola Pedagogy	
MUE 565	Somatics for String Players	1
MUE 559	Fundamentals of Violin and Viola Teaching	2
MUS 607	Seminar: [Topic] ⁴	2
Three solo recitals		
Comprehensive Exam		
Lecture Document or Dissertation - select one from the following:		6-18
MUS 601	Research: [Topic] (6 credits)	
MUS 603	Dissertation (18 credits)	
Public Lecture & Oral Defense of Lecture Document/ Dissertation		
Total Credits		84-100

¹ Chosen in consultation with faculty advisor. These courses are intended to assist with content creation of the final writing/creation of dissertation or lecture document.

² Chosen in consultation with faculty advisor. These courses are intended to prepare students for the research and writing/creation of dissertation or lecture document.

³ Courses are listed in the Approved Courses (p. 659) section.

⁴ DMA Thesis Organization

DMA in Music Performance - Voice

Code	Title	Credits
MUS 611	Research Methods in Music	3
MUS 629	Repertoire and Analysis	3
Music in Historic Era - select two from the following:		6
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
Ensemble (at least 6 terms)		12
MUS 697	Chorus: [Topic]	
	or MUS 698 Opera Workshop	
Non-Music Courses ¹		8
Research Development Courses (2 courses) ²		6-8
MUE 639	Pedagogy and Practicum: [Topic]	3
Two Musicology/Ethnomusicology or Theory courses at the 500-level or above ³		6-8
Performance Studies, MUP 765 (at least 6 terms)		24
Foreign Language ⁴		
MUS 607	Seminar: [Topic] ⁵	2
Three solo recitals		
Comprehensive Exam		
Lecture Document or Dissertation - select one from the following:		6-18
MUS 601	Research: [Topic] (6 credits)	
MUS 603	Dissertation (18 credits)	
Public Lecture & Oral Defense of Lecture Document/ Dissertation		
Total Credits		79-95

¹ Chosen in consultation with faculty advisor. These courses are intended to assist with content creation of the final writing/creation of dissertation or lecture document.

² Chosen in consultation with faculty advisor. These courses are intended to prepare students for the research and writing/creation of dissertation or lecture document.

³ Courses are listed in the Approved Courses (p. 659) section.

⁴ One year of college study in at least two of the languages - French, German, Italian. Can have been completed at previous institutions.

⁵ DMA Thesis Organization

Musicology/Ethnomusicology & Music Theory Courses 500-level up

Code	Title	Credits
MUS 528	Cultures of Musical Celebrity	4
MUS 551	Introduction to Ethnomusicology	4

MUS 552	Musical Instruments of the World	4
MUS 562	Popular Musics in the African Diaspora	4
MUS 575	History of Opera	4
MUS 587	Music and Emotion	4
MUS 614	Introduction to Musicology	4
MUS 643	Notation of Medieval and Renaissance Music	3
MUS 660	Music in the Middle Ages ¹	3
MUS 661	Music in the Renaissance ¹	3
MUS 662	Music in the Baroque Era ¹	3
MUS 663	Music in the Classical Period ¹	3
MUS 664	Music in the Romantic Era ¹	3
MUS 665	Music in the 20th Century ¹	3
MUS 670	Graduate Seminar in Musicology: [Topic]	4
MUS 671	Seminar in Ethnomusicology: [Topic]	4
MUS 680	Historical Performance Practices I	3
MUS 681	Historical Performance Practices II	3
MUS 682	Historical Performance Practices III	3
MUS 683	Rhetoric and Music	4
MUS 684	Musical Iconography	4
MUS 516	Post-Tonal Theory I	3
MUS 517	Post-Tonal Theory II	3
MUS 530	Tonal Analysis: Linear Prolongational Analysis	3
MUS 531	Tonal Analysis: Form in Tonal Music	3
MUS 532	Tonal Analysis: Analysis of Popular Music	3
MUS 533	Counterpoint	4
MUS 534	Counterpoint	4
MUS 535	Counterpoint	4
MUS 615	Current Trends in Music Theory	3
MUS 629	Repertoire and Analysis	3
MUS 630	History of Theory I	3
MUS 631	History of Theory II	3
MUS 632	History of Theory III	3
MUS 634	Advanced Post-Tonal Theory	3

¹ These courses can also count in this category, but only after the Music in Historic Era requirement is completed.

Music Theory (MA)

<https://musicanddance.uoregon.edu/>

Please visit the Music Theory Graduate Program (<https://musicanddance.uoregon.edu/graduate-programs/>) page for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Gain advanced competency in analytical methodologies for tonal and post-tonal music
- Develop academic research and writing skills to a level commensurate with scholarly publications in music theory and musicology

- Acquire knowledge of current research in the field of music theory
- Gain familiarity with one or more fields other than music theory, such as musicology or ethnomusicology.
- Develop a research specialty by producing a larger research project in that area

Music Theory Major Requirements

Code	Title	Credits
MUS 615	Current Trends in Music Theory	3
MUE 639	Pedagogy and Practicum: [Topic] ((music theory pedagogy))	3
One course in post-tonal theory selected from the following:		3
MUS 516	Post-Tonal Theory I	
MUS 517	Post-Tonal Theory II	
MUS 634	Advanced Post-Tonal Theory	
One course in tonal analysis selected from the following:		3
MUS 530	Tonal Analysis: Linear Prolongational Analysis	
MUS 531	Tonal Analysis: Form in Tonal Music	
MUS 532	Tonal Analysis: Analysis of Popular Music	
MUS 589	Analysis of Rhythm and Meter	
One history of theory course selected from the following:		3
MUS 630–632	History of Theory I-III	3
One music history survey selected from the following:		
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
One seminar selected from the following:		4
MUS 670	Graduate Seminar in Musicology: [Topic]	
MUS 671	Seminar in Ethnomusicology: [Topic]	
MUS 672	Seminar: Music Theory: [Topic] (Seminar Music Theory)	
Menu-based electives		
Two additional music theory courses selected from the following:		6-8
MUS 516–517	Post-Tonal Theory I-II	
MUS 634	Advanced Post-Tonal Theory	
MUS 530	Tonal Analysis: Linear Prolongational Analysis	
MUS 531	Tonal Analysis: Form in Tonal Music	
MUS 532	Tonal Analysis: Analysis of Popular Music	
MUS 589	Analysis of Rhythm and Meter	
MUS 533–535	Counterpoint	
MUS 630–632	History of Theory I-III	
MUS 672	Seminar: Music Theory: [Topic]	6-8
Two additional music courses outside of music theory, selected from the following:		
MUS 528	Cultures of Musical Celebrity	
MUS 551	Introduction to Ethnomusicology	
MUS 552	Musical Instruments of the World	
MUS 562	Popular Musics in the African Diaspora	

MUS 563	Popular Music Studies	
MUS 570	History of Electroacoustic Music	
MUS 587	Music and Emotion	
MUS 614	Introduction to Musicology	
MUS 643	Notation of Medieval and Renaissance Music	
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
MUS 670	Graduate Seminar in Musicology: [Topic]	
MUS 671	Seminar in Ethnomusicology: [Topic]	
MUS 680–682	Historical Performance Practices I-III	
MUE 639	Pedagogy and Practicum: [Topic] ((music history pedagogy))	
Two additional courses from either of the menus above		6-8
Research Development Course ²		1-4
Thesis		
MUS 503	Thesis	9
Final Oral Examination ³		
Total Credits		50-59

¹ Chosen in consultation with advisor.

² Chosen in consultation with faculty advisor. Undergraduate or graduate courses can count towards this requirement. These courses are intended to prepare students for the research and writing/creation of the final thesis.

³ Oral Exam reviewing thesis & degree coursework.

Music Theory (PhD)

<https://musicanddance.uoregon.edu/>

Please visit the Music Theory Graduate Program (<https://musicanddance.uoregon.edu/graduate-programs/>) page for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Gain advanced competency in analytical methodologies for tonal and post-tonal music.
- Understand the history of the discipline of music theory
- Develop academic research and writing skills to a level commensurate with scholarly publications in music theory and musicology
- Acquire deep knowledge of current research in the field of music theory
- Gain familiarity with one or more fields other than music theory, such as musicology or ethnomusicology.
- Gain skills in and knowledge of pedagogical methods for music theory at the collegiate level

- Develop a research specialty by acquiring professional expertise and producing a large-scale research project in that area

Doctor of Philosophy in Music Theory Requirements

Code	Title	Credits
Core requirements		
MUS 615	Current Trends in Music Theory	3
MUE 639	Pedagogy and Practicum: [Topic] (music theory pedagogy)	3
One music history survey, selected from the following:		3
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
One course in post-tonal theory, selected from the following:		3
MUS 516	Post-Tonal Theory I	
MUS 517	Post-Tonal Theory II	
MUS 634	Advanced Post-Tonal Theory	
One course in tonal analysis, selected from the following:		3
MUS 530	Tonal Analysis: Linear Prolongational Analysis	
MUS 531	Tonal Analysis: Form in Tonal Music	
MUS 532	Tonal Analysis: Analysis of Popular Music	
MUS 589	Analysis of Rhythm and Meter	
Two history of theory courses		6
MUS 630	History of Theory I	
MUS 631	History of Theory II	
MUS 632	History of Theory III	
Seminars		12
Three seminars chosen from the following:		
MUS 670	Graduate Seminar in Musicology: [Topic]	
MUS 671	Seminar in Ethnomusicology: [Topic]	
MUS 672	Seminar: Music Theory: [Topic]	
Menu-based coursework		18-24
Six additional courses selected from the following:		
MUS 516	Post-Tonal Theory I	
MUS 517	Post-Tonal Theory II	
MUS 634	Advanced Post-Tonal Theory	
MUS 530	Tonal Analysis: Linear Prolongational Analysis	
MUS 531	Tonal Analysis: Form in Tonal Music	
MUS 532	Tonal Analysis: Analysis of Popular Music	
MUS 589	Analysis of Rhythm and Meter	
MUS 533	Counterpoint	
MUS 534	Counterpoint	
MUS 535	Counterpoint	
MUS 630	History of Theory I	
MUS 631	History of Theory II	
MUS 632	History of Theory III	
MUS 672	Seminar: Music Theory: [Topic]	

MUS 528	Cultures of Musical Celebrity	
MUS 551	Introduction to Ethnomusicology	
MUS 552	Musical Instruments of the World	
MUS 562	Popular Musics in the African Diaspora	
MUS 563	Popular Music Studies	
MUS 570	History of Electroacoustic Music	
MUS 587	Music and Emotion	
MUS 670	Graduate Seminar in Musicology: [Topic]	
MUS 671	Seminar in Ethnomusicology: [Topic]	
MUS 614	Introduction to Musicology	
MUS 643	Notation of Medieval and Renaissance Music	
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
MUS 680	Historical Performance Practices I	
MUS 681	Historical Performance Practices II	
MUS 682	Historical Performance Practices III	
MUE 639	Pedagogy and Practicum: [Topic] (music history pedagogy)	
Non-Music Courses ¹		8
Research Development Courses (2 courses) ²		6-8
Comprehensive Exam		
Dissertation		18
MUS 603	Dissertation	
Final Lecture and Oral Defense of Dissertation		
Total Credits		83-91

¹ Chosen in consultation with faculty advisor. These courses are intended to assist with content creation of the final dissertation.

² Chosen in consultation with faculty advisor. These courses are intended to prepare students for the research and writing/creation of the final dissertation.

Music: Jazz Studies (MMus)

<https://musicanddance.uoregon.edu/>

Options are available in

- Composition-Arranging (p. 662)
- Instrumental Performance (p. 662)

Please visit the Jazz Studies Graduate Program (<https://musicanddance.uoregon.edu/jazz-studies/graduate-programs/>) page for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate advanced competencies in jazz studies including areas such as jazz performance, improvisation, composition, and arranging.

Studies in these areas comprise as much as two-thirds or at least one-third of the total curriculum.

- Gain knowledge and skills in one or more fields of music outside the major such as history and literature, theory and analysis, musicology and ethnomusicology, and recording and studio techniques. Such supportive studies in music that broaden and deepen musical competence comprise at least one-third of the total curriculum.
- As a culminating demonstration of professional capability in the major field, the student must present either a public performance or submit at least one original composition as a thesis.

Master of Music in Music: Jazz Studies—Composition-Arranging Emphasis

Code	Title	Credits
MUS 611	Research Methods in Music	3
MUJ 583–584	Advanced Jazz Arranging I-II	6
MUJ 540	Jazz Pedagogy Practicum	3
MUJ 660	Survey of Jazz Composition	3
MUJ 661	Jazz Program Planning and Development	3
MUJ 605	Reading and Conference: [Topic] ¹	4
Six terms of large jazz ensemble - select one of the following:		6-12
MUJ 690	Jazz Laboratory Band III (six terms)	
MUJ 691	Jazz Laboratory Band II (six terms)	
MUJ 692	Oregon Jazz Ensemble (six terms)	
Applied study in Jazz Composition (at least 3 terms)		6-12
MUP 650	Music Performance Studies	
or MUP 665	Music Performance Studies	
MUJ 695	Small Jazz Ensemble: [Topic] (at least 3 terms)	3
At least four 500-level or above seminars or courses in music outside the jazz area ²		12-16
Graduate Jazz Arranging Barrier Exam		
Recital or CD project of composed works		
Public lecture-presentation of independent research		
Final Oral Examination ³		
Total Credits		49-65

¹ Research Presentation Preparation.

² Any MUS, MUP, MUE 500-level up course. No MUJ.

³ Oral examination with emphasis on jazz history, literature and pedagogy.

Master of Music in Music: Jazz Studies—Instrumental Performance Emphasis

Code	Title	Credits
MUS 611	Research Methods in Music	3
MUJ 577–579	Advanced Jazz Repertoire I-III	9
MUJ 540	Jazz Pedagogy Practicum	3
MUJ 661	Jazz Program Planning and Development	3
Jazz performance studies		12-24
MUP 650	Music Performance Studies	
or MUP 665	Music Performance Studies	
Three terms of large ensemble - select one of the following:		3-6
MUJ 690	Jazz Laboratory Band III (three terms)	
MUJ 691	Jazz Laboratory Band II (three terms)	

MUJ 692	Oregon Jazz Ensemble (three terms)	
MUJ 695	Small Jazz Ensemble: [Topic] (six terms)	6
At least four 500-level or above seminars or courses in music outside the jazz area ¹		12-16
Graduate Jazz Performance Barrier Exam		
Recital or CD Project		
Public lecture-presentation of independent research		
Final Oral Examination ²		
Total Credits		51-70

¹ Any MUS, MUP, MUE 500-level up course. No MUJ.

² Oral examination with emphasis on jazz history, literature and pedagogy.

Pedagogy: Piano (MMus)

<https://musicanddance.uoregon.edu/>

Please visit the Piano Pedagogy Graduate Program (<https://musicanddance.uoregon.edu/piano-pedagogy/>) page for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate advanced competencies in piano pedagogy and its repertory. Studies in these areas comprise as much as two-thirds or at least one-third of the curriculum.
- Gain knowledge and skills in one or more fields of music outside the major such as theory, history, musicology, ethnomusicology, and performance. Such supportive studies in music that broaden and deepen musical competence comprise at least one-third of the curriculum.
- As a culminating demonstration of professional capability in the major field, the student must present a final project, research paper, and/or recital.

Master of Music in Pedagogy: Piano Requirements

Code	Title	Credits
MUE 571	Piano Pedagogy I: Teaching Beginners	3
MUE 572	Piano Pedagogy II Teaching Groups	3
MUE 573	Piano Pedagogy III Teaching Intermediate Levels	3
MUE 606	Field Studies: [Topic] (three terms)	3
MUE 639	Pedagogy and Practicum: [Topic]	3
MUS 611	Research Methods in Music	3
MUS 650–652	Piano Literature	9
Applied Piano Study		12-24
6 terms of MUP 650 or MUP 665 for a total of 12-24 credits		
Two 500-level or above courses in music history/ethnomusicology, Literature, or theory		6
Appropriate ensemble (3 terms) ¹		3-6
MUE 601	Research: [Topic] (Final Project)	3
Recital ²		

Final Oral Examination ³

Total Credits	51-66

¹ At least 3 terms to be chosen from MUS 694, MUS 521-523, or participation in a large conducted ensemble as a principal keyboardist or accompanist.

² Recital of at least 30-minutes of music performance. If pursuing a concurrent piano performance degree, a lecture demonstration or lecture recital may serve in lieu of the recital.

³ Oral examination reviewing the project and degree coursework.

Music History/Ethnomusicology, Literature, or Theory Courses

Code	Title	Credits
MUS 528	Cultures of Musical Celebrity	4
MUS 551	Introduction to Ethnomusicology	4
MUS 552	Musical Instruments of the World	4
MUS 562	Popular Musics in the African Diaspora	4
MUS 575	History of Opera	4
MUS 587	Music and Emotion	4
MUS 614	Introduction to Musicology	4
MUS 643	Notation of Medieval and Renaissance Music	3
MUS 660	Music in the Middle Ages	3
MUS 661	Music in the Renaissance	3
MUS 662	Music in the Baroque Era	3
MUS 663	Music in the Classical Period	3
MUS 664	Music in the Romantic Era	3
MUS 665	Music in the 20th Century	3
MUS 670	Graduate Seminar in Musicology: [Topic]	4
MUS 671	Seminar in Ethnomusicology: [Topic]	4
MUS 680	Historical Performance Practices I	3
MUS 681	Historical Performance Practices II	3
MUS 682	Historical Performance Practices III	3
MUS 683	Rhetoric and Music	4
MUS 684	Musical Iconography	4
MUS 516	Post-Tonal Theory I	3
MUS 517	Post-Tonal Theory II	3
MUS 530	Tonal Analysis: Linear Prolongational Analysis	3
MUS 531	Tonal Analysis: Form in Tonal Music	3
MUS 532	Tonal Analysis: Analysis of Popular Music	3
MUS 533	Counterpoint	4
MUS 534	Counterpoint	4
MUS 535	Counterpoint	4
MUS 615	Current Trends in Music Theory	3
MUS 629	Repertoire and Analysis	3
MUS 630	History of Theory I	3
MUS 631	History of Theory II	3
MUS 632	History of Theory III	3
MUS 634	Advanced Post-Tonal Theory	3

Musicology (MA)

<https://musicanddance.uoregon.edu/>

Please visit the Musicology Graduate Program (<https://musicanddance.uoregon.edu/musicology/>) page for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate advanced competencies in music history and literature and/or musicology and/or ethnomusicology. Studies in these areas comprise as much as two-thirds or at least one-third of the total curriculum.
- Gain knowledge and skills in one or more fields of music outside the major such as theory and analysis, pedagogy, and performance, including participation in ensembles appropriate to the major emphasis. Such supportive studies in music that broaden and deepen musical competence comprise at least one-third of the curriculum.
- Have a reading ability in at least one foreign language.
- Have a culminating demonstration of professional capability in the major field, the student must submit a final project that demonstrates advanced competence in research and writing in music history, musicology, or ethnomusicology. The final project may be a thesis, a series of special papers, or a written work of equivalent scope and depth.

Musicology Major Requirements

Code	Title	Credits
Performance Studies, at least three terms		6
MUP 635	Music Performance Studies: [Topic]	
or MUP 650 Music Performance Studies		
Appropriate ensemble, at least three terms		3-6
MUS 694	Chamber Ensemble: [Topic]	
MUS 695	Band: [Topic]	
MUS 696	Orchestra: [Topic]	
MUS 697	Chorus: [Topic]	
MUS 698	Opera Workshop	
MUS 536	World Music Ensemble: [Topic]	
MUS 691	Collegium Musicum	
MUJ 695	Small Jazz Ensemble: [Topic]	
MUJ 690	Jazz Laboratory Band III	
MUJ 691	Jazz Laboratory Band II	
MUJ 692	Oregon Jazz Ensemble	
MUS 503	Thesis	9
MUS 614	Introduction to Musicology	4
Music in Historical Era - Select four of the following:		12
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
Three Seminars in Music History:		9-12
MUS 670	Graduate Seminar in Musicology: [Topic]	

MUS 671	Seminar in Ethnomusicology: [Topic]	
One graduate course in ethnomusicology		3-4
MUS 551	Introduction to Ethnomusicology	
MUS 552	Musical Instruments of the World	
MUS 562	Popular Musics in the African Diaspora	
One course in music history or ethnomusicology, theory, or approved area other than music		3-4
Research Development ¹		1-4
Final Oral Examination ²		
Total Credits		50-61

¹ Chosen in consultation with faculty advisor. Undergraduate or graduate courses can count towards this requirement. These courses are intended to prepare students for the research and writing/creation of the final thesis.

² Oral Exam reviewing thesis & degree coursework.

Music History/Ethnomusicology/Theory courses

Code	Title	Credits
MUS 528	Cultures of Musical Celebrity	4
MUS 551	Introduction to Ethnomusicology	4
MUS 552	Musical Instruments of the World	4
MUS 562	Popular Musics in the African Diaspora	4
MUS 575	History of Opera	4
MUS 587	Music and Emotion	4
MUS 614	Introduction to Musicology	4
MUS 643	Notation of Medieval and Renaissance Music	3
MUS 660	Music in the Middle Ages ¹	3
MUS 661	Music in the Renaissance ¹	3
MUS 662	Music in the Baroque Era ¹	3
MUS 663	Music in the Classical Period ¹	3
MUS 664	Music in the Romantic Era ¹	3
MUS 665	Music in the 20th Century ¹	3
MUS 670	Graduate Seminar in Musicology: [Topic]	4
MUS 671	Seminar in Ethnomusicology: [Topic]	4
MUS 680	Historical Performance Practices I	3
MUS 681	Historical Performance Practices II	3
MUS 682	Historical Performance Practices III	3
MUS 683	Rhetoric and Music	4
MUS 584	Choral Conducting and Literature	3
MUS 516	Post-Tonal Theory I	3
MUS 517	Post-Tonal Theory II	3
MUS 530	Tonal Analysis: Linear Prolongational Analysis	3
MUS 531	Tonal Analysis: Form in Tonal Music	3
MUS 532	Tonal Analysis: Analysis of Popular Music	3
MUS 533	Counterpoint	4
MUS 534	Counterpoint	4
MUS 535	Counterpoint	4
MUS 615	Current Trends in Music Theory	3
MUS 629	Repertoire and Analysis	3
MUS 630	History of Theory I	3

MUS 631	History of Theory II	3
MUS 632	History of Theory III	3
MUS 634	Advanced Post-Tonal Theory	3

¹ These courses can also count in this category, but only after the Music in Historical Era requirement is completed.

Musicology (PhD)

<https://musicanddance.uoregon.edu/>

Please visit the Musicology Graduate Program (<https://musicanddance.uoregon.edu/musicology/>) page for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Understand the theories and methodologies of musicology or ethnomusicology.
- Perform bibliography, research, and analytic techniques.
- Read in appropriate foreign languages.
- Have writing skills.

Doctor of Philosophy in Musicology Requirements

Code	Title	Credits
MUS 614	Introduction to Musicology	4
MUS 629	Repertoire and Analysis	3
Music in Historic Era - select two from the following:		6
MUS 660	Music in the Middle Ages	
MUS 661	Music in the Renaissance	
MUS 662	Music in the Baroque Era	
MUS 663	Music in the Classical Period	
MUS 664	Music in the Romantic Era	
MUS 665	Music in the 20th Century	
Non-Music Courses ¹		8
Research Development Courses (2 courses) ²		6-8
MUE 639	Pedagogy and Practicum: [Topic]	3
MUS 551	Introduction to Ethnomusicology	4
MUS 643	Notation of Medieval and Renaissance Music	3
Historical Performance Practices - select one from the following:		3
MUS 680	Historical Performance Practices I	
MUS 681	Historical Performance Practices II	
MUS 682	Historical Performance Practices III	
MUS 691	Collegium Musicum	1-3
Five Musicology Seminars		20
MUS 670	Graduate Seminar in Musicology: [Topic]	
MUS 671	Seminar in Ethnomusicology: [Topic]	
Tonal Analysis/History of Theory - select two from the following:		6
MUS 530	Tonal Analysis: Linear Prolongational Analysis	
MUS 531	Tonal Analysis: Form in Tonal Music	

MUS 532	Tonal Analysis: Analysis of Popular Music	
MUS 630	History of Theory I	
MUS 631	History of Theory II	
MUS 632	History of Theory III	
Comprehensive Exam		
Dissertation		18
MUS 603	Dissertation	
Final Lecture and Oral Defense of Dissertation		
Total Credits		85-89

¹ Chosen in consultation with faculty advisor. These courses are intended to assist with content creation of the final dissertation.

² Chosen in consultation with faculty advisor. These courses are intended to prepare students for the research and writing/creation of the final dissertation.

Music Performance Graduate Certificate

<https://musicanddance.uoregon.edu/>

The graduate certificate in music performance offers post-baccalaureate students the opportunity to focus deeply on performance studies outside the academic rigors of traditional graduate music degrees. This program is geared toward performing instrumentalists and singers who plan on full-time careers as a musician. The graduate certificate is a one-year stand-alone program.

Options are available in

- Brass (Euphonium, Horn, Trombone, Trumpet, Tuba)
- Keyboards: Harpsichord, Solo Piano
- Percussion
- Strings (Violin, Viola, Double Bass, Cello)
- Voice
- Woodwinds (Bassoon, Clarinet, Flute, Oboe, Saxophone)

Please visit the Music Performance Graduate Program (<https://musicanddance.uoregon.edu/music-performance-graduate-programs/>) page for more information.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Performance: Have achieved of the highest possible level of performance. The study in the major performing medium will continue throughout the entire certificate program.
- Performance: Have solo and ensemble experience in a variety of formal and informal settings.
- Basic Musicianship: Develop fundamental musicianship, including basic understanding of musical properties such as rhythm, melody, harmony, timbre, texture, and form; abilities to respond to, interpret, create, analyze, and evaluate music; and sight-reading and aural skills.
- Basic Musicianship: Develop a general knowledge of music history through performance, listening, and discussion to enable them to place compositions in historic and stylistic perspective.

Music Performance Graduate Certificate Requirements

Courses used to fulfill the certificate requirements must be taken for a letter grade and passed with a grade of B- or better. All credits must be taken at the UO.

Code	Title	Credits
Three terms of applied lessons (MUP 665)		12
Three terms of large ensemble chosen from:		6
MUS 521–523	The Collaborative Pianist	
MUS 695	Band: [Topic]	
MUS 696	Orchestra: [Topic]	
MUS 697	Chorus: [Topic]	
MUS 698	Opera Workshop	
Three terms of Chamber ensemble chosen from:		3
MUS 691	Collegium Musicum	
MUS 694	Chamber Ensemble: [Topic]	
Electives at the 500-level or above ¹		6
Recital		
Community Outreach Event in the Northwest Region ²		
Total Credits		27

¹ Students who wish to take 500- or 600-level theory or musicology courses must either pass the graduate music entrance exams or SOMD undergraduate courses as required.

² A written proposal is required as well as a written report of the final event.

Large Ensemble Requirements:

- Instrumental ensemble options: University Symphony Orchestra, Oregon Wind Ensemble, Oregon Wind Symphony
- Voice ensemble options: University Singers, Chamber Choir, Opera Ensemble
- Students studying piano, collaborative piano have other ensemble options. Contact your advisor.

Music Graduate Specializations

Options are available in

- Collaborative Piano (p. 666)
- Ethnomusicology (p. 666)
- Historical Performance Practice (p. 666)
- Jazz Pedagogy (p. 666)
- Music Theory Pedagogy (p. 666)
- Piano Pedagogy (p. 666)
- Violin/Viola Pedagogy (p. 667)

Please visit the Music Graduate Specialization (<https://musicanddance.uoregon.edu/graduate-specializations/>) page for more information.

Graduate Specialization in Collaborative Piano

Code	Title	Credits
MUS 521	The Collaborative Pianist	2
MUS 522	The Collaborative Pianist	2
MUS 523	The Collaborative Pianist	2
MUP 650	Music Performance Studies	2
MUP 650	Music Performance Studies	2
MUP 650	Music Performance Studies	2
MUS 567	Solo Vocal Music	3
MUS 568	Solo Vocal Music	3
Total Credits		18

Two Chamber Music Recitals

Year One: A 45-60 minute chamber music/art-song recital.

Year Two: A 60-90 minute chamber music/art-song recital.

This specialization is available to all MM Piano Performance, MM Piano Pedagogy, & DMA Piano Performance Majors. Exceptions may be made with permission of the UO SOMD Director of Collaborative Piano.

/programadmin/461/index.html

Graduate Specialization in Ethnomusicology

Code	Title	Credits
Core Courses		
MUS 551	Introduction to Ethnomusicology	4
FLR 595	Folklore Fieldwork	4
MUS 671	Seminar in Ethnomusicology: [Topic]	4
Ensemble Courses		2
MUS 536	World Music Ensemble: [Topic] (One of the two ensemble options)	
DAN 536	Dema African Performance Ensemble: [Topic]	
Additional 4-credit class		4
MUS 552	Musical Instruments of the World (Possible elective)	
MUS 562	Popular Musics in the African Diaspora	
MUS 671	Seminar in Ethnomusicology: [Topic] (Must be different topic other MUS 671)	

Graduate Specialization in Historical Performance Practice

Code	Title	Credits
Choose 1 of the following (total 3 credits):		
MUS 660	Music in the Middle Ages	3
MUS 661	Music in the Renaissance	3
MUS 662	Music in the Baroque Era	3
MUS 663	Music in the Classical Period	3
Choose 2 of the following (total 6 credits):		
MUS 680–682	Historical Performance Practices I-III	6
The following required courses:		

MUS 683: Rhetoric & Music (currently a MUS607 recurring seminar; course change has been submitted to UOCC for approval)	4
MUS 684: Musical Iconography (currently a MUS607 recurring seminar; course change has been submitted to UOCC for approval)	4
MUS 691 Collegium Musicum	1
Total Credits	18

Graduate Specialization in Jazz Pedagogy

Code	Title	Credits
MUJ 540	Jazz Pedagogy Practicum	3
MUJ 661	Jazz Program Planning and Development	3
MUP 635	Music Performance Studies: [Topic] (Three terms required/2 credits each term)	2
MUP 635	Music Performance Studies: [Topic]	2
MUP 635	Music Performance Studies: [Topic]	2
MUE 615	Jazz Practicum (3 terms, 1 credit per term)	3
Ensemble Requirements, to be chosen from list		3
MUJ 690	Jazz Laboratory Band III	
MUJ 691	Jazz Laboratory Band II	
MUJ 692	Oregon Jazz Ensemble	
MUJ 695	Small Jazz Ensemble: [Topic]	
MUS 694	Chamber Ensemble: [Topic] (Jazz Guitar)	
MUS 694	Chamber Ensemble: [Topic] (Latin Jazz)	
Total Credits		18

In addition, students must pass a skills exam testing jazz/commercial music theory and keyboard skills.

Graduate Specialization in Music Theory Pedagogy

Code	Title	Credits
Choose one of the following:		3
MUS 530	Tonal Analysis: Linear Prolongational Analysis	
MUS 531	Tonal Analysis: Form in Tonal Music	
MUS 532	Tonal Analysis: Analysis of Popular Music	
MUE 639	Pedagogy and Practicum: [Topic] (Music Theory Pedagogy)	3
MUS 516	Post-Tonal Theory I	3
MUS 615	Current Trends in Music Theory	3
MUS 672	Seminar: Music Theory: [Topic] (Graduate Seminar in Music Theory)	4

Students must also pass a skills exam testing aural musicianship and keyboard skills

Total Credits		16

Graduate Specialization in Piano Pedagogy

Code	Title	Credits
MUE 571	Piano Pedagogy I: Teaching Beginners	3
MUE 572	Piano Pedagogy II Teaching Groups	3
MUE 573	Piano Pedagogy III Teaching Intermediate Levels	3

MUE 639	Pedagogy and Practicum: [Topic]	3
MUP 650	Music Performance Studies	2
MUP 650	Music Performance Studies	2
MUP 650	Music Performance Studies	2
Total Credits		18

Students who have been admitted into the M.M. Piano Performance, M.M. Collaborative Piano, D.M.A. Piano Performance, and D.M.A. Collaborative Piano degree programs may declare the Graduate Specialization in Piano Pedagogy without any additional audition or admissions procedures.

Students in other music graduate degree programs (that are not piano) will need to audition and demonstrate piano ability at the advanced level.

Graduate Specialization in Violin/Viola Pedagogy

Code	Title	Credits
MUE 559	Fundamentals of Violin and Viola Teaching	2
MUE 564	Advanced Violin/Viola Pedagogy	2
MUE 565	Somatics for String Players	1
MUE 560	Early-Intermediate Violin Repertoire and Technique	2
MUE 566	Community Music Institute Practicum (4 terms required)	4
MUE 563	Pedagogy Methods: Violin and Viola	2
MUE 639	Pedagogy and Practicum: [Topic]	3
Minimum Required Credits:		16

Ballmer Institute for Children's Behavioral Health

<http://childrensbehavioralhealth.uoregon.edu>

Katie McLaughlin, Executive Director

2800 NE Liberty Street
Portland, OR 97211
541-346-2500
ballmerinstitute@uoregon.edu

The Ballmer Institute for Children's Behavioral Health at the University of Oregon Portland establishes a new national model for behavioral healthcare for children and families by creating the nation's first undergraduate program in child behavioral health. The institute prioritizes the needs of youth who have been historically or persistently underserved and seeks to make real system change by:

- Creating a new mental health profession;
- Delivering supports in schools and the community;
- Training existing youth-serving professionals;
- Developing new approaches to support child behavioral health; and
- Transforming the Pacific Northwest into a national model of thought and action.

This groundbreaking institute was made possible by an extraordinary gift from Connie and Steve Ballmer, co-founders of Ballmer Group Philanthropy.

Faculty

Learn about our faculty here: <https://childrensbehavioralhealth.uoregon.edu/child-behavioral-health-faculty>

Undergraduate

Major - Bachelor's Degree

- Child Behavioral Health (BA/BS) (p. 668)
-

Graduate

Microcredential

- Child Behavioral Health (p. 671)
-

Child Behavioral Health (BA/BS)

The child behavioral health major provides students with knowledge and skills to improve the behavioral health and wellness of youth. Students will learn how to equitably deliver evidence-based interventions to

promote wellness and prevent mental health problems from developing or worsening in children and adolescents. Training elements typically present in graduate degree programs have been brought into this innovative undergraduate major. Students will receive training in applied skills such as relaxation, problem-solving, and flexible thinking; gain 700 hours of applied practice in community settings supervised by clinical faculty; and learn how to effectively work as part of a behavioral health team.

The major is designed as a 2 + 2 program with the first two years focused on the completion of UO's bachelor degree requirements which includes core education courses. The latter two years involve specialized coursework and applied practical experiences completed at the Ballmer Institute at the University of Oregon Portland.

Students interested in the Child Behavioral Health major should declare the pre-major in Child Behavioral Health.

To progress to the Child Behavioral Health major offered at UO Portland, students must apply. Each November, the admission application opens for the next cohort. Students who meet the priority deadline receive full consideration. Applications received after the priority deadline are accepted based on program capacity. More information about the admission process can be found here: <https://childrensbehavioralhealth.uoregon.edu/undergraduate-admissions> (<https://childrensbehavioralhealth.uoregon.edu/undergraduate-admissions/>).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate knowledge of evidence-based approaches to early identification of behavioral health concerns and exhibit competence in administration, scoring, and interpretation of behavioral health screening tools.
- Demonstrate knowledge of evidence based behavioral health promotion supports and exhibit competence in delivering these supports to youth and families#.
- Demonstrate knowledge of evidence-based behavioral health prevention strategies and interventions and exhibit competence in delivering these interventions to youth and families.
- Demonstrate ability to evaluate behavioral health risk, identify youth and families who require referral, and engage in appropriate referral practices#.
- Demonstrate knowledge of behavioral health disparities and exhibit cultural responsiveness and inclusive practices in delivering early identification, promotion, prevention, and intervention practices to youth and families from diverse backgrounds, particularly those from historically underserved communities.
- Demonstrate professionalism across service settings, including understanding of professional ethics and ability to appropriately consult with other professionals.

Child Behavioral Health Major Requirements

Courses used to fulfill the pre-major requirements must be taken for a letter grade and passed with a grade of C- or better. Coursework transferred in from Advanced Placement or International Baccalaureate exams are acceptable with a mark of P*.

Courses used to fulfill the major requirements must be passed with a letter grade of mid-C or a P* where pass/no pass is the only grading option for the course.

Child Behavioral Health Major Requirements

Code	Title	Credits
Pre-Major Courses		
Psychology/Human Services: Choose One		
PSY 202Z	Introduction to Psychology II	4
or FHS 215	Exploring Family and Human Services	
or FHS 213	Issues for Children and Families	
or PPM 202	Healthy Communities	
Human Development: Choose One		
PSY 308	Developmental Psychology	4
or FHS 228	Human Development in the Family Context	
Foundational Skills and Professional Practice		
BEHT 320	Youth Risk and Resilience	3
BEHT 340	Clinical Decision in Child Behavioral Health	4
BEHT 411	Foundational Skills for Behavioral Health	4
BEHT 412	Ethics and Professional Practice for CBHS	4
BEHT 413	Youth Screening and Risk Assessment	4
Applied Practice Series: Behavioral Health Promotion		
BEHT 421	Behavioral Health Promotion I	4
BEHT 422	Behavioral Health Promotion II	4
BEHT 423	Behavioral Health Promotion III	4
Applied Practice Series: Prevention and Intervention		
BEHT 471	Child Behavioral Health Prevention and Intervention I	4
BEHT 472	Child Behavioral Health Prevention and Intervention II	4
BEHT 475	Child Behavioral Health Prevention and Intervention III	4
BEHT 473	Parenting Interventions	4
Culturally Responsive & Inclusive Practices		
BEHT 350	Foundations of Culturally Responsive Practice	4
BEHT 324	Trauma Informed Supports	4
Culturally Responsive & Inclusive Practices (Electives)		8
Supervised Practicum Experiences		
BEHT 406	Practicum: [Topic] (Supervised Practicum)	6
BEHT 406	Practicum: [Topic] (Integrated Practice)	21
Total Credits		98

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

- Bachelor of Arts in Child Behavioral Health (p. 669)
- Bachelor of Science in Child Behavioral Health (p. 670)

Bachelor of Arts in Child Behavioral Health

Course	Title	Credits	Milestones
First Year			
Fall			
First term of 1st-year second-language sequence			5
Cultural literacy course in global perspective			4
PSY 202Z	Introduction to Psychology II		4
Elective Course			1
Credits			14
Winter			
Second term of 1st-year second-language sequence			5
WR 121Z	Composition I		4
Core-education course in science			4
Core-education course in social science			4
Credits			17
Spring			
Third term of 1st-year second-language sequence			5
WR 122Z	Composition II		4
PSY 308	Developmental Psychology		4
Elective Course			1
Credits			14
Second Year			
Fall			
First term of 2nd-year second-language sequence			4
Core-education course in arts and letters			4
Core-education course in arts and letters			4
Core-education in science			4
Credits			16
Winter			
Second term of 2nd-year second-language sequence			4
Core-education course in arts and letters			4
Core-education course in social science			4
Core-education course in science			4
Credits			16
Spring			
Third term of 2nd-year second-language sequence			4
Core-education course in arts and letters			4
Core-education course in science			4
Core-education course in social science			4
Credits			16
Third Year			
Fall			
BEHT 350	Foundations of Culturally Responsive Practice		4
BEHT 411	Foundational Skills for Behavioral Health		4
BEHT 412	Ethics and Professional Practice for CBHS		4
BEHT 421	Behavioral Health Promotion I		4
Credits			16
Winter			
BEHT 320	Youth Risk and Resilience		3

BEHT 422	Behavioral Health Promotion II (Behavioral Health Promotion II)	4
BEHT 406	Practicum: [Topic] (Supervised Practicum I)	3
BEHT 471	Child Behavioral Health Prevention and Intervention I	4
Credits		14
Spring		
BEHT 324	Trauma Informed Supports	4
BEHT 423	Behavioral Health Promotion III	4
BEHT 472	Child Behavioral Health Prevention and Intervention II	4
BEHT 406	Practicum: [Topic] (Supervised Practicum II)	3
Credits		15
Fourth Year		
Fall		
BEHT 413	Youth Screening and Risk Assessment	4
BEHT 473	Parenting Interventions	4
BEHT 406	Practicum: [Topic] (Integrated Practice I)	7
Credits		15
Winter		
BEHT 475	Child Behavioral Health Prevention and Intervention III (Child Behavioral Health Prevention and Intervention III)	4
BEHT	Culturally-responsive and inclusive practice elective	4
BEHT 406	Practicum: [Topic] (Integrated Practice II)	7
Credits		15
Spring		
BEHT 340	Clinical Decision in Child Behavioral Health	4
BEHT	Culturally-responsive and inclusive practice elective	4
BEHT 406	Practicum: [Topic] (Integrated Practice III)	7
Credits		15
Total Credits		183

Bachelor of Science in Child Behavioral Health

Course	Title	Credits	Milestones
First Year			
Fall			
	Mathematics or computer science course	4	
	Cultural literacy course in global perspective	4	
PSY 202Z	Introduction to Psychology II	4	
	Elective Course	3	
Credits		15	
Winter			
WR 121Z	Composition I	4	

	Core-education course in arts and letters	4
	Core-education course in science	4
	Core-education in social science	4
Credits		16
Spring		
WR 122Z	Composition II	4
PSY 308	Developmental Psychology	4
	Mathematics or computer science course	4
	Elective Courses	2
Credits		14
Second Year		
Fall		
	Mathematics or computer science course	4
	Core-education course in science	4
	Core-education course in arts and letters	4
	Elective course	3
Credits		15
Winter		
	Core-education course in arts and letters	4
	Core-education course in science	4
	Core-education course in social science	4
	Elective course	3
Credits		15
Spring		
	Core-education course in social science	4
	Core-education course in science	4
	Core-education course in arts and letters	4
	Elective course	3
Credits		15
Third Year		
Fall		
BEHT 350	Foundations of Culturally Responsive Practice	4
BEHT 411	Foundational Skills for Behavioral Health	4
BEHT 412	Ethics and Professional Practice for CBHS	4
BEHT 421	Behavioral Health Promotion I	4
Credits		16
Winter		
BEHT 320	Youth Risk and Resilience	3
BEHT 422	Behavioral Health Promotion II (Behavioral Health Promotion II)	4
BEHT 471	Child Behavioral Health Prevention and Intervention I	4
BEHT 406	Practicum: [Topic] (Supervised Practicum I)	3
Credits		14
Spring		
BEHT 324	Trauma Informed Supports	4
BEHT 423	Behavioral Health Promotion III	4
BEHT 472	Child Behavioral Health Prevention and Intervention II	4

BEHT 406	Practicum: [Topic] (Supervised Practicum II)	3
Credits		15
Fourth Year		
Fall		
BEHT 413	Youth Screening and Risk Assessment	4
BEHT 473	Parenting Interventions	4
BEHT 406	Practicum: [Topic] (Integrated Practice I)	7
Credits		15
Winter		
BEHT 475	Child Behavioral Health Prevention and Intervention III (Child Behavioral Health Prevention and Intervention III)	4
BEHT	Culturally-responsive and inclusive practice elective	4
BEHT 406	Practicum: [Topic] (Integrated Practice II)	7
Credits		15
Spring		
BEHT 340	Clinical Decision in Child Behavioral Health	4
BEHT	Culturally-responsive and inclusive practice elective	4
BEHT 406	Practicum: [Topic] (Integrated Practice III)	7
Credits		15
Total Credits		180

- Apply evidence-based universal promotion and prevention practices that strengthen behavioral, cognitive, social, and emotional functioning of children and adolescents.
- Facilitate and promote the development of skills to improve the behavioral health and wellness of children and adolescents.

Child Behavioral Health Microcredential Requirements

Code	Title	Credits
BEHT 621	Teaching Self-Regulation in Childhood and Adolescence	4
BEHT 622	Trauma-Informed Supports for Children and Adolescents	4
BEHT 623	Developing and Maintaining Healthy Relationships	4
Total Credits		12

Child Behavioral Health Microcredential

Overview

The Graduate Microcredential in Child Behavioral Health is a fully online, 12-credit program designed for educators and other youth-serving professionals seeking foundational knowledge in child behavioral health. Across three courses, students gain practical, evidence-based skills to support the mental and emotional well-being of children and teens.

Designed with working professionals in mind, the program offers flexible evening classes delivered remotely. No prior experience in behavioral health is required, making it an accessible entry point into the field.

Admission

Students who hold a bachelor's degree from an accredited university may apply to complete the graduate microcredential as a standalone program. Applications are reviewed for admission once per year. Complete information about admission to the program is available on the institute's website.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Understand individual and contextual influences in common behavioral health concerns for children and adolescents.

Knight Campus

<https://accelerate.uoregon.edu/>

Robert Guldberg, Vice President; Leona DeArmond, Executive Director

1505 Franklin Blvd
Eugene, OR 97403-6231
541-346-2120
accelerate@uoregon.edu

The Phil and Penny Knight Campus for Accelerating Scientific Impact is a campus designed to accelerate the cycle of moving discoveries to impacts for the greater good. Rooted in the University of Oregon's 60-year history of interdisciplinary collaboration, it is training new generations of scientists, forging tighter ties with industry and entrepreneurs, and creating new opportunities for graduate and undergraduate students.

Mission: Science advancing society

Vision: Dramatically shorten the timeline between discovery and societal impact through world-class research, training and entrepreneurship in a nimble scientific enterprise.

Goals:

- Redefine the modern research university by fostering world-changing research unfettered by traditional academic boundaries
- Serve as the educational engine driving the new economy of Oregon
- Transform student education through discovery-driven learning
- Engage the public in the excitement and creativity of scientific research
- Foster diverse perspectives and participation in scientific research
- Improve the health and wellbeing of the citizens of Oregon, the nation, and the world

Programs:

Bioengineering PhD Program:

We Focus on Your Success. The PhD program is designed to jump start and accelerate your success. Earn a dual-shield degree from the University of Oregon (UO) and Oregon State University (OSU) with full access to the world-class facilities and resources at both universities. Make impactful and innovative discoveries at the forefront of bioengineering research in areas like regenerative medicine, synthetic biology, biosensors and devices. Engage in an immersive curriculum, high impact research opportunities, and targeted research and career training programs that will take your science, and your career, to the next level.

The design of our curriculum helps students create an academic plan that drives their research and career success. This starts with minimizing core requirements to four courses that prepare students to apply bioengineering fundamentals toward innovations that advance human health. Students then tailor their individual experience through an unrivaled set of elective options. Joint program students can choose

any graduate-level course at UO or OSU that aligns with their research or career goals. Students take exactly what they need to advance their science.

Knight Campus graduate students complement their academic coursework through a career acceleration program: a suite of advanced trainings in ethics, science communication, innovation and entrepreneurship, grant writing, design thinking, and career planning that accelerates their academic and professional success.

Knight Campus Graduate Internship Program (KCGIP):

KCGIP is an accelerated master's program with five focus areas that combines lab and lecture content with a paid internship. We train students to be successful in the fast-paced, collaborative environment typical of the industrial or government lab setting. We believe graduate education should equip you with the skills that allow you to excel in your career: technical expertise, hands-on experience and professional skills (including communication, leadership, and teamwork).

Students gain these skills first, through our focused coursework and hands on training in our academic labs, professional development training, and a 9-month paid internship. Program tracks span the fields of engineering, physics, chemistry and biology and include:

- Bioinformatics and Genomics
- Molecular Sensors and Biotechnology
- Polymer Science
- Semiconductor and Photovoltaic Device Processing
- Optical Materials and Devices

Bioengineering Minor Program:

Students in the minor apply their natural sciences background towards bioengineering problems, research, and innovations. You will learn through a combination of experiential approaches including hands-on work in our bioengineering teaching labs. Students in the minor also have access to elective courses in innovative technologies like 3D printing, protein engineering, and biomaterials. Completing the minor is a great way to prepare for a career in the biotech industry or to pursue graduate training in bioengineering, medicine, or law.

The minor is also a great way to meet and network with Knight Campus faculty and students and launch conversations about undergraduate research in Knight Campus research groups.

Brewing Innovation Minor Program:

The Brewing Innovation minor uses brewing as backdrop for experiential learning within the innovation process. The design of the minor complement's disciplinary majors in the sciences, humanities, communications, design and innovation. The minor uses design thinking as an approach to innovation that involves understanding and defining customer needs and the innovation challenge, generating many ideas

for addressing that challenge, prototyping ideas, and evaluating possible solutions. The design thinking process is iterative with the results of each step feeding back to inform and improve ideas in the next iteration.

More information about content of these courses can be found on the program website (<https://knightcampus.uoregon.edu/brewinginnovation/>).

Faculty

Please see the list on our website (<https://bioengineering.uoregon.edu/people/>).

Undergraduate

Minor

- Bioengineering (p. 673)
- Brewing Innovation (p. 674)

Graduate

Majors - Master's Degree

- Applied Physics (MS) (p. 674)
- Biology (MS) (p. 676)
- Chemistry (MS) (p. 676)

Major - Doctoral Degree

- Bioengineering (PhD) (p. 675)

Bioengineering Minor

<https://bioengineering.uoregon.edu/undergraduate-programs> (<https://bioengineering.uoregon.edu/undergraduate-programs/>)

Jenni Van Wyk, Student Recruiter & Advisor

Knight Campus, Rm 261
541-346-2120
bioengineering@uoregon.edu

To complete the bioengineering minor, you must complete 12 required credits and 12 elective credits. At least 4 elective credits must be from the BIOE subject-code and up to 8 credits from the requirements tab may be applied towards the upper-division bioengineering minor requirement. Courses used to complete a student's major core requirements may not be applied towards the bioengineering minor elective requirement.

Bioengineering resides at the interface of engineering and the natural sciences, and a thorough knowledge of both is essential for innovation and problem solving in the discipline. The courses below provide an opportunity for students to strengthen their knowledge within their primary discipline in several areas particularly relevant to bioengineering, including: genetics, microbiology, physiology, chemistry, neuroscience, physics and electronics.

Admissions Process:

Contact the Bioengineering Recruiter and Advisor at bioengineering@uoregon.edu.

Minor in Bioengineering

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
Core Courses		
BIOE 251 & BIOE 252 & BIOE 253	Fundamentals of Bioengineering I and Fundamentals of Bioengineering II and Fundamentals of Bioengineering III	12
Upper-Division Courses		
300-/400-level BIOE Course		4
300-/400-level BIOE or Approved Courses		8
Total Credits		24

BIOE minor interdisciplinary electives

Up to eight credits from this list may be applied towards the upper-division bioengineering minor requirement. Courses used to complete a student's major core requirements may not be applied towards the bioengineering minor elective requirement.

Bioengineering resides at the interface of engineering and the natural sciences, and a thorough knowledge of both is essential for innovation and problem solving in the discipline. The courses below provide an opportunity for students to strengthen their knowledge within their primary discipline in several areas particularly relevant to bioengineering, including: genetics, microbiology, physiology, chemistry, neuroscience, physics and electronics.

Approved Courses

Code	Title	Credits
Biology		
BI 320	Molecular Genetics	4
BI 322	Cell Biology	4
BI 326	Immunology and Infectious Disease	4
BI 328	Developmental Biology	4
BI 330	Microbiology	3
BI 331	Microbiology Laboratory	3
BI 353	Sensory Physiology	4
BI 358	Investigations in Medical Physiology	4
BI 360	Neurobiology	4
BI 423	Human Molecular Genetics	4
BI 426	Genetics of Cancer	4
BI 427		4
BI 428	Developmental Genetics	4
BI 461	Systems Neuroscience	4
BI 466	Developmental Neurobiology	4
Chemistry and Biochemistry		
CH 360	Physiological Biochemistry	4
CH 461	Biochemistry	4
CH 462	Biochemistry	4
CH 463	Biochemistry	4
CH 464	RNA Biochemistry	4
CH 465	Physical Biochemistry	4
CH 466	Structural Biochemistry	4
CH 467	Biochemistry Laboratory	4
Physics		
PHYS 351	Foundations of Physics II	4
PHYS 352 I	Thermal Physics and Statistical Mechanics I	4

PHYS 353	Thermal Physics and Statistical Mechanics II	4
PHYS 411	Mechanics	4
PHYS 412	Electricity and Magnetism I	4
PHYS 413	Electricity and Magnetism II	4
PHYS 421M	Partial Differential Equations: Fourier Analysis I	4
PHYS 431	Analog Electronics	4
PHYS 432	Digital Electronics	4
PHYS 481	Design of Experiments	4
Human Physiology		
HPHY 321	Human Anatomy I	5
HPHY 322	Human Physiology I	5
HPHY 323	Human Anatomy II	5
HPHY 324	Human Physiology II	5
HPHY 325	Human Anatomy and Physiology III	5
HPHY 362	Tissue Injury and Repair	4
HPHY 381	Biomechanics	4
HPHY 432	Neural Development	4
HPHY 436	Clinical Neuroscience	4

At least 12 upper-division credits must be completed in residence.

Brewing Innovation Minor

The Brewing Innovation minor uses brewing as backdrop for experiential learning within the innovation process. The design of the minor complement's disciplinary majors in the sciences, humanities, communications, design and innovation. Required courses in the minor will help you develop skills and offer an immersive experience to build your innovation skills in a rich, interdisciplinary setting that leverages science and engineering, history, innovation, and storytelling. You will tap the historical context of innovation, learn practical brewing skills needed to prototype ideas, immerse in the innovation process, and gain experience communicating your ideas and innovations to broad audiences. With this foundation, along with the disciplinary expertise you develop in your major field of study, you will immerse in a capstone experience that provides them an immersive innovation experience.

Admission Procedures:

Program Admissions Procedure

Due to limited laboratory capacity, there is an application process to enter the minor. The selection of students into the minor will be based upon multiple factors: a student's ability to complete the minor requirements before they graduate, their potential for diversifying and contributing to the interdisciplinary nature of the minor's upper-division courses, a student's transcripts, and a 300-word statement of interest. The program will accept applications for the minor annually (please see the program website for deadlines (<https://knightcampus.uoregon.edu/brewinginnovation/>)).

Enrollment management into the BRIN minor introductory course and acceptance into the minor will be supported by the Program Recruiter and Advisor. Students can contact them at BrewingInnovation@uoregon.edu.

Brewing Innovation Minor Requirements

Courses used to fulfill the minor requirements must be taken for a letter grade and passed with a grade of C- or better.

Code	Title	Credits
Required Courses		
BRIN 221	Tapping into the World of Beer and Brewing	4
BRIN 322	Advanced Brewing Laboratory	4
BRIN 323	Brewing Innovation: Past, Present, and Future	4
BRIN 424	Capstone: Interdisciplinary Beer Design Lab	4
Electives ¹		8
ANTH 373	Psychoactive Substances in Ancient Societies	
CH 336 or CH 343	Organic Chemistry III Majors Track Organic Chemistry III	
CH 462	Biochemistry	
BI 322	Cell Biology	
BI 330	Microbiology	
BI 331	Microbiology Laboratory	
BI 353	Sensory Physiology	
HIST 215	Food in World History	
HIST 225	Beer in World History	
JCOM 350	Creative Strategist	
JCOM 371	Writing for Influence	
MGMT 335	Launching New Ventures	
MKTG 420	Marketing Communications	
MKTG 435	Consumer Behavior	
PD 340	Design for Use	
PD 370	Design Process	
Total Credits		24

¹ Students must take 8 credits of elective courses from this collection.

Applied Physics (MS)

<https://internship.uoregon.edu/tracks> (<https://internship.uoregon.edu/tracks/>) 541-346-2120

The Knight Campus Graduate Internship Program (KCGIP (<https://internship.uoregon.edu/>)) is an accelerated master's program with five focus areas that combines lab and lecture content with a 9-month paid internship. We train students to be successful in the fast-paced, team-driven environment typical of the industrial or government lab setting.

The applied physics master of science (MS) degree requires the completion of 54 total credits—24 graded credits at the 500 level or higher and 30 internship research credits. The internship requirement must be fulfilled through the industrial internship program. Internship credits are taken pass/no pass. A student who is working full-time as an intern typically earns 10 credits each term. Graded credits must be selected from an approved departmental list. The table below highlights courses commonly taken by students in the program. 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.

Photovoltaic & Semiconductor Device Processing

Situated at the intersection of chemistry, physics and chemical engineering, the semiconductor (microelectronics) industry enables greener, smarter, and more connected economy. The field has significant implications in society's ability to support technology innovation and address the global energy crisis through applications in microprocessors, photovoltaics, LEDs and power transistors. For students who love to stay connected, semiconductor technology has driven advancements in the internet, 5G and IoT. And for anyone who loves smart technology – iPhone, Fitbit, self-driving cars- this field is ripe with opportunities. The continued success of this vast, interdisciplinary, and sophisticated yet innovative industry is deemed critical to long-term U.S. national competitiveness, which translates into impactful and well-paid job opportunities for those who choose to join this sector. Alumni from this track work in a wide variety of engineering and management roles in manufacturing, hardware development, materials research, battery development, supply chain, research & development, and analytics. Skills developed in this track transfer to a myriad of roles peripheral to these roles, including systems engineering, software engineering, applications engineering and others.

Optical Materials & Devices

Optics is the branch of physics that utilizes both simple and sophisticated instruments to study, measure and influence how photons propagate through and interact with matter. The field of optics is critical to the technology found in our modern lives - computers, smartphones, medical equipment and many other 21st century amenities we take for granted. Optical engineers and scientists use their technical knowledge to develop and operate metrology tools (instruments designed to take high-precision, non contact measurements). These tools are used in applications ranging from the life sciences to the semiconductor industry; to build laser writing and cutting tools that revolutionize our ability to mass manufacture advanced technology; and contribute to cutting edge research and development activities impacting the fields of medicine, defense, microelectronics, and astronomical observation. Alumni from this track work in a wide variety of engineering roles within the life sciences, semiconductor, and defense sectors, as well as peripheral sectors such as next-gen computing and autonomous vehicles. Skills developed in this track have been successfully transferred to a wide variety of engineering and management roles in manufacturing, hardware development, materials research, analytics, software development and research and development.

Master of Science: Applied Physics

Code	Title	Credits
500- or 600-level courses ¹		24
Industrial internship		10
Additional graduate-level physics courses		11-19
Total Credits		45-53

¹ At least 9 credits of 600-level courses are required.

Additional Requirements

For a student to be in good academic standing, the cumulative GPA of the graded-credit total must be 3.00 or better.

Graduate School requirements, including time limits, must be satisfied.

The applied physics master of science (MS) degree requires the completion of 54 total credits—24 graded credits at the 500 level or higher and 30 internship research credits. The internship requirement must be fulfilled through the industrial internship program. Internship credits are taken pass/no pass. A student who is working full-time as an intern typically earns 10 credits each term.

Graded credits must be selected from an approved departmental list. The table below highlights courses commonly taken by students in the Master's Industrial Internship Program. 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.

Code	Title	Credits
PHYS 581	Design of Experiments	4
PHYS 626	Physical Optics with Labs	4
PHYS 627	Optical Materials and Devices	4
PHYS 677M	Semiconductor Device Physics	4
PHYS 678M	Semiconductor Processing and Characterization Technology	4
PHYS 679M	Device Processing and Characterization Laboratory	4
CH 680	Electronics and Vacuum Systems	4
CH 681	Introduction to Electron Microscopy	4
CH 682	Electron Microprobe Analysis	4
CH 683	Surface Analysis	4
CH 685	Advanced Transmission Electron Microscopy	4

Bioengineering (PhD)

https://bioengineering.uoregon.edu/phd_program (https://bioengineering.uoregon.edu/phd_program/)

Jenni Van Wyk, Student Recruiter & Advisor

Knight Campus, Rm 261
541-346-2120

Earn a dual-shield degree from the University of Oregon (UO) and Oregon State University (OSU) with full access to the world-class facilities and resources at both universities. Make impactful and innovative discoveries at the forefront of bioengineering research in areas like regenerative medicine, synthetic biology, biosensors, and devices. Engage in an immersive curriculum, high impact research opportunities, and targeted research and career training programs that will take your science, and your career, to the next level.

A master of science degree is only attainable as part of the doctoral program, not as a standalone master's degree.

Program's Admission Requirements

Please visit the program's website (<https://advanced.oregonstate.edu/portal/BioE/>). Note, the program also adheres to the UO and OSU Graduate School admissions requirements.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Scholarship:** The student will be able to identify and conduct original research resulting in a significant contribution to knowledge in the fields spanned by Bioengineering and to effectively communicate this work to a technically literate audience.
- **Mastery of Subject Material:** The student will be able to think critically, creatively and to address technical problems in the fields spanned by Bioengineering. The student will be able to plan and conduct research and entrepreneurial activities that leads to translation of research discoveries to solutions that meet societal needs.
- **Ethical Conduct:** Students will be educated in ethical and responsible conduct in research and professional activities.

Doctor of Philosophy in Bioengineering

Code	Title	Credits
Core Course Requirements		
Technical Core Courses		7-8
Select two of the following:		
BIOE 610	Experimental Course: [Topic] (UO - Cellular and Tissue Engineering)	
BIOE 610	Experimental Course: [Topic] (UO - Modeling of Physiological Systems)	
BIOE 610	Experimental Course: [Topic] (UO - Applied Biostatistics)	
Innovation & Entrepreneurship Core Courses (Complete both)		6
BIOE 610	Experimental Course: [Topic] (UO - Technology Ventures: From Concept to Commercialization)	
BIOE 513 Drug and Medical Device Regulation (OSU course)		
Career Acceleration Course Series		4
BIOE 610	Experimental Course: [Topic] (Ethical Considerations in Research and Innovation)	
BIOE 610	Experimental Course: [Topic] (Science Communication & Design Thinking)	
BIOE 610	Experimental Course: [Topic] (Writing for Impact)	
BIOE 610	Experimental Course: [Topic] (Grant and Proposal Writing)	
Technical Electives		10
Research or Other Graduate Courses		45
Dissertation		36
BIOE 603	Dissertation	
Total Credits		108-109

Biology (MS)

<https://internship.uoregon.edu/> 541-346-2120

The Knight Campus Graduate Internship Program (KCGIP (<https://internship.uoregon.edu/>)) is an accelerated master's program with five focus areas that combines lab and lecture content with a 9-month paid internship. We train students to be successful in the fast-paced, team-driven environment typical of the industrial or government lab setting.

Bioinformatics and Genomics

Our accelerated bioinformatics master's program brings together learners from diverse scientific backgrounds into a cohort-based learning model that will fast track you from classroom to career. Learn how to apply algorithmic logic, statistical methods, and biological concepts within a team, while honing your professional skills during your first 9 months in our fast-paced, immersive training program. Next, apply your skills in the real-world during your paid, 9-month internship. By graduation, you will have relevant work experience, a foot in the door, and a professional network of alumni and program staff to support you.

Biology: Bioinformatics and Genomics Track

Code	Title	Credits
Required Coursework		30
Optional Electives		1-8
Internship		30
Total Credits		60-68

Chemistry (MS)

<https://internship.uoregon.edu/>

The Knight Campus Graduate Internship Program (KCGIP (<https://internship.uoregon.edu/>)) is an accelerated master's program with five focus areas that combines lab and lecture content with a 9-month paid internship. We train students to be successful in the fast-paced, team-driven environment typical of the industrial or government lab setting.

Polymer Science

Polymers are an unusual class of materials because they simultaneously exhibit both fluid and solid like behavior. Polymers play a critical part in the fields of optics, semiconductors and molecular sensors. Within the field of optics, OLED and LCD displays rely heavily on polymers as both part of the assembly and in the case of OLEDs, the functional light emitting material. Every integrated circuit (semiconductor) relies on polymers for the lithography and etching steps needed to create the patterning of the microchip. The molecular sensor used to detect traces of TNT is in fact a polymer. Students in the polymer track typically have a bachelor's degree in Chemistry, Chemical Engineering, Polymer Science, Materials Science, Biochemistry and related disciplines. Students will earn a Master of Science in Chemistry with Emphasis in Polymer Science.

Photovoltaics and Semiconductors

Situated at the intersection of chemistry, physics and chemical engineering, the semiconductor (microelectronics) industry enables greener, smarter, and more connected economy. The field has significant implications in society's ability to support technology innovations and address the global energy crisis through applications in microprocessors, photovoltaics, LEDs and power transistors. For students who love to stay connected, semiconductor technology has driven advancements in the internet, 5G and IoT. And for the tech geeks who love smart technology – iPhone, Fitbit, self-driving cars- this field is ripe with opportunities. The continued success of this vast, interdisciplinary, and

sophisticated yet innovative industry is deemed critical to long term US national competitiveness, which translates into impactful and well-paid job opportunities for those who choose to join this sector. Given the highly interdisciplinary nature of this track, students are recruited from multiple backgrounds including physics, chemistry, chemical engineering, materials science and electrical engineering.

Molecular Sensors and Biotechnology

This is a specialized field of chemistry, has wide spanning applications in the areas of health diagnostics, environmental monitoring, and national security. Like designing a lock for a key, each molecular sensor is designed to interact, detect and produce a measurable signal in the presence of a specific analyte. Inexpensive, user-friendly, and mass producible devices employing molecular sensors include CO detectors, glucose monitors and pregnancy tests. Advanced applications also exist for the diagnosis of COVID-19, detection of explosives and identification of air and water contaminants. Students interested in the biomedical field can apply their knowledge in the development of sensors for fluorescent imaging, drug development, pathogen detection and early detection of diseases. Students in this focal area typically have a bachelor's degree in Chemistry, Biochemistry, Chemical Biology, Chemical Engineering and related disciplines. Students will earn a Master of Science in Chemistry with Emphasis in Molecular Sensors & Probes. Common industrial and national lab job titles and general descriptions of roles that span the consumer products, pharmaceutical, medical, life science, agricultural and defense industries are provided below.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Have in-depth knowledge in a main subfield of chemistry. Students will acquire this knowledge by doing advanced course work in the field, reading scientific papers, and optionally performing original research in the lab.
- Students pursuing a research master's degree will learn how to carry out independent chemistry research. Students will learn literature comprehension skills, will properly cite and reference techniques and methods, will be able to place one's research in context of the field, and will be able to communicate research results through scientific publications and presentations. Students will be able to formulate scientific hypotheses, understand the scientific method and apply it to research design, will become proficient at data gathering and interpretation, and will be able to write a research proposal. Students will pursue a research problem culminating in a written thesis that makes a significant and original contribution to the understanding of chemistry.
- Have professional development skills and knowledge. Students will attend professional meetings and make oral or poster presentations. Students will learn how to get internships in governmental labs, in industry, or in teaching. Students will learn soft skills, such as leadership, problem-solving, teamwork, communication.
- Understand and have awareness of professional, ethical and safety applications of their knowledge. Students will develop and understand the ethical and social dimension of science and the role and responsibility of chemistry for the advancement of the society. Students will learn and put into practice the expectations of responsible conduct in the professional field. Students will learn about laboratory safety and best safety practices.

https://internship.uoregon.edu/bgmp_curriculum (https://internship.uoregon.edu/bgmp_curriculum/)

Requirements

Please visit the program's website.

- Polymer Science (<https://internship.uoregon.edu/polymers-curriculum/>)
- Photovoltaic and Semiconductors (<https://internship.uoregon.edu/photovoltaics-and-semiconductors-curriculum/>)
- Molecular Sensors and Biotechnology (<https://internship.uoregon.edu/sensors-curriculum/>)

Division of Graduate Studies

<https://graduatestudies.uoregon.edu/>

Krista Chronister, Vice Provost for Graduate Studies

Susan Campbell Hall, first floor
1219 University of Oregon
Eugene, OR 97403-1219
541-346-5129

Graduate Council

The Graduate Council advises and makes recommendations to the vice provost for graduate studies on matters pertaining to graduate study at the University of Oregon, including changes or additions to policies and regulations governing graduate study. The council consists of a representative elected committee of 12 faculty members, two students, and the vice provost for graduate studies. The current Graduate Council membership is listed on the Division of Graduate Studies website.

General Information

The University of Oregon offers graduate level study in a wide range of subjects. Program offerings are listed in the **Graduate Majors and Specializations (p. 43)** section of this catalog. 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 Division of Graduate Studies are stated in this section.

Graduate Student Types

- Admitted Graduate Non-Degree
- Doctoral
- Exchange
- Graduate Certificate
- Graduate Microcredential
- Master's

The following student types are sunseting and no new students will be admitted to these types:

- Conditional Master's
- Conditional Doctoral
- Post-Master's
- Pre-Master's

Graduate Admission

Eligibility

To be admitted to the University of Oregon for the purpose of seeking a graduate degree or graduate certificate or for enrolling in a formal non-degree graduate program, students 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 major department in which they propose to study. All applicants for whom English is not a native/primary language must show proof of language

proficiency. Information about requirements may be found online (<https://graduatestudies.uoregon.edu/admissions/how-to-apply/>).

Students who want to earn a second bachelor's degree should not apply to the Division of Graduate Studies. They should submit an application for postbaccalaureate undergraduate student status to the Office of Admissions as described on their website (<https://admissions.uoregon.edu/other-applicants/postbaccalaureate/>).

The university's schools and departments determine their own requirements for graduate admission beyond the university's minimums.

Application Fee

The Graduate Microcredential application fee is \$35. The application fee for all other applicants is \$70 (domestic applicants) or \$90 (international applicants). The Division of Graduate Studies offers fee waivers and discounts for applicants who meet specific criteria. More information is available here (<https://graduatestudies.uoregon.edu/admissions/how-to-apply/application-fee-waivers/>).

Application Procedure & Requirements

Students seeking graduate admission must submit an online application. Links can be found on each program's website, or by contacting the program directly. At the time of application, applicants must submit unofficial transcripts from all colleges or universities previously attended, including the University of Oregon. Applicants who accept their offer of admission and matriculate must submit official transcripts from all colleges or universities from which they received a bachelor's degree or higher. More information is available here (<https://graduatestudies.uoregon.edu/admissions/how-to-apply/transcripts/>).

The applicant may also be asked to submit materials such as transcripts of test scores (e.g., Graduate Record Examinations, Miller Analogies Test) and letters of reference. The applicant should ascertain from the program what additional materials, if any, are expected and submit them in the manner described by the program. In some cases, these materials will be collected electronically as part of the online application.

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 Division of Graduate Studies or to the Office of Admissions.

A student who has been admitted to a graduate program and wants to enter a different graduate program must apply for admission to the new program.

Admitted Graduate Non-Degree Status Application

Applicants who wish to take graduate coursework but do not intend to pursue a specific graduate degree must apply online. Instructions are available here (<https://graduatestudies.uoregon.edu/postbaccalaureate-graduate-status-non-degree-seeking/>).

Language Requirement for International Graduate Employees

Students whose native/primary language is not English who accept teaching-related Graduate Employee (GE) positions must submit a test score demonstrating their proficiency in speaking English.

Native/primary language is defined as: A language you used as a primary language in your childhood, rather than learning it as a foreign language.

This policy is independent from the English Language Proficiency (ELP) requirement for admission; non-native English speakers who receive an ELP exception as part of their admission are still subject to the GE language proficiency requirement if they are placed in teaching-related GE assignments.

The following tests are accepted to fulfill this requirement:

- Internet-based (iBT) TOEFL Speaking: Minimum score: 26
- International English Language Testing System (IELTS) Academic Module Speaking Band: Minimum Score: 7
- Speaking Proficiency English Assessment Kit (SPEAK): Minimum score: 50

Individuals who score below the minimum scores will be required to attend one or more language support classes and may be subject to limitations on the kinds of activities they may carry out as GEs (see guidelines on the Division of Graduate Studies website).

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

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

Course Registration Requirements and Limits

Graduate students may enroll for up to 16 credits during the initial registration period. Just before the beginning of each term (see Office of the Registrar website for exact dates), graduate students may increase their enrollment to a maximum of 18 credits.

Students who enroll for more than 16 credits will be billed additional tuition.

In summer term, graduate students are limited to 16 hours.

Students who wish to enroll for more than 18 credits (or 16 credits in summer) are required to submit a general petition form to the Division of Graduate Studies.

For the term in which a degree is granted (except for Summer term), graduate students must register for at least three graduate credits. If submitting a master's degree thesis in this final term, registration must include at least one of the three credits as Thesis (503)—see master's policies.

If a doctoral dissertation is being completed, registration must include no fewer than three credits of Dissertation (603) in the term of graduation (except Summer)—see Doctoral policies.

Exceptions may be made depending on the timing of the submission of the thesis or dissertation; see Division of Graduate Studies website for details.

Doctoral students who have advanced to candidacy are considered to be full-time enrolled when registered in a minimum of three credits of Dissertation (603). However, various on-and off-campus agencies and offices have their own course-load requirements.

For example, GEs must register for and satisfactorily complete at least nine graduate credits each term. Some agencies offering student loans also set registration requirements.

Because the minimum registration requirements for the Division of Graduate Studies may not satisfy some agency requirements, it is the student's responsibility to register for the required number of credits based on their individual situation. The Office of the Registrar can certify a student's registration.

Doctoral students that have not advanced to candidacy and master's students are considered to be full-time enrolled when registered in a minimum of nine graduate credits.

Examples of minimum enrollment requirements:

Graduate Employees

- Nine graduate credits toward the degree

International Student Visa Holders

- Nine credits[#] for master's students and doctoral students not yet advanced to candidacy
- Three credits of 603 Dissertation for advanced doctoral students.
- International students should request information from International Student and Scholar Services about immigration and naturalization regulations and minimum credit requirements.

Federal Financial Aid and Federal Loan Deferment

- Five credits for master's students and doctoral students not yet advanced to candidacy
- Three credits of 603 Dissertation for advanced doctoral students.

As previously noted, these guidelines are examples. Please contact the Office of Financial Aid and Scholarships for accurate confirmations of eligibility.

Advancement and Financial Aid

Once formally advanced to candidacy, doctoral students receive email confirmation of their advancement from the Division of Graduate Studies. Students are not considered advanced to candidacy prior to receiving this email.

While the advancement is tied to an academic term and not a specific date, the financial aid office adheres to date-based timelines for disbursement of loans.

Students should be advanced prior to the disbursement date in order to be full-time eligible for aid while registered for three credits of 603 Dissertation.

Contact the Office of Financial Aid and Scholarships for more information. # International student visa holders should confirm their eligibility by contacting both the Division of Graduate Studies and the Division of Global Engagement.

Reservation of Graduate Credit: Permission to Register for Graduate Credit

An undergraduate student must request permission to register for a graduate-level course. The student must file a Reservation of Graduate Credit form with the Division of Graduate Studies by Wednesday of week 1 of the term in which they want to enroll in the graduate course. The form is available on the Division of Graduate Studies website. Two options are available for disposition of course credits.

Note: These options do not apply to students participating in an Accelerated Master's Program (AMP). AMP students should refer to Accelerated Master's Program policies for information about taking graduate classes while classified as an undergraduate.

Option 1

Include the graduate-level course in requirements for the bachelor's degree. To be eligible, the student must be admitted as an undergraduate and have earned a minimum GPA of 3.00 in each of the three terms prior to enrolling in the graduate course. Non-admitted non-degree seeking students are ineligible for this status. Undergraduates receiving less than a grade of B in a graduate-level course will be ineligible for further enrollment in graduate-level course work.

Option 2

Reserve the graduate-level course 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. To be eligible, the student must have earned a minimum GPA of 3.00 in each of the three terms prior to enrolling in the graduate course. Non-admitted non-degree seeking students are ineligible for this status. Undergraduates receiving less than a grade of B in a graduate-level course will not be allowed to use the course toward a master's degree, and will be ineligible for further reservations of graduate credit.

Undergraduates do not qualify to receive credits for the following graduate classes: Research (601), Internship (604), Reading and Conference or Special Problems (605), Field Studies or Practicum (606), Workshop or Laboratory Projects (508 or 608), and Terminal Project or Capstone (609).

Course Enrollment for Faculty and Staff Members

Faculty and staff members who want to take graduate courses should refer to the Human Resources office for information about regulations and fees.

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 vice provost for graduate studies for approval. More information about the petition process is available on the Division of Graduate Studies website.

Joint-Campus Program

The Joint-Campus program allows UO graduate students to enroll in courses at Portland State University and Oregon State University. The most current information about this program is available on the Division of Graduate Studies website.

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 currently has a WRGP program in historic preservation. For information, visit the website (<https://archenvironment.uoregon.edu/hp/>).

WGRP certification must be renewed each academic year.

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 represent work 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. Accumulation of more than 7 credits of Incomplete is also considered unsatisfactory. Students found to be not making satisfactory progress may be placed on academic probation, and may be dismissed from the program if improvement is not made. Additional satisfactory progress requirements and procedures may be found on the Division of Graduate Studies website.

Incompletes

There are two sets of policies regarding incompletes in graduate courses: (1) Department/Program policies as outlined in the program's graduate student handbook; and (2) University policies as outlined below. Graduate students should become familiar with both.

University Policy for Incompletes Assigned Fall 2022 or Later

Effective Fall 2022, students and faculty members must file an Incomplete Request Form to request a grade of Incomplete. Policy and

procedure details, including the link to the request form, are available on this page (<https://registrar.uoregon.edu/current-students/incomplete-policy/>).

University Policy for Incompletes Assigned Prior to Fall 2022

For Incompletes assigned in graduate courses prior to Fall 2022, Division of Graduate Studies policy requires that graduate students must convert a graduate course grade of Incomplete ("I") into a passing grade within one calendar year of the term the course was taken.

After one year, the student must petition the Division of Graduate Studies for the removal of an incomplete.

A petition to remove an incomplete (<https://graduatestudies.uoregon.edu/sites/default/files/forms1/remove-incomplete.pdf>) must meet all the following criteria to be eligible for Division of Graduate Studies approval:

1. The incomplete must be no more than seven years old.
2. The student must have the approval of the instructor to complete the outstanding course requirements.
3. The student must not have completed a terminal graduate degree since the term of enrollment in the course.

Incompletes that remain on the academic record after a degree has been awarded may not be removed.

All coursework documented on the transcript at the time of the awarding of a degree stands as a permanent record and it is not permissible to revise the record.

An incomplete, "I", assigned to Research (601) or Terminal Project (609, AAAP 611, ARCH 619, BA 740, CRES 611, IARC 611, LA 699, LT 611) does not require a petition.

Thesis (503) and Dissertation (603) credits should be assigned a grade of "P" for students making satisfactory progress. An "I" grade should only be assigned for students who did work of acceptable quality during the term, but some component of the work was not completed within the timeframe expected.

Research and Terminal Project credits are converted after the instructor submits a Supplementary Grade Report to the Office of the Registrar.

Continuous Enrollment

Unless academic leave has been approved, a student in an graduate degree or 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 term is not required unless a) it is the student's first term in the program, or b) the student's program requires it. For students who do register for summer, the minimum enrollment requirement is one graduate credit.

Failure to maintain continuous enrollment effectively withdraws the student from graduate status. See Reinstatement (p. 681).

Academic Leave

A graduate student interrupting a study program for one or more terms, excluding summer session, must apply for academic leave to ensure a place upon return.

The Division of Graduate Studies must receive the application by the last day of finals week of the term the leave begins. Academic leave is granted for a specified period excluding summer session. Students with approved academic leave should not use university facilities or faculty

or staff services during the academic leave and therefore need not pay tuition or fees.

Academic leave does not extend the seven-year deadline.

Master's Students

Master's students, except summer-only students, may apply for a maximum of three academic terms of academic leave during the course of study for the degree. A master's student in a program that is structured as a summer-only program must obtain academic leave for each ensuing school year. These summer-only students also must complete all degree requirements within the seven-year time limit.

Doctoral Students

Doctoral students may apply for a maximum of six academic terms of academic leave during the course of study for the degree. See Continuous Enrollment (p. 687) under Doctoral Degrees.

Additional details about academic leave and how to apply are available on the Division of Graduate Studies website.

Reinstatement

A graduate student who fails to maintain continuous enrollment or file for academic leave is required to file a Petition for Reinstatement form, available on the Division of Graduate Studies website. The petition is reviewed by the student's academic program and the Division of Graduate Studies. 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 complete the doctoral residency requirement again. 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 Petition for Reinstatement may result in a change of residency status from resident to nonresident for purposes of tuition assessment if the student has not maintained residency in Oregon. 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 student's home academic program for review and supporting statement. The Division of Graduate Studies 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.

Division of Graduate Studies petition forms are available on the Division of Graduate Studies website.

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 (<https://research.uoregon.edu/about/administrative-units/research-compliance-services/>). Researchers who want to use vertebrate animals may obtain protocol forms and procedures from the Animal Welfare Services website (<https://aws.uoregon.edu/>).

Graduate Tuition, Fees, and Financial Aid

Tuition and Fees

Graduate tuition varies by program. Please refer to the tuition website (<https://tuition.uoregon.edu/>) for the current tuition and fees schedule.

Fellowships and Financial Aid

Financial aid is available through graduate employee (GE) opportunities and research fellowships, training grant stipends, scholarships, work-study, loans, and part-time jobs. GEs are available to qualified graduate students who are enrolled in a graduate degree program. Inquire at the department for specific application deadlines. All GEs—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 collective bargaining agreement. 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.

Nearly all the schools and departments award graduate employee (GE) opportunities. Salaries vary by department, and also depend on the student's past degrees and status within their academic program. More information about salary is available on the Division of Graduate Studies website. The minimum appointment is 0.25 FTE (Full Time Equivalent) and the maximum appointment is .49 FTE. Graduate employees (GEs) must be enrolled in a graduate degree program and must register for and complete a minimum of 9 graduate credits toward the degree each term. Audited courses do not count toward this requirement. Tuition for 9 to 16 credits a term, a health insurance premium subsidy, and partial mandatory fees subsidy are provided by the university. Failure to enroll for and complete the minimum of 9 credits a term may nullify an appointment.

Non-native speakers of English who accept teaching-related GE positions must demonstrate appropriate English language proficiency. See "Language Requirement for International Graduate Employees" above.

Fellowships from Other Sources

Graduate students may be eligible for fellowship awards granted by federal agencies and private foundations. Information on internal and external funding opportunities is available on the website (<http://research.uoregon.edu/>) for the Office of the Vice President for Research and Innovation.

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. Additional resources for postdoctoral fellows can be found on the Division of Graduate Studies website.

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 and his or her family can contribute toward these expenses. See the **Student Financial Aid and Scholarships (p. 30)** 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 contact International Student and Scholar Services in the Division of Global Engagement.

International students are eligible for institutionally supported teaching and research fellowships described above.

Master's Degrees

Master's degree candidates must fulfill the requirements of the Division of Graduate Studies, which are listed below. Students must also complete the additional requirements set by the school or department in which the degree is to be awarded. These are described in the departmental sections of this catalog.

Credit Requirements

To earn a master's degree, students must complete a program of study 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 or approved for transfer (see **Transferred Credit** (p. 683) below).
- Of the total, at least 24 credits must be in graded courses taken at the UO and passed with a grade point average (GPA) of 3.00 or better. Certain programs are exempt from this requirement; see the Division of Graduate Studies website for details.
- A minimum of 30 credits in the major are required for a master's degree with a departmental major.
- At least 9 credits in courses numbered 600–699 must be taken in residence at the University of Oregon. The master's program in Economics is exempt from this requirement.
- Students working toward a master's degree with thesis must register for a minimum 9 credits of Thesis (503). Credit for thesis is given pass/no pass.

Language Requirements

There is no university-wide language requirement for master's degrees. Departments and programs have the option of requiring or not requiring one or more languages other than English (LOTE). If one or

more languages are required, the degree-granting unit is responsible for monitoring and enforcing that requirement.

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 Program (ISP). Although the second master's degree may be permitted with reduced credits, complete records of the student's graduate-level study must reflect the equivalent of all requirements for completion of the degree as described in the University of Oregon Catalog. Schools and departments may require more than this 30-credit minimum or deny the request. If the first master's degree is from another institution, the second master's degree program must comply with the standard university master's degree requirements (a minimum of 45 credits). Students pursuing two graduate degrees at the same time must file a concurrent degree form, available on the Division of Graduate Studies website.

Accelerated Master's Programs (AMPs)

The Division of Graduate Studies offers exceptional undergraduate students in selected majors the opportunity to earn both a bachelor's degree and master's degree in as few as 5 years. Accelerated Master's Programs (AMPs) are for high-achieving undergraduates in participating majors who plan to continue in a master's program. To determine if this is an option in your major, see the list of currently approved AMPs on the Division of Graduate Studies website.

Each AMP sets its own admission criteria and internal admissions processes. Interested students should inquire with the program offering the AMP regarding admission.

AMP Policies:

- Students must be classified as Juniors or Seniors in order to apply to an AMP.
- AMP students must be classified as Seniors in order to begin taking graduate-level courses.
- Typically, AMP students may take up to 24 graduate credits while classified as undergraduates, some of which may be used toward both bachelor's and master's degree requirements. However, AMP requirements and credit limits vary from program to program. Check with the department offering the AMP for more information about requirements specific to that program.
- Students will be charged at the undergraduate rate and retain eligibility for undergraduate scholarships during this transition year.
- Students will be considered undergraduates until the bachelor's degree is conferred, at which point they will be officially admitted as master's students, be charged at the graduate tuition rate, and be eligible for graduate assistantships.
- While classified as undergraduates, even if taking graduate classes, students will be subject to all undergraduate policies, including Academic Standing rules for undergraduate students.
- Students who have been accepted to an accelerated master's program must complete all of their bachelor's degree requirements and graduate within 12 months of the first day of the quarter in which they begin taking graduate courses as part of the accelerated program. Students who fail to do so will undergo a progress review and may be dismissed from the AMP.

- A student who is admitted to an AMP and subsequently decides not to continue into the master's program may still count up to 24 graduate credits earned as an undergraduate toward the bachelor's degree, but they may not use those graduate credits toward a UO graduate degree should they decide to return to the UO at a later date.
- 400-level courses will not be allowed to count toward minimum master's degree requirements, even by petition and even if the associated 500-level course would have been accepted toward master's degree requirements. In the case of a student who has already taken a 400-level course and the corresponding 500-level course is required for the master's degree, the student may be required to take the 500-level course. Once accepted to an accelerated master's program, the designated AMP coordinator for the program should work closely with students to ensure registration in the appropriate graduate-level courses.

Time Limit

Students must complete all work for the master's degree within seven years, including transferred credits, thesis or terminal project, and all examinations. Academic leave does not extend the seven-year deadline.

Residency and Enrollment Requirements

For a master's degree, the Division of Graduate Studies 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 University of Oregon 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 a graduate degree program must attend the university continuously, except for summers, until all the program's requirements have been completed, unless academic leave has been approved. For more information, see Course Registration Requirements and Limits (p. 679), Continuous Enrollment (p. 681), Graduate Residency (p. 681), and Academic Leave (p. 681) under General Requirements and Policies.

Transferred Credit

Graduate Credit from Other Institutions

Graduate credit earned while enrolled as a graduate student at another accredited college or university may be counted toward the master's degree under the following conditions:

1. Total transferred credits may not exceed 15 credits
2. Courses must be relevant to the degree program as a whole
3. The student's home department and the Division of Graduate Studies 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.

Transfer of Reserved Graduate Credit

Undergraduates who completed graduate-level courses at the University of Oregon under the Reservation of Graduate Credit petition process and who reserve the courses by choosing Option 2 on the petition form may apply up to 12 credits toward the master's degree.

Course work taken for letter grades (B or better) and P/N courses, if accompanied by the instructor's statement that the passing grade was equal to a 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 Division of Graduate Studies 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. Any credits transferred under this option fall within the 15-credit transfer maximum.

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 non-admitted non-degree seeking graduate student, or a student earning a graduate certificate may later be counted toward the master's degree (see Graduate Student Types (p. 678) under Division of Graduate Studies), pending school or department endorsement and Division of Graduate Studies approval. This is within the overall 15-credit maximum for transfer. Grades earned must be A+, A, A–, B+, B, or P. A Request for Transfer of Graduate Credit form (available on the Division of Graduate Studies website) must be approved for credits completed under these classifications to be applied to degree requirements.

*The MEd in Educational Leadership allows up to 27 credits to be transferred from a UO licensure program to the MEd.

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 Division of Graduate Studies 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 is expected to be a member of the regular faculty, tenured or tenure-track, though non-tenure-track faculty members may be appointed as committee chairs if the department deems it appropriate.

Research Compliance

See Research Compliance (p. 682) in the **General Requirements and Policies** section of this catalog.

Summary of Division of Graduate Studies Requirements

The following outline lists minimum Division of Graduate Studies 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 taken at UO	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).

**Certain programs are exempt from the 24 graded credit requirement. See the Division of Graduate Studies website for details.

***The master's degree in Economics is exempt from the 600-level course requirement.

Interdisciplinary Studies Program

Note: the ISP is currently on pause and not accepting new applications.

The Interdisciplinary Studies Program (ISP) 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 two or three approved master's degree programs. Detailed requirements are available on the Division of Graduate Studies website.

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.

Approval must be obtained in writing from each of the two or three advisors, indicating their willingness to serve and their approval of the Tentative Program of Study. One of the advisors must be designated as chair. Prior to being offered admission, approval is also required from the department head or director of graduate studies from each department included in the applicant's program of study. Subsequent changes in the program must be approved by both the advisor in the area involved and the ISP director. More information about the ISP is available on the Division of Graduate Studies website.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Integration of Disciplinary Knowledge:** Develop the ability to synthesize knowledge and methods from multiple disciplines to create new knowledge and research questions and address complex problems.
- **Critical Thinking:** Enhance critical thinking skills necessary for comprehending, analyzing and evaluating information, theories, and methodologies across different disciplines.
- **Communication:** Improve oral and written communication skills to effectively consider and convey complex ideas to diverse audiences in a clear and coherent manner.
- **Research Methods:** Acquire proficiency in interdisciplinary research methodologies, including data collection, analysis, and interpretation, in order to conduct rigorous interdisciplinary research projects.
- **Interdisciplinary Collaboration:** Foster skills to dialogue and work collaboratively with individuals from different disciplines and communities.
- **Creative Problem-Solving:** Cultivate innovative and creative thinking skills to generate novel, interdisciplinary solutions to complex problems.
- **Self-Reflection and Intellectual Growth:** Encourage self-reflection and personal growth as an interdisciplinary scholar, and cultural being living within multiple social contexts, recognizing strengths and areas for improvement, and engaging in continuous intellectual development.

Requirements

The Interdisciplinary Studies Program (ISP) requires a total of at least 45 graduate credits; a minimum of 12 graduate credits in each of two focal departments; a minimum of 12 graduate credits from any department(s); and 9 graduate credits for an integrated terminal project or thesis determined by the student and advisors during the course of study.

Guidelines in the ISP program include the following:

1. A maximum of 12 credits may be used from practicum, field studies, research, and reading and conference courses. Such credit must be distributed across multiple focal departments (i.e., one focal department cannot consist entirely of these individualized credits)
2. 9 credits selected from either Terminal Project (IST 609) or Thesis (IST 503)
3. At least 30 of the 45 minimum credits for the degree must be taken after the candidate is admitted to the ISP program

Education Specialist Degrees

Education Specialist (EdS) degree candidates must fulfill the requirements of the Division of Graduate Studies, which are listed below. Students must also complete the additional requirements set by the school or department in which the degree is to be awarded. These are described in the departmental sections of this catalog.

Summary of Division of Graduate Studies Requirements

The following outline lists minimum Division of Graduate Studies requirements for EdS degrees. Specific departmental requirements must

also be met before the student is awarded a graduate degree. Credit requirements listed below must be met with graduate credits.

Minimum GPA	3.00
Time limit for program completion	Seven years
Total credit minimum	45 credits
Registration minimum per term	3 credits
Minimum graded credits taken in residence	27 credits
Minimum 600 level credits in residence	30 credits
Minimum credits in major	30 credits
Minimum credits taken at UO	30 credits

Language Requirement

There is no language requirement for the Education Specialist degree unless the department offering the degree so specifies.

Time Limit

Students must complete all work for the EdS degree within seven years, including transferred credits and all other requirements. On-leave status does not extend the seven-year deadline.

Residency and Enrollment Requirements

For an EdS degree, the Division of Graduate Studies 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. Individual schools or departments may have additional residence requirements.

Students enrolled in a graduate degree program must attend the university continuously, except for summers, until all the program's requirements have been completed, unless on-leave status has been approved. For more information, see Course Registration Requirements and Limits (p.), Continuous Enrollment (p. 681), Graduate Residency (p. 681), and On-Leave Status (p. 681) under General Requirements and Policies.

Transferred Credit

Graduate Credit from Other Institutions

Graduate credit earned while enrolled as a graduate student at another accredited college or university may be counted toward the EdS degree under the following conditions:

1. Total transferred credits may not exceed 15 credits
2. Courses must be relevant to the degree program as a whole
3. The student's home department and the Division of Graduate Studies 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 27 credits in University of Oregon graded graduate courses, nor are they used in computing the UO cumulative GPA.

Transfer of Reserved Graduate Credit

Undergraduates who completed graduate-level courses at the University of Oregon under the Reservation of Graduate Credit petition process and who reserve the courses by choosing Option 2 on the petition form may apply up to 12 credits toward an EdS degree.

Course work taken for letter grades (B or better) and P/N courses, if accompanied by the instructor's statement that the passing grade was equal to a B or better, is eligible for consideration. If approved, these courses can be used to satisfy relevant university EdS degree requirements. A Request for Transfer of Graduate Credit form (available on the Division of Graduate Studies website) must be filed within two terms of acceptance into an EdS degree program and within two years of earning the bachelor's degree. Any credits transferred under this option fall within the 15-credit transfer maximum.

Other University of Oregon Transferred Credit

A maximum of 15 graduate credits* earned at the University of Oregon while classified as a graduate post-baccalaureate student, a non-admitted non-degree seeking graduate student, an admitted non-degree graduate student, or a graduate certificate student may later be counted toward the EdS degree (see Graduate Student Types (p. 678) under Division of Graduate Studies), pending school or department endorsement and Division of Graduate Studies approval. This is within the overall 15-credit maximum for transfer. Grades earned must be A+, A, A–, B+, B, or P. A Request for Transfer of Graduate Credit form (available on the Division of Graduate Studies website) must be approved for credits completed under these classifications to be applied to degree requirements.

*The EdS in Educational Leadership allows up to 27 credits to be transferred from a UO licensure program to the EdS.

Research Compliance

See Research Compliance (p. 682) in the **General Requirements and Policies** section of this catalog.

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, college, or department requirements of residence and study must be satisfied. The requirements for PhD degrees established by the Division of Graduate Studies 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 at least three calendar years.

The doctoral residency requirement is as follows:

- At least 27 credits of graduate course work toward the doctoral degree must be completed at the University of Oregon while classified as a doctoral student. Course work completed as

a UO master's student may count toward the doctoral residency requirement under these circumstances: (1) the master's program is in the same major as the doctoral program; (2) no more than one calendar year has lapsed between the last term of enrollment as a master's student and the start of the doctoral program

- Of these 27 credits, at least 14 credits must be in regular course work—i.e., not in individualized study credits such as Research (601), Reading and Conference (605), and Special Problems (605)
- The 18 required credits in Dissertation (603) do not count toward the residency requirement

Transfer of Credit for Doctoral Students

There is no formal university transfer credit process for doctoral students. Each program sets its own policy regarding acceptance of transfer credits, and is responsible for tracking how transfer credits fit into departmental degree requirements. Transfer credits can only be used to meet departmental degree requirements; they cannot be used toward the doctoral residency requirement or the 18 required credits of 603 Dissertation.

Language Requirement

Individual departments or programs 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 department or program offering the degree.

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 or program.

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 PhD student must pass comprehensive examinations (oral, written, or both) or other similar requirements set by the department 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. Students should consult their department's/program's website or graduate handbook for information about requirements for advancing to candidacy.

Within two weeks of the student meeting these requirements, an advancement to candidacy form must be submitted. See the Division of Graduate Studies website for details.

Advancing to candidacy signifies that the student has completed their coursework, as well as other requirements as defined by their graduate

program, and is ready to move forward to the dissertation phase. Minimum requirements for advancement to candidacy:

- Completed UO residency requirement (<https://graduatestudies.uoregon.edu/academics/policies/doctoral/residency-requirements/>)
- Completed pre-advancement coursework required by the program
- Completed all program-level non-coursework advancement requirements
- Cumulative UO GPA of at least 3.0
- In good standing (<https://graduatestudies.uoregon.edu/academics/policies/general/satisfactory-progress/>) according to UO and program standards

Dissertation

All PhD 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 Thesis and Dissertation Style and Policy Manual. The manual is available from the Division of Graduate Studies website. Doctoral dissertations must be submitted electronically to ProQuest. Copyright registration is optional. Theses and dissertations completed at the University of Oregon will be available in Scholars' Bank, the UO's open-access repository for the intellectual work of its faculty, students, and staff at the University of Oregon.

Research Compliance

See Research Compliance (p. 682) in the **General Requirements and Policies** section of this catalog.

Dissertation Committee

Following advancement to candidacy, the candidate's department proposes the membership of the dissertation committee to the vice provost of graduate studies, who appoints the committee after approving it.

The dissertation committee consists of a minimum of four members, each with a particular role. A detailed description of the policy on dissertation committees is available on the Division of Graduate Studies website.

Dissertation Registration

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

Defense of Dissertation

A formal, public defense must take place at a date set by the committee chair and approved by the Division of Graduate Studies.

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 approved application for final oral defense must also be filed with the Division of Graduate Studies two weeks before the formal defense. Visit the Division of Graduate Studies website for specific instructions.

The time and place of the defense must be publicly noted. The dissertation committee must be present at the defense (with some exceptions—see the Division of Graduate Studies website for details). Remote defenses are also allowed; refer to the Division of Graduate Studies website for details.

Completion of Dissertation

Within two weeks following the defense of the dissertation but before the dissertation is submitted to the Division of Graduate Studies, committee members must confirm their approval of the defense, only if they have seen and approved what is substantially a final draft and if they are willing to delegate the oversight of any remaining minor revisions to the chair. If this is not the case, they should not approve the defense. Approval requires a unanimous vote. In the event of a split vote, the vice provost for graduate studies determines the review procedure after consultation with the student, the department chair (or the school or college dean), and the committee. Once the dissertation has been approved by the committee, the student must submit the dissertation electronically to the Division of Graduate Studies. Visit the Division of Graduate Studies 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 doctoral student at the University of Oregon. The residency requirement, the completion of advancement to candidacy requirements, and the completion of the doctoral dissertation must all be accomplished within this seven-year period. Taking academic leave does not automatically extend the seven-year deadline.

A petition for an extension of the seven-year time limit 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 reCompleting the doctoral residency requirement, advancement to candidacy requirements, or both. Petitions are evaluated case by case and are not automatically granted. Students on seven-year extensions must submit quarterly renewals outlining their progress before they are allowed to register for the next quarter.

Continuous Enrollment

Unless academic leave has been approved, a student enrolled in a doctoral program must attend the university continuously until all the program and university requirements, including submission of the dissertation to the Division of Graduate Studies, have been met. To be continuously enrolled, the student must register for 3 graduate credits each term excluding summer sessions. See Academic Leave (p. 681) under General Requirements and Policies.

Academic Leave

While on academic leave, the doctoral candidate acknowledges that he or she is not 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). Academic leave 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. The general requirements for residence, dissertation, advancement to candidacy, time limit, and continuous enrollment are the same as for the PhD degree. See the **College of Education (p. 517)** section of this catalog for details.

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, lecture document, or digital portfolio. 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.

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 academic leave 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 over the course of at least three years, of which at least 27 credits must be completed at the University of Oregon, and of which 18 credits are in Dissertation (603).
4. **Second languages or other specialized knowledge.** Regulations are set by the department, school, or college.
5. **Advancement to candidacy.** Completion of comprehensive examinations or other similar requirements covering the major discipline advances the student to candidacy for the degree. Advancing to candidacy signifies that the student has completed their coursework, as well as other requirements as defined by their graduate program, and is ready to move forward to the dissertation phase.
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 as well as an Institutional 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. **Application for graduation** made to the Division of Graduate Studies. Deadlines and instructions are available on the Division of Graduate Studies website.
8. **Defense of dissertation.** The approved application for final oral defense must be filed with the Division of Graduate Studies no later than two weeks before the date of defense.
9. **Dissertation submission and publication.** Dissertations are submitted electronically through ProQuest. Detailed instructions are available on the Division of Graduate Studies website.
10. **Conferral of degree.** The degree is conferred at end of term in which all degree requirements are satisfied.
11. **Diploma issued.** The diploma is issued by Office of the Registrar approximately 6-10 weeks after the end of the term of degree conferral.

Graduate Certificates

The University of Oregon offers a number of graduate certificates in specific academic and professional subjects. Students pursuing graduate certificates must be admitted to the university, but are not required to be degree-seeking.

Admission Process

In order to pursue a graduate certificate, a student must be admitted to the University of Oregon as a graduate level student, either in a master's or doctoral program or, in the case of a stand-alone certificate program, as an admitted graduate certificate student.

The admission process is specific to each certificate program. To get started, the student should contact the department/program offering the graduate certificate.

All students pursuing both a graduate degree and a graduate certificate concurrently must complete and submit the graduate certificate declaration form within one term after being admitted to the certificate program.

This form must be filed in the Division of Graduate Studies no later than week 5 of any term in which you want to make the change effective. Forms submitted after Week 5 of the term will automatically be considered for the next academic term.

Students pursuing only a graduate certificate do not need to complete the declaration form and instead apply via the online application.

Financial Aid and Graduate Certificates

Students pursuing a standalone graduate certificate (that is, without also being concurrently enrolled in a graduate degree program) may not access federal financial aid unless the graduate certificate program has been individually approved as Title IV aid-eligible.

Contact the department/program offering the graduate certificate to find out if it is offered as a standalone certificate and is Title IV-aid eligible.

Important Information about Pursuing and Completing a Graduate Certificate

Graduate certificates consist of a minimum of 24 credits of graduate-level coursework taken at the UO. Specific course requirements are established by the department.

UO graduate coursework taken prior to acceptance into the certificate program may count toward certificate requirements, with approval from the department offering the certificate.

However, to be considered, such coursework must have been completed as an admitted graduate student in one of the following classifications:

- Conditional Master's
- Master's
- Conditional Doctoral
- Doctoral
- Pre-master's
- Post-master's
- Postbaccalaureate Graduate
- Admitted Non-Degree Graduate

Graduate certificate students are subject to the following general policies governing satisfactory progress:

- Continuous enrollment
- Minimum three-credit registration each term
- Maintenance of a 3.0+ cumulative GPA
- Completion of the program within seven years.
 - Note: The seven-year time period begins with the first course being used to meet certificate requirements.
- Maintaining satisfactory progress/good standing

Graduating with the Certificate

No later than Friday of Week 2 in the term of graduation (for the graduate certificate, the graduate degree, or both the degree and the certificate), the student must apply for graduation.

No later than the term deadline in the term of graduation for the certificate, the department/program must submit a statement of completion for graduate certificate, as well as a copy of the departmental program plan indicating the courses (titles, term taken, number of credits, and grade for each) being used to fulfill the requirements of the certificate.

Graduate Specializations

A graduate specialization is either a subdivision of a major or an interdisciplinary track in which a strong graduate-level curriculum is available.

Graduate specializations are indicated after the major on official records and transcripts once the student graduates with their primary degree.

The University of Oregon offers a number of graduate specializations in specific academic and professional subjects.

Students pursuing a graduate specialization must be admitted to a graduate degree program at the university.

Admission/Declaration Process

In order to pursue a specialization, a student must be admitted to a University of Oregon master's or doctoral program.

The admission/declaration process is specific to each specialization. To get started, the student should contact the department or program offering the specialization.

The student must complete and submit the specialization declaration form as soon as they have been approved to pursue (or is admitted to) the specialization, but no later than the term prior to applying for graduation.

This form must be filed in the Division of Graduate Studies no later than week 5 of any term in which you want to make the change effective. Forms submitted after Week 5 of the term will automatically be considered for the next academic term.

Important Information about Pursuing and Completing a Specialization

Specific course and credit requirements are established by the department or program at the time that the graduate specialization is established.

All specializations must consist of a minimum of 16 credits of graduate level coursework taken at the UO. All courses must be completed with grades of B or better, or P.

Coursework taken prior to declaring a graduate specialization may count toward specialization requirements, with approval from the department or program offering the specialization.

However, to be considered, such coursework must have been completed as an admitted graduate student in one of the following classifications:

- Conditional Master's
- Master's
- Conditional Doctoral
- Doctoral
- Pre-master's
- Post-master's
- Postbaccalaureate Graduate
- Admitted Graduate Non-Degree
- Graduate Certificate
- Graduate Microcredential

All graduate students are subject to the following general policies governing satisfactory progress:

- Continuous enrollment
- Minimum three-credit registration each term
- Maintenance of a 3.0+ cumulative GPA
- Completion of the program within seven years
- Maintaining satisfactory progress/good standing

Graduating with the Specialization

No later than Friday of Week 2 in the term of graduation, the student must apply for graduation online and be sure to select the graduate specialization they also plan to receive.

After the end of the term of graduation, the department or program housing the specialization must submit a statement of completion for graduate specialization.

The specialization will appear on the final transcript only if the above steps are taken.

Graduate Microcredentials

Graduate Microcredentials offer specialized training that helps meet important educational and workforce needs and advance learners' knowledge and/or skill development without the commitment of a full graduate degree program.

Students pursuing graduate microcredentials are not eligible for federal financial aid or for Division of Graduate Studies scholarships.

Graduate microcredentials are only available as stand-alone credentials; students may not concurrently complete a graduate microcredential and a graduate degree or certificate.

Minimum requirements

A graduate microcredential consists of at least 3 graduate courses totaling a minimum of 12 credits.

While enrolled in a graduate microcredential program, students are subject to all graduate student academic policies, including satisfactory progress requirements.

Admissions

Anyone who meets the UO minimum requirements for graduate admission may apply to complete a graduate microcredential. Each program offering graduate microcredential may have additional prerequisites or eligibility requirements. Applicants apply online via the Division of Graduate Studies' application system.

Pathway to a degree or certificate

Acceptance to pursue a UO graduate microcredential does not guarantee acceptance into a UO degree or certificate program. However, credits that a learner earns toward a graduate microcredential may later be applied to a UO master's degree, doctoral degree, or graduate certificate, depending on the program and subject to all current Division of Graduate Studies transfer credit policies.

Physical Education

Chantelle Russell, Associate Director

The physical education program offers physical activity courses for university students, UO 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 and holistic well-being.

Approximately 130 courses are offered each term in a variety of activity areas—aquatics and scuba, fitness, individual activities, leadership, martial arts, mind-body, outdoor pursuits, racquet sports, running, team sports, and weight training. This ever-changing array of courses is taught by an exceptional 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 as electives to a 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 may enroll in physical education courses as noncredit participants, if space is available. Noncredit participants pay the PE course fee and register online (<https://recweb.uoregon.edu/>).

Opportunities are available for students who have disabilities or who need special accommodations in order to participate in physical education courses. More information and support is available by visiting the PE and Rec website. (<https://rec.uoregon.edu/>)

Fees for Physical Education Courses

Course	Fee
Activity (1 credit)	\$90
Activity (2 credits)	\$180
Outdoor pursuits	\$105–\$200
Practicum (1–3 credits)	\$40

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.

Faculty

Anne Borland, associate teaching professor (outdoor pursuits). BA 1987, Oregon. (2008)

Daniel Crowe, associate teaching professor (outdoor pursuits). BA, 1997, Concordia College. (2004)

David Rubino, associate teaching professor (individual activities, martial arts, running, team sports, weight training); assistant director. BS, 1987, State University of New York, Cortland; MA, 1988, Northern Colorado. (2001)

Joan Dobbie, associate teaching professor (mind body). BA, 1967, State University of New York, Potsdam. (1998)

Justine Halliwill, associate teaching professor (martial arts, mind body). BS, 2005, Oregon. (2005)

Linda Metzger, associate teaching professor (fitness). BA, 2008, Platteville; WI. (2011)

Michele Bulgatz, associate teaching professor (mind body). BA, 1985, California, Santa Barbara. MS, 1994, Oregon. (2001)

Michie Kawada, associate teaching professor (aquatics, fitness). BA, 1998, Oregon. (2002)

Nat Lundin, associate teaching professor (mind body). BS, 2007, Oregon. (2009)

Ryan Kelly, associate teaching professor (martial arts). (1999)

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); MSPE, 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)

Michael Strong, senior instructor II emerita (outdoor pursuits). MS, 1986, University of Oregon. BS 1976, University of Alberta. (1986)

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

Supplementary Academic Programs

The college experience may not be limited to what is learned solely on the university campus. Continuing and Professional Education offers options for those returning to higher education after a period away, those interested in noncredit educational opportunities, or those who seek degree credit outside the classroom. Opportunities to study abroad are available through the Division of Global Engagement for those who want to expand their intellectual and cultural horizons and to broaden their perspective of the world. For those who want to pursue a career in the military, the Department of Military Science provides opportunities to study leadership principles, military organization and history, and the place of the armed forces in serving the goals of national policy.

- Continuing and Professional Education (<https://continue.uoregon.edu/>)
- Military Science (<https://rotc.uoregon.edu>)
- Research Center and Institutes (<https://research.uoregon.edu/centers-and-institutes/>)
- Research Core Facilities (<https://research.uoregon.edu/facilities/research-core-facilities/>)
- Study Abroad (<https://geo.uoregon.edu/>)

Academic Resources and Student Services

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 (<https://dos.uoregon.edu/>) (541-346-3216), the University Health Center (<https://health.uoregon.edu/>) (541-346-2770), and University Health Center Counseling Services (<https://counseling.uoregon.edu/>) (541-346-3227) provide emergency aid to students during regular office hours—8:00 a.m. to 5:00 p.m., Monday through Friday.

Counseling Services offers a crisis line staffed at all hours by mental health professionals, and the University Health Center offers a health nurse advice line when the center is closed (541-346-2770, then press 1). In addition, a 24-hour, round-the-clock crisis line is available for those seeking support after experiencing sexual violence (541-346-7233).

In case of any other emergency, call 911 or the UO Police Department (541-346-2919).

To help students succeed in navigating the rigors of competitive higher education, the University of Oregon offers an array of support programs and resources for dedicated scholars in their quest for academic excellence.

- ASUO (<https://asu.uoregon.edu/>)
- Counseling Services (<https://counseling.uoregon.edu/>)
- Dean of Students (<http://dos.uoregon.edu>)
- The Duck Store (<https://www.uoduckstore.com/>)
- Erb Memorial Union (<https://emu.uoregon.edu/>)
- GlobalWorks International Internships (<https://globalworks.uoregon.edu/>)
- Graduate Student Services (<https://graduatestudies.uoregon.edu/onestop/>)
- Health Services (<https://health.uoregon.edu/>)
- Information Services (<http://is.uoregon.edu>)
- International Student and Scholar Services (<http://isss.uoregon.edu>)
- Investigations and Civil Rights Compliance (<https://investigations.uoregon.edu>)
- Division of Global Engagement (<http://international.uoregon.edu>)
- Labor Education and Research Center (<http://lerc.uoregon.edu>)
- Libraries (<http://library.uoregon.edu>)
- Mills International Center (<http://mills.uoregon.edu>)

- Museums
 - Condon Collection of Fossils (<https://earthsciences.uoregon.edu/condon-fossil-collection/>)
 - Jordan Schnitzer Museum of Art (<https://jsma.uoregon.edu>)
 - Museum of Natural and Cultural History (<https://mnch.uoregon.edu>)
- Orientation (<https://orientation.uoregon.edu/>)
- Physical Education and Recreation (<http://rec.uoregon.edu>)
- Police Department (<http://police.uoregon.edu>)
- Student Alumni Association (<https://www.uoalumni.com/s/1540/uosaa/it21/home.aspx?sid=1540&gid=3&pgid=615>)
- Student Housing (<http://housing.uoregon.edu>)
- Testing Center (<http://testing.uoregon.edu>)
- Transportation Services (<https://transportation.uoregon.edu>)
- University Career Center (<https://career.uoregon.edu>)
- University of Oregon in Portland (<http://pdx.uoregon.edu>)
- Work-Life Resources (<https://hr.uoregon.edu/work-life-resources/>)

Undergraduate Education and Student Success

<https://uess.uoregon.edu> 5256 University of Oregon
Eugene, OR 97403-5256
541-346-1608

Undergraduate Education and Student Success, a division of the Office of the Provost, offers programs that enrich the academic life of all undergraduate students. Under the leadership of the vice provost for undergraduate education and student success, the division promotes

- a campus culture of intellectual curiosity and engagement
- opportunities for students at all levels to be creative and to work in close association with outstanding faculty members
- a coherent approach to general education

The central responsibility of the division is to introduce students to the university and the world of ideas, supporting those who are curious and intellectually vigorous regardless of their cultural background or socioeconomic circumstances.

Accessible Education (<https://uess.uoregon.edu/divisions-work-0/#aec>)

Advising (<https://uess.uoregon.edu/divisions-work-0/#advising>)

- Center for Multicultural Academic Excellence
- Office of Academic Advising
- TRIO Student Support Services
- Tykeson College and Career Advising
- Pathway Oregon

First Year and Transition Student Experience (<https://uess.uoregon.edu/divisions-work-0/#Fyp>)

- First Year Programs
- Student Academy to Inspire Learning
- Common Reading

Undergraduate Curriculum and Academic Support (<https://uess.uoregon.edu/divisions-work-0/#curriculum>)

- Tutoring and Academic Engagement Center

Undergraduate Research and Distinguished Scholarships (<https://uess.uoregon.edu/divisions-work-0/#research>)

- Academic Residential Research Initiatives
- Center for Undergraduate Research and Engagement
- Undergraduate Research Symposium
- Office of Distinguished Scholarships

- McNair Scholars Program
- Phi Beta Kappa
- DuckRISE Program

Student Success Initiatives (<https://uess.uoregon.edu/divisions-work-0/#success>)

- Student Success Summit

Veterans Education Benefits

<https://registrar.uoregon.edu/veterans-benefits> (<https://registrar.uoregon.edu/veterans-benefits/>)

School Certifying Officials

234 Oregon Hall
541-346-3119
veterans@uoregon.edu

The Office of Veterans Education Benefits, a unit within the Office of the Registrar, assists eligible student veterans, reservists, and dependents utilize educational benefits in compliance with the procedures and regulations of the United States Department of Veterans Affairs (VA). The office provides basic information about educational benefits administered by the VA and those provided by Oregon state laws.

Eligible students should contact the office by telephone or e-mail after being admitted to the university.

Veterans Access, Choice, and Accountability Act of 2014

Veterans Health Care and Benefits Improvement Act of 2016

Department of Veterans Affairs Expiring Authorities Act of 2018

Isakson and Roe Veterans Health Care and Benefits Improvement Act of 2020

Colonel John M. McHugh Tuition Fairness for Survivors Act of 2021

The following individuals shall be charged the in-state rate for tuition and fees purposes:

- A veteran using educational assistance under either Chapter 30 (Montgomery GI Bill®—Active Duty Program) or Chapter 33 (Post-9/11 GI Bill®), of Title 38, United States Code, who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence).
- Anyone using transferred post-9/11 GI Bill® benefits (38 U.S.C. § 3319) who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence).
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship [38 U.S.C. § 3311(b)(9)] who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence).
- Anyone using educational assistance under Chapter 31, Veteran Readiness and Employment, who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence).
- Anyone using educational assistance under Chapter 35, Dependents Educational Assistance, who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence).
- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the University of Oregon.

GI Bill® is a registered trademark of the US Department of Veterans Affairs. More information about education benefits offered by the department is available at the official US government website (<https://www.benefits.va.gov/gibill/>).

Veteran and Dependent Priority Registration

Students who are active members of the military, veterans with an honorable discharge or general discharge under honorable conditions, or dependents receiving Veterans educational benefits are offered priority registration. Students must self-report to the Office of the Registrar to obtain priority registration.

Students who are eligible for priority registration are able to register before other students in their category as shown below. Priority is given to graduate students, then to undergraduates. Seniors register before juniors, juniors before sophomores, and so forth, based on number of credits accumulated.

1. Graduate and postbaccalaureate students
2. Seniors with 135 or more credits
3. Juniors with 90 or more credits
4. Sophomores with 45 or more credits
5. Freshman students with fewer than 45 credits

Veterans Benefits and Transition Act of 2018

The following policy (38 U.S.C., section 3679) applies to any covered individual, who is any individual entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits:

1. Any covered individual is permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the University of Oregon a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs website or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates: (a) the date on which payment from the VA is made to the institution or (b) the date that is 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
2. The University of Oregon will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from the VA under Chapter 31 or 33.
3. The University of Oregon requires the covered individual to take the following additional actions:
 - a. Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education
 - b. Submit a written request to use such entitlement every quarter/semester
 - c. Provide additional information, if requested, necessary to the proper certification of enrollment by the educational institution
 - d. Make a payment for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement and understand that late fees may apply to these charges

Courses

A

- Academic English for International Students (AEIS) (p. 697)
- Accounting (ACTG) (p. 698)
- African Studies (AFR) (p. 700)
- American Sign Language (ASL) (p. 701)
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Academic English for International Students (AEIS)

Courses

AEIS 101. Introductory Academic Oral Communication. 4 Credits.

Focuses on strategies to improve aural-oral academic communication through discussions, seminars, dialogue, videos, and lectures. Sequence with AEIS 102.

Requisites: Pre- or coreq: placement test.

AEIS 102. Advanced Academic Oral Communication. 4 Credits.

Focuses on strategies to improve aural-oral academic communication through discussions, seminars, dialogue, and presentations. Sequence with AEIS 101.

Requisites: Prereq: Placement test.

AEIS 107. Reading Academic Discourse. 4 Credits.

Focuses on interactive reading of academic text, building reading strategies for better comprehension, speed, and confidence, and developing critical reading skills.

Requisites: Prereq: placement test.

AEIS 110. Introductory Academic Writing. 4 Credits.

Introduces conventions of expository essay writing. Emphasizes clear, effective written communication and development of editing skills. Covers grammar in context. Sequence with AEIS 111, AEIS 112.

Requisites: Prereq: placement test.

AEIS 111. Intermediate Academic Writing. 4 Credits.

Intermediate writing for nonnative speakers of English. Critical analysis of academic texts leading to summary, paraphrase, essay-examination responses, and expository essays. Sequence with AEIS 110, AEIS 112.

Requisites: Prereq: Placement test.

AEIS 112. Advanced Academic Writing. 4 Credits.

Advanced writing for non-native speakers of English. Critical reading of academic texts for response in various academic modes: reporting research, critical analysis, and argumentation. Sequence with AEIS 110, AEIS 111.

Requisites: Prereq: placement test or AEIS 110, AEIS 111.

AEIS 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Accounting (ACTG)

Courses

ACTG 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

ACTG 340. Accounting for Entrepreneurs. 4 Credits.

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.

Requisites: Prereq: BA 211Z or MGMT 335.

ACTG 350. Intermediate Accounting I. 4 Credits.

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.

Requisites: Prereq: BA 101Z; BA 169Z; BA 213Z or BA 215; EC 201Z; MATH 241 or MATH 251Z; STAT 243Z or MATH 345M or DSCI 102; WR 122Z or WR 123.

ACTG 351. Intermediate Accounting II. 4 Credits.

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.

Requisites: Prereq: ACTG 350.

ACTG 352. Intermediate Accounting III. 4 Credits.

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.

Requisites: Prereq: ACTG 351, FIN 316.

ACTG 360. Cost Accounting. 4 Credits.

Development and communication of cost information to assist in planning, motivating managers, controlling costs, and evaluating performance.

Requisites: Prereq: BA 101Z, BA 169Z, BA 213Z, EC 201Z, EC 202Z, MATH 241, STAT 243Z; WR 122Z or WR 123.

ACTG 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

ACTG 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

ACTG 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ACTG 405. Reading and Conference: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ACTG 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ACTG 407. Seminar: [Topic]. 4 Credits.

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.

Repeatable 99 times

ACTG 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

ACTG 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ACTG 410. Experimental Course: [Topic]. 1-4 Credits.

A recent topic is Accounting Information Systems.

Requisites: Prereq: BA 101Z, BA 169Z, BA 213Z, EC 201Z, EC 202Z, STAT 243Z; one from MATH 241, MATH 246, MATH 251Z.

Repeatable 99 times when topic changes

ACTG 425. Professional Ethics for Accountants. 4 Credits.

This course presents the ethical standards of the accounting profession with emphasis on contemporary issues confronting accountants and auditors including their social and ethical responsibilities.

Requisites: Prereq: BA 213Z.

ACTG 440. Auditing. 4 Credits.

The audit environment, examinations of financial statements, and the audit process. Includes professional standards, audit sampling, and the audit profession; concepts underlying professional ethics for auditors.

Requisites: Prereq: ACTG 350.

ACTG 450. Advanced Financial Accounting. 4 Credits.

Accounting for equity; financial accounting and reporting for corporate consolidation.

Requisites: Prereq: ACTG 352.

ACTG 460. Government & Not for Profit Accounting. 4 Credits.

This course teaches differences in accounting and financial reporting for governmental and not-for-profit organizations and differences between private sector and public-sector accounting, standards-setting, meeting stakeholder needs.

ACTG 470. Federal Taxation. 4 Credits.

Federal income tax law covering primarily the taxation of individuals with a focus on business income and property transactions. Introduction to tax planning.

Requisites: Prereq: BA 101Z, BA 169Z, BA 213Z, EC 201Z, EC 202Z, MATH 241, STAT 243Z.

ACTG 480. Accounting Data Analytics I. 4 Credits.

Focuses on the increased use of data analytics within the accounting profession, including an understanding of data analytic thinking, terminology and application.

Requisites: Prereq: ACTG 350.

ACTG 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

ACTG 510. Experimental Course: [Topic]. 1-4 Credits.

A recent topic is Accounting Information Systems.

Repeatable 99 times when topic changes

ACTG 525. Professional Ethics for Accountants. 4 Credits.

This course presents the ethical standards of the accounting profession with emphasis on contemporary issues confronting accountants and auditors including their social and ethical responsibilities.

ACTG 540. Auditing. 4 Credits.

The audit environment, examinations of financial statements, and the audit process. Includes professional standards, audit sampling, and the audit profession; concepts underlying professional ethics for auditors.

ACTG 550. Advanced Financial Accounting. 4 Credits.

Accounting for equity; financial accounting and reporting for corporate consolidation.

ACTG 560. Government & Not for Profit Accounting. 4 Credits.

This course teaches differences in accounting and financial reporting for governmental and not-for-profit organizations and differences between private sector and public-sector accounting, standards-setting, meeting stakeholder needs.

ACTG 570. Federal Taxation. 4 Credits.

Federal income tax law covering primarily the taxation of individuals with a focus on business income and property transactions. Introduction to tax planning.

ACTG 580. Accounting Data Analytics I. 4 Credits.

Focuses on the increased use of data analytics within the accounting profession, including an understanding of data analytic thinking, terminology and application.

ACTG 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

ACTG 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

ACTG 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

ACTG 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ACTG 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ACTG 607. Seminar: [Topic]. 1-5 Credits.

Current Research in Accounting is a recent topic.

Repeatable 99 times

ACTG 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ACTG 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ACTG 610. Experimental Course: [Topic]. 1-5 Credits.

Recent topics include Developing the Business Professional, International Accounting, Tax Pass-Through Entities.

Repeatable 99 times when topic changes

ACTG 612. Financial Accounting. 3 Credits.

Introduces the accounting model and financial statements for external users. Emphasizes the use of accounting information in valuation and performance evaluation.

Requisites: Prereq: BA 211Z or equivalent.

ACTG 616. Tax Research. 4 Credits.

Introduces tax law, tax authority, and how to research complex tax issues. Emphasizes development of professional research memorandums and advising clients on tax strategies.

Requisites: Prereq: ACTG 570 or ACTG 617.

ACTG 617. Taxation of Business. 4 Credits.

Taxation of business entities (C corporations, partnerships, S corporations, and limited liability companies) as they form, operate, and dissolve.

ACTG 618. Taxes and Business Strategy. 4 Credits.

How to use economic analysis as a tax planning tool, thereby incorporating tax factors in economic decisions.

Requisites: Prereq: ACTG 617.

ACTG 619. Taxation of Pass Through Entities. 4 Credits.

Designed for accountants, managers, and entrepreneurs, covers basics of taxation of partnerships, S corporations and their shareholders, and trusts and their beneficiaries. Also covers taxation of exempt entities. Students cannot receive credit for both ACTG 619 and LAW 681.

ACTG 630. Accounting Measurement and Disclosure. 4 Credits.

Recent Financial Accounting Standards Board decisions; current measurement and disclosure conflicts facing the accounting profession. Includes exposure to governmental and not-for-profit accounting issues.

ACTG 631. Financial Statement Analysis and Valuation. 4 Credits.

Examines the role of accounting information in financial decisions. Highlights valuation's relationship to accounting earnings and book value.

ACTG 642. Advanced Assurance Services. 4 Credits.

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.

Requisites: Prereq: ACTG 540.

ACTG 662. Strategic Cost Management. 4 Credits.

Theory and application of management accounting techniques to decisions made under uncertainty in complex business environments.

ACTG 681. Accounting Data and Analytics II. 4 Credits.

Leveraging skills and knowledge developed in ACTG 580, this course focuses on enabling students to successfully engage with an iterative process to more effectively perform and communicate analytics across increasingly complex scenarios, producing actionable results that consider risks related to data quality, privacy and misinterpretation.

Requisites: Prereq: ACTG 580.

ACTG 682. Accounting Data and Analytics III. 4 Credits.

Leveraging prior coursework, accounting students are challenged to initiate and complete end-to-end data analytics projects, with more reliance on self-directed problem solving, incorporating aspects of visual perception and principles of design to tell stories with data that influence business leaders through actionable insights. Sequence with ACTG 580, ACTG 681.

Requisites: Prereq: ACTG 580, ACTG 681.

ACTG 691. Developing the Accounting Professional I. 1 Credit.

Developing the Accounting Professional I is the first course in a two course series. This course equips students with essential communication and leadership skills and is intended to be "applied" and/or "hands on."

The course fosters change agility, effective business communication, and a growth mindset for continuous learning in dynamic professional environments. Class discussion will focus on real problems and potential approaches used by accounting professionals. Sequence with ACTG 692.

ACTG 692. Developing the Accounting Professional II. 1 Credit.

Developing the Accounting Professional II is the second course in a two course series. This class equips students with essential career advancement skills and fosters change agility, effective business communication, and a growth mindset for continuous learning in dynamic professional environments. This class is intended to be "applied" and/or "hands on." Class discussion will focus on real problems and potential approaches used by accounting professionals. Sequence with ACTG 691.

Requisites: Prereq: ACTG 691.

African Studies (AFR)

Courses

AFR 196. Field Studies: [Topic]. 1-5 Credits.

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

Repeatable 99 times

AFR 198. Workshop: [Topic]. 1-5 Credits.

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

Repeatable 99 times

AFR 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

AFR 215. Introduction to African Studies. 4 Credits.

Introduction to the interdisciplinary field of African studies. Evaluates the social, cultural, political, economic and environmental diversity of and issues affecting historical and contemporary Africa and African peoples.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

AFR 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

AFR 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

AFR 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

AFR 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

AFR 405. Reading and Conference: [Topic]. 1-12 Credits.

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

Repeatable 99 times

AFR 406. Field Studies: [Topic]. 1-12 Credits.

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

Repeatable 99 times

AFR 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

AFR 408. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

AFR 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

AFR 410. Experimental Course. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

AFR 503. Thesis. 1-12 Credits.

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

Repeatable 99 times

AFR 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

AFR 508. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

AFR 510. Experimental Course. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

AFR 601. Research: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

AFR 603. Dissertation. 1-9 Credits.

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

Repeatable 99 times

AFR 604. Internship: [Topic]. 1-4 Credits.

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

Repeatable 1 time for a maximum of 8 credits

AFR 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

AFR 606. Field Studies: [Topic]. 1-4 Credits.

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

Repeatable 1 time for a maximum of 8 credits

AFR 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

American Sign Language (ASL)

Courses

ASL 101. First-Year American Sign Language. 5 Credits.

Study of basic grammatical structure and vocabulary of American Sign Language, expressive and receptive finger-spelling, and introduction to American deaf culture.

Requisites: Prereq: one from WR 122Z, WR 123, HC 221H, HC 231H.

ASL 102. First-Year American Sign Language. 5 Credits.

Increased receptive and expressive communication skills in ASL, and study of cultural values and behavioral rules of the deaf community.

Requisites: Prereq: ASL 101.

ASL 103. First-Year American Sign Language. 5 Credits.

Concentration on understanding and acquiring advanced conversational proficiency. Emphasis on ASL classifiers. Continued study of deaf culture as a linguistic minority.

Requisites: Prereq: ASL 102.

ASL 201. Second-Year American Sign Language. 4 Credits.

Applied conversational use of ASL through literature, narratives, poetry, and plays. Explores various underlying metaphors found in ASL literature.

Requisites: Prereq: ASL 103.

Additional Information:

Arts Letters Area

ASL 202. Second-Year American Sign Language. 4 Credits.

Emphasis on more abstract and challenging conversational and narrative ranges. Lab and readings cover historical aspects of deaf community and culture.

Requisites: Prereq: ASL 201.

Additional Information:

Arts Letters Area

ASL 203. Second-Year American Sign Language. 4 Credits.

Further emphasis on more abstract and challenging conversational and narrative ranges. Explores broader political and social activities of international deaf community.

Requisites: Prereq: ASL 202.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

ASL 301. American Deaf Culture. 4 Credits.

Study of the relationship between small groups and dominant culture in the United States. Explore issues of language, culture, self-representation, identity, and social structure.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ASL 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Anthropology (ANTH)

Courses

ANTH 110. Introduction to Traditional Ecological Knowledge. 4 Credits.

Traditional ecological knowledge (TEK) includes moral precepts that guide interaction with the local ecosystem, skill and knowledge sets used for resource extraction and management, and expressive media used for knowledge transmission. This course integrates Indigenous and Western perspectives to examine TEK in global perspective.

Additional Information:

Science Area

Cultural Literacy: Global Perspectives

ANTH 114. Anthropology of Pirates and Piracy. 4 Credits.

Examines the political and economic origins and legacies of piracy through 500 years of history in the Americas, Europe, and Africa.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

ANTH 119. Anthropology and Aliens. 4 Credits.

Examines how anthropology and speculative fiction have mutually constituted each other historically as each explores culture and society, and what makes us human.

Additional Information:

Social Science Area

ANTH 145. Principles of Archaeology. 4 Credits.

Introduction to archaeology methods and interpretation.

Additional Information:

Science Area

ANTH 150. World Archaeology. 4 Credits.

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.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

ANTH 161. Introduction to Cultural Anthropology. 4 Credits.

A first look into the work of cultural anthropology and an introduction to the cultural diversity of the world.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

ANTH 163. Origins of Storytelling. 4 Credits.

Application of evolutionary thinking to the origins and function of literature.

Additional Information:

Science Area

Cultural Literacy: Global Perspectives

ANTH 165. Sexuality and Culture. 4 Credits.

Examines sexuality through the historical, cultural, economic, and political factors that contribute to the construction of sexual identities, relationships, and institutions.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

ANTH 170. Introduction to Human Origins. 4 Credits.

Homo sapiens as a living organism; biological evolution and genetics; fossil hominids.

Additional Information:

Science Area

ANTH 171. Introduction to Monkeys and Apes. 4 Credits.

Evolutionary biology of the primates: the fossil record and ecology in the age of mammals, primate anatomy, locomotor feeding adaptations, taxonomic relations, primate ethology, primate conservation

Additional Information:

Science Area

ANTH 173. Evolution of Human Sexuality. 4 Credits.

Includes basic genetics, physiology, and behavior. Evolution of sex, of the sexes, and of the role of sex in mammal, primate, and human behavior.

Additional Information:

Science Area
Cultural Literacy: Global Perspectives

ANTH 175. Evolutionary Medicine. 4 Credits.

Focuses on the application of evolutionary thinking to the study of human health and disease.

Additional Information:

Science Area

ANTH 176. Introduction to Forensic Anthropology. 4 Credits.

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.

Additional Information:

Science Area

ANTH 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times**ANTH 198. Laboratory Projects: [Topic]. 1-12 Credits.**

An experience in a lab setting in which a group of students focus on skills development rather than content master.

Repeatable 99 times**ANTH 199. Special Studies: [Topic]. 1-5 Credits.**

Experimental course - topic varies.

Repeatable 99 times**ANTH 199L. Special Studies: [Topic]. 4 Credits.**

Experimental course - topic varies.

Repeatable 99 times**ANTH 209. Business Anthropology. 4 Credits.**

This course provides a comprehensive overview of business anthropology on a range of topics including entrepreneurship, finance capital, multinational corporations, and race/gender in business. Readings and discussions will focus on how to apply anthropological knowledge to solve real-world business problems.

Requisites: Prereq: ANTH 161.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

ANTH 220. Introduction to Nutritional Anthropology. 4 Credits.

Human nutrition from a biocultural anthropological perspective, including the relationship of food consumption patterns to evolution, contemporary issues relating to malnutrition, and diseases of nutrition.

Additional Information:

Science Area
Cultural Literacy: Global Perspectives

ANTH 243. Island Archaeology. 4 Credits.

Provides an in-depth understanding about the prehistory of various island regions in a comparative perspective as seen in the material culture and how islands help archaeologists decipher patterns of changing human behavior over time, including migration processes, settlement patterns, environmental interactions, and exchange systems.

Additional Information:

Science Area

ANTH 255. Atlantis, Aliens, and Archaeology. 4 Credits.

Critically examines pseudoscientific examples of archaeology using case studies from around the world (e.g. the lost city of Atlantis, ancient aliens) and explores how proper scientific archaeological research is conducted.

Additional Information:

Science Area

ANTH 260. Domestic Animals. 4 Credits.

Explores human relationships with domestic animals, examining the domestication process and the effects of animal domestication on human society.

Additional Information:

Science Area

ANTH 270. Introduction to Biological Anthropology. 4 Credits.

Examines the biological aspects of the human species from comparative, ecological, and evolutionary perspectives. Explores theoretical and methodological issues in biological anthropology.

Additional Information:

Science Area

ANTH 274. Animals and People. 4 Credits.

Explores contemporary and historical examples of human-animal interactions around the globe from a cross-cultural perspective. We analyze the influences of culture and biology on these interactions, explore perspectives, and engage in hypothesis testing.

Additional Information:

Science Area
Cultural Literacy: Global Perspectives

ANTH 278. Science, Race, and Society. 4 Credits.

Understanding past scientific attitudes on racial variation helps place modern concepts of human diversity and racial segregation in a broader anthropological and scientific context.

Additional Information:

Science Area
Cultural Literacy: US: Difference, Inequality, Agency

ANTH 311. Anthropology of Globalization. 4 Credits.

Introduces students to a wide range of issues related to economic, cultural, and ideological aspects of globalization.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

ANTH 315. Gender, Folklore, Inequality. 4 Credits.

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.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

ANTH 320. Native North Americans. 4 Credits.

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.

Requisites: Prereq: ANTH 161.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

ANTH 322. Anthropology of the United States. 4 Credits.

In addition to accounting for the rise of the United States as an object of anthropological inquiry, this course explores the culture and political-economy of life in the contemporary United States, with a focus on gender, race, class, faith, migration, and inequality.

Requisites: Prereq: ANTH 161.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

ANTH 329. Immigration and Farmworkers. 4 Credits.

Mexican farmworkers in the United States, their history and living and working conditions explored within the political culture of immigration. Introductory social science course recommended.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

ANTH 330. Hunters and Gatherers. 4 Credits.

Survey of contemporary hunter-gatherer societies. Foraging, decision-making, exchange, prestige, marriage, gender roles, parenting, history, and demography in an ecological and evolutionary perspective.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

ANTH 331. Cultures of India and South Asia. 4 Credits.

Survey of contemporary South Asia's religious and cultural diversity, issues of ethnic identity, gender construction, social conflict, and politics of poverty.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

ANTH 332. Human Attraction and Mating Strategies. 4 Credits.

Evolutionary theory, experimental and real-world data illuminate what we find attractive in others, variation in who we are attracted to, and why.

Additional Information:

Science Area

ANTH 340. Fundamentals of Archaeology. 4 Credits.

Methods modern archaeology uses to reconstruct the past, including background research, field methods, laboratory analyses, and interpreting data.

Requisites: Prereq: ANTH 145 or ANTH 150.

Additional Information:

Science Area

ANTH 341. Food Origins. 4 Credits.

Biological, ecological, and social dimensions of plant-animal domestication and the environmental impact of agriculture in the Late Pleistocene-Holocene epochs.

Additional Information:

Science Area

ANTH 342. Archaeology of Egypt and Near East. 4 Credits.

The archaeology of ancient Egypt and the Near East.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

ANTH 343. Pacific Islands Archaeology. 4 Credits.

Archaeology and prehistoric cultural development of Pacific island peoples from earliest settlement through early Western contact. Emphasizes Southeast Asian cultural foundations and ecological adaptations.

Requisites: Prereq: ANTH 145 or ANTH 150.

Additional Information:

Social Science Area

ANTH 344. Oregon Archaeology. 4 Credits.

Native American cultural history of Oregon based on archaeological evidence. Environmental and ecological factors that condition human adaptations and contemporary cultural resource protection.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

ANTH 345. Archaeology of East Asia. 4 Credits.

Explores the evolution of diverse cultures and ethnic identities in East Asia during prehistoric and early historical times.

Additional Information:

Social Science Area

ANTH 346. Archaeology of Southeast Asia. 4 Credits.

Explores the evolution of the diverse cultures of Southeast Asia during the prehistoric and early historic periods.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

ANTH 349. Origins of Art. 4 Credits.

Examines prehistoric and recent hunter-gatherer art to understand the role that art behavior played in ancestral human life.

Additional Information:

Science Area
Cultural Literacy: Global Perspectives

ANTH 351. Decolonizing Archaeology. 4 Credits.

This course examines the development of decolonizing practices within the field of archaeology, otherwise known as Indigenous archaeology, collaborative archaeology, community-engaged archaeology, and community-based participatory research. The course will provide a global perspective of Indigenous archaeology case studies and outline similarities and differences in practice in Indigenous archaeology(ies).

Requisites: Prereq: ANTH 145 or ANTH 150.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

ANTH 361. Human Evolution. 4 Credits.

Fossil evidence of human evolution; Homo sapiens' place among the primates; variability of populations of fossil hominids.

Requisites: Prereq: ANTH 170 or ANTH 270.

Additional Information:

Science Area

ANTH 362. Human Biological Variation. 4 Credits.

Genetic and biological structure of human populations; population dynamics and causes of diversity; analysis of genetically differentiated human populations and their geographic distribution.

Additional Information:

Science Area

Cultural Literacy: Global Perspectives

ANTH 365. Food and Culture. 4 Credits.

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.

ANTH 366. Human Osteology Laboratory. 4 Credits.

Introduction to the human skeleton from the perspective of biological anthropology. This course uses anatomical, developmental, and evolutionary approaches to understand fundamental aspects of human biology in general, as well as the individuals represented by skeletal remains.

Requisites: Prereq: one from ANTH 170, ANTH 176, ANTH 270, HPHY 321.

ANTH 369. Human Growth and Development. 4 Credits.

Examines key issues in human and nonhuman primate growth and development; addresses genetic, social and ecological determinants of variation in growth.

Additional Information:

Science Area

ANTH 373. Psychoactive Substances in Ancient Societies. 4 Credits.

Global review of psychoactive substances in past human societies, including the paraphernalia, iconography, and residues of drugs found in the archaeological record.

Requisites: Prereq: ANTH 145 or ANTH 150.

Additional Information:

Social Science Area

ANTH 376. Decoding Your Genome. 4 Credits.

Explores what genomic data can tell us about human variation and evolution, and discusses how genomics is currently used in our daily lives.

Requisites: Prereq: one from ANTH 175, ANTH 270, BI 221Z, BI 282H.

Additional Information:

Science Area

ANTH 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times**ANTH 399L. Special Studies: [Topic]. 4 Credits.**

Experimental course - topic varies.

Repeatable 99 times**ANTH 401. Research: [Topic]. 1-21 Credits.**

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.

Repeatable 99 times**ANTH 403. Thesis. 1-12 Credits.**

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

Repeatable 99 times**ANTH 405. Special Problems: [Topic]. 1-12 Credits.**

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times**ANTH 406. Field Studies: [Topic]. 1-12 Credits.**

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

Repeatable 99 times**ANTH 407. Seminar: [Topic]. 1-5 Credits.**

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.

Repeatable 99 times**ANTH 408. Workshop: [Topic]. 1-21 Credits.**

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

Repeatable 99 times**ANTH 409. Terminal Project. 1-12 Credits.**

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times**ANTH 410. Experimental Course: [Topic]. 1-5 Credits.**

Experimental course - topic varies.

Repeatable 99 times**ANTH 417. Field Methods in Cultural Anthropology. 4 Credits.**

Techniques of participant observation, community definition and extension, nondirective interviewing, and establishing rapport. Provides theoretical perspectives and emphasizes investigator's ethical responsibilities.

Requisites: Prereq: 8 credits of upper-division cultural anthropology.

ANTH 420. Culture, Illness, and Healing. 4 Credits.

Cultural foundations of illness and healing. Attempts to analyze illness experiences, looks at therapies cross-culturally, and examines the nature of healing.

Requisites: Prereq: ANTH 161.

Additional Information:

Cultural Literacy: Global Perspectives

ANTH 425. Migrant, Citizen, Refugee. 4 Credits.

This course introduces students to the anthropological study of migration. Students will study both early and contemporary intellectual trends in the study of migration, including “globalization,” “transnationalism,” “diaspora,” “borderlands,” “transmigration,” and “imagined community,” through relevant ethnographic case studies from the U.S., with global comparisons.

Requisites: Prereq: ANTH 161.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ANTH 427M. Latino Roots I. 4 Credits.

Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with JCOM 427M. Sequence with ANTH 428M. Offered alternate years.

Equivalent to: JCOM 427M

ANTH 428M. Latino Roots II. 4 Credits.

Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with JCOM 428M. Sequence with ANTH 427M. Offered alternate years.

Requisites: Prereq: ANTH 427M or JCOM 427M.

Equivalent to: JCOM 428M

ANTH 434. Indigenous Peoples of South America. 4 Credits.

Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, and culture change.

Requisites: Prereq: ANTH 161 or ANTH 330.

Additional Information:

Cultural Literacy: Global Perspectives

ANTH 438. Race and Gender in Latin America. 4 Credits.

Examines intersecting systems of race, gender, ethnicity, and nationalism through 600 years of Latin American history, focusing on five countries in three regions.

ANTH 441. Recent Cultural Theory. 4 Credits.

Survey of various cultural frameworks: Durkheimian, Marxian, feminist, transnationalism, Orientalism.

Requisites: Prereq: 8 credits in social science.

ANTH 442. Northwest Coast Archaeology. 4 Credits.

This course examines the more than 12,000-year-old archaeological record of the Northwest Coast of North America. We begin by establishing the ecological and ethnographic background for the region and then study how these have shaped archaeologists' ideas about the past. Next, we study the contents of sites and consider the relationship between data, interpretation, and theory. Throughout the term, we discuss the dynamics of contact and colonialism.

Requisites: Prereq: ANTH 145 or ANTH 150.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ANTH 448. Gender and Archaeology. 4 Credits.

Discussion of gender as a focus of archaeological theory, method, and interpretation. Examination of case studies from around the world.

Requisites: Prereq: ANTH 145 or ANTH 150.

Additional Information:

Cultural Literacy: Global Perspectives

ANTH 449. Cultural Resource Management. 4 Credits.

Objectives, legal background, operational problems, ethical and scholarly considerations in the management of prehistoric and historic cultural resources.

Requisites: Prereq: ANTH 145 or ANTH 150.

ANTH 453. African Archaeology. 4 Credits.

The archaeology of humans in Africa with an emphasis on the past 15,000 years.

ANTH 456. Peopling of the Americas. 4 Credits.

Reviews anthropological methods of the Americas including biological, genetic, archaeological, and paleoenvironmental evidence.

Requisites: Prereq: ANTH 145 or ANTH 150.

ANTH 459. Advanced Evolutionary Medicine. 4 Credits.

Explores current research in the field of evolutionary medicine.

Requisites: Prereq: one from ANTH 175, ANTH 270, ANTH 468, BI 380; ANTH 175 strongly suggested.

ANTH 462. Primate Evolution. 4 Credits.

The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations: locomotion, special senses, dentition.

Requisites: Prereq: ANTH 270.

ANTH 463. Primate Behavior. 4 Credits.

Ecology and ethology of free-ranging primates. Classification, distribution, and ecological relationships of living primates; social structure and social organizations.

Requisites: Prereq: ANTH 171 or ANTH 270.

ANTH 467. Paleoeecology and Human Evolution. 4 Credits.

Relationship between ecology and comparative morphology as a basis for theories of hominid phylogeny; analysis of methods of paleoecological inference; current theories of hominid origins.

Requisites: Prereq: ANTH 270.

ANTH 470. Statistical Analysis of Biological Anthropology. 4 Credits.

The important methods in biometry (biological statistics) and their inherent assumptions, limitations, interpretations, and common uses (and misuses) as relevant to biological anthropology.

Requisites: Prereq: STAT 243Z or MATH 425.

ANTH 471. Zooarchaeology: [Topic]. 4 Credits.

Analysis and interpretation of bone and shell animal remains from archaeological sites.

Requisites: Prereq: ANTH 145 or ANTH 150.

Repeatable 1 time for a maximum of 8 credits when topic changes

ANTH 472. Primate Conservation Biology. 4 Credits.

Evaluates the conservation status of the order Primates. Explores biological-ecological issues and social-cultural influences on primate biodiversity, distribution, and abundance.

Requisites: Prereq: ANTH 171 or ANTH 270.

ANTH 473. Advanced Forensic Anthropology. 4 Credits.

Teaches theory and analysis of human remains for medico-legal professionals, including estimating biological parameters from skeletons and outdoor crime scene processing and testimony.

Requisites: Prereq: ANTH 176 with a grade of B– or better or ANTH 366 with a C– or better.

ANTH 475. Regarding Remains. 4 Credits.

This course covers the policies and regulations of human and non-human remains in biological anthropology and forensic sciences contexts. It explores the considerations important for establishing, building, maintaining and working with skeletal collections.

Requisites: Prereq: ANTH 176.

ANTH 479. Taphonomy: Bones, Bugs, and Burials. 4 Credits.

Application of taphonomic studies in the fields of paleontology, archaeology, and forensic-medicolegal anthropology.

Requisites: Prereq: one from ANTH 170, ANTH 176, ANTH 270, ANTH 366, BI 222Z.

ANTH 481. Principles of Evolutionary Psychology. 4 Credits.

Investigates how understanding of our evolutionary history is used to further understanding of the human mind.

Requisites: Prereq: ANTH 170 or ANTH 270.

ANTH 487. Bioanthropology Methods. 4 Credits.

Laboratory-based introduction to research methods in biological anthropology, with an emphasis on research among living human populations.

Requisites: Prereq: ANTH 270.

ANTH 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

ANTH 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ANTH 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

ANTH 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ANTH 520. Culture, Illness, and Healing. 4 Credits.

Cultural foundations of illness and healing. Attempts to analyze illness experiences, looks at therapies cross-culturally, and examines the nature of healing.

ANTH 525. Migrant, Citizen, Refugee. 4 Credits.

This course introduces students to the anthropological study of migration. Students will study both early and contemporary intellectual trends in the study of migration, including "globalization," "transnationalism," "diaspora," "borderlands," "transmigration," and "imagined community," through relevant ethnographic case studies from the U.S., with global comparisons.

ANTH 527M. Latino Roots I. 4 Credits.

Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with JCOM 527M. Sequence with ANTH 528M. Offered alternate years.

ANTH 528M. Latino Roots II. 4 Credits.

Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with JCOM 528M. Sequence with ANTH 527M. Offered alternate years.

Requisites: Prereq: ANTH 527M or JCOM 527M.

ANTH 534. Indigenous Peoples of South America. 4 Credits.

Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, and culture change.

ANTH 538. Race and Gender in Latin America. 4 Credits.

Examines intersecting systems of race, gender, ethnicity, and nationalism through 600 years of Latin American history, focusing on five countries in three regions.

ANTH 541. Recent Cultural Theory. 4 Credits.

Survey of various cultural frameworks: Durkheimian, Marxian, feminist, transnationalism, Orientalism.

Requisites: Prereq: 8 credits in social science.

ANTH 542. Northwest Coast Archaeology. 4 Credits.

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.

ANTH 548. Gender and Archaeology. 4 Credits.

Discussion of gender as an emerging focus of archaeological theory, method, and interpretation. Examination of case studies from around the world during prehistory.

ANTH 549. Cultural Resource Management. 4 Credits.

Objectives, legal background, operational problems, ethical and scholarly considerations in the management of prehistoric and historic cultural resources.

ANTH 553. African Archaeology. 4 Credits.

The archaeology of humans in Africa with an emphasis on the past 15,000 years.

ANTH 559. Advanced Evolutionary Medicine. 4 Credits.

Explores current research in the field of evolutionary medicine.

ANTH 562. Primate Evolution. 4 Credits.

The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations: locomotion, special senses, dentition.

ANTH 563. Primate Behavior. 4 Credits.

Ecology and ethology of free-ranging primates. Classification, distribution, and ecological relationships of living primates; social structure and social organizations.

ANTH 567. Paleoecology and Human Evolution. 4 Credits.

Relationship between ecology and comparative morphology as a basis for theories of hominid phylogeny; analysis of methods of paleoecological inference; current theories of hominid origins.

ANTH 570. Statistical Analysis of Biological Anthropology. 4 Credits.

The important methods in biometry (biological statistics) and their inherent assumptions, limitations, interpretations, and common uses (and misuses) as relevant to biological anthropology.

ANTH 571. Zooarchaeology: [Topic]. 4 Credits.

Analysis and interpretation of bone and shell animal remains from archaeological sites.

Repeatable 1 time for a maximum of 8 credits when topic changes

ANTH 572. Primate Conservation Biology. 4 Credits.

Evaluates the conservation status of the order Primates. Explores biological-ecological issues and social-cultural influences on primate biodiversity, distribution, and abundance.

ANTH 573. Advanced Forensic Anthropology. 4 Credits.

Teaches theory and analysis of human remains for medico-legal professionals, including estimating biological parameters from skeletons and outdoor crime scene processing and testimony.

ANTH 575. Regarding Remains. 4 Credits.

This course covers the policies and regulations of human and non-human remains in biological anthropology and forensic sciences contexts. It explores the considerations important for establishing, building, maintaining and working with skeletal collections.

ANTH 579. Taphonomy: Bones, Bugs, and Burials. 4 Credits.

Application of taphonomic studies in the fields of paleontology, archaeology, and forensic-medicolegal anthropology.

ANTH 581. Principles of Evolutionary Psychology. 4 Credits.

Investigates how understanding of our evolutionary history is used to further understanding of the human mind.

ANTH 587. Bioanthropology Methods. 4 Credits.

Laboratory-based introduction to research methods in biological anthropology, with an emphasis on research among living human populations.

ANTH 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

ANTH 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

ANTH 605. Special Problems: [Topic]. 1-16 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

ANTH 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ANTH 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ANTH 608. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ANTH 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ANTH 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ANTH 611. Ethnographic Research: Epistemology, Methods, Ethics. 4 Credits.

Various techniques in ethnographic research. Examines the relationships between methods, theory, and ethics.

ANTH 615. Proseminar in Anthropology. 4 Credits.

Presents the department's structure, program, and faculty; explore various research and teaching facilities in UO; introduces research, writing, and funding resources.

ANTH 680. Basic Graduate Physical Anthropology. 5 Credits.

Introduction to major subfields of physical anthropology; geochronology, primate classification, paleoprimatology, paleoanthropology, human biology and diversity, processes of evolution, and primate ethology.

ANTH 681. Archaeology and Anthropology. 5 Credits.

Use by archaeologists of concepts drawn from anthropology; modifications and additions made necessary by the nature of archaeological data.

ANTH 685. Professional Writing. 2-4 Credits.

Covers the basics of professional writing for grant proposals, journal articles, and papers presented at professional meetings. Requires short proposal, longer proposal or article, and workshop participation.

ANTH 689. Social Theory II. 5 Credits.

Social theory survey organized around keywords: colonialism-postcolonialism, meaning, materiality-materialism, local-national-global, structure-agency-history, power, and difference.

Arabic (ARB)

Courses

ARB 101. First-Year Arabic. 5 Credits.

Introduction to Arabic with emphasis on speaking, reading, writing, and comprehension. Sequence with ARB 102, ARB 103.

ARB 102. First-Year Arabic. 5 Credits.

Introduction to Arabic with emphasis on speaking, reading, writing, and comprehension. Sequence with ARB 101, ARB 103.

Requisites: Prereq: ARB 101.

ARB 103. First-Year Arabic. 5 Credits.

Introduction to Arabic with emphasis on speaking, reading, writing and comprehension. Sequence with ARB 101, ARB 102.

Requisites: Prereq: ARB 102

ARB 199. Special Studies: [Topic]. 1-10 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARB 301. Language and Culture I. 4 Credits.

Provides intermediate level Arabic proficiency. Activates and augments grammar structures of modern spoken Arabic, colloquial Egyptian Arabic, and the study of Arabic culture. Sequence with ARB 302, ARB 303.

Requisites: Prereq: ARB 103.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

ARB 302. Language and Culture II. 4 Credits.

Provides intermediate 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 with ARB 301, ARB 303.

Requisites: Prereq: ARB 301.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

ARB 303. Language and Culture III. 4 Credits.

Provides intermediate 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 with ARB 301, ARB 302.

Requisites: Prereq: ARB 302.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

ARB 331. Reading Classical Arabic. 4 Credits.

Improves students' abilities to work with classical Arabic texts; serves as a gateway to other classical Arabic text courses.

Requisites: Prereq: ARB 202 or equivalent.

Additional Information:

Arts Letters Area

ARB 353. Arab Cinema. 4 Credits.

Introduction to Arab cinema and culture through an examination of the development of cinema in Arabic-speaking countries. Offered alternate years.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

ARB 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARB 405. Reading and Conference: [Topic]. 1-5 Credits.

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

Repeatable 99 times

ARB 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARB 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ARB 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARB 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARB 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ARB 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARB 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

Architecture (ARCH)

Courses

ARCH 196. Field Studies: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARCH 198. Workshop: [Topic]. 1-3 Credits.

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

Repeatable 99 times

ARCH 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARCH 201. Introduction to Architecture. 4 Credits.

Offers a structure of principles for making places for people. Examines places, design procedures, and the use of architectural principles in general.

ARCH 202. Design Skills. 3 Credits.

Introduction to basic design processes, methods, and media.

Requisites: Prereq: ARCH 201 or IARC 204; coreq: ARCH 283.

ARCH 222. Introduction to Architectural Computer Graphics. 4 Credits.

Introduces basic skills and literacy with the computer for architectural illustration, drafting, and design.

Requisites: Prereq: ARCH 202.

ARCH 283. Architectural Design I. 6 Credits.

Design studio projects and exercises introducing fundamental concepts and considerations in environmental design. Teaches knowledge and skills needed in subsequent studios and professional course work.

Sequence with ARCH 284.

Requisites: Prereq: ARCH 201 or IARC 204; coreq: ARCH 202.

ARCH 284. Architectural Design II. 6 Credits.

Design studio projects and exercises introducing fundamental concepts and considerations in environmental design. Teaches knowledge and skills needed in subsequent studios and professional course work.

Sequence with ARCH 283.

Requisites: Prereq: ARCH 202, ARCH 283; coreq: ARCH 222.

ARCH 383. Architectural Design III. 6 Credits.

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 with ARCH 384.

Requisites: Prereq: ARCH 284.

ARCH 384. Architectural Design IV. 6 Credits.

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 with ARCH 383.

Requisites: Prereq: ARCH 222, ARCH 383.

ARCH 399. Special Studies: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARCH 401. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

ARCH 403. Thesis. 1-9 Credits.

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

Repeatable 99 times

ARCH 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARCH 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

ARCH 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARCH 407. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

ARCH 408. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARCH 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARCH 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARCH 410L. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARCH 417. Context of the Architectural Profession. 4 Credits.

Introduction to the professional practice of architecture and related careers. Examines the professional, legal, and regulatory environment; firm organization and management; marketing; contractual issues; and the construction process.

Requisites: Prereq: ARCH 484 or IARC 484 or LA 489.

ARCH 423. Media for Design Development: [Topic]. 3 Credits.

Instruction in media for design process. Techniques for problem and context analysis, generating concepts, developing form, and testing proposals. Subject emphasis varies with instructor.

Requisites: Prereq: ARCH 202.

Repeatable 99 times

ARCH 425. Building Information Modeling. 2-3 Credits.

Introduces fundamentals of building informational modeling: conceptual design, design development, and project representation to create 3D models and drawings using BIM software and modeling tools.

ARCH 430. Architectural Contexts: Place and Culture. 4 Credits.

How the design of buildings interacts with physical and cultural contexts of human traditions, landscape, settlements, cities, and suburbs.

Historical and contemporary examples.

Requisites: Prereq: ARCH 284 or architectural minor status.

ARCH 431. Community Design. 3 Credits.

Multidisciplinary examination of the history, theory, and practice in the design and development of meaningful and sustainable neighborhoods. Special focus selected by faculty. Open to all majors. Offered alternate years.

ARCH 434. Sustainable Urbanism. 3 Credits.

Seminar investigates contemporary trends and thinking about 'Sustainable Urbanism' and will evaluate these trends in light of their applicability to current design and development projects.

ARCH 435. Principles of Urban Design. 4 Credits.

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.

ARCH 437. Theory of Urban Design II. 3 Credits.

Examines the cultural and formal ideas that underlie American and European urban design. 1700 to the present.

ARCH 438. Housing Prototypes. 3 Credits.

An examination of modern housing prototypes (1920s to the present) with an emphasis on understanding the many and varied factors involved in the production of quality housing. Open to all majors.

ARCH 439. Minimal Dwelling. 3 Credits.

Examination of the design of small dwelling units for a variety of users. Offered alternate years.

ARCH 440. Human Context of Design. 4 Credits.

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.

Requisites: Prereq: ARCH 284 or architectural minor status.

ARCH 447. Simulation and Visualization. 4 Credits.

Exploration of simulation tools to build skills to evaluate the performance of buildings for daylight, electric light, thermal comfort, and energy use.

Requisites: Prereq: ARCH 492.

ARCH 450. Spatial Composition. 4 Credits.

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.

Requisites: Prereq: ARCH 284 or architectural minor status.

ARCH 458. Types and Typology. 3 Credits.

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.

Requisites: Prereq: ARCH 384, ARCH 450.

ARCH 461. Structural Behavior. 4 Credits.

Develops understanding of behavior of structural elements and systems and their implications on architectural form with reference to historical and contemporary buildings. Sequence with ARCH 462.

Requisites: Prereq: PHYS 201, ARCH 470.

ARCH 462. Structural Design. 4 Credits.

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. Sequence with ARCH 461.

Requisites: Prereq: ARCH 461.

ARCH 470. Building Construction. 4 Credits.

Provide an understanding of the basic materials and methods of architecture with emphasis on the design, construction and performance of primary structure.

Requisites: Prereq: ARCH 284 or architecture minor status.

ARCH 471. Building Enclosure. 4 Credits.

Selection, design, detailing, and performance evaluation of building envelopes: wood, metals, glass, concrete, and masonry veneers and roofing.

Requisites: Prereq: ARCH 462, ARCH 470, ARCH 491.

ARCH 472. Natural Building Systems and Materials: [Topic]. 4 Credits.

Investigations of inorganic and organic natural building materials, benefits, challenges, embodied energy and carbon, latest technological and process innovations, potential use in mainstream construction.

Requisites: Prereq: ARCH 470.

ARCH 473. Advanced Mass Timber Design. 4 Credits.

In-depth examination of mass timber buildings, advanced wood products, timber industry, production, integrated design process involving Architectural Engineering and Design industries, structural systems, and case studies.

ARCH 474. Design the Unseen: [Topic]. 4 Credits.

Advanced topics in the design of the unseen element in the built environment that impact the health of occupants, communities, and the planet.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARCH 476. Residential Construction. 4 Credits.

Provides an understanding of basic materials and methods of North American residential construction with emphasis on design and construction of the wood light frame. Offered alternate years.

Requisites: Prereq: ARCH 484.

ARCH 480. Supervised Design Teaching. 1-3 Credits.

Supervised assistance with desk critiques and tasks related to studio teaching. Written application required.

Requisites: Prereq: ARCH 384.

Repeatable 2 times for a maximum of 3 credits

ARCH 484. Architectural Design. 6 Credits.

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.

Requisites: Prereq: ARCH 384.

Repeatable 99 times

ARCH 485. Advanced Architectural Design I. 8 Credits.

In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Sequence.

Requisites: Prereq: 24 credits in ARCH 484.

ARCH 486. Advanced Architectural Design II. 8 Credits.

In-depth work on complex design projects and design development beyond that normally possible in intermediate studios.

Requisites: Prereq: ARCH 485.

ARCH 491. Environmental Control Systems I. 4 Credits.

Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. Architectural and mechanical means to manipulate thermal environment. Sequence.

Requisites: Prereq: ARCH 284 or architecture minor status.

ARCH 492. Environmental Control Systems II. 4 Credits.

Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. Implications of lighting, acoustics, and water and waste for architectural design.

Requisites: Prereq: ARCH 284 or architecture minor status.

ARCH 493M. Passive Cooling. 4 Credits.

Conceptual and quantitative investigations of passive cooling design and performance, including precedents, shading, natural ventilation, evaporative cooling, use of thermal mass, radiant cooling assisted by cold night skies, and control scheduling, supported by field investigations and introductory energy modeling. Multilisted with ENVS 493M.

Requisites: Prereq: ARCH 491.

Equivalent to: ENVS 493M

ARCH 495. Daylighting. 3 Credits.

"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. Case studies and prediction techniques.

Requisites: Prereq: ARCH 492.

ARCH 496. Passive House Design and Details. 4 Credits.

In-depth examination climate-specific passive house standard designing principles, building envelope detailing, mechanical systems, net zero design, dynamic modeling, and consultant certification.

Requisites: Prereq: ARCH 470, ARCH 491.

ARCH 498. High Performance Buildings Design: [Topic]. 4 Credits.

Integrated building design and simulation advanced architectural technology course covers the theory and history of high-performance buildings with topical applications of design strategies.

Requisites: Prereq: ARCH 384.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARCH 503. Thesis. 1-9 Credits.

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

Repeatable 99 times

ARCH 507. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

ARCH 508. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARCH 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARCH 510L. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARCH 517. Context of the Architectural Profession. 4 Credits.

Introduction to the professional practice of architecture and related careers. Examines the professional, legal, and regulatory environment; firm organization and management; marketing; contractual issues; and the construction process.

ARCH 523. Media for Design Development: [Topic]. 3 Credits.

Instruction in media for design process. Techniques for problem and context analysis, generating concepts, developing form, and testing proposals. Subject emphasis varies with instructor.

Requisites: Prereq: ARCH 611.

Repeatable 99 times

ARCH 525. Building Information Modeling. 2-3 Credits.

Introduces fundamentals of building informational modeling: conceptual design, design development, and project representation to create 3D models and drawings using BIM software and modeling tools.

ARCH 530. Architectural Contexts: Place and Culture. 4 Credits.

How the design of buildings interacts with physical and cultural contexts of human traditions, landscape, settlements, cities, and suburbs. Historical and contemporary examples.

Requisites: Prereq: ARCH 680 or ARCH 683.

ARCH 531. Community Design. 3 Credits.

Multidisciplinary examination of the history, theory, and practice in the design and development of meaningful and sustainable neighborhoods. Special focus selected by faculty. Open to all majors. Offered alternate years.

ARCH 534. Sustainable Urbanism. 3 Credits.

Seminar investigates contemporary trends and thinking about 'Sustainable Urbanism' and will evaluate these trends in light of their applicability to current design and development projects.

ARCH 535. Principles of Urban Design. 4 Credits.

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.

ARCH 537. Theory of Urban Design II. 3 Credits.

Examines the cultural and formal ideas that underlie American and European urban design. 1700 to the present.

ARCH 538. Housing Prototypes. 3 Credits.

An examination of modern housing prototypes (1920s to the present) with an emphasis on understanding the many and varied factors involved in the production of quality housing. Open to all majors.

ARCH 539. Minimal Dwelling. 3 Credits.

Examination of the design of small dwelling units for a variety of users. Offered alternate years.

ARCH 540. Human Context of Design. 4 Credits.

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.

Requisites: Prereq: ARCH 680 or ARCH 683.

ARCH 547. Simulation and Visualization. 4 Credits.

Exploration of simulation tools to build skills to evaluate the performance of buildings for daylight, electric light, thermal comfort, and energy use.

Requisites: Prereq: ARCH 592.

ARCH 550. Spatial Composition. 4 Credits.

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.

Requisites: Prereq: ARCH 680.

ARCH 558. Types and Typology. 3 Credits.

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.

Requisites: Prereq: ARCH 550; ARCH 682 or ARCH 683.

ARCH 561. Structural Behavior. 4 Credits.

Develops understanding of behavior of structural elements and systems and their implications on architectural form with reference to historical and contemporary buildings.

Requisites: Prereq: ARCH 570.

ARCH 562. Structural Design. 4 Credits.

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. Sequence with 561.

Requisites: Prereq: ARCH 561.

ARCH 570. Building Construction. 4 Credits.

Provide an understanding of the basic materials and methods of architecture with emphasis on the design, construction and performance of primary structure.

Requisites: Prereq: ARCH 680.

ARCH 571. Building Enclosure. 4 Credits.

Selection, design, detailing, and performance evaluation of building envelopes: wood, metals, glass, concrete, and masonry veneers and roofing.

Requisites: ARCH 562, ARCH 570, ARCH 591.

ARCH 572. Natural Building Systems and Materials: [Topic]. 4 Credits.

Investigations of inorganic and organic natural building materials, benefits, challenges, embodied energy and carbon, latest technological and process innovations, potential use in mainstream construction.

Requisites: Prereq: ARCH 570.

ARCH 573. Advanced Mass Timber Design. 4 Credits.

In-depth examination of mass timber buildings, advanced wood products, timber industry, production, integrated design process involving Architectural Engineering and Design industries, structural systems, and case studies.

ARCH 574. Design the Unseen: [Topic]. 4 Credits.

Advanced topics in the design of the unseen element in the built environment that impact the health of occupants, communities, and the planet.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARCH 576. Residential Construction. 4 Credits.

Provides an understanding of basic materials and methods of North American residential construction with emphasis on design and construction of the wood light frame. Offered alternate years.

ARCH 580. Supervised Design Teaching. 1-3 Credits.

Supervised assistance with desk critiques and tasks related to studio teaching. Written application required.

Requisites: Prereq: ARCH 681 or ARCH 683.

Repeatable 2 times for a maximum of 3 credits

ARCH 584. Architectural Design. 6 Credits.

Repeatable. 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.

Requisites: Prereq: ARCH 682 or ARCH 683.

Repeatable 99 times

ARCH 585. Advanced Architectural Design I. 8 Credits.

In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Sequence.

Requisites: Prereq: 30 credits in ARCH 584.

ARCH 586. Advanced Architectural Design II. 8 Credits.

In-depth work on complex design projects and design development beyond that normally possible in intermediate studios.

Requisites: Prereq: ARCH 585.

ARCH 591. Environmental Control Systems I. 4 Credits.

Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. Architectural and mechanical means to manipulate thermal environment. Sequence.

Requisites: Prereq: ARCH 680 or ARCH 683.

ARCH 592. Environmental Control Systems II. 4 Credits.

Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. Implications of lighting, acoustics, and water and waste for architectural design.

Requisites: Prereq: ARCH 680 or ARCH 683.

ARCH 593M. Passive Cooling. 4 Credits.

Conceptual and quantitative investigations of passive cooling design and performance, including precedents, shading, natural ventilation, evaporative cooling, use of thermal mass, radiant cooling assisted by cold night skies, and control scheduling, supported by field investigations and introductory energy modeling. Multilisted with ENVS 593M.

Requisites: Prereq: ARCH 591.

ARCH 596. Passive House Design and Details. 4 Credits.

In-depth examination climate-specific passive house standard designing principles, building envelope detailing, mechanical systems, net zero design, dynamic modeling, and consultant certification.

Requisites: Prereq: ARCH 570, ARCH 591.

ARCH 598. High Performance Buildings Design: [Topic]. 4 Credits.

Integrated building design and simulation advanced architectural technology course covers the theory and history of high-performance buildings with topical applications of design strategies.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARCH 601. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

ARCH 603. Dissertation. 1-9 Credits.

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

Repeatable 99 times

ARCH 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

ARCH 605. Special Problems: [Topic]. 1-16 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

ARCH 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARCH 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ARCH 608. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 6 times

ARCH 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARCH 610. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARCH 610L. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARCH 611. Graduate Design Process. 3 Credits.

Foundation knowledge, concepts, and skills fundamental to design process and media subject areas.

ARCH 619. Terminal Project. 1-9 Credits.

Repeatable 99 times

ARCH 620. Research Methods in Sustainable Design. 2-6 Credits.

Research methods to assess the design of buildings and communities; discussions include defining research themes, hypotheses, and developing thesis proposals.

Requisites: Prereq: conditional MArch or PhD standing.

ARCH 622. Computational Design. 2 Credits.

This course will introduce computational design methods to support individual design intent through: Diagrams and 3D modeling; Analog Parametric Design and Lighting; Digital Parametric Design.

Requisites: Prereq: ARCH 611.

Repeatable 9 times for a maximum of 20 credits

ARCH 631. Global Modern Architecture. 4 Credits.

Graduate introduction to architectural history. Buildings and landscapes of the twentieth and twenty-first centuries, emphasizing interactions between Western and non-Western cultures.

ARCH 633. Fundamentals of Sustainable Design. 4 Credits.

Fundamentals of sustainable design practices; codes and standards related to building design; perspectives and implementation strategies by leading practitioners.

ARCH 661. Teaching Technical Subjects in Architecture. 1-3 Credits.

Covers techniques for effective teaching. Focuses on one or more standard building-technology courses in architecture and interior architecture.

Repeatable 3 times for a maximum of 12 credits

ARCH 680. Introductory Graduate Design I. 6 Credits.

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.

ARCH 681. Introductory Graduate Design II. 6 Credits.

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.

Requisites: Prereq: ARCH 680.

ARCH 682. Introductory Graduate Design III. 6 Credits.

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.

Requisites: Prereq: ARCH 681.

ARCH 683. Introduction Graduate Design IV. 6 Credits.

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.

Repeatable 99 times

ARCH 695. Advanced Dissertation Proposal Development. 4-6 Credits.

Directed study for the development of dissertation proposals. Approval of faculty advisor required. Repeatable twice for a maximum of 18 credits based on development of proposal for dissertation.

Requisites: Prereq: PhD standing.

Repeatable 2 times for a maximum of 18 credits

Art (ART)

Courses

ART 101. Understanding Contemporary Art. 4 Credits.

Examine contemporary art concepts, approaches and themes. Understand how to interpret contemporary artwork and contextualize arts' relationship to culture, society and life today.

Additional Information:

Arts Letters Area

ART 111. The Artist Experience. 4 Credits.

Explore concepts defining contemporary art through the individual studio practice of art faculty. Artist presentations will examine their creative process, influences, professional experiences and career.

Additional Information:

Arts Letters Area

ART 115. Surface, Space, and Time. 4 Credits.

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.

ART 116. Core Interdisciplinary Laboratory. 4 Credits.

Rigorous studio projects in the core studio sequence stressing interdisciplinary media transitions and the interrelatedness of conceptual and formal concerns.

Requisites: Prereq: ART 115.

ART 198. Technical Workshop: [Topic]. 1-3 Credits.

Possible topics include Beginning Woodworking, Book Arts, Professional Practices.

Repeatable 14 times for a maximum of 15 credits when topic changes

ART 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ART 233. Drawing I. 4 Credits.

Introduction to basic drawing concepts and practices.

Repeatable 99 times

ART 333. Drawing II. 4 Credits.

Emphasizes synthesis of ideas and approaches, complex subjects, investigation, and expression while building on previous drawing skills. Sequence with ART 233.

Requisites: Prereq: ART 116 or ARTS 288; ART 233.

ART 381. Letterpress. 4 Credits.

Experiments with lead and wooden type as related to graphic composition and communication.

Requisites: Prereq: ART 116 or ARTS 288; ART 233.

Repeatable 10 times for a maximum of 44 credits

ART 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ART 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ART 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

ART 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ART 407. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

ART 408. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ART 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ART 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ART 412. BFA Critique. 3 Credits.

Interdisciplinary critique and discussion course for B.F.A. students.

Prereq: B.F.A. standing.

Repeatable 1 time for a maximum of 6 credits

ART 507. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

ART 508. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ART 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ART 601. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ART 604. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ART 605. Special Problems: [Topic]. 1-16 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

ART 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ART 607. Seminar: [Topic]. 1-4 Credits.

Topics change every term. If link to syllabus is not available, contact instructor by e-mail.

Repeatable 99 times

ART 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ART 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ART 610. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ART 612. Graduate Critique. 3 Credits.

Repeatable. Interdisciplinary critique and discussion course for MFA students.

Repeatable 5 times for a maximum of 18 credits

ART 614. Graduate Studio. 4 Credits.

Students engage in a rigorous studio practice through independent production, experimentation, and research. Faculty mentors instruct in rotation.

Repeatable 5 times for a maximum of 24 credits

Art History (ARH)

Courses

ARH 150. Introduction to Visual Culture. 4 Credits.

This course introduces to students to a wide variety of methods for looking at and analyzing images and objects of visual culture, drawing on concepts and methods from art history, anthropology, archaeology, and media studies.

Additional Information:

Arts Letters Area

ARH 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARH 204. Ancient Mediterranean Art. 4 Credits.

This course is a survey of the art and architecture of Africans, Christians, Jews, Greeks, Persians, Romans, and others in the ancient Mediterranean world.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

ARH 205. Medieval Renaissance European Art. 4 Credits.

Historical survey of visual arts. Selected works of painting, sculpture, architecture, and other arts studied in relation to the medieval to early Renaissance cultures producing them.

Additional Information:

Arts Letters Area

ARH 206. History of Western Art III. 4 Credits.

Historical survey of visual arts. Selected works of painting, sculpture, architecture, and other arts studied in relation to the Renaissance to modern cultures producing them.

Additional Information:

Arts Letters Area

ARH 207. History of Indian Art. 4 Credits.

Historical Survey of the visual art of India. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were created.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

ARH 208. History of Chinese Art. 4 Credits.

Historical survey of the visual arts of China. Selected works of painting, sculpture, architecture, and other arts will be studied in relation to the culture in which they were produced.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

ARH 209. History of Japanese Art. 4 Credits.

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.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

ARH 211. Survey of Latin American Arts. 4 Credits.

Overview of the rich tradition of visual arts within Latin America from the pre-Columbian period, through the art of the Spanish viceroyalties, to the contemporary artistic landscape.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

ARH 314. History of World Architecture I. 4 Credits.

Survey of global architectural developments from prehistory to the Middle Ages.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

ARH 315. History of World Architecture II. 4 Credits.

Survey of global architectural developments from c. 1400 to the present.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

ARH 316. Gothic Architecture. 4 Credits.

A specialized survey of Gothic architecture in western Europe (c. 1140 to c. 1500). This course gives special consideration to the constructional and structural developments of the Gothic period, but will also consider architecture in relationship to social, religious, and economic practices.

Additional Information:

Arts Letters Area

ARH 317. Romanesque Architecture. 4 Credits.

Examines Romanesque architecture through the lens of pilgrimage, a major cultural force in the Middle Ages.

Additional Information:

Arts Letters Area

ARH 320. Classical Greek Art and Architecture. 4 Credits.

This course is a survey of ancient Greek art and architecture in the Classical Period, encompassing works throughout the ancient Mediterranean.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

ARH 321. Ancient Jewish Art. 4 Credits.

A survey of Jewish art and architecture throughout the ancient Mediterranean (e.g., Aegina, Beth Alpha, Corinth, Dura Europos, Jerusalem, Masada, Ostia, Rome, Sardis, Sepphoris, Qumran)

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

ARH 322. Hellenistic Art and Architecture. 4 Credits.

This course is a survey of ancient Greek art and architecture in the Hellenistic period, encompassing works throughout the ancient Mediterranean and Near East.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

ARH 323. Roman Art & Architecture. 4 Credits.

This course is a survey of the art and architecture of Republican and Imperial Rome throughout the Mediterranean and Near East. Considering the Roman world as a multicultural space, it explores works at locations such as Alexandria, Athens, Dura Europos, Jerusalem, Petra, Pompeii, and Rome.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

ARH 325. Islamic Art & Architecture. 4 Credits.

This course is a survey of visual culture from the Islamic world, beginning with its origins in the seventh century CE.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

ARH 327. Medieval Art. 4 Credits.

Introduction to the most important monuments of the Middle Ages, spanning the fourth through the 15th centuries with the primary focus on Western Europe and Byzantium.

Additional Information:

Arts Letters Area

ARH 341. Italian Renaissance Art. 4 Credits.

Painting and sculpture of the Renaissance and mannerist periods analyzed in terms of style, iconography, theory, patronage, and social context.

Additional Information:

Arts Letters Area

ARH 343. Northern Renaissance Art. 4 Credits.

Painting and graphic arts in the Netherlands, Germany, and France in the 15th and 16th centuries. Van Eyck, Durer, Holbein, other leading artists.

Additional Information:

Arts Letters Area

ARH 350. History of Manga. 4 Credits.

Survey of the history of Manga (Japanese comics) from the 19th Century to the present.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

ARH 351. 19th Century Art. 4 Credits.

Introduction to artistic movements in Europe from 1780 to the 1880s including neoclassicism, romanticism, realism, and impressionism.

Additional Information:

Arts Letters Area

ARH 352. Art of the Enlightenment. 4 Credits.

Explores European art of the 18th century. Lectures cover major movements—rococo, chinoiserie, neoclassicism, early romanticism—in the context of changing social values, the scientific revolution, secularization, and globalization.

Additional Information:

Arts Letters Area

ARH 353. Modern Art 1880 to 1950. 4 Credits.

History of modern art from the end of Impressionism to Abstract-Expressionism in relation to social, political, intellectual and cultural contexts.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

ARH 354. Contemporary Art. 4 Credits.

Survey of contemporary art in the West from 1945 to the present in relation to historical, social, cultural, and political concerns.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

ARH 358. History of Design. 4 Credits.

Survey of the history of modern design from the 18th-century to the present day. The course explores the intersection of the historical development of design with its technological, social, commercial and aesthetic dimensions.

Additional Information:

Arts Letters Area

ARH 359. History of Photography. 4 Credits.

History of photography from the early 19th-century to the present, aesthetics of the medium, its relationship to art, and its social role.

Additional Information:

Arts Letters Area

ARH 368. Arts and Visual Cultures of Climate Change. 4 Credits.

Critical exploration of climate change and its representation in contemporary art and visual culture (e.g., satellite imagery, activism, science fiction)

Additional Information:

Cultural Literacy: Global Perspectives

ARH 372. Arts of Colonial Latin America. 4 Credits.

This course examines the role of art and architecture in colonial Latin America (ca. 1492- 19th century).

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

ARH 373. 20th Century Latin American Art. 4 Credits.

Examines art and architecture across 20th-century Latin America, with special emphasis on the formation and expression of ethnic, cultural, regional, and national identity through them.

Additional Information:

Cultural Literacy: Global Perspectives

ARH 382. Arts of the Silk Road. 4 Credits.

This course examines cross-cultural and artistic encounters between Asia, Africa, Europe, and the Americas by studying, diasporas and migrations, religions, urban settlements, trade, and slavery.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

ARH 387. Chinese Buddhist Art. 4 Credits.

Introduction to selective aspects of the history of Buddhist art in China. Emphasis on sculpture and painting.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

ARH 399. Special Studies: [Topic]. 1-5 Credits.

Offerings vary from year to year and reflect the interests of faculty members.

Repeatable 99 times

ARH 401. Research: [Topic]. 1-8 Credits.

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.

Repeatable 99 times

ARH 403. Thesis. 1-6 Credits.

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

Requisites: Prereq: ARH 401; major standing.

Repeatable 99 times

ARH 404. Internship: [Topic]. 1-5 Credits.

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

Repeatable 99 times

ARH 405. Reading and Conference: [Topic]. 1-5 Credits.

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

Repeatable 99 times

ARH 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARH 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times when topic changes

ARH 408. Workshop: [Topic]. 1-5 Credits.

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

Repeatable 99 times

ARH 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARH 410. Experimental Course: [Topic]. 1-5 Credits.

Offerings vary from year to year and reflect the interests of faculty members.

Repeatable 99 times when topic changes

ARH 411. Art History Critical Methods. 4 Credits.

Methods used to study art history (formalist, iconographical, social history of art, etc). Materials are drawn from art historical scholarship on art from a variety of regions and periods.

ARH 421. Ancient Mediterranean Art: [Topic]. 4 Credits.

This course examines art and architecture from the ancient Mediterranean world, exploring material from a particular region/period or through a particular critical/thematic lens.

Repeatable 99 times when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

ARH 425. Medieval Art and Architecture: [Topic]. 4 Credits.

An in-depth study of a discrete theme within the field of medieval art and architecture. Themes will vary from year to year and will reflect the interests of faculty members.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARH 440. Museology. 4 Credits.

This course covers the history and theory of museums. Through readings, written assignments, lecture and classroom discussion we engage issues of museum ethics, the role of museums in society, and curatorial practice. The scope includes art museums as well as other types of museums.

ARH 441. Renaissance and Baroque: [Topic]. 4 Credits.

In-depth examination of art, architecture, and material culture of the Renaissance and Baroque eras as situated within their historical, social, religious, and economic contexts. Topics vary.

Repeatable 99 times when topic changes

ARH 450. Romanticism in the Visual Arts. 4 Credits.

The course offers an overview of the diverse artists and interests of the Romantic Movement in European art, while critically examining Romanticism as a period term.

ARH 451. Studies in 19th Century Art: [Topic]. 4 Credits.

Focuses on a specific area, movement, period or issue in visual art of the long 19th century (c. 1770–1914).

Repeatable 1 time for a maximum of 8 credits when topic changes

ARH 453. Modern Art: [Topic]. 4 Credits.

This course focuses on a specific movement, sub-period, geographical region, or theoretical issue in the history of global modern art and the avant-gardes roughly between 1880 to the postwar period.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARH 456. World Architecture Since 1960. 4 Credits.

Examines key themes, designs and structures, conversations, events, and people in architectural history, theory, and practice from around the world, from the early 1960s up to the present.

Requisites: Prereq: ARH 206 or ARH 315.

ARH 457. Contemporary Art: [Topic]. 4 Credits.

Topics are unified by their emphasis on the historical, socio-cultural, political, and theoretical conditions associated with art since 1945. Offerings vary from year to year and reflect the interests of faculty members.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARH 459. Art Theory and Criticism: [Topic]. 4 Credits.

This is an upper-division course focusing on concepts and problems in art theory, criticism, or methods, ideally for advanced undergraduate and graduate students.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARH 462. Modern Architecture. 4 Credits.

Examines modern architecture from 1885 to 1965, and the discourse surrounding it. Emphasis on the meanings and manifestations of modernity as these evolved in Europe, the US, and around the world.

Requisites: Prereq: ARH 206, ARH 315.

ARH 465. American Architecture II. 4 Credits.

Major developments in American architecture, 1800–1900. Includes the rediscovery of national symbols, the impact of industry, and the national focus on the single-family residence.

Requisites: Prereq: ARH 206 or ARH 315.

ARH 466. American Architecture III. 4 Credits.

Major developments in American architecture, 1885 to the present. Emphasizes academicism, the impact of international modernism, and the rediscovery of eclectic symbolism.

Requisites: Prereq: ARH 206 or ARH 315.

ARH 471. Latin American Art History: [Topic]. 4 Credits.

Topics related to arts of Latin America from the Pre-Columbian period to the present. Offerings vary from year to year and reflect the interests of faculty members.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARH 481. Chinese Art: [Topic]. 4 Credits.

Topics are unified by their emphasis on the historical, socio-cultural, political, and theoretical conditions associated with Chinese art. Offerings vary from year to year and reflect the interests of faculty members.

Repeatable 2 times for a maximum of 12 credits when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

ARH 485. Japanese Art: [Topic]. 4 Credits.

Explores the issues surrounding material cultures of Japan from prehistoric to contemporary periods.

Repeatable 2 times for a maximum of 12 credits when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

ARH 488. Japanese Prints. 4 Credits.

The woodblock print in Japan as part of the cultural, social, and political conditions.

Additional Information:

Cultural Literacy: Global Perspectives

ARH 503. Thesis. 1-9 Credits.

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

Repeatable 99 times

ARH 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times when topic changes

ARH 508. Workshop: [Topic]. 1-5 Credits.

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

Repeatable 99 times

ARH 510. Experimental Course: [Topic]. 1-5 Credits.

Offerings vary from year to year and reflect the interests of faculty members.

Repeatable 99 times when topic changes

ARH 511. Art History Critical Methods. 4 Credits.

Methods used to study art history (formalist, iconographical, social history of art, etc). Materials are drawn from art historical scholarship on art from a variety of regions and periods. Students cannot receive credit for both ARH 511 and ARH 611.

Equivalent to: ARH 611

ARH 521. Ancient Mediterranean Art: [Topic]. 4 Credits.

This course examines art and architecture from the ancient Mediterranean world, exploring material from a particular region/period or through a particular critical/thematic lens.

Repeatable 99 times when topic changes

ARH 525. Medieval Art and Architecture: [Topic]. 4 Credits.

An in-depth study of a discrete theme within the field of medieval art and architecture. Themes will vary from year to year and will reflect the interests of faculty members.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARH 540. Museology. 4 Credits.

This course covers the history and theory of museums. Through readings, written assignments, lecture and classroom discussion we engage issues of museum ethics, the role of museums in society, and curatorial practice. The scope includes art museums as well as other types of museums.

ARH 541. Renaissance and Baroque: [Topic]. 4 Credits.

In-depth examination of art, architecture, and material culture of the Renaissance and Baroque eras as situated within their historical, social, religious, and economic contexts. Topics vary.

Repeatable 99 times when topic changes

ARH 550. Romanticism in the Visual Arts. 4 Credits.

The course offers an overview of the diverse artists and interests of the Romantic Movement in European art, while critically examining Romanticism as a period term.

ARH 551. Studies in 19th Century Art: [Topic]. 4 Credits.

Focuses on a specific area, movement, period or issue in visual art of the long 19th century (c. 1770–1914).

Repeatable 1 time for a maximum of 8 credits when topic changes

ARH 553. Modern Art: [Topic]. 4 Credits.

This courses focuses on a specific movement, sub-period, geographical region, or theoretical issue in the history of global modern art and the avant-gardes roughly between 1880 to the postwar period.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARH 556. World Architecture Since 1960. 4 Credits.

Examines key themes, designs and structures, conversations, events, and people in architectural history, theory, and practice from around the world, from the early 1960s up to the present.

ARH 557. Contemporary Art: [Topic]. 4 Credits.

Topics are unified by their emphasis on the historical, socio-cultural, political, and theoretical conditions associated with art since 1945. Offerings vary from year to year and reflect the interests of faculty members.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARH 559. Art Theory and Criticism: [Topic]. 4 Credits.

This is an upper-division course focusing on concepts and problems in art theory, criticism, or methods, ideally for advanced undergraduate and graduate students.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARH 562. Modern Architecture. 4 Credits.

Examines modern architecture from 1885 to 1965, and the discourse surrounding it. Emphasis on the meanings and manifestations of modernity as these evolved in Europe, the US, and around the world.

ARH 565. American Architecture II. 4 Credits.

Major developments in American architecture, 1800–1900. Includes the rediscovery of national symbols, the impact of industry, and the national focus on the single-family residence.

ARH 566. American Architecture III. 4 Credits.

Major developments in American architecture, 1885 to the present. Emphasizes academicism, the impact of international modernism, and the rediscovery of eclectic symbolism.

ARH 571. Latin American Art History: [Topic]. 4 Credits.

Topics related to arts of Latin America from the Pre-Columbian period to the present. Offerings vary from year to year and reflect the interests of faculty members.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARH 581. Chinese Art: [Topic]. 4 Credits.

Topics are unified by their emphasis on the historical, socio-cultural, political, and theoretical conditions associated with Chinese art. Offerings vary from year to year and reflect the interests of faculty members.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARH 585. Japanese Art: [Topic]. 4 Credits.

Explores the issues surrounding material cultures of Japan from prehistoric to contemporary periods.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARH 588. Japanese Prints. 4 Credits.

The woodblock print in Japan as part of the cultural, social, and political conditions.

ARH 601. Research: [Topic]. 1-9 Credits.

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.

Repeatable 99 times

ARH 603. Dissertation. 1-9 Credits.

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

Repeatable 99 times

ARH 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

ARH 605. Special Problems: [Topic]. 1-16 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

ARH 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARH 607. Seminar: [Topic]. 1-5 Credits.

Departmental offerings vary from year to year and reflect the specialized interests of faculty members.

Repeatable 99 times when topic changes

ARH 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARH 609. Capstone. 1-12 Credits.

A culminating academic project that demonstrates a student's mastery of their field of study.

Repeatable 99 times

ARH 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

ARH 611. Graduate Studies in Art History. 4 Credits.

Introduction to bibliographic resources research methodology, and critical issues in art history.

Requisites: Prereq: major standing.

Equivalent to: ARH 511

ARH 612. Art and Architectural History: [Topic]. 4 Credits.

This graduate seminar explores cutting-edge theoretical and/or methodological approaches in art and architectural history.

Repeatable 5 times for a maximum of 24 credits when topic changes

ARH 614. Terminal Project. 1-12 Credits.

Student-directed research and writing intended to culminate in the production of a master's level project under the supervision of a faculty member.

Repeatable 99 times

Art: Art & Technology (ARTD)

Courses

ARTD 198. Technical Workshop: [Topic]. 1-3 Credits.

Possible topics include DreamWeaver, InDesign, PhotoShop.

Repeatable 14 times for a maximum of 15 credits when topic changes

ARTD 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTD 250. Print Media Digital Arts. 4 Credits.

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.

Repeatable 1 time for a maximum of 8 credits

ARTD 251. Time-Based Digital Arts. 4 Credits.

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.

Repeatable 1 time for a maximum of 8 credits

ARTD 252. Interactive Digital Arts. 4 Credits.

Introduces resources that the computer offers the artist. Concentrates on animation, interaction, and the web as expressive mediums. Laboratories, lectures.

Repeatable 1 time for a maximum of 8 credits

ARTD 256. Introduction to Production. 4 Credits.

Traditional camera, sound, and lighting techniques in production; nonlinear editing; and key theoretical, historical, and aesthetic approaches to video art.

Requisites: Prereq: JCOM 201; ENG 260M or CINE 260M; two from CINE 265, CINE 266, CINE 267.

ARTD 350. Digital Drawing. 4 Credits.

Applies technology as a drawing medium to communicate concepts visually. The entire creative process is researched in an experimental studio environment.

Requisites: Prereq: ART 116 or ARTS 288; ART 233; ARTD 250.

ARTD 360. Digital Imaging. 4 Credits.

Intermediate-level focus on the proper preparation and presentation of digital images for use in print and on screen. Covers color theory.

Requisites: Prereq: ART 116 or ARTS 288; ART 233; ARTD 250.

ARTD 361. Introduction to Animation. 4 Credits.

Introduction to principles of animation, timing, sequence; key frames, in-betweens, and metamorphosis. Uses various methods to record and edit animation tests.

Requisites: Prereq: ART 116 or ARTS 288; ART 233; ARTD 251.

ARTD 362. Digital Letterform. 4 Credits.

Concepts in the history, use, and appreciation of digital typography.

Considers issues in communicative power of type and situations where it functions as message.

Requisites: Prereq: ARTD 350.

ARTD 370. Digital Interactivity. 4 Credits.

Students will learn programming to interactive artworks. This class will include how to program microcontrollers and use electronics to create responsive and expressive interactive systems.

Requisites: Prereq: ART 116 or ARTS 288; ART 233; ARTD 252.

Repeatable 1 time for a maximum of 8 credits

ARTD 378. Computational Aesthetics. 5 Credits.

Introduces screen-based programming and data navigation; 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.

Requisites: Prereq: ART 116 or ARTS 288; ART 233; ARTD 252.

Repeatable 1 time for a maximum of 10 credits

ARTD 379. Introduction to Video Art. 4 Credits.

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.

Requisites: Prereq: ART 116 or ARTS 288; ART 233; ARTD 251.

ARTD 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTD 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTD 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

ARTD 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTD 407. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

ARTD 408. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTD 409. Terminal Creative Project BFA. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTD 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTD 412. Experimental Animation. 5 Credits.

Intermediate to advanced students explore personal creative practice and experiment with film, video, and computer animation techniques. Integrates readings, screening, and discussion with production.

Requisites: Prereq: ARTD 361.

ARTD 413. Emerging Technologies. 5 Credits.

Explores use of emerging technologies in art. Create works using emerging technologies and techniques and explore contemporary artworks, philosophies, and cultural trends.

Requisites: Prereq: ARTD 370, ARTD 378 or ARTD 416.

ARTD 415. Video Art: Experimental Film. 4 Credits.

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.

Repeatable 1 time for a maximum of 8 credits

ARTD 463. Communication Design. 4 Credits.

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.

Requisites: Prereq: ARTD 350.

Repeatable 1 time for a maximum of 8 credits

ARTD 471. 3-D Computer Imaging. 5 Credits.

Introduces 3-D computer graphic arts: 3-D digital space and form, model building, scene composition, surface properties, lighting, and rendering 3-D images.

Requisites: Prereq: ARTD 350 or ARTD 361.

Repeatable 1 time for a maximum of 10 credits

ARTD 472. 3-D Computer Animation. 5 Credits.

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.

Requisites: Prereq: ARTD 471.

Repeatable 1 time for a maximum of 10 credits

ARTD 490. Issues and Practices in Digital Arts. 1-5 Credits.

Intensive critique, discussion, readings, and presentations.

Requisites: Prereq: B.F.A. standing.

Repeatable 9 times for a maximum of 50 credits

ARTD 507. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

ARTD 508. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTD 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTD 512. Experimental Animation. 5 Credits.

Intermediate to advanced students explore personal creative practice and experiment with film, video, and computer animation techniques. Integrates readings, screening, and discussion with production.

ARTD 513. Emerging Technologies. 5 Credits.

Explores use of emerging technologies in art. Create works using emerging technologies and techniques and explore contemporary artworks, philosophies, and cultural trends.

Requisites: Prereq: ARTD 516.

ARTD 515. Video Art: Experimental Film. 4 Credits.

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.

Repeatable 1 time for a maximum of 8 credits

ARTD 563. Communication Design. 4 Credits.

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.

Repeatable 1 time for a maximum of 8 credits

ARTD 571. 3-D Computer Imaging. 5 Credits.

Introduces 3-D computer graphic arts: 3-D digital space and form, model building, scene composition, surface properties, lighting, and rendering 3-D images.

Repeatable 1 time for a maximum of 10 credits

ARTD 572. 3-D Computer Animation. 5 Credits.

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.

Requisites: Prereq: ARTD 571.

Repeatable 1 time for a maximum of 10 credits

ARTD 601. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTD 604. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTD 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTD 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTD 607. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

ARTD 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTD 609. Terminal Creative Project MFA. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTD 610. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

Art: Ceramics (ARTC)

Courses

ARTC 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTC 255. Introduction to Ceramics. 4 Credits.

Specific skills focus each term. Subjects includes processes related to design development, forming and fabrication, firing methods, glazing.

Requisites: Prereq: ART 116 or ARTS 288; ART 233 or PD 223.

ARTC 354. Industrial Ceramics. 4 Credits.

Intermediate-level course focusing on skill development pertinent to ceramics industry. Emphasis on material, tools, techniques, and history.

Requisites: Prereq: ART 115; ART 116 or ARTS 288; ART 233 or PD 223.

Repeatable 3 times for a maximum of 16 credits

ARTC 355. Intermediate Ceramics: [Topic]. 4-5 Credits.

Advanced processes and concepts. Areas of technical focus include slip casting, glaze and decorator surface embellishment, architectural ceramic, low fire, and raku.

Requisites: Prereq: ARTC 255.

Repeatable 2 times for a maximum of 12 credits

ARTC 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTC 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTC 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

ARTC 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTC 407. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

ARTC 408. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTC 409. Terminal Creative Project BFA. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTC 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTC 455. Advanced Ceramics. 4 Credits.

Students will be exposed to a range of ceramic histories, technical processes, conceptual frameworks, and professional practices to develop an artistic practice.

Requisites: Prereq: ARTC 355.

Repeatable 10 times for a maximum of 44 credits

ARTC 507. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

ARTC 508. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTC 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTC 555. Advanced Ceramics. 4 Credits.

Students will be exposed to a range of ceramic histories, technical processes, conceptual frameworks, and professional practices to develop an artistic practice.

Repeatable 10 times for a maximum of 44 credits

ARTC 601. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTC 604. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTC 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTC 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTC 607. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

ARTC 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTC 609. Terminal Creative Project MFA. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTC 610. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

Art: Fibers (ARTF)

Courses

ARTF 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTF 270. Introduction to Fibers: [Topic]. 4 Credits.

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.

Requisites: Prereq: ART 116 or ARTS 288; ART 233 or PD 223.

Repeatable 2 times for a maximum of 12 credits when topic changes

ARTF 369. Woven Structures. 4 Credits.

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.

Requisites: Prereq: ARTF 270.

Repeatable 5 times for a maximum of 24 credits

ARTF 370. Stitchwork Strategies. 4 Credits.

Exploration of stitch techniques, including embroidery, beading, applique, collage, piecing, and quilting. Topics include public versus private, language and narrative, and dimensional forms.

Requisites: Prereq: ARTF 270.

Repeatable 3 times for a maximum of 16 credits

ARTF 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTF 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTF 405. Reading and Conference: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTF 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTF 407. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

ARTF 408. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTF 409. Terminal Creative Project BFA. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTF 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTF 456. Advanced Fibers: [Topic]. 3-5 Credits.

Develops individual studio practice through exploration of contemporary issues in textile-based processes and expansion of the rhetoric of craft.

Requisites: Prereq: ARTF 270; ARTF 368 or ARTF 369.

Repeatable 99 times

ARTF 507. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

ARTF 508. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTF 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTF 556. Advanced Fibers: [Topic]. 3-5 Credits.

Develops individual studio practice through exploration of contemporary issues in textile-based processes and expansion of the rhetoric of craft.

Repeatable 99 times

ARTF 601. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTF 604. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTF 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTF 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTF 607. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

ARTF 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTF 609. Terminal Creative Project MFA. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTF 610. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

Art: Metalsmithing and Jewelry (ARTM)

Courses

ARTM 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTM 257. Introduction to Jewelry and Metalsmithing. 4 Credits.

Explores developing and constructing jewelry and objects rooted in material culture. Introduces historical and contemporary work through image presentations, lectures, and independent research.

Requisites: Prereq: ART 116 or ARTS 288; ART 233 or PD 223.

ARTM 357. Metalsmithing and Jewelry: [Topic]. 3-5 Credits.

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.

Requisites: Prereq: ARTM 257.

Repeatable 99 times

ARTM 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTM 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTM 405. Reading and Conference: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTM 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTM 407. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

ARTM 408. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTM 409. Terminal Creative Project BFA. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTM 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTM 457. Metalsmithing and Jewelry: [Topic]. 3-5 Credits.

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.

Requisites: Prereq: ARTM 357.

Repeatable 99 times

ARTM 459. Advanced Metalsmithing and Jewelry. 3-5 Credits.

Emphasis on individual creative development. Various conceptual problems.

Requisites: Prereq: ARTM 357.

Repeatable 99 times

ARTM 507. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

ARTM 508. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTM 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTM 557. Metalsmithing and Jewelry: [Topic]. 3-5 Credits.

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.

Requisites: Prereq: ARTM 357 or equivalent.

Repeatable 99 times

ARTM 559. Advanced Metalsmithing and Jewelry. 3-5 Credits.

Emphasis on individual creative development. Various conceptual problems.

Requisites: Prereq: ARTM 357.

Repeatable 99 times

ARTM 601. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTM 604. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTM 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTM 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTM 607. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

ARTM 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTM 609. Terminal Creative Project MFA. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTM 610. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

Art: Painting (ARTP)

Courses

ARTP 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTP 281. Introductory Painting I. 4 Credits.

Basic visual elements and their application to painting as a means of expression. Incorporates traditional subject matter: still life, landscape, figure.

Requisites: Prereq: ART 116 or ARTS 288; ART 233.

Repeatable 99 times

ARTP 381. Introductory Painting II. 4 Credits.

Integrates concepts and approaches introduced in Introductory Painting I (ARTP 281) to develop more individual and complex strategies of form and meaning. Sequence with ARTP 281.

Requisites: Prereq: ARTP 281.

ARTP 390. Intermediate and Advanced Painting. 4 Credits.

Advanced painting concepts and technical processes. Independent initiative is encouraged.

Requisites: Prereq: ARTP 381.

Repeatable 2 times for a maximum of 12 credits

ARTP 391. Intermediate and Advanced Drawing. 4 Credits.

Continued study in observation related to visual and spatial phenomena.

Requisites: Prereq: ART 333.

Repeatable 2 times for a maximum of 12 credits

ARTP 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTP 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTP 405. Reading and Conference: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTP 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTP 407. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

ARTP 408. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTP 409. Terminal Creative Project BFA. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTP 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTP 481. Advanced Painting Practice. 4 Credits.

Pursuit of individual creative practice and forming the critical intelligence necessary to develop as an artist. Sequence with ARTP 281, 381, 390.

Requisites: Prereq: two terms ARTP 390.

Repeatable 5 times for a maximum of 24 credits

ARTP 507. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

ARTP 508. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTP 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTP 601. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTP 604. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTP 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTP 606. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTP 607. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

ARTP 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTP 609. Terminal Creative Project MFA. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTP 610. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

Art: Photography (ARTO)

Courses

ARTO 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTO 250. Introduction to Photography. 4 Credits.

Covers basic elements of photography using a DSLR camera and provides a broad-based understanding of photographic practice in a fine art context. Sequence with ARTO 350.

Requisites: Prereq: ART 116 or ARTS 288; ART 233.

Repeatable 1 time for a maximum of 8 credits

ARTO 350. Film and Darkroom. 4 Credits.

Technical and aesthetic consideration of black-and-white analog photography. Basics of camera, film development, and photographic print controls in the darkroom. Sequence with ARTO 250.

Requisites: Prereq: ARTO 250.

Repeatable 1 time for a maximum of 8 credits

ARTO 351. Constructed Image Photography. 4 Credits.

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.

Repeatable 1 time for a maximum of 8 credits

ARTO 352. Creative Large-Format Photography. 4 Credits.

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.

Requisites: Prereq: ARTO 350.

Repeatable 1 time for a maximum of 8 credits

ARTO 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTO 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTO 405. Reading and Conference: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTO 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTO 407. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

ARTO 408. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTO 409. Terminal Creative Project BFA. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTO 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTO 455. Conceptual Strategies in Photography. 4 Credits.

Studies the 1960s conceptual art movement and its influence on contemporary photography practice: open-ended projects respond to various conceptual frameworks.

Requisites: Prereq: ARTO 250.

Repeatable 1 time for a maximum of 8 credits

ARTO 476. Alternative Photographic Processes. 4 Credits.

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.

Requisites: Prereq: ARTO 350; ARTO 351 or ARTO 352.

Repeatable 1 time for a maximum of 8 credits

ARTO 484. Advanced Photography: [Topic]. 4 Credits.

Investigates photographic practice and philosophy through readings and discussion; students engage in personal studio practice and class critiques.

Requisites: Prereq: ARTO 450.

Repeatable 1 time for a maximum of 8 credits

ARTO 507. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

ARTO 508. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTO 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTO 555. Conceptual Strategies in Photography. 4 Credits.

Studies the 1960s conceptual art movement and its influence on contemporary photography practice: open-ended projects respond to various conceptual frameworks.

Repeatable 1 time for a maximum of 8 credits

ARTO 576. Alternative Photographic Processes. 4 Credits.

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.

Repeatable 1 time for a maximum of 8 credits

ARTO 584. Advanced Photography: [Topic]. 4 Credits.

Investigates photographic practice and philosophy through readings and discussion; students engage in personal studio practice and class critiques.

Requisites: Prereq: ARTO 554.

Repeatable 1 time for a maximum of 8 credits

ARTO 601. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTO 604. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTO 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTO 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTO 607. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

ARTO 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTO 609. Terminal Creative Project MFA. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTO 610. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

Art: Printmaking (ARTR)

Courses

ARTR 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTR 245. Introduction to Printmaking. 4 Credits.

Introduction to printmaking methodologies. Explores the unique print, multiples, and variable edition; techniques may include monotype, linocut, collagraph, etching, and screen print.

Requisites: Prereq: ART 116 or ARTS 288; ART 233.

ARTR 346. Relief. 4 Credits.

Creative exploration of graphic and conceptual possibilities through woodcut and related relief printing methods; techniques include block cutting, registration, single and multicolor printing.

Requisites: Prereq: ARTR 245.

Repeatable 1 time for a maximum of 8 credits

ARTR 347. Intaglio. 4 Credits.

Techniques of etching, drypoint, engraving, aquatint, soft ground, lift ground, white ground, embossment, relief plate printing. Emphasizes personal imagery development.

Requisites: Prereq: ARTR 245.

Repeatable 1 time for a maximum of 8 credits

ARTR 348. Screen Printing. 4 Credits.

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.

Requisites: Prereq: ARTR 245.

Repeatable 1 time for a maximum of 8 credits

ARTR 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTR 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTR 405. Reading and Conference: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTR 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTR 407. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

ARTR 408. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTR 409. Terminal Creative Project BFA. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTR 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTR 446. Intermediate and Advanced Printmaking. 4 Credits.

Further exploration of printmaking techniques and concepts with an emphasis on creating a body of work; includes research, discussion, readings, and critiques.

Requisites: Prereq: two from ARTR 245, ARTR 346, ARTR 347, ARTR 348.

Repeatable 99 times

ARTR 507. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

ARTR 508. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTR 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTR 546. Intermediate and Advanced Printmaking. 4-6 Credits.

Further exploration of printmaking techniques and concepts with an emphasis on creating a body of work; includes research, discussion, readings, and critiques.

Repeatable 99 times

ARTR 601. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTR 604. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTR 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTR 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTR 607. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

ARTR 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTR 609. Terminal Creative Project MFA. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTR 610. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

Art: Sculpture (ARTS)

Courses

ARTS 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTS 288. Sculpture I: Mixed Media. 3-5 Credits.

Investigation of 3-D forms in space using a range of processes.

Requisites: Prereq: ART 115.

Repeatable 3 times for a maximum of 20 credits

ARTS 393. Sculpture II: [Topic]. 3-5 Credits.

Integration of concepts and materials in sculpture; investigation of individual methodology. Topics vary by term: wood, moldmaking, steel. Reading, presentation on issues and artists.

Requisites: Prereq: ARTS 288.

Repeatable 99 times when topic changes

ARTS 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTS 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTS 405. Reading and Conference: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTS 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTS 407. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

ARTS 408. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTS 409. Terminal Creative Project BFA. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTS 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTS 491. Methodologies: [Topic]. 4 Credits.

Explores conceptually driven topics in sculpture such as formless, assemblage, and new landscapes. Sequence with ARTS 288, ARTS 393, ARTS 493.

Requisites: Prereq: ARTS 393.

Repeatable 2 times for a maximum of 12 credits

ARTS 493. Advanced Sculpture. 4 Credits.

Designed for students who have completed several upper-division sculpture courses. Individual and group critiques; development and articulation of individual voice.

Requisites: Prereq: ARTS 393.

Repeatable 1 time for a maximum of 8 credits

ARTS 507. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

ARTS 508. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ARTS 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

ARTS 591. Methodologies: [Topic]. 4 Credits.

Explores conceptually driven topics in sculpture such as formless, assemblage, and new landscapes.

Repeatable 2 times for a maximum of 12 credits

ARTS 601. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ARTS 604. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ARTS 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTS 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTS 607. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

ARTS 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ARTS 609. Terminal Creative Project MFA. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ARTS 610. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

Asian Studies (ASIA)

Courses

ASIA 111. Great Books on Modern Asia. 4 Credits.

Students learn about Asia and how knowledge about Asia is produced by reading and discussing four great books written by different authors in various writing genres and perspectives.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

ASIA 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Requisites: Prereq: freshman or new student.

Repeatable 99 times when topic changes

ASIA 350. What Is Asia: Theoretical Debates. 4 Credits.

An interdisciplinary seminar designed to introduce students to current theoretical debates about Asia, modernization, and area studies.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

ASIA 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ASIA 401. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

ASIA 403. Thesis. 1-12 Credits.

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

Requisites: Prereq: major honor's student.

Repeatable 99 times

ASIA 405. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ASIA 406. Practicum: [Topic]. 1-16 Credits.

Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies.

Repeatable 99 times

ASIA 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ASIA 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ASIA 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ASIA 425. Asian Foodways. 4 Credits.

Explores socio-cultural, political-economic and historical dimensions of food in China, Japan, Korea, Southeast Asia and India, including modernization, transnationalism, globalization. Offered alternate years.

Additional Information:

Cultural Literacy: Global Perspectives

ASIA 480. Chinese Economy: Transition, Development, Globalization. 4 Credits.

Comprehensive introduction to the Chinese economy: market transition; macroeconomic conditions and policies; key sectors such as industry, banking, finance, energy, export, technology, agriculture; globalization. Offered alternate years.

Additional Information:

Cultural Literacy: Global Perspectives

ASIA 503. Thesis. 1-9 Credits.

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

Repeatable 99 times

ASIA 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ASIA 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ASIA 525. Asian Foodways. 4 Credits.

Explores socio-cultural, political-economic and historical dimensions of food in China, Japan, Korea, Southeast Asia and India, including modernization, transnationalism, globalization. Offered alternate years.

ASIA 580. Chinese Economy: Transition, Development, Globalization. 4 Credits.

Comprehensive introduction to the Chinese economy: market transition; macroeconomic conditions and policies; key sectors such as industry, banking, finance, energy, export, technology, agriculture; globalization. Offered alternate years.

ASIA 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

ASIA 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ASIA 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ASIA 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Astronomy (ASTR)

Courses

ASTR 121. The Solar System. 4 Credits.

Naked-eye astronomy, development of astronomical concepts, and the solar system.

Additional Information:

Science Area

ASTR 122. Birth and Death of Stars. 4 Credits.

The structure and evolution of stars.

Additional Information:

Science Area

ASTR 123. Galaxies and the Expanding Universe. 4 Credits.

Galaxies and the universe.

Additional Information:

Science Area

ASTR 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ASTR 321. Topics in Astrophysics. 4 Credits.

Problem solving of the orbits, kinematics, and dynamics of astronomical systems, structure and evolution of stars and galaxies.

Requisites: Pre- or coreq: MATH 252Z, PHYS 252.

Behavioral Health (BEHT)

Courses

BEHT 320. Youth Risk and Resilience. 3 Credits.

This course focuses on behavioral and mental health problems in childhood and adolescence, and the multitude of risk and protective factors that influence child behavioral and emotional development - including associated contexts, developmental processes, and biological and environmental factors. Students cannot receive credit for both BEHT 320 and FHS 329.

Equivalent to: FHS 329

BEHT 321. Digital Media and Behavioral Health. 4 Credits.

This course examines how children and adolescents use digital media and internet connected technologies, the benefits and risks associated with these patterns of use, and the potential of digital technology to allow new modes of support and service delivery for behavioral health problems.

BEHT 324. Trauma Informed Supports. 4 Credits.

Learn how traumatic and adverse experiences can occur at individual, familial, community and historical/generational levels. Identify commonly used screening tools and evidence-based approaches, including trauma-informed supports and trauma treatments. Address impacts on behavioral health professionals working with youth and families who have experienced traumatic stress and adversity.

BEHT 340. Clinical Decision in Child Behavioral Health. 4 Credits.

This course will introduce students to empirical research and practical tools related to making decisions as a Child Behavioral Health Specialist across contexts and service modalities. Clinical decision-making in child behavioral health includes considering who may be appropriate for services, planning the details of service delivery, and deciding how to proceed with services that fall within the Child Behavioral Health Specialist (CBHS) scope of practice.

BEHT 350. Foundations of Culturally Responsive Practice. 4 Credits.

This course is the first in a two-course series centered on diversity, equity, and inclusivity in youth behavioral health. This course is designed to provide the foundational knowledge and theories needed for a better understanding of youth and families with diverse identities.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

BEHT 351. Diversity Equity and Inclusion II. 3 Credits.

This course is the second in a two-course series centered on diversity, equity, and inclusivity in youth behavioral health. This course is designed to provide students with the foundational practices and skills needed to equitably serve youth and families with diverse and often marginalized identities.

Requisites: Prereq: BEHT 350.

BEHT 352. Inclusive Practices I. 3 Credits.

This advanced course will expand on previous course content related to tailoring interventions for individuals with diverse identities, abilities, and backgrounds. It will offer a clear framework for inclusive interventions to support progress towards identified behavioral health goals.

BEHT 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BEHT 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

BEHT 402. Supervised College Teaching. 1-12 Credits.

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

Repeatable 99 times

BEHT 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

BEHT 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BEHT 405. Reading and Conference: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BEHT 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BEHT 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

BEHT 408. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BEHT 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

BEHT 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BEHT 411. Foundational Skills for Behavioral Health. 4 Credits.

This course is designed to build students' knowledge and implementation of foundational skills necessary for engaging youth and families in interventions to promote youth emotional and behavioral well-being.

BEHT 412. Ethics and Professional Practice for CBHS. 4 Credits.

The focus of this course is ethical and professional issues facing mental health providers, and child behavior health specialists in particular. The course includes foundational knowledge in ethics, as well as models for ethical decision-making. Students cannot receive credit for both BEHT 412 and FHS 471.

Equivalent to: FHS 471

BEHT 413. Youth Screening and Risk Assessment. 4 Credits.

This course is designed to equip students with foundational skills in screening children and adolescents for behavioral and emotional strengths and difficulties. The goal of the class is to provide students with the information and skills necessary to identify and select screening tools to assess behavioral and emotional strengths and difficulties in diverse populations of youth and families

BEHT 421. Behavioral Health Promotion I. 4 Credits.

Learn how to identify and implement universal evidence-based strategies and interventions to promote self-regulation, self-awareness, and mental health literacy in children. Gain skills in identifying and delivering developmentally and culturally appropriate evidence-based strategies to children and adolescents. Sequence with BEHT 422, BEHT 423.

BEHT 422. Behavioral Health Promotion II. 4 Credits.

In this course, students will develop an understanding of the central role that relationships and identity play in influencing wellbeing in youth. Students will learn about key interpersonal and social skills that can promote healthy relationships. They will also learn about challenging interpersonal situations that can undermine well-being. Sequence with BEHT 421, BEHT 423.

BEHT 423. Behavioral Health Promotion III. 4 Credits.

Promoting health behaviors such as sleep, physical activity, and digital media use through evidence-based strategies. Evidence based strategies include (1) assessing readiness for health behavior change and self-efficacy, (2) developing behavioral monitoring plans, (3) and identifying SMART(IE) (Specific, Measurable, Attainable, Realistic, Timely, and as applicable, Inclusive, and Equitable) goals for health behavior change. Sequence with BEHT 421, BEHT 422.

Requisites: Prereq: BEHT 421, BEHT 422.

BEHT 450. Supporting Behavioral Health of Tribal Youth. 3 Credits.

This course provides an introduction to the political nature of Tribal experiences, the professional knowledge necessary, and methods appropriate for working with Tribal and urban Native communities in behavioral health and educational settings.

Requisites: Prereq: BEHT 350, BEHT 351.

BEHT 451. Behavioral Health: Asian and Pacific Islander. 3 Credits.

This course is designed to promote student awareness and knowledge for effectively working with Asian and Pacific Islander children and adolescents. Topics include immigration and acculturation, identity development, stereotyping and discrimination, family socialization, and culturally-responsive behavioral health promotion, prevention, and limited intervention.

Requisites: Prereq: BEHT 350, BEHT 351.

BEHT 452. Supporting Behavioral Health of Latinx Youth. 3 Credits.

The purpose of this course is to examine factors that influence the well-being of the U.S. Latinx population within a cultural context with an emphasis on youth. This includes focusing on the socio-political context Latinx youth face and how that affects their behavioral health.

Requisites: Prereq: BEHT 350, BEHT 351.

BEHT 453. Supporting Behavioral Health of Black Youth. 3 Credits.

This course is designed to provide knowledge and skills to behavioral health professionals working to improve the social-emotional and behavioral health of Black youth, with a focus on the K-12 school context.

Requisites: Prereq: BEHT 350, BEHT 351.

BEHT 454. Inclusive Practices II. 3 Credits.

This course provides an in-depth exploration of key domains of cognitive functioning critical to offering individualized inclusive behavioral health interventions. Students will gain a comprehensive understanding of how these domains of cognition change across development and may influence behavioral health, as well as how these domains connect to neurodiversity (e.g. autism and/or ADHD) and the spectrum of ability/disability.

Requisites: Prereq: BEHT 350.

BEHT 455. Improving Behavioral Health of LGBTQ Youth. 3 Credits.

This course is designed to provide knowledge and skills to students working to improve the behavioral health of LGBTQ youth. Topics include: understanding of LGBTQ identities and history; risk and protective factors; knowledge of prevention and selecting evidence-based practices; and demonstration of intervention skills.

Requisites: Prereq: BEHT 350, BEHT 351.

BEHT 471. Child Behavioral Health Prevention and Intervention I. 4 Credits.

This is the first course in a 3 course Prevention and Intervention sequence, that trains child behavioral health students in the common elements of effective approaches to improve wellness and a wide range of youth behavioral health problems. Students will understand basic skills to effectively manage behaviors in individual and group settings. Students will also learn several skills, including-- Calming and Problem-Solving, and how they are connected to youth behavioral health problems. Sequence with BEHT 472.

Requisites: Prereq: BEHT 411.

BEHT 472. Child Behavioral Health Prevention and Intervention II. 4 Credits.

This is the second course in a 3 course Prevention and Intervention sequence, that trains child behavioral health students in the common elements of effective approaches to improve wellness and a wide range of youth behavioral health problems. This course is designed to build students' knowledge and skills in the evidence-based practice of "doing the opposite"- a strategy that involves acting in a way that is opposite to how you are feeling. Sequence with BEHT 471.

Requisites: Prereq: BEHT 411.

BEHT 473. Parenting Interventions. 4 Credits.

This course is designed to introduce students to evidence-based approaches to parent training and behavioral support for families. The course will explore theoretical models about family systems and structures, sociocultural considerations, and how parenting links to child emotional and behavioral outcomes across development. Additionally, the course will focus on common behavioral intervention elements (i.e. reinforcement, limit setting) that cut across most evidence-based parenting interventions.

Requisites: Prereq: BEHT 411.

BEHT 474. Community Interventions to Support Youth and Families. 4 Credits.

This course provides students with foundational knowledge of how to intervene at the community level to support the development of children, adolescents, and families. Students will learn about empirically supported models and emerging interventions that address community-level social issues.

Requisites: Prereq: BEHT 411.

BEHT 475. Child Behavioral Health Prevention and Intervention III. 4 Credits.

The final course in the three-course Prevention and Intervention series introduces a final element of effective interventions—Flexible Thinking, in which students will gain knowledge about the connection of flexible thinking with youth mental health as well as demonstrate competency using flexible thinking. In addition, the course consolidates learning across all other Prevention Intervention skills taught in the CBH program. Sequence with BEHT 471, BEHT 472.

Requisites: Prereq: BEHT 472.

BEHT 476. Interprofessional Collaboration and Consultation. 4 Credits.

This course focuses on knowledge and skills needed to engage in consultation and interprofessional collaboration when supporting youth behavioral health across different settings. Students will learn about processes and contextual factors that are important to consider when entering different settings (e.g., schools, primary care, mental health agencies) and working collaboratively with other providers who support youth in those settings.

BEHT 481. Supervised Practicum I in Child Behavioral Health. 4 Credits.

Supervised Practicum I is the first course in a two-part practicum series. The supervised practicum course series provides students the opportunity to observe and gain 90 hours of supervised experience in a behavioral health setting, providing promotion, prevention, and limited intervention services for youth.

Requisites: Prereq: BEHT 412.

BEHT 482. Supervised Practicum II in Child Behavioral Health. 4 Credits.

Supervised Practicum II is the second course in a two-part practicum series. The supervised practicum course series provides students the opportunity to observe and gain 90 hours of supervised experience in a behavioral health setting, providing promotion, prevention, and limited intervention services for youth.

Requisites: Prereq: BEHT 481.

BEHT 487. Integrated Practice I in Child Behavioral Health. 8 Credits.

Integrated Practice I is the first course in a three-part integrated practice series. Integrated Practice I in Child Behavioral Health provides students the opportunity to assume the role of a child behavioral health specialist under the supervision of a licensed mental health professional.

Requisites: Prereq: BEHT 482.

BEHT 488. Integrated Practice II in Child Behavioral Health. 8 Credits.

Integrated Practice II is the second course in a three-part integrated practice series. Integrated Practice II in Child Behavioral Health provides students the opportunity to assume the role of a child behavioral health specialist under the supervision of a licensed mental health professional.

Requisites: Prereq: BEHT 487.

BEHT 489. Integrated Practice III in Child Behavioral Health. 8 Credits.

Integrated Practice III is the final course in a three-part integrated practice series. Integrated Practice III in Child Behavioral Health provides students the opportunity to assume the role of a child behavioral health specialist under the supervision of a licensed mental health professional.

Requisites: Prereq: BEHT 488.

BEHT 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

BEHT 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

BEHT 508. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BEHT 510. Experimental Course. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BEHT 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

BEHT 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

BEHT 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

BEHT 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BEHT 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BEHT 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

BEHT 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BEHT 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

BEHT 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BEHT 621. Teaching Self-Regulation in Childhood and Adolescence. 4 Credits.

In this course, students will acquire foundational knowledge in self-regulation, with a focus on the behavioral, cognitive, and emotional domains. Students will also learn how to select and install evidence-based self-regulation strategies, curricula, and programs.

BEHT 622. Trauma-Informed Supports for Children and Adolescents. 4 Credits.

In this course, students will learn how to recognize and respond to trauma in children and adolescents. Students will develop skills for engaging in critical conversations with children and adolescents, caregivers, and service professionals centered on meeting children and adolescents' behavioral health needs.

BEHT 623. Developing and Maintaining Healthy Relationships. 4 Credits.

In this course, students will develop an understanding of the central role that relationships can have on the well-being of self, children, adolescents, and adults. Students will gain self-awareness into their own relationship styles, identify keys for successful relationships, and how to avoid destructive relationships.

Bioengineering (BIOE)

Courses

BIOE 196. Field Studies: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BIOE 198. Laboratory Projects: [Topic]. 1-12 Credits.

An experience in a lab setting in which a group of students focus on skills development rather than content master.

Repeatable 99 times

BIOE 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BIOE 251. Fundamentals of Bioengineering I. 4 Credits.

This course introduces students to foundational principles in bioengineering. Topics include units, dimensional analysis, energy balances, conservation of mass, energy, and momentum, and introductory biomechanics.

Requisites: Prereq: MATH 247 or MATH 252Z. Recommend co-req: PHYS 201 or PHYS 251.

BIOE 252. Fundamentals of Bioengineering II. 4 Credits.

This course introduces students to foundational principles in bioengineering. Topics include linear circuits, Fourier transforms, fluid pressure, the Bernoulli Equation, conservation principles in fluid control volumes, and laminar fluid flow.

Requisites: Prereq: MATH 247 or MATH 252Z; recommend co-req: PHYS 202 or PHYS 252.

BIOE 253. Fundamentals of Bioengineering III. 4 Credits.

This course introduces students to foundational principles in bioengineering. Students will learn basic concepts and experimental approaches across a variety of bioengineering topics and applications, including mass and energy balances, biomass conversion, fluid flow, spectrophotometry, and diffusion.

Requisites: Prereq: MATH 247 or MATH 252Z; PHYS 202 or PHYS 252 recommended.

BIOE 299. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BIOE 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BIOE 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

BIOE 402. Supervised College Teaching. 1-5 Credits.

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

Repeatable 99 times

BIOE 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

BIOE 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BIOE 405. Reading and Conference: [Topic]. 1-5 Credits.

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

Repeatable 99 times

BIOE 406. Field Studies: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BIOE 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

BIOE 408. Laboratory Projects: [Topic]. 1-12 Credits.

An experience in a lab setting in which a group of students focus on skills development rather than content master.

Repeatable 99 times

BIOE 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

BIOE 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BIOE 410L. Experimental Course: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

BIOE 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BIOE 510L. Experimental Course: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

BIOE 601. Research: (Topic). 1-16 Credits.

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.

Repeatable 99 times

BIOE 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

BIOE 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

BIOE 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BIOE 610L. Experimental Course: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

Biology (BI)

Courses

BI 121. Introduction to Human Physiology. 4 Credits.

Study of body functions with emphasis on organs and systems. Cell function, genetics, nutrition, exercise; function of the gut, heart, vessels, glands, lungs, nerves, and muscles with practical applications. Lecture, laboratories.

Additional Information:

Science Area

BI 123. Biology of Cancer. 4 Credits.

Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental factors; biological basis of therapy. Lectures, laboratories.

Additional Information:

Science Area

BI 125. Biology of Immortality. 4 Credits.

Is immortality possible? Aging increases the risk of maladies such as cancer, heart disease, and memory loss, and inevitably leads to death. However, some organisms escape aging altogether - that is, are theoretically immortal. In this course, we will examine the interesting biology that underlies aging, the evolutionary explanations for why different species age at different rates, and the approaches that have been shown to extend lifespan. Throughout, we will consider the ethical implications of experimenting on living things and of manipulating lifespan.

Additional Information:

Science Area

BI 130. Introduction to Ecology. 4 Credits.

The concept of an ecosystem; organismal energetics; biogeochemical cycles; succession; population growth; species interactions, species diversity; implications for human ecosystems. Lectures, discussions.

Additional Information:

Science Area

BI 132. Introduction to Animal Behavior. 4 Credits.

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.

Additional Information:

Science Area

BI 140. Science, Policy, and Biology. 4 Credits.

Explores the biology behind important topical issues such as stem cells, cloning, and genetically modified organisms. How policy decisions affect research in these areas. Lectures, discussions.

Additional Information:

Science Area

BI 150. Ocean Planet. 4 Credits.

This course is designed to give students an appreciation for the global ocean, the diversity of marine life, methods and techniques for studying the sea, and their own opportunities to contribute to sustainable and healthy marine ecosystems. Credits will be deducted for regression if BI 357 is taken first. Students cannot receive credit for both BI 150 and EARTH 307.

Equivalent to: EARTH 307

Additional Information:

Science Area

BI 170. Happiness: a Neuroscience and Psychology Perspective. 4 Credits.

Examination of studies in neuroscience and positive psychology that explore the mental and behavioral actions leading to the self-reporting of a well-lived and fulfilling life. Exploration of the interaction of multiple psychological and neural circuit variables in development of a positive mental state.

Additional Information:

Science Area

BI 185M. Science and Popular Media. 4 Credits.

By evaluating how science stories are told, reflecting on their impact, and taking some first steps in creating science stories, we will explore a powerful approach to critical thinking about scientific information and its role in popular media. Multilisted with JCOM 185M.

Additional Information:

Science Area

BI 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times

BI 198. Laboratory Projects: [Topic]. 1-12 Credits.

An experience in a lab setting in which a group of students focus on skills development rather than content master.

Repeatable 99 times

BI 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BI 199L. Special Studies: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

BI 214. General Biology IV: Biochemistry and Genetics. 5 Credits.

Topics in Biochemistry: Amino Acid Chemistry, Protein Structure and Function, Hemoglobin, DNA Structure and Mutations; Topics in Genetics: Metabolic Pathways, Mutant Analysis, Complementation Tests, Regulation of Transcription, and the Lac Operon. Both lectures and laboratories. Sequence with BI 221Z, BI 222Z.

Requisites: Prereq: BI 222Z; CH 223Z or CH 226H.

Additional Information:

Science Area

BI 221Z. Principles of Biology I: Cells. 5 Credits.

Explores fundamental biological concepts and theories about the cellular and molecular basis of life including cell structure and function, metabolism, genetic basis of inheritance and how information flows from DNA to proteins, with a focus on the iterative process of science. Intended for science majors.

Requisites: Prereq: one from CH 111, CH 113, CH 114, CH 221Z, CH 224H.

Equivalent to: BI 211

Additional Information:

Science Area

BI 222Z. Principles of Biology II: Organisms. 5 Credits.

Explores fundamental biological concepts and theories about the structure and function of diverse organisms (including plants and animals), evolution and development, transformation of energy and matter, and body systems at a multicellular organismal level. Intended for science majors.

Requisites: Prereq: BI 221Z.

Equivalent to: BI 212

Additional Information:

Science Area

BI 223Z. Principles of Biology III: Ecology and Evolution. 5 Credits.

Explores the unity and diversity of life through evolutionary mechanisms and relationships, and adaptation to the environment. Examines population, community, and ecosystem ecology. Intended for science majors.

Requisites: Prereq: BI 221Z.

Equivalent to: BI 213

Additional Information:

Science Area

BI 281H. Accelerated Biology I: Cells, Biochemistry and Physiology. 6 Credits.

Focuses on the cellular structures and chemical reactions that allow cells to grow, to transform energy, and to communicate. Lectures, laboratories. Sequence with BI 282H, BI 283H.

Requisites: Prereq: CH 223Z or CH 226H.

Additional Information:

Science Area

BI 282H. Accelerated Biology II: Genetics and Molecular Biology. 6 Credits.

How living organisms store, replicate, and transmit their genetic information, and how this information directs the activities of the cell and organism. Lectures, laboratories. Sequence with BI 281H, BI 283H.

Requisites: Prereq: BI 281H.

Additional Information:

Science Area

BI 283H. Accelerated Biology III: Evolution, Diversity and Ecology. 6 Credits.

The genetic basis and ecological context of evolutionary change leading to an examination of the generation and major patterns of biodiversity. Lectures, laboratories, field trips. Sequence with BI 281H, BI 282H.

Requisites: Prereq: BI 282H.

Additional Information:

Science Area

BI 307. Forest Biology. 4 Credits.

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.

Requisites: Prereq: BI 223Z or BI 283H.

Additional Information:

Science Area

BI 320. Molecular Genetics. 4 Credits.

Molecular mechanisms regulating control of gene expression. Topics include chromosome structure, transcription and processing of RNA, control of transcription, translational control, and genetic rearrangement. Lectures, discussions.

Requisites: Prereq: BI 214 or BI 282H.

BI 322. Cell Biology. 4 Credits.

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, discussions.

Requisites: Prereq: BI 214 or BI 282H; CH 331 recommended.

BI 326. Immunology and Infectious Disease. 4 Credits.

In this course we will explore the principles of immune system function as well as how microorganisms avoid the immune system to cause infectious disease. Topics include innate and adaptive immunity, cells of the immune system, vaccines, antibiotics, and immune-based therapies.

Requisites: Prereq: BI 214 or BI 282H.

BI 328. Developmental Biology. 4 Credits.

Topics include genetic regulation, nucleocytoplasmic interactions, organogenesis, morphogenesis, pattern formation, cell differentiation, and neoplasia. Lectures, laboratories.

Requisites: Prereq: BI 214 or BI 282H.

BI 330. Microbiology. 3 Credits.

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. Lectures.

Requisites: Prereq: BI 214 or BI 282H.

BI 331. Microbiology Laboratory. 3 Credits.

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. Laboratories.

Requisites: Prereq: BI 214 or BI 282H; pre- or coreq: BI 330.

BI 353. Sensory Physiology. 4 Credits.

Introduction to physiology of the senses: cellular physiology of peripheral receptors through the computational mechanisms that are ultimately related to perception. Lectures, discussions.

Requisites: Prereq: BI 214 or BI 282H.

BI 356. Animal Physiology. 5 Credits.

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.

Requisites: Prereq: BI 214 or BI 281H.

BI 357. Marine Biology. 4 Credits.

Ecology and physiology of marine plants and animals. Comparisons of various marine habitats. Human influences on marine systems. Lectures, laboratories, field trips. Credits will be deducted for regression if BI 458 or BI 474 are taken first.

Requisites: Prereq: BI 223Z or BI 283H.

Additional Information:

Science Area

BI 358. Investigations in Medical Physiology. 4 Credits.

Human physiology with research and clinical medicine applications. Nervous system, addiction medicine, endocrinology, immunology, cardiology, digestion, nutrition, reproduction, infertility, pediatrics, and ophthalmology. Lectures, discussions, primary literature research. Human anatomy and physiology background preferred.

Requisites: Prereq: one from BI 214, BI 283H, HPHY 324.

BI 359. Plant Biology. 4 Credits.

A detailed introduction of the unique features of the biology of land plants, including ecology, physiology, developmental genetics, and evolutionary biology. Lectures, discussions.

Requisites: Prereq: [BI 221Z, BI 222Z, BI 223Z] or [BI 281H, BI 282H, BI 283H].

BI 360. Neurobiology. 4 Credits.

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. Lectures, discussions.

Requisites: Prereq: BI 214 or BI 282H.

BI 370. Ecology. 5 Credits.

Relationship of organisms to their environment in space and time. Factors controlling the distribution and abundance of organisms, introductions to community systems, and ecosystems. Required fieldwork. Lectures, laboratories, field trips.

Requisites: Prereq: BI 223Z or BI 283H. Calculus or statistics recommended.

BI 374. Conservation Biology. 4 Credits.

Global patterns of biological diversity; major threats to biodiversity; application of ecology, evolution, genetics, and other areas to protect and maintain biodiversity. Lectures, discussions.

Requisites: Prereq: BI 223Z or BI 283H.

BI 380. Evolution. 4 Credits.

Origin and maintenance of genetic variability. Historical and geographic patterns of variation. Application of population genetics to understanding evolutionary processes; modes of speciation. Lectures, discussions.

Requisites: Prereq: college algebra and BI 223Z or BI 283H.

BI 390. Animal Behavior. 4 Credits.

How and why animals behave, and how animal behavior is studied. Mechanisms of behavior, behavioral ecology, and sociobiology. Lectures, discussions.

Requisites: Prereq: BI 223Z or BI 283H.

BI 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Requisites: Prereq: [BI 222Z, BI 223Z, BI 214] or BI 283H.

Repeatable 99 times

BI 399L. Special Studies: [Topic]. 4 Credits.

Experimental course - topic varies.

Requisites: Prereq: [BI 222Z, BI 223Z, BI 214] or BI 283H.

Repeatable 99 times

BI 401. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

BI 402. Supervised College Teaching. 1-6 Credits.

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

Repeatable 8 times for a maximum of 9 credits

BI 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

BI 404. Internship: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BI 405. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BI 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BI 407. Seminar: [Topic]. 1-2 Credits.

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.

Repeatable 99 times

BI 408. Workshop: [Topic]. 1-12 Credits.

Special laboratory training in research methods. A fee may be charged for supplies and materials that become the property of the student.

Repeatable 99 times

BI 409. Capstone. 1-12 Credits.

A culminating academic project that demonstrates a student's mastery of their field of study.

Repeatable 99 times

BI 410. Experimental Course: [Topic]. 1-16 Credits.

Experimental course - topic varies.

Requisites: Prereq: [BI 222Z, BI 223Z, BI 214] or BI 283H.

Repeatable 99 times

BI 410L. Experimental Course: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

BI 422. Protein Toxins in Cell Biology. 4 Credits.

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. Lectures, discussions.

Requisites: Prereq: one from BI 322, BI 356, BI 360.

BI 423. Human Molecular Genetics. 4 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. Lectures, discussions.

Requisites: Prereq: BI 320.

BI 424. Advanced Molecular Genetics. 4 Credits.

Structure and function of chromosomes with emphasis on unsolved genetic problems such as genomic imprinting, position effects, and gene silencing. Lectures, discussions.

Requisites: Prereq: BI 320.

BI 426. Genetics of Cancer. 4 Credits.

Genetic regulation of cancer. Topics include oncogenes and tumor suppressor genes, signal transduction pathways, genetic animal models, and rationale treatment design. Lectures, discussions.

Requisites: Prereq: BI 214 or BI 282H; BI 320 or BI 322.

BI 428. Developmental Genetics. 4 Credits.

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. Lectures, discussions.

Requisites: Prereq: BI 320, BI 328.

BI 430. Analysis of Neural Data. 4 Credits.

This course will focus on developing basic tools and techniques from probability, statistics, and scientific computation that are useful in data analysis, applying these techniques to the analysis of neuroscience datasets.

Requisites: Prereq: MATH 246 or MATH 251Z.

BI 432. Mycology. 5 Credits.

Physiology, ecology, structure, and classification of fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic, and symbiotic modes of existence. Lectures, laboratories.

Requisites: Prereq: BI 223Z or BI 283H.

BI 433. Bacterial-Host Interactions. 4 Credits.

Examines spectrum of interactions between bacteria and animals, from pathogenesis to symbiosis, focusing on the molecular and cellular bases of these interactions. Lectures, discussions.

Requisites: Prereq: one from BI 320, BI 322, BI 330.

BI 442. Systematic Botany. 5 Credits.

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.

Requisites: Prereq: BI 223Z or BI 283H.

BI 448. Field Botany. 4 Credits.

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. Offered summer session only.

Requisites: Prereq: BI 223Z or BI 283H.

BI 451. Invertebrate Zoology. 1-10 Credits.

Representative invertebrate groups with emphasis on marine forms; morphology, systematics, life history, and ecology. Lectures, laboratories, field trips. Offered at Oregon Institute of Marine Biology.

Requisites: Prereq: BI 223Z or BI 283H.

BI 454. Estuarine Biology. 5 Credits.

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. Offered at Oregon Institute of Marine Biology.

Requisites: Prereq: BI 223Z or BI 283H.

BI 455. Marine Birds and Mammals. 1-6 Credits.

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. Offered at Oregon Institute of Marine Biology.

Requisites: Prereq: BI 223Z or BI 283H.

BI 457. Marine Biology: [Topic]. 1-8 Credits.

Content varies. Topics include comparative embryology, environmental issues, biology of fishes, and other subjects related to marine biology. Lectures, laboratories, field trips. Offered at Oregon Institute of Marine Biology.

Requisites: Prereq: [BI 222Z, BI 223Z] or BI 283H.

Repeatable 99 times when topic changes

BI 458. Biological Oceanography. 5 Credits.

Examines patterns of biological productivity and controlling physical and chemical mechanisms in the various environments of the world's oceans. Lectures, laboratories, field trips. Offered at Oregon Institute of Marine Biology.

Requisites: Prereq: BI 223Z or BI 283H.

BI 461. Systems Neuroscience. 4 Credits.

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. Lectures, discussions.

Requisites: Prereq: BI 353 or BI 360.

BI 463. Cellular Neuroscience. 4 Credits.

Physiology of excitation, conduction, and synaptic transmission. Lectures, discussions.

Requisites: Prereq: BI 360.

BI 466. Developmental Neurobiology. 4 Credits.

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. Lectures, discussions.

Requisites: Prereq: BI 320, BI 328.

BI 471. Population Ecology. 4 Credits.

Theoretical, experimental and applied aspects of growth, structure, and regulation of natural populations; population estimation; demographic analysis; life-history theory. Lectures, discussions.

Requisites: Prereq: BI 223Z or BI 283H.

BI 472. Community Ecology. 4 Credits.

Quantitative and conceptual approaches to the study of biological communities. Biodiversity measurement. Effect of climate and climate change on ecosystem structure and function. Lectures, discussions.

Requisites: Prereq: BI 370.

BI 474. Marine Ecology. 1-8 Credits.

Factors that influence the distribution, abundance, and diversity of marine organisms. Field emphasis on local intertidal and shallow-water communities. Offered at Oregon Institute of Marine Biology.

Requisites: Prereq: BI 223Z or BI 283H.

BI 484. Molecular Evolution. 4 Credits.

General description of patterns of molecular variation within and between species, underlying mechanisms, and methods of analysis.

Requisites: Prereq: BI 320 or BI 380.

BI 488. Evolutionary Processes. 4 Credits.

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.

Requisites: Prereq: BI 380.

BI 497M. Deterministic Dynamical Modeling in Biology. 4 Credits.

This course covers deterministic dynamical models in biology, i.e., models that describe the behavior of a biological system over time as a result of internal feedback loops and external forcings. The focus will be on differential equations, discrete-time models and related computational (programming) tools. Multilisted with MATH 497M.

Requisites: Prereq: One from MATH 242, MATH 247, MATH 252Z, MATH 320; one from STAT 243Z, DSCI 345M, MATH 345M, MATH 461, MATH 467.

Equivalent to: MATH 497M

BI 499M. Stochastic Dynamical Modeling in Biology. 4 Credits.

This course covers stochastic dynamical models in biology, i.e., mathematical models that describe the behavior of non-deterministic biological systems as a result of internal feedback loops, external forcings and random processes. Topics include stochastic iterative maps, Markov chains, vector autoregression models, and time series analysis. Multilist with MATH 499M.

Requisites: Prereq: One from MATH 242, MATH 247, MATH 252Z, MATH 320; one from STAT 243Z, DSCI 345M, MATH 345M, MATH 461, MATH 467. Basic programming skills recommended.

Equivalent to: MATH 499M

BI 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

BI 507. Seminar: [Topic]. 1-2 Credits.

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.

Repeatable 99 times

BI 508. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BI 510. Experimental Course: [Topic]. 1-16 Credits.

Experimental course - topic varies.

Repeatable 99 times

BI 510L. Experimental Course: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

BI 522. Protein Toxins in Cell Biology. 4 Credits.

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. Lectures, discussions.

BI 523. Human Molecular Genetics. 4 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. Lectures, discussions.

BI 524. Advanced Molecular Genetics. 4 Credits.

Structure and function of chromosomes with emphasis on unsolved genetic problems such as genomic imprinting, position effects, and gene silencing. Lectures, discussions.

BI 526. Genetics of Cancer. 4 Credits.

Genetic regulation of cancer. Topics include oncogenes and tumor suppressor genes, signal transduction pathways, genetic animal models, and rationale treatment design. Lectures, discussions.

BI 528. Developmental Genetics. 4 Credits.

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. Lectures, discussions.

BI 530. Analysis of Neural Data. 4 Credits.

This course will focus on developing basic tools and techniques from probability, statistics, and scientific computation that are useful in data analysis, applying these techniques to the analysis of neuroscience datasets.

BI 532. Mycology. 5 Credits.

Physiology, ecology, structure, and classification of fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic, and symbiotic modes of existence. Lectures, laboratories.

BI 533. Bacterial-Host Interactions. 4 Credits.

Examines spectrum of interactions between bacteria and animals, from pathogenesis to symbiosis, focusing on the molecular and cellular bases of these interactions. Lectures, discussions.

BI 542. Systematic Botany. 5 Credits.

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.

BI 548. Field Botany. 4 Credits.

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. Offered summer session only.

BI 551. Invertebrate Zoology. 1-10 Credits.

Representative invertebrate groups with emphasis on marine forms; morphology, systematics, life history, and ecology. Lectures, laboratories, field trips. Offered at Oregon Institute of Marine Biology.

BI 554. Estuarine Biology. 5 Credits.

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. Offered at Oregon Institute of Marine Biology.

BI 555. Marine Birds and Mammals. 1-6 Credits.

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. Offered at Oregon Institute of Marine Biology.

BI 557. Marine Biology: [Topic]. 1-8 Credits.

Content varies. Topics include comparative embryology, environmental issues, biology of fishes, and other subjects related to marine biology. Lectures, laboratories, field trips. Offered at Oregon Institute of Marine Biology.

Repeatable 99 times when topic changes

BI 558. Biological Oceanography. 5 Credits.

Examines patterns of biological productivity and controlling physical and chemical mechanisms in the various environments of the world's oceans. Lectures, laboratories, field trips. Offered at Oregon Institute of Marine Biology.

BI 561. Systems Neuroscience. 4 Credits.

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. Lectures, discussions.

BI 563. Cellular Neuroscience. 4 Credits.

Physiology of excitation, conduction, and synaptic transmission. Lectures, discussions.

BI 566. Developmental Neurobiology. 4 Credits.

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. Lectures, discussions.

BI 571. Population Ecology. 4 Credits.

Theoretical, experimental and applied aspects of growth, structure, and regulation of natural populations; population estimation; demographic analysis; life-history theory. Lectures, discussions.

BI 572. Community Ecology. 4 Credits.

Quantitative and conceptual approaches to the study of biological communities. Biodiversity measurement. Effect of climate and climate change on ecosystem structure and function. Lectures, discussions.

BI 574. Marine Ecology. 1-8 Credits.

Factors that influence the distribution, abundance, and diversity of marine organisms. Field emphasis on local intertidal and shallow-water communities. Offered at Oregon Institute of Marine Biology.

BI 584. Molecular Evolution. 4 Credits.

General description of patterns of molecular variation within and between species, underlying mechanisms, and methods of analysis.

BI 588. Evolutionary Processes. 4 Credits.

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.

BI 597M. Deterministic Dynamical Modeling in Biology. 4 Credits.

This course covers deterministic dynamical models in biology, i.e., models that describe the behavior of a biological system over time as a result of internal feedback loops and external forcings. The focus will be on differential equations, discrete-time models and related computational (programming) tools. Multilisted with MATH 597M.

BI 599M. Stochastic Dynamical Modeling in Biology. 4 Credits.

This course covers stochastic dynamical models in biology, i.e., mathematical models that describe the behavior of non-deterministic biological systems as a result of internal feedback loops, external forcings and random processes. Topics include stochastic iterative maps, Markov chains, vector autoregression models, and time series analysis. Multilisted with MATH 599M.

BI 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

BI 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

BI 604. Internship: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BI 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BI 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BI 607. Seminar: [Topic]. 1-3 Credits.

Topics may include neurobiology, developmental biology, ecology colloquium, genetics, molecular biology, and neuroscience.

Repeatable 99 times

BI 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BI 609. Capstone. 1-12 Credits.

A culminating academic project that demonstrates a student's mastery of their field of study.

Repeatable 99 times

BI 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BI 610L. Experimental Course: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

BI 620. Molecular Genetics. 4 Credits.

Use of modern genetic techniques to analyze gene function. Illustrates the use of model organisms including yeast, worms, flies, and mice. Covers forward genetics (function-driven gene discovery) and reverse genetics.

BI 621. Computational Methods in Genomic Analysis. 4 Credits.

An introduction to Unix shell, Python, and R programming skills for analysis of biological data sets, specifically focusing on high-throughput sequencing data.

BI 622. Genomics Techniques. 4 Credits.

Students will be introduced to various genomics laboratory techniques, as well as trained in oral and written scientific communication.

BI 623. Advanced Topics in Genomics Analysis. 4 Credits.

Exposure to a variety of topics in genomics analysis including phylogenetics, transcriptome assembly, transcript quantification, and microbial community analysis.

BI 624. Genomics Research Lab. 4 Credits.

Group research on high-throughput sequencing data.

BI 625. Advanced Genomic Analysis. 4 Credits.

Group research on high-throughput sequencing data and special topics in genomics analysis.

Requisites: Prereq: BI 624.

Black Studies (BLST)

Courses

BLST 196. Field Studies: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BLST 198. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BLST 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BLST 299. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BLST 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BLST 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

BLST 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

BLST 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BLST 405. Reading and Conference: [Topic]. 1-5 Credits.

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

Repeatable 99 times

BLST 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

BLST 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

BLST 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Brewing Innovation (BRIN)

Courses

BRIN 221. Tapping into the World of Beer and Brewing. 4 Credits.

This course focuses on the science and art of the sensory experience in beer. It connects the sensory experience to beer's ingredients and chemical composition, and ultimately to the finished beer's flavor, appearance and aroma. Students will design and brew a style of their choice.

BRIN 322. Advanced Brewing Laboratory. 4 Credits.

Students will learn the practical aspects of producing fermented beverages with an emphasis on brewing beer. Sequence with BRIN 323, BRIN 424.

Requisites: Prereq: BRIN 221.

BRIN 323. Brewing Innovation: Past, Present, and Future. 4 Credits.

Students examine how innovations in brewing at global, regional, and local levels have shaped the beers and brewing process throughout history and how these innovations have fostered broader advances in society. Students learn to apply design thinking as an approach to future innovations in the craft. Sequence with BRIN 322, BRIN 424.

Requisites: Prereq: BRIN 322.

BRIN 424. Capstone: Interdisciplinary Beer Design Lab. 4 Credits.

In this capstone course, students design and refine a brewing technique or recipe that is relevant to the history of brewing innovation or that addresses an identified customer need or design challenge. Sequence with BRIN 322, BRIN 323.

Requisites: Prereq: BRIN 323.

Business Administration (BA)

Courses

BA 101Z. Introduction to Business. 4 Credits.

Presents an integrated view of both established and entrepreneurial businesses by studying their common characteristics and processes in a global context. Introduces theory and develops basic skills in the areas of accounting, finance, management, and marketing, with an emphasis on social responsibility and ethical practices. Explores how businesses can create value for themselves and society by addressing environmental and social challenges.

Equivalent to: BA 101

Additional Information:

Social Science Area

BA 169Z. Data Analysis Using Microsoft Excel. 4 Credits.

Covers Microsoft Excel software skills necessary for evidence-based problem-solving, including workbook editing, formula creation, charting, and pivot tables. Emphasizes hands-on learning using Excel functions to perform data analysis to enhance decision-making. Previously taught as BA 240.

Requisites: Prereq: BA 101Z.

Equivalent to: BA 240

BA 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

BA 211Z. Principles of Financial Accounting. 4 Credits.

Imparts an understanding of the purpose of accounting, common financial statement items, and the principles of internal controls. Focuses on recording the impact of economic events on account balances using U.S. Generally Accepted Accounting Principles, and the creation and analysis of financial statements to aid in external decision making.

Equivalent to: ACTG 211

BA 213Z. Principles of Managerial Accounting. 4 Credits.

Builds an understanding of the role of managerial accounting in a business, focusing on the development and use of information to evaluate production costs and operational performance in support of short- and long-term organizational decision-making.

Requisites: Prereq: BA 211Z.

Equivalent to: ACTG 213

BA 215. Accounting: Language of Business Decisions. 4 Credits.

How the accounting model reflects business transactions or events. Interpretation and analysis of financial statements. Understanding cost and revenue information, organization, and decisions.

Requisites: Prereq: BA 101Z.

BA 252. Global Perspectives in Business. 4 Credits.

An interdisciplinary introduction to what it means to participate in a global economy, critically reflecting on globalization, the impacts of business activity, human rights, global finance, marketing, and management. Also explores concepts and skills in intercultural communication and working with others from around the world.

Additional Information:

Cultural Literacy: Global Perspectives

BA 308. Leadership and Communication. 4 Credits.

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 308 and BA 308H. Sophomore standing required.

Requisites: Prereq: BA 101Z; one from WR 122Z, WR 123, HC 221H.

Equivalent to: BA 308H

BA 308H. Leadership and Communication. 4 Credits.

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 308 and BA 308H. Open only to students in the LCB Honors Program.

Requisites: Prereq: BA 101Z; one from WR 122Z, WR 123, HC 221H.

Equivalent to: BA 308

BA 315. Economy, Industry, and Competitive Analysis. 4 Credits.

Free enterprise capitalism and market competition. Economic value added, product cost, and product pricing. Organizational arrangements and the control of economic activity.

Requisites: Prereq: BA 101Z.

BA 316. Management: Creating Value through People. 4 Credits.

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.

Requisites: Prereq: BA 101Z.

BA 317. Marketing: Creating Value for Customers. 4 Credits.

Market analysis, target customer identification, and development of marketing-mix strategies to deliver superior customer value and contribute to the performance of the organization.

Requisites: Prereq: BA 101Z.

BA 318. Finance: Creating Value through Capital. 4 Credits.

Financial statement analysis, pro forma statements and capital budgeting, time value of money, net present-value analysis, risk and cost of capital.

Requisites: Prereq: BA 101Z; BA 211Z or BA 215.

BA 322. Fundamentals of Sustainable Business. 4 Credits.

Survey of the ideas, tools, and skills used by businesses to address environmental and social challenges, including new business attitudes, models, ventures, and ecosystems.

Requisites: Prereq: MGMT 311.

BA 325. Business Law and Ethics. 4 Credits.

Legal and ethical environments of business, including U.S. legal concepts, social and environmental impacts of business, and ethical decision making.

Requisites: Prereq: BA 101Z; one from WR 122Z, WR 123, HC 221H.

Equivalent to: BA 325H

BA 325H. Business Law and Ethics. 4 Credits.

BA 325H offers an intensive exploration of legal and ethical environments of business, including U.S. legal concepts, social and environmental impacts of business, and ethical decision making. Students cannot receive credit for both BA 325 and BA 325H.

Requisites: Prereq: BA 101Z; WR 122Z or WR 123; BA 308 or BA 308H.

Equivalent to: BA 325

BA 361. Cross-Cultural Business Communication. 4 Credits.

Theoretical and practical approach to value dimensions across cultures and their impact on communication in business and professional contexts. Develops intercultural business communication skills.

Requisites: Prereq: WR 121Z recommended.

BA 365. Cross-Cultural Negotiation. 4 Credits.

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.

Requisites: Prereq: WR 121Z recommended.

BA 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BA 404. Internship: [Topic]. 1-4 Credits.

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

Repeatable 99 times

BA 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BA 407. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

BA 410. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

BA 425. Law for Managers. 4 Credits.

Critical legal concepts that managers, entrepreneurs, and professionals need to understand to succeed in their careers and contribute positively to society. The course will examine how legal and ethical considerations interact focusing on the legal system of the United States.

BA 453. Business Strategy and Planning. 4 Credits.

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. Students cannot receive credit for both BA 453 and BA 453H.

Requisites: Prereq: MGMT 311 (or MGMT 311H), MKTG 311 (or MKTG 311H), BA 308 (or BA 308H), OBA 312 (or OBA 312H), OBA 335 (or OBA 335H), FIN 311 (or FIN 311H or EC 311), FIN 316 (or FIN 316H), BA 325 (or BA 325H), OBA 311 (or OBA 311H).

Equivalent to: BA 453H

BA 453H. Business Strategy and Planning. 4 Credits.

Provides conceptual tools for in-depth strategic analysis and interactive discussions from sources relevant to the challenge of developing and implementing strategy. Students cannot receive credit for both BA 453 and BA 453H.

Requisites: Prereq: MGMT 311 (or MGMT 311H), MKTG 311 (or MKTG 311H), BA 308 (or BA 308H), OBA 312 (or OBA 312H), OBA 335 (or OBA 335H), FIN 311 (or FIN 311H or EC 311), FIN 316 (or FIN 316H), BA 325 (or BA 325H), OBA 311 (or OBA 311H).

Equivalent to: BA 453

BA 510. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

BA 525. Law for Managers. 4 Credits.

Critical legal concepts that managers, entrepreneurs, and professionals need to understand to succeed in their careers and contribute positively to society. The course will examine how legal and ethical considerations interact focusing on the legal system of the United States.

BA 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

BA 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

BA 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BA 606. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BA 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

BA 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BA 610. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

BA 621. Business Writing. 1 Credit.

Reviews the theory and practice of writing effectively for U.S. and international business audiences, addressing the use of rhetorical, cultural, and organizational analysis to create persuasive business documents.

BA 661. Oregon Advanced Strategy. 3 Credits.

Examines advanced strategic analysis in corporate setting and integrates multidisciplinary values such as sustainability, product-service excellence, cultural values, financial strength, advanced marketing, entrepreneurial thinking, customer relationship management, big data analytics. This course is taught through the C-level practitioner's perspective.

Requisites: Prereq: MGMT 614.

BA 680. Data Visualization and Communication in Business. 3 Credits.

Focuses on how to organize and understand data, present visual information to varied audiences, and tell logical and persuasive data stories in order to make data more understandable in business contexts, focusing on clarity rather than complexity.

Requisites: Prereq: OBA 612.

BA 691. Professional Development for Emerging Managers. 2 Credits.

This course is designed to equip MS in Management students with essential professional skills needed to be successful in the program and beyond. Through interactive workshops, case studies, and skill-building exercises, students will develop competencies in communication, team collaboration, networking, and career readiness. By the end of this course, students from diverse academic backgrounds will gain the tools needed to navigate business environments confidently and pursue successful careers in business.

BA 705. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BA 707. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

BA 708. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BA 710. Experimental Course: [Topic]. 1-9 Credits.

Experimental course - topic varies.

Repeatable 99 times

BA 711. Legal Environment of Business. 3 Credits.

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.

BA 712. Financial Accounting and Reporting. 3 Credits.

Preparation, interpretation, and use of external financial statements and reports. Covers basic accounting principles, recording and reporting techniques underlying valuation and income determination.

BA 713. Data and Business Decisions. 3 Credits.

Integrates statistical tools for analyzing business data and covers process analysis, data collection, regression, statistical control, and forecasting.

BA 714. Managerial Accounting. 3 Credits.

Introduction to cost accounting terminology; costing strategies, nontraditional costing systems, activity-based costing and product-service costing applications.

BA 715. Managerial Economics. 3 Credits.

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.

BA 716. Managing Organizations. 3 Credits.

This course investigates organizations as complex social systems including: leadership, managing individuals, groups, teams, and formal and informal processes and systems.

BA 717. Marketing Management. 3 Credits.

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. Sequence with BA 719.

BA 718. Financial Analysis. 4 Credits.

Covers objectives, tools, methods, and problems of financial management. Includes fund acquisitions, dividend policy, capital acquisitions, taxes, mergers, and investment banking. Sequence with BA 720.

BA 719. Marketing Strategy. 3 Credits.

Marketing strategies for product-service introduction, growth, maturity, and decline; managing product-service innovation and development; brand equity, relationship marketing. Sequence with BA 720.

Requisites: Prereq: BA 717.

BA 720. Corporate Financial Strategy. 3 Credits.

Advanced topics in firm evaluation (e.g., acquisitions, restructuring) and financial risk management (e.g., hedging, derivatives, foreign projects) as related to global and domestic corporate strategies. Sequence with BA 719.

Requisites: Prereq: BA 718.

BA 721. Business Writing. 1 Credit.

Reviews the theory and practice of writing effectively for U.S. and international business audiences, addressing the use of rhetorical, cultural, and organizational analysis to create persuasive business documents.

BA 722. Leadership and Motivation: [Topic]. 1 Credit.

LEAD is the leadership foundation course that runs across the entire first year. The instructors and 2nd year students lead the in-class discussions of a variety of leadership topics. Topics include elements of motivation and leadership that affect management decision-making and problem-solving.

Repeatable 2 times for a maximum of 3 credits

BA 723. Formulating Corporate Strategy. 3 Credits.

Focuses on how corporations choose to compete. Covers the analytical techniques and planning models appropriate for making this fundamental decision.

BA 725. Implementing Corporate Strategy. 3 Credits.

Uses problems and cases to examine the implementation of corporate strategy, the strategy process and cycle, and implementation methods. Sequence with BA 723.

BA 726. Global Business. 3 Credits.

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.

BA 727. Operations Management. 3 Credits.

Examines methods and processes for providing a competitive advantage through continuous quality and process improvements, supplier management, and efficient production of goods and services.

BA 728. Global Business Perspectives. 1 Credit.

Today's world requires managers to have a deep understanding of business practices on a global level. The curriculum of the Oregon Executive MBA program is focused on providing a global business education. The global study course is designed to complement the OEMBA curriculum by providing an immersive experience in global business.

BA 729. Business Negotiation. 3 Credits.

Explores the major theories and concepts of negotiation. Opportunities to practice deal-making and conflict resolution. Encourages improvement in communication and persuasion.

BA 730. Business Ethics. 1 Credit.

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.

BA 731. New Venture Planning. 3 Credits.

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.

BA 732. Technology and Innovation Management. 3 Credits.

Exposes students to the dynamics of industries driven by technological innovation, and focuses on thinking strategically about technological innovation and new product development and deployment.

BA 735. Opportunity Recognition. 3 Credits.

Provides students with techniques and models to identify and develop new opportunities and manage innovation processes.

BA 736. Alliances and Acquisitions. 3 Credits.

Using alliances and acquisitions as a strategic tool; emphasis on value creation. Includes deal valuation, deal-making, due diligence, integration, and ecosystem development. Builds on negotiation, strategy, and finance courses.

BA 740. Capstone Business Project I. 1-9 Credits.

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. First in a series for 2yr OEMBA students.

Repeatable 3 times for a maximum of 9 credits

BA 741. Capstone Business Project II. 2 Credits.

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. Second in a series for 2yr OEMBA students. Sequence with BA 740, BA 742.

BA 742. Capstone Business Project III. 4 Credits.

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. Third in a series for 2yr OEMBA students. Sequence with BA 740, BA 741.

BA 743. Innovation and Entrepreneurship: [Topic]. 1 Credit.

This course focuses on various special topics related to both innovation and entrepreneurship. The ideas and tools discussed in this course may relate to new ventures and early-stage firms or explore the principles of innovation within a large and mature company. For example, the course may discuss how established organizations can apply entrepreneurial principles to innovate within their existing structures. The course may focus primarily on the venture capital market and explore funding sources, venture capital dynamics, business valuation, and legal agreements in new ventures.

Repeatable 3 times for a maximum of 4 credits when topic changes

BA 744. Managing Conflict and Change: [Topic]. 1 Credit.

The Oregon Executive MBA curriculum is focused on transitioning students from their current level of managerial expertise to a C-suite level of management. Part of that development requires the acquisition of management skills to navigate times when situations change or become difficult. This topics course provides opportunities to examine the dynamics of change and conflict within organizations, focusing on how leaders can effectively manage and navigate these challenges. Students will explore strategies for facilitating organizational transformation, resolving conflicts, and fostering positive outcomes in high-pressure environments. The course emphasizes the development of practical skills for managing both interpersonal and structural changes.

Repeatable 3 times for a maximum of 4 credits when topic changes

BA 745. Analytic Tools : [Topic]. 1 Credit.

The modern global business environment requires that managers not only be well trained in management principles, but also possess a set of analytical tools to help navigate complex decisions. This topics course provides opportunities for in-depth exploration of different analytical tools and techniques that support effective decision-making and problem-solving in organizational contexts. Students will develop skills to interpret data, evaluate complex scenarios, and apply quantitative and qualitative methods to drive strategic insights and improve business outcomes. The course emphasizes practical application and critical thinking to enhance managerial effectiveness.

Repeatable 3 times for a maximum of 4 credits when topic changes

Business Environment (BE)

Courses

BE 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

BE 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

BE 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

BE 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

BE 407. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

BE 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

BE 410. Experimental Course: [Topic]. 1-4 Credits.

A recent topic is Law for Managers.

Repeatable 99 times

BE 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

BE 510. Experimental Course: [Topic]. 1-4 Credits.

A recent topic is Law for Managers.

Repeatable 99 times

BE 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

BE 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

BE 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BE 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BE 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

BE 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

BE 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

BE 610. Experimental Course: [Topic]. 1-5 Credits.

A recent topic is Global Business Environments.

Repeatable 99 times

BE 625. Business Law and Ethics. 3 Credits.

Examines the legal and ethical facets of real-life business cases and develops the core knowledge and critical thinking skills around law and ethics for today's successful business leaders.

Chemistry (CH)

Courses

CH 111. Introduction to Chemical Principles. 4 Credits.

Introduction to modern chemistry with emphasis on problem-solving skills and critical thinking. Fundamental mathematical techniques and skills are incorporated to illustrate the quantitative aspects of chemistry.

Requisites: Prereq: Satisfactory placement test score for MATH 111Z; Coreq: MATH 111Z.

Additional Information:

Science Area

CH 113. The Chemistry of Sustainability. 4 Credits.

Illustrates how chemistry provides innovative materials, processes, and consumer products that support sustainable solutions related to energy utilization, global warming and pollution prevention.

Requisites: Prereq: MATH 101 or higher; high school chemistry.

Additional Information:

Science Area

CH 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times

CH 198. Workshop: [Topic]. 1-2 Credits.

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

Repeatable 99 times

CH 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CH 217. Chemistry Tools I. 1 Credit.

This course will introduce skills needed for success in chemistry and related sciences. Topics will include scientific writing, library and database searching, basic computer skills, the use of AI tools, and scientific ethics. This course is a sequence with CH 227Z, CH 228Z and CH 218, and CH 229Z and CH 219. Concurrent registration in CH 227Z required.

Requisites: Coreq: CH 227Z.

CH 218. Chemistry Tools II. 1 Credit.

This course is the second in a three-course sequence (CH 217/CH 218/CH 219) and will continue to develop skills needed for success in chemistry and related sciences. Topics will include data and error analysis, data presentation, library and database searching, and scientific writing. Concurrent registration in CH 228Z required.

Requisites: Coreq: CH 228Z.

CH 219. Chemistry Tools III. 1 Credit.

This course is the third in a three-course sequence (CH 217/CH 218/CH 219) and will further develop skills needed for success in chemistry and related sciences. Topics will include use of productivity and file management software, data and error analysis, presentation of scientific data, and scientific writing. Concurrent registration in CH 229Z required.

Requisites: Coreq: CH 229Z

CH 221Z. General Chemistry I. 4 Credits.

Explores and applies principles and applications of chemistry. Emphasis on measurement, components of matter, atomic and molecular structure, quantitative relationships including foundational stoichiometry, and major classes of chemical reactions. CH 221Z is a lecture course; CH 227Z is the laboratory component. Sequence with CH 222Z, CH 223Z.

Requisites: Prereq: CH 111 or satisfactory placement score; MATH 111Z. Coreq: MATH 112Z; CH 227Z recommended.

Equivalent to: CH 221, CH 224H

Additional Information:

Science Area

CH 222Z. General Chemistry II. 4 Credits.

Explores and applies principles presented in CH 221Z to the study of the solid, liquid, and gaseous states of matter. Principles of stoichiometry, thermochemistry, kinetics, and foundational equilibrium are explored and applied to the study of aqueous and gas-phase chemical reactions. CH 222Z is a lecture course; CH 228Z is the laboratory component. Sequence with CH 221Z, CH 223Z.

Requisites: Prereq: CH 221Z or CH 224H; MATH 112Z; Coreq: CH 228Z recommended.

Equivalent to: CH 222, CH 225H

Additional Information:

Science Area

CH 223Z. General Chemistry III. 4 Credits.

Builds upon the principles presented in CH 222Z, explores thermodynamics and chemical equilibrium, and applies them to the study of aqueous acid-base reactions, solubility, and electrochemistry. CH 223Z is a lecture course; CH 229Z is the laboratory component. Sequence with CH 221Z, CH 222Z.

Requisites: Prereq: CH 222Z or CH 225H; MATH 112Z; Coreq: CH 229Z recommended.

Equivalent to: CH 223, CH 226H

Additional Information:

Science Area

CH 224H. Advanced General Chemistry I. 4 Credits.

First-year university chemistry for students with excellent backgrounds in high school chemistry, physics, and mathematics. Chemical structure, reactions, stoichiometry, thermochemistry, and an introduction to quantum chemistry. Students cannot receive credit for both CH 221Z and CH 224H. Sequence with CH 225H, CH 226H.

Requisites: Prereq: satisfactory placement test score; MATH 112Z. Coreq: one from MATH 241, MATH 246, MATH 251Z, MATH 261.

Equivalent to: CH 221Z

Additional Information:

Science Area

CH 225H. Advanced General Chemistry II. 4 Credits.

First-year university chemistry for students with excellent backgrounds in high school chemistry, physics, and mathematics. Chemical bonding, states of matter, solutions, kinetics, and nuclear chemistry. Students cannot receive credit for both CH 222Z and CH 225H. Sequence with CH 224H, CH 226H.

Requisites: Prereq: CH 221Z or CH 224H; one from MATH 241, MATH 246, MATH 251Z, MATH 261. Coreq: one from MATH 242, MATH 247, MATH 252Z.

Equivalent to: CH 222Z

Additional Information:

Science Area

CH 226H. Advanced General Chemistry III. 4 Credits.

First-year university chemistry for students with excellent backgrounds in high school chemistry, physics, and mathematics. Chemical equilibrium, acid-base chemistry, thermodynamics, and electrochemistry. Students cannot receive credit for both CH 223Z and CH 226H. Sequence with CH 224H, CH 225H.

Requisites: Prereq: CH 222Z or CH 225H; one from MATH 242, MATH 247, MATH 252Z. Coreq: one from STAT 243Z, MATH 247, MATH 253Z.

Equivalent to: CH 223Z

Additional Information:

Science Area

CH 227Z. General Chemistry I Laboratory. 1 Credit.

Experiments correspond to the topics covered in CH 221Z including the fundamentals of chemical measurements, quantitative relationships in chemical analysis, and understanding atomic and molecular structure. CH 227Z is the laboratory component; CH 221Z is the lecture course. Concurrent registration in CH 217 required.

Requisites: Prereq: MATH 111Z. Co-req: CH 217, MATH 112Z. Pre- or coreq: CH 221Z or CH 224H.

Equivalent to: CH 227

CH 228Z. General Chemistry II Laboratory. 1 Credit.

Experiments correspond to the topics covered in CH 222Z including the fundamentals of intermolecular interactions, stoichiometric relationships, chemical equilibria and their application to the synthesis, identification, and analysis of chemical compounds. CH 228Z is the laboratory component; CH 222Z is the lecture course. Concurrent registration in CH 218 required.

Requisites: Prereq: CH 227Z; MATH 112Z. Coreq: CH 218; CH 222Z or CH 225H.

Equivalent to: CH 228

CH 229. General Chemistry Laboratory. 2 Credits.

Third term of the three-term laboratory sequence: synthesis, equilibrium, acids and bases, volumetric analyses, electrochemistry, nuclear chemistry. Students cannot receive credit for both CH 229 and CH 329.

Requisites: Prereq: CH 228 or CH 238; MATH 112Z; coreq: CH 223 or CH 226H.

Equivalent to: CH 229Z, CH 329

CH 229Z. General Chemistry III Laboratory. 1 Credit.

Experiments correspond to the topics covered in CH 223Z including the principles of chemical equilibria and their application to chemical analysis using volumetric and electrochemical methods. CH 229Z is the laboratory component; CH 223Z is the lecture course. Students cannot receive credit for both CH 229Z and CH 329. Concurrent registration in CH 219 required.

Requisites: Prereq: CH 228Z; MATH 112Z. Coreq: CH 219; CH 223Z or CH 226H.

Equivalent to: CH 229, CH 329

CH 299. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CH 329. Research Immersion Laboratory. 3 Credits.

Research lab immersion focused on developing basic concepts and practices of formulating and answering research questions based on data collected. Focus on applying concepts learned in general chemistry lecture classes to understand, collect and analyze research data. Students cannot receive credit for both CH 329 and CH 229Z.

Requisites: Prereq: CH 222Z or CH 225H; CH 228Z.

Equivalent to: CH 229, CH 229Z

CH 331. Organic Chemistry I. 4 Credits.

Structure, properties, and bonding of organic molecules.

Requisites: Prereq: CH 223Z or CH 226H with a grade of D- or better. Concurrent CH 337 recommended.

Equivalent to: CH 341

CH 335. Organic Chemistry II. 4 Credits.

Reactions and mechanisms of organic chemistry.

Requisites: Prereq: CH 331 or CH 341 with a grade of D- or better. Concurrent CH 338 recommended.

Equivalent to: CH 342

CH 336. Organic Chemistry III. 4 Credits.

Organic chemistry of biomolecules with a focus on chemical aspects.

Requisites: Prereq: CH 335 or CH 342 with a grade of D- or better.

Equivalent to: CH 343

CH 337. Organic Chemistry Laboratory. 3 Credits.

Principles and techniques of laboratory practice in organic chemistry.

Requisites: Prereq: CH 229Z; pre- or coreq: CH 331.

CH 338. Organic Chemistry Laboratory. 3 Credits.

Principles and techniques of laboratory practice in organic chemistry.

Requisites: Prereq: CH 331 or CH 341 with a grade of D- or better; CH 337 with a grade of D- or better; pre- or coreq: CH 335.

CH 341. Majors Track Organic Chemistry I. 4 Credits.

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, CH 343.

Requisites: Prereq: CH 223Z or CH 226H. Concurrent CH 337 recommended.

Equivalent to: CH 331

CH 342. Majors Track Organic Chemistry II. 4 Credits.

Focuses on mechanisms and reactions of common organic functional groups. Sequence with CH 341, CH 343.

Requisites: Prereq: CH 331 (with a grade of B- or better) or CH 341. Concurrent CH 348 recommended.

Equivalent to: CH 335

CH 343. Majors Track Organic Chemistry III. 4 Credits.

Incorporates topics from the recent chemistry literature. Sequence with CH 341, CH 342.

Requisites: Prereq: CH 335 (with grade of B- or better) or CH 342. Concurrent CH 349 recommended.

Equivalent to: CH 336

CH 347. Majors Organic Chemistry Laboratory I. 3 Credits.

Organic chemistry laboratory techniques, theory and practice. Sequence with CH 348, CH 349.

Requisites: Prereq: CH 223Z, CH 229Z.

CH 348. Organic Chemistry Laboratory for Majors. 4 Credits.

Problem solving in the organic chemistry laboratory. Sequence with CH 337, CH 349.

Requisites: Prereq: CH 337; CH 331 or CH 341; coreq: CH 342.

CH 349. Organic Chemistry Lab for Majors. 4 Credits.

Organic chemistry laboratory projects. Two-dimensional nuclear magnetic resonance techniques. Sequence with CH 337, CH 348.

Requisites: Prereq: CH 348; coreq: CH 343.

CH 360. Physiological Biochemistry. 4 Credits.

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. Students cannot receive credit for both CH 360 and CH 462.

Requisites: Prereq: CH 336 or CH 343; BI 214 or BI 282H recommended.

Equivalent to: CH 462

CH 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CH 399L. Special Studies: [Topic]. 3 Credits.

Experimental course - topic varies.

Repeatable 99 times

CH 401. Research: [Topic]. 1-21 Credits.

Introduction to methods of chemical investigation. For advanced undergraduates by arrangement with individual faculty members.

Repeatable 99 times

CH 403. Thesis. 1-12 Credits.

Open to students eligible to work for a bachelor's degree with honors in chemistry or biochemistry.

Repeatable 99 times

CH 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

CH 406. Field Studies: [Topic]. 1-21 Credits.

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

Repeatable 99 times

CH 407. Seminar: [Topic]. 1-5 Credits.

Biochemistry seminar for undergraduates who have completed or are enrolled in CH 461, CH 462, CH 463. No graduate credit.

Repeatable 99 times

CH 408. Laboratory Projects: [Topic]. 1-12 Credits.

An experience in a lab setting in which a group of students focus on skills development rather than content master.

Repeatable 99 times

CH 409. Capstone. 1-12 Credits.

A culminating academic project that demonstrates a student's mastery of their field of study.

Repeatable 99 times

CH 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CH 410L. Experimental Course: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

CH 411. Physical Chemistry. 4 Credits.

Methods of physics applied to chemical problems, including inorganic, organic, and biochemistry. Introduction to chemical thermodynamics.

Requisites: Prereq: two years of college chemistry (except for physics majors); a grade of D- or better in PHYS 203 or PHYS 253; MATH 253Z with a grade of D- or better; MATH 256, MATH 281, MATH 282 strongly recommended.

CH 412. Physical Chemistry. 4 Credits.

Methods of physics applied to chemical problems, including inorganic, organic, and biochemistry. Introduction to statistical mechanics and rate processes.

Requisites: Prereq: CH 411 with a grade of D- or better; MATH 256, MATH 281, MATH 282 strongly recommended.

CH 413. Physical Chemistry. 4 Credits.

Methods of physics applied to chemical problems, including inorganic, organic, and biochemistry. Introduction to quantum chemistry.

Requisites: Prereq: CH 412 with a grade of D- or better; MATH 256, MATH 281, MATH 282 strongly recommended.

CH 417. Physical Chemistry Laboratory. 4 Credits.

Experiments in thermodynamics, modern electronic measurements, computer modeling, and data reduction.

Requisites: Pre- or coreq: CH 411.

CH 418. Physical Chemistry Laboratory. 4 Credits.

Experiments in statistical mechanics, chemical kinetics, plasma chemistry, and mass spectrometry.

Requisites: Prereq: CH 417; pre or coreq: CH 412.

CH 419. Physical Chemistry Laboratory. 4 Credits.

Experiments molecular spectroscopy, quantum chemistry, and laser-excited chemical and physical processes to illustrate theoretical principles.

Requisites: Prereq: CH 417; pre or coreq: CH 413.

CH 420. Physical Organic Chemistry I. 4 Credits.

Modern physical organic chemistry including chemical bonding, acid-base chemistry, thermochemistry, noncovalent interactions, and introduction to computational chemistry. Sequence with CH 421.

Requisites: Prereq: CH 336.

CH 421. Physical Organic Chemistry II. 4 Credits.

Modern physical organic chemistry including tools to study reaction mechanisms, kinetic analysis, isotope effects, and qualitative molecular orbital theory. Sequence with CH 420.

Requisites: Prereq: CH 420.

CH 429. Instrumental Analysis. 5 Credits.

Use of instrumental methods for quantitative determinations of unknown chemical samples.

Requisites: Prereq: CH 417.

CH 431. Inorganic Chemistry. 4 Credits.

Introduction to group theory for molecular symmetry; syntheses, structures, reactions, and reaction mechanisms of coordination complexes and organometallic complexes.

CH 432. Inorganic Chemistry. 4 Credits.

Bioinorganic chemistry: metals in biological systems; coordination chemistry, reactions, spectroscopy, metallocusters, and synthetic modeling.

Requisites: Prereq: CH 431 recommended.

CH 433. Inorganic Chemistry. 4 Credits.

Solid-state inorganic chemistry: solid-state structure and its determination; the electrical, magnetic, and mechanical properties of materials and their physical description.

Requisites: Prereq: CH 431 recommended.

CH 441. Quantum Chemistry. 4 Credits.

The principles of time-independent quantum mechanics and their application to model atomic and molecular systems.

Requisites: Prereq: CH 413 with a grade of D- or better.

CH 442. Quantum Chemistry and Spectroscopy. 4 Credits.

Molecular structure theory, perturbation theory, time-dependent quantum mechanics, theory of spectra, selection rules.

Requisites: Prereq: CH 441 with a grade of D- or better.

CH 443. Quantum Chemistry and Spectroscopy. 4 Credits.

Experimental spectra of atomic and molecular systems and surfaces.

Requisites: Prereq: CH 442 with a grade of D- or better.

CH 445. Statistical Mechanics. 4 Credits.

Molecular basis of thermodynamics. Applications to the calculation of the properties of noninteracting and weakly interacting systems.

Requisites: Prereq: CH 413 with a grade of D- or better.

CH 446. Chemical Kinetics: [Topic]. 4 Credits.

Description and interpretation of the time evolution of chemical systems.

Requisites: Prereq: CH 413 with a grade of D- or better.

Repeatable 99 times

CH 447. Computational Chemistry. 4 Credits.

Introduction to modern computational methods used to understand the properties of molecules.

Requisites: Prereq: [CH 411, CH 412] or PHYS 353.

CH 451. Advanced Organic-Inorganic Chemistry. 4 Credits.

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.

Requisites: Prereq: CH 336 or CH 343 with a grade of D- or better.

CH 452. Advanced Organic Chemistry—Stereochemistry and Reactions. 4 Credits.

Principles and applications of stereochemistry; reagents and reactions, with mechanisms, used in contemporary organic synthesis; examples taken from the current literature.

CH 454. Advanced Electrochemistry. 4 Credits.

Advanced topics in electrochemistry including fundamental concepts (thermodynamics, kinetics, transport) and applications (analytical techniques, electrolysis, batteries).

Requisites: Prereq: CH 411.

CH 461. Biochemistry. 4 Credits.

Structure and function of macromolecules.

Requisites: Prereq: CH 336 or CH 343 with a grade of D- or better.

CH 462. Biochemistry. 4 Credits.

Metabolism and metabolic control processes. Energy and sensory transduction mechanisms.

Requisites: Prereq: CH 461 with a grade of D- or better.

Equivalent to: CH 360

CH 463. Biochemistry. 4 Credits.

Mechanisms and regulation of nucleic acid and protein biosynthesis. Other current topics in biochemical genetics.

Requisites: Prereq: CH 461 with a grade of D- or better or CH 360 with a grade of B- or better.

CH 464. RNA Biochemistry. 4 Credits.

Introduction to the diverse field of RNA biochemistry.

Requisites: Prereq: CH 463.

CH 465. Physical Biochemistry. 4 Credits.

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. Offered alternate years.

Requisites: Prereq: CH 461.

CH 466. Structural Biochemistry. 4 Credits.

Protein and nucleic acid structures and energetics. Structure determination by x-ray crystallography and nuclear magnetic resonance. Computational methods for structural analysis. Offered alternate years.

Requisites: Prereq: CH 461.

CH 467. Biochemistry Laboratory. 4 Credits.

Methods of modern molecular biology and protein purification.

Requisites: Coreq: CH 461.

CH 468. Cellular Biochemistry. 4 Credits.

This course surveys scientific discovery at the interface between cell biology and biochemistry. Emphasis will be placed on understanding how scientists visualize, quantify, and interpret how biochemical reactions are orchestrated in complex biological systems. Relationships between protein structure, function, and emergent properties will be defined.

Requisites: Prereq: CH 461.

CH 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

CH 507. Seminar: [Topic]. 1-5 Credits.

Biochemistry seminar for undergraduates who have completed or are enrolled in CH 461, 462, 463. No graduate credit.

Repeatable 99 times

CH 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

CH 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CH 510L. Experimental Course: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

CH 511. Physical Chemistry. 4 Credits.

Methods of physics applied to chemical problems, including inorganic, organic, and biochemistry. Introduction to chemical thermodynamics.

CH 512. Physical Chemistry. 4 Credits.

Methods of physics applied to chemical problems, including inorganic, organic, and biochemistry. Introduction to statistical mechanics and rate processes.

CH 513. Physical Chemistry. 4 Credits.

Methods of physics applied to chemical problems, including inorganic, organic, and biochemistry. Introduction to quantum chemistry.

CH 517. Physical Chemistry Laboratory. 4 Credits.

Experiments in thermodynamics, modern electronic measurements, computer modeling, and data reduction.

Requisites: Pre- or coreq: CH 511.

CH 518. Physical Chemistry Laboratory. 4 Credits.

Experiments in statistical mechanics, chemical kinetics, plasma chemistry, and mass spectrometry.

Requisites: Pre- or coreq: CH 512.

CH 519. Physical Chemistry Laboratory. 4 Credits.

Experiments in molecular spectroscopy, quantum chemistry, and laser-excited chemical and physical processes to illustrate theoretical principles.

Requisites: Pre- or coreq: CH 513.

CH 520. Physical Organic Chemistry I. 4 Credits.

Modern physical organic chemistry including chemical bonding, acid-base chemistry, thermochemistry, noncovalent interactions, and introduction to computational chemistry. Sequence with CH 521.

CH 521. Physical Organic Chemistry II. 4 Credits.

Modern physical organic chemistry including tools to study reaction mechanisms, kinetic analysis, isotope effects, and qualitative molecular orbital theory. Sequence with CH 520.

Requisites: Prereq: CH 520.

CH 531. Inorganic Chemistry. 4 Credits.

Introduction to group theory for molecular symmetry; syntheses, structures, reactions, and reaction mechanisms of coordination complexes and organometallic complexes.

CH 532. Inorganic Chemistry. 4 Credits.

Bioinorganic chemistry: metals in biological systems; coordination chemistry, reactions, spectroscopy, metallobusters, and synthetic modeling.

Requisites: Prereq: CH 531 recommended.

CH 533. Inorganic Chemistry. 4 Credits.

Solid-state inorganic chemistry: solid-state structure and its determination; the electrical, magnetic, and mechanical properties of materials and their physical description.

Requisites: Prereq: CH 531 recommended.

CH 541. Quantum Chemistry. 4 Credits.

The principles of time-independent quantum mechanics and their application to model atomic and molecular systems.

Requisites: Prereq: CH 513 or equivalent.

CH 542. Quantum Chemistry and Spectroscopy. 4 Credits.

Molecular structure theory, perturbation theory, time-dependent quantum mechanics, theory of spectra, selection rules.

Requisites: Prereq: CH 541 or equivalent.

CH 543. Quantum Chemistry and Spectroscopy. 4 Credits.

Experimental spectra of atomic and molecular systems and surfaces.

Requisites: Prereq: CH 542 or equivalent.

CH 545. Statistical Mechanics. 4 Credits.

Molecular basis of thermodynamics. Applications to the calculation of the properties of noninteracting and weakly interacting systems.

Requisites: Prereq: CH 513 or equivalent.

CH 546. Chemical Kinetics: [Topic]. 4 Credits.

Description and interpretation of the time evolution of chemical systems.

Requisites: Prereq: CH 513 or equivalent.

Repeatable 99 times

CH 547. Computational Chemistry. 4 Credits.

Introduction to modern computational methods used to understand the properties of molecules.

CH 551. Advanced Organic-Inorganic Chemistry. 4 Credits.

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.

Requisites: Prereq: CH 336 or equivalent.

CH 552. Advanced Organic Chemistry—Stereochemistry and Reactions. 4 Credits.

Principles and applications of stereochemistry; reagents and reactions, with mechanisms, used in contemporary organic synthesis; examples taken from the current literature.

CH 554. Advanced Electrochemistry. 4 Credits.

Advanced topics in electrochemistry including fundamental concepts (thermodynamics, kinetics, transport) and applications (analytical techniques, electrolysis, batteries).

CH 561. Biochemistry. 4 Credits.

Structure and function of macromolecules.

CH 562. Biochemistry. 4 Credits.

Metabolism and metabolic control processes. Energy and sensory transduction mechanisms.

Requisites: Prereq: CH 561.

CH 563. Biochemistry. 4 Credits.

Mechanisms and regulation of nucleic acid and protein biosynthesis. Other current topics in biochemical genetics.

Requisites: Prereq: CH 561.

CH 564. RNA Biochemistry. 4 Credits.

Introduction to the diverse field of RNA biochemistry.

CH 565. Physical Biochemistry. 4 Credits.

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. Offered alternate years.

CH 566. Structural Biochemistry. 4 Credits.

Protein and nucleic acid structures and energetics. Structure determination by x-ray crystallography and nuclear magnetic resonance. Computational methods for structural analysis. Offered alternate years.

Requisites: Prereq: CH 561.

CH 567. Biochemistry Laboratory. 4 Credits.

Methods of modern molecular biology and protein purification.

CH 568. Cellular Biochemistry. 4 Credits.

This course surveys scientific discovery at the interface between cell biology and biochemistry. Emphasis will be placed on understanding how scientists visualize, quantify, and interpret how biochemical reactions are orchestrated in complex biological systems. Relationships between protein structure, function, and emergent properties will be defined.

CH 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

CH 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

CH 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CH 606. Field Studies: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CH 607. Seminar: [Topic]. 1-5 Credits.

Seminars offered in biochemistry, chemical physics, materials science, molecular biology, neuroscience, organic-inorganic chemistry, and physical chemistry.

Repeatable 99 times

CH 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CH 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

CH 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CH 610L. Experimental Course: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

CH 623. Organic-Inorganic Chemistry Journal Club. 1-2 Credits.

Preparation and delivery of colloquium-style lectures in organic-inorganic chemistry based on papers from the literature.

Repeatable 99 times

CH 624. Physical Chemistry Journal Club. 1 Credit.

Preparation and delivery of colloquium-style lectures in physical chemistry based on papers from the literature.

Repeatable 11 times for a maximum of 12 credits

CH 662. Advanced Biochemistry. 4 Credits.

Detailed consideration of enzyme mechanisms, macromolecular structure, protein-nucleic acid interactions, and selected aspects of biological synthesis.

CH 667. Polymers: Synthesis, Characterization, Processing. 4 Credits.

Methods of polymer synthesis and characterization; kinetics and mechanisms of the principal polymerization reactions. Introduction to mechanical properties and fabrication techniques.

CH 668. Physical Chemistry of Polymers and Coatings. 4 Credits.

Statistical and thermodynamic models for the equilibrium configuration, conformation, structure, mechanical properties, and phase transitions of polymer solutions, dense melts, liquid crystals.

CH 669. Polymer Synthesis and Characterization Laboratory. 4 Credits.

Preparation and physical characterization of polymers; emphasis on polymers of commercial interest.

CH 670. Industrial Polymer Projects Laboratory. 4 Credits.

Polymer industry-focused projects with emphasis on formulation and optimization of adhesives, coatings, thermoplastics, thermosets, drug delivery systems, biopolymers, personal care products.

Requisites: Prereq: CH 667, CH 668, CH 669.

CH 677M. Semiconductor Device Physics. 4 Credits.

Introduction to the theory behind semiconductors. Elementary theory of inorganic solids; electronic structures and transport properties. Basic theory of devices including diodes, transistors, mosfets, and optoelectronic devices. Offered only in summer. Sequence with PHYS 678M, PHYS 679M. Multilisted with PHYS 677M.

CH 678M. Semiconductor Processing and Characterization Technology. 4 Credits.

Introduction to the techniques required to make semiconductors and test their properties. Solid-state and surface chemistry of inorganic semiconductors as it pertains to microelectronic devices. Offered only in summer. Multilisted with PHYS 678M.

Requisites: Prereq: CH 677M.

CH 679M. Device Processing and Characterization Laboratory. 4 Credits.

Students use theory and techniques learned to design, fabricate, and test a device that performs a specific function, with an emphasis on wafer processing and device realization. Offered only in summer. Sequence with CH 677M, CH 678M. Multilisted with PHYS 679M.

Requisites: Prereq: CH 678M.

CH 680. Electronics and Vacuum Systems. 4 Credits.

Introduction to modern electronic components, circuits, basic vacuum theory, vacuum failure modes, measurement systems, and troubleshooting.

CH 681. Introduction to Electron Microscopy. 4 Credits.

Introduction to theory and best practices for applying scanning electron (SEM) and transmission electron microscopy (TEM) in materials science.

CH 682. Electron Microprobe Analysis. 4 Credits.

Introduction to the theory and operation of instrumentation for electron microprobe analysis (EPMA) in materials science and geochemistry.

CH 683. Surface Analysis. 4 Credits.

Introduction to theory and best practices for surface analysis techniques (XPS and ToF-SIMS), with focus on applications for materials science.

CH 685. Advanced Transmission Electron Microscopy. 4 Credits.

Advanced theory and practices for using transmission electron microscopy, as applied to materials science.

Requisites: Prereq: CH 681.

CH 686. Advanced Scanning Electron Microscopy. 4 Credits.

Advanced theory and practices for using focused ion beam and scanning electron microscopy in research and nanofabrication.

Requisites: Prereq: CH 681.

CH 687. Advanced Surface Analysis. 4 Credits.

Advanced theory and practices for surface analysis spectroscopy, as applied to materials science.

Requisites: Prereq: CH 683.

CH 689. Chemistry Professional Development. 1 Credit.

Students will develop their awareness of pathways for professional development in chemical technology and identify strategic areas for pursuing growth. Working with the instructors, they will design a plan to explore their strengths and interests and identify career opportunities.

CH 690. Numerical Simulation in Electrochemistry. 2 Credits.

Modern finite-element simulation software is widely used in engineering to predict system performance/properties or in science to understand complex system behavior. Students will learn use industry standard software suites to simulate electrochemical cells and devices to predict performance and develop an understanding of underlying phenomena.

Requisites: Pre- or coreq: CH 554.

CH 691. Analytical Electrochemistry Laboratory. 2 Credits.

This course will focus on typical three-electrode electrochemical experiments and laboratory techniques that form the basis for analytical electrochemistry and for building the basic electrochemistry knowledge and intuition with respect to thermodynamics, kinetics and mass transport.

Requisites: Pre- or coreq: CH 554.

CH 692. Electrochemical Device Engineering. 4 Credits.

This course examines the operational principles of electrochemical energy storage devices (batteries and capacitors), energy conversion devices (fuel cells, electrolyzers), and bioelectrochemical interfaces. The emphasis is on materials and device design based on fundamental chemistry and physics concepts that govern the properties and performance.

Requisites: Prereq: CH 554.

CH 693. Electrochemical Device Laboratory. 4 Credits.

Students will work in small teams to build battery devices, electrolyzers for the production of chemicals and/or fuels, fuel cells, and biological interfaces. They will test the performance and response of these devices compared to theory and modelling, applying experimental design and statistical analysis methods.

Requisites: Prereq: CH 554; pre- or coreq: CH 692.

CH 694. Applied Electrochemistry Projects Laboratory. 4 Credits.

This course requires students to work in teams to solve open-ended research and development projects in electrochemistry. The applied research and development projects for the course come from industry partners, national laboratories, and academic research laboratories.

Requisites: Prereq: CH 554.

CH 695. External Graduate Internship. 1-10 Credits.

Student will complete internships in industry, a national laboratory, or other research setting to provide opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional environment.

Repeatable 2 times for a maximum of 30 credits

Chinese (CHN)

Courses

CHN 101. First-Year Chinese. 5 Credits.

Provides thorough grounding in listening comprehension, speaking, reading, and writing. Emphasis on aural-oral skills. For students with no background in Mandarin Chinese.

CHN 102. First-Year Chinese. 5 Credits.

Provides thorough grounding in listening comprehension, speaking, reading, and writing. Emphasis on aural-oral skills. For students with no background in Mandarin Chinese.

Requisites: Prereq: CHN 101.

Equivalent to: CHN 105

CHN 103. First-Year Chinese. 5 Credits.

Provides thorough grounding in listening comprehension, speaking, reading, and writing. Emphasis on aural-oral skills. For students with no background in Mandarin Chinese.

Requisites: Prereq: CHN 102.

Equivalent to: CHN 106

CHN 105. Accelerated First-Year Chinese I. 5 Credits.

Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of listening comprehension, speaking, reading, and writing. Sequence with CHN 106.

Requisites: Prereq: CHN 101 with grade of A- or higher.

Equivalent to: CHN 102

CHN 106. Accelerated First-Year Chinese II. 5 Credits.

Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of grounding in listening comprehension, speaking, reading, and writing. Sequence with CHN 105.

Requisites: Prereq: CHN 102 with a grade of A or higher or CHN 105 with a grade of A or higher.

Equivalent to: CHN 103

CHN 150. Introduction to Chinese Narrative. 4 Credits.

Introduction to specific features of Chinese narrative. Readings may span traditional to contemporary literature. Focuses on analysis of characterization, symbolism, causality, and formal issues. Taught in English.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

CHN 151. Introduction to Chinese Film. 4 Credits.

Introduction to the cinemas of China, Taiwan, and Hong Kong, featuring films by directors like Zhang Yimou, Chen Kaige, John Woo, Jia Zhangke, Edward Yang, Ann Hui, and Ang Lee. No background in Chinese necessary; English subtitles.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

CHN 152. Introduction to Chinese Popular Culture. 4 Credits.

Introduction to popular Chinese cultures in China, Hong Kong, Taiwan, and the United States. Discussion focuses on nationalism, globalization, identity, and gender. No background in Chinese necessary; taught in English.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

CHN 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times

CHN 198. Workshop: [Topic]. 1-2 Credits.

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

Repeatable 99 times

CHN 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CHN 201. Second-Year Chinese. 5 Credits.

Training in aural-oral skills designed to build listening comprehension and fluency. Development of proficiency in written Chinese.

Requisites: Prereq: CHN 103 or CHN 106.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

CHN 202. Second-Year Chinese. 5 Credits.

Training in aural-oral skills designed to build listening comprehension and fluency. Development of proficiency in written Chinese.

Requisites: Prereq: CHN 201.

Equivalent to: CHN 205

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

CHN 203. Second-Year Chinese. 5 Credits.

Training in aural-oral skills designed to build listening comprehension and fluency. Development of proficiency in written Chinese.

Requisites: Prereq: CHN 202.

Equivalent to: CHN 206

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

CHN 204. Accelerated Second-Year Chinese I. 5 Credits.

Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of grounding in listening comprehension, speaking, reading, and writing. Sequence with CHN 205, CHN 206.

Requisites: Prereq: CHN 103 with a grade of A or higher or CHN 106 with a grade of B+ or higher.

Equivalent to: CHN 201

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

CHN 205. Accelerated Second-Year Chinese II. 5 Credits.

Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of grounding in listening comprehension, speaking, reading, and writing. Sequence with CHN 204, CHN 206.

Requisites: Prereq: CHN 201 with a grade of A or higher or CHN 204 with a grade of B+ or higher.

Equivalent to: CHN 202

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

CHN 206. Accelerated Second-Year Chinese III. 5 Credits.

Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of grounding in listening comprehension, speaking, reading, and writing. Sequence with CHN 204, CHN 205.

Requisites: Prereq: CHN 202 with a grade of A or higher or CHN 205 with a grade of B+ or higher.

Equivalent to: CHN 203

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

CHN 301. Third-Year Chinese I. 5 Credits.

Continued training in listening, speaking, reading, and writing.

Requisites: Prereq: CHN 203 or CHN 206.

Additional Information:

Arts Letters Area
BA Language Satisfying Course

CHN 302. Third-Year Chinese II. 5 Credits.

Continued training in listening, speaking, reading, and writing.

Requisites: Prereq: CHN 301.

Additional Information:

Arts Letters Area
BA Language Satisfying Course

CHN 303. Third-Year Chinese III. 5 Credits.

Continued training in listening, speaking, reading, and writing.

Requisites: Prereq: CHN 302.

Additional Information:

Arts Letters Area
BA Language Satisfying Course

CHN 305. History of Chinese Literature. 4 Credits.

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.

Requisites: Prereq: WR 121Z or equivalent.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

CHN 306. History of Chinese Literature II, The Imperial Age. 4 Credits.

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.

Requisites: Prereq: WR 121Z or equivalent.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

CHN 307. History of Chinese Literature. 4 Credits.

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.

Requisites: Prereq: WR 121Z or equivalent.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

CHN 308. Literature of Modern Taiwan. 4 Credits.

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.

Requisites: Prereq: WR 121Z or equivalent.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

CHN 316. Professional Chinese. 4 Credits.

This course is designed for students with intermediate Chinese language proficiency, particularly those who have completed two years of Chinese language studies at the college level. It aims to enhance students' Chinese language skills and cross-cultural awareness in the context of Chinese business and professional communications. The course explores common Chinese business cultural practices, social etiquette, and polite speech acts through discussions of a variety of relevant course materials.

Requisites: Prereq: CHN 203 or CHN 206.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

CHN 350. Gender and Sexuality in Traditional Chinese Literature. 4 Credits.

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.

Requisites: Prereq: WR 121Z or equivalent.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

CHN 351. Gender and Sexuality in Modern Chinese Literature. 4 Credits.

Primary and secondary works about women, sexuality, and changing gender roles in republican, socialist, and post-Mao China. Readings in English.

Requisites: Prereq: WR 121Z or equivalent.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

CHN 399. Special Studies: [Topic]. 1-5 Credits.

Topic varies from term to term.

Repeatable 99 times

CHN 399L. Special Studies: [Topic]. 4 Credits.

Topic varies from term to term.

Repeatable 99 times

CHN 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

CHN 403. Thesis. 1-6 Credits.

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

Repeatable 5 times for a maximum of 6 credits

CHN 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

CHN 406. Field Studies: [Topic]. 1-21 Credits.

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

Repeatable 99 times

CHN 407. Seminar: [Topic]. 1-4 Credits.

Studies and projects in Chinese literature, linguistics, or pedagogy. Sources are in Chinese, English, or both.

Repeatable 99 times when topic changes

CHN 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

CHN 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

CHN 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CHN 413. Modern Chinese Texts: [Topic]. 1-4 Credits.

Readings and discussion in Chinese of Chinese modern literary and cultural texts. Topics change yearly.

Repeatable 1 time for a maximum of 8 credits when topic changes

Additional Information:

BA Language Satisfying Course

CHN 420. Intermediate Language Strategies. 4 Credits.

Focuses on topics in one of these areas: social sciences, sciences, and humanities. Sequence with CHN 421, CHN 422.

Requisites: Prereq: CHN 303 or third-year Chinese language proficiency.

Additional Information:

BA Language Satisfying Course

CHN 421. Intermediate Language Strategies. 4 Credits.

Focuses on topics in one of these areas: social sciences, sciences, and humanities. Sequence with CHN 420, CHN 422.

Requisites: Prereq: CHN 303 or third-year Chinese language proficiency.

Additional Information:

BA Language Satisfying Course

CHN 422. Intermediate Language Strategies. 4 Credits.

Focuses on topics in one of these areas: social sciences, sciences, and humanities. Sequence with CHN 420, CHN 421.

Requisites: Prereq: CHN 303 or third-year Chinese language proficiency.

CHN 434. Media Chinese. 4 Credits.

Advanced Chinese language course designed for students who have successfully completed at least three years of Chinese language studies to acquire Chinese language media literacy.

Requisites: Prereq: CHN 303.

Additional Information:

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

CHN 436. Literary Chinese. 4 Credits.

Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.

Additional Information:

BA Language Satisfying Course

CHN 437. Literary Chinese. 4 Credits.

Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.

Additional Information:

BA Language Satisfying Course

CHN 439. Chinese Academic Writing. 4 Credits.

Expansion of skills in formal written Chinese to communicate with native speakers about thoughts and professional knowledge.

Requisites: Prereq: CHN 420.

Repeatable 3 times for a maximum of 16 credits

CHN 445. Advanced Chinese: [Topic]. 4 Credits.

Focuses on group and individual language study on a specific topic, such as cultural geography of China, religious studies, or business.

Requisites: Prereq: CHN 422.

Repeatable 2 times for a maximum of 12 credits

CHN 452. Chinese Film and Theory. 4 Credits.

Examines Chinese film and film theory. Focuses on Chinese film in cultural debate and in the international film arena.

Additional Information:

Cultural Literacy: Global Perspectives

CHN 480. Chinese Linguistics. 4 Credits.

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.

CHN 482. History of the Chinese Language. 4 Credits.

Introduction to the various stages of the historical development of the Chinese language family. Offered alternate years.

CHN 503. Thesis. 1-6 Credits.

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

Repeatable 99 times

CHN 507. Seminar: [Topic]. 1-4 Credits.

Studies and projects in Chinese literature, linguistics, or pedagogy. Sources are in Chinese, English, or both.

Repeatable 99 times when topic changes

CHN 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

CHN 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CHN 513. Modern Chinese Texts: [Topic]. 4 Credits.

Readings and discussion in Chinese of Chinese modern literary and cultural texts. Topics change yearly.

Repeatable 1 time for a maximum of 8 credits when topic changes

CHN 520. Intermediate Language Strategies. 4 Credits.

Focuses on group and individual language study that is typically correlated with a specific content course concerning China or other Chinese-speaking areas. Sequence with CHN 521, CHN 522.

CHN 534. Media Chinese. 4 Credits.

Advanced Chinese language course designed for students who have successfully completed at least three years of Chinese language studies to acquire Chinese language media literacy.

CHN 536. Literary Chinese. 4 Credits.

Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.

CHN 537. Literary Chinese. 4 Credits.

Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.

CHN 545. Advanced Chinese: [Topic]. 4 Credits.

Focuses on group and individual language study on a specific topic, such as cultural geography of China, religious studies, or business.

Repeatable 2 times for a maximum of 12 credits

CHN 552. Chinese Film and Theory. 4 Credits.

Examines Chinese film and film theory. Focuses on Chinese film in cultural debate and in the international film arena.

CHN 580. Chinese Linguistics. 4 Credits.

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.

CHN 582. History of the Chinese Language. 4 Credits.

Introduction to the various stages of the historical development of the Chinese language family. Offered alternate years.

CHN 601. Research: [Topic]. 1-10 Credits.

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.

Repeatable 99 times

CHN 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

CHN 605. Reading and Conference: [Topic]. 1-16 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member. Repeatable as student projects warrant.

Repeatable 99 times

CHN 606. Field Studies: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CHN 607. Seminar: [Topic]. 1-6 Credits.

Studies and projects in Chinese literature, linguistics, or pedagogy. Sources in Chinese, English, or both.

Repeatable 99 times when topic changes

CHN 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Cinema Studies (CINE)

Courses

CINE 110M. Introduction to Film and Media. 4 Credits.

Introduction to film and media studies and various methods of critical analysis. Multilisted with ENG 110M.

Equivalent to: ENG 110M

Additional Information:

Arts Letters Area

CINE 111. How to Watch TV. 4 Credits.

Introduction to the critical analysis of television narrative, aesthetics, and reception.

Additional Information:

Arts Letters Area

CINE 112. How to Watch Movies. 4 Credits.

Introduction to analysis, theory, and history of movies. Includes viewing and discussing examples with scholarly rigor and reading academic scholarship on movies.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

CINE 121. Storytelling for Screens. 4 Credits.

Learn to be a storyteller: a beginner's guide to screenwriting. Includes analyzing existing screenplays, developing your own screenplays, engaging in reading and editing original screenplays. No previous experience required.

Additional Information:

Arts Letters Area

CINE 151M. Introduction to Korean Cinema. 4 Credits.

Surveys Korean national cinema, from the earliest days of the medium to the present. Multilisted with KRN 151M.

Equivalent to: KRN 151M

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

CINE 198. Workshop: [Topic]. 1-12 Credits.

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

Requisites: Prereq: JCOM 201; CINE 260M or ENG 260M; two from CINE 265, CINE 266, CINE 267.

Repeatable 99 times

CINE 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CINE 230. Remix Cultures. 4 Credits.

Study of issues surrounding media production and consumption in relation to intellectual property laws in modern society.

Additional Information:

Arts Letters Area

CINE 260M. Media Aesthetics. 4 Credits.

Introduction to the analysis of form and style in cinema and related media, focusing on narrative, mise-en-scène, cinematography, editing, and sound. Multilisted with ENG 260M.

Equivalent to: ENG 260M

CINE 265. History of the Motion Picture I. 4 Credits.

Studies the technological, artistic, and cultural histories of motion pictures in various national contexts, from precinema through the silent era.

Additional Information:

Arts Letters Area

CINE 266. History of the Motion Picture II. 4 Credits.

Studies the technological, artistic, and cultural histories of motion pictures in various national contexts, from the transition to sound through the early 1960s.

Additional Information:

Arts Letters Area

CINE 267. History of the Motion Picture III. 4 Credits.

Studies the technological, artistic, and cultural histories of motion pictures in various national contexts, from the 1960s through the present.

Additional Information:

Arts Letters Area

CINE 268. Television History. 4 Credits.

Analyzes the history of television, from its roots in radio broadcasting to the latest developments in digital television.

CINE 270. Narrative Production I. 6 Credits.

Focuses on basic theory and practice of digital video for narrative production.

Requisites: Prereq: JCOM 201; CINE 260M or ENG 260M; two from CINE 265, CINE 266, CINE 267.

CINE 303. Introductory Media Industry Studies: [Topic]. 4 Credits.

Explores various introductory contexts of films, video, and television through the practices of the media industries.

Repeatable 2 times for a maximum of 12 credits when topic changes

CINE 305. Theory and Criticism: [Topic]. 4 Credits.

Aesthetic, historical, and theoretical analysis of media texts, genres, filmmakers, and the theories and criticisms related to them.

Repeatable 2 times for a maximum of 12 credits when topic changes

CINE 310. National and Regional Cinema: [Topic]. 4 Credits.

Explores cinematic traditions, artistic styles and industrial practices in specific national and regional contexts as well as cinema's global development. Also examines issues of transnationalism, globalization, and diaspora.

Repeatable 2 times for a maximum of 12 credits when topic changes

CINE 320. Beginning Screenwriting. 4 Credits.

Introduction to the basics of writing for the screen. Provides students with an organized strategy for writing a feature film.

Requisites: Prereq: JCOM 201; CINE 260M or ENG 260M; one from ARTD 256, CINE 270, JCOM 220; two from CINE 265, CINE 266, CINE 267.

CINE 335. Exhibition and Audiences. 4 Credits.

Explores the exhibition and reception of film and other media by audiences in various contexts.

Additional Information:

Arts Letters Area

CINE 340. Production Studies. 4 Credits.

Introduction to the development of production practices and the lived realities of film and television production workers.

Additional Information:

Arts Letters Area

CINE 345. Stars. 4 Credits.

An examination of how and why stars and celebrities are produced and marketed by entertainment industries.

Additional Information:

Arts Letters Area

CINE 360. Film Theory. 4 Credits.

Introduction to theoretical debates about film as a medium of artistic expression in a transhistorical and global framework.

CINE 362M. Contemporary Korean Film. 4 Credits.

Introduction to contemporary South Korean film. Explores changes in film culture, practice, and industry in relation to social changes since the early 1990s. Offered alternate years. Multilisted with KRN 362M.

Equivalent to: KRN 362M

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

CINE 365. Digital Cinema. 4 Credits.

Examines the impact of digital media technologies on diverse dimensions of cinematic experience encompassing the production, delivery, and reception.

Additional Information:

Arts Letters Area

CINE 370. Narrative Production II. 4 Credits.

Focuses on the creative choices and intermediate skills of narrative production.

Requisites: Prereq: JCOM 201; CINE 260M or ENG 260M; two from CINE 265, CINE 266, CINE 267; one from ARTD 256, CINE 270, JCOM 220.

CINE 381M. Film, Media, and Culture. 4 Credits.

Study of film and media as aesthetic objects that engage with communities identified by class, gender, race, ethnicity, and sexuality. Multilisted with ENG 381M.

Equivalent to: ENG 381M

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

CINE 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

CINE 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

CINE 404. Internship: [Topic]. 1-12 Credits.

Professional practice in an organization that integrates concepts studied at the university with career-related work experience. Only 4 credits may count toward the cinema studies major.

Repeatable 11 times for a maximum of 12 credits

CINE 405. Reading and Conference: [Topic]. 1-5 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member. Only 4 credits may count toward the cinema studies major.

Repeatable 11 times for a maximum of 12 credits

CINE 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

CINE 408. Workshop: [Topic]. 1-12 Credits.

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

Requisites: Prereq: JCOM 201; CINE 260M or ENG 260M; one from ARTD 256, CINE 270, JCOM 220; two from CINE 265, CINE 266, CINE 267.

Repeatable 99 times when topic changes

CINE 410. Experimental Course. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CINE 411M. US Film Industry. 4 Credits.

Traces the past and present of the U.S. film industry, examining key moments in the development of Hollywood, including the consolidation and restructuring of the major movie studios, the film industry's relationship to TV and the Internet. Journalism Majors and MEST minor. Multilisted with JCOM 411M.

Requisites: Prereq: JCOM 201.

Equivalent to: JCOM 411M

CINE 420. Advanced Screenwriting. 4 Credits.

Provides advanced screenwriting students with an organized strategy for writing a feature film screenplay. Sequence with CINE 320.

Requisites: Prereq: CINE 320 with grade of B– or better.

CINE 425. Cinema Production: [Topic]. 4 Credits.

Exploration of intermediate to advanced techniques used in cinema production—from music videos to digital sound recording to 16-millimeter film. Topics include Directing, Digital Single-Lens Reflex Camera Production, Music Video Production.

Requisites: Prereq: CINE 260M or ENG 260M; JCOM 201; two from CINE 265, CINE 266, CINE 267; one from ARTD 256, CINE 270, JCOM 220.

Repeatable 3 times for a maximum of 16 credits when topic changes

CINE 426. Art of Directing: [Topic]. 4 Credits.

Explores different approaches to directing by investigating a filmmaker's use of narrative and aesthetic tools. Students will learn to work with actors, visualize stories, and build narratives through exercises based on particular directing techniques.

Requisites: Prereq: JCOM 201; CINE 260M or ENG 260M; one from ARTD 256, CINE 270, JCOM 220; and two from CINE 265, CINE 266, CINE 267.

Repeatable 2 times for a maximum of 12 credits

CINE 430. Advanced Media Industry Studies: [Topic]. 4 Credits.

Engages in an advanced study of media industry practices across film, video, and television, with a focus on the economic, institutional, and cultural forces shaping the media landscape.

Repeatable 2 times for a maximum of 12 credits when topic changes

CINE 440. National and Regional Cinema: [Topic]. 4 Credits.

Explores cinematic traditions, artistic styles and industrial practices in specific national and regional contexts as well as cinema's global development. Also examines issues of transnationalism, globalization, and diaspora.

Repeatable 2 times for a maximum of 12 credits when topic changes

CINE 486M. New Media and Digital Culture: [Topic]. 4 Credits.

Study of emerging media forms and techniques, such as digital cinema, video games, viral videos, and interactive media. Offered alternate years. Multilisted with ENG 486M.

Repeatable 2 times for a maximum of 12 credits

Equivalent to: ENG 486M

CINE 490. Directors and Genres: [Topic]. 4 Credits.

Aesthetic, historical, and theoretical analysis of films, video, and television.

Repeatable 2 times for a maximum of 12 credits when topic changes

CINE 508. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

CINE 510. Experimental Course. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CINE 511M. US Film Industry. 4 Credits.

Traces the past and present of the U.S. film industry. Multilisted with JCOM 511M.

CINE 540. National and Regional Cinema: [Topic]. 4 Credits.

Explores cinematic traditions, artistic styles and industrial practices in specific national and regional contexts as well as cinema's global development. Also examines issues of transnationalism, globalization, and diaspora.

Repeatable 2 times for a maximum of 12 credits when topic changes

CINE 586M. New Media and Digital Culture: [Topic]. 4 Credits.

Study of emerging media forms and techniques, such as digital cinema, video games, viral videos, and interactive media. Offered alternate years. Multilisted with ENG 586M.

Repeatable 2 times for a maximum of 12 credits

CINE 590. Directors and Genres: [Topic]. 4 Credits.

Aesthetic, historical, and theoretical analysis of films, video, and television.

Repeatable 2 times for a maximum of 12 credits when topic changes

CINE 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

Classics (CLAS)

Courses

CLAS 110. Classical Mythology. 4 Credits.

Introduction to the world of Greek and Roman mythology with an emphasis on the issues of personal and social identity.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

CLAS 111. Ancient Athletics in Greece and Rome. 4 Credits.

This course explores the role of sports, games and athletics in the lives of the ancient Greeks and Romans. Beginning with the disciplines of the ancient Olympic festivals in Greece, we consider the way these were interwoven with the development of Greek thought, society, warfare and politics, especially the democratic polis. We also consider the role of spectacular entertainments such as chariot racing and gladiatorial combat in imperial Rome.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

CLAS 188. Introduction to Classical Archaeology. 4 Credits.

Introduction to the archaeology and material culture of the Ancient Greeks and Romans.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

CLAS 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CLAS 201. Greek Life and Culture. 4 Credits.

Introduces students to the literature, history, and art of ancient Greece. Students develop an appreciation for Greek culture and its similarities to and differences from American culture.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

CLAS 202. Roman Life and Culture. 4 Credits.

Examines a thousand years of Roman life and culture from the founding of the city Rome in the 8th century BCE to the founding of the "New Rome, Constantinople, in the fourth century CE.

Additional Information:

Arts Letters Area

CLAS 301. Greek and Roman Epic. 4 Credits.

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 and the reception of these works by later writers and artists.

Additional Information:

Arts Letters Area

CLAS 302. Greek and Roman Tragedy. 4 Credits.

Examination of the major Greek tragedians, Aeschylus, Sophocles, Euripides, and the Roman, Seneca, from the viewpoint of literary criticism and cultural and intellectual history.

Additional Information:

Arts Letters Area

CLAS 303. Classical Greek Philosophers. 4 Credits.

Introduction to the philosophies of Plato and/or Aristotle from the viewpoint of Greek intellectual history.

Additional Information:

Arts Letters Area

CLAS 310. Early China, Ancient Greece. 4 Credits.

Examines the relationship between knowledge and wisdom in literature produced by two different ancient civilizations, Greece and China, from c. 1000 BCE to 86 CE. Offered alternate years.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

CLAS 311. Death and Rebirth in Greece and India. 4 Credits.

Explores Greco-Roman and Indian conceptions of the soul and beliefs concerning the afterlife, particularly those of reincarnation and soul transmigration. Offered alternate years.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

CLAS 314. Gender and Sexuality in Antiquity. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

CLAS 330. Greek and Roman Archaeology: [Topic]. 4 Credits.

A course of variable content focusing on issues and methods of Mediterranean archaeology from the Bronze Age to Late Antiquity.

Repeatable 2 times for a maximum of 12 credits when topic changes

CLAS 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CLAS 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

CLAS 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

CLAS 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

CLAS 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

CLAS 408. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

CLAS 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

CLAS 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CLAS 503. Thesis. 1-16 Credits.

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

Requisites: Prereq: second-year proficiency in Greek or Latin.

Repeatable 99 times

CLAS 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

CLAS 508. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

CLAS 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CLAS 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

CLAS 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CLAS 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CLAS 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

CLAS 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CLAS 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

CLAS 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CLAS 611. Introduction to Philological Methods. 4 Credits.

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.

College of Arts and Sciences (CAS)

Courses

CAS 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CAS 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CAS 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

CAS 402. Supervised College Teaching. 1-5 Credits.

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

Repeatable 99 times

CAS 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

CAS 407. Seminar: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

CAS 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

CAS 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CAS 410L. Experimental Course: [Topic]. 2 Credits.

Experimental course - topic varies.

Repeatable 99 times

CAS 417. Career Readiness. 2 Credits.

This class provides a foundation for students to critically reflect on their values, interests, personality, and skills. Students then focus on communicating these in different modalities and to different audiences through the job search, networking, job applications, and interviews. This course's credit contribution to the completion of the Bachelor's degree is limited by General Limitations 3d.

Additional Information:

General Limitation applies: Applied, skills, career, or professional development course

CAS 507. Seminar: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

College of Design (DSGN)

Courses

DSGN 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times

DSGN 198. Workshop: [Topic]. 1-2 Credits.

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

Repeatable 99 times

DSGN 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

DSGN 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

DSGN 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

DSGN 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

DSGN 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

DSGN 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

DSGN 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

DSGN 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times when topic changes

DSGN 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times when topic changes

DSGN 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

DSGN 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

DSGN 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times when topic changes

DSGN 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

DSGN 604. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

DSGN 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

DSGN 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

DSGN 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

DSGN 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Communication Disorders and Sciences (CDS)

Courses

CDS 201. Communication Disorders in Society and Media. 4 Credits.
Survey of communication disorders and differences, comparing individual and social-cultural perspectives through popular media and real case examples.

Requisites: Prereq: WR 121Z or HC 101H.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

CDS 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

CDS 405. Reading and Conference: [Topic]. 1-3 Credits.

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

Repeatable 99 times

CDS 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

CDS 407. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

CDS 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

CDS 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

CDS 430. Speech Pathology-Audiology as Professions. 2 Credits.

Introduces the broad dimensions of the speech-language pathology and audiology professions. Begins undergraduate process of acquiring observation hours required for graduate school. Sequence with CDS 431.

CDS 431. Beginning Clinical Methods. 3 Credits.

Focuses on basic methods for assessment and intervention within an evidence-based framework. Includes fifteen hours of guided observation. Sequence with CDS 430.

Requisites: Prereq: CDS 430.

CDS 442. Anatomy and Physiology of Speech Mechanism. 4 Credits.

Study of anatomy, physiology, and neurology of speech and language processes.

CDS 444. Clinical Phonetics and Phonology. 4 Credits.

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.

Requisites: Prereq: CDS 442, CDS 450.

CDS 450. Introduction to Language Development. 4 Credits.

Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, and literacy.

Requisites: Prereq: LING 150; one from WR 122Z, WR 123, HC 221H.

CDS 455. Child and Adolescent Development. 4 Credits.

Covers theories, norms, and concepts related to child and adolescent development. Geared toward allied health professionals and educators working in a variety of settings.

CDS 457. Fundamentals of Audiology. 4 Credits.

Anatomy and physiology of hearing and vestibular systems; causes, types, and symptomatology of hearing impairment.

CDS 458. Audiology Disorders and Treatment. 4 Credits.

Pure tone, speech and impedance audiometry. Special tests, difficult-to-test populations, and central auditory processing. Audiogram interpretation and report writing.

Requisites: Prereq: CDS 457.

CDS 460. Developmental Disorders in Communication. 4 Credits.

Explores growth and developmental disorders that cause or contribute to child and adult speech, language, and fluency impairments.

Requisites: Prereq: CDS 450.

CDS 462. Acquired Disorders of Communication. 4 Credits.

Explores neurologic disorders that cause or contribute to child and adult speech, language, and voice impairments.

Requisites: Prereq: CDS 470.

CDS 470. Neuroscience of Speech and Language. 4 Credits.

Foundation in normal neuroanatomy and neurophysiology and the clinical signs observed with nervous-system damage.

Requisites: Prereq: CDS 442.

CDS 503. Thesis. 1-15 Credits.

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

Repeatable 99 times

CDS 507. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

CDS 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

CDS 542. Anatomy and Physiology of Speech Mechanism. 4 Credits.

Study of anatomy, physiology, and neurology of speech and language processes.

CDS 544. Clinical Phonetics and Phonology. 4 Credits.

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.

CDS 550. Introduction to Language Development. 4 Credits.

Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, and literacy.

CDS 557. Fundamentals of Audiology. 4 Credits.

Anatomy and physiology of hearing and vestibular systems; causes, types, and symptomatology of hearing impairment.

CDS 558. Audiology Disorders and Treatment. 4 Credits.

Pure tone, speech and impedance audiometry. Special tests, difficult-to-test populations, and central auditory processing. Audiogram interpretation and report writing.

CDS 560. Developmental Disorders in Communication. 4 Credits.

Explores growth and developmental disorders that cause or contribute to child and adult speech, language, and fluency impairments.

CDS 562. Acquired Disorders of Communication. 4 Credits.

Explores neurologic disorders that cause or contribute to child and adult speech, language, and voice impairments.

CDS 570. Neuroscience of Speech and Language. 4 Credits.

Foundation in normal neuroanatomy and neurophysiology and the clinical signs observed with nervous-system damage.

Requisites: Prereq: CDS 542.

CDS 601. Research: [Topic]. 1-9 Credits.

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.

Repeatable 99 times

CDS 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

CDS 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CDS 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CDS 607. Seminar: [Topic]. 1-3 Credits.

Topics include Multicultural Issues in Communication Disorders and Sciences, Dysphagia, Professional Ethics.

Repeatable 99 times

CDS 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CDS 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

CDS 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CDS 611. Clinical Methods. 1 Credit.

Provides methodology behind the sound clinical practices and fundamentals of the UO Speech-Language-Hearing Center operations. Prepares students to begin working with clients.

CDS 620. Workshop: Evidence-Based Practice. 1-2 Credits.

This course supports students in developing their Evidence-Based Practice Projects via: (1) methods to promote critical evaluation and adoption of research findings; (2) principles of culturally responsive research practice, practice-based evidence and implementation science; and (3) activities to prepare students to complete their EBP projects.

Repeatable 3 times for a maximum of 4 credits

CDS 621. Practicum I. 1-7 Credits.

Designed to support first year master's students as they proceed with their clinical training. The course will provide methodology, evidence-based practice and clinic operations training. The focus on using evidence-based practice and rational clinical decision-making will be incorporated throughout class instruction and clinical experiences.

Repeatable 4 times for a maximum of 30 credits

CDS 622. Practicum II. 1-7 Credits.

Designed to help prepare second-year students for their medical and school externships. Students will learn clinical skills in the following areas: professional issues in medical settings; documentation in medical settings; ethical issues in speech-language pathology; school practicum requirements; professional issues in securing employment.

Repeatable 4 times for a maximum of 30 credits

CDS 623. September Experience in Speech Language Pathology. 3 Credits.

The primary goal of the 4-week School Externship (September Experience) is to prepare Graduate Student Clinicians (GSC) to become professionals who will make major contributions to the field of Speech-Language Pathology. There are specific skills that all Speech-Language Pathologists (SLP) perform and the GSC will be prepared to demonstrate these skills by the end of this externship.

Repeatable 1 time for a maximum of 6 credits

CDS 624. Medical Externship. 1-15 Credits.

Designed to prepare Graduate Student Clinicians to become Speech-Language Pathologists who can work in the medical setting. There are specific skills that Speech-Language Pathologists in the medical setting perform and the GSC will be prepared to demonstrate these skills by the end of this externship.

Repeatable 1 time for a maximum of 30 credits

CDS 625. Final Full-Time Practicum. 1-15 Credits.

Diagnostic and treatment experience in the public school setting.

Repeatable 1 time for a maximum of 30 credits

CDS 627. Fluency Disorders. 2 Credits.

This course is designed to provide students with a foundation in the diagnosis and treatment of fluency disorders across the lifespan, with an emphasis on developmental stuttering.

CDS 631. Cultural-Linguistic Diversity for Clinicians : [Topic]. 1-3 Credits.

Topics include Multicultural Issues in Communication Disorders and Sciences, Dysphagia, Professional Ethics.

Repeatable 1 time for a maximum of 6 credits

CDS 633. Practice with Dual Language Learners. 1 Credit.

Discussion-based seminar designed to further foundational knowledge of dual language assessment and intervention as it relates to the practice of speech-language pathology. Focus is on assessment and intervention with dual language learners ages 0-5 from Spanish-speaking language backgrounds in the context of the US. Sequence with CDS 632.

Requisites: Prereq: CDS 632.

CDS 649. Feeding and Swallowing Disorders. 4 Credits.

Nature and characteristics of feeding and swallowing; methods of evaluation and management of feeding and swallowing in adults and children.

CDS 651. School-Age Language Disorders. 4 Credits.

Presents normal language development and language disorders in school-age children and adolescents. Emphasizes contributions from linguistics, psychology, education, and learning theory.

CDS 652. Speech Sound Disorders. 4 Credits.

Causes and consequences of phonological disorders; principles and procedures for assessment and intervention.

CDS 654. Management of Adult Language Disorders. 4 Credits.

Provides a foundation in diagnosis and treatment of adult neurogenic language disorders, concentrating on aphasia and the cognitive-linguistic changes associated with dementia.

CDS 656. Voice Science and Disorders. 3 Credits.

Anatomy and physiology of vocal mechanism; diagnostic and therapeutic approaches for various voice disorders.

CDS 657. Augmentative Procedures for Communication Disorders. 2 Credits.

Recent advancements in design, development, and use of systems supplemental to vocal speech and language.

CDS 660. Motor Speech Disorders. 3 Credits.

Advanced study of speech disorders associated with lesions of central and peripheral nervous systems.

CDS 663. Management of Acquired Cognitive Disorders. 4 Credits.

Examines current theory and practice in cognitive rehabilitation. Reviews models and tools for treating attention, memory, and dysexecutive syndromes.

Requisites: Prereq: CDS 662.

CDS 665. Language Disorders in Children. 2,4 Credits.

Child language disorders and related topics, including principles of assessment and intervention, cultural awareness and sensitivity, clinical application, and working with families.

CDS 706. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

CDS 707. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

CDS 708. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CDS 709. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

CDS 710. Experimental Course [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Comparative Literature (COLT)

Courses

COLT 101. Introduction to Comparative Literature. 4 Credits.

Introduction to the comparative study of literature. Emphasis on literary genre, world literature, historical period.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

COLT 102. Introduction to Comparative Literature. 4 Credits.

Introduction to the comparative study of literature. Emphasis on significant works of world literature in their social and political contexts.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

COLT 103. Introduction to Comparative Literature. 4 Credits.

Study of visual culture from around the world.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

COLT 198. Workshop: [Topic]. 1-2 Credits.

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

Repeatable 99 times

COLT 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

COLT 211. Comparative World Literature. 4 Credits.

Explores literature from a global standpoint. Examines movement of literary forms (e.g., genres, motifs, rhetorical modes) across cultures, regions, historical epochs.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

COLT 212. Comparative World Cinema: [Topic]. 4 Credits.

Introduces the principles of comparative analysis, exploring the aesthetic, ideological, and socio-economic exchanges between national cinematic traditions. Themes vary by instructor. Recent themes include Melodrama, Zombies, Queer Cinema.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

COLT 213. United States Culture in Comparative Contexts. 4 Credits.

Introduction to comparative analysis of literature and culture with emphasis on multilingual US-based writers reflecting on history, memory, identity, and place. Emphasis on the representation of race, gender, power, identity, difference. Introduces core methodologies: close-reading, analysis, comparison, and critique.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

COLT 231. Literature and Society. 4 Credits.

Introduction to the interdisciplinary study of literature in relation to society and politics. Draws on perspectives from political science, law, sociology, and related fields.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

COLT 232. Literature and Film. 4 Credits.

Introduction to the interdisciplinary study of literature and film. Draws on perspectives from cinema studies, media aesthetics, and related fields.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

COLT 301. Approaches to Comparative Literature. 4 Credits.

Introduction to theory and methods in comparative literature, with some attention to the history and problems of the discipline.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

COLT 302. Theories of Poetry. 4 Credits.

Introduction to the study of poetry and poetic form from a world perspective. Offered alternate years.

COLT 303. Theories of the Novel. 4 Credits.

Introduction to the study of narrative and the novel from a world perspective. Offered alternate years.

COLT 305. Cultural Studies. 4 Credits.

Introduction to the interdisciplinary study of cultural discourses and practices.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

COLT 360. Gender and Identity in Literature. 4 Credits.

Introduction to the study of gender in literature, from Asia to Europe to the Americas, and from the classics to the late 20th century.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

COLT 370. Comparative Comics. 4 Credits.

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. Offered alternate years.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

COLT 380. Comparative Media: [Topic]. 4 Credits.

Critical analysis of a range of media from a transnational and/or intercultural perspective. Taught as a hybrid course blending face-to-face and online learning. Recent topics include Tokyo Cyberpunk, Asian Horror, Listening to Cinema.

Repeatable 3 times for a maximum of 16 credits

COLT 390. Comparing Identities, Agencies and Differences. 4 Credits.

A critical reflection on contemporary US power imbalances and systems of race, ethnic, gender and religious privilege, as viewed through the lens of poetry. Students analyze U.S. poetry in comparative contexts (Europe, Asia, Africa). Depending on instructor, comparison may be across historical periods.

Additional Information:

Arts Letters Area
Cultural Literacy: US: Difference, Inequality, Agency

COLT 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

COLT 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

COLT 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

COLT 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

COLT 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

COLT 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

COLT 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

COLT 415. Capstone Seminar. 4 Credits.

Senior seminar for all comparative literature students includes development and presentation of an original research project.

Repeatable 3 times for a maximum of 16 credits

COLT 450. Comparative Studies in Cinema: [Topic]. 4 Credits.

Advanced consideration of the aesthetic (including literary) and cultural contexts of world film.

Repeatable 2 times for a maximum of 12 credits when topic changes

COLT 460. Major Theorists: [Topic]. 4 Credits.

Concentrates on the work of a single literary or cultural theorist (e.g., Walter Benjamin, Jacques Derrida, Gayatri Spivak). Offered every two to three years.

Repeatable 2 times for a maximum of 12 credits when topic changes

COLT 470. Studies in Identity: [Topic]. 4 Credits.

Advanced study of gender, ethnicity, and other identity formations in literature. Offered every two to three years.

Repeatable 2 times for a maximum of 12 credits when topic changes

COLT 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

COLT 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

COLT 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

COLT 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

COLT 550. Comparative Studies in Cinema: [Topic]. 4 Credits.

Advanced consideration of the aesthetic (including literary) and cultural contexts of world film.

Repeatable 2 times for a maximum of 12 credits when topic changes

COLT 560. Major Theorists: [Topic]. 4 Credits.

Concentrates on the work of a single literary or cultural theorist (e.g., Walter Benjamin, Jacques Derrida, Gayatri Spivak). Offered every two to three years.

Repeatable 2 times for a maximum of 12 credits when topic changes

COLT 570. Studies in Identity: [Topic]. 4 Credits.

Advanced study of gender, ethnicity, and other identity formations in literature. Offered every two to three years.

Repeatable 2 times for a maximum of 12 credits when topic changes

COLT 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

COLT 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

COLT 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

COLT 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

COLT 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

COLT 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

COLT 613. Graduate Studies in Translation. 4-5 Credits.

Approaches to literary translation in its theoretical, practical and pedagogical dimensions.

COLT 614. Graduate Studies in Comparative Literature. 5 Credits.

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.

COLT 615. Graduate Studies in Comparative Literature. 5 Credits.

Survey of contemporary literary theory.

COLT 616. Transmedial Aesthetics. 5 Credits.

Approaches to the analysis of film, photography, video, and new media. Emphasis on intersections between comparison and media theory.

COLT 618. Histories, Theories, and Cultures of New Media. 5 Credits.

Our class considers different traditions in media theory spanning generations, regions, languages, and methodological approaches to a range of media.

Computer Information Technology (CIT)

Courses

CIT 281. Web Applications Development I. 4 Credits.

Fundamentals of web application development using open-source software tools and technologies (Unix, Git), client-side frameworks, server-side programming (Node.js, PHP), model-view-controller pattern, data storage and APIs, cloud hosting.

Requisites: Prereq: CS 111 with a grade of B- or higher.

CIT 381. Database Systems. 4 Credits.

Introduction to database systems, emphasis on database design and access. Database concepts, data modeling, SQL, connecting database to web.

Requisites: Prereq: B- or better in CIT 281, CS 110.

CIT 382. Web Applications Development II. 4 Credits.

Server- and client-side technologies and their interaction for database-driven web applications: application frameworks, single-page applications, cloud platforms, and open-source software stacks—MEAN (MongoDB, ExpressJS, AngularJS, Node.js) versus LAMP (Linux, Apache, MySQL, PHP).

Requisites: Prereq: CIT 381.

CIT 383. Networking Fundamentals. 4 Credits.

Fundamentals of data communication and networks. Network management and security.

Requisites: Prereq: CIT 382.

CIT 405. Reading and Conference: [Topic]. 1-4 Credits.

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

Repeatable 99 times

Computer Science (CS)

Courses

CS 102. Fundamentals of Computer and Information Security. 4 Credits.

This course introduces fundamental concepts, terminologies, principles, methods, and scenarios of computer and information security.

Additional Information:

Science Area

CS 110. Fluency with Information Technology. 4 Credits.

Introduction to the study of computer-based information systems (information technology). Overview of computing, including basics of the internet and world wide web and issues such as security and privacy. Students create websites using HTML and CSS.

Additional Information:

Science Area

CS 111. Introduction to Web Programming. 4 Credits.

Project-based approach to learning computer programming by building interactive web pages using JavaScript and HTML. Programming concepts including structured and object-oriented program design. CS 110 recommended preparation.

Requisites: Prereq: MATH 101 or equivalent.

Additional Information:

Science Area
BS Math

CS 122. Introduction to Programming and Problem Solving. 4 Credits.

Computational problem solving, algorithm design, data structures, and programming using a multi-paradigm programming language. Introduces techniques for program design, testing, and debugging.

Requisites: Prereq: MATH 101 or equivalent.

Additional Information:

Science Area
BS Math

CS 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times

CS 198. Workshop: [Topic]. 1-2 Credits.

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

Repeatable 99 times

CS 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CS 199L. Special Studies in Computer Science: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CS 210. Computer Science I. 4 Credits.

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 with CS 211, CS 212.

Requisites: Prereq: MATH 112Z. Prior programming experience strongly encouraged.

Additional Information:

Science Area
BS Math

CS 211. Computer Science II. 4 Credits.

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 with CS 210, CS 212.

Requisites: Prereq: CS 210.

Additional Information:

Science Area
BS Math

CS 212. Computer Science III. 4 Credits.

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 with CS 210, CS 211.

Requisites: Prereq: CS 211.

Additional Information:

Science Area
BS Math

CS 299. Special Studies: [Topic]. 1-5 Credits.

Repeatable.

Repeatable 99 times

CS 313. Intermediate Data Structures. 4 Credits.

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.

Requisites: Prereq: CS 210, CS 211, CS 212, MATH 231, MATH 232 with grades of B- or better.

CS 314. Computer Organization. 4 Credits.

Introduction to computer organization and instruction-set architecture -- digital logic design, binary arithmetic, design of central processing unit and memory, machine-level programming.

Requisites: Prereq: CS 210, CS 211, CS 212 with grades of B- or better.

CS 315. Intermediate Algorithms. 4 Credits.

Algorithm design, worst-case and average-behavior analysis, correctness, computational complexity.

Requisites: Prereq: CS 313.

CS 322. Introduction to Software Engineering. 4 Credits.

A project-intensive introduction to software engineering intended to build skills, knowledge, and habits of mind that prepare students for 400-level computer science courses, internships, and other software.

Requisites: Prereq: CS 210, CS 211, CS 212 with grades of B- or better.

CS 330. C/C++ and Unix. 4 Credits.

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.

Requisites: Prereq: CS 314.

CS 332. System and Security Administration Lab. 4 Credits.

This lab course is designed to help students develop hands-on skills in system and security administration, based on the following relevant Cyber Defense knowledge units defined by the National Security Agency (NSA) National Centers of Academic Excellence in Cybersecurity (NCAE-C): Operating System Administration (OSA), which provides students with skill to perform basic operations involved in system administration of operating systems; and Operating Systems Hardening (OSH), which provides students with the ability to apply methods such as managing applications, services, and network ports to improve the security and robustness of operating systems.

Requisites: Prereq: CS 330.

CS 333. Applied Cryptography. 4 Credits.

This course provides a systematic study of cryptography and its application. It covers cryptographic algorithms, including symmetric-key cryptography, public-key cryptography, cryptanalysis, cryptographic hash functions, and their usage toward message authentication codes, digital signatures, key management and distribution, and user authentication protocols.

Requisites: Prereq: CS 212.

CS 372M. Machine Learning for Data Science. 4 Credits.

Introduction to Machine Learning, with an emphasis on topics relevant for data science. Multilisted with DSCI 372M.

Requisites: Prereq: CS 212; DSCI 345M or MATH 345M; MATH 342.

Equivalent to: DSCI 372M

CS 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

CS 401. Research: [Topic]. 1-16 Credits.

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.

Requisites: Prereq: CS 313.

Repeatable 99 times

CS 402. Supervised College Teaching. 1-2 Credits.

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

Requisites: Prereq: CS 313.

Repeatable 99 times

CS 403. Thesis. 1-12 Credits.

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

Requisites: Prereq: CS 313.

Repeatable 99 times

CS 404. Internship: [Topic]. 1-4 Credits.

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

Requisites: Prereq: CS 313.

Repeatable 99 times

CS 405. Reading and Conference: [Topic]. 1-12 Credits.

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

Requisites: Prereq: CS 313.

Repeatable 5 times

CS 406. Practicum: [Topic]. 1-2 Credits.

Supervised consulting. Students provide learning assistance in computer science courses.

Requisites: Prereq: CS 313.

Repeatable 3 times for a maximum of 4 credits

CS 407. Seminar: [Topic]. 1-5 Credits.

Opportunity to study in greater depth specific topics arising out of other courses.

Requisites: Prereq: CS 313.

Repeatable 99 times when topic changes

CS 408. Workshop: [Topic]. 1-21 Credits.

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

Requisites: Prereq: CS 313.

Repeatable 99 times

CS 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Requisites: Prereq: CS 313.

Repeatable 99 times

CS 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

CS 413. Advanced Data Structures. 4 Credits.

Complex structures, storage management, sorting and searching, hashing, storage of texts, and information compression.

Requisites: Prereq: CS 315.

CS 415. Operating Systems. 4 Credits.

Principles of operating system design. Process and memory management, concurrency, scheduling, input-output and file systems, security.

Requisites: Prereq: CS 330.

CS 420. Automata Theory. 4 Credits.

Provides a mathematical basis for computability and complexity. Models of computation, formal languages, Turing machines, solvability. Nondeterminism and complexity classes.

Requisites: Prereq: CS 315.

CS 422. Software Methodology I. 4 Credits.

Technical and nontechnical aspects of software development, including specification, planning, design, development, management and maintenance of software projects. Student teams complete projects.

Requisites: Prereq: CS 313.

CS 423. Software Methodology II. 4 Credits.

Application of concepts and methodologies covered in CS 422. Student teams complete a large system design and programming project. Final system specification, test plan, user documentation, and system walk throughs.

Requisites: Prereq: CS 422 with a grade of B- or better.

CS 425. Principles of Programming Languages. 4 Credits.

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.

Requisites: Prereq: CS 315.

CS 429. Computer Architecture. 4 Credits.

RISC (reduced instruction-set computer) and CISC (complex instruction-set computer) design, storage hierarchies, high-performance processor design, pipelining, vector processing, networks, performance analysis.

Requisites: Prereq: CS 313, CS 314, CS 330.

CS 431. Introduction to Parallel Computing. 4 Credits.

Parallel architecture, theory, algorithms, and programming with emphasis on parallel programming, focusing on models, languages, libraries, and runtime systems.

Requisites: Prereq: CS 330.

CS 432. Introduction to Networks. 4 Credits.

Principles of computer network design. Link technologies, packet switching, routing, inter-networking, reliability. Internet protocols. Programming assignments focus on protocol design.

Requisites: Prereq: CS 330. CS 415 recommended.

CS 433. Computer and Network Security. 4 Credits.

Security for various aspects of computers and networks. Elementary cryptography, program security, trusted operating systems, network security, privacy, and legal and ethical issues.

Requisites: Prereq: CS 415.

CS 434. Computer and Network Security II. 4 Credits.

This course covers security threats and solutions for distributed systems and networks, particularly the Internet, the Internet of Things, and distributed systems based on them.

Requisites: Prereq: CS 433.

CS 436. Secure Software Development. 4 Credits.

This course establishes a foundation for applying security principles to the lifecycle of software development in order to minimize software vulnerabilities and counter cyber threats.

Requisites: Prereq: CS 330.

CS 437. Computer and Network Security Practicum. 4 Credits.

This course is designed to help students solidify knowledge and develop hands-on skills in computer network security. Students will practice various attack and defense techniques. Specifically, we will systematically study each layer of the Internet, discuss the design and implementation vulnerabilities at each layer, and demonstrate how attacks may exploit the vulnerabilities. This course will cover many classic attacks in great technical detail in addition to high-level concepts and theories, to help students deeply understand why and how each attack works. We'll also discuss how each attack may be handled, and students will learn defense techniques such as firewalls, etc.

Requisites: Prereq: CS 433.

CS 441. Introduction to Computer Graphics. 4 Credits.

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.

Requisites: Prereq: CS 330.

CS 443. User Interfaces. 4 Credits.

Introduction to user interface software engineering. Emphasis on theory of interface design, understanding the behavior of the user, and implementing programs on advanced systems.

Requisites: Prereq: CS 313.

CS 445. Modeling and Simulation. 4 Credits.

Theoretical foundations and practical problems for the modeling and computer simulation of discrete and continuous systems. Simulation languages, empirical validation, applications in computer science.

Requisites: Prereq: CS 315, CS 330.

CS 451. Database Processing. 4 Credits.

Fundamental concepts of DBMS. Data modeling, relational models and normal forms. File organization and index structures. SQL, embedded SQL, and concurrency control. Students cannot receive credit for both CS 451 and DSCI 431.

Requisites: Prereq: CS 313, CS 314.

Equivalent to: DSCI 431

CS 453. Data Mining. 4 Credits.

Databases, machine learning, artificial intelligence, statistics, and data visualization. Examines data warehouses, data preprocessing, association and classification rule mining, and cluster analysis. Students cannot receive credit for both CS 453 and DSCI 435.

Requisites: Prereq: CS 451.

Equivalent to: DSCI 431

CS 461. Introduction to Compilers. 4 Credits.

Lexical analysis, parsing, attribution, code generation.

Requisites: Prereq: CS 314, CS 425. CS 420 strongly recommended.

CS 471. Introduction to Artificial Intelligence. 4 Credits.

Basic themes, issues, and techniques of artificial intelligence, including agent architecture, knowledge representation and reasoning, problem solving and planning, game playing, and learning.

Requisites: Prereq: CS 315.

CS 472. Machine Learning. 4 Credits.

A broad introduction to machine learning and its established algorithms. Topics include concept learning, decision trees, neural network.

Requisites: Prereq: CS 315.

CS 473. Probabilistic Methods for Artificial Intelligence. 4 Credits.

Fundamental techniques for representing problems as probability distributions, performing inference, and learning from data. Topics include Bayesian and Markov networks, variable elimination, loopy belief propagation, and parameter.

Requisites: Prereq: CS 315.

CS 480. Game Programming. 4 Credits.

Introduction to theory topics related to game programming, including linear algebra, 3D graphics, lighting, audio, physics, and artificial intelligence. This course provides an opportunity to build games using a commercial game engine, reinforced by best practices in terms of implementation and project management.

Requisites: Prereq: CS 313, CS 314. MATH 341 recommended.

CS 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

CS 507. Seminar: [Topic]. 1-5 Credits.

Opportunity to study in greater depth specific topics arising out of other courses.

Repeatable 99 times when topic changes

CS 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

CS 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CS 513. Advanced Data Structures. 4 Credits.

Complex structures, storage management, sorting and searching, hashing, storage of texts, and information compression.

CS 520. Automata Theory. 4 Credits.

Provides a mathematical basis for computability and complexity. Models of computation, formal languages, Turing machines, solvability. Nondeterminism and complexity classes.

CS 522. Software Methodology I. 4 Credits.

Technical and nontechnical aspects of software development, including specification, planning, design, development, management and maintenance of software projects. Student teams complete projects.

CS 523. Software Methodology II. 4 Credits.

Student teams complete a large system design and programming project. Final system specifications, test plan, user documentation, and system walk-through.

Requisites: Prereq: CS 522.

CS 529. Computer Architecture. 4 Credits.

RISC (reduced instruction-set computer) and CISC (complex instruction-set computer) design, storage hierarchies, high-performance processor design, pipelining, vector processing, networks, performance analysis.

CS 531. Introduction to Parallel Computing. 4 Credits.

Parallel architecture, theory, algorithms, and programming with emphasis on parallel programming, focusing on models, languages, libraries, and runtime systems.

CS 532. Introduction to Networks. 4 Credits.

Principles of computer network design. Link technologies, packet switching, routing, inter-networking, reliability. Internet protocols. Programming assignments focus on protocol design.

CS 533. Computer and Network Security. 4 Credits.

Security for various aspects of computers and networks. Elementary cryptography, program security, trusted operating systems, network security, privacy, and legal and ethical issues.

CS 534. Computer and Network Security II. 1-4 Credits.

This course covers security threats and solutions for distributed systems and networks, particularly the Internet, the Internet of Things, and distributed systems based on them.

Requisites: Prereq: CS 532, CS 533.

CS 536. Secure Software Development. 4 Credits.

This course establishes a foundation for applying security principles to the lifecycle of software development in order to minimize software vulnerabilities and counter cyber threats.

CS 537. Computer and Network Security Practicum. 4 Credits.

This course is designed to help students solidify knowledge and develop hands-on skills in computer network security. Students will practice various attack and defense techniques. Specifically, we will systematically study each layer of the Internet, discuss the design and implementation vulnerabilities at each layer, and demonstrate how attacks may exploit the vulnerabilities. This course will cover many classic attacks in great technical detail in addition to high-level concepts and theories, to help students deeply understand why and how each attack works. We'll also discuss how each attack may be handled, and students will learn defense techniques such as firewalls, etc.

CS 541. Introduction to Computer Graphics. 4 Credits.

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.

CS 543. User Interfaces. 4 Credits.

Introduction to user interface software engineering. Emphasis on theory of interface design, understanding the behavior of the user, and implementing programs on advanced systems.

CS 545. Modeling and Simulation. 4 Credits.

Theoretical foundations and practical problems for the modeling and computer simulation of discrete and continuous systems. Simulation languages, empirical validation, applications in computer science.

CS 551. Database Processing. 4 Credits.

Fundamental concepts of DBMS. Data modeling, relational models and normal forms. File organization and index structures. SQL, embedded SQL, and concurrency control. Students cannot receive credit for both CS 551 and DSCI 531.

CS 553. Data Mining. 4 Credits.

Databases, machine learning, artificial intelligence, statistics, and data visualization. Examines data warehouses, data preprocessing, association and classification rule mining, and cluster analysis. Students cannot receive credit for both CS 553 and DSCI 535.

Requisites: Prereq: CS 551.

Equivalent to: DSCI 535

CS 561. Introduction to Compilers. 4 Credits.

Lexical analysis, parsing, attribution, code generation.

Requisites: Prereq: CS 520 strongly recommended.

CS 571. Introduction to Artificial Intelligence. 4 Credits.

Basic themes, issues, and techniques of artificial intelligence, including agent architecture, knowledge representation and reasoning, problem solving and planning, game playing, and learning.

CS 572. Machine Learning. 4 Credits.

A broad introduction to machine learning and its established algorithms. Topics include concept learning, decision trees, neural network.

CS 573. Probabilistic Methods for Artificial Intelligence. 4 Credits.

Fundamental techniques for representing problems as probability distributions, performing inference, and learning from data. Topics include Bayesian and Markov networks, variable elimination, loopy belief propagation, and parameter.

CS 580. Game Programming. 4 Credits.

Introduction to theory topics related to game programming, including linear algebra, 3D graphics, lighting, audio, physics, and artificial intelligence. This course provides an opportunity to build games using a commercial game engine, reinforced by best practices in terms of implementation and project management.

CS 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

CS 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

CS 604. Internship: [Topic]. 1-4 Credits.

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

Repeatable 99 times

CS 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CS 606. Field Studies: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CS 607. Seminar: [Topic]. 1-5 Credits.

Research topics are presented.

Repeatable 99 times

CS 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CS 609. Terminal Project. 1-16 Credits.

Final project for master's degree without thesis.

Repeatable 99 times

CS 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CS 621. Algorithms and Complexity. 4 Credits.

Design and analysis of algorithms, strategies for efficient algorithms, introduction to complexity theory including NP-completeness.

Requisites: Prereq: CS 520 recommended.

CS 630. Distributed Systems. 4 Credits.

Principles of distributed computer systems: interprocess communication, distributed file systems, distributed timing and synchronization, distributed programming, transactions, process scheduling, distributed shared memory.

Requisites: Prereq: CS 529.

CS 631. Advanced Parallel Computing. 4 Credits.

Advanced topics in parallel processing including massively parallel computer architecture, supercomputers, parallelizing compiler technology, performance evaluation, parallel programming languages, parallel applications.

Requisites: Prereq: CS 529.

CS 632. Computer Networks. 4 Credits.

Advanced issues in computer networks, focusing on research to extend the services offered by the Internet.

Requisites: Prereq: CS 532.

CS 633. Advanced Network Security. 4 Credits.

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. Offered alternate years.

Requisites: Prereq: CS 533.

CS 640. Writing in Computer Research. 2 Credits.

Students learn to provide and accept constructive criticism of writing samples in a workshop format.

CS 670. Data Science. 4 Credits.

Data science is the development of methods to study large and complex data sets. Methods that scale to very large data sets are of particular interest. This course introduces state-of-art data science methods focused on processing very large data sets of real-world data.

Requisites: Prereq: CS 551.

Conflict and Dispute Resolution (CRES)

Courses

CRES 101. Introduction to Conflict Resolution. 4 Credits.

Explores up-to-date conflict management theories and practical steps to communicate effectively in sensitive situations.

CRES 199. Special Studies: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

CRES 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CRES 401. Research: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

CRES 404. Internship: [Topic]. 1-4 Credits.

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

Repeatable 99 times

CRES 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CRES 415. Conflict and Gender. 4 Credits.

Focuses on the multiple relationships among conflict, violence, and gender in situations of warfare, militarization, and peacemaking.

CRES 420. Restorative Justice. 4 Credits.

Provides a critical introduction to the principles and practices of restorative justice.

CRES 435. Israel and Palestine. 4 Credits.

Examination of the Palestinian and Israeli conflict. Evolution of the political struggle with a broad look at the human side of conflict, and examination of critical negotiation issues.

CRES 440. Dialogue across Differences. 2 Credits.

Introduction to processes and facilitation of discourse and dialogue, with special emphasis on participation. Sequence with CRES 441.

CRES 441. Dialogue Across Differences II. 2 Credits.

Advanced course in dialogic processes and facilitation, with special emphasis on context. Sequence with CRES 440.

Requisites: Prereq: CRES 440.

CRES 445. Conflicts of Incarceration. 4 Credits.

Issues of crime, incarceration, and justice within the Western context.

CRES 503. Thesis. 1-9 Credits.

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

Repeatable 99 times

CRES 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CRES 515. Conflict and Gender. 4 Credits.

Focuses on the multiple relationships among conflict, violence, and gender in situations of warfare, militarization, and peacemaking.

CRES 535. Israel and Palestine. 4 Credits.

Examination of the Palestinian and Israeli conflict. Evolution of the political struggle with a broad look at the human side of conflict, and examination of critical negotiation issues.

CRES 540. Dialogue Across Differences. 1-2 Credits.

Introduction to processes and facilitation of discourse and dialogue, with special emphasis on participation. Sequence with CRES 541.

CRES 541. Dialogue Across Differences II. 2 Credits.

Advanced course in dialogic processes and facilitation, with special emphasis on context. Sequence with CRES 540.

Requisites: Prereq: CRES 540.

CRES 545. Conflicts of Incarceration. 4 Credits.

Issues of crime, incarceration, and justice within the Western context.

CRES 601. Research: [Topic]. 1-9 Credits.

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.

Repeatable 99 times

CRES 604. Internship: [Topic]. 1-8 Credits.

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

Repeatable 7 times for a maximum of 8 credits

CRES 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CRES 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

CRES 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CRES 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CRES 611. Terminal Project. 1-9 Credits.

Repeatable.

Repeatable 99 times

CRES 612. Philosophy of Conflict Resolution. 4 Credits.

Study of how philosophical and theoretical frameworks influence current views and practices of conflict resolution.

CRES 614. Negotiation, Bargaining and Persuasion. 4 Credits.

Examines issues that pervade negotiations, including framing arguments, analyzing bargaining conditions, and crafting deals. Basic skills in negotiation, bargaining and persuasion developed through simulated negotiations.

CRES 616. Mediation Skills. 4 Credits.

Develop mediation skills such as problem framing, listening, and issue identification and sequencing. Learn to diagnose problems, clarify facts and craft interventions.

CRES 620. Facilitation. 2 Credits.

Fundamentals of facilitating group discussions and decision-making.

CRES 621. Culture, Power, and Conflict Resolution I. 2 Credits.

This course introduces multiple approaches to conflict drawing from distinct cultural traditions. It asks students to consider how cultural differences and power dynamics impact how people approach conflict and conflict resolution.

CRES 622. Culture, Power, and Conflict Resolution II. 1 Credit.

Students will explore creative ways to engage cultural difference and power as central assumptions in conflict resolution.

Requisites: Prereq: CRES 621.

CRES 623. Culture, Power, and Conflict Resolution III. 1 Credit.

In this course students theorize how they would like to engage cross cultural dynamics and existing power structures in their own practice.

Requisites: Prereq: CRES 622.

CRES 625. Psychology of Conflict. 4 Credits.

Examines the psychological sources, nature, and functions of conflict, covering multiple levels of analysis relevant to intrapersonal, interpersonal, intragroup, and intergroup conflict.

CRES 631. Managing Conflict in Organizations. 4 Credits.

Prepares students to assist in managing disputes within organization. Students will receive a basic introduction to organizational context, and structure, leadership and communication styles, and sources of workplace disputes. The course also provides an overview of the processes by which organizations typically resolve disputes.

CRES 632. Research Methods. 3 Credits.

Explores questions that research may encounter or raise, and how to resolve them. Considers both qualitative and quantitative research methods.

CRES 650. Capstone Seminar. 1 Credit.

Provides student with opportunities to systemically consider lessons from their practicum experiences. Class sessions based on student fieldwork.

CRES 651. Academic Capstone: Course Concentration. 1 Credit.

Fulfills the course component of the course concentration final project for conflict resolution students.

Requisites: Prereq: students must have completed 50 percent or more of their course concentration credits prior to the term in which they enroll in this course.

CRES 660. Environmental Conflict Resolution. 4 Credits.

Students learn and critically examine methods of environmental conflict resolution, including conflict assessment, negotiation, decision-making, adaptive management, collaboration, and public participation.

CRES 665. Family Mediation. 4 Credits.

Preparation for work-related experiences in family mediation, specifically domestic relations involving custody and parenting time.

CRES 670. Adversarial Processes. 4 Credits.

This course is an introduction to the primary adversarial or adjudicative processes used to resolve civil disputes: Litigation and Arbitration.

Counseling Psychology (CPSY)

Courses

CPSY 198. Workshop: [Topic]. 1-2 Credits.

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

Repeatable 99 times

CPSY 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CPSY 217. Foundations of Student Health and Well-Being. 3 Credits.

This course examines risk and protective factors for college students and reviews educational and behavioral strategies for reducing personal risk and enhancing well-being, with focus on topics including stress, physical health, healthy sexuality, sexual violence prevention, substance use, social media use, and being allies.

CPSY 401. Research: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

CPSY 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

CPSY 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

CPSY 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

CPSY 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

CPSY 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

CPSY 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

CPSY 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CPSY 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

CPSY 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

CPSY 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

CPSY 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CPSY 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

CPSY 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

CPSY 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CPSY 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CPSY 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

CPSY 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CPSY 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

CPSY 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CPSY 611. Counseling Skills. 2-3 Credits.

Emphasizes experiential learning of a broad range of communication skills needed to form effective helping relationships. Covers client intake procedures and interviewing strategies. Includes laboratory. Prereq for nonmajors; instructor's consent.

CPSY 612. Professional Ethics. 3 Credits.

Ethical and legal concerns in the professional practice of psychology. Ethical theory and decision-making processes; legal aspects of client-psychologist relationships.

CPSY 613. Introduction to Counseling Psychology. 3 Credits.

Historical foundations of counseling psychology. Major theories and theorists. Counseling as an ecological and context-sensitive interactive process. Settings and roles of the profession.

CPSY 614. Theories of Counseling. 3 Credits.

Overview of selected historical and current counseling theories.

CPSY 615. Counseling Diverse Populations. 3 Credits.

Influence of gender, race, ethnicity, and other factors related to diverse populations on the identity-formation process in contemporary society. Applications to counseling psychology.

CPSY 617. Theories of Career Development. 3 Credits.

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.

CPSY 618. Group Dynamics and Counseling. 3 Credits.

Presents basic elements of general group counseling theory and group dynamics; includes introduction to group-based interventions, guidelines for multicultural practice, ethical and professional issues in group practice, and group leadership.

CPSY 621. Lifespan Developmental Psychology. 3 Credits.

Understanding continuity and change in human development and the ways in which the development of children, adolescents, and adults can be enhanced.

Repeatable 1 time for a maximum of 6 credits

CPSY 622. Psychological Assessment II. 3 Credits.

This course develops skills related to psychological assessment and provision of assessment findings to clients and other professionals, focused on personality structure and its relationship to psychopathology. Topics include (a) psychometric properties of instruments, (b) utility of assessment in clinical practice, (c) consideration of context when conducting assessments, (d) potential influences on test results/interpretations, and (e) practicing ethically, with attention to relevant human diversity considerations.

CPSY 625. Child and Family Interventions. 3 Credits.

Empirically oriented interventions with children and families, ranging from early childhood through adolescence. Integrates developmental and intervention sciences.

CPSY 626. Psychological Services for Latinos. 3 Credits.

Provide graduate students with content specific to carrying out human services work and research with those who are Latino and/or Spanish-speaking.

CPSY 627. Latinx Mental Health: [Topic]. 3 Credits.

This course is designed to enhance understanding of Spanish-speaking and Latinx populations in the US with attention to strengths, resilience, social injustice and inequity, and how these influence the health and well-being of Latinx communities as applied in clinical mental health and school settings.

Repeatable 2 times for a maximum of 9 credits

CPSY 635. Social Aspects of Behavior. 4-5 Credits.

This course introduces research and concepts related to social influences on human behavior, including prejudice, conformity, aggression, prosocial behavior, internalized social norms, and social cognition.

CPSY 645. Health Promotion and Equity. 3 Credits.

This course introduces theoretical and empirical work in prevention-focused health psychology, integrating cultural, developmental, and community psychology concepts as they pertain to health related behaviors.

CPSY 654. Supervision and Consultation. 4 Credits.

Focuses on didactic knowledge of supervision theory, research, models of practice, and evidence-based practices in supervision and consultation and acquisition of supervision and consultation skills. Students refine their knowledge of supervision theory, research, and techniques and integrate these into supervision and consultation activities.

CPSY 690. Adult Practicum. 4 Credits.

Adult Practicum is a three-term experience over one academic year in which counseling psychology doctoral students work in a clinical setting and provide therapy services to adult clients. Students receive individual and group supervision and training in evidence-based interventions and theoretical models of practice.

Repeatable 3 times for a maximum of 16 credits

CPSY 691. Child and Family Practicum. 3 Credits.

Child Family Practicum is a three-term experience over one academic year in which counseling psychology doctoral students work in a clinical setting and provide therapy services to children and families. Students receive individual and group supervision and training in evidence-based interventions and theoretical models of practice.

Repeatable 3 times for a maximum of 12 credits

CPSY 704. Internship: [Topic]. 1-15 Credits.

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

Repeatable 99 times

CPSY 706. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CPSY 708. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CPSY 709. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Couples and Family Therapy (CFT)

Courses

CFT 401. Research: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

CFT 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

CFT 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CFT 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

CFT 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

CFT 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CFT 601. Research: [Topic]. 1-16 Credits.

A current topic is Methods.

Repeatable 99 times

CFT 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

CFT 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CFT 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CFT 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

CFT 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CFT 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

CFT 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

CFT 612. Parenting Interventions. 3 Credits.

Examines evidence-based practices for parenting children and adolescents, including trauma-focused parenting strategies.

CFT 615. Introduction to Couples and Family Therapy. 3 Credits.

Surveys the distinct disciplines of couples and family therapy.

CFT 616. Systems Theory Foundations. 3 Credits.

Surveys macro theories and their relationship to families and family therapy with emphasis on systems, communications, and ecological theories.

CFT 620. Mental Health and Diagnosis. 3 Credits.

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."

CFT 625. Violence, Trauma, and Healing. 4 Credits.

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.

CFT 626. Relational Sex Therapy. 3 Credits.

Increases understanding and clinical abilities for working with couples; special emphasis on the role of intimacy and sexual relationships.

CFT 628. Substance Use and Recovery. 4 Credits.

Increases the conceptual understanding and skills of family therapists working with contemporary issues; emphasis on addictions and addiction recovery.

CFT 629. Intimate Partner Therapy. 4 Credits.

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.

CFT 640. Beginning Practicum. 3 Credits.

Provides basic clinical skills for initial work with client systems including intake and consent procedures, clinical assessment, treatment planning, and risk assessment.

CourseShare Language (LANG)

Courses

LANG 101. CourseShare First-Year Language I: [Topic]. 1-6 Credits.

Big 10 Academic Alliance CourseShare course hosted by another institution. The instructor is at another institution, but student enrolls and receives credit at the University of Oregon. Intended for beginners. Contact the Yamada Language Center at ylc@uoregon.edu for information.

Repeatable 99 times when topic changes

LANG 102. CourseShare First-Year Language II: [Topic]. 1-6 Credits.

Big 10 Academic Alliance CourseShare course hosted by another institution. The instructor is at another institution, but student enrolls and receives credit at the University of Oregon. Intended for students who completed the previous course. Contact the Yamada Language Center at ylc@uoregon.edu for information.

Repeatable 99 times when topic changes

LANG 103. CourseShare First-Year Language III: [Topic]. 1-6 Credits.

Big 10 Academic Alliance CourseShare course hosted by another institution. The instructor is at another institution, but student enrolls and receives credit at the University of Oregon. Intended for students who completed the previous course. Contact the Yamada Language Center at ylc@uoregon.edu for information.

Repeatable 99 times when topic changes

LANG 201. CourseShare Second-Year Language I: [Topic]. 1-6 Credits.

Big 10 Academic Alliance CourseShare course hosted by another institution. The instructor is at another institution, but student enrolls and receives credit at the University of Oregon. Intended for students who completed the previous course. Contact the Yamada Language Center at ylc@uoregon.edu for information.

Repeatable 99 times when topic changes

Additional Information:

Arts Letters Area

LANG 202. CourseShare Second-Year Language II: [Topic]. 1-6 Credits.

Big 10 Academic Alliance CourseShare course hosted by another institution. The instructor is at another institution, but student enrolls and receives credit at the University of Oregon. Intended for students who completed the previous course. Contact the Yamada Language Center at ylc@uoregon.edu for information.

Repeatable 99 times when topic changes

Additional Information:

Arts Letters Area

LANG 203. CourseShare Second-Year Language III: [Topic]. 1-6 Credits.

Big 10 Academic Alliance CourseShare course hosted by another institution. The instructor is at another institution, but student enrolls and receives credit at the University of Oregon. Intended for students who completed the previous course. Contact the Yamada Language Center at ylc@uoregon.edu for information.

Repeatable 99 times when topic changes

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Creative Writing (CRWR)

Courses

CRWR 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 6 times

CRWR 225. Kidd Workshop I. 4 Credits.

Introduction to an intensive, yearlong sequence devoted to the study and practice of poetry, fiction, and nonfiction.

CRWR 230. Introduction to Poetry Writing. 4 Credits.

Introduction to forms and techniques of writing poetry.

CRWR 235. Kidd Workshop II Poetry. 4 Credits.

Second in a yearlong sequence devoted to the studying and practicing poetry and fiction, with an emphasis on poetry. Projects include beginning to develop an individual line of inquiry as well as workshoping original poetry.

Requisites: Prereq: CRWR 225 with a grade of B- or better.

CRWR 240. Introduction to Fiction Writing. 4 Credits.

Introduction to forms and techniques of writing fiction.

CRWR 245. Kidd Workshop II: Fiction. 4 Credits.

Second class in a yearlong sequence devoted to studying and practicing poetry and fiction, with an emphasis on fiction. Projects include beginning to develop an individual line of inquiry as well as workshoping original fiction.

Requisites: Prereq: CRWR 225 with a grade of B- or better.

CRWR 330. Intermediate Poetry Writing. 4 Credits.

Intermediate-level study of poetry writing.

Requisites: Prereq: one from CRWR 230, CRWR 235 with a grade of B- or better.

Repeatable 2 times for a maximum of 12 credits

CRWR 335. Kidd Workshop III: Poetry. 4 Credits.

Third class in a yearlong sequence devoted to studying and practicing poetry and fiction, with a special emphasis on poetry. Projects include completing the individual line of inquiry, an original portfolio, and the Kidd Workshops student anthology.

Requisites: Prereq: CRWR 235 with a grade of B- or better.

CRWR 336. Intermediate Creative Nonfiction. 4 Credits.

Intermediate-level study of literary nonfiction writing.

Requisites: Prereq: one from CRWR 225, CRWR 230, CRWR 240, CRWR 244 with a grade of B- or better.

CRWR 340. Intermediate Fiction Writing. 4 Credits.

Intermediate-level study of fiction writing.

Requisites: Prereq: one from CRWR 240, CRWR 244, CRWR 245 with a grade of B- or better.

Repeatable 2 times for a maximum of 12 credits

CRWR 345. Kidd Workshop III: Fiction. 4 Credits.

Third class in a yearlong sequence devoted to studying and practicing poetry and fiction, with a special emphasis on fiction. Projects include completing the individual line of inquiry, an original portfolio, and the Kidd Workshops student anthology.

Requisites: Prereq: CRWR 245 with a grade of B- or better.

CRWR 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 6 times

CRWR 405. Writing and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

CRWR 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 6 times

CRWR 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 6 times

CRWR 413. Literature for Poets. 4 Credits.

Advanced discourse on issues and principles related to the craft of poetry.

Requisites: Prereq: one from CRWR 330, CRWR 335 with a grade of B- or better.

Repeatable 2 times for a maximum of 12 credits

CRWR 414. Literature for Fiction Writers. 4 Credits.

Advanced discourse on issues and principles related to the craft of fiction.

Requisites: Prereq: One from CRWR 336, CRWR 340, CRWR 345 with a grade of B- or better.

Repeatable 2 times for a maximum of 12 credits

CRWR 435. Advanced Poetry Writing. 4 Credits.

Advanced workshop in the writing of poetry.

Requisites: Prereq: One from CRWR 330, CRWR 335 with a grade of B- or better.

Repeatable 2 times for a maximum of 12 credits

CRWR 445. Advanced Fiction Writing. 4 Credits.

Advanced workshop in the writing of fiction.

Requisites: Prereq: One from CRWR 336, CRWR 340, CRWR 345 with a grade of B- or better.

Repeatable 2 times for a maximum of 12 credits

CRWR 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

CRWR 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 6 times

CRWR 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

CRWR 605. Writing and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CRWR 607. Seminar: [Topic]. 1-5 Credits.

Selected seminars offered each year.

Repeatable 99 times when topic changes

CRWR 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

CRWR 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

CRWR 610. Experimental Course [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

CRWR 635. MFA Poetry Workshop. 6 Credits.

Concentration on student writing in a workshop setting. Open only to students admitted to creative writing master of fine arts program in poetry.

Repeatable 5 times for a maximum of 36 credits

CRWR 645. MFA Fiction Workshop. 6 Credits.

Concentration on student writing in a workshop setting. Open only to students admitted to creative writing master of fine arts program in fiction.

Repeatable 5 times for a maximum of 36 credits

Dance Activity (DANC)

General Limitations (p. 27)

- Non-Dance majors: a maximum of 12 credits of dance activity (in subject DANC), physical education activity, and military science activity.
- BA/BS degree in Dance: a maximum of 36 credits of dance activity (in subject DANC).
- BFA degree in Dance: no limit of dance activity (in subject DANC); a course limit will apply.

DANC 170. Contemporary I. 1 Credit.

DANC 170 Contemporary I is the study of basic principles of dance movement in the contemporary idiom with an emphasis on the elements of space, time and energy.

Repeatable 8 times for a maximum of 9 credits

Additional Information:

General Limitation applies: Activity Course

DANC 172. Ballet I. 1 Credit.

Ballet I explores basic movement vocabulary in the ballet idiom.

Repeatable 8 times for a maximum of 9 credits

Additional Information:

General Limitation applies: Activity Course

DANC 175. Hip Hop I. 1 Credit.

Hip hop I is a beginning level hip hop technique class incorporating guided warm-up exercises, choreographed sequences, improvisation, and performance.

Repeatable 8 times for a maximum of 9 credits

Additional Information:

General Limitation applies: Activity Course

DANC 185. African I. 1 Credit.

DANC 185 is a beginning level studio course in dance vocabulary from the African diaspora.

Repeatable 8 times for a maximum of 9 credits

Additional Information:

General Limitation applies: Activity Course

DANC 199. Special Studies: [Topic]. 1-5 Credits.

Recent topics include Tango, Hip-Hop, Salsa, Drumming, and Swing.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

DANC 270. Contemporary II. 1 Credit.

DANC 270 Contemporary II is intermediate dance training designed to build upon previously developed technical skills and artistic expression, with a focus on contemporary aesthetics.

Requisites: Prereq: DANC 170.

Repeatable 8 times for a maximum of 9 credits

Additional Information:

General Limitation applies: Activity Course

DANC 272. Ballet II. 1 Credit.

Ballet II is an intermediate studio technique course in the ballet idiom.

Requisites: Prereq: DANC 172.

Repeatable 8 times for a maximum of 9 credits

Additional Information:

General Limitation applies: Activity Course

DANC 275. Hip Hop II First Term. 1 Credit.

Hip hop II is an intermediate level hip hop technique class incorporating guided warm-up exercises, choreographed sequences, improvisation, and performance. Sequence with DANC 175.

Requisites: Prereq: DANC 175 or placement audition.

Repeatable 8 times for a maximum of 9 credits

Additional Information:

General Limitation applies: Activity Course

DANC 276. Hip Hop II Second Term. 1 Credit.

This course advances intermediate Hip Hop skills by integrating the instructor's specialty style (e.g., commercial choreography, Krump, popping, locking, breaking) into groove-based choreography. Students will also explore the process of producing choreography for performance and film. Sequence with DANC 175, DANC 275.

Requisites: Prereq: DANC 275.

Repeatable 8 times for a maximum of 9 credits

Additional Information:

General Limitation applies: Activity Course

DANC 285. African II. 1 Credit.

African II offers students an intermediate level integration of African movement, traditions, culture, history, music, and storytelling.

Requisites: Prereq: DANC 185.

Repeatable 8 times for a maximum of 9 credits

Additional Information:

General Limitation applies: Activity Course

DANC 299. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

DANC 370. Contemporary III. 2 Credits.

This studio technique course is designed for advanced students to enhance skills in modern/contemporary concert dance. Emphasis is on technical and expressive aspects, including stability, mobility, alignment, musicality, and dynamic range. Students will also engage in readings, writing, viewing, and discussions to deepen their understanding of this art form. Sequence with DANC 170, DANC 270.

Requisites: Prereq: DANC 270.

Repeatable 8 times for a maximum of 18 credits

Additional Information:

General Limitation applies: Activity Course

DANC 372. Ballet III. 2 Credits.

This class Infuses the movement practice of ballet with aesthetic, historic, cultural, social, and political learning and seeks to enhance physical and artistic abilities in ballet for expressive movement, moving towards precision, presence, and artistic awareness. Ballet III is an advanced technique studio course in the ballet idiom. Sequence with DANC 172, DANC 272.

Requisites: Prereq: DANC 272.

Repeatable 8 times for a maximum of 18 credits

Additional Information:

General Limitation applies: Activity Course

DANC 375. Hip Hop III. 2 Credits.

This advanced Hip Hop course focuses on developing freestyle techniques and battle culture by building on previous training. Students will enhance their skills through weekly freestyle video journals, tracking their progress, and providing peer feedback within their crew. The course explores "open style" battling, where individuality and movement history fuse for originality, alongside research into giants of the freestyle battle scene to analyze their strategies and success. The culmination will be a freestyle exhibition or battle.

Requisites: Prereq: DANC 276.

Repeatable 8 times for a maximum of 18 credits

Additional Information:

General Limitation applies: Activity Course

DANC 385. African III. 2 Credits.

African Dance III offers students an advanced exploration of tradition, culture, history, music, storytelling, improvisation, and choreography through the study of dances from the African continent. These neo-traditional forms will also be explored in reference to the application of African Aesthetics to American Diasporic dance forms. Sequence with DANC 185, DANC 285.

Requisites: Prereq: DANC 285.

Repeatable 8 times for a maximum of 18 credits

Additional Information:

General Limitation applies: Activity Course

DANC 399. Special Studies: [Topic]. 1-5 Credits.

Recent topics include Tango, Hip-Hop, Salsa, Drumming, and Swing.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

Dance Professional (DAN)

Courses

DAN 125. First Year Seminar: [Topic]. 1 Credit.

DAN 125 provides a general introduction to dance as a field of study in higher education with a specific focus on opportunities in Dance and allied studies at UO.

Repeatable 2 times for a maximum of 3 credits

DAN 171. Dance Improvisation: [Topic]. 1 Credit.

Dance Improvisation covers a range of solo and group improvisational techniques to develop improvisational skill and heighten creative instincts. Attention will be given to developing safe practices to heighten movement exploration. Topics vary based on the chosen focus of the teacher of record.

Repeatable 2 times for a maximum of 3 credits

DAN 198. Workshop: [Topic]. 1-2 Credits.

Recent topics include Performance, Production Experience, Repertory.

Repeatable 99 times

DAN 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

DAN 241. Screendance: History and Theory. 4 Credits.

This Arts and Letters group satisfying course explores the historical, theoretical, and cultural contexts of screendance, an interdisciplinary art form at the intersection of dance, film, and new media technologies. It focuses on critical inquiries into screendance while locating that subject in a broader context.

Additional Information:

Arts Letters Area

DAN 251. Looking at Dance. 4 Credits.

Overview of dance as a cultural and aesthetic experience. Examines its meaning and impact on contemporary United States society.

Additional Information:

Arts Letters Area

DAN 252. Dance Composition I. 3 Credits.

This course is an introduction to the elements of dance composition. Students will create studies that concentrate on details of formal compositional structure as well as some more contemporary models

Requisites: Prereq: DAN 171, DAN 258, DAN 371.

DAN 255. Dance Production I. 2 Credits.

Introduction to production planning, management, lighting, design, costuming, and publicity for dance. Practical experience in Dougherty Dance Theatre. Students cannot receive credit for both DAN 255 and any Theater Arts production courses (TA 211, TA 212, TA 321, TA 322, TA 323, TA 324, TA 467). Sequence with DAN 355.

Equivalent to: TA 211, TA 212, TA 321, TA 322, TA 323, TA 324, TA 467

DAN 256. Dance Somatics. 3 Credits.

Exploration of patterning in movement. Various body therapies—Bartenieff Fundamentals, ideokinesis, and body-mind centering—provide a framework for experiential investigations.

DAN 258. Musical Elements of Dance. 3 Credits.

Explores musical elements of dance and dancing; especially music/dance culture, rhythm, melody, phrasing and form. Sequence with DAN 458.

DAN 260. Anatomy of Human Movement. 4 Credits.

An introduction to scientific reasoning focusing on methodology and current research in dance anatomy and kinesiology.

Additional Information:

Science Area

DAN 271. Contact Improvisation: [Topic]. 1 Credit.

This course is designed to develop skills, experience and awareness of contact improvisation. Sequence with DAN 171.

Requisites: Prereq: DAN 171.

Repeatable 2 times for a maximum of 3 credits

DAN 280. Dance Loft Performance. 1 Credit.

Dance Loft Performance is a beginning level repertory dance course modeled after a professional choreographic rehearsal process and performance experience. Participants in this course will perform the work of a student choreographer, under the supervision of a faculty mentor, in a single informal performance.

Repeatable 2 times for a maximum of 3 credits

DAN 299. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

DAN 301. African Dance Aesthetics. 4 Credits.

Using the field of dance studies to examine African dance aesthetics in popular culture, daily media landscapes, and expressive cultures in Africa and the diaspora.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

DAN 352. Dance Composition II. 3 Credits.

This course is a continuation of skill development from Dance Composition I. Students will create studies that concentrate on details of formal compositional structure as well as some more contemporary models. The goal of this class is not to make finished dances, but to examine and refine elements of the craft that contribute to dance-making, to further develop and deepen an individual movement awareness and vocabulary, and to develop a shared creative dialogue from which to begin the process of training one's critical eye for movement form. Sequence with DAN 252.

Requisites: Prereq: DAN 252.

DAN 355. Dance Production II. 1-2 Credits.

Extended application of skills and procedures used in producing a concert. Practical backstage work; pre- and postconcert sessions.

Requisites: Prereq: DAN 255.

Repeatable 11 times for a maximum of 24 credits

DAN 360. Dance Kinesiology. 3 Credits.

This course explores advanced movement concepts begun in DAN 260- Anatomy of Movement. We will investigate the relationships between different anatomical structures and various body systems. Concepts of Anatomy, Kinesiology, Motor Control and Somatics will be explored through readings, discussions, and physical embodiment practices. Included is analysis and direct application to dance technique and expression. Sequence with DAN 260.

Requisites: Prereq: DAN 260.

DAN 371. Improvisation II. 1 Credit.

A continuation of study of Dance Improvisation including structured improvisation geared towards facility with movement invention, some aspects of contact improvisation and site-specific exploration. Students will enhance and deepen their fundamental skills and learn to problem solve "in the moment" at a more sophisticated level of immediate movement discourse. Sequence with DAN 171.

Requisites: Prereq: DAN 171.

Repeatable 8 times for a maximum of 9 credits

DAN 380. Student Dance Concert Performance. 2 Credits.

Student Dance Concert Performance is an intermediate level practical studio course. Participants in this course will perform the work of a student choreographer, under the supervision of a faculty mentor, performed in a run of fully produced performances.

Repeatable 2 times for a maximum of 6 credits

DAN 401. Research: [Topic]. 1-4 Credits.

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.

Repeatable 2 times

DAN 403. Thesis. 1-12 Credits.

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

Repeatable 3 times

DAN 404. Internship: [Topic]. 1-4 Credits.

Apprenticeship under the guidance of a supervising teacher in areas such as teaching, arts management, administration, and dance production.

Repeatable 2 times for a maximum of 12 credits

DAN 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 6 times

DAN 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

DAN 407. Seminar: [Topic]. 1-5 Credits.

Recent topics include Choreographic Analysis, Contemporary Issues.

Repeatable 99 times when topic changes

DAN 408. Workshop: [Topic]. 1-21 Credits.

Topics include rehearsal and performance for department-sponsored events.

Requisites: Prereq: Audition for performance experiences.

Repeatable 99 times

DAN 409. Terminal Project. 1-12 Credits.

Current topics are Choreography, Production Design, and Management.

Repeatable 99 times

DAN 410. Experimental Course: [Topic]. 1-5 Credits.

Current topics include Neuromuscular Bases of Dance, Topics in Technique, Composition III.

Repeatable 99 times

DAN 412. Student Dance Concert. 1-6 Credits.

Students apply ideas learned about concert choreography, production, and management. In a cooperative venture, students produce dance works in Dougherty Dance Theatre.

Requisites: Prereq: DAN 255, DAN 352.

Repeatable 6 times for a maximum of 24 credits

DAN 425. Senior Seminar: [Topic]. 1 Credit.

This multi term topics course focuses on professional development within dance for senior dance majors.

Repeatable 2 times for a maximum of 3 credits

DAN 436. Dema African Performance Ensemble: [Topic]. 3 Credits.

Dema is the concept of total performance experience through dance, music, singing, storytelling, and costume-making through education, teaching, and to entertaining. Dema is a means of encouraging independence, critical thinking, self-worth, and freedom of the mind for students to discover their voices.

Repeatable 2 times for a maximum of 9 credits

DAN 443. Dance and Power. 3 Credits.

This course uses identity as a lens through which we examine structures of power in dance, including, but not limited to, intersections of race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, and political perspective. Sequence with DAN 444.

Requisites: Prereq: DAN 251.

DAN 444. Contemporary Issues in Dance. 3 Credits.

This course engages critical conversations about dance in contemporary society with emphasis on understanding various ways that dance functions within communities, how dance can participate and promote social change, and ways that dance makers are expanding possibility in dance.

Requisites: Prereq: DAN 251.

DAN 452. Dance Composition III. 3 Credits.

Advanced skills in dance composition to engage critical creative processes for the development of substantial choreographies. Sequence with DAN 351, DAN 352.

Requisites: Prereq: DAN 352.

Repeatable 1 time for a maximum of 6 credits

DAN 458. Music for Dancers. 3 Credits.

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 a range of cultures.

Requisites: Prereq: DAN 258.

DAN 480. Faculty Dance Concert Performance. 2 Credits.

Participants in this course will perform the work of a faculty choreographer, or guest artist, in a run of fully produced dance concerts.

Repeatable 4 times for a maximum of 10 credits

DAN 486. Student Dance Collective: [Topic]. 3 Credits.

Student Dance Collective is an advanced dance performance ensemble modeled after a professional repertory dance company, which includes a collaborative rehearsal process and multiple live performances.

Requisites: Prereq: DAN 480, DANC 370, DANC 372, DANC 375.

Repeatable 2 times for a maximum of 9 credits

DAN 491. Teaching Dance. 3 Credits.

Application of teaching theories, course planning methods, teaching resources and techniques. Emphasis on teaching in university situation.

Requisites: Prereq: DAN 258, DAN 260; one from DANC 370, DANC 372, DANC 375.

DAN 494. Advanced Movement Practice. 2 Credits.

Advanced Movement Practice is a synthesis of physicality, creative practice, and theory whereby students will investigate the relationships between form, expression, technique, style and identity through embodiment, discussion, readings, writing, video and performance.

Requisites: Prereq: three from DANC 370, DANC 372, DANC 375, DANC 385.

Repeatable 5 times for a maximum of 12 credits

DAN 503. Thesis. 1-16 Credits.

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

Repeatable 9 times

DAN 507. Seminar: [Topic]. 1-5 Credits.

Recent topics include Choreographic Analysis, Contemporary Issues.

Repeatable 99 times when topic changes

DAN 508. Workshop: [Topic]. 1-21 Credits.

Topics include rehearsal and performance for department-sponsored events.

Requisites: Prereq: Audition for performance experiences.

Repeatable 99 times

DAN 510. Experimental Course: [Topic]. 1-5 Credits.

Current topics include Neuromuscular Bases of Dance, Topics in Technique, Composition III.

Repeatable 99 times

DAN 536. Dema African Performance Ensemble: [Topic]. 3 Credits.

Dema is the concept of total performance experience through dance, music, singing, storytelling, and costume-making through education, teaching, and to entertaining. Dema is a means of encouraging independence, critical thinking, self-worth, and freedom of the mind for students to discover their voices.

Repeatable 2 times for a maximum of 9 credits

DAN 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

DAN 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

DAN 606. Practicum: [Topic]. 1-16 Credits.

Topics include Formal Compositional Structure, Solo Composition, and student-initiated topics. Limited by faculty workload and availability.

Repeatable 99 times

DAN 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

DAN 608. Workshop: [Topic]. 1-16 Credits.

Topics include Performance, Production, Rehearsal.

Repeatable 99 times

DAN 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

DAN 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Danish (DANE)

Courses

DANE 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times**DANE 399. Special Studies: [Topic]. 1-5 Credits.**

Experimental course - topic varies.

Repeatable 99 times**DANE 401. Research: [Topic]. 1-16 Credits.**

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.

Repeatable 99 times**DANE 403. Thesis. 1-12 Credits.**

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

Repeatable 99 times**DANE 405. Reading and Conference: [Topic]. 1-16 Credits.**

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

Repeatable 99 times**DANE 409. Terminal Project. 1-12 Credits.**

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Data Science (DSCI)

Courses

DSCI 101. Foundations of Data Science I. 4 Credits.

This course utilizes a quantitative approach to explore fundamental concepts in data science. Students will develop key skills in programming and statistical inference as they interact with real-world data sets across a variety of domains. Ethical and privacy concerns are explored. Sequence with DSCI 102.

Additional Information:

Science Area

DSCI 102. Foundations of Data Science II. 4 Credits.

This course expands upon critical concepts and skills introduced in DSCI 101. Topics include the normal distribution, confidence intervals, regression, and classifiers. Sequence with DSCI 101.

Requisites: Prereq: DSCI 101, MATH 101 (or equivalent placement score) or any other college-level math course.

DSCI 196. Field Studies: [Topic]. 1-12 Credits.

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

Repeatable 99 times**DSCI 198. Workshop: [Topic]. 1-12 Credits.**

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

Repeatable 99 times**DSCI 199. Special Studies: [Topic]. 1-5 Credits.**

Experimental course - topic varies.

Repeatable 99 times**DSCI 299. Special Studies: [Topic]. 1-5 Credits.**

Experimental course - topic varies.

Repeatable 99 times**DSCI 311. Principles and Techniques of Data Science. 4 Credits.**

Intermediate and advanced techniques in data science. Topics include managing data using software programs, data cleaning, handling text, dimensionality, principle component analysis, regression, classification and inference.

Requisites: Prereq: DSCI 102, CS 211, MATH 342.

DSCI 345M. Probability and Statistics for Data Science. 4 Credits.

Introduction to probability and statistics, with an emphasis upon topics relevant for data science. Students cannot get credit for both MATH 343 and DSCI 345M/MATH 345M.

Requisites: Prereq: MATH 342, CS 211.

Equivalent to: MATH 343, MATH 345M

DSCI 350M. Humanities Research Data Management. 4 Credits.

This course provides students with theoretical and practical experience in collecting, processing, archiving, and publishing humanities data (images, video, sound, text, maps, etc.) gathered from galleries, libraries, archives, and museums (GLAMs). Multilisted with LIB 350M.

Equivalent to: LIB 350M

DSCI 372M. Machine Learning for Data Science. 4 Credits.

Introduction to Machine Learning, with an emphasis on topics relevant for data science. Multilisted with CS 372M.

Requisites: Prereq: CS 212; DSCI 345M or MATH 345M; MATH 342.

Equivalent to: CS 372M

DSCI 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times**DSCI 401. Research: [Topic]. 1-12 Credits.**

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.

Repeatable 99 times**DSCI 402. Supervised College Teaching. 1-6 Credits.**

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

Repeatable 5 times for a maximum of 6 credits**DSCI 403. Thesis. 1-12 Credits.**

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

Repeatable 99 times**DSCI 404. Internship: [Topic]. 1-12 Credits.**

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

Repeatable 99 times**DSCI 405. Reading and Conference: [Topic]. 1-5 Credits.**

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

Repeatable 99 times**DSCI 406. Field Studies: [Topic]. 1-12 Credits.**

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

Repeatable 99 times

DSCI 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

DSCI 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

DSCI 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

DSCI 410L. Experimental Course: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

DSCI 411. Capstone Project. 4 Credits.

This course for Data Science majors provides a student the opportunity to apply the theoretical knowledge and techniques acquired during the Data Science degree curriculum to a project involving real data from the student's domain of specialization. Requires an average 3.75 GPA in courses required.

Requisites: Prereq: DSCI 311; DSCI 372M or CS 372M; PHIL 223.

DSCI 431. Data Access and Management. 4 Credits.

Data management using structured and unstructured databases. Students learn to interface with common database systems. Working with structured databases, students learn the fundamentals of relational data and query languages. Students also learn to work with unstructured databases. Students cannot receive credit for both DSCI 431 and CS 451.

Requisites: Prereq: DSCI 311.

Equivalent to: CS 451

DSCI 435. Data Mining, Exploration, and Visualization. 4 Credits.

Effective data summarization and description. This course will teach students how to efficiently develop intuition for a dataset. Best practices in data manipulation, including key concepts in data cleaning and tidying will be covered. Students will learn how to summarize data with summary statistics and ordination techniques, as well as visualize data using a range of transformations and plotting approaches. Students cannot receive credit for both DSCI 435 and CS 453.

Requisites: Prereq: DSCI 431.

Equivalent to: CS 453

DSCI 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

DSCI 531. Data Access and Management. 4 Credits.

Data management using structured and unstructured databases. Students learn to interface with common database systems. Working with structured databases, students learn the fundamentals of relational data and query languages. Students also learn to work with unstructured databases. Students cannot receive credit for both DSCI 531 and CS 551.

Equivalent to: CS 551

DSCI 535. Data Mining, Exploration, and Visualization. 4 Credits.

Effective data summarization and description. This course will teach students how to efficiently develop intuition for a dataset. Best practices in data manipulation, including key concepts in data cleaning and tidying will be covered. Students will learn how to summarize data with summary statistics and ordination techniques, as well as visualize data using a range of transformations and plotting approaches. Students cannot receive credit for both DSCI 535 and CS 553.

Requisites: Prereq: DSCI 531.

Equivalent to: CS 553

DSCI 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

DSCI 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

DSCI 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

DSCI 625. Foundational Mathematics for Data Science. 4 Credits.

Key math for data science models, algorithms, and processes. Taught at a level accessible to those with minimal college-level math. Topics include differential calculus including higher-order and partial derivatives, linear algebra including linear transformations and eigenanalysis, and select topics in discrete mathematics.

DSCI 626. Foundational Statistics for Data Science. 4 Credits.

An introduction to data visualization and statistical inference. Taught at a level accessible to those with no background in statistics. Topics include basic simulation, publication-quality plot production, parameter estimation, hypothesis testing and p-values, linear models, and non-parametric statistical analysis.

DSCI 627. Foundational Programming for Data Science. 4 Credits.

An introduction to computer programming for data science. Taught at a level accessible for those with no prior programming experience. Topics include an introduction to programming, debugging, reproducible code and documentation, data cleaning and visualization, libraries, and a basic introduction to simple machine-learning approaches.

DSCI 632. Statistics for Data Science. 4 Credits.

Probability for classical and Bayesian inference. This course will cover statistical uncertainty as applied to hypothesis testing, experimental design, and parameter estimation. Students will gain exposure to common probability distributions in the Sciences, and their application in statistical models, validation of model assumptions, and hypothesis formulation and testing. Basic maximum likelihood methods using linear models (regression, ANOVA) will be covered. Will include an introduction to Bayesian statistics.

DSCI 633. Machine Learning I. 4 Credits.

Applied concepts and methods in machine learning. This course will cover fundamental concepts, algorithms, and techniques. High-level conceptual and statistical tradeoffs in machine learning will feature prominently, as will key processes in model optimization, including resampling methods and an introduction to gradient descent. Both supervised and unsupervised learning techniques covered.

DSCI 634. Machine Learning II. 4 Credits.

Advanced methods in machine learning. This course will feature a diverse range of techniques to round out student mastery of cutting-edge predictive modeling. Includes clustering and multivariate ordination redux, Bayesian model fitting procedures with Hamiltonian Monte Carlo, and deep learning with various classes of artificial neural network. Students will also gain exposure to the art of feature engineering and learn how to define effective, tailored loss functions. Sequence with DSCI 633.

DSCI 636. Synthetic Project Capstone. 4 Credits.

Project-driven application of data science knowledge and skills. Students will gather, tidy, visualize, and analyze a large data set conducive to a predictive modeling problem. Curated data sets from biological and materials sciences will be provided by program faculty and colleagues. Key learning outcomes include a reproducible workflow published in a code repository, original design and implementation of a machine learning model, and communications of finding in a written report.

Requisites: Prereq: DSCI 531, DSCI 535, DSCI 632, DSCI 633, DSCI 634, PHIL 623.

Earth Sciences (ERTH)

Courses

ERTH 101. Exploring Planet Earth. 4 Credits.

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.

Additional Information:

Science Area

ERTH 102. Exploring Earth's Environment. 4 Credits.

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.

Additional Information:

Science Area

ERTH 103. Exploring Earth History. 4 Credits.

History of the Earth. Geologic time, sedimentary environments; oceans, mountains, and climate through time; stratigraphic history of North America; evolution of plants and animals; interactions between humans, science, and the environment.

Additional Information:

Science Area

ERTH 137. Mountains and Glaciers. 4 Credits.

Survey of the geological processes that create mountain ranges around the world, and the glaciers that both adorn and erode them; an introduction to these select topics in geological science.

Additional Information:

Science Area

ERTH 156M. Scientific Revolutions. 4 Credits.

Surveys several major revolutions in our views of the natural and technological world, focusing on scientific concepts and methodological aspects. For nonscience majors. Multilisted with PHYS 156M.

Equivalent to: PHYS 156M

Additional Information:

Science Area

ERTH 198. Laboratory Projects: [Topic]. 1-12 Credits.

An experience in a lab setting in which a group of students focus on skills development rather than content master.

Repeatable 99 times**ERTH 199. Special Studies: [Topic]. 1-6 Credits.**

Studies of geologic topics combine background lectures with guided field trips to areas of geologic interest.

Repeatable 99 times**ERTH 201. Dynamic Planet Earth. 4 Credits.**

Processes that cause earthquakes, volcanism, mountain building, and plate tectonics. Includes Earth's origin and internal structure, rocks and minerals, gravity and magnetism. Weekly lectures, two-hour laboratory.

Additional Information:

Science Area

ERTH 202. Earth's Surface and Environment. 4 Credits.

Earth materials, the rock record, human interactions with surface environment. Sedimentary rocks and environments, chemical and physical weathering, hydrogeology, ground-water contamination, surface processes, human impacts. Weekly lectures, two-hour laboratory.

Additional Information:

Science Area

ERTH 203. History of Life. 4 Credits.

Origin, history, and physical evolution of the Earth; geologic time scales, development of the global stratigraphic section. Weekly lectures, two-hour laboratory.

Additional Information:

Science Area

ERTH 213. Geology of National Parks. 4 Credits.

Examines selected geologic features in United States national parks/monuments and the processes that form them within a historical approach to the development of the North American continent. Focuses on parks and monuments throughout the conterminous 48 states.

Additional Information:

Science Area

ERTH 304. The Fossil Record. 4 Credits.

This course will cover the history of life on Earth through time as found in the fossil record, as well as how scientists go about studying the fossil record. The curriculum also includes the processes of speciation and the disciplines of functional morphology and paleoecology.

Additional Information:

Science Area

ERTH 305. Dinosaurs. 4 Credits.

This course covers the evolution, occurrence, and variety of animals classified within the Dinosauria and the changing climate and vegetation during their time. Students will discuss dinosaur video depiction in popular culture and will assess the accuracy of those representations.

Additional Information:

Science Area

ERTH 306. Volcanoes and Earthquakes. 4 Credits.

Mechanisms that cause earthquakes and volcanoes, relation to plate tectonics, associated hazards, examples in Oregon and the western United States.

Additional Information:

Science Area

ERTH 307. Oceanography. 4 Credits.

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. Students cannot receive credit for both BI 150 and ERTH 307.

Equivalent to: BI 150

Additional Information:

Science Area

ERTH 308. Geology of Oregon and the Pacific Northwest. 4 Credits.

The region's geologic and tectonic history and the plate tectonic processes responsible for its evolution.

Additional Information:

Science Area

ERTH 310. Earth Resources and the Environment. 4 Credits.

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.

Additional Information:

Science Area

ERTH 311. Earth Materials. 5 Credits.

Chemical and mineralogical composition of rocks, sediment, and soil. Properties of common minerals; origin of rocks; microscopic study of rock textures; environmental issues.

Requisites: Prereq: ERTH 101, ERTH 102 or ERTH 201, ERTH 202; coreq CH 221Z or CH 224H.

ERTH 315. Earth Physics. 4 Credits.

Physics of basic Earth processes; application of physics to plate tectonics and lithospheric deformation. Topics include forces, deformation, gravity, and seismology. Taught once or more per academic year.

Requisites: Prereq: MATH 252Z, PHYS 201.

ERTH 316. Introduction to Hydrogeology. 4 Credits.

Examines the role of water in geologic and environmental processes. Topics include the water cycle, groundwater flow, and contaminant transport.

Requisites: Pre- or coreq: MATH 252Z, PHYS 201.

ERTH 318. Introduction to Field Methods. 3 Credits.

Introduction to geologic mapping and related field skills, rock descriptions, cross sections, and structures. Lectures, laboratories, mandatory field trips.

Requisites: Prereq: ERTH 101–ERTH 103 or ERTH 201–ERTH 203.

ERTH 319. Field Studies Oregon Geology. 4 Credits.

Two-week summer course. Introduction to Oregon geology in the field with emphasis on processes and materials that shape the Earth's surface. Students use field data and maps to investigate volcanic activity, erosion, landslides, tectonic faults, and/or geologic hazards.

Requisites: Prereq: ERTH 101 or ERTH 201.

ERTH 331. Mineralogy. 5 Credits.

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.

Requisites: Prereq: ERTH 201, ERTH 202 or ERTH 101, ERTH 102; coreq: CH 221Z or CH 224H.

ERTH 332. Introduction to Petrology. 5 Credits.

Origin and classification of igneous, metamorphic, and sedimentary rocks. Microscopic study of rocks in thin section.

Requisites: Prereq: ERTH 331.

ERTH 334. Sedimentology and Stratigraphy. 4 Credits.

Sedimentary processes; characteristic properties of sedimentary rocks and their use in interpreting depositional environments; principles of lithostratigraphy and sequence stratigraphy.

Requisites: Prereq: ERTH 101–ERTH 103 or ERTH 201–ERTH 203; pre- or coreq: ERTH 311 or ERTH 332.

ERTH 337. Introduction to Physical Oceanography. 4 Credits.

Introduction to the physical processes that occur in the ocean. These processes control the movement of sediment, pollution, nutrients, and biota, as well as heat and freshwater. Topics might include waves, global ocean circulation, sediment transport, estuarine circulation, and biological oceanography.

Requisites: Prereq: [ERTH 101, ERTH 102] or [ERTH 201, ERTH 202]; [PHYS 201, PHYS 202] or [PHYS 251, PHYS 252].

Additional Information:

Science Area

ERTH 350. Structural Geology. 3 Credits.

Description, analysis, and origin of geologic structures including faults, folds, and tectonites. Focus on kinematic and dynamic analysis of deformation of earth materials.

Requisites: Prereq: ERTH 318; ERTH 311 or ERTH 332.

ERTH 351. Structural Geology Problems. 1 Credit.

Exercises in solving structural geology problems using orthographic and stereographic projection techniques. Problems emphasize calculating stress and strain from structural markers.

Requisites: Coreq: ERTH 350.

ERTH 352. Structural Geology Laboratory and Field. 1 Credit.

Collection and interpretation of field and map data for structural analysis. Includes field trips, map and cross-section generation, and some computer-based exercises.

Requisites: Coreq: ERTH 350.

ERTH 353. Geologic Hazards. 4 Credits.

A hands-on study of natural hazards, their physical processes and geography, and their impact on societies worldwide including recent occurrences of natural disasters. This course is accessible and to individuals interested in Geosciences, Geography, and Environmental Science.

Requisites: Prereq: ERTH 101 or ERTH 201.

Additional Information:

Science Area

ERTH 363. Computational Tools for Earth Sciences. 4 Credits.

Introduction to computational tools vital to the work of Earth scientists, including data management and analysis, algorithms, basic programming, computational environments, and visualization.

Requisites: Prereq: MATH 251Z.

ERTH 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ERTH 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

ERTH 403. Thesis. 1-6 Credits.

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

Requisites: Prereq: earth sciences honors or senior thesis students only.

Repeatable 3 times for a maximum of 6 credits

ERTH 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

ERTH 406. Field Studies: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ERTH 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ERTH 408. Laboratory Projects: [Topic]. 1-12 Credits.

An experience in a lab setting in which a group of students focus on skills development rather than content master.

Repeatable 99 times

ERTH 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ERTH 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ERTH 410L. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ERTH 416. Geophysical and Environmental Sensors. 4 Credits.

This experiential course will provide students an introduction to sensors, microcontrollers, automation, data collection and programming from the perspective of sensing the Earth and the environment.

Requisites: Prereq: MATH 252Z; ERTH 363 or CS 122.

ERTH 418. Earth and Environmental Data Analysis. 4 Credits.

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.

Requisites: Prereq: MATH 246 or MATH 251Z.

ERTH 420. Geocommunication. 3 Credits.

Scientific writing and presentations for the geological sciences. Focus on writing scientific papers and proposals, preparing oral and visual presentations.

ERTH 423M. Introduction to Space Physics. 4 Credits.

Course explores the interaction of the solar wind with the Earth's magnetosphere using fundamental plasma physics supported and motivated by spacecraft observations. Students will gain an understanding of the physics governing the interaction building from single particle plasma motion to specific observation supported examples.

Requisites: Prereq: PHYS 253, MATH 282.

Equivalent to: PHYS 423M

ERTH 434. Vertebrate Paleontology. 4 Credits.

Evolution of vertebrates, including ourselves, based on fossil evidence. Physical and other evolutionary constraints are addressed, and lab exercises provide practical experience.

Requisites: Prereq: ERTH 103 or ERTH 203.

ERTH 436. Paleocology and Functional Morphology. 4 Credits.

Ecological methods for the study of fossil organisms, both terrestrial and marine. Covers a range of methods from those that reconstruct the ecology of individual species to those that deal with whole communities and ecosystems. Laboratory offers practical and analytical experience in the methods.

Requisites: Prereq: one from ERTH 103, ERTH 203, BI 223Z.

ERTH 441. Hillslope Geomorphology. 4 Credits.

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.

ERTH 451. Hydrogeology. 4 Credits.

Study of the origin, motion, and physical and chemical properties of ground water. Emphasizes quantitative analysis of flow and interaction with geologic materials.

Requisites: Prereq: CH 222Z or CH 225H; ERTH 316.

ERTH 453. Tectonics. 3 Credits.

Tectonic processes and examples. Global kinematics of plates and the forces that drive them. Continental deformation in compressional, shear, and extensional settings.

Requisites: Prereq: ERTH 350 and calculus.

ERTH 454. Fluid Dynamics. 4 Credits.

Introduction to the continuum theory of fluid dynamics, focusing on the Navier-Stokes equations of motion including common simplified limits and extensions. Applications are drawn from Earth and Planetary Science, Biology, and Physics.

Requisites: Prereq: PHYS 252, MATH 252Z.

ERTH 455. Mechanical Earth. 4 Credits.

Introduction to continuum mechanics. Includes stress and strain, friction, elasticity, viscous fluids, constitutive laws, equations of motion, and deformation of the Earth.

Requisites: Prereq: ERTH 315 or PHYS 202; MATH 256.

ERTH 456. Signal Processing. 4 Credits.

A theoretical and hands-on introduction to signal processing techniques that are widely used in geophysical, geological, and related fields.

Requisites: Prereq: MATH 252Z or ERTH 363.

ERTH 468. Introduction to Seismology. 4 Credits.

Introduction to observational, theoretical, and computational seismology. Includes review of earth structure, source representation, ray theory, and seismic wave phenomena.

Requisites: Prereq: MATH 256, ERTH 455.

ERTH 471. Thermodynamic Geochemistry. 4 Credits.

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.

Requisites: Prereq: ERTH 311 or ERTH 332; CH 223Z; MATH 253Z.

ERTH 473. Isotope Geochemistry. 4 Credits.

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.

ERTH 474. Soil and Environmental Chemistry. 4 Credits.

Understanding the flow and cycling of chemicals in soils is vital for addressing many pressing societal issues, including mitigating climate change, growing abundant and safe food, and protecting water quality. This class will describe fundamental soil chemical principles and consider their broader applications.

Requisites: Prereq: ENVS 477, CH 222Z.

ERTH 480. Volcanology. 4 Credits.

Products and processes of volcanism, transport of magma in the conduit and into the atmosphere, eruptive mechanisms, volcanic hazards.

Requisites: Prereq: ERTH 201; PHYS 201 or PHYS 251; MATH 251Z or MATH 246.

ERTH 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

ERTH 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ERTH 508. Laboratory Projects: [Topic]. 1-12 Credits.

An experience in a lab setting in which a group of students focus on skills development rather than content master.

Repeatable 99 times

ERTH 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ERTH 510L. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ERTH 516. Geophysical and Environmental Sensors. 4 Credits.

This experiential course will provide students an introduction to sensors, microcontrollers, automation, data collection and programming from the perspective of sensing the Earth and the environment.

ERTH 518. Earth and Environmental Data Analysis. 4 Credits.

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.

ERTH 520. Geocommunication. 3 Credits.

Scientific writing and presentations for the geological sciences. Focus on writing scientific papers and proposals, preparing oral and visual presentations.

ERTH 523M. Introduction to Space Physics. 4 Credits.

Course explores the interaction of the solar wind with the Earth's magnetosphere using fundamental plasma physics supported and motivated by spacecraft observations. Students will gain an understanding of the physics governing the interaction building from single particle plasma motion to specific observation supported examples.

Equivalent to: PHYS 523M

ERTH 534. Vertebrate Paleontology. 4 Credits.

Evolution of vertebrates, including ourselves, based on fossil evidence. Physical and other evolutionary constraints are addressed, and lab exercises provide practical experience.

ERTH 536. Paleocology and Functional Morphology. 4 Credits.

Ecological methods for the study of fossil organisms, both terrestrial and marine. Covers a range of methods from those that reconstruct the ecology of individual species to those that deal with whole communities and ecosystems. Laboratory offers practical and analytical experience in the methods.

ERTH 541. Hillslope Geomorphology. 4 Credits.

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.

ERTH 551. Hydrogeology. 4 Credits.

Study of the origin, motion, and physical and chemical properties of ground water. Emphasizes quantitative analysis of flow and interaction with geologic materials.

ERTH 553. Tectonics. 3 Credits.

Tectonic processes and examples. Global kinematics of plates and the forces that drive them. Continental deformation in compressional, shear, and extensional settings.

ERTH 554. Fluid Dynamics. 4 Credits.

Introduction to the continuum theory of fluid dynamics, focusing on the Navier-Stokes equations of motion including common simplified limits and extensions. Applications are drawn from Earth and Planetary Science, Biology, and Physics.

ERTH 555. Mechanical Earth. 4 Credits.

Introduction to continuum mechanics. Includes stress and strain, friction, elasticity, viscous fluids, constitutive laws, equations of motion, and deformation of the earth.

ERTH 556. Signal Processing. 4 Credits.

A theoretical and hands-on introduction to signal processing techniques that are widely used in geophysical, geological, and related fields.

ERTH 568. Introduction to Seismology. 4 Credits.

Introduction to observational, theoretical, and computational seismology. Includes review of earth structure, source representation, ray theory, and seismic wave phenomena.

ERTH 573. Isotope Geochemistry. 4 Credits.

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.

ERTH 574. Soil and Environmental Chemistry. 4 Credits.

Understanding the flow and cycling of chemicals in soils is vital for addressing many pressing societal issues, including mitigating climate change, growing abundant and safe food, and protecting water quality. This class will describe fundamental soil chemical principles and consider their broader applications.

ERTH 580. Volcanology. 4 Credits.

Products and processes of volcanism, transport of magma in the conduit and into the atmosphere, eruptive mechanisms, volcanic hazards.

ERTH 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

ERTH 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

ERTH 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ERTH 606. Field Studies: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ERTH 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ERTH 608. Laboratory Projects: [Topic]. 1-16 Credits.

An experience in a lab setting in which a group of students focus on skills development rather than content master.

Repeatable 99 times

ERTH 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ERTH 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ERTH 620. Advanced Igneous Petrology. 3 Credits.

Igneous rocks of the ocean basins, continental margins, and stable continental interior including basalts, calcalkaline series, and granites. Content varies according to research interests.

Requisites: Prereq: EARTH 514, 571, or equivalent.

ERTH 692. Advanced Volcanology. 4 Credits.

This course introduces students to concepts of heat and mass transfer to understand the transport of magma in the subsurface and the physical processes involved in volcanic eruptions.

Requisites: Prereq: EARTH 580.

East Asian Languages and Literatures (EALL)

Courses

EALL 109. Language of Food in East Asia. 4 Credits.

This introductory course offers an intellectual feast on the language of food and foodways in East Asia. It introduces students to East Asian food cultures and heritages through the lens of language.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

EALL 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times

EALL 198. Workshop: [Topic]. 1-2 Credits.

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

Repeatable 99 times

EALL 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

EALL 199L. Special Studies: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

EALL 209. Languages and Societies in East Asia. 4 Credits.

Introduction to languages and societies in East Asia. Topics include the structure of Chinese, Japanese, and Korean; politeness; intercultural communication; writing; minority and immigrant communities. Taught in English.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

EALL 211. Japan A Cultural Odyssey. 4 Credits.

Introduction to distinctive features of Japan's linguistic, literary, artistic, and religio-philosophical heritage. Includes guest lectures, films.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

EALL 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

EALL 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

EALL 402. Supervised Tutoring. 1-12 Credits.

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

Repeatable 99 times

EALL 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

EALL 406. Field Studies: [Topic]. 1-21 Credits.

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

Repeatable 99 times

EALL 407. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

EALL 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

EALL 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

EALL 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

EALL 440. Chinese, Japanese, and Korean Phonetics. 4 Credits.

This course introduces students to the articulatory and acoustic analyses of Chinese, Japanese, and Korean sound systems. Students acquire knowledge of the sound systems of the three languages and to engage in the examination of current issues involving Chinese, Japanese and Korean phonetics.

Requisites: Prereq: One from CHN 103, JPN 103, KRN 103.

EALL 442. Second-Language Acquisition. 4 Credits.

Analyzes how important theories and concepts in second-language acquisition apply specifically to the learning of Chinese, Japanese, and Korean.

EALL 443. Chinese, Japanese, and Korean Pedagogy. 4 Credits.

Advanced language pedagogy; includes investigation of issues pertinent to the teaching of East Asian languages.

Requisites: Prereq: one from CHN 303, JPN 303, KRN 303.

Additional Information:

BA Language Satisfying Course

EALL 445. East Asian Psycholinguistics. 4 Credits.

Language is a fundamental aspect of human beings and is central to social life. In this course, we will consider a range of topics relevant to our ability to comprehend and produce language, focusing on East Asian languages. We will discuss various topics ranging from the nature of abstract linguistic representation to the relationships between language, cognition, and culture.

EALL 460. Teaching East Asian Languages and Literatures at College Level. 2 Credits.

Training in Chinese and Japanese language instruction through lectures, observations, and teaching practicums.

Repeatable 3 times for a maximum of 8 credits

EALL 507. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

EALL 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

EALL 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

EALL 540. Chinese, Japanese, and Korean Phonetics. 4 Credits.

This course introduces students to the articulatory and acoustic analyses of Chinese, Japanese, and Korean sound systems. Students acquire knowledge of the sound systems of the three languages and to engage in the examination of current issues involving Chinese, Japanese and Korean phonetics.

EALL 542. Second-Language Acquisition. 4 Credits.

Analyzes how important theories and concepts in second-language acquisition apply specifically to the learning of Chinese, Japanese, and Korean.

EALL 543. Chinese, Japanese, and Korean Pedagogy. 4 Credits.

Advanced language pedagogy; includes investigation of issues pertinent to the teaching of East Asian languages.

EALL 545. East Asian Psycholinguistics. 4 Credits.

Language is a fundamental aspect of human beings and is central to social life. In this course, we will consider a range of topics relevant to our ability to comprehend and produce language, focusing on East Asian languages. We will discuss various topics ranging from the nature of abstract linguistic representation to the relationships between language, cognition, and culture.

EALL 560. Teaching East Asian Languages and Literatures at College Level. 2 Credits.

Training in Chinese and Japanese language instruction through lectures, observations, and teaching practicums.

Repeatable 3 times for a maximum of 8 credits

EALL 601. Research: [Topic]. 1-10 Credits.

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.

Repeatable 99 times

EALL 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

EALL 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

EALL 607. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

EALL 608. Workshop: [Topic]. 1-4 Credits.

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

Repeatable 3 times for a maximum of 12 credits when topic changes

EALL 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

EALL 611. Critical Approaches. 2 Credits.

Introduces recent research and methodologies in the fields of Chinese, Japanese and Korean traditional and modern literary, cultural, film, and linguistic studies.

EALL 680. Linguistics Research and Bibliography. 5 Credits.

Provides critical training in quantitative and qualitative methods and bibliography research in linguistics and language pedagogy.

Economics (EC)

Courses

EC 101. Contemporary Economic Issues. 4 Credits.

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.

Additional Information:

Social Science Area

EC 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

EC 201Z. Principles of Microeconomics. 4 Credits.

Examines how consumers and firms make choices when facing scarce resources, and how those choices are related to government policy and market outcomes, such as prices and output.

Equivalent to: EC 201

Additional Information:

Social Science Area

EC 202Z. Principles of Macroeconomics. 4 Credits.

Examines the aggregate activity of a market economy, economic growth, inflation, unemployment, and the use of fiscal and monetary policy to address macroeconomic problems.

Equivalent to: EC 202

Additional Information:

Social Science Area

EC 311. Intermediate Microeconomic Theory. 4 Credits.

Consumer and firm behavior, market structures. General equilibrium theory, welfare economics, collective choice, rules for evaluating economic policy. Students cannot receive credit for both EC 311 and FIN 311.

Requisites: Prereq: EC 201Z; MATH 241 or MATH 251Z.

Equivalent to: FIN 311, FIN 311H

EC 313. Intermediate Macroeconomic Theory. 4 Credits.

Determination of aggregate income, employment, and unemployment; evaluation of macroeconomic policies.

Requisites: Prereq: EC 202Z; MATH 241 or MATH 251Z; EC 311 strongly recommended.

EC 320. Introduction to Econometrics I. 4 Credits.

Application of classical statistical techniques of estimation, hypothesis testing, and regression to economic models. Includes laboratory section.

Requisites: Prereq: MATH 242 or MATH 252Z; one from STAT 243Z, DSCI 102, MATH 343, MATH 345M, DSCI 345M.

EC 327. Introduction to Game Theory. 4 Credits.

Introductory course in game theory. Develops game-theoretic methods of rational decision making and equilibriums, using many in-class active games.

Requisites: Prereq: EC 101 or EC 201Z.

Additional Information:

Social Science Area

EC 328. Behavioral Economics and Its Applications. 4 Credits.

This is an introductory course on behavioral economics, which brings together economics and psychology to understand human decision making in a wide range of real life applications.

Requisites: Prereq: EC 201Z.

Additional Information:

Social Science Area

EC 330. Urban and Regional Economic Problems. 4 Credits.

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.

Requisites: Prereq: EC 201Z.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

EC 333. Resource and Environmental Economic Issues. 4 Credits.

Economic analysis of replenishable and nonreplenishable natural resources; environmental issues and policies.

Requisites: Prereq: EC 201Z.

Additional Information:

Social Science Area

EC 340. Issues in Public Economics. 4 Credits.

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.

Requisites: Prereq: EC 201Z.

Additional Information:

Social Science Area

EC 350. Labor Market Issues. 4 Credits.

Topics may include the changing structure of employment, the minimum wage, the dual labor market hypothesis, collective bargaining, discrimination, and health and safety regulation.

Requisites: Prereq: EC 201Z.

Additional Information:

Social Science Area

EC 360. Issues in Industrial Organization. 4 Credits.

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.

Requisites: Prereq: EC 201Z.

Additional Information:

Social Science Area

EC 370. Money and Banking. 4 Credits.

Operations of commercial banks, the Federal Reserve System, and the Treasury that affect the United States monetary system.

Requisites: Prereq: EC 202Z.

Additional Information:

Social Science Area

EC 380. International Economic Issues. 4 Credits.

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.

Requisites: Prereq: EC 201Z.

Additional Information:

Social Science Area

EC 390. Problems and Issues in the Developing Economies. 4 Credits.

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."

Requisites: Prereq: EC 201Z.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

EC 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

EC 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

EC 404. Internship. 1-4 Credits.

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

Repeatable 3 times for a maximum of 4 credits

EC 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

EC 407. Seminar: [Topic]. 1-5 Credits.

Yearly offerings vary depending on interests and needs of students and on availability of faculty members.

Repeatable 99 times when topic changes

EC 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

EC 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Requisites: Prereq: EC 311; EC 313; one from EC 320, EC 423.

Repeatable 99 times when topic changes

EC 411. Advanced Microeconomic Theory. 4 Credits.

Advanced theory of consumer and firm behavior, market structures.

Requisites: Prereq: MATH 253Z.

EC 412. Foundations of Economic Policy Analysis. 4 Credits.

Advanced theoretical foundations of economic policy design and analysis.

Requisites: Prereq: EC 411.

EC 413. Advanced Macroeconomic Theory. 4 Credits.

Advanced theory about the determination of aggregate income, employment, unemployment; evaluation of macroeconomic policies.

Requisites: Prereq: MATH 253Z.

EC 418. Economic Analysis of Community Issues I. 2 Credits.

Hands-on experience applying economic analysis and econometrics to problems that face local community nonprofits and government agencies.

Requisites: Prereq: EC 311, EC 313; one from EC 320, EC 423.

EC 419. Economic Analysis of Community Issues II. 4 Credits.

Hands-on experience applying economic analysis and econometrics to problems that face local community nonprofits and government agencies.

Requisites: Prereq: EC 311, EC 320.

EC 421. Introduction to Econometrics II. 4 Credits.

Analysis of departures from classical regression assumptions, corrections, and other related topics. Includes laboratory section.

Requisites: Prereq: one from EC 320, EC 423.

EC 422. Economic Forecasting. 4 Credits.

Basic techniques of economic forecasting that are typically used in a business environment.

Requisites: Prereq: one from EC 320, EC 423; coreq: one from EC 421, EC 424.

EC 423. Econometrics. 4 Credits.

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.

Requisites: Prereq: MATH 281, MATH 341; MATH 282 and MATH 461 strongly recommended.

EC 424. Econometrics. 4 Credits.

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.

Requisites: Prereq: EC 423.

EC 425. Econometrics. 4 Credits.

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.

Requisites: Prereq: EC 424.

EC 427. Games and Decisions. 4 Credits.

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.

Requisites: Prereq: EC 311; one from EC 320, EC 423.

EC 428. Behavioral and Experimental Economics. 4 Credits.

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.

Requisites: Prereq: EC 311; one from EC 320, EC 423.

EC 430. Urban and Regional Economics. 4 Credits.

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.

Requisites: Prereq: EC 311, FIN 311 or equiv; one from EC 320, EC 423.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

EC 434. Environmental Economics. 4 Credits.

Introduction to the field that includes theoretical environmental policy, issues in environmental regulation, and empirical techniques used by practitioners.

Requisites: Prereq: EC 311; one from EC 320, EC 423.

EC 440. Public Economics. 4 Credits.

Theory of public goods and their optimal provision. Collective choice versus private choice and implications for resource allocation and efficiency.

Requisites: Prereq: EC 311; one from EC 320, EC 423.

EC 443. Health Economics. 4 Credits.

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.

Requisites: Prereq: EC 311; one from EC 320, EC 423.

EC 448. Political Economy. 4 Credits.

Covers the economic problems that arise when the government is a self-interested actor in the economy. We study political agency, voting, the economic origins of political institutions and the size and number of nations.

Requisites: Prereq: EC 311, EC 313, EC 320.

EC 449. Computational Economics. 4 Credits.

This course provides an introduction to modern computational economics. Computational economics allows us to tackle problems that would be impossible or too time-consuming to solve by hand.

Requisites: Prereq: EC 311; EC 313; one from EC 320, EC 423.

EC 450. Labor Economics. 4 Credits.

Supply and demand for labor, wage determination under various market structures, minimum wage and worker exploitation, human capital investments, labor market signaling and sorting, discrimination, uncertainty, and job matching.

Requisites: Prereq: EC 311; one from EC 320, EC 423.

EC 451. Issues in Labor Economics. 4 Credits.

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.

Requisites: Prereq: EC 311; one from EC 320, EC 423.

EC 460. Theories of Industrial Organization. 4 Credits.

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.

Requisites: Prereq: EC 311; one from EC 320, EC 423.

EC 471. Monetary Theory. 4 Credits.

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.

Requisites: Prereq: EC 311, EC 313; one from EC 320, EC 423.

EC 480. International Finance. 4 Credits.

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.

Requisites: Prereq: EC 311, EC 313; one from EC 320, EC 423.

EC 481. International Trade. 4 Credits.

Theories of international trade, direction of trade flows, determination of prices and volumes in international trade, tariffs, quotas, customs unions, free versus restricted trade.

Requisites: Prereq: EC 311; one from EC 320, EC 423.

EC 482. Economics of Globalization. 4 Credits.

Applications of economic theories and empirical methods to globalization issues: market integration of goods and factors, international labor and environmental standards, economic growth and income inequality, financial stability, global governance.

Requisites: Prereq: EC 311, EC 320.

EC 484. Multinational Corporations. 4 Credits.

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.

Requisites: Prereq: EC 311; one from EC 320, EC 423.

EC 490. Economic Growth and Development. 4 Credits.

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.

Requisites: Prereq: EC 311, EC 313; one from EC 320, EC 423.

Additional Information:

Cultural Literacy: Global Perspectives

EC 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

EC 507. Seminar: [Topic]. 1-5 Credits.

Yearly offerings vary depending on interests and needs of students and on availability of faculty members.

Repeatable 99 times when topic changes

EC 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

EC 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

EC 511. Advanced Microeconomic Theory. 4 Credits.

Advanced theory of consumer and firm behavior, market structures.

EC 512. Foundations of Economic Policy Analysis. 4 Credits.

Advanced theoretical foundations of economic policy design and analysis.

EC 513. Advanced Macroeconomic Theory. 4 Credits.

Advanced theory about the determination of aggregate income, employment, unemployment; evaluation of macroeconomic policies.

EC 522. Economic Forecasting. 4 Credits.

Basic techniques of economic forecasting that are typically used in a business environment.

EC 523. Econometrics. 4 Credits.

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.

Requisites: Prereq: MATH 281, MATH 341; MATH 282 and MATH 461 strongly recommended.

EC 524. Econometrics. 4 Credits.

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.

Requisites: Prereq: EC 523.

EC 525. Econometrics. 4 Credits.

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.

Requisites: Prereq: EC 524.

EC 527. Games and Decisions. 4 Credits.

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.

EC 528. Behavioral and Experimental Economics. 4 Credits.

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.

EC 530. Urban and Regional Economics. 4 Credits.

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.

EC 534. Environmental Economics. 4 Credits.

Introduction to the field that includes theoretical environmental policy, issues in environmental regulation, and empirical techniques used by practitioners.

EC 540. Public Economics. 4 Credits.

Theory of public goods and their optimal provision. Collective choice versus private choice and implications for resource allocation and efficiency.

EC 543. Health Economics. 4 Credits.

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.

EC 548. Political Economy. 4 Credits.

Covers the economic problems that arise when the government is a self-interested actor in the economy. We study political agency, voting, the economic origins of political institutions and the size and number of nations.

EC 549. Computational Economics. 4 Credits.

This course provides an introduction to modern computational economics. Computational economics allows us to tackle problems that would be impossible or too time-consuming to solve by hand.

EC 550. Labor Economics. 4 Credits.

Supply and demand for labor, wage determination under various market structures, minimum wage and worker exploitation, human capital investments, labor market signaling and sorting, discrimination, uncertainty, and job matching.

EC 551. Issues in Labor Economics. 4 Credits.

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.

EC 560. Theories of Industrial Organization. 4 Credits.

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.

EC 571. Monetary Theory. 4 Credits.

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.

EC 580. International Finance. 4 Credits.

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.

EC 581. International Trade. 4 Credits.

Theories of international trade, direction of trade flows, determination of prices and volumes in international trade, tariffs, quotas, customs unions, free versus restricted trade.

EC 582. Economics of Globalization. 4 Credits.

Applications of economic theories and empirical methods to globalization issues: market integration of goods and factors, international labor and environmental standards, economic growth and income inequality, financial stability, global governance.

EC 584. Multinational Corporations. 4 Credits.

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.

EC 590. Economic Growth and Development. 4 Credits.

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.

EC 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

EC 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

EC 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

EC 606. Practicum: [Topic]. 1-16 Credits.

Graduate teaching fellows may earn 3 credits a term; available to other graduate students with department head's consent.

Repeatable 99 times

EC 607. Seminar: [Topic]. 1-5 Credits.

Recent topics are Econometrics, Game Theory, Labor Economics, and Public Finance.

Repeatable 99 times

EC 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

EC 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Education (EDUC)

Courses

EDUC 199. Special Studies: [Topic]. 1-5 Credits.

Recent topics include Exploring Careers in Education.

Repeatable 99 times

EDUC 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

EDUC 406. Practicum: [Topic]. 1-12 Credits.

Recent topics include Peer Advising Experience.

Repeatable 99 times

EDUC 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

EDUC 408. Workshop: [Topic]. 1-18 Credits.

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

Repeatable 99 times

EDUC 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

EDUC 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

EDUC 508. Workshop: [Topic]. 1-18 Credits.

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

Repeatable 99 times

EDUC 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

EDUC 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

EDUC 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

EDUC 607. Seminar: [Topic]. 1-5 Credits.

Recent topics include Advanced Professional Practices.

Repeatable 99 times

EDUC 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

EDUC 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

EDUC 610L. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

EDUC 611. Survey of Educational Research Methods. 3 Credits.

Survey of qualitative, quantitative, and single-subject research methods.

Students develop competence in using published research to inform decision-making in various settings.

EDUC 612. Social Science and Education Research Design. 3 Credits.

Overview of qualitative, quantitative, and single-subject research methods. Emphasis on introducing students to considerations, issues, and techniques of social science research design.

EDUC 614. Introductory Statistics for Practitioners I. 3 Credits.

Introduction to statistics for practitioners and research consumers.

Includes descriptive statistics of samples and inferential statistics of populations, including chi-square tests, correlation and simple regression, t-tests, and one-way ANOVA. Sequence with EDUC 640.

Requisites: Prereq: EDUC 611 or EDUC 612.

EDUC 615. Qualitative Data and Coding Methods. 3 Credits.

Introduces basic methods of qualitative research, including data collection and thematic coding of interview and observation data.

EDUC 616. Philosophical Foundations of Social Science. 4 Credits.

This course examines the philosophical assumptions that underlie various research methodologies in the human and social sciences. It additionally introduces beginning doctoral students to the work of a variety of professors in the College of Education.

EDUC 620. Program Evaluation I. 3 Credits.

Focuses on small-scale evaluations, particularly in the field of education and human services. Students plan and design an evaluation.

Requisites: Prereq: EDUC 640 or EDUC 641.

EDUC 621. Program Evaluation II. 3 Credits.

Implementation and completion of the evaluation design defined in Program Evaluation I.

Requisites: Prereq: EDUC 620.

EDUC 630. Qualitative Methodology I: Interpretivist Inquiry. 4 Credits.

Examines the history of qualitative research in the study of human experience, emphasizing interpretive approaches to qualitative research that retain the regulative ideal of objectivity.

EDUC 632. Qualitative Methodology II: Postcritical Inquiry. 4 Credits.

Explores the epistemic limits of representing human experience, and the political and ethical implications for researchers beginning with Marx.

Requisites: Pre- or coreq: EDUC 630.

EDUC 634. Qualitative Methodology III: Posthumanist Inquiry. 4 Credits.

Examines theoretical influences on qualitative research beginning with those associated with the linguistic turn, then critiquing the linguistic turn, and ending with the ontological turn.

Requisites: Pre- or coreq: EDUC 630, EDUC 632.

EDUC 636. Advanced Qualitative Methodology: New Materialisms. 4 Credits.

Examines contemporary theoretical explorations prompted by "the new materialisms" and how questions of ontology and materiality produce considerations of agency, data, subjectivity, voice, and analysis.

Requisites: Pre- or coreq: EDUC 630, EDUC 632, EDUC 634

EDUC 640. Introductory Statistics for Practitioners II. 3 Credits.

Intermediate statistics for practitioners and research consumers. Includes multiple regression with continuous and categorical predictors and factorial ANOVA. Sequence with EDUC 614.

Requisites: Prereq: EDUC 614.

EDUC 641. Applied Statistics in Education and Human Services I. 3 Credits.

First course in a PhD and advanced master's degree three-course sequence intended to provide a toolkit of statistical concepts, methods and their implementation to producers of applied research in education and other social sciences. Course is organized around principles of research design. Sequence with EDUC 614, EDUC 640, EDUC 643.

EDUC 643. Applied Statistics in Education and Human Service II. 3 Credits.

Second course in a PhD and advanced master's degree level three-course sequence intended to provide a toolkit of statistical concepts, methods and their implementation to producers of applied research in education and other social sciences. Course is organized around the principle that research design. Sequence with EDUC 614, EDUC 640, EDUC 641.

Requisites: Prereq: EDUC 641.

EDUC 645. Applied Statistics in Education and Human Services III. 3 Credits.

Third course in a PhD and advanced master's degree level, three-course sequence to provide a toolkit of statistical concepts, methods, and their implementation to producers of applied research in education, human services, and other social sciences. Sequence with EDUC 641, EDUC 643.

Requisites: Prereq: EDUC 643.

EDUC 646. Advanced Research Design. 3 Credits.

Provides a deeper understanding of educational research with an emphasis on principles of research designs and their use in applied research. Offered alternate years.

Requisites: Prereq: EDUC 643.

EDUC 650. Single-Subject Research Methods I. 3 Credits.

Basic single-subject design strategies and general procedures as well as issues related to conducting and analyzing single-subject research in applied settings. Sequence with EDUC 652.

EDUC 652. Single-Subject Research Methods II. 3 Credits.

Critical evaluation of single-subject and group-analysis research designs; elaboration on critical topics in single-subject methodology. Sequence with EDUC 650.

Requisites: Prereq: EDUC 650.

EDUC 654. Advanced Applied Behavior Analysis. 3 Credits.

Doctoral-level seminar designed to provide skills, practice, and knowledge in advanced methods and theory of applied behavior analysis.

Requisites: Prereq: EDUC 652.

EDUC 656. Advanced Analysis of Single-Case Research. 3 Credits.

Focuses on application of statistical and meta-analytic strategies for analyzing single-case research. Sequence with EDUC 650, EDUC 652, EDUC 654. Offered alternate years.

Requisites: Prereq: EDUC 650. One course in structural equation modeling or hierarchical linear modeling is recommended preparation.

Education Studies (EDST)

Courses

EDST 111. Education and Social Change. 4 Credits.

Students will evaluate historical, philosophical, and social viewpoints related to the purposes and goals of American education. Additionally, students will compare/contrast multiple approaches to address a range of challenges and opportunities in American schools.

Additional Information:

Social Science Area

EDST 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times

EDST 198. Workshop: [Topic]. 1-2 Credits.

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

Repeatable 99 times

EDST 199. Special Studies: [Topic]. 1-5 Credits.

A recent topic is Exploring Educational Studies.

Repeatable 99 times

EDST 211. Childhood Studies. 4 Credits.

Examines child development from within the context of specific development and ecological theories.

EDST 225. School and Representation in Media. 4 Credits.

Examines popular culture's influence on schools and teachers along with the various mediating factors such as race, ethnicity, social class, gender, sexuality, religion, and nationality.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

EDST 331. Autobiography of Schooling. 4 Credits.

The purpose of this course is to engage students in a critical reflection on life in classrooms through recognizing and questioning the assumptions underlying the routine of school. Includes analysis of critical autobiographies, case studies, readings along with application activities. Sequence with EDST 332, EDST 333.

Requisites: Prereq: EDST 111, EDST 211.

EDST 332. Learning, Teaching, and Assessment I. 3 Credits.

Students move beyond their own critical autobiographies of life in classrooms into various disciplinary literatures on learning, teaching, and assessment.

Requisites: Prereq: EDST 331; coreq: EDST 338.

EDST 333. Learning, Teaching, and Assessment II. 3 Credits.

Focus on specific school subjects that provide a context for examining the basic assumptions underlying teaching, learning, and assessment.

Requisites: Prereq: EDST 332; coreq: EDST 339.

EDST 338. Observation: Learning, Teaching, Assessment I. 1 Credit.

Students focus on listening to children to better understand how they make sense of school subjects.

Requisites: Pre- or coreq: EDST 332.

EDST 339. Observation: Learning, Teaching, Assessment II. 1 Credit.

Focuses on developing skills in observation of learning, teaching, and assessments.

Requisites: Coreq: EDST 333.

EDST 342. Curriculum Studies I. 4 Credits.

This course will examine the development of curriculum theory through analysis of a collection of pivotal readings authored by influential scholars from the 18th and 19th centuries paired with contemporary writings that link historical developments with current policy and practice. Sequence with EDST 333.

Requisites: Prereq: EDST 333.

EDST 343. Curriculum Studies II. 4 Credits.

Examines basic assumptions underlying curriculum development in K-12 schools.

Requisites: Prereq: EDST 342.

EDST 399. Special Studies: [Topic]. 1-5 Credits.

Recent topics include Exploring Educational Studies, IDEA Reading.

Repeatable 99 times

EDST 401. Research: [Topic]. 1-18 Credits.

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.

Repeatable 99 times

EDST 402. Supervised College Teaching. 1-6 Credits.

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

Repeatable 99 times

EDST 404. Internship: [Topic]. 1-18 Credits.

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

Repeatable 99 times

EDST 405. Reading and Conference: [Topic]. 1-18 Credits.

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

Repeatable 99 times

EDST 406. Practicum: [Topic]. 1-12 Credits.

Recent topics include Educational Foundations.

Repeatable 99 times

EDST 407. Seminar: [Topic]. 1-5 Credits.

Recent topics include Professional Practices, Education for Minority Students, Reading in the Upper Elementary Grades.

Repeatable 99 times

EDST 408. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

EDST 409. Terminal Project. 1-12 Credits.

Topics include Integrated Licensure I, II, III.

Repeatable 99 times

EDST 410. Experimental Course: [Topic]. 1-5 Credits.

Topics include Foundations of Education, Science and Health Methods, Social Studies and Language Arts Methods.

Repeatable 99 times

EDST 420. Living in a Stratified Society. 4 Credits.

Examines the role of public education in the social context of the United States. The purpose of the course is to develop critical ways of thinking about schools as institutions that both reproduce and challenge social inequality.

Requisites: Prereq: EDST 111, EDST 225.

EDST 422. Technology Education. 4 Credits.

Examines educational technology, including the theoretical, methodological, practical, and policy issues that influence the field.

EDST 440. Physical Education for Diverse Learners. 3 Credits.

Provides a variety of physical education and fitness activities appropriate for children with diverse abilities.

EDST 448. Integrating the Arts. 4 Credits.

This course introduces students to the foundational conceptions of art, learning, curriculum, culture and society that inform the integration of the arts across subjects in elementary classrooms.

EDST 449. Introduction to Adaptive Physical Education. 4 Credits.

This course is designed to introduce students to the knowledge, skills, and strategies necessary to teach adaptive physical education.

EDST 450. Food and Schools. 4 Credits.

This course focuses on a topic that has typically been omitted from education courses and programs: food. Through this course, we will be thinking about the ways that food intersects with schools, and the implications of this for formal and informal educators.

Requisites: Prereq: EDST 420.

EDST 451. Teaching for Climate Activism. 4 Credits.

Future teachers survey current research and synthesize best practices for teaching about climate change. The course will draw from research across the fields of climate change education and communication as well as current curricula, books, and materials to explore how best to teach climate change.

Requisites: Prereq: EDST 420.

EDST 452. Poverty and Education. 4 Credits.

Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students.

Requisites: Prereq: EDST 420.

EDST 453. Racism and Education. 4 Credits.

Examines multiple ways institutionalized racism structures and mediates educational experience and multiple visions of anti-racist teaching.

Requisites: Prereq: EDST 420.

EDST 454. Patriarchy and Education. 4 Credits.

Examines the way gender affects educational experiences and influences the educational achievement of students.

Requisites: Prereq: EDST 420.

EDST 455. Heteronormativity and Education. 4 Credits.

Examines the way sexuality and sexual identity influence the educational experiences of students.

Requisites: Prereq: EDST 420.

EDST 456. Decolonization and Education. 4 Credits.

Examines educational institutions and their continuing part in larger social processes of colonization and cultural genocide.

Requisites: Prereq: EDST 420.

EDST 457. Immigration, Diaspora and Education. 4 Credits.

Examines the way educational institutions have responded to human migration generally and to immigrant students specifically.

Requisites: Prereq: EDST 420.

EDST 463. Foundations of Literacy. 4 Credits.

Introduction to the various theoretical dimensions of reading and writing that form the foundation for understanding and teaching the complex texts children encounter today.

Requisites: Prereq: EDST 333.

EDST 464. Multicultural Literacy. 4 Credits.

Introduces preservice teachers to literature written from ethnic, linguistic, social, and cultural perspectives and draws connections to broader cultural, social, historical, economic, and political contexts.

Requisites: Prereq: EDST 420.

EDST 471. Foundations of Algebra Learning. 4 Credits.

Focuses on the principles underlying the teaching and learning of algebra. Sequence with EDST 472.

EDST 472. Foundations of Geometry Learning. 4 Credits.

Focuses on the principles underlying the teaching and learning of geometry. Sequence with EDST 471.

Requisites: Prereq: EDST 471.

EDST 507. Seminar: [Topic]. 1-5 Credits.

Recent topics include Professional Practices, Education for Minority Students, Reading in the Upper Elementary Grades.

Repeatable 99 times

EDST 508. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

EDST 510. Experimental Course: [Topic]. 1-5 Credits.

Topics include Foundations of Education, Science and Health Methods, Social Studies and Language Arts Methods.

Repeatable 99 times

EDST 548. Integrating the Arts. 4 Credits.

This course introduces students to the foundational conceptions of art, learning, curriculum, culture and society that inform the integration of the arts across subjects in elementary classrooms.

EDST 549. Introduction to Adaptive Physical Education. 4 Credits.

This course is designed to introduce students to the knowledge, skills, and strategies necessary to teach adaptive physical education.

EDST 550. Food and Schools. 4 Credits.

This course focuses on a topic that has typically been omitted from education courses and programs: food. Through this course, we will be thinking about the ways that food intersects with schools, and the implications of this for formal and informal educators.

EDST 551. Teaching for Climate Activism. 4 Credits.

Future teachers survey current research and synthesize best practices for teaching about climate change. The course will draw from research across the fields of climate change education and communication as well as current curricula, books, and materials to explore how best to teach climate change.

EDST 552. Poverty and Education. 4 Credits.

Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students.

EDST 553. Racism and Education. 4 Credits.

Examines multiple ways institutionalized racism structures and mediates educational experience and multiple visions of anti-racist teaching.

EDST 555. Heteronormativity and Education. 4 Credits.

Examines the way sexuality and sexual identity influence the educational experiences of students.

EDST 556. Decolonization and Education. 4 Credits.

Examines educational institutions and their continuing part in larger social processes of colonization and cultural genocide.

EDST 557. Immigration, Diaspora and Education. 4 Credits.

Examines the way educational institutions have responded to human migration generally and to immigrant students specifically.

EDST 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

EDST 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

EDST 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

EDST 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

EDST 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

EDST 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

EDST 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

EDST 610. Experimental Course. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

EDST 612. Foundations of Teaching and Learning. 3 Credits.

Provides students with the psychological foundations of teaching and learning.

EDST 614. Cultural Context of Education. 4 Credits.

Examines the cultural foundations of educational practice through a critical review of four decades of ethnographic research on school and student culture.

EDST 616. Language, Power, and Education. 1-4 Credits.

Examines the politics, policies, and practical realities associated with language and literacy in educational settings and how these issues affect all students to some degree.

EDST 617. Sapsik'wala' Indigenous Education Seminar I. 1-2 Credits.

Students in the Sapsik'wala' (Teacher) Education Program study Indigenous teaching methods, including decolonizing, Indigenous feminist, and Elder pedagogies, and reflect on and analyze the importance of their own work as Indigenous educators who are contributing to Indigenous self-determination in education and Tribal Nation building.

Repeatable 2 times for a maximum of 4 credits

EDST 618. Methods ESOL: Teaching English Language Development, K–12. 3 Credits.

Examines best practices of delivering English-language development in light of federal and state standards, including teaching methods, technology, and parental involvement.

EDST 620. Curricular Controversies: Math and Literacy. 4 Credits.

Focuses on the debates that influence, and in some cases overshadow, the teaching of mathematics and literacy from kindergarten to grade 12. Sequence with EDST 621, EDST 640.

EDST 621. Methods: Representing Mathematical Concepts. 4 Credits.

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, EDST 622.

EDST 622. Methods: Mathematical Problem-Solving Curriculum. 4 Credits.

Prepares students to view mathematics as a problem-solving field rather than a set of discrete skills and operational rules. Sequence with EDST 620, EDST 621.

Requisites: Prereq: EDST 621.

EDST 623. Methods: Representing Science Concepts. 4 Credits.

Examines why science is taught, what science subjects need to be taught, and how science is learned. Sequence with EDST 620, EDST 624.

EDST 624. Methods: Scientific Problem-Solving Curriculum. 4 Credits.

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, EDST 623.

Requisites: Prereq: EDST 623.

EDST 627. Mgmt: Introduction to Supportive Learning Communities. 1 Credit.

Introduces the teacher candidate to the necessary components for creating supportive and successful classroom communities, including interaction between motivation, "classroom management," and teacher-student relationships. Sequence with EDST 628.

EDST 628. Mgmt: Creating Supportive Classroom Communities. 3 Credits.

Builds on EDST 627 by providing specific research, experience, and strategies for developing classroom environments where student behaviors are focused on learning. Sequence with EDST 627.

Requisites: Prereq: EDST 627.

EDST 630. Curriculum Studies and the Profession of Teaching. 4 Credits.

Examines a variety of ways curriculum is conceptualized at the secondary level. Sequence with EDST 631, EDST 632 (or EDST 634 or EDST 635, EDST 636); EDST 638.

EDST 631. Methods ELA: Representing Literature to Young People. 4 Credits.

Examines why literature is taught and the way teachers represent literary works to students. Sequence with EDST 630, EDST 632, EDST 638.

EDST 632. Methods: Engaging Students in Writing. 4 Credits.

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, EDST 631, EDST 638.

Requisites: Prereq: EDST 631.

EDST 633. Methods: Representing Second-Language Concepts. 4 Credits.

Provides a research-based foundation for planning, teaching, assessing, and managing second-language learning for the great diversity of students encountered in middle and high school. Sequence with EDST 630, 634, 637, 638.

EDST 634. Methods: Second-Language Conversation and Composition. 4 Credits.

Advanced teaching methodologies, techniques, and skills to effectively promote proficiency and fluency in second languages. Sequence with EDST 630, EDST 638.

Requisites: Prereq: EDST 633.

EDST 635. Methods: Representing Social Studies Concepts. 4 Credits.

Examines why social studies is taught and the way teachers represent social studies concepts to students. Sequence with EDST 630, EDST 636, EDST 638.

EDST 636. Methods: Social Studies Inquiry and Analysis. 4 Credits.

Explores the theory and practice of teaching social studies as a specialized form of inquiry. Sequence with EDST 630, EDST 635, EDST 638.

Requisites: Prereq: EDST 635.

EDST 638. Methods ESOL: English Language Learners Pedagogy Humanities. 4 Credits.

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; EDST 631, EDST 632 (or EDST 634 or EDST 635, EDST 636).

EDST 640. Methods: Constructing Meaning through Literacy. 4 Credits.

Provides concepts and strategies used in teaching children to read. Focuses in particular on instruction for beginning and intermediate readers and writers.

EDST 642. Methods: Humanities Pedagogy. 4 Credits.

Explores the application of language arts and social studies methods and strategies for future elementary school practitioners.

EDST 643. Methods: Teaching Mathematics-Facts and Inquiry. 4 Credits.

Focuses on four areas of instruction crucial to becoming a skillful beginning teacher of mathematics.

EDST 645. Methods: Teaching Science-Detail and Discovery. 4 Credits.

Emphasizes science as a process of contemplating, exploring, and raising questions about the world in elementary classrooms.

EDST 646. Methods ESOL: Eng Lang Learners Pedagogy Elementary Classrm. 4 Credits.

Examines a variety of research-based instructional and assessment strategies that support English language learners in meeting the mandates of elementary-level curriculum.

EDST 647. English Language Learner Methods. 3 Credits.

Application-based course to provide English for Speakers of Other Languages (ESOL) endorsement candidates with opportunities to apply research-based instructional and assessment strategies that support English language learners. Method course has strong connection to planning for and assessing emerging bilingual English learner strengths and needs.

EDST 649. Elementary Physical Education Methods. 4 Credits.

This course is designed to prepare future educators with the knowledge, skills, and strategies necessary to teach physical education effectively in elementary schools.

EDST 653. Secondary Physical Education Methods. 4 Credits.

This course is designed to prepare future educators with the knowledge, skills, and strategies necessary to teach physical education effectively in secondary schools.

EDST 654. Learning and Motivational Sciences. 4 Credits.

Survey of the learning and motivational sciences for advanced graduate students. Offered alternate years.

EDST 661. Sociology: From Reproduction to Resistance. 4 Credits.

Focuses on the ways schools reproduce, reinforce, and challenge prevailing social, economic, and political relationships. Offered alternate years.

EDST 662. Curriculum Theory: Contesting Educational Content. 4 Credits.

Survey of the history of curriculum theory, the subfield that asks the fundamental question, what is worth teaching? Offered alternate years.

EDST 663. Education and Immigration. 4 Credits.

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.

EDST 666. Thesis Writing. 4 Credits.

Seminar for doctoral students who have advanced to candidacy. Emphasis is on support through the dissertation proposal writing process.

Repeatable 2 times for a maximum of 12 credits

EDST 667. Grant Writing: Finding Funders. 4 Credits.

Provides graduate students with the knowledge and skills needed to write successful grant proposals for research, professional development, and curriculum development projects.

EDST 673. Advanced Qualitative Methodology: Arts-Based Approaches. 4 Credits.

Examines contemporary reflexive social science research writing, focusing on experimentations with the form used by researchers to communicate insights about human affairs.

Requisites: Pre- or coreq: EDUC 630, EDUC 632, EDUC 634.

EDST 675. Indigenous Methods. 4 Credits.

This seminar examines foundational questions and literatures that guide Indigenous methodologies, the purpose of which is to foster students' abilities and commitments to enact inquiries grounded in relationality, respect, and responsibility toward Indigenous peoples and Indigenous struggles for self-determination, sovereignty, and decolonization.

Requisites: Prereq: EDUC 630, EDUC 632.

EDST 681. Elementary Part-Time Teaching. 4 Credits.

Provides scope, structure, supervision oversight, and guidance to support students during the part-time student teaching practicum in an Elementary school setting. Is first of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission intensive and extensive field-based requirements.

Requisites: Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.

Repeatable 1 time for a maximum of 8 credits

EDST 682. Elementary Teaching Performance Assessment. 2 Credits.

Provides scope, structure, supervision oversight, and guidance to support pre-service teachers during their fulltime student teaching (EDST 683) and together are the last of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission (TSPC) intensive and extensive field-based requirement.

Requisites: Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.

EDST 683. Elementary Full-Time Student Teaching. 10 Credits.

The Elementary fulltime student teaching is designed to give candidates the opportunity to gradually take the lead in preparation, instruction, and assessment for the classroom. This experience helps develop knowledge, skills, and professional dispositions to make a positive impact on student learning.

Requisites: Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.

Repeatable 1 time for a maximum of 20 credits

EDST 686. Secondary Part-Time Teaching. 4 Credits.

Provides scope, structure, supervision oversight, and guidance to support students in part-time pre-service student teaching practicum in an Mid-High School setting. The first of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission intensive and extensive field-based experience.

Requisites: Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience.

Repeatable 1 time for a maximum of 8 credits

EDST 687. Secondary Teaching Performance Assessment. 2 Credits.

Provides scope, structure, supervision oversight, and guidance to support students during the full-time student teaching practicum in Mid/ High School settings. Is the second of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission intensive and extensive field-based requirements.

Requisites: Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.

Repeatable 2 times for a maximum of 4 credits

EDST 688. Secondary Full-Time Student Teaching. 10 Credits.

The Secondary full-time student teaching is designed to give candidate the opportunity to gradually take the lead in preparation, instruction, and assessment for the classroom. This experience helps develop knowledge, skills, and professional dispositions to make a positive impact on student learning.

Requisites: Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.

Repeatable 1 time for a maximum of 20 credits

EDST 690. Writing for Education Policy Leaders. 3 Credits.

This course is designed to familiarize graduate students with the essential elements of effective, academically rigorous, and policy-relevant professional writing. Students will be challenged to demonstrate critical thinking by anticipating the needs of various education policy actors and understanding the perspectives of key stakeholders—including teachers, school and district leaders, policymakers, the public, and education policy researchers—all of whom play a role in shaping education policy.

EDST 691. Education Policy for Multilingual Students. 3 Credits.

This course critically interrogates historical and current approaches to meeting the needs of multilingual and immigrant origin students in the US. The focus is how schools structure education for these students, and the ways in which this enables or constrains educational equity and opportunity. We examine federal, state, and local policies related to core content access, labeling and classification, assessment, and language development, among others.

EDST 692. Educational Policy Analysis. 3 Credits.

The purpose of this course is to introduce graduate students to the craft of education policy analysis. In the course, students will learn frameworks and employ tools to conduct education policy analysis, as well as conduct an analysis of an education policy issue of their choosing. Further, students will develop policy analysis writing skills for key education policy stakeholders.

EDST 693. Educational Governance and Policy Process. 3 Credits.

This graduate level course introduces students to the education governance structures and policy- and law-making processes at the federal, state and local levels. The course is designed for students who seek to become more sophisticated in their ability to read critically about, understand, and interpret the roles of various educational bodies and actors as well as the policy process and policy environment.

EDST 694. Survey of United States Education Policy. 3 Credits.

This is a graduate-level class designed to facilitate students' understanding of the major policy areas and debates in contemporary U.S. public K-12 education systems. It is designed for graduate students who seek to become education policymakers, school and system leaders, policy analysts and researchers.

EDST 695. Foundations of Education Policy and Leadership. 3 Credits.

Required course for the Master of Science in Education Policy and Leadership (MS-EPL) to introduce students into the program, build community within the cohort, develop a shared sense of purpose and direction in the program, and learn foundational core concepts of education policy and leadership.

EDST 696. Educational Policy and Leadership Master's Capstone. 3 Credits.

The purpose of this course is to scaffold students through the development and completion of their Educational Policy and Leadership master's capstone project. The capstone project is a discrete empirical examination of a problem of practice. The course also covers career planning and presentation skills.

EDST 697. Higher Education Policy. 3 Credits.

This course provides a comprehensive introduction to the realm of public policy in higher education. It delves into relevant research, theoretical frameworks, and areas of debate within the field.

EDST 698. Education Law. 3 Credits.

Designed to increase students' understanding of the legal framework that governs schools and educational policy, focused primarily on US K-12 issues, though we will touch on some higher education issues as well. Examines the basics of the US legal system; the legal rights of students to a high quality education; educational equity (including desegregation and affirmative action); students' and faculty's rights of free expression; student discipline and school choice.

EDST 699. Higher Education Leadership. 3 Credits.

Analyze the structures and systems-level composition of higher education in the United States; deconstruct the concentric systems of higher education administration and the interrelated leadership roles within those systems; and, examine and classify the subdivisions of possible career paths in higher education administration.

Educational Leadership (EDLD)

Courses

EDLD 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

EDLD 507. Seminar: [Topic]. 1-4 Credits.

Topics include Human Services, Peer Health Education.

Repeatable 99 times

EDLD 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

EDLD 510. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

EDLD 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

EDLD 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

EDLD 604. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

EDLD 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

EDLD 606. Field Studies: [Topic]. 1-16 Credits.

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

Repeatable 99 times

EDLD 607. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

EDLD 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

EDLD 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

EDLD 610. Experimental Course: [Topic]. 1-7 Credits.

Experimental course - topic varies.

Repeatable 24 times for a maximum of 75 credits

EDLD 611. K-12 Education Policy for School Leaders. 2 Credits.

Introduction to the education policy process at the state and local levels, focusing on school leaders. Emphasis placed on examining policies that further marginalize students and staff that have been historically underserved and underrepresented.

EDLD 612. Communications and Community Relations. 4 Credits.

Principal Licensure candidates learn proactive systems, strategies, and protocols for communicating with staff, students, parents and community members. Students develop an overall communication plan for their school or district location for ensuring the effective two-way flow of communication.

EDLD 613. Ethical Leadership. 4 Credits.

Prepare Principal Licensure candidates to become ethical leaders that lead with an equity lens at the forefront of the leadership decisions they make. Examine the ethical implications of school board policies and how to apply an equity lens to these policies.

EDLD 614. School Improvement Through Curriculum and Assessment. 4 Credits.

Develop the knowledge and skills related to leading curriculum, assessment and instruction at the building level. Analyze curriculum frameworks, state and national standards, effective strategies and assessment practices and leading professional learning will be examined. Create a school improvement plan.

EDLD 615. Leading Educational Change Initiatives. 3 Credits.

Overview of current thought on how to lead successful organizational change initiatives. Readings come from the fields of business as well as education, and the focus is on leading change initiatives in educational settings.

EDLD 616. Supervision of Teaching and Learning. 4 Credits.

Explores the theory, research and practical applications of supervision and evaluation. Analysis of supervisory behaviors that lead to improvement of teaching and learning, that in turn lead to improved outcomes for all students, particularly those students who have been underserved or historically marginalized.

EDLD 617. Oregon School Management and Budget. 4 Credits.

Prepare future administrators for designing a system for developing, allocating and managing a school-based budget, including opportunities for staff input into the budget cycle and specific strategies for engaging the community, particularly those parts of the community that are underrepresented.

EDLD 624. Leading for Equity. 3 Credits.

This course is designed to provide advanced exposure to current research and practice in leading for equity and inclusion within professional educational settings and a strong conceptual foundation in leadership.

EDLD 625. Survey and Questionnaire Design. 3 Credits.

Students gain practical experience in the collection and analysis of social science information through the design of surveys and questionnaires.

EDLD 627. Leaders Serving Special Populations. 3 Credits.

School and district leaders' preparation for future work serving students and families of students receiving special education services, as well as dually-identified students (English language learners receiving special education services). Eligibility, placement, Individual Education Plans, and meaningful inclusion of student and family voice and choice.

EDLD 628. Hierarchical Linear Models I. 3 Credits.

Introduction to multilevel modeling and hierarchical data structures, random and fixed effects, intercepts and slopes as outcomes models, estimation, centering, and the use and interpretation of HLM statistical software. Sequence with EDLD 629.

Requisites: Prereq: EDUC 642.

EDLD 629. Hierarchical Linear Models II. 3 Credits.

This course will include advanced topics in multilevel modeling and hierarchical data structures, including longitudinal and categorical data analysis, estimation methods, missing data and multiple imputation, and the use and interpretation of different HLM statistical software packages, including HLM, R, and Mplus. Sequence with EDLD 628.

Requisites: Prereq: EDLD 628.

EDLD 633. Structural Equation Modeling I. 3 Credits.

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.

Requisites: Prereq: EDUC 642; EDUC 644 recommended.

EDLD 634. Structural Equation Modeling II. 3 Credits.

Emphasis on structural and latent variable models, including cross-validation, mean structures, comparing groups and models, latent growth-curve analyses. Sequence with EDLD 633. Offered alternate years.

Requisites: Prereq: EDLD 633.

EDLD 635. Executive Leadership for Principals. 4 Credits.

Investigation of leadership theory and styles as they relate to equitable, ethical and instructionally inclusive criteria. Creating vision and execution for strategic systems and structures that lead to a positive culture infused with high expectations and accountability.

EDLD 636. School Ethics and Governance. 2 Credits.

Examination of how intentional school and district governance serves system transformation. Viewing ethics through an equity lens, leaders develop policies and practices that eliminate systems of advantage and disadvantage thereby closing the opportunity and achievement gaps present in their schools and system.

EDLD 638. Advanced Public School Law. 3 Credits.

Overview of legal issues in school board–superintendent relations, media relations, personnel evaluation practices, student and employee rights, collective bargaining, contract management, and official complaints.

EDLD 640. Educational Data Science Capstone Project. 4 Credits.

The final course of the Educational Data Science specialization, this course is an applied capstone where students tackle an applied data problem.

Requisites: Prereq: EDLD 651, EDLD 652, EDLD 653, EDLD 654.

EDLD 643. Evidence-Based Decision Making in Schools. 3 Credits.

Introduces basic concepts of evidence-based decision making applied to school settings. Focuses on the application of research-based practices for the improvement of academic and behavioral performance in schools.

EDLD 644. Learning Organization. 3 Credits.

Four theories of organizational learning are explored: structural frame, human resource, political, and symbolic.

EDLD 649. Ethical Governance for School District Leaders. 2 Credits.

Intentional school and district governance serves system transformation. Viewing ethics through an equity lens, leaders will develop policies and practices that eliminate systems of advantage and disadvantage thereby closing the opportunity and achievement gaps present in their public schools and system.

EDLD 650. Advanced Seminar Educational Research Methods. 3 Credits.

Examines special issues in the use and application of educational statistics and research design in a discussion-seminar format.

Requisites: Prereq: EDUC 612, EDUC 614, EDUC 640.

EDLD 651. Introductory Educational Data Science. 3 Credits.

Introduces students to the fundamentals of statistical computing for data science. Introductory programming, data wrangling, data visualization, reproducible research.

EDLD 652. Data Visualization for Educational Data Science. 3 Credits.

Best practices in data visualization for social data science communication. Visual perception, color, uncertainty, and communication mediums.

Requisites: Prereq: EDLD 651.

EDLD 653. Functional Programming for Educational Data Science. 3 Credits.

Foundations of functional programming for data science. Function writing and iteration emphasized.

Requisites: Prereq: EDLD 651.

EDLD 654. Machine Learning for Educational Data Science. 3 Credits.

Statistical models for prediction. Bias-variance tradeoff, cross-validation methods, model evaluation, and a variety of models used in data science.

Requisites: Prereq: EDLD 651.

EDLD 661. Item Response Theory I. 3 Credits.

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.

EDLD 675. Oregon School and District Finance. 4 Credits.

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.

EDLD 677. PhD Research Seminar. 3 Credits.

The primary purpose of this course is to induct doctoral students into the practice of educational research and provide them a base for a career as a faculty member at an institution of higher education or a member of a research institute.

EDLD 686. Oregon Legal Issues in Public Education. 4 Credits.

Gain knowledge of the legal foundations and understanding of the legal responsibilities of Oregon Administrators in relationship to students and families served, their access to educational opportunities and to educational staff who support students, families, and programs.

EDLD 687. Supervisory Practices for School Administrators. 3 Credits.

School building and district professionals examine National Educational Leadership Preparation Program (NELP) and Oregon standards. Students explore frameworks for principal support, four dimensions of school leadership, and principal supervisors with the goal of improving student learning and instruction, with emphasis on historically marginalized students.

EDLD 692. Research Writing. 3 Credits.

Provides structure and guidance to complete the methods section of a dissertation proposal. The nature and scope of the dissertation methods will be determined by a range of factors, including the advisor's guidance, the data to be used, and the scope of the study.

EDLD 694. Dissertation Preparation. 3 Credits.

This course is designed to support students in preparing their a dissertation using the APA guidelines for publications in education/social sciences, the standards for measurement systems used in dissertations, and the standard four chapter format: introduction, methods, results, conclusions. Sequence with EDLD 699.

Requisites: Prereq: EDLD 699.

EDLD 696. Professional Writing I: Foundations in Professional Writing. 3 Credits.

Covers foundational knowledge of the American Psychological Association's (APA) writing style as well as how to synthesize research for academic purposes.

EDLD 697. Professional Writing II. 3 Credits.

Students co-author and submit an article to a peer-reviewed journal or to ERIC. In addition, students will fill out the forms to apply for IRB Exempt research and IRB Review.

EDLD 698. Professional Writing III: Literature Review. 3 Credits.

Students write a review of research manuscripts on a professional topic and continue to learn the nuances of APA writing style. Sequence with EDLD 696.

Requisites: Prereq: EDLD 696.

EDLD 699. Dissertation Methods Apprenticeship. 3 Credits.

Provides doctoral students in the DEd program a structured opportunity to complete their dissertation proposal and a PowerPoint presentation on their respective proposals.

EDLD 708. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

EDLD 709. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

EDLD 710. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

English (ENG)

Courses

ENG 101. Life-Changing Books. 4 Credits.

Aims to improve students' ability to become more attentive and thoughtful readers by emphasizing the cognitive benefits of reading literature and by introducing them to books that reward careful reading -- and have the possibility to be life changing.

Additional Information:

Arts Letters Area

ENG 104Z. Introduction to Fiction. 4 Credits.

The study of fiction invites us to enter imaginative narratives and confront the challenges of being human. English 104Z provides opportunities for the appreciation of fiction, including deeper awareness of craft and insight into how reading fiction can lead to self-enrichment. Students read a variety of types of fiction, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

Equivalent to: ENG 104

Additional Information:

Arts Letters Area

ENG 105Z. Introduction to Drama. 4 Credits.

The study of plays exposes us to texts with the power to shock, inspire, enlighten, and delight; this course in drama can be an empowering and transformative journey toward keener engagement with the world, local community, and your intended path. English 105Z provides opportunities for the appreciation of drama, including deeper awareness of craft and insight into how reading plays can lead to self-enrichment. Students read a variety of types of drama, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

Equivalent to: ENG 105

Additional Information:

Arts Letters Area

ENG 106Z. Introduction to Poetry. 4 Credits.

The study of poetry invites us to delve into the biggest questions about life and culture alongside the seemingly smallest issues of words and sounds. English 106Z provides opportunities for the appreciation of poetry, including deeper awareness of craft and insight into how reading poetry can lead to self-enrichment. Students read a variety of types of poetry and poetic forms, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

Equivalent to: ENG 106

Additional Information:

Arts Letters Area

ENG 107. World Literature I. 4 Credits.

Reading and analysis of selected works in a global survey of ancient literatures, 2500 BCE–1500 CE.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

ENG 108. World Literature II. 4 Credits.

Reading and analysis of selected works in a global survey of literature from the Early Modern period to the Industrial Revolution, 1500 CE–1789 CE.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

ENG 110M. Introduction to Film and Media. 4 Credits.

Introduction to film and media studies and various methods of critical analysis. Multilisted with CINE 110M.

Equivalent to: CINE 110M

Additional Information:

Arts Letters Area

ENG 113. Introduction to Young Adult Literature. 4 Credits.

Focuses on young adult (YA) literature. The course examines how authors develop common themes or use particular genres to depict the lives of younger characters.

Additional Information:

Arts Letters Area

ENG 142. Introduction to Science-Fiction and Fantasy Literature. 4 Credits.

Analyzes classic and contemporary science fiction and/or fantasy literature and media and considers the origins and nature of the genres and their conventions.

Additional Information:

Arts Letters Area

ENG 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ENG 199L. Special Studies: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

ENG 200. Public Speaking as a Liberal Art. 4 Credits.

Study and practice of public speaking as grounded in the five rhetorical canons of invention, arrangement, style, delivery, and memory.

Requisites: Prereq: one from WR 122Z, WR 123, HC 221H.

ENG 205. Genre: [Topic]. 4 Credits.

Traces the historical development and transformations of key genres for the study of English and American literature and culture, including canonical and popular literary as well as media forms.

Repeatable 2 times for a maximum of 12 credits when topic changes

ENG 207. Early Shakespeare. 4 Credits.

The major plays in chronological order with emphasis on the early and middle plays through "Hamlet."

Additional Information:

Arts Letters Area

ENG 208. Late Shakespeare. 4 Credits.

The major plays in chronological order with emphasis on the later plays beginning with "Twelfth Night."

Additional Information:

Arts Letters Area

ENG 209. The Craft of the Sentence. 4 Credits.

Study of basic sentence mechanics, grammatical terminology, and the conventions of punctuation. Includes some historical background on the development of English grammar. Students cannot receive credit for both ENG 209 and LING 494.

Equivalent to: LING 494

ENG 225. Age of King Arthur. 4 Credits.

Introduction to the literature of the Middle Ages set against the backdrop of medieval culture.

Additional Information:

Arts Letters Area

ENG 230. Introduction to Environmental Literature. 4 Credits.

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.

Additional Information:

Arts Letters Area

ENG 240. Introduction to Disability Studies. 4 Credits.

Introduces students to central concepts and essential texts in disability studies and applies them to literary and cultural texts, with a focus on racial diversity and learning directly from writers and scholars who experience a wide spectrum of bodymind variabilities.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

ENG 241. Introduction to African American Literature. 4 Credits.

African American literature and culture in relevant intellectual, social, and historical contexts.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

ENG 242. Introduction to Asian American Literature. 4 Credits.

Asian American literature and culture in relevant intellectual, social, and historical contexts.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

ENG 243. Introduction to Chicano and Latino Literature. 4 Credits.

Chicano and Latino literature and culture in relevant intellectual, social, and historical contexts.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

ENG 244. Introduction to Native American Literature. 4 Credits.

Native American literature and culture in relevant intellectual, social, and historical contexts.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

ENG 250. Literature and Digital Culture. 4 Credits.

This course will focus on the intersection of digital culture and literary studies. Students will learn how to use digital tools to study literature. Simultaneously, they will use literary analysis approaches to study contemporary digital culture.

Additional Information:

Arts Letters Area

ENG 260M. Media Aesthetics. 4 Credits.

Introduction to the analysis of form and style in cinema and related media, focusing on narrative, mise-en-scène, cinematography, editing, and sound. Multilisted with CINE 260M.

Equivalent to: CINE 260M

ENG 280. Introduction to Comic Studies. 4 Credits.

Introduction to the art of comics and the methodologies of comics studies.

Additional Information:

Arts Letters Area

ENG 303. Foundations of the English Major: Text. 4 Credits.

Chronological study of literary and media works in English, beginnings to the present, emphasizing analytic reading and writing skills. Offered in fall terms.

Requisites: Pre- or coreq: ENG 205.

ENG 304. English Major Foundations: Context. 4 Credits.

Chronological study of literary and media works in English, from beginnings to the present, emphasizing their cultural and historical contexts. Offered every other winter term, alternating with ENG 305.

Requisites: Prereq: ENG 205, ENG 303.

Additional Information:

Arts Letters Area

ENG 305. English Major Foundations: Theory. 4 Credits.

Chronological study of literary and media works in English, beginnings to the present, emphasizing analytic reading and writing skills. Offered every other winter term, alternating with ENG 304.

Requisites: Prereq: ENG 205.

Additional Information:

Arts Letters Area

ENG 308. Introduction to Literary Criticism. 4 Credits.

Various techniques and approaches to literary criticism (e.g., historical, feminist, formalist, deconstructionist, Freudian, Marxist, semiotic) and their applications.

ENG 313. Teen and Children's Literature. 4 Credits.

Books for young readers, their social implications and historical context, from the 19th century to the present.

Additional Information:

Arts Letters Area

ENG 315. Women Writers' Cultures: [Topic]. 4 Credits.

Women's writing in a particular cultural matrix (race, ethnicity, class, sexual orientation, region, religion) examined in the context of feminist literary theories.

Repeatable 3 times when topic changes

ENG 316. Women Writers' Forms: [Topic]. 4 Credits.

Examines women's writing in a particular genre or form (prose, fiction, drama, poetry, autobiography, folksong) in the context of current feminist literary theories.

Repeatable 3 times when topic changes

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ENG 321. English Novel. 4 Credits.

Covers the early development of the English novel from the 18th to the early 19th century.

Additional Information:

Arts Letters Area

ENG 322. English Novel. 4 Credits.

Rise of the novel from Scott to Hardy.

Additional Information:

Arts Letters Area

ENG 323. English Novel Conrad to Present. 4 Credits.

The novel in British Literature from Conrad to the present.

Additional Information:

Arts Letters Area

ENG 325. Literature of the Northwest. 4 Credits.

Survey of significant Pacific Northwest literature as set against the principles of literary regionalism. Offered alternate years.

ENG 330. Oral Controversy and Advocacy. 4 Credits.

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.

Requisites: Prereq: one from WR 122Z, WR 123, HC 221H.

Additional Information:

Arts Letters Area

ENG 335. Inventing Arguments. 4 Credits.

Analysis and use of patterns of reasoning derived from the disciplines of rhetoric, informal logic, cognitive science, and the theory of argumentation.

Requisites: Prereq: one from WR 122Z, WR 123, HC 221H.

Additional Information:

Arts Letters Area

ENG 340. Jewish Writers. 4 Credits.

Forms and varieties of fiction, poetry, and drama by Jewish writers from the 19th century to the present.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

ENG 360. African American Writers. 4 Credits.

Examines the origins and development of African American literature and culture in relevant intellectual, social, and historical contexts.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

ENG 361. Native American Writers. 4 Credits.

Examines the origins and development of Native American literature and culture in relevant intellectual, social, and historical contexts. Course will be taught once or more per academic year.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ENG 363. Chicano and Latino Writers. 4 Credits.

Examines the origins and development of Chicano and Latino literature and culture in relevant intellectual, social, and historical contexts.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

ENG 365. Global Literatures in English. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

ENG 380. Film, Media, and History. 4 Credits.

Study of the history of institutions and industries that shape production and reception of film and media.

Additional Information:

Arts Letters Area

ENG 381M. Film, Media, and Culture. 4 Credits.

Study of film and media as aesthetic objects that engage with communities identified by class, gender, race, ethnicity, and sexuality. Multilisted with CINE 381M.

Equivalent to: CINE 381M

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

ENG 385. Graphic Narratives and Cultural Theory. 4 Credits.

Survey of 20th- and 21st- century graphic novels in the context of cultural theory. Sophomore standing required. Offered alternate years.

Additional Information:

Arts Letters Area

ENG 386. Bodies in Comics. 4 Credits.

Examines questions and representations of bodily identity in comics through the lenses of disability studies and gender theory.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

ENG 391. American Novel. 4 Credits.

Development of the American novel from its beginnings to 1900.

Additional Information:

Arts Letters Area

ENG 392. American Novel. 4 Credits.

Development of the American novel from 1900 to present.

Additional Information:

Arts Letters Area

ENG 394. 20th-Century Literature. 4 Credits.

Modern literature from American, British, and European cultures, 1890 to 1945. Significant works of poetry, fiction, drama, and nonfiction in relation to intellectual and historical developments.

Additional Information:

Arts Letters Area

ENG 395. 20th-Century Literature. 4 Credits.

Modern literature from American, British, and European cultures, 1945 to present. Significant works of poetry, fiction, drama, and nonfiction in relation to intellectual and historical developments.

Additional Information:

Arts Letters Area

ENG 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 4 times

ENG 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

ENG 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

ENG 404. Internship: [Topic]. 1-6 Credits.

On- or off-campus internship in a variety of writing or literacy-related settings in connection with designated courses.

Repeatable 99 times

ENG 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

ENG 407. Seminar: [Topic]. 1-5 Credits.

Selected seminars offered each year.

Repeatable 5 times

ENG 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 2 times

ENG 410. Experimental Course: [Topic]. 1-5 Credits.

Selected topics offered each year.

Repeatable 9 times

ENG 419. Contemporary Literary Theory. 4 Credits.

Developments in critical thinking after the New Criticism.

ENG 420. The Art of the Sentence. 4 Credits.

Analysis of English grammar and style in literary and academic contexts.

Offered alternate years.

ENG 423. The Age of Beowulf. 4 Credits.

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.

ENG 425. Medieval Romance. 4 Credits.

Study of selected romances in the context of European intellectual and social history. May include elementary linguistic introduction to Middle English.

ENG 427. Chaucer. 4 Credits.

Close textual study of selected Canterbury Tales in Middle English; instruction in the grammar and pronunciation of Chaucer's language.

ENG 428. Old English I. 4 Credits.

Introduction to Old English language. Sequence with ENG 429, ENG 430.

ENG 429. Old English II: [Topic]. 4 Credits.

Study of Old English prose or poetry in the original language. Sequence with ENG 428, ENG 430.

Requisites: Prereq: ENG 428.

Repeatable 2 times for a maximum of 12 credits when topic changes

ENG 430. Old English III: [Topic]. 4 Credits.

Study of Beowulf or works by other major Old English authors in the original language. Sequence with ENG 428, ENG 429.

Requisites: Prereq: ENG 429

Repeatable 2 times for a maximum of 12 credits when topic changes

ENG 436. Advanced Shakespeare. 4 Credits.

Detailed study of selected plays, poetry, or both.

ENG 448. Restoration and 18th-Century Literature. 4 Credits.

Johnson and his circle; classic to romantic; relations between England and the Enlightenment in France.

ENG 455. English Romantic Writers. 4 Credits.

Romantic thought and expression. The second generation including Byron, Keats, Mary and Percy Shelley. Junior standing required.

ENG 457. Victorian Literature and Culture: [Topic]. 4 Credits.

Exploration of major works, figures, controversies, social and cultural issues. Readings in Victorian fiction, poetry, drama, and nonfictional prose; study of examples of the visual arts and popular culture.

Repeatable 1 time for a maximum of 8 credits when topic changes

ENG 461. American Literature to 1800. 4 Credits.

Readings in American poetry, nonfiction prose, drama, and fiction.

ENG 468. Ethnic Literature: [Topic]. 4 Credits.

Advanced study of one or more authors or literary genres related to ethnic literature including African, Native, Asian, or Chicano American.

Repeatable 2 times for a maximum of 12 credits when topic changes

ENG 469. Literature and the Environment: [Topic]. 4 Credits.

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.

Repeatable 3 times for a maximum of 16 credits when topic changes

ENG 470. Technologies and Texts Capstone. 4 Credits.

This course examines the way humanities disciplines use digital technologies to forge a new role in the public sphere, exploring how digital and print cultures (re)shape forms of cultural expression and knowledge production. Students will create their own digital projects in this course.

Requisites: Prereq: ENG 250, LIB/DSCI 350M.

ENG 475. Modern Poetry. 4 Credits.

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.

ENG 479. Major Authors: [Topic]. 4 Credits.

In-depth study of one to three major authors from medieval through modern periods.

Repeatable 3 times

ENG 480. Modern American Superhero. 4 Credits.

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.

ENG 485. Television Studies. 4 Credits.

Study of television's institutional contents and representational practices, including such television genres as serials, news, and reality TV. Offered alternate years.

ENG 486M. New Media and Digital Culture: [Topic]. 4 Credits.

Study of emerging media forms and techniques, such as digital cinema, video games, viral videos, and interactive media. Offered alternate years. Multilisted with CINE 486M.

Repeatable 2 times for a maximum of 12 credits

Equivalent to: CINE 486M

ENG 488. Race and Representation in Film: [Topic]. 4 Credits.

Screening, interpretation, and analysis of films from developing non-European cultures and by people of color. Mechanisms of racism in dominant U.S. media.

Repeatable 2 times for a maximum of 12 credits

ENG 491. Rhetoric and Ethics. 4 Credits.

Investigation of historical and contemporary theories of ethical rhetoric in both written and oral arguments.

Requisites: Prereq: one from WR 122Z, WR 123, HC 221H.

ENG 492. History of Rhetoric and Composition. 4 Credits.

History of rhetoric as related to the theory and practice of writing, relations between rhetoric and poetics, and rhetorical criticism through the 19th century.

ENG 493. Modern Rhetorical Criticism. 4 Credits.

Theoretical topics addressed by 20th-century rhetorical critics. Varieties of rhetorical interpretation, from neo-Aristotelian to reader-response, postmodernist views of metaphor.

ENG 494. Reasoning, Speaking, Writing. 4 Credits.

Application of advanced study in argumentation theory, particularly procedural standards of rationality developed in recent argumentation studies, to selected public policy controversies.

ENG 496. Feminist Film Criticism: [Topic]. 4 Credits.

Analysis of US film and television texts from a feminist perspective.

Repeatable 99 times when topic changes

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ENG 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

ENG 507. Seminar: [Topic]. 1-5 Credits.

Selected seminars offered each year.

Repeatable 7 times

ENG 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

ENG 510. Experimental Course: [Topic]. 1-5 Credits.

Selected topics offered each year.

Repeatable 9 times

ENG 519. Contemporary Literary Theory. 4 Credits.

Developments in critical thinking after the New Criticism.

ENG 520. The Art of the Sentence. 4 Credits.

Analysis of English grammar and style in literary and academic contexts. Offered alternate years.

ENG 528. Old English I. 4 Credits.

Introduction to Old English language. Sequence with ENG 529, ENG 530.

ENG 529. Old English II: [Topic]. 4 Credits.

Study of Old English prose or poetry in the original language. Sequence with ENG 528, ENG 530.

Requisites: Prereq: ENG 528.

Repeatable 2 times for a maximum of 12 credits when topic changes

ENG 530. Old English III: [Topic]. 4 Credits.

Study of Beowulf or works by other major Old English authors in the original language. Sequence with ENG 528, ENG 529.

Requisites: Prereq: ENG 529.

Repeatable 2 times for a maximum of 12 credits when topic changes

ENG 536. Advanced Shakespeare. 4 Credits.

Detailed study of selected plays, poetry, or both.

ENG 548. Restoration and 18th-Century Literature. 4 Credits.

Johnson and his circle; classic to romantic; relations between England and the Enlightenment in France.

ENG 555. English Romantic Writers. 4 Credits.

Romantic thought and expression. The second generation including Byron, Keats, Mary and Percy Shelley.

ENG 557. Victorian Literature and Culture: [Topic]. 4 Credits.

Exploration of major works, figures, controversies, social and cultural issues. Readings in Victorian fiction, poetry, drama, and nonfictional prose; study of examples of the visual arts and popular culture.

Repeatable 1 time for a maximum of 8 credits when topic changes

ENG 561. American Literature to 1800. 4 Credits.

Readings in American poetry, nonfiction prose, drama, and fiction.

ENG 568. Ethnic Literature: [Topic]. 4 Credits.

Advanced study of one or more authors or literary genres related to ethnic literature including African, Native, Asian, or Chicano American.

Repeatable 2 times for a maximum of 12 credits when topic changes

ENG 569. Literature and the Environment: [Topic]. 4 Credits.

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.

Repeatable 3 times for a maximum of 16 credits when topic changes

ENG 570. Technologies and Texts Capstone. 4 Credits.

This course examines the way humanities disciplines use digital technologies to forge a new role in the public sphere, exploring how digital and print cultures (re)shape forms of cultural expression and knowledge production. Students will create their own digital projects in this course.

ENG 575. Modern Poetry. 4 Credits.

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.

ENG 579. Major Authors. 4 Credits.

In depth study of one to three major authors from medieval through modern periods.

Repeatable 3 times

ENG 580. Modern American Superhero. 4 Credits.

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.

ENG 585. Television Studies. 4 Credits.

Study of television's institutional contents and representational practices, including such television genres as serials, news, and reality TV. Offered alternate years.

ENG 586M. New Media and Digital Culture: [Topic]. 4 Credits.

Study of emerging media forms and techniques, such as digital cinema, video games, viral videos, and interactive media. Offered alternate years. Multilisted with CINE 586M.

Repeatable 2 times for a maximum of 12 credits

ENG 588. Race and Representation in Film: [Topic]. 4 Credits.

Screening, interpretation, and analysis of films from developing non-European cultures and by people of color. Mechanisms of racism in dominant U.S. media.

Repeatable 2 times for a maximum of 12 credits

ENG 591. Rhetoric and Ethics. 4 Credits.

Investigation of historical and contemporary theories of ethical rhetoric in both written and oral arguments.

Requisites: Prereq: WR 122Z or equivalent.

ENG 592. History of Rhetoric and Composition. 4 Credits.

History of rhetoric as related to the theory and practice of writing, relations between rhetoric and poetics, and rhetorical criticism through the 19th century.

ENG 593. Modern Rhetorical Criticism. 4 Credits.

Theoretical topics addressed by 20th-century rhetorical critics. Varieties of rhetorical interpretation, from neo-Aristotelian to reader-response, postmodernist views of metaphor.

ENG 596. Feminist Film Criticism: [Topic]. 4 Credits.

Critical analysis of film and television texts from a feminist perspective.

Repeatable 99 times when topic changes

ENG 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

ENG 603. Dissertation. 1-21 Credits.

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

Repeatable 99 times

ENG 604. Internship: [Topic]. 1-6 Credits.

On- or off-campus internship in a variety of writing or literacy-related settings.

Repeatable 99 times

ENG 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ENG 607. Seminar: [Topic]. 1-5 Credits.

Selected seminars offered each year.

Repeatable 7 times

ENG 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ENG 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ENG 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 9 times

ENG 612. Composition Graduate Teaching Fellow Seminar II. 1-3 Credits.

Discussions designed to increase the effectiveness of first-year graduate teaching fellows as teachers of courses that fulfill the university's writing requirement.

ENG 613. Graduate Teaching Fellow Composition Apprenticeship. 1-3 Credits.

Supervised practical experience in all aspects of teaching WR 121Z, WR 122Z.

ENG 614. Introduction to Literary and Cultural Theory. 5 Credits.

Introduces students to a number of the most important and influential developments in 20th-century literary and cultural theory. Graduate seminar.

ENG 615. Advanced Studies in Literary Theory: [Topic]. 5 Credits.

Intensive study of one to three major theorists or a significant theoretical problem.

Repeatable 4 times

ENG 620. Medieval Literature: [Topic]. 5 Credits.

Recent offerings include Chaucer's *Troilus and Criseyde*, *Humor and Vulgarly in Medieval Literature*.

Repeatable 99 times

ENG 630. Renaissance Literature: [Topic]. 5 Credits.

Recent offerings include *Hamlet*, *Jacobean Potboilers*, *Renaissance Irrationalities*.

Repeatable 99 times

ENG 645. 18th-Century Literature: [Topic]. 5 Credits.

Intensive study of one to three major authors or selected topics from the 18th century. Recent offerings include *Enlightenment and Revolution*.

Repeatable 99 times

ENG 660. American Literature: [Topic]. 5 Credits.

Recent offerings include *African American Women Writers*, *Evolutionary Theories and Narrative*, *Sentimental Novel*, *V. Deloria and Native American Cultural Values*.

Repeatable 99 times

ENG 670. Modern Literature: [Topic]. 5 Credits.

Recent offerings include *H. James*, *Modernist Politics*, *Environmental Humanities*, *Postmodernism*.

Repeatable 99 times

ENG 690. Introduction to Graduate Studies in English. 5 Credits.

Examination of selected professional, methodological, and theoretical issues.

ENG 691. Composition Theory: [Topic]. 5 Credits.

Intensive study of topics related to rhetorical theory and the teaching of writing.

Repeatable 99 times

ENG 695. Film Studies: [Topic]. 5 Credits.

Intensive study of selected topics related to film studies and literature. Recent topics include *Introduction to Film Theory*; *Feminism*, *Comedy*, and the *Carnavalesque*; *Melodrama*.

Repeatable 3 times

Environmental Design (ENVD)

Courses

ENVD 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ENVD 201. Environmental Design Careers. 2 Credits.

Developing skills in strategizing career options and mapping to degree plan. Overview of professional communication, resume and cover letter writing, interviewing and networking skills. Previously taught as LA 301.

Additional Information:

General Limitation applies: Applied, skills, career, or professional development course

ENVD 210. Foundations in Environmental Design. 2 Credits.

Foundations of Environmental Design introduces students to the breadth and different paths of the Environmental Design major. The course will explore Environmental Design as a multidisciplinary topic which focuses on visual and spatial design skills applied to the context of environmental sustainability. Concurrent registration in ENVD 289 required.

Requisites: Prereq: ENVD 201. Coreq: ENVD 289.

ENVD 289. Environmental Design Studio. 6 Credits.

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. Concurrent registration in ENVD 210 required.

Requisites: Prereq: ENVD 201. Coreq: ENVD 210.

ENVD 299. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ENVD 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ENVD 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ENVD 451. Environmental Design Media. 2 Credits.

Environmental Design Media is the first course in a yearlong foundational environmental media sequence. The course focuses on fundamental concepts of digital and environmental design. Students cannot receive credit for both ENVD 451 and LA 451. Sequence with LA 452, LA 453.

Requisites: Prereq: ENVD 201.

Equivalent to: LA 451

Additional Information:

General Limitation applies: Applied, skills, career, or professional development course

Environmental Studies (ENVS)

Courses

ENVS 196. Field Studies: [Topic]. 1-5 Credits.

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

Repeatable 3 times for a maximum of 20 credits

ENVS 198. Laboratory Projects: [Topic]. 1-12 Credits.

An experience in a lab setting in which a group of students focus on skills development rather than content master.

Repeatable 99 times

ENVS 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ENVS 201. Introduction to Environmental Studies: Social Sciences. 4 Credits.

Contributions of the social sciences to analysis of environmental problems. Topics include human population, the relationship between social institutions and environmental problems, and appropriate political, policy, and economic processes.

Additional Information:

Social Science Area

ENVS 202. Introduction to Environmental Studies: Natural Sciences. 4 Credits.

Contributions of the natural sciences to analysis of environmental problems. Topics include biological processes, ecological principles, chemical cycling, ecosystem characteristics, and natural system vulnerability and recovery.

Additional Information:

Science Area

ENVS 203. Introduction to Environmental Studies: Humanities. 4 Credits.

Contributions of the humanities and arts to understandings of the environment. Emphasis on diverse ways of thinking, writing, creating, and engaging in environmental discourse.

Additional Information:

Arts Letters Area

ENVS 225. Introduction to Food Studies. 4 Credits.

An exploration of the field of "food studies" and examination of the role of food in historical and contemporary life in the US and around the world.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

ENVS 335. Allocating Scarce Environmental Resources. 4 Credits.

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.

Requisites: Prereq: MATH 105Z or higher.

Additional Information:

Social Science Area

ENVS 345. Environmental Ethics. 4 Credits.

Key concepts and various moral views surveyed; includes anthropocentrism, individualism, ecocentrism, deep ecology, and ecofeminism. Exploration includes case studies and theory.

Additional Information:

Arts Letters Area

ENVS 350. Ecological Footprint of Energy Generation. 4 Credits.

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.

Requisites: Prereq: ENVS 201, MATH 112Z.

ENVS 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ENVS 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

ENVS 403. Thesis. 1-8 Credits.

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

Repeatable 5 times

ENVS 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ENVS 405. Reading and Conference: [Topic]. 1-18 Credits.

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

Repeatable 99 times

ENVS 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ENVS 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ENVS 408. Workshop: [Topic]. 1-8 Credits.

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

Repeatable 99 times

ENVS 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ENVS 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ENVS 411. Environmental Issues: [Topic]. 4 Credits.

In depth examination of a particular environmental topic such as global warming, ecosystem restoration, energy alternatives, geothermal development, public lands management, or environmental literature.

Repeatable 2 times for a maximum of 12 credits when topic changes

ENVS 425. Environmental Education Theory and Practice. 4 Credits.

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.

ENVS 427. Environmental and Ecological Monitoring. 4 Credits.

Theory, design, and practice of monitoring sampling mapping, field techniques, data collection, management, analysis and presentation methods, local case studies.

ENVS 429. Environmental Leadership: [Topic]. 4 Credits.

Partnering with governmental agencies, nonprofit organizations, public schools and local businesses, students develop service learning projects.

Repeatable 2 times for a maximum of 12 credits when topic changes

ENVS 430. Nature in Popular Culture. 4 Credits.

This environmental humanities course examines the various ways that nature is represented in U.S. popular culture. What can advertisements, films, television, and video games teach us about the ways we imagine nature, the environment, and environmentalism?

ENVS 435. Environmental Justice. 4 Credits.

Environmental justice and its impact on current decisions. Focus on civil rights law, perception of risk, and relation of sustainability and equity.

Requisites: Prereq: ENVS 201.

ENVS 450. Political Ecology. 4 Credits.

Examines how social relations and economic, social, and cultural control of natural resources shape human interactions with the environment. Theory and case studies.

Requisites: Prereq: ENVS 201.

ENVS 455. Sustainability. 4 Credits.

Examines the evolution of the concept of sustainability and its complex and sometimes problematic uses among scholars, policymakers, environmentalists, and businesses.

Requisites: Pre- or coreq: ENVS 201.

ENVS 459. Water, Public Health, and the Environment. 4 Credits.

Water, Public Health, and the Environment examines the provision of water and sanitation services around the world with a particular focus on its impacts for public health and the environment in low- and middle-income communities.

ENVS 465. Wetland Ecology and Management. 4 Credits.

Examines management, law, and policies related to wetlands in an ecological framework; includes wetland type definitions, classification, distribution, formation and development, and restoration.

Requisites: Prereq: BI 307 or BI 370 or GEOG 360.

ENVS 467. Sustainable Agriculture. 4 Credits.

Examines sustainability issues in agricultural production and current food systems. Focuses on environmental aspects of seed, water, soil, energy, and pest management.

Requisites: Prereq: ENVS 201 or ENVS 202.

ENVS 477. Soil Science. 4 Credits.

Chemical and physical characteristics and classification of soils, field soil identification, soil degradation.

Requisites: Prereq: one from CH 111, CH 221Z, CH 224H.

ENVS 493M. Passive Cooling. 4 Credits.

Conceptual and quantitative investigations of passive cooling design and performance, including precedents, shading, natural ventilation, evaporative cooling, use of thermal mass, radiant cooling assisted by cold night skies, and control scheduling, supported by field investigations and introductory energy modeling. Multilisted with ARCH 493M.

Requisites: Prereq: ARCH 491.

Equivalent to: ARCH 493M

ENVS 503. Thesis. 1-16 Credits.

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

Repeatable 8 times

ENVS 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ENVS 508. Workshop: [Topic]. 1-8 Credits.

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

Repeatable 99 times

ENVS 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ENVS 525. Environmental Education Theory and Practice. 4 Credits.

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.

ENVS 530. Nature in Popular Culture. 4 Credits.

This environmental humanities course examines the various ways that nature is represented in U.S. popular culture. What can advertisements, films, television, and video games teach us about the ways we imagine nature, the environment, and environmentalism?

ENVS 535. Environmental Justice. 4 Credits.

Environmental justice and its impact on current decisions. Focus on civil rights law, perception of risk, and relation of sustainability and equity.

ENVS 550. Political Ecology. 4 Credits.

Examines how social relations and economic, social, and cultural control of natural resources shape human interactions with the environment. Theory and case studies.

ENVS 555. Sustainability. 4 Credits.

Examines the evolution of the concept of sustainability and its complex and sometimes problematic uses among scholars, policymakers, environmentalists, and businesses.

ENVS 559. Water, Public Health, and the Environment. 4 Credits.

Water, Public Health, and the Environment examines the provision of water and sanitation services around the world with a particular focus on its impacts for public health and the environment in low- and middle-income communities.

ENVS 565. Wetland Ecology and Management. 4 Credits.

Examines management, law, and policies related to wetlands in an ecological framework; includes wetland type definitions, classification, distribution, formation and development, and restoration.

ENVS 567. Sustainable Agriculture. 4 Credits.

Examines sustainability issues in agricultural production and current food systems. Focuses on environmental aspects of seed, water, soil, energy, and pest management.

ENVS 577. Soil Science. 4 Credits.

Chemical and physical characteristics and classification of soils, field soil identification, soil degradation.

ENVS 593M. Passive Cooling. 4 Credits.

Conceptual and quantitative investigations of passive cooling design and performance, including precedents, shading, natural ventilation, evaporative cooling, use of thermal mass, radiant cooling assisted by cold night skies, and control scheduling, supported by field investigations and introductory energy modeling. Multilisted with ARCH 593M.

Requisites: Prereq: ARCH 591.

ENVS 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

ENVS 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

ENVS 604. Internship: [Topic]. 1-5 Credits.

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

Repeatable 9 times for a maximum of 10 credits

ENVS 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ENVS 606. Field Studies: [Topic]. 1-16 Credits.

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

Repeatable 9 times

ENVS 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ENVS 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ENVS 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 8 times

ENVS 610. Experimental Course: [Topic]. 1-5 Credits.

A recent topic is Interdisciplinary Capstone Project.

Repeatable 99 times

ENVS 631. Environmental Studies Theory and Practice. 4 Credits.

Introduction to various disciplinary perspectives that contribute to environmental studies, including their research methods, vocabularies, and core concepts.

ENVS 632. Environmental Studies Research Methodology. 2 Credits.

Identifying a clear and concise research problem, developing methodology to address that problem, and the process of developing a thorough knowledge of relevant literature.

ENVS 633. Environmental Studies Thesis Development. 3 Credits.

Interdisciplinary readings in environmental studies focused on topics chosen by each student in consultation with instructor. Preparation for presentations at the Joint Campus Conference.

Ethnic Studies (ES)

Courses

ES 101. Introduction to Ethnic Studies. 4 Credits.

This course is an introduction to the academic field of Ethnic Studies, the interdisciplinary, comparative and relational study of race, ethnicity and indigeneity in the United States. Special attention paid to how systems of domination and acts of resistance (re)create racial subjects.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

ES 196. Field Studies: [Topic]. 1-5 Credits.

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

Repeatable 99 times

ES 198. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ES 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 5 times

ES 250. Introduction to Black Studies. 4 Credits.

This course introduces students to the theoretical models used in the interdisciplinary study of African-America. Using a thematic approach, students will learn to critically engage the development of and dynamics between race, racism and blackness in the United States.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

ES 252. Introduction to Asian American Studies. 4 Credits.

Focuses on historical, cultural, and social issues in Asian America and surveys scholarship in Asian American studies.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

ES 254. Introduction to Chicanx and Latinx Studies. 4 Credits.

Focuses on historical, social, and cultural issues in Chicanx and Latinx communities and surveys scholarship in Chicanx and Latinx studies.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

ES 256. Introduction to Native American Studies. 4 Credits.

Interdisciplinary approaches to understanding Native American lives, examining Native American identities, practices, histories, creative works, cultures, and political status in context.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

ES 258. Introduction to Pacific Islander Studies. 4 Credits.

Focuses on historical, social, and cultural issues in Pacific Islander communities and surveys scholarship in Pacific Island Studies.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

ES 301. Theoretical Perspectives in Ethnic Studies. 4 Credits.

Introduction to contemporary theoretical frameworks in the discipline of ethnic studies. Intended to be taken by junior year to introduce students to the second half of the Ethnic Studies major. Required for Ethnic Studies majors. Offered once per year.

Requisites: Prereq: ES 101; one from ES 250, ES 252, ES 254, ES 256, ES 258.

ES 310. Race and Popular Culture: [Topic]. 4 Credits.

Examines the interface between race and popular culture, surveying the historical development, political significance, and social influence of popular culture in the United States. Offered alternate years.

Repeatable 4 times for a maximum of 20 credits when topic changes

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ES 321. Indigenous Peoples of Oregon. 4 Credits.

This course examines the history, culture, social and political issues of the Indigenous peoples of Oregon through oral traditions, primary sources, and secondary sources, focused on the major themes of sovereignty, traditional knowledge, and decolonization.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

ES 330. Women of Color Issues and Concerns. 4 Credits.

Contemporary social issues and feminism among women of color in the United States.

Requisites: Prereq: ES 101 recommended.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ES 350. Native Americans and the Environment. 4 Credits.

Critical issues in Native American environmentalism.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ES 352. Social Equity and Criminal Justice. 4 Credits.

Critical issues related to police, prisons, criminal justice, and racial and gender inequalities.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

ES 354. Environmental Racism. 4 Credits.

Explores environmental justice as both a field of scholarship and organizing framework that links power, justice, and inequality to environmental issues. Special attention is given to the specific forms of racism which produce environmental injustice.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

ES 360. Black Sexual Politics. 4 Credits.

Explores the gender and sexuality politics that influence the social, political, economic and cultural development of black communities in the diaspora, including the United States.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ES 370. Race, Ethnicity, and Cinema: [Topic]. 4 Credits.

Examines the history and politics of race, ethnicity, and indigeneity in relation to film, including questions of production, distribution, and reception, in the United States. Offered alternate years.

Repeatable 4 times for a maximum of 20 credits when topic changes

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ES 380. Race, Migration, and Rights. 4 Credits.

Examines historical and contemporary politics in race, immigration, and migration.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

ES 385. Critical Whiteness Studies: [Topic]. 4 Credits.

This course explores the social construction of race by investigating and historicizing "whiteness" as a racial category in the U.S.

Repeatable 1 time for a maximum of 8 credits

ES 399. Special Studies: [Topic]. 1-5 Credits.

Recent topics include Caribbean Migrations; Asian American Women; Critical Whiteness Studies; Native Americans and Film; Asian Diasporas; Race and Resistance in United States History.

Repeatable 5 times

ES 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

ES 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ES 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

ES 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ES 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ES 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ES 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ES 440. Race, Literature, and Culture: [Topic]. 4 Credits.

Examines race, literature, and culture from an interdisciplinary perspective. Offered alternate years.

Repeatable 4 times for a maximum of 20 credits when topic changes

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ES 450. Race and Incarceration. 4 Credits.

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.

ES 452. Race and Ethnicity and the Law: [Topic]. 4 Credits.

Addresses issues of social justice and the participation of Asian Americans, African Americans, Chicanos and Latinos, and Native Americans in the legal system.

Repeatable 99 times when topic changes

ES 456. History of Native American Education. 4 Credits.

Examines the historical conflict between traditional culture and knowledge transmission among Native Americans and the assimilationist educational system and practices of Euro-American culture. Offered alternative years.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ES 460. Race, Culture, Empire: [Topic]. 4 Credits.

Examines how racial discourses have informed United States domestic and foreign policy, with special attention on cultural representations of U.S. colonialism and imperialism. Offered alternate years.

Repeatable 4 times for a maximum of 20 credits when topic changes

ES 464. Relational Studies of Indigeneity, Race and Culture: [Topic]. 4 Credits.

Seminar centers relation between Indigenous peoples and peoples of color instead of focusing on white/non-white line. Called comparative or relational studies, the approach yields unique insights into how race and settler-colonialism work in the United States and beyond.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ES 465. Feminist Theories of Race: [Topic]. 4 Credits.

This course focuses on the political and theoretical trajectory of feminist and race theories associated with particular groups, such as Asian American feminisms, or comparatively in relation to Women of Color and queer politics.

Repeatable 3 times for a maximum of 16 credits when topic changes

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ES 466. Native American Ethnohistory. 4 Credits.

In this seminar, we read, evaluate, analyze, and critique major texts in Native American ethnohistory (a combination of anthropological and historical methods) with a focus on perspectives and concerns of contemporary Indigenous peoples.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ES 468. Indigenous Research Methods and Ethics. 4 Credits.

This course addresses methodological and ethical issues related to conducting research about and with Indigenous peoples. The course introduces students to the principles of Indigenous research, including practices, collaboration, ethics, and Indigenous approaches to the construction of knowledge.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ES 470. Native American and Indigenous Feminisms. 4 Credits.

This class will acquaint students with critical issues in Native American and Indigenous feminisms. We will review past and present struggles, including gendered violence, cultural systems of gender and sexuality, successes and failures in efforts towards alliance, life stories, film, and literature, in comparative perspective.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

ES 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ES 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ES 540. Race, Literature, and Culture: [Topic]. 4 Credits.

Examines race, literature, and culture from an interdisciplinary perspective. Offered alternate years.

Repeatable 4 times for a maximum of 20 credits when topic changes

ES 552. Race and Ethnicity and the Law: [Topic]. 4 Credits.

Addresses issues of social justice and the participation of Asian Americans, African Americans, Chicanos and Latinos, and Native Americans in the legal system.

Repeatable 99 times when topic changes

ES 556. History of Native American Education. 4 Credits.

Examines the historical conflict between traditional culture and knowledge transmission among Native Americans and the assimilationist educational system and practices of Euro-American culture. Offered alternative years.

ES 560. Race, Culture, Empire: [Topic]. 4 Credits.

Examines how racial discourses have informed United States domestic and foreign policy, with special attention on cultural representations of U.S. colonialism and imperialism. Offered alternate years.

Repeatable 4 times for a maximum of 20 credits when topic changes

ES 564. Relational Studies of Indigeneity, Race and Culture: [Topic]. 4 Credits.

Seminar centers relation between Indigenous peoples and peoples of color instead of focusing on white/non-white line. Called comparative or relational studies, the approach yields unique insights into how race and settler-colonialism work in the United States and beyond.

ES 565. Feminist Theories of Race: [Topic]. 4 Credits.

This course focuses on the political and theoretical trajectory of feminist and race theories associated with particular groups, such as Asian American feminisms, or comparatively in relation to Women of Color and queer politics.

Repeatable 3 times for a maximum of 16 credits when topic changes

ES 566. Native American Ethnohistory. 4 Credits.

In this seminar, we read, evaluate, analyze, and critique major texts in Native American ethnohistory (a combination of anthropological and historical methods) with a focus on perspectives and concerns of contemporary Indigenous peoples.

ES 568. Indigenous Research Methods and Ethics. 4 Credits.

This course addresses methodological and ethical issues related to conducting research about and with Indigenous peoples. The course introduces students to the principles of Indigenous research, including practices, collaboration, ethics, and Indigenous approaches to the construction of knowledge.

ES 570. Native American and Indigenous Feminisms. 4 Credits.

This class will acquaint students with critical issues in Native American and Indigenous feminisms. We will review past and present struggles, including gendered violence, cultural systems of gender and sexuality, successes and failures in efforts towards alliance, life stories, film, and literature, in comparative perspective.

ES 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

ES 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

ES 604. Internship: [Topic]. 1-5 Credits.

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

Repeatable 9 times for a maximum of 10 credits

ES 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ES 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ES 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ES 614. Colloquium: Professional Development. 1 Credit.

Professional development, teaching skills, and mentorship for first year Ethnic Studies PhD students.

Repeatable 2 times for a maximum of 3 credits

ES 617. Genealogies of Ethnic Studies. 5 Credits.

Examines the emergence and evolution of the discipline of Ethnic Studies, including major intellectual shifts in the field, particularly as they relate to changes in the social science and humanities; and the state of the discipline today.

ES 618. Theoretical Foundations in Ethnic Studies. 5 Credits.

Introduction to the theoretical foundations and debates in Ethnic Studies scholarship.

ES 619. Interdisciplinary Research Methods in Ethnic Studies. 5 Credits.

Introduction to interdisciplinary methodologies in the various fields of ethnic studies, with an eye towards developing interdisciplinary competence and students applying it to their own work.

ES 620. Race, Space, and Power: [Topic]. 5 Credits.

This course questions the variety of ways that social constructions of race and space are inextricable from one another and constitute, as much as they are constituted by, modern power relations.

Repeatable 1 time for a maximum of 10 credits when topic changes

ES 621. Cultural Production: [Topic]. 5 Credits.

Graduate introduction to the theories and methods utilized within Cultural Studies scholarship with attention to race, gender, nation, sexuality and indigeneity.

Repeatable 2 times for a maximum of 15 credits when topic changes

ES 622. Resistance and Dissent: [Topic]. 5 Credits.

Surveys historical and contemporary methods people of color have used to subvert and challenge white power and privilege in the United States.

Repeatable 2 times for a maximum of 15 credits when topic changes

ES 623. Race, Gender and Sexuality Studies: [Topic]. 5 Credits.

This course closely examines the ways in which race is deeply intertwined with gender and sexuality in the production of racial, gender, and sexual violence since the inception of European settler colonialism in the Americas.

Repeatable 2 times for a maximum of 15 credits when topic changes

European Studies (EURO)

Courses

EURO 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

EURO 403. Thesis. 1-9 Credits.

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

Repeatable 99 times

EURO 405. Reading and Conference: [Topic]. 1-6 Credits.

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

Repeatable 99 times

EURO 407. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

EURO 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

Family and Human Services (FHS)

Courses

FHS 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

FHS 213. Issues for Children and Families. 4 Credits.

Examines issues and problems confronting children and families in the United States. Issues such as disability, poverty, health care, addictions, racism, and violence are addressed.

Additional Information:

Social Science Area

FHS 215. Exploring Family and Human Services. 3 Credits.

Explores the historic basis and current design of family and human services. Emphasizes services to children, youth, adults, and families.

FHS 216. Diversity in Human Services. 4 Credits.

This course is designed to provide the foundational knowledge, awareness, and skills needed for working with diverse populations in the human services. This course will explore issues of equity and inclusion across the levels of the ecological model.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

FHS 228. Human Development in the Family Context. 3 Credits.

Examines human development within the context of the family from an evidence-based perspective. Integration of contemporary family issues experienced across the lifespan within the context of the human service profession. Previously taught as FHS 328.

Requisites: Prereq: FHS 215.

FHS 301. Writing for Human Services Professionals. 3 Credits.

This course prepares students with the knowledge and skills necessary for writing competently for professional/scientific audiences through a series of assigned readings, in- and out-of-class assignments, and quizzes. Students will practice iterative writing by giving and receiving peer reviews and incorporating peer and instructor feedback.

Requisites: Prereq: WR 121Z, FHS 215.

FHS 329. Youth Psychopathology in Context. 4 Credits.

Presents child and adolescent psychopathology and problems within a diagnostic framework. Topics address psychosocial issues for youth in family and cultural contexts. Students cannot receive credit for both BEHT 320 and FHS 329.

Requisites: Prereq: FHS 215.

Equivalent to: BEHT 320

FHS 330. Individual Interventions in Ecological Contexts. 4 Credits.

Introduces the concept of individual interventions within an ecological model. Provides knowledge and development of basic listening skills and how to apply these skills to individuals in diverse contexts.

Requisites: Prereq: FHS 215, FHS 216, FHS 301.

FHS 331. Group and Community Interventions. 3 Credits.

Introduces the concept of group intervention within the context of group theory and community development. Provides knowledge and development of group interventions, including group facilitation skills and curriculum development.

Requisites: Prereq: FHS 330.

FHS 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

FHS 401. Research: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

FHS 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

FHS 405. Reading and Conference: [Topic]. 1-5 Credits.

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

Repeatable 99 times

FHS 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

FHS 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

FHS 408. Workshop: [Topic]. 1-9 Credits.

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

Repeatable 99 times

FHS 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

FHS 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

FHS 420. Research in Human Services. 3 Credits.

This course provides a comprehensive introduction to research methods commonly used in human services, prevention science, and social work. Students will learn how to formulate research questions; identify, interpret, and evaluate empirical research articles; and engage in scientific writing by preparing research reports.

Requisites: Prereq: FHS 301.

FHS 471. Human Services Professional Ethics. 3 Credits.

This course focuses on professional ethics relevant to human services practitioners, with an emphasis on building skills required for ethical decision-making, including self-awareness, identification and integration of personal, professional, and legal values and standards, and evaluating scientific literature on prevention and intervention. Students cannot receive credit for both BEHT 412 and FHS 471.

Requisites: Prereq: FHS 420; pre or coreq: FHS 330.

Equivalent to: BEHT 412

FHS 472. Human Services in Practice. 2-5 Credits.

Supervised practicum (internship) within a local school or community agency. Co-enrollment in FHS 473 required.

Requisites: Prereq: FHS 471.

Repeatable 8 times for a maximum of 18 credits

FHS 473. Human Services in Practice Supervision. 1 Credit.

Seminar providing group supervision related to practicum (internship) participation within a local school or community agency.

Repeatable 11 times for a maximum of 12 credits

FHS 490. Scientific Analysis in Human Services. 3 Credits.

This course instills students with the knowledge and skills necessary to understand and perform basic quantitative and qualitative data analysis and to understand and demonstrate how data analysis is related to research design within the context of prevention science and the human services, broadly.

FHS 492. Contemporary Issues in Public Health. 3 Credits.

This course covers methods for assessing and addressing community health problems and promoting health equity.

Requisites: Prereq: FHS 213, FHS 216.

FHS 493. Child and Family Case Management. 3 Credits.

This class provides students skills in case management and human-service-focused direct practice with children, adolescents, and families, including needs assessments, case conceptualization, service plan development, and direct service intervention.

Requisites: Prereq: FHS 331, FHS 471.

FHS 494. Adolescent and Adult Case Management. 3 Credits.

This class provides students skills in case management and human service focused direct practice with adolescents and adults, including needs assessments, case conceptualization, service plan development, and direct service intervention.

Requisites: Prereq: FHS 331, FHS 471.

FHS 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

FHS 508. Workshop: [Topic]. 1-9 Credits.

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

Repeatable 99 times

FHS 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Finance (FIN)

Courses

FIN 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

FIN 240. Survey of Real Estate. 4 Credits.

Basics of buying, selling, and leasing real estate. Overview of real estate law, commercial and residential brokerage, real estate financing, and real estate administration.

Requisites: Not open to LCB majors or prebusiness majors with junior standing or above.

FIN 281. Personal Finance. 4 Credits.

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.

Requisites: Not open to LCB majors, prebusiness majors with junior standing or above.

FIN 283. The Stock Market and Investing. 4 Credits.

Investments and the stock market, securities and approaches to security selection, portfolio composition and structure.

Requisites: Not open to LCB majors, prebusiness majors with junior standing or above, or students who have credit for FIN 380.

FIN 311. Economic Foundations of Competitive Analysis. 4 Credits.

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.

Requisites: Prereq: BA 101Z, BA 169Z, BA 213Z, EC 201Z, MATH 241.

Equivalent to: EC 311, FIN 311H

FIN 311H. Economic Foundations of Competitive Analysis. 4 Credits.

Analyzes the competitive structure of markets and industries. Focuses on the relationships among cost, pricing strategy and economic profit in competitive environments. Students may receive credit for only one of EC 311, FIN 311, or FIN 311H.

Requisites: Prereq: BA 101Z, BA 169Z, BA 213Z, EC 201Z, MATH 241.

Equivalent to: EC 311, FIN 311

FIN 316. Financial Management. 4 Credits.

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.

Requisites: Prereq: BA 101Z, BA 169Z, BA 213Z, EC 201Z, MATH 241.

Equivalent to: FIN 316H

FIN 316H. Financial Management. 4 Credits.

Covers the fundamental tools and concepts of finance, including the evaluation of investment opportunities and the relation between risk and return. Students cannot receive credit for both FIN 316 and FIN 316H.

Requisites: Prereq: BA 101Z, BA 169Z, BA 213Z, EC 201Z, MATH 241.

Equivalent to: FIN 316

FIN 380. Financial Markets and Investments. 4 Credits.

Financial markets and security investment decisions, analysis of risk and return, portfolio policies for individual and institutional investors, financial instruments.

Requisites: Prereq: FIN 316, OBA 312.

FIN 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

FIN 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

FIN 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

FIN 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

FIN 407. Seminar: [Topic]. 4 Credits.

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.

Repeatable 99 times

FIN 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

FIN 410. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Requisites: Prereq: FIN 316 or FIN 316H.

Repeatable 99 times when topic changes

FIN 462. Derivative Markets and Financial Institutions. 4 Credits.

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.

Requisites: Prereq: FIN 316.

FIN 463. International Finance. 4 Credits.

Analysis of currency exchange rates, balance of payments; management of foreign exchange risk; risk and return in international investment.

Requisites: Prereq: FIN 316.

FIN 464. Commercial Banking. 4 Credits.

Operation and pricing policies of a commercial bank, concentrating on management of institutions that take deposits and make loans and investments through the use of computer-simulated banking operations.

Requisites: Prereq: FIN 316.

FIN 473. Financial Analysis and Valuation. 4 Credits.

Topics include working capital management, advanced capital budgeting, dividend policy, financing policy, business valuation, and corporate acquisitions.

Requisites: Prereq: FIN 380.

FIN 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

FIN 510. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

FIN 562. Derivative Markets and Financial Institutions. 4 Credits.

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.

Requisites: Prereq: FIN 380 or FIN 612.

FIN 564. Commercial Banking. 4 Credits.

Operation and pricing policies of a commercial bank, concentrating on management of institutions that take deposits and make loans and investments through the use of computer-simulated banking operations.

FIN 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

FIN 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

FIN 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

FIN 605. Special Problems: [Topic]. 1-16 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

FIN 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

FIN 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

FIN 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

FIN 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

FIN 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

FIN 612. Fundamentals of Finance. 3 Credits.

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.

FIN 613. Managerial Economics. 3 Credits.

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.

Requisites: Prereq: FIN 612.

FIN 615. Quantitative Methods for Finance. 3 Credits.

Mathematical and statistical tools fundamental to financial analysis; measuring returns and risk, probability models, statistical inference, regression analysis, all with applications to finance.

FIN 617. Data Analysis in Finance. 3 Credits.

Programming for financial data analysis using popular languages; Back testing and developing algorithm trading strategies.

FIN 671. Corporate Finance and Valuation. 3 Credits.

Application of financial principles to problems of valuation, capital budgeting, and financial policy.

Requisites: Prereq: FIN 612.

FIN 673. Advanced Topics in Corporate Finance. 3 Credits.

Cases dealing with financial analysis, working-capital management, valuation, and firm investment and financing decisions.

Requisites: Prereq: completion of first-year M.B.A. core.

FIN 675. Fixed Income Securities. 3 Credits.

Theoretical, empirical, and institutional aspects of fixed-income securities and their derivatives; application of these tools to managerial decisions in other contexts.

Requisites: Prereq: completion of first-year MBA core.

FIN 683. Concepts of Investments. 3 Credits.

Securities markets; risk-return characteristics of investment media; concepts of security analysis; investment and portfolio strategies of individual and institutional investors.

Requisites: Prereq: completion of first-year M.B.A. core.

FIN 685. Alternative Investments. 3 Credits.

Covers alternative asset classes such as venture capital, private equity (LBO), commercial real estate, and cryptoassets. Focus on valuation methodologies, fund structures, and investment strategies.

Requisites: Prereq: FIN 612.

Folklore (FLR)

Courses

FLR 198. Workshop: [Topic]. 1-2 Credits.

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

Repeatable 99 times

FLR 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

FLR 199L. Special Studies: [Topic]. 0 Credits.

Experimental course - topic varies.

FLR 225. Voices of Africa. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

FLR 235. Folklore and the Supernatural. 4 Credits.

Introduces the study of beliefs about the supernatural by examining diverse approaches to the description and analysis of belief traditions and religious culture.

Additional Information:

Arts Letters Area

FLR 236. Magic in the Middle Ages. 4 Credits.

Examines how medieval culture defined magic and how the exploration of magic led to the beginnings of science. Analyzes the practices of medieval western Europe, particularly Britain.

Additional Information:

Arts Letters Area

FLR 250. Introduction to Folklore. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

FLR 255. Folklore and United States Popular Culture. 4 Credits.

Explores the relationship between folklore and popular culture, with special emphasis on the analysis of legends, myths, icons, stereotypes, heroes, celebrities, rituals, and celebrations.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

FLR 320. Car Cultures. 4 Credits.

Examines car customizing and tuning as forms of vernacular art; studies the environmental impacts of automobiles, the history of the industry, and the peculiarities of drivers' behavior. Offered alternate years.

Additional Information:

Arts Letters Area

FLR 350. Folklore and the Bible. 4 Credits.

Studies readings of the Judeo-Christian Bible in connection with mythological and traditional contexts and meanings from ancient times to the present. Offered alternate years.

Additional Information:

Arts Letters Area

FLR 370. Folklore and Sexuality. 4 Credits.

Examines intersections of folklore and sexuality as entry points for discussing social issues of sexual and gender identity, intolerance, and resistance. Offered alternate years.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

FLR 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

FLR 399L. Special Studies: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

FLR 401. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

FLR 403. Thesis. 1-6 Credits.

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

Repeatable 99 times

FLR 404. Internship: [Topic]. 1-8 Credits.

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

Repeatable 99 times

FLR 405. Reading and Conference: [Topic]. 1-6 Credits.

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

Repeatable 99 times

FLR 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

FLR 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

FLR 408. Workshop: [Topic]. 1-5 Credits.

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

Repeatable 99 times

FLR 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

FLR 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

FLR 411. Folklore and Religion. 4 Credits.

Explores the role of folklore in people's religious lives with particular emphasis on narrative, beliefs, rituals, celebrations, pilgrimage, and ecstatic states.

Additional Information:

Cultural Literacy: Global Perspectives

FLR 415. Folklore and Foodways. 4 Credits.

Examines food traditions from a folkloristic perspective, looking at issues such as identity, performance, community, creativity, and innovation. Prereq: junior standing. Offered every second or third year.

FLR 495. Folklore Fieldwork. 4 Credits.

This course introduces students to the theory and practice of ethnographic fieldwork in folklore. Each student will have the opportunity to conceptualize and carry out a fieldwork project while developing skills in proposal writing, fieldwork and interviewing practices, documentation, analysis, and presentation of ethnographic research.

FLR 503. Thesis. 1-12 Credits.

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

Repeatable 99 times

FLR 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

FLR 508. Workshop: [Topic]. 1-5 Credits.

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

Repeatable 99 times

FLR 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

FLR 511. Folklore and Religion. 4 Credits.

Explores the role of folklore in people's religious lives with particular emphasis on narrative, beliefs, rituals, celebrations, pilgrimage, and ecstatic states.

FLR 515. Folklore and Foodways. 4 Credits.

Examines food traditions from a folkloristic perspective, looking at issues such as identity, performance, community, creativity, and innovation. Prereq: junior standing. Offered every second or third year.

FLR 595. Folklore Fieldwork. 4 Credits.

This course introduces students to the theory and practice of ethnographic fieldwork in folklore. Each student will have the opportunity to conceptualize and carry out a fieldwork project while developing skills in proposal writing, fieldwork and interviewing practices, documentation, analysis, and presentation of ethnographic research.

FLR 601. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

FLR 604. Internship: [Topic]. 1-6 Credits.

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

Repeatable 99 times

FLR 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

FLR 606. Field Studies: [Topic]. 1-16 Credits.

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

Repeatable 99 times

FLR 607. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

FLR 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

FLR 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

FLR 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

FLR 681. History and Theory of Folklore Research. 5 Credits.

Examines nature of scholarly inquiry, research questions, and techniques. Historic orientation with emphasis on ideological development of folkloristics from its beginnings to the present.

French (FR)

Courses

FR 101. First-Year French. 5 Credits.

Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French.

FR 102. First-Year French. 5 Credits.

Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French.

Requisites: Prereq: FR 101.

FR 103. First-Year French. 5 Credits.

Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French.

Requisites: Prereq: FR 102.

FR 111. Intensive Beginning French. 5 Credits.

Intensive study for experienced language learners; introduction to French culture. Sequence. Cannot be combined with FR 101, FR 102, FR 103 for more than 15 credits of first-year French.

Requisites: Prereq: previous study of French or competence in another Romance language.

FR 112. Intensive Beginning French. 5 Credits.

Intensive study for experienced language learners; introduction to French culture. Cannot be combined with FR 101, FR 102, FR 103 for more than 15 credits of first-year French.

Requisites: Prereq: FR 111.

FR 150. Cultural Legacies of France. 4 Credits.

This course explores and explodes cultural stereotypes while examining some of the social and cultural phenomena that many associate most strongly with France. Topics may include language and identity; love and romance; food and fashion; wars and revolutions; and cultural imperialism.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

FR 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

FR 201. Intermediate French I. 4 Credits.

Development of French language proficiency beyond beginning level through the study of the cultural products, practices, and perspectives of the Francophone world (France, Belgium, Switzerland, Canada, Caribbean, Lebanon, Magreb, Senegal, etc.). Topics include history, geography, demographics, foodways, social movements, art, politics, and other cultural phenomena. Sequence with FR 202, FR 203.

Requisites: Prereq: FR 103 or FR 112 recommended.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

FR 202. Intermediate French II. 4 Credits.

Development of French language proficiency beyond beginning level through the study of the cultural products, practices, and perspectives of the Francophone world (France, Belgium, Switzerland, Canada, Caribbean, Lebanon, Magreb, Senegal, etc.). Topics include history, geography, demographics, foodways, social movements, art, politics, and other cultural phenomena. Sequence with FR 201, FR 203.

Requisites: Prereq: FR 201 or equivalent proficiency.

Additional Information:

Arts Letters Area

FR 203. Intermediate French III. 4 Credits.

Development of French language proficiency beyond beginning level through the study of the cultural products, practices, and perspectives of the Francophone world (France, Belgium, Switzerland, Canada, Caribbean, Lebanon, Magreb, Senegal, etc.). Topics include history, geography, demographics, foodways, social movements, art, politics, and other cultural phenomena. Sequence with FR 201, FR 202.

Requisites: Prereq: FR 202 or equivalent proficiency.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

FR 301. La France contemporaine. 4 Credits.

Training in language and culture of modern France using newspapers, short stories, poetry and film. Vocabulary enrichment activities. Conducted in French.

Requisites: Prereq: FR 203.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

FR 302. Culture et langage Le monde francophone contemporain. 4 Credits.

Training in language and cultures of the French-speaking world using literary texts, newspapers, short stories, poetry, films, websites, videos. Grammar review and vocabulary enrichment. Conducted in French.

Requisites: Prereq: FR 203.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

FR 307. Oral Skills. 2 Credits.

Practice in improving oral, comprehension, and listening skills in French. Communicative activities in class in addition to language laboratory work.

Requisites: Prereq: FR 203 or equivalent.

Repeatable 1 time for a maximum of 4 credits

Additional Information:

BA Language Satisfying Course

FR 312. French Survey of Francophone Literature. 4 Credits.

Introduction to major authors and texts of the French-speaking world outside of France. Exploration of history and culture of former French colonies.

Requisites: Prereq: FR 301 or FR 302.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

FR 317. Knights, Queens, and Rebels. 4 Credits.

Introduction to major themes and ideas in French cultural and textual production before the 17th century.

Requisites: Prereq: FR 301 or FR 302.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

FR 318. Monarchy, Liberty, Revolution. 4 Credits.

Introduction to major themes and ideas in French literature from the 17th and 18th centuries through the reading of representative texts.

Requisites: Prereq: FR 301 or FR 302.

Additional Information:

Arts Letters Area
BA Language Satisfying Course

FR 319. Modernity and Creativity. 4 Credits.

Representative literary works from the 19th-21st centuries with attention to textual analysis and connections to politics and society.

Requisites: Prereq: FR 301 or FR 302.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

FR 330. French Poetry. 4 Credits.

French and Francophone poems from the Middle Ages to the 21st century, literary movements, introduction to textual analysis and modern critical approaches.

Requisites: Prereq: FR 301, FR 302.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

FR 331. French Theater. 4 Credits.

Explores important aspects of French theater. Reading plays from different periods. Emphasizes formal aspects and critical reading.

Requisites: Prereq: FR 301, FR 302.

Additional Information:

Arts Letters Area
BA Language Satisfying Course

FR 333. French Narrative. 4 Credits.

Covers important aspects of French and Francophone narrative. Reading texts from different periods. Emphasis on formal aspects and critical reading.

Requisites: Prereq: FR 301, FR 302.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

FR 362. French Film. 4 Credits.

Focuses on the differences between American culture and French and Francophone cultures. Addresses a sensitive issue exemplified by the attitude of the international movie industry.

Requisites: Prereq: FR 301, FR 302.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

FR 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Requisites: Prereq: FR 301 or FR 302.

Repeatable 99 times**FR 403. Thesis. 3-6 Credits.**

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

Repeatable 99 times**FR 405. Reading and Conference: [Topic]. 1-6 Credits.**

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

Repeatable 99 times**FR 406. Practicum: [Topic]. 1-12 Credits.**

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

Repeatable 99 times**FR 407. Seminar: [Topic]. 1-6 Credits.**

Recent topics include French Novel and World War II, Writers and Painters, Medievalism, Francophone Caribbean, Gide and Sartre.

Requisites: Prereq: two from FR 312, FR 317, FR 318, FR 319.

Repeatable 99 times**FR 408. Workshop: [Topic]. 1-12 Credits.**

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

Repeatable 99 times**FR 409. Terminal Project. 1-12 Credits.**

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times**FR 410. Experimental Course: [Topic]. 1-4 Credits.**

Experimental course - topic varies.

Repeatable 99 times**FR 416. Advanced Writing in French. 4 Credits.**

Extended written production; writing for specific purposes and audiences. Advanced grammar review and composition; study of specialized vocabulary.

Requisites: Prereq: FR 301, FR 302.

Additional Information:

BA Language Satisfying Course

FR 425. French-English Translation. 4 Credits.

Offers an overview of translation theory and practice from English to French and French to English.

Requisites: Prereq: FR 301, FR 302.

FR 460. 18th-Century Literature: [Topic]. 4 Credits.

Changing topics concerning trends or particular authors representative of 18th-century French literature. A recent topic is Being Modern in the 18th century.

Requisites: Prereq: two from FR 312, FR 317, FR 318, FR 319.

Repeatable 99 times when topic changes

Additional Information:

BA Language Satisfying Course

FR 480. 19th-Century Literature: [Topic]. 4 Credits.

Changing topics concerning trends or particular authors representative of 19th-century French literature.

Requisites: Prereq: two from FR 312, FR 317, FR 318, FR 319.

Repeatable 99 times when topic changes

Additional Information:

BA Language Satisfying Course

FR 490. 20th-Century Literature: [Topic]. 4 Credits.

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.

Requisites: Prereq: two from FR 312, FR 317, FR 318, FR 319.

Repeatable 99 times when topic changes

Additional Information:

BA Language Satisfying Course

FR 507. Seminar: [Topic]. 1-6 Credits.

Recent topics include French Novel and World War II, Writers and Painters, Medievalism, Francophone Caribbean, Gide and Sartre.

Repeatable 99 times

FR 508. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

FR 510. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

FR 560. 18th-Century Literature: [Topic]. 4 Credits.

Changing topics concerning trends or particular authors representative of 18th-century French literature. A recent topic is Being Modern in the 18th century.

Repeatable 99 times when topic changes

FR 580. 19th-Century Literature: [Topic]. 4 Credits.

Changing topics concerning trends or particular authors representative of 19th-century French literature.

Repeatable 99 times when topic changes

FR 590. 20th-Century Literature: [Topic]. 4 Credits.

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.

Repeatable 99 times when topic changes

FR 601. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

FR 605. Reading and Conference: [Topic]. 1-6 Credits.

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

Repeatable 99 times

FR 606. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

FR 607. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

FR 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Geography (GEOG)

Courses

GEOG 141. The Natural Environment. 4 Credits.

The earth's physical landscapes, vegetation patterns, weather, and climate; emphasis on the dynamic interactions among climate, landforms, vegetation, and soils.

Additional Information:

Science Area

GEOG 142. The Human Planet. 4 Credits.

The spatial organization of humans and their activities on Earth's surface. Cultural, political, and economic influences shaping places and their interconnections.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

GEOG 181. Our Digital Earth. 4 Credits.

Explores the emergence and use of the geospatial technologies that are shaping contemporary society and are pervasive in our everyday lives.

Additional Information:

Social Science Area

GEOG 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times

GEOG 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

GEOG 201. World Regional Geography. 4 Credits.

Introduction to the world's cultural regions. Study of the cultural and environmental factors that make different parts of the world distinct.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

GEOG 202. Geography of Europe. 4 Credits.

Physical and cultural processes that have shaped the rural and urban landscapes of Europe.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

GEOG 208. Geography of the United States and Canada. 4 Credits.

Historical and geographical analysis of the physical and human geography of the U.S. and Canada. Topics include physical regions, settlement patterns, economic development, and urbanization. Offered alternate years.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

GEOG 209. Geography of the Middle East and North Africa. 4 Credits.

Physical and cultural processes that have shaped the rural and urban landscapes of the Middle East and North Africa.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GEOG 250. Geographies of Outdoor Adventure. 4 Credits.

Introduces cultural geography by tracing the emergence and contemporary significance of outdoor adventure sports. Their global development since the late 1800s coincides with changing ideas about nature, wilderness, and the utility of play, and reflects modern social disparities and environmental challenges.

Additional Information:

Social Science Area

GEOG 281. The World and Big Data. 4 Credits.

Explores technical foundations and social and economic applications of big data along the "5V" dimensions of volume, variety, velocity, veracity, and visualization.

GEOG 321. Climatology. 4 Credits.

Energy and moisture in the atmosphere, atmospheric circulation, controls of regional and microclimates, applied climatology, climatic variations, past and future climates.

Requisites: Prereq: GEOG 141.

Additional Information:

Science Area

GEOG 322. Geomorphology. 4 Credits.

Landforming processes with emphasis on mass movements, rivers, eolian, glacial, and coastal processes. Special fee.

Requisites: Prereq: one from GEOG 141, EARTH 102, EARTH 202.

Additional Information:

Science Area

GEOG 323. Biogeography. 4 Credits.

The spatial patterns of biological diversity, and its causes, both in the present and in the past, and its relevance during a time of increasing human impact and climate change.

Requisites: Prereq: one from GEOG 141, EARTH 103, EARTH 203, BI 370.

Additional Information:

Science Area

GEOG 341. Population and Environment. 4 Credits.

Patterns of population growth over history and place, current policies and programs, and impacts and trends in United States and international contexts. Includes method and theory.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GEOG 342. Geography of Globalization. 4 Credits.

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.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GEOG 343. Society, Culture, and Place. 4 Credits.

Examines ways in which geographical context reflects and shapes cultural and social processes. Importance of place and territory in human affairs.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GEOG 360. Watershed Science and Policy. 4 Credits.

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.

Requisites: Prereq: one from GEOG 141, EARTH 102, EARTH 202, BI 130, BI 223Z.

Additional Information:

Science Area

GEOG 361. Global Environmental Change. 4 Credits.

Natural and human-induced changes in the Earth System and their impact on different environmental systems. Not available to those who have taken GEOG 143.

Requisites: Prereq: GEOG 141.

Additional Information:

Science Area

GEOG 391. Social Science Inquiry and Research. 4 Credits.

Understanding scientific inquiry, the scientific method and learning to critique social science research. Readings and discussion focus on the questions, methods, conclusions and outcomes of research.

Additional Information:

Social Science Area

GEOG 393. Data Driven Cartography. 4 Credits.

Introduction to concepts of cartography through representing, organizing, analyzing, and visually presenting geospatial information and data on maps. In this course we will explore different types of map design, how to represent different data types on maps, and how data impacts visual display. Sequence with GEOG 481, GEOG 492, GEOG 493.

Requisites: Prereq: GEOG 181 or GEOG 481.

GEOG 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

GEOG 399L. Special Studies: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

GEOG 400M. Temporary Multilisted Course. 4 Credits.

A single course that is listed under more than one subject code, which may be offered once without formal approval.

Repeatable 99 times

GEOG 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

GEOG 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

GEOG 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

GEOG 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

GEOG 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

GEOG 408. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GEOG 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

GEOG 410. Experimental Course: [Topic]. 1-4 Credits.

Topics are listed in the class schedule each term.

Repeatable 99 times

GEOG 410L. Experimental Course:[Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

GEOG 421. Advanced Climatology: [Topic]. 4 Credits.

Topics in climatology, including physical climatology, dynamic and synoptic climatology, and paleoclimatology.

Requisites: Prereq: GEOG 321.

Repeatable 99 times when topic changes

GEOG 423. Advanced Biogeography: [Topic]. 4 Credits.

Selected topics in biogeography including relation of plants and animals to their environment, historical changes in plant distribution, and palynological analysis. Special fee.

Requisites: Prereq: GEOG 323.

Repeatable 99 times when topic changes

GEOG 425. Hydrology and Water Resources. 4 Credits.

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.

Requisites: Prereq: GEOG 321 or GEOG 322; MATH 111Z.

GEOG 427. Fluvial Geomorphology. 4 Credits.

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.

Requisites: Prereq: MATH 112Z; one from GEOG 322, GEOG 425, EARTH 334.

GEOG 430. Long-Term Environmental Change. 4 Credits.

Evolution of the physical landscape during the Quaternary period. Elements of paleoclimatology, paleoecology, and geomorphology. Required field trips. Special fee.

Requisites: Prereq: one from GEOG 321, GEOG 322, GEOG 323.

GEOG 433. Fire and Natural Disturbances. 4 Credits.

Wildfire and other landscape disturbance processes, historical and current patterns of fire, use and management of fire. Offered alternate years.

Requisites: Prereq: one from BI 307, GEOG 323, BI 370.

GEOG 441. Political Geography. 4 Credits.

Spatial perspectives on global political patterns and processes. Relationship of political territories to resources, ethnic patterns, and ideological communities. Impact of political arrangements on identity, conflict, and peace.

Additional Information:

Cultural Literacy: Global Perspectives

GEOG 442. Urban Geography. 4 Credits.

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.

GEOG 444. Cultural Geography. 4 Credits.

Patterns of culture as a force in human affairs. Dynamics of identity, place, and power. The creation of culture at different scales.

Additional Information:

Cultural Literacy: Global Perspectives

GEOG 445. Culture, Ethnicity, and Nationalism. 4 Credits.

Relationship of ethnic groups and nationality to landscapes, perception, and cultural geographic phenomena. Distribution of ethnic and national groups. Junior standing required.

Additional Information:

Cultural Literacy: Global Perspectives

GEOG 448. Tourism and Development. 4 Credits.

Tourism-related concepts and practices associated with tourism planning, development, marketing, and impacts in different geographic contexts.

GEOG 465. Environment and Development. 4 Credits.

Critical analysis of development concepts. Economic activity and environmental impacts. Sustainable development. Development projects and landscapes in the industrializing world.

Additional Information:

Cultural Literacy: Global Perspectives

GEOG 468. Contemporary Food Systems. 4 Credits.

Explores contemporary food systems at local, national, and global scales. Emphasis on the political economy and sociocultural dynamics linking agriculture, food industries, and consumption.

GEOG 481. GIScience I. 4 Credits.

Introduction to geographic information science, geographic information systems (GIS), the current population survey (CPS), remote sensing, and cartography. Sequence with GEOG 482, GEOG 491.

GEOG 482. GIScience II. 4 Credits.

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, GEOG 491, GEOG 493.

Requisites: Prereq: GEOG 481.

GEOG 485. Remote Sensing I. 4 Credits.

Introduction to remote sensing science including its physical basis, instruments, platforms, data, processing methods, and applications. Sequence with GEOG 486.

Requisites: Prereq: GEOG 481.

GEOG 486. Remote Sensing II. 4 Credits.

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.

Requisites: Prereq: GEOG 485.

GEOG 489. Mapping with Drones. 4 Credits.

This course introduces students to the understanding and applying the technologies, theories, and skills needed to acquire drone photography and convert this into maps useful in many professions. Applications include such subjects as resource management, physical environments, topographic mapping, vegetation, and urban characterization.

Requisites: Prereq: GEOG 181, GEOG 485.

GEOG 490. GIScience: [Topic]. 4 Credits.

Advanced topics on geographic information systems science including spatial analysis and modeling, data visualization, cartography, volunteered geographic information, GIS programming.

Requisites: Prereq: GEOG 481.

Repeatable 5 times for a maximum of 24 credits

GEOG 491. Advanced Geographic Information Systems. 4 Credits.

Automated processing of geospatial data using Python scripting language. Programming for spatial analysis such as 3-D and network modeling; processing of big data (satellite imagery, climate data, demographic information). Sequence with GEOG 481, GEOG 482.

Requisites: Prereq: GEOG 482.

GEOG 492. Web Mapping. 4 Credits.

The web is full of maps, from providing context to local and international news to sharing research. We'll explore interactive web mapping, including theories and principles of web mapping, fundamentals of cartography, and user interaction. Students will gather spatial data, develop a story or theme from their data, and produce interactive maps using front-end development.

Requisites: Prereq: GEOG 481.

GEOG 493. Advanced Cartography and Geo-Visualization. 4 Credits.

This course explores advanced concepts in cartography, map design, geovisualization, and data visualization. Students will develop skills in GIS software and graphic design softwares to create a tailored final map design project with real-world data. Sequence with GEOG 393.

Requisites: Prereq: GEOG 393.

GEOG 494. Spatial Analysis. 4 Credits.

Introduction to a variety of spatial analysis techniques that can be used for understanding and modeling geographic phenomena.

Requisites: Prereq: GEOG 481.

GEOG 495. Geographic Data Analysis. 4 Credits.

Analysis and display of geographical data by traditional data-analytical methods and by scientific-visualization approaches.

Requisites: Prereq: GEOG 481.

GEOG 497. Qualitative Methods in Geography. 4 Credits.

Explores conceptual and practical dimensions of qualitative research. Includes linking theory and method; research question formulation; project design; ethics; data gathering, analysis, and presentation.

Requisites: Prereq: one from GEOG 341, GEOG 342, GEOG 343.

GEOG 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

GEOG 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

GEOG 508. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GEOG 510. Experimental Course: [Topic]. 1-4 Credits.

Topics are listed in the class schedule each term.

Repeatable 99 times

GEOG 510L. Experimental Course:[Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

GEOG 521. Advanced Climatology: [Topic]. 4 Credits.

Topics in climatology, including physical climatology, dynamic and synoptic climatology, and paleoclimatology.

Repeatable 99 times when topic changes

GEOG 523. Advanced Biogeography: [Topic]. 4 Credits.

Selected topics in biogeography including relation of plants and animals to their environment, historical changes in plant distribution, and palynological analysis. Special fee.

Repeatable 99 times when topic changes

GEOG 525. Hydrology and Water Resources. 4 Credits.

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.

GEOG 527. Fluvial Geomorphology. 4 Credits.

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.

GEOG 530. Long-Term Environmental Change. 4 Credits.

Evolution of the physical landscape during the Quaternary period. Elements of paleoclimatology, paleoecology, and geomorphology. Required field trips. Special fee.

GEOG 533. Fire and Natural Disturbances. 4 Credits.

Wildfire and other landscape disturbance processes, historical and current patterns of fire, use and management of fire. Offered alternate years.

GEOG 541. Political Geography. 4 Credits.

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.

GEOG 542. Urban Geography. 4 Credits.

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.

GEOG 544. Cultural Geography. 4 Credits.

Patterns of culture as a force in human affairs. Dynamics of identity, place, and power. The creation of culture at different scales.

GEOG 545. Culture, Ethnicity, and Nationalism. 4 Credits.

Relationship of ethnic groups and nationality to landscapes, perception, and cultural geographic phenomena. Distribution of ethnic and national groups.

GEOG 548. Tourism and Development. 4 Credits.

Tourism-related concepts and practices associated with tourism planning, development, marketing, and impacts in different geographic contexts.

GEOG 565. Environment and Development. 4 Credits.

Critical analysis of development concepts. Economic activity and environmental impacts. Sustainable development. Development projects and landscapes in the industrializing world.

GEOG 568. Contemporary Food Systems. 4 Credits.

Explores contemporary food systems at local, national, and global scales. Emphasis on the political economy and sociocultural dynamics linking agriculture, food industries, and consumption.

GEOG 581. GIScience I. 4 Credits.

Introduction to geographic information science, geographic information systems (GIS), the current population survey (CPS), remote sensing, and cartography. Sequence with GEOG 582, GEOG 591.

GEOG 582. GIScience II. 4 Credits.

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 581, GEOG 591, GEOG 593.

Requisites: Prereq: GEOG 581.

GEOG 585. Remote Sensing I. 4 Credits.

Introduction to remote sensing science including its physical basis, instruments, platforms, data, processing methods, and applications. Sequence with GEOG 586.

Requisites: Prereq: GEOG 581.

GEOG 586. Remote Sensing II. 4 Credits.

The use of digital electromagnetic data for classification, mapping, and monitoring biologic, hydrologic, atmospheric, geologic, and human processes and environmental change. Sequence with GEOG 585.

Requisites: Prereq: GEOG 585.

GEOG 589. Mapping with Drones. 4 Credits.

This course introduces students to the understanding and applying the technologies, theories, and skills needed to acquire drone photography and convert this into maps useful in many professions. Applications include such subjects as resource management, physical environments, topographic mapping, vegetation, and urban characterization.

Requisites: Prereq: GEOG 585.

GEOG 590. GIScience: [Topic]. 4 Credits.

Advanced topics on geographic information systems science including spatial analysis and modeling, data visualization, cartography, volunteered geographic information, GIS programming.

Requisites: Prereq: GEOG 581.

Repeatable 5 times for a maximum of 24 credits

GEOG 591. Advanced Geographic Information Systems. 4 Credits.

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 581, GEOG 582.

Requisites: Prereq: GEOG 582.

GEOG 592. Web Mapping. 4 Credits.

The web is full of maps, from providing context to local and international news to sharing research. We'll explore interactive web mapping, including theories and principles of web mapping, fundamentals of cartography, and user interaction. Students will gather spatial data, develop a story or theme from their data, and produce interactive maps using front-end development.

GEOG 593. Advanced Cartography and Geo-Visualization. 4 Credits.

This course explores advanced concepts in cartography, map design, geovisualization, and data visualization. Students will develop skills in GIS software and graphic design softwares to create a tailored final map design project with real-world data.

GEOG 594. Spatial Analysis. 4 Credits.

Introduction to a variety of spatial analysis techniques that can be used for understanding and modeling geographic phenomena.

Requisites: Prereq: GEOG 581.

GEOG 595. Geographic Data Analysis. 4 Credits.

Analysis and display of geographical data by traditional data-analytical methods and by scientific-visualization approaches.

Requisites: Prereq: GEOG 581.

GEOG 597. Qualitative Methods in Geography. 4 Credits.

Explores conceptual and practical dimensions of qualitative research. Includes linking theory and method; research question formulation; project design; ethics; data gathering, analysis, and presentation.

GEOG 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

GEOG 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

GEOG 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GEOG 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GEOG 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

GEOG 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GEOG 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

GEOG 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

GEOG 611. Theory and Practice of Geography I. 4 Credits.

Introduction to professional practice in geography and the development of geographic concepts and theories from Ancient times through the mid-twentieth century. Sequence with GEOG 612, GEOG 613.

GEOG 612. Theory and Practice of Geography II. 4 Credits.

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 GEOG 613.

Requisites: Prereq: GEOG 611.

GEOG 613. Research Design. 4 Credits.

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 GEOG 612.

Requisites: Prereq: GEOG 612.

GEOG 631. Progress in Physical Geography. 1 Credit.

Recent developments in climatology, geomorphology, hydrology, and biogeography. Lectures, readings, and presentation of faculty and student works in progress.

Repeatable 11 times for a maximum of 12 credits

GEOG 632. Progress in Human Geography. 1 Credit.

Recent developments in cultural, economic, environmental and political geography. Lectures, readings, and presentation of faculty and student works in progress.

Repeatable 11 times for a maximum of 12 credits

GEOG 633. Progress in Geographic Information Science. 1 Credit.

Recent developments in cartography, GIS, remote sensing, data analysis, and visualization. Lectures, readings, and presentation of faculty and student works in progress.

Repeatable 11 times for a maximum of 12 credits

German (GER)

Courses

GER 101. First-Year German. 5 Credits.

Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language. Students cannot receive credit for both GER 101 and GER 141. Sequence.

Equivalent to: GER 141

GER 102. First-Year German. 5 Credits.

Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language. Students cannot receive credit for both GER 102 and GER 142.

Requisites: Prereq: GER 101.

Equivalent to: GER 142

GER 103. First-Year German. 5 Credits.

Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language.

Requisites: Prereq: GER 102.

GER 141. German for Business I. 4 Credits.

Introduction to German language and culture to start building meaningful relationships and personal connections with peers and potential business partners on different career paths. Coursework includes interpreting authentic German language sources (reading/listening/viewing) and producing language in presentational and interpersonal modes of communication (oral and written discussions, presentations) in familiar, everyday contexts. Students cannot receive credit for both GER 141 and GER 101. Sequence with GER 142.

Equivalent to: GER 101

GER 142. German for Business II. 4 Credits.

Introduction to German language and culture to start building meaningful relationships and personal connections with peers and potential business partners on different career paths. Coursework includes interpreting authentic German language sources (reading/listening/viewing) and producing language in presentational and interpersonal modes of communication (oral and written discussions, presentations) in familiar, everyday contexts. Students cannot receive credit for both GER 142 and GER 102. Sequence with GER 141.

Requisites: Prereq: GER 141 or GER 101.

Equivalent to: GER 102

GER 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times

GER 198. Workshop: [Topic]. 1-2 Credits.

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

Repeatable 99 times

GER 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

GER 201. Second-Year German I. 4 Credits.

Grammar and composition, reading selections from representative authors, conversation. Sequence.

Requisites: Prereq: GER 103 or GER 105.

Additional Information:

Arts Letters Area

GER 202. Second-Year German II. 4 Credits.

Grammar and composition, reading selections from representative authors, conversation.

Requisites: Prereq: GER 201.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

GER 203. Second-Year German III. 4 Credits.

Grammar and composition, reading selections from representative authors, conversation.

Requisites: Prereq: GER 202.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

GER 220M. Existentialist Literature and Thought. 4 Credits.

Survey of the existential tradition in German and Scandinavian literature, philosophy, drama, and film. Historical and conceptual developments are considered, from Kierkegaard to Kafka. Taught in English. Multilisted with SCAN 220M.

Equivalent to: SCAN 220M

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

GER 221. Postwar Germany Nation Divided. 4 Credits.

Introduction to literary and cultural movements of public dissent, including 1960s student revolutions, in postwar Germany. Conducted in English.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

GER 222. Fascism and Culture. 4 Credits.

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. Conducted in English.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

GER 223. Germany: A Multicultural Society. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

GER 250. The Culture of Money. 4 Credits.

Explores ideas about money, value, and exchange in German-speaking cultures from selected moments in modern history through readings of literature, philosophy, and the arts.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

GER 251. Sexuality. 4 Credits.

Examines discourses on sexuality (e.g., sexual norms, gender roles, and divergences from them) in modern German, Austrian, and Swiss-German contexts through literature, essays, and films.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

GER 252. War, Violence, Trauma. 4 Credits.

Examines war, violence, and trauma in German and Austrian cultural history, during the modern period, through works of literature, thought, art, music, and film.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

GER 311. Intermediate Language Training I. 4 Credits.

Extensive practice in speaking and writing German; complex grammatical structures in writing.

Requisites: Prereq: GER 203.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

GER 312. Intermediate Language Training II. 4 Credits.

Extensive practice in speaking and writing German; complex grammatical structures in writing.

Requisites: Prereq: GER 311.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

GER 313. Intermediate Language Training III. 4 Credits.

Extensive practice in speaking and writing German; complex grammatical structures in writing. Option during 313 to take the Zertifikat Deutsch exam.

Requisites: Prereq: GER 312.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

GER 345M. Food, Culture, and Identity in Germany and Scandinavia. 4 Credits.

Examines the relationships among food, culture, and identity in Germany and Scandinavia. Interdisciplinary readings, lectures, films, and discussions focus on literary and symbolic representations of food from production to consumption, and on images and depictions of cooking, eating, drinking, and feasting. Multilisted with SCAN 345M.

Equivalent to: SCAN 345M

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

GER 351. Diversity in Germany. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

GER 354. German Gender Studies. 4 Credits.

Student oral presentations and written papers on such topics as men and women writers of German romanticism, mothers and daughters in German literature, comparison of men and women dramatists. No knowledge of German required; readings and discussions in English.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

GER 355. German Cinema: History, Theory, Practice. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

GER 356. German Fairy Tales. 4 Credits.

The German fairy tale in historical and theoretical context, from the Brothers Grimm and Romantic Tales to adaptations in the 20th and 21st Centuries. Taught in English.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

GER 357. Nature, Culture, and the Environment. 4 Credits.

Introduction to the contributions German writers, philosophers, scientists, and artists have made to changing notions of nature and its supposed opposition to culture. Offered alternate years.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

GER 360. German Literature Poetry, Plays, Prose. 4 Credits.

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. Focus on genre: poetry, plays, and prose.

Requisites: Coreq: GER 311.

Additional Information:

BA Language Satisfying Course
Cultural Literacy: Global Perspectives

GER 361. German Literature Literary Movements. 4 Credits.

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. Focus on literary movements.

Requisites: Coreq: GER 311.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

GER 362. German Literature Interpretive Models. 4 Credits.

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. Focus on interpretive models.

Requisites: Coreq: GER 311.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

GER 363. Modern and Contemporary in Politics and Society. 4 Credits.

Examination of post-WWII cultural and social modernity. Most readings in German. Discussion, written assignments, and most reading assignments in German.

Requisites: Pre- or coreq: GER 311.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

GER 364. Works, Authors, Industries in Film and Media. 4 Credits.

Examines various aspects of German cinema and/or media in the context of socio-political history and aesthetics, including analysis of structure, composition, history, and artistry. Discussion, writing assignments, and most readings in German.

Requisites: Pre- or coreq: GER 311.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

GER 365. Music and the Arts. 4 Credits.

The course explores the history of German/Austrian/Swiss music and art and their connection to literary texts in German-speaking cultures. Discussion, writing assignments, and most reading assignments in German.

Requisites: Pre- or coreq: GER 311.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

GER 399. Special Studies: [Topic]. 1-5 Credits.

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.

Requisites: Coreq: GER 311.

Repeatable 99 times when topic changes

GER 401. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

GER 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

GER 405. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GER 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

GER 407. Seminar: [Topic]. 1-16 Credits.

A recent topic is Experimental Poetry.

Repeatable 99 times

GER 408. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GER 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

GER 410. Experimental Course: [Topic]. 1-5 Credits.

Recent topics are Doppelgänger and Nietzsche.

Repeatable 99 times

GER 411. Advanced Language Training. 4 Credits.

Constant practice in speaking and writing with emphasis on complex syntactic structures as well as idiomatic nuances in German. Grammar.

Requisites: Prereq: GER 311, GER 312, GER 313.

Additional Information:

BA Language Satisfying Course

GER 425. Play Performance: [Topic]. 4 Credits.

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.

Requisites: Prereq: GER 203 or equivalent.

Repeatable 99 times

Additional Information:

BA Language Satisfying Course

GER 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

GER 507. Seminar: [Topic]. 1-16 Credits.

A recent topic is Experimental Poetry.

Repeatable 99 times

GER 508. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GER 510. Experimental Course: [Topic]. 1-5 Credits.

Recent topics are Doppelganger and Nietzsche.

Repeatable 99 times

GER 601. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

GER 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

GER 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GER 606. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

GER 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

GER 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GER 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

GER 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

GER 625. Translations-Transformations. 4 Credits.

Presents the theory and practice of translation and other transformation media (e.g., the sister arts, literature into film).

Repeatable 99 times when topic changes

GER 691. Gender, Class, Race, and Nation: [Topic]. 4 Credits.

Part of 3-course graduate core series "Paradigms of Interpretation."

Covers a range of socially embedded factors (gender, class, race, and/or nation) bearing on the interpretation of texts. Addresses ideas about identity and difference as they contribute to establishing nations, territories, borders, human hierarchies, and notions of the other. Students read texts in philosophy, literary theory, theories of race, gender, class, and/or nationality, in conjunction with German literary and artistic texts.

Repeatable 2 times for a maximum of 12 credits when topic changes

GER 692. Subject, Consciousness, Mind: [Topic]. 4 Credits.

Part of a three-term series: "Paradigms of Interpretation." Deals with questions of consciousness, subjectivity, and mind in modernist philosophy and criticism. Focus is both on philosophical method and on methodology in/for the humanities and arts in first half of 20th century. Students will read texts in philosophy, psychoanalysis, literary theory, and theory of race and gender, in conjunction with German literary and artistic texts.

Repeatable 2 times for a maximum of 12 credits when topic changes

GER 693. Photography, Film, Video, Electronic Media: [Topic]. 4 Credits.

Part of 3-term series "Mediations." With a focus on photography, film, video, and/or electronic media, this course traces the aesthetic and cultural significance of those media for understanding the ways that technologies of reproduction reconfigure the relation between media and literature, politics and aesthetics, mass culture and high art in German culture, aesthetics, and literature.

Repeatable 2 times for a maximum of 12 credits when topic changes

GER 694. Environment and Text: [Topic]. 4 Credits.

Part of 3-term series "Mediations." With a focus on literature, painting, philosophy and critical theory, this course will examine how German writers, artists, philosophers, and theorists have processed often dramatic changes in the conception of nature in relation to human life and thought.

Repeatable 2 times for a maximum of 12 credits when topic changes

GER 695. Translations Transformations: [Topic]. 4 Credits.

Already exists: Presents the theory and practice of translation and other transformation media (e.g., the sister arts, literature into film). Repeatable when topic changes. Part of 3-term series "Mediations."

Repeatable 2 times for a maximum of 12 credits when topic changes

Global Studies (GLBL)

Courses

GLBL 101. Introduction to Global Issues. 4 Credits.

Survey of major political, economic, and cultural themes in international studies through in-class debates on key contemporary issues.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

GLBL 102. Foundations for Intercultural Competence. 4 Credits.

This course teaches practical skills and analytic frameworks that support safe, respectful, enlightening experiences of intercultural engagement.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GLBL 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times**GLBL 198. Workshop: [Topic]. 1-12 Credits.**

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

Repeatable 99 times**GLBL 199. Special Studies: [Topic]. 1-5 Credits.**

Experimental course - topic varies.

Repeatable 99 times**GLBL 230. Global Wellbeing. 4 Credits.**

Interdisciplinary introduction to human wellbeing, focusing on health, education, and the environment and the ways they impact wellbeing. Topics will be framed by the larger issue of whether or not something called "wellbeing" is a human universal, as well as how wellbeing can be improved.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GLBL 240. Perspectives on International Development. 4 Credits.

Introduction to major ideologies, theories, historical processes, and contemporary challenges in international development. Galvan.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GLBL 250. Value Systems in Cross-Cultural Perspective. 4 Credits.

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.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GLBL 270. Globalization and the Global Economy. 4 Credits.

Introduction to the study of globalization and the global economy, analyzing ways the global economy is structured and maintained through various political interventions and regimes. This course aims to provide tools for understanding and explaining these structures and their impacts.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GLBL 299. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times**GLBL 340. Global Health and Development. 4 Credits.**

Introduction to major issues in global health, their causes and possible solutions, with a focus on the poor in developing countries.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GLBL 345. African Contemporary Issues and Concerns. 4 Credits.

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.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GLBL 350. Education and Development. 4 Credits.

This course will introduce students to the foundational ideas in the field of international and comparative education, and help build a theoretical toolkit of the major approaches scholars utilize when analyzing education from a global perspective.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GLBL 360. International Cooperation and Conflict. 4 Credits.

Utilizes case studies and selected themes to examine the root causes, stakeholder perspectives, and attempts to resolve international conflicts.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GLBL 370. International Human Rights. 4 Credits.

Survey of human rights, examining diverse perspectives on the concept, practice, and implementation of human rights and human rights regimes.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GLBL 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times**GLBL 401. Research: [Topic]. 1-12 Credits.**

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.

Repeatable 99 times**GLBL 403. Thesis. 1-12 Credits.**

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

Repeatable 99 times**GLBL 405. Reading and Conference: [Topic]. 1-12 Credits.**

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

Repeatable 99 times**GLBL 406. Field Studies: [Topic]. 1-12 Credits.**

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

Repeatable 99 times**GLBL 407. Seminar: [Topic]. 1-5 Credits.**

Special topics in international studies.

Repeatable 99 times**GLBL 408. Workshop: [Topic]. 1-12 Credits.**

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

Repeatable 99 times

GLBL 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

GLBL 410. Experimental Course: [Topic]. 1-5 Credits.

Recent topics include Africa: Development and Social Change.

Repeatable 99 times when topic changes

GLBL 415. The Global Story of Race. 4 Credits.

Working from a historical and cultural perspective, this course uses global case studies to explore how race came to be a key principle of social organization around the world through colonialism and extractive capitalism, and how it manifests today.

Additional Information:

Cultural Literacy: Global Perspectives

GLBL 420. Global Community Development. 4 Credits.

Introduction to communitarian theory and local-level grass-roots development practices. Comparison across North-South divide of efforts to alleviate poverty, promote sustainability, and ensure mobilization and cohesion.

Requisites: Prereq: GBL 240.

GLBL 421. Gender and International Development. 4 Credits.

Analysis of gendered dynamics of changing roles, opportunities, and expectations as societies undergo social and environmental change associated with economic, social, cultural and political development.

Additional Information:

Cultural Literacy: Global Perspectives

GLBL 422. Aid to Developing Countries. 4 Credits.

Examines the history and current dynamics of international bilateral and multilateral development assistance, the possibilities and constraints of aid, and other related issues.

Requisites: Prereq: GBL 240.

GLBL 424. United Nations Intervention in Global Crises. 4 Credits.

Explores the theory and practice of humanitarian aid, peace-building, and development during or after violent conflict. Focuses on work of international organizations in conflict areas or on issues of conflict.

GLBL 425. Global Food Security. 4 Credits.

Explores explanations for, and solutions to, persistent inequities in food access. Considers the political, agricultural, economic and humanitarian aspects of the global food system.

GLBL 431. Cross-Cultural Communication. 4 Credits.

Focuses on skills and insights needed by everyone working in cross-cultural settings. Considers values, development, education, politics, and environment as central to cross-cultural understanding. Theoretical as well as applied approach, with lectures, discussions and hands-on activities.

Additional Information:

Cultural Literacy: Global Perspectives

GLBL 435. Global Perspectives on Disability. 2 Credits.

This class uses a human rights paradigm to examine issues facing people with disabilities throughout the world. Readings and discussions will emphasize cross-disability and cross-cultural approaches to gender and disability, international development and disability, inclusive educational models, and cross-cultural aspects of disability.

GLBL 442. South Asia: Development and Social Change. 4 Credits.

Introduction to the vast social changes and development issues confronting the South Asian subcontinent.

Additional Information:

Cultural Literacy: Global Perspectives

GLBL 443. Europe Development and Social Change. 4 Credits.

Through the lens of development studies, students (1) develop a fundamental knowledge and literacy regarding current European quality of life issues, (2) critically examine how these issues are viewed by various stakeholders, and (3) consider attempts to enhance human, national and regional development processes.

Additional Information:

Cultural Literacy: Global Perspectives

GLBL 444. Southeast Asia Today. 4 Credits.

Introduction to mainland and island Southeast Asia, with a special focus on social changes that are occurring across the region and how change is affecting peoples and societies.

Additional Information:

Cultural Literacy: Global Perspectives

GLBL 445. Development and Social Change in Sub-Saharan Africa. 4 Credits.

Introduces theoretical and practical aspects of development and social change in sub-Saharan Africa, with focus on key issues in African development during the post-colonial era.

Additional Information:

Cultural Literacy: Global Perspectives

GLBL 446. Development and Social Change in Latin America. 4 Credits.

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.

GLBL 448. Bollywood's Lens on Indian Society. 4 Credits.

Explores Indian society through film, focusing on critical social issues; depicted vs. the historical reality; and ongoing transformations of social orientations and values.

GLBL 463. Population Displacement and Global Health. 4 Credits.

Explores health and mental health problems affecting displaced (migrant and refugee) communities and considers underdevelopment as a fundamental cause of displacement and health problems. Offered once per academic year.

GLBL 465. Global Reproductive Health. 4 Credits.

Overview of issues in global reproductive health, including politics, economics, historical and cultural factors. Implications for international health and development programs reviewed. Offered alternate years.

GLBL 503. Thesis. 1-12 Credits.

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

Repeatable 99 times

GLBL 507. Seminar: [Topic]. 1-5 Credits.

Special topics in international studies.

Repeatable 99 times

GLBL 508. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

GLBL 510. Experimental Course: [Topic]. 1-5 Credits.

Recent topics include Africa: Development and Social Change.

Repeatable 99 times when topic changes

GLBL 515. The Global Story of Race. 4 Credits.

Working from a historical and cultural perspective, this course uses global case studies to explore how race came to be a key principle of social organization around the world through colonialism and extractive capitalism, and how it manifests today.

GLBL 520. Global Community Development. 4 Credits.

Introduction to communitarian theory and local-level grass-roots development practices. Comparison across North-South divide of efforts to alleviate poverty, promote sustainability, and ensure mobilization and cohesion.

GLBL 521. Gender and International Development. 4 Credits.

Analysis of gendered dynamics of changing roles, opportunities, and expectations as societies undergo social and environmental change associated with economic, social, cultural and political development.

GLBL 522. Aid to Developing Countries. 4 Credits.

Examines the history and current dynamics of international bilateral and multilateral development assistance, the possibilities and constraints of aid, and other related issues.

GLBL 524. United Nations Intervention in Global Crises. 4 Credits.

Explores the theory and practice of humanitarian aid, peace-building, and development during or after violent conflict. Focuses on work of international organizations in conflict areas or on issues of conflict.

GLBL 525. Global Food Security. 4 Credits.

Explores explanations for, and solutions to, persistent inequities in food access. Considers the political, agricultural, economic and humanitarian aspects of the global food system.

GLBL 531. Cross-Cultural Communication. 4 Credits.

Focuses on skills and insights needed by everyone working in cross-cultural settings. Considers values, development, education, politics, and environment as central to cross-cultural understanding. Theoretical as well as applied approach, with lectures, discussions and hands-on activities.

GLBL 535. Global Perspectives on Disability. 2 Credits.

This class uses a human rights paradigm to examine issues facing people with disabilities throughout the world. Readings and discussions will emphasize cross-disability and cross-cultural approaches to gender and disability, international development and disability, inclusive educational models, and cross-cultural aspects of disability.

GLBL 542. South Asia: Development and Social Change. 4 Credits.

Introduction to the vast social changes and development issues confronting the South Asian subcontinent.

GLBL 543. Europe Development and Social Change. 4 Credits.

Through the lens of development studies, students (1) develop a fundamental knowledge and literacy regarding current European quality of life issues, (2) critically examine how these issues are viewed by various stakeholders, and (3) consider attempts to enhance human, national and regional development processes.

GLBL 544. Southeast Asia Today. 4 Credits.

Introduction to mainland and island Southeast Asia, with a special focus on social changes that are occurring across the region and how change is affecting peoples and societies.

GLBL 545. Development and Social Change in Sub-Saharan Africa. 4 Credits.

Introduces theoretical and practical aspects of development and social change in sub-Saharan Africa, with focus on key issues in African development during the post-colonial era.

GLBL 546. Development and Social Change in Latin America. 4 Credits.

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.

GLBL 548. Bollywood's Lens on Indian Society. 4 Credits.

Explores Indian society through film, focusing on critical social issues; depicted vs. the historical reality; and ongoing transformations of social orientations and values.

GLBL 563. Population Displacement and Global Health. 4 Credits.

Explores health and mental health problems affecting displaced (migrant and refugee) communities and considers underdevelopment as a fundamental cause of displacement and health problems. Offered once per academic year.

GLBL 565. Global Reproductive Health. 4 Credits.

Overview of issues in global reproductive health, including politics, economics, historical and cultural factors. Implications for international health and development programs reviewed. Offered alternate years.

GLBL 601. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

GLBL 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GLBL 606. Field Studies: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GLBL 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

GLBL 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GLBL 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

GLBL 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

GLBL 655. International Studies Graduate Core Seminar. 4 Credits.

Graduate introduction to the field of International Studies, including exploration of development, culture, communication, and research methods, design, and ethics.

GLBL 657. Proseminar: Proposal Writing. 2 Credits.

An introduction to thesis proposal writing for first-year graduate students in international studies.

Global Studies and Languages (GSL)

Courses

GSL 111. Food and Culture in the Middle East. 4 Credits.

Getting to know Middle Eastern countries through food is one of the marvelous ways to provide a peerless connection with these unique cultures.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

GSL 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

GSL 290. Introduction to Epidemiology. 4 Credits.

This course provides an introduction to the basic principles and methods of epidemiology. Epidemiology is the study of the distribution and determinants of health and disease in populations, and it is considered a cornerstone of public health. Topics covered include study designs, infectious disease epidemiology and pandemics, and chronic disease, environmental, and social epidemiology. This course will strengthen your ability to think critically about population health, with an eye toward health equity and justice.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

GSL 299. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

GSL 335. Global Perspectives in Food and Film. 4 Credits.

In this class we will highlight the power of documentary films to disseminate information about food systems, sustainability, and health in our media-saturated world. Using food as a lens, we will critically examine films within their social, cultural, and global contexts.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

GSL 345. History and Ethics of Global Health. 4 Credits.

This course examines the ethics of global health from an interdisciplinary liberal arts perspective, with a particular attention to the history of this field. It is broad in geographic and chronological scope, beginning with ancient medical codes such as the Hippocratic Oath. A bulk of our time will be spent from 1900 to the present when the antecedents of global health (tropical medicine, colonial medicine, international medicine) emerged.

Additional Information:

Social Science Area

GSL 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

GSL 401. Research: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

GSL 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

GSL 405. Reading and Conference: [Topic]. 1-12 Credits.

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

Repeatable 99 times

GSL 406. Field Studies: [Topic]. 1-12 Credits.

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

Repeatable 99 times

GSL 407. Seminar: [Topic]. 1-5 Credits.

Special topics in international studies.

Repeatable 99 times

GSL 408. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

GSL 410. Experimental Course: [Topic]. 1-5 Credits.

Recent topics include Africa: Development and Social Change.

Repeatable 99 times when topic changes

GSL 440. Methods in Food Systems Studies. 4 Credits.

This course provides a hands-on introduction to the social scientific, linguistic, and humanistic study of food, foodways, and food systems. Each class session will combine a theoretical discussion of a particular methodology, a survey of its usage through diverse case studies, and a chance to experiment with the methodology in individual and small groups.

Additional Information:

Cultural Literacy: Global Perspectives

GSL 507. Seminar: [Topic]. 1-5 Credits.

Special topics in international studies.

Repeatable 99 times

GSL 508. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

GSL 510. Experimental Course: [Topic]. 1-5 Credits.

Recent topics include Africa: Development and Social Change.

Repeatable 99 times when topic changes

GSL 540. Methods in Food Systems Studies. 4 Credits.

This course provides a hands-on introduction to the social scientific, linguistic, and humanistic study of food, foodways, and food systems. Each class session will combine a theoretical discussion of a particular methodology, a survey of its usage through diverse case studies, and a chance to experiment with the methodology in individual and small groups.

GSL 601. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

GSL 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

GSL 605. Reading and Conference: [Topic]. 1-12 Credits.

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

Repeatable 99 times

GSL 606. Field Studies: [Topic]. 1-12 Credits.

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

Repeatable 99 times

GSL 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

GSL 608. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

GSL 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Graduate Studies (GRST)

Courses

GRST 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

GRST 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GRST 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

GRST 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GRST 610. Experimental Course. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

GRST 628. Scholarly and Professional Texts. 4 Credits.

Students will acquire skills and apply strategies to improve graduate-level reading effectiveness and comprehension by identifying the type of text, purpose for reading, rhetorical structures and features, and active vocabulary building. Field research into the types of rhetorical styles encountered in academic disciplines and matching appropriate reading strategies per style will be included. While this class targets international and non-native English-speaking students, any graduate student is welcome to join.

GRST 635. Reading for the Legal Profession. 4 Credits.

This course is designed to assist international students in the LLM program to understand the structure and cultural and institutional expectations of graduate-level law degree programs. It will also assist students in acquiring specialized legal vocabulary, recognizing and comprehending legal rhetorical styles and texts, and developing reading skills specific to the legal profession. Concurrent enrollment in the LLM Fundamentals of American Legal Systems course required.

GRST 636. Writing for the Legal Profession. 4 Credits.

This course is designed to support international LLM students in comprehending legal rhetorical styles and formats, and in acquiring the skills required to write a variety of legal texts that are accurate and which adhere to specialized legal writing conventions. Target texts include various types of briefs, motions, and memoranda. Concurrent enrollment in the LLM Comparative Legal Systems course required.

GRST 637. Master of Laws Reading. 2 Credits.

This course is focused on increasing international students' comprehension and retention of key course concepts, essential terms, and reading assignments in the LLM course Fundamentals of American Legal Systems. Students will use reading and vocabulary acquisition strategies and be provided opportunities to ask questions and clarify meaning of course concepts and terms in order to improve their ability to participate successfully in the LLM companion course.

GRST 638. Master of Laws Writing. 2 Credits.

This course is focused on increasing international students' ability to complete writing assignments successfully in the LLM course Comparative Legal Systems. Multiple drafts, grammar instruction, and peer and instructor feedback and student self-assessment help students gain the knowledge and skills they need to produce the high-quality writing required in the companion law course.

Greek (GRK)

Courses

GRK 101. First-Year Greek. 5 Credits.

Fundamentals of the Attic Greek language; readings in Attic Greek and in koine.

GRK 102. First-Year Greek. 5 Credits.

Fundamentals of the Attic Greek language; readings in Attic Greek and in koine.

Requisites: Prereq: GRK 101 or equivalent.

GRK 103. First-Year Greek. 5 Credits.

Fundamentals of the Attic Greek language; readings in Attic Greek and in koine.

Requisites: Prereq: GRK 102 or equivalent.

GRK 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

GRK 301. Authors: [Topic]. 4 Credits.

Second-year Greek: selections from major Greek authors, either Plato or Lysias, with focus on reading and syntax. Sequence with GRK 302, GRK 303.

Repeatable 99 times when topic changes

Additional Information:

Arts Letters Area

GRK 302. Authors: [Topic]. 4 Credits.

Second-year Greek: selections from Euripides, with focus on reading and syntax.

Repeatable 99 times when topic changes

Additional Information:

Arts Letters Area

GRK 303. Authors: [Topic]. 4 Credits.

Second-year Greek: selections from Homer or Hesiod, with focus on reading and syntax.

Repeatable 99 times when topic changes

Additional Information:

Arts Letters Area

BA Language Satisfying Course

GRK 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

GRK 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

GRK 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

GRK 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

GRK 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

GRK 408. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

GRK 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

GRK 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

GRK 411. Authors: [Topic]. 4 Credits.

Each term devoted to a different author or literary genre: Euripides, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes, Herodotus, Aristophanes, lyric poetry, comedy, pastoral.

Repeatable 99 times when topic changes

Additional Information:

BA Language Satisfying Course

GRK 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

GRK 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

GRK 508. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

GRK 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

GRK 511. Authors: [Topic]. 4 Credits.

Each term devoted to a different author or literary genre: Euripides, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes, Herodotus, Aristophanes, lyric poetry, comedy, pastoral.

Repeatable 99 times when topic changes

GRK 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

GRK 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GRK 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GRK 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

GRK 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

GRK 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

GRK 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Hebrew (HBRW)

Courses

HBRW 101. First-Year Modern Hebrew I. 4 Credits.

This is the first course in the Hebrew courses sequence. This course is designed for students with no previous knowledge of the language. In this class, you will engage in readings and writing using Modern Hebrew script, vocabulary related to the immediate environment, basic grammar, and basic morphological structure. Only Verbs in the present tense (First Pattern) will be taught in this course. Conducted in Hebrew. Sequence with HBRW 102, HBRW 103.

HBRW 102. First-Year Modern Hebrew II. 4 Credits.

This is the second course in the Hebrew courses sequence. This course is designed for students who successfully passed (HBRW 101) or have been placed in (HBRW 102) after completing the Hebrew placement test. In this class, you will continue developing your communication skills, expanding your vocabulary in Hebrew, and gaining more understanding of Israeli culture. You will read, write, and speak about everyday topics, using different verbs, identifying roots, and recognizing a few Hebrew verb patterns. Conducted in Hebrew. Sequence with HBRW 101, HBRW 103.

Requisites: Prereq: HBRW 101.

HBRW 103. First-Year Modern Hebrew III. 4 Credits.

This is the third course in the Hebrew courses sequence. This course is designed for students who successfully passed (HBRW 102) or have been placed in (HBRW 103) after completing the Hebrew placement test. In this class, you will continue developing your communication skills, expanding your vocabulary in Hebrew, and gaining more understanding of Israeli culture. You will read, write, and speak by practicing present tense from different patterns and using the imperative. Conducted in Hebrew. Sequence with HBRW 101, HBRW 102.

Requisites: Prereq: HBRW 102.

HBRW 199. Special Studies: [Topic]. 1-12 Credits.

Experimental course - topic varies.

Repeatable 99 times

HBRW 301. Second-Year Modern Hebrew I. 4 Credits.

This is the fourth course in the Hebrew courses sequence. This course is designed for students who successfully passed (HBRW 103) or have been placed in (HBRW 301) after completing the Hebrew placement test. In this class, you will continue developing your communication skills, expanding your grammatical knowledge, and gaining more understanding of Israeli culture. You will discover the past tense from the first pattern and more verb forms in the present tense. You will also learn essential subordinating conjunctions, along with the morphological structures of verbs. Conducted in Hebrew. Sequence with HBRW 302, HBRW 303.

Requisites: Prereq: HBRW 103.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

HBRW 302. Second-Year Modern Hebrew II. 4 Credits.

This is the fifth course in the Hebrew Courses sequence. This course is designed for students who successfully passed (HBRW 301) or have been placed in (HBRW 302) after completing the Hebrew placement test. In this course, you will learn more about the different verbal patterns in the past tense and more complex grammatical structures such as the construct state. This course will also be focused on significantly improving your speaking and comprehension skills. Conducted in Hebrew. Sequence with HBRW 301, HBRW 303.

Requisites: Prereq: HBRW 301.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

HBRW 303. Second-Year Modern Hebrew III. 4 Credits.

This is the sixth course in the Hebrew Courses sequence. This course is designed for students who successfully passed (HBRW 302) or have been placed in (HBRW 303) after completing the Hebrew placement test. In the course, you will complete learning the present tense Past tense conjugations. You will learn more complex grammatical structures such as advanced construct states and superlatives. Conducted in Hebrew. Sequence with HBRW 301, HBRW 302.

Requisites: Prereq: HBRW 302.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

HBRW 399. Special Studies: [Topic]. 1-12 Credits.

Experimental course - topic varies.

Repeatable 99 times

HBRW 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

HBRW 402. Supervised College Teaching. 1-12 Credits.

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

Repeatable 99 times

HBRW 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

HBRW 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

HBRW 405. Reading and Conference: [Topic]. 1-12 Credits.

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

Repeatable 99 times

HBRW 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

HBRW 407. Seminar: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

HBRW 408. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

HBRW 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

HBRW 410. Experimental Course: [Topic]. 1-16 Credits.

Experimental course - topic varies.

Repeatable 99 times

HBRW 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

Historic Preservation (AAAP)

Courses

AAAP 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

AAAP 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

AAAP 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times when topic changes

AAAP 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

AAAP 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

AAAP 408. Workshop: [Topic]. 1-5 Credits.

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

Repeatable 5 times

AAAP 410. Experimental Course: [Topic]. 1-5 Credits.

Current topics are American Building Construction, American Architecture from a Preservation Perspective, Research Methods.

Repeatable 99 times

AAAP 411. Introduction to Historic Preservation. 3 Credits.

History, evolution, modern concepts, and professional techniques of historic preservation.

AAAP 415. Transportation and Preservation. 3 Credits.

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.

AAAP 421. American Architecture from a Preservation Perspective I. 4 Credits.

American built environment from the colonial era to the federal period. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

AAAP 422. American Architecture from a Preservation Perspective II. 4 Credits.

American built environment from the federal period to 1893. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

AAAP 423. American Architecture from a Preservation Perspective III. 4 Credits.

American built environment from 1893 to the present. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

AAAP 424. Vernacular Architecture. 3 Credits.

Examines the characteristics and origins of vernacular building types and explores the cultural meanings of these sites, particularly in light of contemporary ideas about socioeconomic issues.

AAAP 431. National Register Nomination. 4 Credits.

Provides an overview of the National Register of Historic Places (NRHP) and the processes for documenting, evaluating, and nominating properties to the register.

Requisites: Prereq: AAAP 411.

AAAP 438. Building Pathology: [Topic]. 4 Credits.

Examines the scientific fundamentals of material properties in building construction and the application of that knowledge to the preservation of historic buildings.

Repeatable 2 times for a maximum of 12 credits when topic changes

AAAP 441. Legal Issues in Historic Preservation. 4 Credits.

Examines constitutional, statutory, and common law affecting historic preservation. Covers First Amendment, eminent domain, due process, police powers, regulatory "takings," and aesthetic zoning.

AAAP 442. Preservation Ethics. 3 Credits.

Examines professional ethics in the field of historic preservation based on theories of public policy.

AAAP 445. Preservation Economics. 3 Credits.

Introduces economics of historic preservation projects and the financial techniques and incentives used to rehabilitate historic properties in the United States.

AAAP 451. Historic Survey and Inventory Methodology. 4 Credits.

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.

AAAP 503. Thesis. 1-12 Credits.

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

Repeatable 99 times

AAAP 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

AAAP 508. Workshop: [Topic]. 1-5 Credits.

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

Repeatable 5 times

AAAP 510. Experimental Course: [Topic]. 1-5 Credits.

Current topics are American Building Construction, American Architecture from a Preservation Perspective, Research Methods.

Repeatable 99 times

AAAP 511. Introduction to Historic Preservation. 3 Credits.

History, evolution, modern concepts, and professional techniques of historic preservation.

AAAP 515. Transportation and Preservation. 3 Credits.

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.

AAAP 521. American Architecture from a Preservation Perspective I. 4 Credits.

American built environment from the colonial era to the federal period. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

AAAP 522. American Architecture from a Preservation Perspective II. 4 Credits.

American built environment from the federal period to 1893. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

AAAP 523. American Architecture from a Preservation Perspective III. 4 Credits.

American built environment from 1893 to the present. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

AAAP 524. Vernacular Architecture. 3 Credits.

Examines the characteristics and origins of vernacular building types and explores the cultural meanings of these sites, particularly in light of contemporary ideas about socioeconomic issues.

AAAP 531. National Register Nomination. 3 Credits.

Provides an overview of the National Register of Historic Places (NRHP) and the processes for documenting, evaluating, and nominating properties to the register.

Requisites: Prereq: AAAP 511.

AAAP 538. Building Pathology: [Topic]. 4 Credits.

Examines the scientific fundamentals of material properties in building construction and the application of that knowledge to the preservation of historic buildings.

Repeatable 2 times for a maximum of 12 credits when topic changes

AAAP 541. Legal Issues in Historic Preservation. 4 Credits.

Examines constitutional, statutory, and common law affecting historic preservation. Covers First Amendment, eminent domain, due process, police powers, regulatory "takings," and aesthetic zoning.

AAAP 542. Preservation Ethics. 3 Credits.

Examines professional ethics in the field of historic preservation based on theories of public policy.

AAAP 545. Preservation Economics. 3 Credits.

Introduces economics of historic preservation projects and the financial techniques and incentives used to rehabilitate historic properties in the United States.

AAAP 551. Historic Survey and Inventory Methodology. 4 Credits.

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.

AAAP 601. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

AAAP 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

AAAP 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

AAAP 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

AAAP 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

AAAP 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

AAAP 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

AAAP 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

AAAP 611. Terminal Project. 1-12 Credits.

Repeatable 99 times

History (HIST)

Courses

HIST 102. Making Modern Europe. 4 Credits.

Historical development of Europe; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. From the Renaissance to Napoleon.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 103. Europe and the World. 4 Credits.

Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. From Napoleon to the present.

Additional Information:

Social Science Area

HIST 104. World History Antiquity to 1500. 4 Credits.

Survey of world cultures and civilizations and their actions. Includes study of missionary religions, imperialism, economic and social relations. Ancient societies.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 105. World History. 4 Credits.

Survey of world cultures and civilizations and their actions. Includes study of missionary religions, imperialism, economic and social relations. Early modern.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 106. World History. 4 Credits.

Survey of world cultures and civilizations and their actions. Includes study of missionary religions, imperialism, economic and social relations. Modern.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 186. Cultures of India. 4 Credits.

Introduces students to the historical study of culture in the Indian subcontinent.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 190. Foundations of East Asian Civilizations. 4 Credits.

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.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 191. China, Past and Present. 4 Credits.

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.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 192. Japan, Past and Present. 4 Credits.

Introduction to Japanese culture. Explores myth, tradition, modernity, and postmodernity with one eye trained on the future. Examples from personal experience.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 199. Special Studies: [Topic]. 1-5 Credits.

Problem-oriented course designed for students interested in history who might or might not become majors.

Repeatable 99 times

HIST 201. Inventing America. 4 Credits.

Development of the North American continent socially, economically, politically, culturally. Native America, European colonization, colonial development, origins of slavery, Revolution, early Republic.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

HIST 202. Building the United States. 4 Credits.

Creation and development of the United States and its social, economical, political, and cultural consequences. Jacksonian era, expansion, commercial and industrial revolution, slavery, Civil War, Reconstruction, Gilded Age, imperialism, and the Progressive Era.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

HIST 203. American Century. 4 Credits.

Creation and development of the so-called "American Century" socially, economically, politically, culturally. Imperialism, progressivism, modernity, the 1920s, Depression and New Deal, world wars and Cold War, 1960s, and recent developments.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

HIST 215. Food in World History. 4 Credits.

Surveys the development of eating practices, tastes, foodstuffs, and culinary philosophies from early human history to the present in diverse parts of the world.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 225. Beer in World History. 4 Credits.

A wide-ranging study of beer from its origins 10,000 years ago to the present develops our sense of shared humanity at the same time as stressing local difference and historical change. Beer is rooted in local geography, environment, culture, social structure, politics and religion. It also tells a story of human ingenuity, innovation, adaptation and resilience around the world. This course offers an introduction to the intersection of science, technology and society through the lens of one of humanity's most ancient and global technologies: brewing beer.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 240. War in the Modern World I. 4 Credits.

Evolution of the conduct of war in the 19th and 20th centuries as a reflection of social, political, and technological developments.

Additional Information:

Social Science Area

HIST 241. War in the Modern World II. 4 Credits.

Surveys changes in the nature and conduct of warfare in light of social, political, and technological developments from 1945 to present.

Additional Information:

Social Science Area

HIST 248. Latinos in the Americas. 4 Credits.

Explores historical experiences of Latino groups, emphasizing Mexican and Caribbean migrations. Lectures in English; readings and discussions in English, Spanish, and Spanglish. Three years of high school Spanish, SPAN 103 with a grade of C or better, or raised in a bilingual household recommended.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

HIST 250. African American History. 4 Credits.

The African background, development of slavery, abolitionism, the Civil War and Reconstruction.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

HIST 251. African American History. 4 Credits.

The 20th-century African American experience including the great migration, World War II, the Civil Rights Movement, post-1970 African America.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

HIST 255. History of the Pacific Islands. 4 Credits.

Pacific History explores the history of peoples, islands, and oceans from New Zealand to Hawai'i and many places in between. Covering the past 500 years, it draws together human and natural history.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

HIST 262. Portland Past and Present. 4 Credits.

Portland is the principal urban center of Oregon, and one of the most important cities on the West Coast of the United States. With a history that is at once inspiring and troubling, Portland is a city of contradictions. This course will introduce students to the history of this Northwest Metropolis.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

HIST 273. Introduction to Global Environmental History. 4 Credits.

Introduction to concepts, concerns, and methods of environmental history.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

HIST 286. Cities in India and South Asia. 4 Credits.

This course examines the economic, cultural and social dimensions of cities in the subcontinent of India with comparisons from other Asian and North American cities.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

HIST 290. Historian's Craft. 4 Credits.

Gateway course to the History major. Explores the diverse meanings and methods of modern historical interpretation. Trains students to work with original historical sources and become more effective consumers and producers of historical writing, preparing them for upper-division coursework.

HIST 301. Modern Europe. 4 Credits.

Political, social, cultural, intellectual, and economic trends from the 18th century to the present. 18th century. McCole.

Additional Information:

Social Science Area

HIST 302. Modern Europe. 4 Credits.

Political, social, cultural, intellectual, and economic trends in the 19th century.

Additional Information:

Social Science Area

HIST 303. Modern Europe. 4 Credits.

Political, social, cultural, intellectual, and economic trends in the 20th century.

Additional Information:

Social Science Area

HIST 308. History of Women in the United States I. 4 Credits.

Survey of the diverse experiences of American women from 1600 to 1870.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

HIST 309. History of Women in the United States II. 4 Credits.

Survey of the diverse experiences of American women from 1870 to present.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

HIST 314. Oregon Hidden Histories. 4 Credits.

Lane County, home of the University of Oregon, is not known for its racial, ethnic, and religious diversity. Yet indigenous inhabitants, white settlers, Black residents, Muslims and Jews, and immigrants and Americans with roots in every continent have made their homes here. This workshop-style class engages students in conducting original historical resources about local hidden histories, writing them into a narrative, and sharing them with the public. Students acquire research, writing, revision, and web design skills as they produce a polished web publication.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

HIST 317. Migrants and Refugees in Modern World History. 4 Credits.

Human beings have always moved; the system of borders and passports to regulate that movement is just a few centuries old. This course gives students historical tools and reference points to help them better understand the controversial issues surrounding international migration in the world today.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

HIST 325. Precolonial Africa. 4 Credits.

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.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 326. Colonial and Postcolonial Africa. 4 Credits.

Survey of African history from the late 1800s to the turn of the 21st century. Emphasis is on the internal dynamics of change as well as the effects of colonialism and global interaction.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 340. US Military History. 4 Credits.

Survey of US military history from the colonial period to the present with a focus on the organization, operations, and strategy of the US Army in wartime.

Additional Information:

Social Science Area

HIST 342. German History: [Topic]. 4 Credits.

Middle Ages to the end of the 20th century. I: Middle Ages and Reformation (1410–1648). II: Germany in the Old Regime and Age of Revolution (1648–1848). III: Modern Germany (1848–present).

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 346. Imperial Russia. 4 Credits.

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.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 347. Soviet Union and Contemporary Russia. 4 Credits.

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.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 351. American Radicalism. 4 Credits.

Motives, strategies, successes, and failures of radical movements and their significance for American society. Workers' movements, socialism, communism, African American freedom struggle, nationalist movements of people of color, feminism, student activism.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

HIST 352. The United States in the 1960s. 4 Credits.

Exploration of a watershed era: civil rights, student activism, educational crisis, Vietnam War, gender revolution, environmentalism.

Additional Information:

Social Science Area

HIST 361. Early Modern Science. 4 Credits.

Explores the emergence of experimental science in early modern Europe and its interaction with larger social, political, and cultural issues, such as gender, race, colonialism and capitalism.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 362. History of US Cities. 4 Credits.

Course introduces students to the history of one of the most fascinating and contradictory social forms of the modern world. Students learn about the cities of the United States from a variety of perspectives, including urban planning, power and politics, and segregation and inequality.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

HIST 363. United States Business History. 4 Credits.

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.

HIST 368. American West in Popular Culture. 4 Credits.

Examines the idea of the West in the American imagination as expressed in popular literature, captivity narratives, dime novels, travel literature, art, Wild West shows, films, and television.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

HIST 378. American Environmental History to 1890. 4 Credits.

Considers how humans and their natural environments have interacted and reshaped each other through time from 1491 to 1890.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

HIST 379. American Environmental History 1890 to Present. 4 Credits.

Focuses on environmental change and the rise of environmental politics from the Progressive Era to the present.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

HIST 380. Latin America. 4 Credits.

Major economic, political, and cultural trends and continuities. Pre-Columbian and Iberian history, the colonial period up to 1750.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 381. Latin America. 4 Credits.

Major economic, political, and cultural trends and continuities. Transition from late colonial mercantilism to political independence and national definition, 1750–1910.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 382. Latin America, 1910 to the Present. 4 Credits.

A survey of major economic, political, social, and cultural changes in Latin America since 1910.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 383. Soccer and Society in Latin America. 4 Credits.

Exploring the complexities of Latin American societies using soccer as a historical, cultural, and sociological window to issues of race, class, gender, and national identity.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 386. India. 4 Credits.

This course will survey 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.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 387. Early China. 4 Credits.

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.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 388. Vietnam War and the United States. 4 Credits.

Tells the story of the war from the Vietnamese perspective, explores how the war reshaped American society and politics, and examines how the war has been remembered in popular culture.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

HIST 396. Samurai in Film. 4 Credits.

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.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

HIST 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

HIST 401. Research: [Topic]. 1-9 Credits.

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.

Repeatable 99 times

HIST 402. Supervised Tutoring. 1-4 Credits.

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

Repeatable 4 times for a maximum of 8 credits

HIST 403. Thesis. 1-9 Credits.

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

Repeatable 99 times

HIST 404. Internship: [Topic]. 1-3 Credits.

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

Repeatable 1 time for a maximum of 6 credits

HIST 405. Reading and Conference: [Topic]. 1-6 Credits.

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

Repeatable 99 times

HIST 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

HIST 407. Seminar: [Topic]. 5 Credits.

Recent topics include History of Los Angeles, Modern Japanese Culture, Rethinking America in the 1960s, and Stalinism.

Repeatable 99 times

HIST 408. Workshop: [Topic]. 1-12 Credits.

Current topics include Southeast Asia Interpretations.

Repeatable 99 times

HIST 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

HIST 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

HIST 411. Advanced Reacting to the Past: [Topic]. 4 Credits.

Intensive exploration of historical events through interactive games. Possible topics include U.S. Constitutional Convention, French Revolution, Democracy in Athens, India 1947.

Repeatable 1 time for a maximum of 8 credits when topic changes

HIST 412. Ancient Greece: [Topic]. 4 Credits.

Political, cultural, and intellectual history of ancient Greece; emphasis on urban culture. I: Classical Greece. II: Hellenistic World. III: Greek Science.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 414. Ancient Rome: [Topic]. 4 Credits.

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.

Repeatable 2 times for a maximum of 12 credits when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

HIST 415. Advanced World History: [Topic]. 4 Credits.

Advanced intensive study of selected issues in world history. Possible topics include biology and ecology, ancient empires, or intercultural encounters.

Repeatable 3 times for a maximum of 16 credits when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

HIST 416. Advanced Women's History: [Topic]. 4 Credits.

Intensive study of select issues in women's history. Emphasis on the construction of their diverse identities; the framework for political, social, and economic empowerment; the historical development of gendered categories. Offered alternate years.

Repeatable 2 times for a maximum of 12 credits when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

HIST 417. Society and Culture in Modern Africa: [Topic]. 4 Credits.

Explorations in various topics with attention to class, gender, and generational and political struggles. Repeatable twice when topic changes for maximum of 12 credits.

Repeatable 2 times for a maximum of 12 credits when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

HIST 419. African Regional Histories: [Topic]. 4 Credits.

Examines the historiography of specific nations or regions.

Repeatable 2 times for a maximum of 12 credits

HIST 427. Intellectual History of Modern Europe: [Topic]. 4 Credits.

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.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 428. Europe in the 20th Century: [Topic]. 4 Credits.

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.

Repeatable 99 times when topic changes

HIST 440. History of the Book. 4 Credits.

Books are the interface of materials, bodies, and ideas. Our global survey of the history of the book, from cuneiform inscription to scroll to codex to computer, will study books as agents of historical change, engage hands-on with rare materials, and introduce book-related careers.

Additional Information:

Cultural Literacy: Global Perspectives

HIST 441. 16th-Century European Reformations. 4 Credits.

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.

HIST 442. Early Modern German History: [Topic]. 4 Credits.

Topics include peasant society, the foundations of absolutism, the German Enlightenment, protoindustrialization.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 443. Modern Germany: [Topic]. 4 Credits.

Topics include class formation, revolutionary movements, the socialist tradition, the Third Reich.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 444. The Holocaust. 4 Credits.

Surveys history of Nazi genocide, focusing on terror and complicity in formation of racial policy; and on perceptions of Nazi anti-Semitism as the Holocaust was occurring.

Additional Information:

Cultural Literacy: Global Perspectives

HIST 446. Modern Russia: [Topic]. 4 Credits.

Explores topics such as the intellectual and cultural history of Russia from the revolution to recent times.

Repeatable 2 times for a maximum of 12 credits

Additional Information:

Cultural Literacy: Global Perspectives

HIST 450. The Iraq War. 4 Credits.

A history of the Iraq War including the US decision to invade, the subsequent civil war, the rise and fall of the Islamic State in Iraq and Syria (ISIS), and beyond.

HIST 455. Colonial American History. 4 Credits.

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.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

HIST 457. 19th-Century United States: [Topic]. 4 Credits.

Political, social, economic, and cultural history. I: Jacksonian Era. II: Civil War. III: Reconstruction. IV: Gilded Age.

Repeatable 3 times for a maximum of 16 credits when topic changes

HIST 463. American Economic History: [Topic]. 4 Credits.

Varying topics on the economic development of the United States as a preindustrial, industrial, and postindustrial society. I: The Great Depression. II: Industrialization.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 466. The American West. 4 Credits.

Social, political, and cultural history. Peoples of the American West and the expansion of the United States in the 19th century.

HIST 467. The American West. 4 Credits.

Social, political, and cultural history. 20th-century immigration, urban growth, economic development; social and political institutions; politics of race, ethnicity, and gender in a multicultural region.

HIST 468. The Pacific Northwest. 4 Credits.

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.

HIST 469. American Indian History: [Topic]. 4 Credits.

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.

Repeatable 2 times for a maximum of 12 credits when topic changes

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

HIST 470. African American History to 1877: [Topic]. 4 Credits.

Explores aspects of the African American experience in the era of slavery and Reconstruction.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 471. African American History since 1877: [Topic]. 4 Credits.

In-depth exploration of specific topics in African American history from the late 19th century to the present.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 473. American Environmental History: [Topic]. 4 Credits.

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.

Repeatable 3 times for a maximum of 16 credits when topic changes

HIST 480. Mexico. 4 Credits.

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.

Additional Information:

Cultural Literacy: Global Perspectives

HIST 483. Latin America: [Topic]. 4 Credits.

Variable topics include the experience of blacks and Indians; the struggle for land, reform, and revolution.

Repeatable 3 times for a maximum of 16 credits when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

HIST 487. China: [Topic]. 4 Credits.

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.

Repeatable 3 times for a maximum of 16 credits when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

HIST 490. Japan: [Topic]. 4 Credits.

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.

Repeatable 2 times for a maximum of 12 credits when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

HIST 491. Medicine and Society in Premodern Japan. 4 Credits.

Examines the interweaving of folk, Buddhist, Chinese, and Dutch influences. Diseases, knowledge, sexual hygiene, and medical challenges in social context.

Additional Information:

Cultural Literacy: Global Perspectives

HIST 497. Culture, Modernity, and Revolution in China: [Topic]. 4 Credits.

I: Modernity and Gender. II: Cultural Revolution and Memory. III: Historiography of the Communist Revolution.

Repeatable 2 times when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

HIST 498. Early Japanese Culture and Society: [Topic]. 4 Credits.

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.

Repeatable 2 times for a maximum of 12 credits when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

HIST 503. Thesis. 1-12 Credits.

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

Repeatable 99 times

HIST 507. Seminar: [Topic]. 5 Credits.

Recent topics include History of Los Angeles, Modern Japanese Culture, Rethinking America in the 1960s, and Stalinism.

Repeatable 99 times

HIST 508. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

HIST 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

HIST 512. Ancient Greece: [Topic]. 4 Credits.

Political, cultural, and intellectual history of ancient Greece; emphasis on urban culture. I: Classical Greece. II: Hellenistic World. III: Greek Science.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 514. Ancient Rome: [Topic]. 4 Credits.

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.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 515. Advanced World History: [Topic]. 4 Credits.

Advanced intensive study of selected issues in world history. Possible topics include biology and ecology, ancient empires, or intercultural encounters.

Repeatable 3 times for a maximum of 16 credits when topic changes

HIST 516. Advanced Women's History: [Topic]. 4 Credits.

Intensive study of select issues in women's history. Emphasis on the construction of their diverse identities; the framework for political, social, and economic empowerment; the historical development of gendered categories. Offered alternate years.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 528. Europe in the 20th Century: [Topic]. 4 Credits.

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.

Repeatable 99 times when topic changes

HIST 540. History of the Book. 4 Credits.

Books are the interface of materials, bodies, and ideas. Our global survey of the history of the book, from cuneiform inscription to scroll to codex to computer, will study books as agents of historical change, engage hands-on with rare materials, and introduce book-related careers.

HIST 542. Early Modern German History: [Topic]. 4 Credits.

Topics include peasant society, the foundations of absolutism, the German Enlightenment, protoindustrialization.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 543. Modern Germany: [Topic]. 4 Credits.

Topics include class formation, revolutionary movements, the socialist tradition, the Third Reich.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 544. The Holocaust. 4 Credits.

Surveys history of Nazi genocide, focusing on terror and complicity in formation of racial policy; and on perceptions of Nazi anti-Semitism as the Holocaust was occurring.

HIST 546. Modern Russia: [Topic]. 4 Credits.

Explores topics such as the intellectual and cultural history of Russia from the revolution to recent times.

Repeatable 2 times for a maximum of 12 credits

HIST 563. American Economic History: [Topic]. 4 Credits.

Varying topics on the economic development of the United States as a preindustrial, industrial, and postindustrial society. I: The Great Depression. II: Industrialization.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 566. The American West. 4 Credits.

Social, political, and cultural history. Peoples of the American West and the expansion of the United States in the 19th century.

HIST 567. The American West. 4 Credits.

Social, political, and cultural history. 20th-century immigration, urban growth, economic development; social and political institutions; politics of race, ethnicity, and gender in a multicultural region.

HIST 569. American Indian History: [Topic]. 4 Credits.

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.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 571. African American History since 1877: [Topic]. 4 Credits.

In-depth exploration of specific topics in African American history from the late 19th century to the present.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 583. Latin America: [Topic]. 4 Credits.

Variable topics include the experience of blacks and Indians; the struggle for land, reform, and revolution.

Repeatable 3 times for a maximum of 16 credits when topic changes

HIST 590. Japan: [Topic]. 4 Credits.

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.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 591. Medicine and Society in Premodern Japan. 4 Credits.

Examines the interweaving of folk, Buddhist, Chinese, and Dutch influences. Diseases, knowledge, sexual hygiene, and medical challenges in social context.

HIST 597. Culture, Modernity, and Revolution in China: [Topic]. 4 Credits.

I: Modernity and Gender. II: Cultural Revolution and Memory. III: Historiography of the Communist Revolution.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 598. Early Japanese Culture and Society: [Topic]. 4 Credits.

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.

Requisites: Prereq: Courses on Japanese or medieval history recommended.

Repeatable 2 times for a maximum of 12 credits when topic changes

HIST 601. Research: [Topic]. 1-9 Credits.

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.

Repeatable 99 times

HIST 603. Dissertation. 1-12 Credits.

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

Repeatable 99 times

HIST 604. Internship: [Topic]. 1-3 Credits.

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

Repeatable 1 time for a maximum of 6 credits

HIST 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

HIST 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

HIST 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

HIST 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

HIST 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

HIST 610. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

HIST 611. Field Readings. 5 Credits.

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.

HIST 612. Historical Methods and Writings. 5 Credits.

Introduction to the historical profession; includes historical questions, methods, and theories, and historiographic debates. Sequence.

HIST 615. Professional Development. 1 Credit.

Promotes understanding of the history profession and development of professional skills through a variety of activities—workshops on research and writing, critiques of scholarly presentations, discussion of the academic job market. Offered once per academic year.

HIST 616. Graduate Student Conference. 1 Credit.

Designed to build on work from HIST 612 and HIST 615 courses. Promotes understanding of history profession, standards, protocols; plan and host conference. Offered once per academic year.

HIST 618. Comprehensive Exam Preparation. 5 Credits.

Independent readings with faculty members to discuss a predetermined reading list in preparation for PhD comprehensive examination.

HIST 619. Dissertation Prospectus. 5 Credits.

Independent research under the direction of student's adviser with the specific aim of producing a defensible dissertation prospectus.

Honors College (HC)

Courses

HC 101H. Liberal Arts: [Topic]. 4 Credits.

This course will introduce students to the intellectual culture of liberal arts scholarship and provide a foundation in academic reading, analysis, and writing.

HC 199H. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

HC 221H. Arts and Letters Inquiry: [Topic]. 4 Credits.

Introduction to critical inquiry in Arts and Letters fields such as literature, philosophy, language, religion, and the visual and performing arts. In this writing-intensive course students will use disciplinary methodologies to develop skills in evidence-based argument.

Additional Information:

Arts Letters Area

HC 231H. Social Science Inquiry: [Topic]. 4 Credits.

Introduction to critical inquiry in Social Science fields such as history, economics, anthropology, sociology, political science, law, business, geography, communication, and education. In this writing-intensive course students will use disciplinary methodologies to develop skills in evidence-based argument.

Additional Information:

Social Science Area

HC 241H. Scientific Inquiry: [Topic]. 4 Credits.

Introduction to critical inquiry in science fields such as chemistry, earth science, biology, mathematics, physics, engineering, neuroscience, biological anthropology, data science, and human physiology. In this writing-intensive course students will use disciplinary methodologies to develop skills in evidence-based argument.

Additional Information:

Science Area

HC 277H. Thesis Orientation. 2 Credits.

Introduction to the Clark Honors College thesis process; provides an overview of early steps and preparatory activities for the thesis.

HC 301H. Research and Writing: [Topic]. 4 Credits.

An introduction to research including development of research questions, methodology, analysis, and presentation of results.

Requisites: Prereq: HC 221H, HC 231H, HC 241H.

HC 399H. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

HC 401H. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

HC 403H. Thesis. 1-21 Credits.

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

Repeatable 99 times

HC 404H. Internship: [Topic]. 1-16 Credits.

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

Repeatable 2 times for a maximum of 16 credits

HC 405H. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

HC 406H. Practicum: [Topic]. 1-21 Credits.

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

Repeatable 99 times

HC 407H. Seminar: [Topic]. 1-5 Credits.

The 2-credit thesis seminar supports early work on the honors thesis.

Repeatable 99 times

HC 408H. Workshop: [Topic]. 1-12 Credits.

Topics include Thesis Orientation.

Repeatable 99 times

HC 409H. Terminal Project. 1-21 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

HC 410H. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

HC 421H. Honors College Arts and Letters Colloquium: [Topic]. 4 Credits.

Offered in a range of topics with an emphasis on arts and letters.

Repeatable 3 times for a maximum of 16 credits when topic changes

HC 431H. Honors College Social Science Colloquium: [Topic]. 4 Credits.

Offered in a range of topics with an emphasis on social science.

Repeatable 3 times for a maximum of 16 credits when topic changes

HC 434H. Honors College Global Perspectives Colloquium: [Topic]. 4 Credits.

Topics center encountering and critically reflecting upon cultures, identities, and ways of being in global contexts beyond the United States. Each course will include substantial scholarship, cultural production, perspectives, and voices from members of communities under study, as sources permit.

Repeatable 3 times for a maximum of 16 credits when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

HC 441H. Honors College Science Colloquium: [Topic]. 4 Credits.

Offered in a range of topics with an emphasis on science.

Repeatable 3 times for a maximum of 16 credits when topic changes

HC 444H. HC US: Difference, Inequality, Agency Colloquium: [Topic]. 4 Credits.

Topics develop students' analytical and reflective capacities to help them understand and ethically engage with the ongoing (cultural, economic, political, social, etc.) power imbalances that have shaped and continue to shape the United States.

Repeatable 3 times for a maximum of 16 credits when topic changes

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

HC 477H. Thesis Prospectus. 2 Credits.

Students create prospectus, exchange critiques and ideas, and present research in mock defenses with thesis advisor present.

Human Physiology (HPHY)

Courses

HPHY 105. Principles of Nutrition. 4 Credits.

Explores the fundamentals of nutrition and its application to culture, lifestyle, and health as they relate to humans across the lifespan. Course will be taught once or more per academic year.

Additional Information:

Science Area

HPHY 199. Special Studies: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

HPHY 211. Medical Terminology. 3 Credits.

Explore and develop skills in language and terminology specific to the medical sciences with an emphasis on derivation, meaning, and pronunciation.

HPHY 212. Scientific Investigation in Physiology. 4 Credits.

Explores the process of conducting and communicating scientific research, and how data and statistics help us build and understand scientific knowledge about physiology and medicine.

Additional Information:

Science Area

HPHY 321. Human Anatomy I. 5 Credits.

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.

Requisites: Prereq: HPHY 211; BI 222Z or BI 282H; CH 223Z or CH 226H.

HPHY 322. Human Physiology I. 5 Credits.

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, HPHY 323, HPHY 324, HPHY 325.

Requisites: Prereq: HPHY 212; BI 222Z or BI 282H; CH 223Z or CH 226H.

HPHY 323. Human Anatomy II. 5 Credits.

Heart, lungs, and vasculature in addition to regional exploration of the musculoskeletal system. Includes cadaver laboratory. Sequence with HPHY 321, HPHY 322, HPHY 324, HPHY 325.

Requisites: Prereq: HPHY 321.

HPHY 324. Human Physiology II. 5 Credits.

Cardiovascular system; respiratory system; immunology. Includes human-based laboratory. Sequence with HPHY 321, HPHY 322, HPHY 323, HPHY 325.

Requisites: Prereq: HPHY 322.

HPHY 325. Human Anatomy and Physiology III. 5 Credits.

Anatomy and physiology of the digestive, reproductive, and renal systems; endocrinology. Includes combination of cadaver laboratory and human-based laboratory. Sequence with HPHY 321, HPHY 322, HPHY 323, HPHY 324.

Requisites: Prereq: HPHY 323, HPHY 324.

HPHY 333. Motor Control. 4 Credits.

Introduction to the processes of control and coordination in the performance of motor skills. Neurophysiological, mechanical, and cognitive bases of motor skill acquisition.

Requisites: Prereq: [HPHY 321, HPHY 322] or PSY 304.

HPHY 362. Tissue Injury and Repair. 4 Credits.

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.

Requisites: Prereq: HPHY 323, HPHY 324.

HPHY 371. Physiology of Exercise. 4 Credits.

Physiology of exercise, physical conditioning, and training; mechanisms and significance of these effects for health and performance.

Requisites: Prereq: HPHY 323, HPHY 324.

HPHY 374. Clinical Electrocardiography and Exercise. 4 Credits.

Overview of pathophysiology, diagnostic testing, exercise prescription and rehabilitation of cardiovascular diseases. Incorporated throughout the course, students will learn the fundamentals of electrocardiography and how this tool is applied in both the diagnostic and rehabilitative settings.

Requisites: Prereq: HPHY 371.

HPHY 375. Metabolism and Nutrition. 4 Credits.

Exploration of cellular, tissue, and whole body integrated metabolic processes as the basis of physiologic function. Integrating the metabolism of macronutrients at the cellular, tissue, and whole body systems level in the context of human growth, function, and disease.

Requisites: Prereq: HPHY 325, HPHY 371.

HPHY 381. Biomechanics. 4 Credits.

Fundamental principles of physics applied to the analysis of human movement. Emphasis on developing abilities to analyze human movement quantitatively.

Requisites: Prereq: HPHY 323, PHYS 201.

HPHY 399. Special Studies: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

HPHY 401. Research: [Topic]. 1-15 Credits.

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.

Repeatable 99 times

HPHY 403. Thesis. 1-4 Credits.

For honors students during the terms in which they conduct research or write a thesis.

Repeatable 99 times

HPHY 404. Internship: [Topic]. 1-16 Credits.

Field experience in an agency, institution, or business. Practice knowledge from courses: planning, organizing, directing, evaluating, and developing professional competence.

Repeatable 99 times

HPHY 405. Special Problems: [Topic]. 1-12 Credits.

Reading and assignments in connection with other courses for extra credit. Honors readings.

Repeatable 99 times

HPHY 406. Practicum: [Topic]. 1-12 Credits.

Assist students learning anatomy or physiology in either the lecture or lab courses.

Repeatable 99 times

HPHY 407. Seminar: [Topic]. 1-5 Credits.

Topics are offered regularly in such areas as health sciences, motor control, biomechanics, and physiology.

Repeatable 99 times

HPHY 408. Workshop: [Topic]. 1-15 Credits.

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

Repeatable 99 times

HPHY 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

HPHY 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

HPHY 411. Scientific Teaching. 1 Credit.

For students currently completing the human anatomy and physiology core sequence; focuses on how people learn, evidence-based teaching practices, and strategies to improve student inclusion and representation.

Requisites: Prereq: HPHY 211, HPHY 212.

Additional Information:

General Limitation applies: Applied, skills, career, or professional development course

HPHY 412. Sleep Physiology. 4 Credits.

Fundamental principles of sleep and how physiology is affected by sleep.

Requisites: Prereq: HPHY 325.

HPHY 413. Muscle Structure, Function, and Plasticity. 4 Credits.

Physiologic basis for skeletal muscle adaptation to increased and decreased use and injury. Emphasizes how structure dictates function relevant to rehabilitation.

Requisites: Prereq: HPHY 323, HPHY 324.

HPHY 414. Muscle Metabolism. 4 Credits.

Metabolic basis for skeletal muscle adaptation to increased and decreased use, and injury models. Emphasizes interorgan communication; uses clinical models.

Requisites: Prereq: HPHY 371.

HPHY 420. Human Anatomy Dissection. 2 Credits.

Dissection of one region of a preserved donated human cadaver and preparation of the specimen for the HPHY 321/HPHY 323/HPHY 325 laboratory experience. Students are accepted by application, which are due early February.

Requisites: Prereq: HPHY 323.

HPHY 422. Physiology of Obesity. 4 Credits.

Explores potential causes of the obesity epidemic, cellular mechanisms linking obesity to insulin resistance and metabolic diseases, and interventions in treatment of metabolic disease and obesity.

Requisites: Prereq: HPHY 325, HPHY 371.

HPHY 423. Physiology of Aging. 4 Credits.

Examines changes that occur to cells and organs in old age and the causes of age-related disease and dysfunction (cardiovascular disease, diabetes, osteoporosis, Alzheimer's); interventions to increase longevity.

Requisites: Prereq: HPHY 325.

HPHY 432. Neural Development. 4 Credits.

Exploration of development of the cells in the nervous system. We will discuss the importance of "critical periods" in development and how interventions or dysfunction during critical periods can lead to neurodevelopmental disorders using the respiratory system as a model system.

Requisites: Prereq: HPHY 321, HPHY 322.

HPHY 433. Neurophysiology of Concussion. 4 Credits.

Investigate diagnosis, deficits, and treatment of mild traumatic brain injury and neurophysiological effects.

Requisites: Prereq: HPHY 325, HPHY 333.

HPHY 434. Movement Disorders. 4 Credits.

Discusses the clinical manifestations and underlying physiological mechanisms of selected movement disorders. Emphasizes the role of scientific experiment in diagnosis and treatment.

Requisites: Prereq: HPHY 321, HPHY 322.

HPHY 436. Clinical Neuroscience. 4 Credits.

This course covers neurological diseases and disorders from a neuroscience perspective. The focus will be on applying basic neuroscience principles to better understand clinical practices including patient diagnosis and treatments.

Requisites: Prereq: HPHY 321, HPHY 322.

HPHY 462. Therapeutic Techniques. 4 Credits.

Clinical application of therapeutic techniques including modalities and rehabilitation for soft-tissue orthopedic injuries. Offered alternate years.

Requisites: Prereq: HPHY 362.

HPHY 470. Environmental Physiology. 4 Credits.

Examination of physiological adaptations to acute and chronic exposure to extreme heat, cold, and high altitude.

Requisites: Prereq: HPHY 371.

HPHY 473. High Altitude Physiology and Medicine. 4 Credits.

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. Offered alternate years.

Requisites: Prereq: HPHY 325, HPHY 371.

HPHY 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

HPHY 507. Seminar: [Topic]. 1-5 Credits.

Topics are offered regularly in such areas as health sciences, motor control, biomechanics, and physiology.

Repeatable 99 times

HPHY 508. Workshop: [Topic]. 1-15 Credits.

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

Repeatable 99 times

HPHY 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

HPHY 512. Sleep Physiology. 4 Credits.

Fundamental principles of sleep and how physiology is affected by sleep.

HPHY 513. Muscle Structure, Function, and Plasticity. 4 Credits.

Physiologic basis for skeletal muscle adaptation to increased and decreased use and injury. Emphasizes how structure dictates function relevant to rehabilitation.

HPHY 514. Muscle Metabolism. 4 Credits.

Metabolic basis for skeletal muscle adaptation to increased and decreased use, and injury models. Emphasizes interorgan communication; uses clinical models.

HPHY 520. Human Anatomy Dissection. 2 Credits.

Dissection of one region of a preserved donated human cadaver and preparation of the specimen for the HPHY 321/HPHY 323/HPHY 325 laboratory experience. Students are accepted by application, which are due early February.

HPHY 522. Physiology of Obesity. 4 Credits.

Explores potential causes of the obesity epidemic, cellular mechanisms linking obesity to insulin resistance and metabolic diseases, and interventions in treatment of metabolic disease and obesity.

HPHY 523. Physiology of Aging. 4 Credits.

Examines changes that occur to cells and organs in old age and the causes of age-related disease and dysfunction (cardiovascular disease, diabetes, osteoporosis, Alzheimer's); interventions to increase longevity.

HPHY 532. Neural Development. 4 Credits.

Exploration of development of the cells in the nervous system. We will discuss the importance of "critical periods" in development and how interventions or dysfunction during critical periods can lead to neurodevelopmental disorders using the respiratory system as a model system.

HPHY 533. Neurophysiology of Concussion. 4 Credits.

Investigate diagnosis, deficits, and treatment of mild traumatic brain injury and neurophysiological effects.

HPHY 534. Movement Disorders. 4 Credits.

Discusses the clinical manifestations and underlying physiological mechanisms of selected movement disorders. Emphasizes the role of scientific experiment in diagnosis and treatment.

HPHY 536. Clinical Neuroscience. 4 Credits.

This course covers neurological diseases and disorders from a neuroscience perspective. The focus will be on applying basic neuroscience principles to better understand clinical practices including patient diagnosis and treatments.

HPHY 570. Environmental Physiology. 4 Credits.

Examination of physiological adaptations to acute and chronic exposure to extreme heat, cold, and high altitude.

HPHY 573. High Altitude Physiology and Medicine. 4 Credits.

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. Offered alternate years.

HPHY 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

HPHY 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

HPHY 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

HPHY 606. Practicum: [Topic]. 1-16 Credits.

Selected problems in the field of human physiology.

Repeatable 99 times

HPHY 607. Seminar: [Topic]. 1-9 Credits.

Topics are offered regularly in such areas as health sciences, motor control, biomechanics, and physiology.

Repeatable 99 times

HPHY 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

HPHY 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

HPHY 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

HPHY 611. Professional Skills I: Effective Teaching. 1 Credit.

Development of professional skills for academic careers related to human physiology. Sequence with HPHY 612, HPHY 613.

HPHY 612. Professional Skills II: Responsible Research. 1 Credit.

Development of professional skills for academic careers related to human physiology. Sequence with HPHY 611, HPHY 613.

HPHY 613. Professional Skills III: Career Development. 1 Credit.

Development of professional skills for academic careers related to human physiology. Sequence with HPHY 611, HPHY 612.

HPHY 621. Systems Physiology I. 4 Credits.

Advanced overview of neural physiology, neural control of human movement, and the biomechanical constraints underlying that control. Sequence with HPHY 622, HPHY 623.

HPHY 622. Systems Physiology II. 4 Credits.

Advanced overview of cardiovascular physiology and skeletal muscle cell physiology and metabolism.

HPHY 623. Systems Physiology III. 4 Credits.

Advanced overview of renal and respiratory physiology.

HPHY 631. Human Performance and Sports Products. 3 Credits.

Exploration of sciences of human performance: physiology and kinesiology, which inform the Sports Product Industry at the level of product development, product design and marketing. Available to non-majors only.

Equivalent to: HPHY 631M, SPM 631M

HPHY 631M. Human Performance and Sports Products. 3 Credits.

Exploration of sciences of human performance: physiology and kinesiology, which inform the Sports Product Industry at the level of product development, product design and marketing. Multilisted with SPM 631M.

Equivalent to: HPHY 631, SPM 631M

HPHY 632. Human Biomechanics and Sports Product Design. 2 Credits.

Exploration of sciences of human biomechanics, which inform the Sports Product Industry at the level of product development, product design and marketing. Sequence with HPHY 631.

Requisites: Prereq: HPHY 631.

HPHY 662. Manual Therapy: Spine, Lower Quadrant. 2 Credits.

Advanced skills in muscle energy, mobilization, and trigger-point release techniques for the spine and lower quadrant. For certified athletic trainers. Offered alternate years.

HPHY 670. Advanced Respiratory Physiology. 4 Credits.

Explores advanced concepts in respiratory physiology; includes exercise adaptations and examples of pathophysiology. Offered alternate years.

Requisites: Prereq: HPHY 623.

HPHY 676. Human Cardiovascular Control. 4 Credits.

Cardiovascular physiology, including central control of blood pressure and flow regulation. An integrative approach toward how the cardiovascular system is coordinated with overall body function. Offered alternate years.

Requisites: Prereq: HPHY 623.

HPHY 684. Kinematics of Human Movement. 4 Credits.

Theory and application of kinematic analysis of human motion. Emphasis on 2D and 3D kinematics, including data collection, analysis and modeling. Offered alternate years.

Requisites: Prereq: HPHY 621.

HPHY 685. Kinetics of Human Movement. 4 Credits.

Experimental methods and mechanical theories associated with the analysis of joint forces and movements during human motion. Offered alternate years.

Requisites: Prereq: HPHY 621.

Humanities (HUM)

Courses

HUM 101. Introduction to the Humanities I. 4 Credits.

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.

Additional Information:

Arts Letters Area

HUM 102. Introduction to the Humanities II. 4 Credits.

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.

Additional Information:

Arts Letters Area

HUM 103. Introduction to the Humanities III. 4 Credits.

An interdisciplinary introduction to the global humanities in the modern period.

Additional Information:

Arts Letters Area

HUM 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 4 times

HUM 240. Medical Humanities. 4 Credits.

Examines the intersection of literature, philosophy, history, and the arts with medical theory and practice.

Additional Information:

Arts Letters Area

HUM 300. Themes in the Humanities. 4 Credits.

Interdisciplinary and multimedia introduction to the study of the humanities. Analysis of such themes as tragedy in music, literature, and art.

Additional Information:

Arts Letters Area

HUM 399. Special Studies: [Topic]. 1-5 Credits.

Problem-oriented course designed to explore new topics or approaches to studies in the humanities.

Repeatable 99 times

HUM 403. Thesis. 1-6 Credits.

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

Repeatable 99 times

HUM 405. Reading and Conference: [Topic]. 1-6 Credits.

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

Repeatable 99 times

HUM 406. Practicum: [Topic]. 1-5 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.. Repeatable with consent of instructor and program head.

Repeatable 99 times

HUM 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

HUM 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

HUM 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

HUM 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Ichishki'in (ICH)

Courses

ICH 101. First-Year Ichishki'in. 5 Credits.

Ichishki'in (Sahaptin) is a Native American language of the Columbia River Plateau. The language is critically endangered, and this course adds to language preservation efforts. The course has been designed under the guidance of Yakama Elder, Dr. Virginia Beavert, a renowned language activist and scholar.

ICH 102. First-Year Ichishki'in. 5 Credits.

Ichishki'in (Sahaptin) is a Native American language of the Columbia River Plateau. The language is critically endangered, and this course adds to language preservation efforts. The course has been designed under the guidance of Yakama Elder, Dr. Virginia Beavert, a renowned language activist and scholar.

Requisites: Prereq: ICH 101.

ICH 103. First-Year Ichishki'in. 5 Credits.

Ichishki'in (Sahaptin) is a Native American language of the Columbia River Plateau. The language is critically endangered, and this course adds to language preservation efforts. The course has been designed under the guidance of Yakama Elder, Dr. Virginia Beavert, a renowned language activist and scholar.

Requisites: Prereq: ICH 102.

ICH 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ICH 201. Second-Year Ichishki'in. 5 Credits.

Ichishki'in (Sahaptin) is a Native American language of the Columbia River Plateau. The language is critically endangered, and this course adds to language preservation efforts. The course has been designed under the guidance of Yakama Elder, Dr. Virginia Beavert, a renowned language activist and scholar.

Requisites: Prereq: ICH 103.

Additional Information:

Arts Letters Area

ICH 202. Second-Year Ichishki'in. 5 Credits.

Ichishki'in (Sahaptin) is a Native American language of the Columbia River Plateau. The language is critically endangered, and this course adds to language preservation efforts. The course has been designed under the guidance of Yakama Elder, Dr. Virginia Beavert, a renowned language activist and scholar.

Requisites: Prereq: ICH 201.

Additional Information:

Arts Letters Area

ICH 203. Second-Year Ichishki'in. 5 Credits.

Ichishki'in (Sahaptin) is a Native American language of the Columbia River Plateau. The language is critically endangered, and this course adds to language preservation efforts. The course has been designed under the guidance of Yakama Elder, Dr. Virginia Beavert, a renowned language activist and scholar.

Requisites: Prereq: ICH 202.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

ICH 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

Interdisciplinary Studies (IST)

Courses

IST 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

IST 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

IST 605. Special Problems: [Topic]. 1-16 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

IST 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

IST 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

IST 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

IST 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

IST 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Interior Architecture (IARC)

Courses

IARC 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

IARC 204. Understanding Contemporary Interiors. 4 Credits.

Introduction to the theory of interior architecture. Design criteria explored through illustrated lectures and projects involving analysis of space.

IARC 401. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

IARC 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

IARC 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

IARC 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

IARC 407. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

IARC 408. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

IARC 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

IARC 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

IARC 444. Furniture: Theory and Analysis. 3 Credits.

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.

Requisites: Prereq: one from PD 323, ARCH 484, IARC 484.

IARC 445. Comprehensive Project Preparation. 3 Credits.

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.

Requisites: Prereq: IARC 473, IARC 484.

IARC 447. Color Theory and Application for the Built Environment. 3 Credits.

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.

Requisites: Prereq: PD 350 or ARCH 484 or IARC 484 or interior architecture minor status.

IARC 471. Interior Construction Elements. 3 Credits.

The properties and detailing of materials used in interior design construction. Code issues that affect interior construction field trips to supply sources and projects.

Requisites: ARCH 470.

IARC 472. Interior Finishes and Design Application. 3 Credits.

The properties, manufacture, application, and code issues, and ecological considerations of interior finish materials. Field trips to supply sources.

Requisites: ARCH 470

IARC 473. Working Drawings in Interior Architecture. 4 Credits.

Preparation of working drawings for a small, sustainable interior architecture design project.

Requisites: Prereq: [ARCH 462, ARCH 484] or [IARC 471, IARC 472, IARC 484].

IARC 474. History of Interior Architecture I. 3 Credits.

Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.

IARC 475. History of Interior Architecture II. 3 Credits.

Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.

IARC 476. History of Interior Architecture III. 3 Credits.

Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.

IARC 484. Interior Design. 6 Credits.

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.

Requisites: Prereq: ARCH 383.

Repeatable 99 times

IARC 486. Furniture Design. 6 Credits.

Projects in design and construction of custom furniture, preparation of detailed shop drawings, shop procedure.

Requisites: Prereq: IARC 444; IARC 484 or ARCH 484.

IARC 487. Working Drawings. 6 Credits.

Focuses on the design of a small, sustainable interior architecture design project and the production of a set of working drawings.

Requisites: Prereq: [ARCH 462, ARCH 484] or [IARC 471, IARC 472, IARC 484]; coreq: IARC 473.

IARC 488. Interior Design Comprehensive Project I. 8 Credits.

Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study.

Requisites: Prereq: IARC 445.

IARC 489. Interior Design Comprehensive Project II. 8 Credits.

Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study.

Requisites: Prereq: IARC 488

IARC 492. Electric Lighting. 3 Credits.

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.

Requisites: Prereq: ARCH 484 or IARC 484; ARCH 492.

IARC 503. Thesis. 1-6 Credits.

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

Repeatable 99 times

IARC 507. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

IARC 508. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

IARC 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

IARC 544. Furniture: Theory and Analysis. 3 Credits.

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.

Requisites: Prereq: ARCH 584 or IARC 584.

IARC 545. Comprehensive Project Preparation. 3 Credits.

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.

Requisites: Prereq: IARC 573, IARC 584.

IARC 547. Color Theory and Application for the Built Environment. 3 Credits.

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.

Requisites: Prereq: ARCH 584 or IARC 584.

IARC 571. Interior Construction Elements. 3 Credits.

The properties and detailing of materials used in interior design construction. Code issues that affect interior construction field trips to supply sources and projects.

Requisites: Prereq: ARCH 570.

IARC 572. Interior Finishes and Design Application. 3 Credits.

The properties, manufacture, application, and code issues, and ecological considerations of interior finish materials. Field trips to supply sources.

Requisites: Prereq: ARCH 570.

IARC 573. Working Drawings in Interior Architecture. 4 Credits.

Preparation of working drawings for a small, sustainable interior architecture design project.

Requisites: Prereq: [ARCH 562, ARCH 584] or [IARC 571, IARC 572, IARC 584].

IARC 574. History of Interior Architecture I. 3 Credits.

Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.

IARC 575. History of Interior Architecture II. 3 Credits.

Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.

IARC 576. History of Interior Architecture III. 3 Credits.

Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.

IARC 584. Interior Design. 6 Credits.

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.

Requisites: Prereq: ARCH 681.

Repeatable 99 times

IARC 586. Furniture Design. 6 Credits.

Projects in design and construction of custom furniture, preparation of detailed shop drawings, shop procedure.

Requisites: Prereq: IARC 544; ARCH 584 or IARC 584.

IARC 587. Working Drawings. 6 Credits.

Focuses on the design of a small, sustainable interior architecture design project and the production of a set of working drawings.

Requisites: Prereq: ARCH 562, ARCH 584 or IARC 571, IARC 572, IARC 584; coreq: IARC 573.

IARC 588. Interior Design Comprehensive Project I. 8 Credits.

Student-initiated studies in interior design for the terminal project.

Emphasis on comprehensive and integrative study.

Requisites: Prereq: 36 credits in IARC design studios.

IARC 589. Interior Design Comprehensive Project II. 8 Credits.

Student-initiated studies in interior design for the terminal project.

Emphasis on comprehensive and integrative study.

Requisites: Prereq: IARC 588.

IARC 592. Electric Lighting. 3 Credits.

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.

Requisites: Prereq: ARCH 584 or IARC 584; ARCH 592.

IARC 601. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

IARC 604. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

IARC 605. Special Problems: [Topic]. 1-16 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

IARC 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

IARC 607. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

IARC 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

IARC 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

IARC 610. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

IARC 611. Terminal Project. 1-9 Credits.

Repeatable.

Repeatable 99 times

IARC 684. Graduate Interior Design Studio. 6 Credits.

Students refine their abilities to undertake adaptive reuse interior design projects requiring comprehensive and integrative design study over a wide range of project types in an advanced studio environment.

Requisites: Prereq: ARCH 681.

Repeatable 1 time for a maximum of 12 credits

Italian (ITAL)

Courses

ITAL 101. First-Year Italian. 5 Credits.

Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Students cannot receive credit for more than one of ITAL 101, ITAL 104, ITAL 121. Sequence.

Equivalent to: ITAL 104, ITAL 121

ITAL 102. First-Year Italian. 5 Credits.

Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Sequence.

Requisites: Prereq: One from ITAL 101, ITAL 104, ITAL 121.

ITAL 103. First-Year Italian. 5 Credits.

Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Students cannot receive credit for more than one of ITAL 103, ITAL 105, ITAL 122. Sequence.

Requisites: Prereq: ITAL 102.

Equivalent to: ITAL 105, ITAL 122

ITAL 104. Intensive First-Year Italian. 5 Credits.

Covers in two terms the work of ITAL 101, ITAL 102, ITAL 103. Students cannot receive credit for more than one of ITAL 101, ITAL 104, ITAL 121. Sequence.

Equivalent to: ITAL 101, ITAL 121

ITAL 105. Intensive First-Year Italian. 5 Credits.

Covers in two terms the work of ITAL 101, ITAL 102, ITAL 103. Students cannot receive credit for more than one of ITAL 103, ITAL 105, ITAL 122. Sequence.

Requisites: Prereq: ITAL 104.

Equivalent to: ITAL 103, ITAL 122

ITAL 121. Italian for Careers I. 5 Credits.

Introduction to Italian language and culture to start building meaningful relationships and personal connections with peers and potential business partners on different career paths. Coursework includes interpreting authentic Italian language sources (reading/listening/viewing) and producing language in presentational and interpersonal modes of communication (oral and written discussions, presentations) in familiar, everyday contexts. Students cannot receive credit for more than one of ITAL 101, ITAL 104, ITAL 121. Sequence with ITAL 122.

Equivalent to: ITAL 101, ITAL 104

ITAL 122. Italian for Careers II. 5 Credits.

Introduction to Italian language and culture to start building meaningful relationships and personal connections with peers and potential business partners on different career paths. Coursework includes interpreting authentic Italian language sources (reading/listening/viewing) and producing language in presentational and interpersonal modes of communication (oral and written discussions, presentations) in familiar, everyday contexts. Students cannot receive credit for more than one of ITAL 103, ITAL 105, ITAL 122. Sequence with ITAL 121.

Requisites: Prereq: One from ITAL 121, ITAL 102, ITAL 104.

Equivalent to: ITAL 103, ITAL 105

ITAL 152. Desire and Resistance: Italian Cinema. 4 Credits.

The theories and works of the major Italian filmmakers; topics in Italian history and culture; introduction to film analysis.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

ITAL 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ITAL 201. Second-Year Italian. 4 Credits.

Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Sequence. Conducted in Italian.

Requisites: Prereq: ITAL 103 or ITAL 104 or ITAL 122 recommended.

Additional Information:

Arts Letters Area

ITAL 202. Second-Year Italian. 4 Credits.

Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Sequence. Conducted in Italian.

Requisites: Prereq: ITAL 201.

Additional Information:

Arts Letters Area

ITAL 203. Second-Year Italian. 4 Credits.

Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Sequence. Conducted in Italian.

Requisites: Prereq: ITAL 202.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

ITAL 301. Cultura e lingua: l'Italia contemporanea. 4 Credits.

Analysis of Italian history and society since the unification of Italy through the readings of a short novel. Vocabulary enrichment activities and grammar review.

Requisites: Prereq: ITAL 203.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

ITAL 303. Cultura e lingua: societa, economia, politica. 4 Credits.

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.

Requisites: Prereq: ITAL 203.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

ITAL 305. Cultura e lingua: arte, musica, i mass media. 4 Credits.

Artistic expressions over time and the influence of the mass media on the social structures and language.

Requisites: Prereq: ITAL 203.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

ITAL 306. La cultura culinaria. 4 Credits.

This course, taught in Italian, focuses on food in the arts to teach Italian history.

Requisites: Prereq: ITAL 203.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

ITAL 317. Italian Survey of Medieval and Renaissance. 4 Credits.

Introduction to major themes and ideas in Italian literature and culture from the medieval and Renaissance periods. Conducted in Italian.

Requisites: Prereq: ITAL 203.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

ITAL 318. Italian Survey: Baroque and Enlightenment. 4 Credits.

Introduction to major themes and ideas in Italian literature from the baroque and Enlightenment periods through the reading of representative texts. Conducted in Italian.

Requisites: Prereq: ITAL 203.

Additional Information:

Arts Letters Area
BA Language Satisfying Course

ITAL 319. Italian Survey: 19th and 20th Centuries. 4 Credits.

Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history.

Requisites: Prereq: ITAL 203.

Additional Information:

Arts Letters Area
BA Language Satisfying Course

ITAL 350. Global Histories of Italian Food. 4 Credits.

The story of Italian food is a tale of global trade, revealing the historic connections between Italy and the world. Each weekly seminar explores the relationship between an Italian city and a different world capital to illustrate how far-flung empires have shaped Italy's regional cuisines.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

ITAL 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

ITAL 403. Thesis. 3-6 Credits.

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

Repeatable 99 times

ITAL 405. Reading and Conference: [Topic]. 1-6 Credits.

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

Repeatable 99 times

ITAL 407. Seminar: [Topic]. 1-6 Credits.

Recent topics include Il canzoniere, Italian Folktales, Italian Epic, Pirandello, Literary Analysis.

Requisites: Prereq: one from ITAL 317, ITAL 318, ITAL 319.

Repeatable 99 times

ITAL 408. Workshop: [Topic]. 1-12 Credits.

Special group activities such as production of Italian plays.

Repeatable 99 times

ITAL 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ITAL 410. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

ITAL 507. Seminar: [Topic]. 1-6 Credits.

Recent topics include Il canzoniere, Italian Folktales, Italian Epic, Pirandello, Literary Analysis.

Repeatable 99 times

ITAL 508. Workshop: [Topic]. 1-12 Credits.

Special group activities such as production of Italian plays.

Requisites: Prereq: ITAL 203 or equivalent.

Repeatable 99 times

ITAL 510. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

ITAL 601. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

ITAL 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ITAL 606. Practicum: [Topic]. 1-4 Credits.

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

Repeatable 99 times

ITAL 607. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

ITAL 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Japanese (JPN)

Courses

JPN 101. First-Year Japanese. 5 Credits.

Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills. For beginners or by placement.

JPN 102. First-Year Japanese. 5 Credits.

Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills. For beginners or by placement.

Requisites: Prereq: JPN 101.

JPN 103. First-Year Japanese. 5 Credits.

Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills. For beginners or by placement.

Requisites: Prereq: JPN 102.

JPN 160. Japanese Cultural Literacy for Travel and Business. 4 Credits.

This course is for students with no or little prior knowledge of Japanese, who plan to travel to Japan for business or/and for pleasure, and/or those who are interested in the Japanese language and culture.

JPN 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times

JPN 198. Workshop: [Topic]. 1-2 Credits.

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

Repeatable 99 times

JPN 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

JPN 201. Second-Year Japanese I. 5 Credits.

Additional training in oral-aural skills designed to build listening comprehension and fluency. Development of basic proficiency in reading and writing Japanese.

Requisites: Prereq: JPN 103.

Additional Information:

Arts Letters Area

JPN 202. Second-Year Japanese II. 5 Credits.

Additional training in oral-aural skills designed to build listening comprehension and fluency. Development of basic proficiency in reading and writing Japanese.

Requisites: Prereq: JPN 201.

Additional Information:

Arts Letters Area

JPN 203. Second-Year Japanese III. 5 Credits.

Additional training in oral-aural skills designed to build listening comprehension and fluency. Development of basic proficiency in reading and writing Japanese.

Requisites: Prereq: JPN 202.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

JPN 250. Manga Millennium. 4 Credits.

Surveys the 1,000-year history of visual-verbal narratives—comics—in Japan, ranging from medieval picture to modern manga.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

JPN 260. Workplace Communication in Japan I. 4 Credits.

Students will acquire essential linguistic skills, social etiquette, and practical knowledge to effectively perform basic business tasks in a Japanese context. This course covers fundamental aspects of Japanese business culture and its perception, alongside an exploration of cultural differences and potential communication and business challenges with Japanese counterparts. Key topics include first-time meetings, building business relationships, and understanding workplace hierarchies. JPN 260 and JPN 261 don't replace JPN 201/202/203, and won't count towards the BA 2nd Language requirement. JPN 260 and JPN 261 do not need to be taken in order.

Requisites: Prereq: JPN 103.

Additional Information:

Cultural Literacy: Global Perspectives

JPN 261. Workplace Communication in Japan II. 4 Credits.

Students will acquire essential linguistic skills, social etiquette, and practical knowledge to effectively perform basic business tasks in a Japanese context. This course covers fundamental aspects of Japanese business culture and its perception, alongside an exploration of cultural differences and potential communication and business challenges with Japanese counterparts. Key topics include entertaining business partners, promoting inclusiveness in the workplace, understanding company benefits, and effective workplace communication. JPN 260 and JPN 261 don't replace JPN 201/202/203, and won't count towards the BA 2nd Language requirement. JPN 260 and JPN 261 do not have to be taken in order.

Requisites: Prereq: JPN 103.

Additional Information:

Cultural Literacy: Global Perspectives

JPN 301. Third-Year Japanese I. 5 Credits.

Provides a solid foundation in listening, speaking, reading, and writing. Prepares students for advanced study.

Requisites: Prereq: JPN 203.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

JPN 302. Third-Year Japanese II. 5 Credits.

Provides a solid foundation in listening, speaking, reading, and writing. Prepares students for advanced study.

Requisites: Prereq: JPN 301.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

JPN 303. Third-Year Japanese III. 5 Credits.

Provides a solid foundation in listening, speaking, reading, and writing. Prepares students for advanced study.

Requisites: Prereq: JPN 302.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

JPN 305. Introduction to Japanese Literature. 4 Credits.

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.

Requisites: Prereq: WR 121Z or equivalent.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

JPN 306. Introduction to Japanese Literature. 4 Credits.

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.

Requisites: Prereq: WR 121Z or equivalent.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

JPN 307. Introduction to Japanese Literature. 4 Credits.

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.

Requisites: Prereq: WR 121Z or equivalent.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

JPN 315. Introduction to Japanese Linguistics. 4 Credits.

Survey of general characteristics of the Japanese language in the aspects of sound structure, vocabulary, writing system, meaning, and sentence constructions. Offered alternate years.

Requisites: Prereq: JPN 103.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

JPN 320. Japanese in Music. 3 Credits.

Study of a variety of Japanese music since the 1970s. The goal is to help students develop Japanese language skills as well as cultural understanding through music.

Requisites: Prereq: JPN 102.

JPN 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

JPN 401. Research: [Topic]. 1-4 Credits.

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.

Repeatable 11 times for a maximum of 12 credits

JPN 403. Thesis. 1-6 Credits.

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

Repeatable 5 times for a maximum of 6 credits

JPN 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

JPN 406. Field Studies: [Topic]. 1-21 Credits.

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

Repeatable 99 times

JPN 407. Seminar: [Topic]. 1-4 Credits.

Studies and projects in Japanese literature or linguistics. Sources are in Japanese, English, or both.

Repeatable 99 times when topic changes

JPN 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

JPN 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

JPN 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

JPN 411. Fourth-Year Spoken Japanese. 4 Credits.

Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills.

Requisites: Prereq: JPN 303.

Additional Information:

BA Language Satisfying Course

JPN 412. Fourth-Year Spoken Japanese. 4 Credits.

Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills.

Requisites: Prereq: JPN 411.

Additional Information:

BA Language Satisfying Course

JPN 413. Fourth-Year Spoken Japanese. 4 Credits.

Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills.

Requisites: Prereq: JPN 412.

Additional Information:

BA Language Satisfying Course

JPN 414. Fourth-Year Reading and Writing Japanese. 4 Credits.

Development of reading skills, vocabulary, and knowledge of kanji. Writing exercises include message writing, letter writing, and short essays.

Requisites: Prereq: JPN 303.

Additional Information:

BA Language Satisfying Course

JPN 415. Fourth-Year Reading and Writing Japanese. 4 Credits.

Development of reading skills, vocabulary, and knowledge of kanji. Writing exercises include message writing, letter writing, and short essays.

Requisites: Prereq: JPN 414.

Additional Information:

BA Language Satisfying Course

JPN 416. Fourth-Year Reading and Writing Japanese. 4 Credits.

Development of reading skills, vocabulary, and knowledge of kanji. Writing exercises include message writing, letter writing, and short essays.

Requisites: Prereq: JPN 415.

Additional Information:

BA Language Satisfying Course

JPN 425. Modern Japanese Literature: [Topic]. 4 Credits.

Investigates topics relevant to Japanese literary studies in a comparative context. Recent topics include youth culture, postwar literature, and contemporary literature.

Repeatable 2 times for a maximum of 12 credits when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

JPN 434. Advanced Readings in Japanese Literature. 4 Credits.
Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature.

Requisites: Prereq: JPN 416.

JPN 435. Advanced Readings in Japanese Literature. 4 Credits.
Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature.

Requisites: Prereq: JPN 434.

JPN 436. Advanced Readings in Japanese Literature. 4 Credits.
Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature.

Requisites: Prereq: JPN 435.

JPN 455. Japanese Business Culture and Language. 4 Credits.
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.

Requisites: Prereq: JPN 303.

JPN 460. Japanese Minority Voices. 4 Credits.
Explores minorities in Japan from late 1800s to the present day. Topics include: colonialism, migration, national identity, race, language, Japanophone literature. Taught in English. No Japanese language required.

JPN 473. Japanese Environmental Cinema. 4 Credits.
Study of Japanese environmental cinema since the 1970s. Examines environmental themes and film genres. Readings, films, and discussion in English.

JPN 480. Early Modern Comics. 4 Credits.
Focuses on comic books in 18th and 19th century Japan and their place in the "floating world" of popular culture.

JPN 490. Translation and Japanese Literature. 4 Credits.
Explores the theory and practice of translation as it relates to Japanese literature. Students produce their own translations and critique existing translations.

Requisites: Prereq: JPN 412 or JPN 416 or JPN 303.

Additional Information:

BA Language Satisfying Course

JPN 503. Thesis. 1-6 Credits.
A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

JPN 507. Seminar: [Topic]. 1-4 Credits.
Studies and projects in Japanese literature or linguistics. Sources are in Japanese, English, or both.

Repeatable 99 times when topic changes

JPN 508. Workshop: [Topic]. 1-21 Credits.
An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

JPN 510. Experimental Course: [Topic]. 1-5 Credits.
Experimental course - topic varies.

Repeatable 99 times

JPN 511. Fourth-Year Spoken Japanese. 4 Credits.
Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills.

Requisites: Prereq: JPN 303 or equivalent.

JPN 512. Fourth-Year Spoken Japanese. 4 Credits.
Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills.

Requisites: Prereq: JPN 511.

JPN 513. Fourth-Year Spoken Japanese. 4 Credits.
Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills.

Requisites: Prereq: JPN 512.

JPN 514. Fourth-Year Reading and Writing Japanese. 4 Credits.
Development of reading skills, vocabulary, and knowledge of kanji. Writing exercises include message writing, letter writing, and short essays.

Requisites: Prereq: JPN 303 or equivalent.

JPN 515. Fourth-Year Reading and Writing Japanese. 4 Credits.
Development of reading skills, vocabulary, and knowledge of kanji. Writing exercises include message writing, letter writing, and short essays.

Requisites: Prereq: JPN 514.

JPN 516. Fourth-Year Reading and Writing Japanese. 4 Credits.
Development of reading skills, vocabulary, and knowledge of kanji. Writing exercises include message writing, letter writing, and short essays.

Requisites: Prereq: JPN 515.

JPN 525. Modern Japanese Literature: [Topic]. 4 Credits.
Investigates topics relevant to Japanese literary studies in a comparative context. Recent topics include youth culture, postwar literature, and contemporary literature.

Repeatable 2 times for a maximum of 12 credits when topic changes

JPN 534. Advanced Readings in Japanese Literature. 4 Credits.
Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature.

Requisites: Prereq: JPN 516.

JPN 535. Advanced Readings in Japanese Literature. 4 Credits.
Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature.

Requisites: Prereq: JPN 534.

JPN 536. Advanced Readings in Japanese Literature. 4 Credits.
Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature.

Requisites: Prereq: JPN 535.

JPN 560. Japanese Minority Voices. 4 Credits.
Explores minorities in Japan from late 1800s to the present day. Topics include: colonialism, migration, national identity, race, language, Japanophone literature. Taught in English. No Japanese language required.

JPN 573. Japanese Environmental Cinema. 4 Credits.
Study of Japanese environmental cinema since the 1970s. Examines environmental themes and film genres. Readings, films, and discussion in English.

JPN 580. Early Modern Comics. 4 Credits.

Focuses on comic books in 18th and 19th century Japan and their place in the "floating world" of popular culture.

JPN 590. Translation and Japanese Literature. 4 Credits.

Explores the theory and practice of translation as it relates to Japanese literature. Students produce their own translations and critique existing translations.

Requisites: Prereq: JPN 512 or JPN 516.

JPN 601. Research: [Topic]. 1-10 Credits.

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.

Repeatable 99 times

JPN 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

JPN 605. Reading and Conference: [Topic]. 1-16 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.. Repeatable as approved by the faculty.

Repeatable 99 times

JPN 606. Practicum: [Topic]. 1-4 Credits.

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

Repeatable 17 times for a maximum of 18 credits

JPN 607. Seminar: [Topic]. 1-6 Credits.

Studies and projects in Japanese literature, linguistics, or pedagogy. Sources in Japanese, English, or both.

Repeatable 99 times when topic changes

JPN 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

JPN 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Journalism and Communication (JCOM)

Courses

JCOM 101. Media Professions. 4 Credits.

Introduction to dynamic media and communication professions, opportunities, and issues, as well media literacy. The course serves as the introduction to majors in the School of Journalism and Communication.

JCOM 102. Story Craft Audio. 2 Credits.

Prepares majors for basic audio production classes, projects, and opportunities in their program of work. With this knowledge comes a respect for the resources and people of the School Of Journalism Communications and Allen Hall. Emphasizes the basics of recording and using sound.

JCOM 103. Story Craft Visual. 2 Credits.

Introduces fundamentals of how to create professional visual media and will lay a foundation of technical knowledge and creative capacities which will be further developed in future classes. Successful students will demonstrate a basic understanding and confidence in properly using production camera equipment, lighting equipment, production studios, editing software, and equipment checkout systems.

JCOM 185M. Science and Popular Media. 4 Credits.

By evaluating how science stories are told, reflecting on their impact, and taking some first steps in creating science stories, we will explore a powerful approach to critical thinking about scientific information and its role in popular media. Multilisted with BI 185M.

Additional Information:

Science Area

JCOM 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times

JCOM 198. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

JCOM 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

JCOM 199L. Special Studies: [Topic]. 2 Credits.

Experimental course - topic varies.

Repeatable 99 times

JCOM 201. Making Sense of Media. 4 Credits.

This course explores the social, cultural, economic, and political implications of media consumption in an age of misinformation and disinformation. Over the course of the term, students will explore key transformations in the media landscape, paying close attention to the interplay of media and power.

Additional Information:

Social Science Area

JCOM 202. How Stories Work. 4 Credits.

This class will ground students in the basics of story: the components, the structure, the conceptual framework with consideration as to how story is understood in SOJC majors and coursework. Throughout the term, students will explore how stories unfold for different audiences, in different channels, and with different purpose in mind.

JCOM 203. Writing as Practice. 4 Credits.

Writing as Practice is designed to help students develop a professional voice and identity through consistent writing and feedback. Practice is ritual and routine. The focus is strictly on improvement, which is why this class isn't graded. It's Pass/NoPass, meaning that everyone will need to meet a basic minimum standard and, because of that, everyone will leave this class as a better writer. Everyone has room for improvement; this class is built to make that happen.

JCOM 220. Introduction to Documentary Production. 4 Credits.

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 and SOJC majors only.

JCOM 221. Media Studies Production. 2 Credits.

This course complements an understanding of production skills and practice from Gateway to Media by adding critical and cultural theory. By examining the relationship between theory and practice, students gain deeper knowledge of how production practices impact cultural and society.

Requisites: Prereq: [JCOM 102, JCOM 103, JCOM 202] or J 211.

JCOM 241. Principles of Multimedia Techniques. 4 Credits.

This class will ground students in the principles of shooting, recording, and editing photos, videos, and audio. Students will learn how to operate professional-level cameras and audio recorders and edit digital content using software. Students will learn about media aesthetics and how to create compelling photos, videos, and audio pieces for publication.

Requisites: Prereq: [JCOM 102, JCOM 103] or J 211.

JCOM 280. Introduction to Studying Games. 4 Credits.

Introduction to the fundamentals of game studies, including the game industry, history, culture, and critical topics from industrial labor and globalization to identity representations.

JCOM 299. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

JCOM 299L. Special Studies: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

JCOM 301. Gender, Media and Diversity. 4 Credits.

Critical study of the media with regard to gender, race, ethnicity, and other social divisions. Ramification and possible mechanisms of change become the focus for analysis.

Requisites: Prereq: JCOM 201 or J 201.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

JCOM 302. Communication Law. 4 Credits.

This course emphasizes legal aspects of the media: constitutional freedom of expression, news gathering, access to public records, libel, privacy, copyright, advertising, electronic media regulation, and antitrust.

Requisites: Prereq: JCOM 201 or J 201.

Additional Information:

Social Science Area

JCOM 303. Media Ethics. 4 Credits.

This course focuses on ethical problems in the media: privacy, violence, pornography, truth-telling, objectivity, media codes, public interest, media accountability.

Requisites: Prereq: JCOM 201 or J 201.

Additional Information:

Arts Letters Area

JCOM 304. The Media Business. 4 Credits.

Emphasizes the changing landscape of media channels and systems, how they are adapting to transformational technology, and how innovation and entrepreneurship are requisites for successful careers.

Requisites: Prereq: JCOM 201 or J 201.

JCOM 305. Media History. 4 Credits.

The changing structure and character of the media in the United States.

Requisites: Prereq: JCOM 201 or J 201.

Additional Information:

Social Science Area

JCOM 306. Global Communications. 4 Credits.

National and cultural differences in media and information systems, global news and information flows, implications of rapid technological change, and communication and information policies.

Requisites: Prereq: JCOM 201 or J 201.

Additional Information:

Cultural Literacy: Global Perspectives

JCOM 311. Introduction to Media Studies. 4 Credits.

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. Majors only.

Requisites: Prereq: JCOM 201 or J 201.

JCOM 312. Media Studies Research Methods. 4 Credits.

This course provides the core skills necessary to critically evaluate scientific and analytic studies and conduct research in the media studies tradition. Students learn basic principles of media studies research methods, such as experiments, surveys, naturalistic observations, and interviews.

Requisites: Prereq: [JCOM 102, JCOM 103, JCOM 201, JCOM 202] or J201 and [JCOM 311 or J314].

JCOM 314. Understanding Disney. 4 Credits.

The course will explore the Walt Disney Company and its products using a variety of approaches and methodologies. It will consider different versions of Disney's history, present a political economic analysis of the Disney empire, and present textual analyses of Disney products, as well as discussing a wide array of audience responses.

Requisites: Prereq: JCOM 201 or J 201.

JCOM 315. Indigenous Media. 4 Credits.

In this course, students will explore diverse forms of communication adopted by indigenous societies, with a specific focus on the rich tapestry of non-Western cultures. These societies are characterized by profound cultural connections to their territories and a profound influence from non-Western traditions.

Requisites: Prereq: JCOM 201 or J 201.

JCOM 316. Black American Media. 4 Credits.

This class surveys the history of Black American's involvement in media production, representation, and reception since the late 19th century. Throughout the course, students will analyze media, including Black newspapers and magazines, films, television shows, music, etc.

Requisites: Prereq: JCOM 201 or J 201.

JCOM 317. Media and Religion. 4 Credits.

Modernist views predict declining religious influence due to factors like rational-legal authority, science, technology, and modern institutions. This course challenges that "secularization theory" by examining how media tech promotes religion in today's world. To understand religion's role in politics and culture, we'll explore ideas from Durkheim and Weber, pioneers in religious studies. Discussions on religion, modernization, and secularization will follow, including an analysis of Bercovitch's "The Puritan Origins of the American Self" for insights into Christian roots in American culture.

Requisites: Prereq: JCOM 201 or J 201.

JCOM 318. Documenting International Human Rights. 4 Credits.

This class, using close studies of the documentary films that have greatly influenced our understanding of human rights, will take up the advanced requirements of storytelling, tracing the parallel developments of an art that can reveal both horror and the progress toward real defenses against it—that can tell the truth but also distort it into lies. What are human rights and how can documentaries convey the realities of human experience—the worldwide crisis we are in—so that we can understand the situation of ourselves and others in our world?

Requisites: Prereq: JCOM 201 or J 201.

JCOM 319. Documenting Civil Rights. 4 Credits.

This class takes up one of the important topics for documentary film—what kind of impact does it have on cultural history? In this course students investigate a central issue for American history: Civil Rights. The course uses documentary cinema not just to help tell the stories with an added sense of realism and involvement, but also to demonstrate and critically understand the nature of interventions by documentary film into the ongoing, changing struggles and the people involved in them.

Requisites: Prereq: JCOM 201 or J 201.

JCOM 320. Survey of the Documentary. 4 Credits.

This class will ground students in documentary film history and theory as art, journalism, and impactful statement. Documentary cinema is, as described, one of the greatest and most important mass media forms in society, media, and culture. Throughout the term, students will view, research, study, and write about Documentary as an essential part of media history and social history. For it is the documentary film that changed the cinema non-fiction documentary form itself and informed the world about every important event in history through that form.

JCOM 321. Documentary Filmmaking Aesthetics. 4 Credits.

This course is designed to understand and analyze the aesthetics of moving images, focusing on documentary film/video. The class will cover aesthetic fundamentals of image/framing and composition, light, color, sound, editing. It will provide students with an educated creative approach for solving creative problems, and giving their vision as filmmakers a significant form.

Requisites: Prereq: JCOM 220 or J 208.

JCOM 322. Documentary Screening and Guests. 4 Credits.

Doc Screening + Guests will screen, discuss, and analyze the current Academy of Motion Picture Arts and Sciences (Oscar) short listed feature and short documentaries and other films of merit. When possible, we will provide a “free” link to view it. We will be able to do close analysis of the films and discuss the visual style, editing approach, the writing and the producing, marketing, and distribution of the works.

Requisites: Prereq: [JCOM 101, JCOM 102, JCOM 103, JCOM 201, JCOM 202, JCOM 203, JCOM 311] or J 201.

JCOM 329H. Honors Media Theory and Research. 4 Credits.

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.

JCOM 330. Journalism and Democracy. 4 Credits.

Journalism and Democracy focuses on the journalistic process of producing work that is fair, accurate, and community-focused. This is a journalism class where no journalism is created. Instead, students will build a strong base regarding how to work in the public interest.

Requisites: Prereq: [JCOM 101 or J 100] and [JCOM 201 or J 201] and [JCOM 202 or J 211].

JCOM 331. Fundamentals of Reporting and Interviewing. 8 Credits.

Journalism requires four essential skills: research, interviewing, analysis and writing. This course provides students with the foundation to gain mastery of those skills.

Requisites: Prereq: [JCOM 101 or J 100] and [JCOM 102 and JCOM 103 and JCOM 202 or J 211] and [JCOM 201 or J 201] and [JCOM 203 and JCOM 330 or J 212].

JCOM 332. Public Affairs Journalism. 4 Credits.

In this course, you will meet the real-world, professional demands of reporting publication-ready news in a timely, consequential and ethical way. You will broaden your reporting experiences, strengthen your news gathering skills and sharpen your proficiency with writing and revision. We will think critically about the role of community journalism and how your stories can have a meaningful impact.

Requisites: Prereq: JCOM 331 or J 361.

JCOM 333. Audiences. 4 Credits.

This course teaches students in the Reporting and Writing track of the Journalism major how to make news work for audiences. Students will learn how to understand one's current and potential audiences via digital metrics and listening, and grasp how to meet people where they are across various digital platforms, apps, services, and future possibilities. This course trains students to craft news in a multi-platform way with polish, professionalism, and ethical standards, and with maximum public engagement and impact in mind.

Requisites: Prereq: JCOM 331 or J 361.

JCOM 341. Audio Journalism I. 4 Credits.

This class will elevate the student's understanding of engaging audio narratives, technical skills for audio production, and professional competencies in real-world journalistic settings. It emphasizes the course's applicability to podcasting, radio journalism, and enhancing storytelling skills for a variety of media careers.

Requisites: Prereq: JCOM 331 or J 361.

JCOM 342. Video Journalism I. 4 Credits.

This course teaches professional on-camera video storytelling with an emphasis on journalism that is designed to work across multiple platforms, including social and mobile. It teaches students how to craft audio/video news stories and how to deliver them.

Requisites: Prereq: [JCOM 241 and JCOM 331] or J 361.

JCOM 343. Video Reporting II Live Broadcast. 4 Credits.

This course teaches students the basics of television newscast reporting, performance, and production. Students will work in a team environment and assume leadership roles necessary to produce a live weekly newscast, including anchor/host, reporter, producer, videographer, plus other technical production roles.

Requisites: Prereq: [JCOM 341 and JCOM 342] or J 331.

JCOM 345. Photojournalism I. 4 Credits.

Visual reporting techniques, with emphasis on practice, law, and ethics of photojournalism and photographic communication. Laboratory and portfolio-intensive. Majors only.

Requisites: Prereq: [(JCOM 102, JCOM 103, JCOM 202) or J 211] and [JCOM 203 or J 212].

JCOM 347. Social Media Journalism. 4 Credits.

This class grounds students to develop their understanding of social media's role as a leading source for news consumption, story gathering and distribution. By creating their own social media content and critiquing others' work, students will develop their digital skillsets and their ability to analyze journalistic content on different social media channels. In doing this, students will be equipped with the foundational social media skills and knowledge that are fundamental to their future success as journalists and communication professionals.

JCOM 348. Media Entrepreneurship. 4 Credits.

This class is designed to lay the foundational knowledge of media entrepreneurship, focusing on understanding, and addressing audience needs, pinpointing market gaps, and crafting a compelling media startup proposal. Over the term, students will delve into case studies of successful media startups, gaining insights into how these ventures identify their niche in the market and develop strategies for long-term sustainability. Through this practical exploration, the course equips students with the essential tools and frameworks needed to conceptualize and propose viable media business solutions.

JCOM 349. Project Management. 4 Credits.

This class offers a unique blend of project management principles and journalistic integrity, designed to equip students with the skills to lead impactful editorial projects. This course is pivotal for those looking to excel in the fast-paced media industry, teaching essential techniques for effective project execution and team leadership. Perfect for aspiring journalists and editors, it bridges academic learning with professional preparation, ensuring students are ready to manage innovative projects from the classroom to the newsroom.

JCOM 350. Creative Strategist. 4 Credits.

Creative approaches to ideation and strategic thinking for all advertising industry specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends.

Requisites: Prereq: [JCOM 101 or J 100] and [JCOM 201 or J 201] and [JCOM 202 or J 211].

JCOM 351. Advertising and Culture. 4 Credits.

Introduces the concepts of cultural communication, empathy and respect for audiences, and building strategy that resonates with subcultures. The course emphasizes team collaboration, research skills, and practices of equity and inclusion in creative messaging.

Requisites: Prereq: [JCOM 102 and JCOM 103 and JCOM 202 or J 211] and [JCOM 203 or J 212].

JCOM 352. Writing Design Concepts. 4 Credits.

The process of conceptual problem-solving for brand campaigns in traditional and emerging media. Emphasis: conceptual development of advertising writing, design, campaigns, and presentation of developed work. Critical feedback on creative work and portfolios is an essential part of the course.

Requisites: Prereq: [JCOM 102 and JCOM 103 and JCOM 202 or J 211] and [JCOM 203 or J 212] and [JCOM 350 or J 342].

JCOM 353. Curiosity for Strategists. 4 Credits.

Explores the building of intellectual curiosity as a problem-solving technique within the context of culture and media. Emphasis: critical thinking, readings, projects, performance.

Requisites: Prereq: [JCOM 102 and JCOM 103 and JCOM 202 or J 211] and [JCOM 203 or J 212] and [JCOM 350 or J 342].

JCOM 354. Understanding Brands. 4 Credits.

This course explores historical and cultural influences on good advertising and brands that define categories. Emphasis on creative leaders, brand categories, and creating advertising that adheres to best practices around cultural influence, collaboration, and critical feedback.

Requisites: Prereq: [JCOM 101, JCOM 102, JCOM 103, JCOM 201, JCOM 202, JCOM 203, JCOM 350] or J 342.

JCOM 355. Brand Responsibility. 4 Credits.

This course becomes an important component of career readiness for graduates entering the advertising industry. Emphasis on creating effective strategies for responsible brands and arming students with vital tools for creating and managing ethical work.

Requisites: Prereq: [JCOM 101, JCOM 102, JCOM 103, JCOM 201, JCOM 202, JCOM 203, JCOM 350] or J 342.

JCOM 356. Psychology of Advertising. 4 Credits.

This course provides an overview of psychology as it pertains to advertising particularly in the domain of persuasion, messaging, and more generally, marketing communications.

Requisites: Prereq: [JCOM 102 and JCOM 103 and JCOM 202 or J 211] and [JCOM 203 or J 212] and [JCOM 350 or J 342].

JCOM 357. Understanding Strategy. 4 Credits.

This course explores the broad discipline of strategy in advertising and strategic communication, considering the many types of professional strategic fields and what skills build a career in the industry. Emphasis is placed on understanding the wide range of careers as a strategist, the basic tenets of creative briefs, how to build strategic POV, and the process of strategic thinking that underlies good creative work.

Requisites: Prereq: [JCOM 101 or J 100] and [JCOM 201 or J 201] and [JCOM 102 and JCOM 103 and JCOM 202 or J 211] and [JCOM 203 or J 212].

JCOM 358. Copywriting Craft. 4 Credits.

Emphasize strategy and creativity in advertising writing. The course explores approaches to craft in advertising to make award-winning and noteworthy work.

Requisites: Prereq: [JCOM 102 and JCOM 103 and JCOM 202 or J 211] and [JCOM 203 or J 212] and [JCOM 350 or J 342].

JCOM 359. Account Management. 4 Credits.

The role of the account executive in the advertising agency examined through case studies exploring brand management, agency organization, and relationship building in agencies.

Requisites: Prereq: [JCOM 102 and JCOM 103 and JCOM 202 or J 211] and [JCOM 203 or J 212] and [JCOM 350 or J 342].

JCOM 360. Advertising Creative Studio I. 4 Credits.

This course is a collaborative studio course emphasizing teamwork with strategists, writers, and art directors. Career readiness for creative teams is emphasized.

Requisites: Prereq: [JCOM 102 and JCOM 103 and JCOM 202 or J 211] and [JCOM 203 or J 212] and [JCOM 350 or J 342].

JCOM 361. Advertising Media Planning. 4 Credits.

Focus on building communications and media objectives via strategy and creative thinking to determine effective methods of reaching a designated target audience. Use of media measurement tools, industry trends analysis, media channel innovation.

Requisites: Prereq: [JCOM 102 and JCOM 103 and JCOM 202 or J 211] and [JCOM 203 or J 212] and [JCOM 350 or J 342].

JCOM 365. Introduction to Media Design. 4 Credits.

This course introduces students to theories and creative practice focusing on design for media content. Basic graphic design for print, digital, and video applications are explored, as well as professional tools for the creative industry.

Requisites: Prereq: [JCOM 101 or J 100] and [JCOM 201 or J 201] and [JCOM 102 and JCOM 103 and JCOM 202 or J 211] and [JCOM 203 or J 212].

JCOM 366. Introduction to User Experience Design. 4 Credits.

This course emphasizes usability, accessibility, and overall user experience of a media product or service. User Experience Design focuses on user research, creating wireframes of potential solutions, and testing those solutions.

Requisites: Prereq: JCOM 365.

JCOM 370. Public Relations Fundamentals. 4 Credits.

This course offers an overview of public relations practice in a diverse global society, including theory, career opportunities, history, communication forms and channels, and ethical concerns.

JCOM 371. Writing for Influence. 4 Credits.

This writing-intensive class focuses on teaching students how to develop effective, strategic, theory-based content for multiple media platforms using journalistic style and storytelling. Students will learn proper methods of information gathering and how to write clearly and concisely, incorporating ethical media relations practices.

Requisites: Prereq: [JCOM 102 and JCOM 103 and JCOM 202 or J 211] and [JCOM 203 or J 212] and [JCOM 370 or J 350].

JCOM 372. Writing for Digital Audiences. 4 Credits.

This is a writing-intensive lab that focuses on teaching students how to produce strategic content for various digital audiences using appropriate journalistic style. Students learn critical strategic skills intended to help them think, research, and write digital content like public relations professionals.

Requisites: Prereq: [JCOM 102 and JCOM 103 and JCOM 202 or J 211] and [JCOM 203 or J 212] and [JCOM 370 or J 350].

JCOM 373. Advanced Media Relations. 4 Credits.

This class teaches students best practices in strategic media relations, and how to build quality relationships that will help practitioners get their organization's and client's news places in targeted news outlets. Students will enhance their ability to strategize, pitch, plan and deliver content on behalf of an organization; tailor communications based on audience and objective; and prepare "client-ready" materials.

Requisites: Prereq: JCOM 371 or J 352.

JCOM 374. Introduction to Sports Communication. 4 Credits.

This course provides an introduction to the rapidly growing sports domain of communication and the sports brand industry. It explores two areas of interest: communication of sport and communication through sport.

JCOM 380. The Games Industry. 4 Credits.

Covers the shape and structure of the global games industry—its producers, value chains, sales, and industrial logics—and its key critical questions

Requisites: Prereq: JCOM 280 or JCOM 311 or J 249.

JCOM 381. Theories of Play in Media and Communication. 4 Credits.

Explores play and its relationship to culture and media. Covers the role of play in history, psychology, game design, and modern media and internet cultures.

Requisites: Prereq: JCOM 280 or JCOM 311 or J 249.

JCOM 382. Game Design and Critique. 4 Credits.

Guides students through the elements, steps, and processes of creating a game to cultivate in-depth knowledge of design and game development.

Requisites: Prereq: JCOM 280 or JCOM 311 or J 249.

JCOM 383. Understanding E-Sports. 4 Credits.

Explores and analyzes esports, (organized competitive video gaming,) addressing key issues around players and teams, business structures and management, diversity and inclusion, and media and communication.

JCOM 385. Science of Science Communication. 4 Credits.

This class is designed to introduce students to the theoretical foundations of science communication as a discipline. The class will provide an overview of the theoretical landscape, with an understanding of how the discipline of science communication has largely moved from deficit to dialogue in the past 30 years. Students will spend the majority of their time in this course exploring the different models of science communication, when and why they work, and how we know they work.

JCOM 399. Special Studies: [Topic]. 1-8 Credits.

Experimental course - topic varies.

Repeatable 99 times

JCOM 399L. Special Studies: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

JCOM 400M. Temporary Multilisted Course. 4 Credits.

A single course that is listed under more than one subject code, which may be offered once without formal approval.

Repeatable 99 times

JCOM 401. Research: [Topic]. 1-9 Credits.

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.

Repeatable 99 times

JCOM 403. Thesis. 1-9 Credits.

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

Repeatable 99 times

JCOM 404. Internship: [Topic]. 1-9 Credits.

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

Repeatable 8 times for a maximum of 9 credits

JCOM 405. Reading and Conference: [Topic]. 1-5 Credits.

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

Repeatable 99 times

JCOM 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

JCOM 407. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

JCOM 408. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

JCOM 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

JCOM 410. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

JCOM 411M. US Film Industry. 4 Credits.

Traces the past and present of the U.S. film industry, examining key moments in the development of Hollywood, including the consolidation and restructuring of the major movie studios, the film industry's relationship to TV and the Internet. Journalism Majors and MEST minor. Multilisted with CINE 411M.

Requisites: Prereq: JCOM 201 or J 201.

Equivalent to: CINE 411M

JCOM 412. Internet Law and Regulation. 4 Credits.

This is a survey course on Internet Law and Regulation. It is designed to ground students in a variety of internet-related laws and policies they will likely confront in their professional careers and personal lives, including an overview of the legal and regulatory frameworks governing communication and commercial activities conducted via the internet and explorations into topics such as online platforms, free speech online, privacy and surveillance, electronic contracts, domain names, copyrights, trademarks, and computer crime.

Requisites: Prereq: JCOM 201 or J 201.

JCOM 413. Data, Media, Surveillance. 4 Credits.

Data/Media/Surveillance is a discussion-intensive and project-based course designed to expose students to a range of issues at the intersections of data, information, media, and surveillance in society and culture. Students will develop the analytical tools to explore (through conducting research and/or producing creative projects and developing normative arguments) how surveillance, commercial and government data processing practices, and media platforms and technologies are at play in our modern world.

Requisites: Prereq: JCOM 201 or J 201.

JCOM 414. Media Technologies and Structures: [Topic]. 4 Credits.

Examine how emerging communication technologies and contemporary media shape and produce new forms of social organization, behavior, and cultural production. Explore how media infrastructures and regulatory environments influence discourse, democracy, and public life.

Requisites: Prereq: JCOM 201 or J 201.

Repeatable 3 times for a maximum of 16 credits when topic changes

JCOM 415. Culture, Power, Media: [Topic]. 4 Credits.

Explores issues of culture, identity, and power, including the role media play in reinforcing social, political, and economic disparities. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

Requisites: Prereq: JCOM 201 or J 201.

Repeatable 3 times for a maximum of 16 credits when topic changes

JCOM 416. Black American Television. 4 Credits.

This upper-level course explores the social, cultural, political, and industrial conditions that contextualize Black Americans' presence in U.S. television both on-screen and behind the scenes from the 1950s to the present. Students will discuss research and television criticism and watch and analyze television episodes using an intersectional framework. The course culminates in an original research paper where students showcase their knowledge of the varied conditions that shaped the production of one television show and offer an engaged analysis of the shows' representations of Black Americans.

Requisites: Prereq: JCOM 201 or J 201.

JCOM 417. Cross Cultural Monster Narratives. 4 Credits.

This course explores the cross-cultural narratives surrounding dominant monster archetypes. To identify the similarities and differences between monster stories and traditions, students will consider how each unit's monster has been embraced, remixed, or subverted by different groups through different media at different moments in time, with a particular focus on the dynamics of race, gender, sex, and power that manifest through/as the monster.

Requisites: Prereq: JCOM 201 or J 201.

JCOM 418. Global Television. 4 Credits.

This class will introduce television content from various parts of the globe – Asia, Africa, Europe and the Middle East to demonstrate how social and political conditions shape the formation of popular culture. Throughout the term, students will analyze specific shows from each region to come to a better understanding of global television as a whole.

Requisites: Prereq: JCOM 201 or J 201.

JCOM 419. Reality Television. 4 Credits.

This course focuses on a popular television genre – reality television – and uses it as a means to explore key issues in contemporary culture and society.

Requisites: Prereq: JCOM 201 or J 201.

JCOM 420. Documentary Pre-Production. 4 Credits.

Students learn to research, plan, budget for, and develop a documentary film idea. They gain experience shooting a sizzle and pitching projects to potential producers. Several documentary forms will be explored, including portraits, ethnographies, interviews, personal stories, processes and events, and re-enactments. Sequence with JCOM 421, JCOM 422.

Requisites: Prereq: JCOM 220 or J 208.

JCOM 421. Documentary Production. 4 Credits.

Get experience shooting a short documentary worthy of broadcast screening, film festival exhibition, or another venue. Sequence with JCOM 420, JCOM 422.

Requisites: Prereq: JCOM 420.

JCOM 422. Documentary Post-Production. 4 Credits.

Trains students to edit and do post-production work on their documentary film projects. Sequence with JCOM 421, JCOM 422.

Requisites: Prereq: JCOM 421 or J 421.

JCOM 424. Latin American Cinema. 4 Credits.

This is a survey course, exploring the film industry of various regions of Latin America (North, Central and South America, including the Caribbean). The course will expose students to classic and contemporary films, including Latin American Golden Age cinema, cinema movements like Brazilian Cinema Novo, the militant film era of the 1960s through 1980s, and films created for global distribution at the end of the 20th century to the present.

Requisites: Prereq: JCOM 201 or J 201.

JCOM 426. Media Studies Capstone. 4 Credits.

Draws on skills and knowledge learned in other communications studies and related courses to demonstrate competence in broad areas of research.

Requisites: Prereq: [JCOM 311 or J 314] and [JCOM 312 or J 415].

JCOM 427M. Latino Roots I. 4 Credits.

Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with ANTH 427M. Sequence with JCOM 428M. Offered alternate years.

Equivalent to: ANTH 427M

JCOM 428M. Latino Roots II. 4 Credits.

Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with ANTH 428M. Sequence with JCOM 427M. Offered alternate years.

Requisites: Prereq: ANTH 427M or JCOM 427M.

Equivalent to: ANTH 428M

JCOM 429H. Honors Theory and Research: [Topic]. 4 Credits.

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.

Repeatable 1 time for a maximum of 8 credits when topic changes

JCOM 430. In-Depth Reporting: [Topic]. 4 Credits.

In-Depth Reporting courses offer experience in deeper exploration of timely themes important to the journalist.

Requisites: Prereq: JCOM 333 or J 361.

JCOM 431. Data Journalism. 4 Credits.

This course underscores and advances the power to identify, locate, obtain and analyze data is central to journalism's public service role and the capacity of journalism to engage a wider audience.

Requisites: Prereq: JCOM 333 or J 361.

JCOM 432. Solutions Journalism. 4 Credits.

What is the role of journalism and the journalist in a democratic society? It's a provocative question at a time when the journalism field is taking a hard look at how best to incorporate its past into its future. This course seeks to answer this by doing journalism that includes offering well-researched solution possibilities to social problems.

Requisites: Prereq: JCOM 333 or J 361.

JCOM 433. Catalyst Journalism. 4 Credits.

This course teaches a pioneering approach to journalism developed here at the SOJC, one that seeks impact by combining investigative reporting with solutions journalism, an emerging evidence-based reporting strategy that highlights social progress and innovation.

Requisites: Prereq: JCOM 333 or J 361.

JCOM 434. Investigative Journalism. 4 Credits.

This class challenges students to do the important work through thorough investigative journalism using in-depth interviews, public records, and mastery of story. Students are expected to publish their vetted work at the end of the term.

Requisites: Prereq: JCOM 333 or J 361.

JCOM 435. Profiles and Narrative. 4 Credits.

This course provides you with the essential skills, methods and mindset to produce compelling narratives and in-depth, insightful profiles that will engage with compelling stories about the human experience.

Requisites: Prereq: JCOM 331 or J 361.

JCOM 436. Magazine Production: [Topic]. 4 Credits.

In JCOM 436, Topics in Magazine, you will use skills developed in other journalism courses, such as interviewing, reporting and photography, to produce feature stories of the highest quality so that they can be published in print and digitally. Your work will tell the stories of individuals and issues relevant to local and regional audiences.

Repeatable 3 times for a maximum of 16 credits when topic changes

JCOM 438. Science Story. 4 Credits.

This class will ground students in a systematic and rigorous pitching, reporting, and editing process to create work for professional publication. Students work independently and collaboratively to create a publication and develop advanced portfolio work. Throughout, students will constantly justify their decisions based on how to best present environmental, scientific, and policy information in ways that are accurate, clear and accessible to a general audience.

Repeatable 1 time for a maximum of 8 credits

JCOM 439. Sports Story. 4 Credits.

This class will instruct students in the fundamentals of sports reporting, including how to interview athletes and sports executives; cover sporting events; and develop sourcing for investigative and enterprise sports feature writing. Students will attend live events, honing their skills as breaking news reporters. They will also work on longer-form pieces that will allow them to practice skills in profile, narrative, trend and enterprise reporting.

Requisites: Prereq: JCOM 333 or J 361.

Repeatable 3 times for a maximum of 16 credits

JCOM 441. Audio Journalism II Narrative and Podcasting Capstone. 4 Credits.

This class will enhance students' scriptwriting and narrative structuring skills, manage complex audio projects, understand podcast monetization, and master performance and sound design. They will also innovate in audio storytelling formats and gain expertise in producing QA style podcasts. Assignments include developing a multi-episode podcast or documentary, creating a chatcast, and devising a business and advertising plan for a podcast series, focusing on narrative impact, technical proficiency, and market viability.

Requisites: Prereq: JCOM 341 or J 361.

JCOM 442. Video Journalism III Broadcast Capstone. 4 Credits.

Students will work as a team to produce a live broadcast each week and master what it takes to be a professional broadcaster. Students will also build a portfolio. Shows will be varied in type (including but not limited to traditional newscast, sportscast, morning show, longform news magazine) so that students have a wide-ranging experience base.

Requisites: Prereq: JCOM 343 or J 432.

JCOM 445. Photojournalism II Photo Story. 4 Credits.

Photojournalism II Photo Story, you will develop the skills to tell complex stories using the still image, using the framework of best journalistic practices. The course emphasizes photo skills to tell compelling stories found in the community.

Requisites: Prereq: JCOM 345 or J 365.

JCOM 446. Photojournalism III Multimedia Storytelling. 4 Credits.

A hands-on class in audio and video storytelling that will expand the toolkit and mastery of photojournalism students.

Requisites: Prereq: JCOM 345 or J 365.

JCOM 448. Visual Production: [Topic]. 4 Credits.

This topics course offers revolving and timely themes in photojournalism, photography, and visual production. Courses will build mastery skills and portfolio-driven projects.

Requisites: Prereq: JCOM 345 or J 365.

Repeatable 2 times for a maximum of 12 credits when topic changes

JCOM 454. Digital Ads and Analytics. 4 Credits.

Introduces students to the dynamic world of digital metrics and analytics, emphasizing its significance within the advertising industry.

Requisites: Prereq: [JCOM 101 or J 100] and [JCOM 201 or J 201] and [JCOM 202 or J 211] and [JCOM 203 or J 212] and [JCOM 350 or J 342].

JCOM 455. Brand Strategy. 4 Credits.

This course emphasizes the importance and challenge of compelling creative brand strategy, including how strategy impacts creative work, internal agency partnerships, and, importantly, business success.

Requisites: Prereq: JCOM 311 or JCOM 330 or JCOM 350 or JCOM 370 or J 342.

JCOM 456. Brands and Sustainability. 4 Credits.

This course explores the positioning and actionable strategies for building and maintaining sustainable brands.

Requisites: Prereq: [JCOM 101 or J 100] and [JCOM 201 or J 201] and [JCOM 202 or J 211] and [JCOM 203 or J 212] and [JCOM 350 or J 342].

JCOM 457. Sports Brand Strategy. 4 Credits.

Bridges concepts of business and creative strategy to understand the process of building compelling brands in the context of sport. Representing a multi-billion-dollar industry, sport provides a unique platform to study how strong brands are developed, positioned, and brought to life in creative ways.

Requisites: Prereq: JCOM 311 or JCOM 330 or JCOM 350 or JCOM 370 or J 342.

JCOM 459. Advertising Trends: [Topic]. 4 Credits.

This course is a topics course exploring trends and timely themes regarding advertising and the creative industry.

Requisites: Prereq: [JCOM 102 and JCOM 103 and JCOM 202 or J 211] and [JCOM 203 or J 212] and [JCOM 350 or J 342].

Repeatable 3 times for a maximum of 16 credits when topic changes

JCOM 461. Advertising Campaigns. 4 Credits.

Seniors work in teams to produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. The collaborative teamwork is based on expertise and practice in industry. Journalism: advertising majors only.

Requisites: Prereq: Recommended - JCOM 350; two courses from JCOM 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361; two courses from JCOM 454, 455, 456, 457, 458, 459, 460; one course from either list.

JCOM 462. National Student Advertising Competition Campaigns. 5 Credits.

Dedicated teamwork focusing on the annual American Advertising Federation National Student Advertising Competition (NSAC). Entrance is by portfolio and interview application. Students work a full year on the competition and resulting campaign book. This course is the focal point of that work.

JCOM 465. Art Direction and Design Studio. 4 Credits.

This course emphasizes the professional act of designing media content for audience understanding and best experience. It requires advanced students to consider themselves communicators rather than decorators.

Requisites: Prereq: JCOM 365 or J 342.

JCOM 468. Web and Digital Design. 4 Credits.

This course focuses on the designer's role in developing interesting and accessible website design.

Requisites: Prereq: JCOM 365 or J 342.

JCOM 470. Strategic Communications Research Methods. 4 Credits.

This course is designed to provide you with an understanding of common research methods used in public relations and advertising when developing, implementing, and evaluating a strategic campaign. The class emphasizes real world applications.

Requisites: Prereq: JCOM 311 or JCOM 330 or JCOM 350 or JCOM 370 or J 342 or J 350.

JCOM 471. The Public Relations Planning Process. 4 Credits.

In this course, students will learn public relations campaign planning and administration, crisis communication and issues management, applied research, writing objectives and tactics, evaluation methods, and constructing budgets and timelines. While students do not execute a campaign in this class, it equips them with the process to be able to execute effectively in the capstone PR Campaigns class (JCOM 472).

Requisites: Prereq: JCOM 371 or J 352.

JCOM 472. Public Relations Campaigns. 4 Credits.

Public Relations Campaigns is the capstone course in the sequence of instruction offered in public relations. It provides students with an opportunity to apply the fundamentals of what they have learned over their course of study to actual client work and business problems. The course is designed to build professional experience and prepare you for the world that awaits you after graduation.

Requisites: Prereq: [JCOM 372 or J 452] and [JCOM 471 or J 453] and [JCOM 470 or J 494].

JCOM 473. Public Relations Strategies: [Topic]. 4 Credits.

This 4-credit course will cover various topics in public relations, and topics will rotate based on faculty expertise. Students can expect to engage in discussions and assignments about current Public Relations trends, career preparation, and Public Relations case studies. Example topics include professional development, strategic health communication, and strategic non-profit communication.

Repeatable 3 times for a maximum of 16 credits when topic changes

JCOM 474. Crisis Communication. 4 Credits.

Covers crisis planning, communications and issues management with an emphasis on real-world application and case study analysis of sudden events and crisis. Classes will include lecture, online and in-class discussion and student presentations. Students will also participate in media training for crisis situations and a real-time online scenario.

JCOM 475. New Technology and Public Relations. 4 Credits.

New and emerging technology for Public Relations and communications professionals provides an overview of the latest technologies communicators are using to reach their audiences. Participants will have the opportunity to experience and study PR use cases for Augmented Reality (AR), Virtual Reality (VR), Extended Reality (XR), Mixed Reality (MR) and Artificial Intelligence (AI).

JCOM 476. Social Media Strategies. 4 Credits.

This course focuses on social media research, analysis and planning. It is designed to build on students' existing foundation of the "how to" of specific tools (how to publish content) and to help students understand the why and when of social media for the purpose of building relationships and creating conversations with stakeholders and key audiences. This is accomplished through a focus on external and internal research, culminating in a strategic social plan for a client organization.

JCOM 477. Sports Public Relations. 4 Credits.

Provides students with an overview of the rapidly developing sport industry from a public relations and strategic communications perspective.

JCOM 478. Sustainability Public Relations. 4 Credits.

All future communication positions will involve sustainability-related activities, tasks, and challenges. In this course, we will discuss fundamental sustainability concepts and perspectives necessary to understand to effectively engage in sustainability communication and to help facilitating and communicating sustainability transformations.

JCOM 480. Gamification and the Media. 4 Credits.

Studies gamification (the use of game elements in non-game contexts) to help students analyze, critique, and make use of game elements in their own media production.

Requisites: Prereq: JCOM 280 or JCOM 311 or J 249.

JCOM 481. Making the Virtual a Reality. 4 Credits.

Introduces students to immersive media's rich foundational scholarship and arms students with theoretical and practical tools to assess trends like platformization, digital surveillance and algorithmic bias.

Requisites: Prereq: One from JCOM 280, JCOM 311, J 201, J 249.

JCOM 482. Analog Games. 4 Credits.

Analyzes analog games through genre-based modules (e.g., cards, dice, board games, etc.) that evaluate key issues in game history, mechanics and design, and social impacts.

Requisites: Prereq: One from JCOM 280, JCOM 311, J 249.

JCOM 485. Science Communication and Decision Making. 4 Credits.

This course explores the specific areas of research that inform strategic communication to the public about science, health, and the environment and the public's engagement with those fields. Building on readings in areas such as decision science, numeracy, and health and environmental communication, students will be asked to think carefully about decisions and judgments that they and others make, and how strategic communication can harness decision making so that complex science is useful in improving individual and societal well-being for a variety of audiences.

JCOM 486. Environmental Communication Strategies. 4 Credits.

Environmental Communication Strategies explores how public relations and advertising have played a role in the public understanding of major environmental issues. In addition, a portion of this course will be focused on interpersonal communication and developing approaches to constructive climate conversations.

JCOM 487. Eco and Social Justice Communication. 4 Credits.

This class is designed to introduce students to environmental justice and social change communications. Students will spend time understanding how environmental and social justice has been communicated and strategies for achieving a more justice-oriented world through improved and accessible communications. Students will learn to evaluate environmental justice communication strategies and develop their own communications for various media platforms.

JCOM 503. Thesis. 1-9 Credits.

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

Repeatable 99 times

JCOM 507. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

JCOM 508. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 99 times

JCOM 510. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

JCOM 511M. US Film Industry. 4 Credits.

Traces the past and present of the U.S. film industry. Multilisted with CINE 511M.

JCOM 512. Internet Law and Regulation. 4 Credits.

This is a survey course on Internet Law and Regulation. It is designed to ground students in a variety of internet-related laws and policies they will likely confront in their professional careers and personal lives, including an overview of the legal and regulatory frameworks governing communication and commercial activities conducted via the internet and explorations into topics such as online platforms, free speech online, privacy and surveillance, electronic contracts, domain names, copyrights, trademarks, and computer crime.

JCOM 513. Data, Media, Surveillance. 4 Credits.

Data/Media/Surveillance is a discussion-intensive and project-based course designed to expose students to a range of issues at the intersections of data, information, media, and surveillance in society and culture. Students will develop the analytical tools to explore (through conducting research and/or producing creative projects and developing normative arguments) how surveillance, commercial and government data processing practices, and media platforms and technologies are at play in our modern world.

JCOM 514. Media Technologies and Structures: [Topic]. 4 Credits.

Examine how emerging communication technologies and contemporary media shape and produce new forms of social organization, behavior, and cultural production. Explore how media infrastructures and regulatory environments influence discourse, democracy, and public life.

Repeatable 3 times for a maximum of 16 credits when topic changes

JCOM 515. Culture, Power, Media: [Topic]. 4 Credits.

Explores issues of culture, identity, and power, including the role media play in reinforcing social, political, and economic disparities. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

Repeatable 3 times for a maximum of 16 credits when topic changes

JCOM 517. Cross Cultural Monster Narratives. 4 Credits.

This course explores the cross-cultural narratives surrounding dominant monster archetypes. To identify the similarities and differences between monster stories and traditions, students will consider how each unit's monster has been embraced, remixed, or subverted by different groups through different media at different moments in time, with a particular focus on the dynamics of race, gender, sex, and power that manifest through/as the monster.

JCOM 518. Global Television. 4 Credits.

This class will introduce television content from various parts of the globe – Asia, Africa, Europe and the Middle East to demonstrate how social and political conditions shape the formation of popular culture. Throughout the term, students will analyze specific shows from each region to come to a better understanding of global television as a whole.

JCOM 519. Reality Television. 4 Credits.

This course focuses on a popular television genre – reality television – and uses it as a means to explore key issues in contemporary culture and society.

JCOM 520. Documentary Pre-Production. 4 Credits.

Students learn to research, plan, budget for, and develop a documentary film idea. They gain experience shooting a sizzle and pitching projects to potential producers. Several documentary forms will be explored, including portraits, ethnographies, interviews, personal stories, processes and events, and re-enactments.

JCOM 521. Documentary Production. 4 Credits.

Get experience shooting a short documentary worthy of broadcast screening, film festival exhibition, or another venue.

Requisites: Prereq: JCOM 520.

JCOM 522. Documentary Post-Production. 4 Credits.

Trains students to edit and do post-production work on their documentary film projects.

Requisites: Prereq: JCOM 521 or J 521.

JCOM 524. Latin American Cinema. 4 Credits.

This is a survey course, exploring the film industry of various regions of Latin America (North, Central and South America, including the Caribbean). The course will expose students to classic and contemporary films, including Latin American Golden Age cinema, cinema movements like Brazilian Cinema Novo, the militant film era of the 1960s through 1980s, and films created for global distribution at the end of the 20th century to the present.

JCOM 527M. Latino Roots I. 4 Credits.

Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with ANTH 527M. Sequence with JCOM 528M. Offered alternate years.

JCOM 528M. Latino Roots II. 4 Credits.

Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with ANTH 528M. Sequence with JCOM 527M. Offered alternate years.

Requisites: Prereq: ANTH 527M or JCOM 527M.

JCOM 530. In-Depth Reporting: [Topic]. 4 Credits.

In-Depth Reporting courses offer experience in deeper exploration of timely themes important to the journalist.

JCOM 531. Data Journalism. 4 Credits.

This course underscores and advances the power to identify, locate, obtain and analyze data is central to journalism's public service role and the capacity of journalism to engage a wider audience.

JCOM 532. Solutions Journalism. 4 Credits.

What is the role of journalism and the journalist in a democratic society? It's a provocative question at a time when the journalism field is taking a hard look at how best to incorporate its past into its future. This course seeks to answer this by doing journalism that includes offering well-researched solution possibilities to social problems.

JCOM 533. Catalyst Journalism. 4 Credits.

This course teaches a pioneering approach to journalism developed here at the SOJC, one that seeks impact by combining investigative reporting with solutions journalism, an emerging evidence-based reporting strategy that highlights social progress and innovation.

JCOM 534. Investigative Journalism. 4 Credits.

This class challenges students to do the important work through thorough investigative journalism using in-depth interviews, public records, and mastery of story. Students are expected to publish their vetted work at the end of the term.

JCOM 535. Profiles and Narrative. 4 Credits.

This course provides you with the essential skills, methods and mindset to produce compelling narratives and in-depth, insightful profiles that will engage with compelling stories about the human experience.

JCOM 536. Magazine Production: [Topic]. 4 Credits.

In JCOM 436, Topics in Magazine, you will use skills developed in other journalism courses, such as interviewing, reporting and photography, to produce feature stories of the highest quality so that they can be published in print and digitally. Your work will tell the stories of individuals and issues relevant to local and regional audiences.

Repeatable 3 times for a maximum of 16 credits when topic changes

JCOM 538. Science Story. 4 Credits.

This class will ground students in a systematic and rigorous pitching, reporting, and editing process to create work for professional publication. Students work independently and collaboratively to create a publication and develop advanced portfolio work. Throughout, students will constantly justify their decisions based on how to best present environmental, scientific, and policy information in ways that are accurate, clear and accessible to a general audience.

Repeatable 1 time for a maximum of 8 credits

JCOM 539. Sports Story. 4 Credits.

This class will instruct students in the fundamentals of sports reporting, including how to interview athletes and sports executives; cover sporting events; and develop sourcing for investigative and enterprise sports feature writing. Students will attend live events, honing their skills as breaking news reporters. They will also work on longer-form pieces that will allow them to practice skills in profile, narrative, trend and enterprise reporting. Repeatable three times for a maximum of 16 credits.

Repeatable 3 times for a maximum of 16 credits

JCOM 541. Audio Journalism II Narrative and Podcasting Capstone. 4 Credits.

This class will enhance students' scriptwriting and narrative structuring skills, manage complex audio projects, understand podcast monetization, and master performance and sound design. They will also innovate in audio storytelling formats and gain expertise in producing QA style podcasts. Assignments include developing a multi-episode podcast or documentary, creating a chatcast, and devising a business and advertising plan for a podcast series, focusing on narrative impact, technical proficiency, and market viability.

JCOM 542. Video Journalism III Broadcast Capstone. 4 Credits.

Students will work as a team to produce a live broadcast each week and master what it takes to be a professional broadcaster. Students will also build a portfolio. Shows will be varied in type (including but not limited to traditional newscast, sportscast, morning show, longform news magazine) so that students have a wide-ranging experience base.

JCOM 545. Photojournalism II Photo Story. 4 Credits.

Photojournalism II Photo Story, you will develop the skills to tell complex stories using the still image, using the framework of best journalistic practices. The course emphasizes photo skills to tell compelling stories found in the community.

JCOM 546. Photojournalism III Multimedia Storytelling. 4 Credits.

A hands-on class in audio and video storytelling that will expand the toolkit and mastery of photojournalism students.

JCOM 548. Visual Production: [Topic]. 4 Credits.

This topics course offers revolving and timely themes in photojournalism, photography, and visual production. Courses will build mastery skills and portfolio-driven projects.

Repeatable 2 times for a maximum of 12 credits when topic changes

JCOM 554. Digital Ads and Analytics. 4 Credits.

Introduces students to the dynamic world of digital metrics and analytics, emphasizing its significance within the advertising industry.

JCOM 555. Brand Strategy. 4 Credits.

This course emphasizes the importance and challenge of compelling creative brand strategy, including how strategy impacts creative work, internal agency partnerships, and, importantly, business success.

JCOM 556. Brands and Sustainability. 4 Credits.

This course explores the positioning and actionable strategies for building and maintaining sustainable brands.

JCOM 557. Sports Brand Strategy. 4 Credits.

Bridges concepts of business and creative strategy to understand the process of building compelling brands in the context of sport. Representing a multi-billion-dollar industry, sport provides a unique platform to study how strong brands are developed, positioned, and brought to life in creative ways.

JCOM 559. Advertising Trends: [Topic]. 4 Credits.

This course is a topics course exploring trends and timely themes regarding advertising and the creative industry.

Repeatable 3 times for a maximum of 16 credits when topic changes

JCOM 561. Advertising Campaigns. 4 Credits.

Seniors work in teams to produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. The collaborative teamwork is based on expertise and practice in industry. Journalism: advertising majors only.

JCOM 562. National Student Advertising Competition Campaigns. 5 Credits.

Dedicated teamwork focusing on the annual American Advertising Federation National Student Advertising Competition (NSAC). Entrance is by portfolio and interview application. Students work a full year on the competition and resulting campaign book. This course is the focal point of that work.

JCOM 565. Art Direction and Design Studio. 4 Credits.

This course emphasizes the professional act of designing media content for audience understanding and best experience. It requires advanced students to consider themselves communicators rather than decorators.

JCOM 568. Web and Digital Design. 4 Credits.

This course focuses on the designer's role in developing interesting and accessible website design.

JCOM 570. Strategic Communications Research Methods. 4 Credits.

This course is designed to provide you with an understanding of common research methods used in public relations and advertising when developing, implementing, and evaluating a strategic campaign. The class emphasizes real world applications.

JCOM 571. The Public Relations Planning Process. 4 Credits.

In this course, students will learn public relations campaign planning and administration, crisis communication and issues management, applied research, writing objectives and tactics, evaluation methods, and constructing budgets and timelines. While students do not execute a campaign in this class, it equips them with the process to be able to execute effectively in the capstone PR Campaigns class (JCOM 572).

JCOM 572. Public Relations Campaigns. 4 Credits.

Public Relations Campaigns is the capstone course in the sequence of instruction offered in public relations. It provides students with an opportunity to apply the fundamentals of what they have learned over their course of study to actual client work and business problems. The course is designed to build professional experience and prepare you for the world that awaits you after graduation.

JCOM 573. Public Relations Strategies: [Topic]. 4 Credits.

This 4-credit course will cover various topics in public relations, and topics will rotate based on faculty expertise. Students can expect to engage in discussions and assignments about current Public Relations trends, career preparation, and Public Relations case studies. Example topics include professional development, strategic health communication, and strategic non-profit communication.

Repeatable 3 times for a maximum of 16 credits when topic changes

JCOM 574. Crisis Communication. 4 Credits.

Covers crisis planning, communications and issues management with an emphasis on real-world application and case study analysis of sudden events and crisis. Classes will include lecture, online and in-class discussion and student presentations. Students will also participate in media training for crisis situations and a real-time online scenario.

JCOM 575. New Technology and Public Relations. 4 Credits.

New and emerging technology for Public Relations and communications professionals provides an overview of the latest technologies communicators are using to reach their audiences. Participants will have the opportunity to experience and study PR use cases for Augmented Reality (AR), Virtual Reality (VR), Extended Reality (XR), Mixed Reality (MR) and Artificial Intelligence (AI).

JCOM 576. Social Media Strategies. 4 Credits.

This course focuses on social media research, analysis and planning. It is designed to build on students' existing foundation of the "how to" of specifics tools (how to publish content) and to help students understand the why and when of social media for the purpose of building relationships and creating conversations with stakeholders and key audiences. This is accomplished through a focus on external and internal research, culminating in a strategic social plan for a client organization.

JCOM 577. Sports Public Relations. 4 Credits.

Provides students with an overview of the rapidly developing sport industry from a public relations and strategic communications perspective.

JCOM 578. Sustainability Public Relations. 4 Credits.

All future communication positions will involve sustainability-related activities, tasks, and challenges. In this course, we will discuss fundamental sustainability concepts and perspectives necessary to understand to effectively engage in sustainability communication and to help facilitating and communicating sustainability transformations.

JCOM 580. Gamification and the Media. 4 Credits.

Studies gamification (the use of game elements in non-game contexts) to help students analyze, critique, and make use of game elements in their own media production.

JCOM 581. Making the Virtual a Reality. 4 Credits.

Introduces students to immersive media's rich foundational scholarship and arms students with theoretical and practical tools to assess trends like platformization, digital surveillance and algorithmic bias.

JCOM 582. Analog Games. 4 Credits.

Analyzes analog games through genre-based modules (e.g., cards, dice, board games, etc.) that evaluate key issues in game history, mechanics and design, and social impacts.

JCOM 585. Science Communication and Decision Making. 4 Credits.

This course explores the specific areas of research that inform strategic communication to the public about science, health, and the environment and the public's engagement with those fields. Building on readings in areas such as decision science, numeracy, and health and environmental communication, students will be asked to think carefully about decisions and judgments that they and others make, and how strategic communication can harness decision making so that complex science is useful in improving individual and societal well-being for a variety of audiences.

JCOM 586. Environmental Communication Strategies. 4 Credits.

Environmental Communication Strategies explores how public relations and advertising have played a role in the public understanding of major environmental issues. In addition, a portion of this course will be focused on interpersonal communication and developing approaches to constructive climate conversations.

JCOM 587. Eco and Social Justice Communication. 4 Credits.

This class is designed to introduce students to environmental justice and social change communications. Students will spend time understanding how environmental and social justice has been communicated and strategies for achieving a more justice-oriented world through improved and accessible communications. Students will learn to evaluate environmental justice communication strategies and develop their own communications for various media platforms.

JCOM 601. Research: [Topic]. 1-6 Credits.

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.

Repeatable 15 times for a maximum of 16 credits

JCOM 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

JCOM 604. Internship: [Topic]. 1-6 Credits.

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

Repeatable 3 times for a maximum of 12 credits

JCOM 605. Reading and Conference. 1-12 Credits.

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

Repeatable 99 times

JCOM 606. Practicum: [Topic]. 1-6 Credits.

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

Repeatable 15 times for a maximum of 16 credits

JCOM 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

JCOM 608. Workshop: [Topic]. 1-6 Credits.

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

Repeatable 15 times for a maximum of 16 credits

JCOM 609. Terminal Project. 1-6 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 5 times for a maximum of 6 credits

JCOM 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

JCOM 611. Media and Society. 4 Credits.

Overview of the features of the contemporary media environment, its historical development, and the impacts of media on culture and society.

JCOM 612. Media Theory I. 5 Credits.

First in a three-part sequence introducing students to media theory, focusing on the social scientific tradition. Sequence with JCOM 613, JCOM 614.

JCOM 613. Media Theory II. 5 Credits.

Second in a three-part sequence introducing students to media theory, focusing on critical approaches. Sequence with JCOM 612, JCOM 614.

Requisites: Prereq: JCOM 612.

JCOM 614. Media Theory III. 5 Credits.

Third in a three-part sequence introducing students to media theory, focusing on contemporary theoretical perspectives. Sequence with JCOM 612, JCOM 613.

Requisites: Prereq: JCOM 613.

JCOM 615. Teaching and the Professional Life. 4 Credits.

Explores teaching strategies, curriculum development, and other aspects of academic professional life in journalism and communication.

JCOM 616. Introduction to Strategic Communication Marketing. 4 Credits.

Discussion of fundamental marketing concepts from the perspective of the manager. Analysis of complex marketing challenges in research, segmentation, targeting, pricing, distribution, and branding.

JCOM 617. Communication Theory and Practice: [Topic]. 4 Credits.

Theory, research, and practice of strategic communication. Topics may include relationship management, risk communication, identity and culture, and social media theory.

Repeatable 4 times for a maximum of 20 credits

JCOM 618. Strategic Communication Leadership. 4 Credits.

Elements of managing and leading organizations; examination of key issues faced by leaders. Topics include leadership theory, leading change, dealing with conflict, and performance and strategic management.

JCOM 621. Foundations of Strategic Communication. 4 Credits.

Reviews major theories, models, and practices in strategic communications. Topics include media effects and persuasion as applied to public relations, advertising, and other strategic communication.

JCOM 622. Campaign Planning and Management. 4 Credits.

Explores strategic tools and creativity to develop effective communications campaigns that address real-world challenges. Sequence with JCOM 623.

JCOM 623. Creativity in Strategic Communication. 4 Credits.

Explores the use of creative conceptual thinking as part of the strategic basis in successful communication campaigns, culminating with student teams focused on a client project. Sequence with JCOM 622.

JCOM 624. Strategic Communication: [Topic]. 2 Credits.

Explores problems and specialized skills needed in strategic communication management. Examples include crisis communication, creativity in business, corporate social responsibility.

Repeatable 5 times for a maximum of 12 credits when topic changes

JCOM 625. Finance for Strategic Communication. 2 Credits.

This course focuses on the core basics of the Income Statement for professionals working in public relations, advertising, marketing, corporate communication or other related fields.

JCOM 627. Video Production I. 2 Credits.

This is an introductory video storytelling course for incoming Multimedia Journalism master's students who enter the program with little or no hands-on video production experience. This course will serve as a foundation of theory and technique, with an emphasis on the technical aspects of video production and editing. Production techniques will be introduced through a series of content production exercises. We will also explore video production through the examination of outstanding web-based media. We will learn the vocabulary specific to multimedia production that we will incorporate into class discussions and written analysis.

JCOM 628. Video Production II. 2 Credits.

This is the video production course for incoming Multimedia Journalism master's students. Students learn basics in telling a cohesive visual story that combines interview with storytelling cinema vérité footage (B-roll).

JCOM 629. Media and Communication Ethics: [Topic]. 4 Credits.

This course explores ethical issues facing media workers and media users in culture and society today. Topics may include digital ethics, strategic communication ethics, visual ethics and global media ethics.

Repeatable 1 time for a maximum of 8 credits

JCOM 630. Multimedia Production: [Topic]. 2 Credits.

2-credit technical workshops that focus on foundational, up-to-date multimedia production skills. Examples include: video production, audio production, still photography, studio lighting, animation, drone cinematography. Each workshop typically includes lessons in related software such as Adobe Premiere, Audition, After Effects, Photoshop and DaVinci Resolve.

Repeatable 4 times for a maximum of 10 credits when topic changes

JCOM 631. Foundations of Multimedia Journalism. 4 Credits.

Serves as a foundation of theory and technique, with an introduction to storytelling forms, technical production skills, and the visual language. Students will learn how to use the tools of the trade so that they can communicate effectively with other multimedia journalists.

JCOM 632. Story Production. 4 Credits.

Building upon the lessons from Thinking Story and Video II, students refine production skills, elevate their storytelling, and enhance their proficiency working with the visual language. Students strive to create a short documentary video project worthy of inclusion in their professional portfolio. Distribution and approaches to social media are also covered.

Requisites: Prereq: JCOM 628, JCOM 635.

JCOM 633. Storytelling Capstone. 4 Credits.

This is the capstone project class for the Multimedia Journalism program. Students work collaboratively to create a high-impact project that combines lessons from Thinking Story, Community Listening and all previous production courses.

JCOM 634. Reporting within Communities. 4 Credits.

Students explore and practice emerging "community-first" concepts of journalism and reporting to identify the needs of the communities served, co-designing processes and solutions to keep them engaged.

JCOM 635. Thinking Story. 4 Credits.

Recognize and use fundamental approaches to narrative storytelling to create dynamic and engaging multimedia projects.

JCOM 636. Pitching and Treatment. 2 Credits.

This 5-week workshop is designed to help students successfully launch their Terminal Project. Drawing on story research skills from previous classes, students learn how to create professional pitch decks, treatments and budgets in order to market their projects. These tools are applicable for terminal projects involving documentary video, podcasting, books, articles, photography or Virtual Reality.

Requisites: Prereq: JCOM 632, JCOM 656.

JCOM 637. Community Listening. 2 Credits.

This interdisciplinary course invites students to delve into community listening as a foundational approach to effective storytelling, journalism, and public engagement. The course emphasizes the importance of values, ethics, and participatory methods in creating and disseminating community narratives. Students will learn to apply these principles to enhance public engagement, foster community trust, and support local civic information ecosystems through empathetic listening and inclusive storytelling.

JCOM 638. Community Voices. 4 Credits.

"Community Voices: Harnessing Local Stories into a Podcast" is a four-credit course where students learn to listen deeply, facilitate meaningful community discussions, and create a participatory-based audio episode. The course focuses on developing skills in community listening, understanding diverse perspectives, and fostering dialogues that build trust and civic cohesion. By the end of the course, students will produce a podcast story that embodies the voices and stories of the community they engage with.

JCOM 639. Foundations of Explanatory Video Journalism. 4 Credits.

Students explore and practice concepts in visual explanation and explanatory video.

JCOM 641. Qualitative Research Methods. 4 Credits.

Introduces qualitative research methods, including traditional historical inquiry, oral history, ethnography, and participant observation.

JCOM 642. Quantitative Research Methods. 4 Credits.

Introduces and analyzes quantitative research methods in terms of design, measurement, inference, and validity. Focuses on conceptualization in communication research.

JCOM 643. Advanced Doctoral Research. 5 Credits.

This course prepares students to develop, write, and propose research, with attention to integrating theory and method in the preparation of a dissertation proposal for the Communication and Media Studies Doctoral Program.

Requisites: Prereq: JCOM 641, JCOM 642.

JCOM 644. Philosophy of Communication. 4 Credits.

Explores the philosophical foundations of communication in the United States, including political philosophies that range from Milton to McLuhan.

JCOM 646. Political Economy of Communication. 4 Credits.

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.

JCOM 648. Cultural Approaches to Communication. 4 Credits.

Examination of communication and mediated communication as cultural processes in the production and reproduction of social systems.

JCOM 649. International Communication. 4 Credits.

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.

JCOM 651. Fundamentals of Reporting and Writing. 8 Credits.

Journalism requires strong writing, and strong writing begins with strong reporting. This is the foundational class for success in the Journalism Master's Program. This class is designed to teach the fundamental skills required to be a journalist: research, interviewing, analysis and writing and will provide the foundation for success in the Journalism Master's program. An intensive boot-camp experience that will immediately immerse you in the world of journalism. Very much a hands-on experience, students will practice the skills they learn and discuss in class including interviewing, writing and rewriting.

JCOM 652. Multimedia Fundamentals. 4 Credits.

Journalism requires skills beyond writing. This class will give students basic skills in audio, photography and video reporting through lectures and hands-on assignments. This is a foundational class for success in the Journalism Master's Program. An intensive boot-camp experience that will provide you with a basic understanding of skills beyond writing. You will learn to tell stories using tools beyond the written word and gain a basic understanding of video and audio production.

JCOM 653. Public Affairs Journalism. 4 Credits.

This course will elevate the quality of your journalism by broadening your reporting experiences, strengthening your news-gathering skills and giving you tools to sharpen your writing. In this course, you will pursue journalism's ideal of public service while meeting the real-world demands of reporting timely, consequential and ethical stories. You'll tackle issues in our community beyond campus to gain experience on par with professional journalists.

Requisites: Prereq: JCOM 651.

JCOM 654. Journalism Rights and Responsibilities. 4 Credits.

Journalists need to understand their rights to report, which starts in the U.S. with the First Amendment, and their responsibilities as ethical journalists and human beings. This course explores the ethical and legal considerations that shape the field of professional journalism in the United States.

Requisites: Prereq: JCOM 653.

JCOM 656. Law and Business for Media. 4 Credits.

This course introduces students to the fundamentals of producing independent documentary film and multimedia journalism, from story development to distribution. Along the way, you'll learn concepts that will help you run a business either as a documentary filmmaker or journalist, including pitching and budgeting a project, securing legal rights, building the right team for the story and finding a distributor or publisher. All of this in service of supporting and making excellent nonfiction media that can help shape the world.

JCOM 660. Advanced Research Methods: [Topic]. 4 Credits.

Explores specific qualitative or quantitative communication research methods. Topics may include discourse analysis, oral history, historical methods, legal methods, content analysis, and survey methods.

Repeatable 99 times when topic changes

JCOM 663. Foundations of Strategic Sport Communication. 4 Credits.

Presents and reviews major theories, models, and practices in sports communication. Theoretical topics include sports media effects and persuasion as applied to broadcast, public relations, advertising, and other strategic communication. Cultural, societal and industry relevance also discussed.

JCOM 664. Foundations in Immersive Media. 4 Credits.

In this course, students will explore the uses of social virtual worlds as well as augmented and virtual reality through the strategic lens of communications (marketing, advertising, branding) and community building. Students will investigate the attributes of the technologies that create both opportunities and barriers to successful communication. Students will critically examine current case examples to determine possible use cases. Ultimately, students will develop a proposal for an issue or organization that uses mediated reality to engage audiences for strategic outcomes, recognizing limitations with recommendations to overcome those limitations.

JCOM 665. Immersive Media Psychology. 4 Credits.

This course offers an overview of media psychology with an emphasis on emerging media platforms. Students learn why humans consume certain types of media content and gain an understanding of the affective, behavioral, and cognitive implications of media messages in order to better understand audiences.

JCOM 667. User Experience Design. 4 Credits.

This 10-week course is designed to teach fundamental principles of user experience (UX) and human-centered design (HCD) in the context of strategic communication. By design, this course is heavily interdisciplinary in nature, relying on various theoretical and applied approaches drawn from fields of human-computer interaction (HCI), media psychology, and many others. UX is also context-specific, and we will be highlighting UX design in various domains, including mobile apps, traditional web, service and customer experience, gaming, and product design, among others.

JCOM 668. Immersive Marketing in Communication. 4 Credits.

This course was created to help students begin to put immersive media in the context of marketing communications. It helps them begin to put strategy into the framework of immersive media as platforms for advertising, events, sales, and community building. Learn to develop a framework for building immersive media marketing strategies. Specific topics include leveraging augmented reality (AR), virtual reality (VR), extended reality (XR), or mixed reality (MR) to meet branding and marketing objectives.

JCOM 669. Creating for Immersive Platforms. 4 Credits.

In this course, students gain a comprehensive overview of the production pipeline and CG software used in the creation of virtual reality (VR) and augmented reality (AR) experiences, as well as their broader application in the metaverse. Students will explore readily available resources and develop a solid grasp of the terminology and processes involved in creating content for immersive environments.

JCOM 671. Advanced Curiosity for Strategists. 4 Credits.

Drawing from a variety of fields, including art, anthropology, psychology, and marketing, and utilizing various techniques such as mind-mapping, this course will explore the building of intellectual curiosity as a problem-solving technique within the context of advertising and brand responsibility.

JCOM 672. Design, Technology, and Culture. 4 Credits.

Through a variety of guest speakers, workshops, and modern design processes, students will examine different perspectives on how technology and advertising has evolved, why it has evolved, how it affects us personally, how these shifts affect us globally, how innovation affects policy, and how these all shape our communities.

Judaic Studies (JDST)

Courses

JDST 199. Special Studies: [Topic]. 1-12 Credits.

Experimental course - topic varies.

Repeatable 99 times

JDST 212. Medieval and Early Modern Judaism. 4 Credits.

Interdisciplinary introduction to Jewish life, literature, religion, culture, and thought in the Middle Ages and early modern times in both Muslim and Christian environments.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

JDST 213. The Jewish Encounter with Modernity. 4 Credits.

The course investigates contemporary American Jewish Culture by focusing on the shifting cultural transformation from European Jewry.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

JDST 330. American Jewish Cultures. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

JDST 352. Jewish Literature and Culture. 4 Credits.

Focuses on Jewish literature, the figure of the Jew in literature, and Jewish culture. Possible topics include but are not limited to the writings of Franz Kafka, the Shtetl, the Jewish memoir, etc.

Additional Information:

Arts Letters Area

JDST 353. Jewish Image and Media. 4 Credits.

Focuses on visual and intermedialities through a Jewish lens. Possible topics include but are not limited to Jewish Hollywood, Jewish Graphic Novels, Jewish Humor on TV, etc. Student discussion, oral presentations, and written papers. Readings and discussions in English.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

JDST 354. Jewish Thought and History. 4 Credits.

Focuses on Jewish philosophy, critical theory, and history. Possible topics included but are not limited to: Contemporary Jewish Philosophy, the writings of Emanuel Levinas, Spinoza, Modern Jewish History, etc.

Additional Information:

Arts Letters Area

JDST 399. Special Studies: [Topic]. 1-12 Credits.

Experimental course - topic varies.

Repeatable 99 times

JDST 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

JDST 402. Supervised College Teaching. 1-12 Credits.

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

Repeatable 99 times

JDST 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

JDST 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

JDST 405. Reading and Conference: [Topic]. 1-12 Credits.

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

Repeatable 99 times

JDST 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

JDST 407. Seminar: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

JDST 408. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

JDST 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

JDST 410. Experimental Course: [Topic]. 1-16 Credits.

Experimental course - topic varies.

Repeatable 99 times

JDST 510. Experimental Course: [Topic]. 1-16 Credits.

Experimental course - topic varies.

Repeatable 99 times

JDST 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

Korean (KRN)

Courses

KRN 101. First-Year Korean. 5 Credits.

Introduction to basic Korean grammar, syllabary, conversation, and characters. Offered annually with KRN 201, KRN 202, KRN 203.

KRN 102. First-Year Korean. 5 Credits.

Introduction to basic Korean grammar, syllabary, conversation, and characters.

Requisites: Prereq: KRN 101.

KRN 103. First-Year Korean. 5 Credits.

Introduction to basic Korean grammar, syllabary, conversation, and characters.

Requisites: Prereq: KRN 102.

KRN 151M. Introduction to Korean Cinema. 4 Credits.

Surveys Korean national cinema, from the earliest days of the medium to the present. Multilisted with CINE 151M.

Equivalent to: CINE 151M

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

KRN 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

KRN 201. Second-Year Korean I. 5 Credits.

Continued development of skills in speaking, reading, and writing Korean. Introduction of additional characters. Offered annually with KRN 101, KRN 102, KRN 103. This is a Core Ed Arts Letter course.

Requisites: Prereq: KRN 103.

Additional Information:

Arts Letters Area

KRN 202. Second-Year Korean II. 5 Credits.

Continued development of skills in speaking, reading, and writing Korean. Introduction of additional characters. This is a Core Ed Arts Letter course.

Requisites: Prereq: KRN 201.

Additional Information:

Arts Letters Area

KRN 203. Second-Year Korean III. 5 Credits.

Continued development of skills in speaking, reading, and writing Korean. Introduction of additional characters. This is a Core Ed Arts Letter course.

Requisites: Prereq: KRN 202.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

KRN 301. Third-Year Korean I. 5 Credits.

Develops advanced language skills in Korean with focus on literary and cultural texts, writing, and oral skills. This is a Core Ed Arts Letter course. Sequence with KRN 302, KRN 303.

Requisites: Prereq: KRN 203.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

KRN 302. Third-Year Korean II. 5 Credits.

Develops advanced language skills in Korean with focus on literary and cultural texts, writing, and oral skills. This is a Core Ed Arts Letter course. Sequence with KRN 301, KRN 303.

Requisites: Prereq: KRN 301.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

KRN 303. Third-Year Korean III. 5 Credits.

Develops advanced language skills in Korean with focus on literary and cultural texts, writing, and oral skills. This is a Core Ed Arts Letter course. Sequence with KRN 301, KRN 302.

Requisites: Prereq: KRN 302.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

KRN 309. Languages and Cultural Formation in Korea. 4 Credits.

This course examines how cultural formation, social organization, and historical influences shape the Korean language, and how it evolves over time.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

KRN 315. Introduction to Korean Linguistics. 4 Credits.

Surveys general characteristics of the Korean language and places them in their cultural and historical context.

Requisites: Prereq: KRN 103.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

KRN 361. Korean Popular Culture and Transnationalism. 4 Credits.

Explores contemporary South Korean popular culture in a global frame and key issues in cultural transnationalization.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

KRN 362M. Contemporary Korean Film. 4 Credits.

Introduction to contemporary South Korean film. Explores changes in film culture, practice, and industry in relation to social changes since the early 1990s. Offered alternate years. Multilisted with CINE 362M.

Equivalent to: CINE 362M

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

KRN 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

KRN 403. Thesis. 1-6 Credits.

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

Repeatable 5 times for a maximum of 6 credits

KRN 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

KRN 503. Thesis. 1-6 Credits.

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

Repeatable 99 times

KRN 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

KRN 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

KRN 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Labor Education and Research Center (LERC)

Courses

LERC 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

LERC 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

LERC 406. Field Studies: [Topic]. 1-12 Credits.

Supervised activity related to areas such as labor education, local union administration, and job safety and health.

Repeatable 99 times

LERC 407. Seminar: [Topic]. 1-5 Credits.

Only a few seminars can be offered each year. Recent topics are Arbitration, Contemporary Labor Problems, Occupational Safety and Health Issues, The Role of Unions in the United States, Selected Issues in Public Employment Relations, Unions and Workforce Development, Workers' Compensation.

Repeatable 99 times

LERC 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

LERC 410. Experimental Course: [Topic]. 1-5 Credits.

Topics include Bargaining Simulations, Techniques of Labor Education, Unions and Technology.

Repeatable 99 times

LERC 507. Seminar: [Topic]. 1-5 Credits.

Only a few seminars can be offered each year. Recent topics are Arbitration, Contemporary Labor Problems, Occupational Safety and Health Issues, The Role of Unions in the United States, Selected Issues in Public Employment Relations, Unions and Workforce Development, Workers' Compensation.

Repeatable 99 times

LERC 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

LERC 510. Experimental Course: [Topic]. 1-5 Credits.

Topics include Bargaining Simulations, Techniques of Labor Education, Unions and Technology.

Repeatable 99 times

LERC 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

LERC 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

LERC 606. Field Studies: [Topic]. 1-12 Credits.

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

Repeatable 99 times

LERC 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

Landscape Architecture (LA)

Courses

LA 196. Field Studies: [Topic]. 1-12 Credits.

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

Repeatable 2 times for a maximum of 6 credits

LA 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LA 227. Introduction to Landscape Architecture. 2 Credits.

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.

LA 260. Understanding Landscapes. 4 Credits.

The goal of this course is to expand your understanding, perception, and knowledge of landscapes as cultural artifacts and the physical form of invisible processes, histories, culture, people, animals, politics, and events.

Additional Information:

Arts Letters Area

LA 289. Landscape Architectural Design. 6 Credits.

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.

Repeatable 99 times

LA 326. Plants: Fall. 4 Credits.

Characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers. Emphasis on identification and appropriate use in landscape design.

LA 327. Winter Plants. 4 Credits.

The course will cover characteristics, identification, and design uses of ornamental conifers and broad-leaved evergreen trees, shrubs, and ground covers.

LA 328. Spring Plants. 4 Credits.

Focuses on flowering plants, their identification, design use, and ecosystem services they provide. Plant identification focuses on flowering trees and shrubs, groundcovers and perennials, with the intention of understanding how flowering plants may be used in design to support both human needs and ecosystem functions.

LA 337. Landscape Field Work: [Topic]. 1-4 Credits.

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.

Repeatable 2 times for a maximum of 12 credits

LA 350. Landscape Media. 2-4 Credits.

Development of freehand drawing and visualization skills; exercises on line, tone, texture, and color for plan, section, and perspective drawings.

Repeatable 2 times

LA 352. Digital Landscape Media. 2-4 Credits.

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.

Repeatable 1 time for a maximum of 8 credits

LA 375. Contemporary American Landscape. 4 Credits.

The course examines ideas, places, and experiences of particular contemporary significance, symbolism or iconic value in the contemporary American landscape, and studies the landscape as an expression of American culture.

Additional Information:

Arts Letters Area

LA 390. Urban Farm. 2-4 Credits.

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.

Repeatable 99 times

LA 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LA 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

LA 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

LA 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

LA 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 2 times

LA 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 1 time

LA 408. Workshop: [Topic]. 1-21 Credits.

Concentrated programs of study on special topics. Regular offerings include Fire Ecology and Management, Landscape Design.

Repeatable 99 times

LA 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

LA 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LA 413. Analyzing Landscape Systems. 4 Credits.

Develops skills for collecting data and understanding how landscapes function in space and time to inform good decision-making in planning and design.

Requisites: Prereq: one course in geography or biology or environmental studies.

LA 415. Computers in Landscape Architecture. 4 Credits.

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.

Repeatable 99 times

LA 429. Civic Agriculture. 4 Credits.

Exploring the impact and subsequent reversal of industrialized food systems through community driven production, distribution and equity methods, foodshed resiliency creation and ecologically literate agriculture practice.

LA 439. Landscape Architectural Design and Process. 6 Credits.

Intermediate problems in landscape architecture design. Relations among problem concepts, goals, design theory, communication media, and technical analysis.

Requisites: Prereq: LA 289.

Repeatable 4 times for a maximum of 30 credits

LA 440. Introduction to Landscape Planning Analysis. 4 Credits.

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.

Requisites: Prereq: LA 413.

LA 441. Principles of Applied Ecology. 2-6 Credits.

Application of ecological concepts to landscape design, planning, and management. Emphasis on spatially explicit problem-solving over a range of spatial and temporal scales.

Requisites: Prereq: one course in ecology.

LA 450. Advanced Landscape Media: [Topic]. 2-4 Credits.

Advanced landscape media skills in a variety of media, including 2D and 3D digital skills, visual data representation, and remote data sensing.

Repeatable 3 times for a maximum of 12 credits when topic changes

LA 451. Landscape Media I. 2 Credits.

Landscape Media I is the first course in a yearlong foundational landscape media sequence. The course focuses on fundamental concepts of cartography, diagramming movement and change, and conceptually representing design ideas, and introduces students to graphic design fundamentals. Students cannot receive credit for both LA 451 and ENVD 451.

Equivalent to: ENVD 451

LA 452. Landscape Media II. 2 Credits.

Landscape Media II is the second course in a yearlong foundational landscape media sequence. The course explores a variety of media, computer applications, analog approaches, workflows, and theoretical ideas in the context of landform, topography, and grading as both a design process and representation product.

LA 453. Landscape Media III. 2 Credits.

Landscape Media III is the third course in a yearlong foundational landscape media sequence. The course focuses on the visual communication of constructing the landscape, from sketching materials and assemblies, to preparing construction documentation drawings.

LA 459. Landscape Technology Topics. 2-4 Credits.

Intensive study of topics in landscape construction and maintenance. Topics include irrigation, lighting, special structures, water management, and road design.

Repeatable 3 times for a maximum of 10 credits

LA 462. Professional Practice Landscape Architecture. 2 Credits.

Introduces students to key aspects of professional practice, fundamental professional skills, and professional career planning. Includes licensure, legal aspects of landscape architecture, career options, business management, and project management.

LA 464. Landscape Materials and Construction I. 4 Credits.

Landscape Materials and Construction I is the first course in a three-term sequence, with a primary focus on plants as a medium of landscape architectural design. It is an introduction to plants from the point of view of the landscape architect or architectural designer.

LA 465. Landscape Materials and Construction II. 4 Credits.

Landscape Materials and Construction II is the second of the three-term long Landscape Materials and Construction sequence, with a primary focus on landform as a medium of landscape architectural design and landscape engineering for accessibility, safety, and sustainability.

Requisites: Prereq: LA 464.

LA 466. Landscape Materials and Construction III. 4 Credits.

Landscape Materials and Construction III is the third of the three-term long Landscape Materials and Construction sequence, with a primary focus on structures, material assemblies, and vegetation on and in buildings as media of landscape architectural design.

Requisites: Prereq: LA 465.

LA 472. Landscape Architectural Theory: [Topic]. 4 Credits.

This course examines theories and the role of theory in landscape architecture. Each offering explores landscape theory through a different lens, including the analysis and design of landscapes, the creation of built works, and the discussion and critique of projects.

Repeatable 3 times for a maximum of 16 credits

LA 474. History of Landscape Architecture I. 4 Credits.

First in a sequence covering the history of landscape architecture. Explores the history and theory of the designed landscape from the beginnings of human settlement to the 19th century.

LA 475. History of Landscape Architecture II. 4 Credits.

The second in a sequence of two classes covering the history of landscape architecture, from the 19th century to the late 20th century.

Requisites: Prereq: LA 474.

LA 480. Cultural Landscapes. 4 Credits.

This course examines cultural landscapes: how we define them, how we develop a deeper understanding of them, how they are recognized and incorporated into the historic preservation and design fields, and methodologies for treating and managing their dynamic character. Understanding cultural landscapes bridges many disciplines including history, geography, ecology, landscape architecture, architecture, archaeology, and ethnography.

LA 489. Site Planning and Design. 6 Credits.

Advanced problems in landscape architecture, cultural determinants of site planning and design, design development and natural systems and processes as indicators of carrying capacity.

Requisites: Prereq: LA 362, LA 366, LA 439.

Repeatable 3 times

LA 494. Land Planning and Design. 6 Credits.

Problems in landscape architecture of increased cultural complexity. Land use planning, computer-aided ecological analysis of land, environmental impact, urban and new community design.

Requisites: Prereq: LA 489; fifth-year standing for undergraduates.

LA 498. Comprehensive Project I. 6 Credits.

Advanced planning and design projects in landscape architecture. Studio development of individually selected projects. Sequence with LA 499.

Requisites: Prereq: LA 489.

LA 499. Comprehensive Project II. 8 Credits.

Advanced planning and design projects in landscape architecture. Studio development of individually selected projects.

Requisites: Prereq: LA 498.

LA 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

LA 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 1 time

LA 508. Workshop: [Topic]. 1-21 Credits.

Concentrated programs of study on special topics. Regular offerings include Fire Ecology and Management, Landscape Design.

Repeatable 99 times

LA 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LA 513. Analyzing Landscape Systems. 4 Credits.

Develops skills for collecting data and understanding how landscapes function in space and time to inform good decision-making in planning and design.

LA 515. Computers in Landscape Architecture. 4 Credits.

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.

Repeatable 99 times

LA 529. Civic Agriculture. 4 Credits.

Exploring the impact and subsequent reversal of industrialized food systems through community driven production, distribution and equity methods, foodshed resiliency creation and ecologically literate agriculture practice.

LA 540. Introduction to Landscape Planning Analysis. 4 Credits.

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.

Requisites: Prereq: LA 513.

LA 541. Principles of Applied Ecology. 2-6 Credits.

Application of ecological concepts to landscape design, planning, and management. Emphasis on spatially explicit problem-solving over a range of spatial and temporal scales.

Requisites: Prereq: one course in the natural sciences.

LA 550. Advanced Landscape Media: [Topic]. 2-4 Credits.

Advanced landscape media skills in a variety of media, including 2D and 3D digital skills, visual data representation, and remote data sensing.

Repeatable 3 times for a maximum of 12 credits when topic changes

LA 551. Landscape Media I. 2 Credits.

Landscape Media I is the first course in a yearlong foundational landscape media sequence. The course focuses on fundamental concepts of cartography, diagramming movement and change, and conceptually representing design ideas, and introduces students to graphic design fundamentals.

LA 552. Landscape Media II. 2 Credits.

Landscape Media II is the second course in a yearlong foundational landscape media sequence. The course explores a variety of media, computer applications, analog approaches, workflows, and theoretical ideas in the context of landform, topography, and grading as both a design process and representation product.

LA 553. Landscape Media III. 2 Credits.

Landscape Media III is the third course in a yearlong foundational landscape media sequence. The course focuses on the visual communication of constructing the landscape, from sketching materials and assemblies, to preparing construction documentation drawings.

LA 559. Landscape Technology Topics. 2-4 Credits.

Intensive study of topics in landscape construction and maintenance. Topics include irrigation, lighting, special structures, water management, and road design.

Repeatable 3 times for a maximum of 10 credits

LA 562. Professional Practice of Landscape Architecture. 2 Credits.

Introduces students to key aspects of professional practice, fundamental professional skills, and professional career planning. Includes licensure, legal aspects of landscape architecture, career options, business management, and project management.

LA 564. Landscape Materials and Construction I. 4 Credits.

Landscape Materials and Construction I is the first course in a three-term sequence, with a primary focus on plants as a medium of landscape architectural design. It is an introduction to plants from the point of view of the landscape architect or architectural designer.

LA 565. Landscape Materials and Construction II. 4 Credits.

Landscape Materials and Construction II is the second of the three-term long Landscape Materials and Construction sequence, with a primary focus on landform as a medium of landscape architectural design and landscape engineering for accessibility, safety, and sustainability.

LA 566. Landscape Materials and Construction III. 4 Credits.

Landscape Materials and Construction III is the third of the three-term long Landscape Materials and Construction sequence, with a primary focus on structures, material assemblies, and vegetation on and in buildings as media of landscape architectural design.

LA 572. Landscape Architectural Theory: [Topic]. 4 Credits.

This course examines theories and the role of theory in landscape architecture. Each offering explores landscape theory through a different lens, including the analysis and design of landscapes, the creation of built works, and the discussion and critique of projects.

Repeatable 3 times for a maximum of 16 credits

LA 574. History of Landscape Architecture I. 4 Credits.

First in a sequence covering the history of landscape architecture. Explores the history and theory of the designed landscape from the beginnings of human settlement to the 19th century.

LA 575. History of Landscape Architecture II. 4 Credits.

The second in a sequence of two classes covering the history of landscape architecture, from the 19th century to the late 20th century.

LA 580. Cultural Landscapes. 4 Credits.

This course examines cultural landscapes: how we define them, how we develop a deeper understanding of them, how they are recognized and incorporated into the historic preservation and design fields, and methodologies for treating and managing their dynamic character. Understanding cultural landscapes bridges many disciplines including history, geography, ecology, landscape architecture, architecture, archaeology, and ethnography.

LA 589. Site Planning and Design. 6 Credits.

Advanced problems in landscape architecture, cultural determinants of site planning and design, design development and natural systems and processes as indicators of carrying capacity.

Requisites: Prereq: LA 539.

Repeatable 3 times

LA 594. Land Planning and Design. 6 Credits.

Problems in landscape architecture of increased cultural complexity. Land-use planning, computer-aided ecological analysis of land, environmental impact, urban and new community design.

Requisites: Prereq: LA 589.

LA 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

LA 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

LA 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

LA 605. Special Problems: [Topic]. 1-16 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

LA 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 2 times

LA 607. Seminar: [Topic]. 1-5 Credits.

A recent topic is Introduction to Landscape Literature.

Repeatable 99 times

LA 608. Workshop: [Topic]. 1-16 Credits.

Intensive study combining practical projects with instruction on special topics related to landscape problems.

Repeatable 99 times

LA 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

LA 610. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

LA 620. Landscape Research Methods I. 2-4 Credits.

Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture. Sequence with LA 621.

LA 621. Landscape Research Methods II. 2-4 Credits.

Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture. Sequence with LA 620.

Requisites: Prereq: LA 620.

LA 639. Landscape Architecture Foundations. 6 Credits.

Landscape architecture foundations for all MLA students. Includes analysis of Oregon ecoregions, landscapes, and sites, their use, and evolution. Fundamentals of contemporary landscape architectural theory and issues, site documentation, site design, and graphic techniques.

LA 694. Exploratory Land Design. 6 Credits.

Complex problems in landscape architecture that integrate research from environmental and social sciences with the humanities to employ novel decision-making processes, models, guidelines or theories.

Requisites: Prereq: LA 589.

LA 699. Master's Project. 2-10 Credits.

Student-directed and executed performance and communication of original research or project work to demonstrate advanced mastery of landscape architecture.

Repeatable 9 times for a maximum of 20 credits

Language Teaching (LT)

Courses

LT 199. Special Studies: [Topic]. 1-5 Credits.

Various languages offered through the Yamada Language Center.

Repeatable 99 times

LT 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LT 402. Supervised College Teaching. 1-12 Credits.

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

Repeatable 99 times

LT 405. Reading and Conference: [Topic]. 1-12 Credits.

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

Repeatable 4 times for a maximum of 16 credits

LT 406. Supervised Tutoring. 1-4 Credits.

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

Repeatable 2 times for a maximum of 8 credits

LT 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 2 times for a maximum of 8 credits

LT 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

LT 410. Experimental Course: [Topic]. 1-8 Credits.

Experimental course - topic varies.

Repeatable 2 times for a maximum of 8 credits

LT 428. Teaching English Culture and Literature. 4 Credits.

The interaction between language and culture as it relates to second-language teaching. Application to the teaching of literature.

LT 434. Language Learning in Context. 4 Credits.

This course is designed to sensitize future language professionals to the complex global and local dynamics in language use and vitality, and to enable them to make informed decisions about choosing appropriate approaches to instructional design for particular populations, including classroom and non-classroom instruction.

LT 435. Language Learning Design. 4 Credits.

Theoretical and research-based approaches to designing second language learning experiences.

LT 436. Design for Learning Language Systems. 4 Credits.

Application of language learning design to word, sentence, and discourse-level systems in listening, speaking, reading, and writing second languages.

Requisites: Prereq: LING 444, LT 435.

LT 437. Second-Language Teaching Practice. 4 Credits.

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, LT 436.

Requisites: Prereq: LT 435. Pre- or coreq: LT 436.

LT 438. Design for Language Learning Pragmatics. 4 Credits.

Designed to engage students in the teaching and learning of pragmatics using theoretical and empirical inquiry to examine first language and second language pragmatic behaviors, intercultural communication, and classroom practice. Special topics to be addressed include research methodology, and pragmatic competence and language learning.

LT 439. Design for Language Learning Pronunciation. 4 Credits.

Approaches to supporting the learning of pronunciation for any second language, including lesson plan development and practice teaching.

LT 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 2 times for a maximum of 8 credits

LT 510. Experimental Course: [Topic]. 1-8 Credits.

Experimental course - topic varies.

Repeatable 2 times for a maximum of 8 credits

LT 528. Teaching English Culture and Literature. 4 Credits.

The interaction between language and culture as it relates to second-language teaching. Application to the teaching of literature.

LT 534. Language Learning in Context. 4 Credits.

This course is designed to sensitize future language professionals to the complex global and local dynamics in language use and vitality, and to enable them to make informed decisions about choosing appropriate approaches to instructional design for particular populations, including classroom and non-classroom instruction.

LT 535. Language Learning Design. 4 Credits.

Theoretical and research-based approaches to designing second language learning experiences.

LT 536. Design for Learning Language Systems. 4 Credits.

Application of language learning design to word, sentence, and discourse-level systems in listening, speaking, reading, and writing second languages.

Requisites: Prereq: LING 544, LT 535.

LT 537. Second-Language Teaching Practice. 4 Credits.

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 535, LT 536.

Requisites: Prereq: LT 535. Pre- or coreq: LT 536

LT 538. Design for Language Learning Pragmatics. 4 Credits.

Designed to engage students in the teaching and learning of pragmatics using theoretical and empirical inquiry to examine first language and second language pragmatic behaviors, intercultural communication, and classroom practice. Special topics to be addressed include research methodology, and pragmatic competence and language learning.

LT 539. Design for Language Learning Pronunciation. 4 Credits.

Approaches to supporting the learning of pronunciation for any second language, including lesson plan development and practice teaching.

LT 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

LT 605. Reading and Conference: [Topic]. 1-9 Credits.

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

Repeatable 5 times for a maximum of 21 credits

LT 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

LT 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 5 times for a maximum of 16 credits

LT 608. Workshop: [Topic]. 1-5 Credits.

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

Repeatable 5 times for a maximum of 16 credits

LT 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

LT 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 2 times for a maximum of 8 credits

LT 611. Terminal Project. 1-7 Credits.

Two-term course required to complete an MA in language teaching specialization. Individual projects. Weekly group sessions provide guidance.

Requisites: Prereq: LT 536.

Repeatable 1 time for a maximum of 7 credits

LT 630. Curriculum and Materials Development. 5 Credits.

Introduction to curriculum design processes and related materials development. Students design and develop a curriculum of their choice throughout the course in a project-based format.

LT 631. Measuring Language Ability. 5 Credits.

Principles and types of language testing; focuses on how to assess language learners' abilities in a variety of contexts.

Latin (LAT)

Courses

LAT 101. First-Year Latin. 5 Credits.

Fundamentals of Latin grammar; selected readings from classical and medieval authors.

LAT 102. First-Year Latin. 5 Credits.

Fundamentals of Latin grammar; selected readings from classical and medieval authors.

Requisites: Prereq: LAT 101.

LAT 103. First-Year Latin. 5 Credits.

Fundamentals of Latin grammar; selected readings from classical and medieval authors.

Requisites: Prereq: LAT 102 or equivalent.

LAT 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LAT 301. Authors: [Topic]. 4 Credits.

Second-year Latin: selections from Caesar or Cicero, with focus on reading and syntax. Sequence with LAT 302, LAT 303.

Repeatable 99 times when topic changes

Additional Information:

Arts Letters Area

LAT 302. Vergil: [Topic]. 4 Credits.

Second-year Latin: selections from Virgil's Aeneid, with focus on reading and syntax. Sequence with LAT 301, LAT 303.

Requisites: Prereq: LAT 301.

Repeatable 99 times when topic changes

Additional Information:

Arts Letters Area

LAT 303. Authors: [Topic]. 4 Credits.

Second-year Latin: selections from major Roman authors with focus on reading and syntax. Recent authors are Cicero, Terence, Tibullus. Sequence with LAT 301, LAT 302.

Requisites: Prereq: LAT 302.

Repeatable 99 times when topic changes

Additional Information:

Arts Letters Area

BA Language Satisfying Course

LAT 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LAT 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

LAT 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

LAT 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

LAT 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

LAT 408. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

LAT 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

LAT 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LAT 411. Authors: [Topic]. 4 Credits.

Each term devoted to a different author or literary genre: Catullus, Tacitus, Juvenal, Pliny, Ovid, Lucretius, comedy, philosophy, elegy, epic, satire.

Repeatable 99 times when topic changes

Additional Information:

BA Language Satisfying Course

LAT 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

LAT 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

LAT 508. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

LAT 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LAT 511. Authors: [Topic]. 4 Credits.

Each term devoted to a different author or literary genre: Catullus, Tacitus, Juvenal, Pliny, Ovid, Lucretius, comedy, philosophy, elegy, epic, satire.

Repeatable 99 times when topic changes

LAT 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

LAT 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

LAT 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

LAT 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

LAT 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

LAT 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

LAT 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Latin American Studies (LAS)

Courses

LAS 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 2 times for a maximum of 15 credits when topic changes

LAS 200. Introduction to Latin American Studies. 4 Credits.

Introduction to the history, peoples, and cultures of Latin America and of the Latino population in the United States.

Additional Information:

Cultural Literacy: Global Perspectives

LAS 211. Latin American Humanities: [Topic]. 4 Credits.

Focuses on the comparative study of Latin American cultural and intellectual traditions. Introduces scholarship in the humanities about Latin American and U.S. Latinos.

Repeatable 1 time for a maximum of 8 credits when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

LAS 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 2 times for a maximum of 15 credits when topic changes

LAS 401. Research: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

LAS 403. Thesis. 1-4 Credits.

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

Repeatable 99 times

LAS 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

LAS 405. Reading and Conference: [Topic]. 1-4 Credits.

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

Repeatable 99 times

LAS 407. Seminar: [Topic]. 4 Credits.

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.

Repeatable 99 times

LAS 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 2 times for a maximum of 15 credits when topic changes

LAS 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 2 times for a maximum of 15 credits when topic changes

Law (LAW)

Courses

LAW 001. Non-credit Law Section. 0 Credits.

Used for non-credit LAW program requirements.

LAW 101. Introduction to United States law. 4 Credits.

Surveys United States legal system: presents structure and methods of the legal system and fundamentals of several substantive areas of law.

Additional Information:

Social Science Area

LAW 102. Introduction to Criminal Law. 4 Credits.

Explores criminal law and statutes using primary and secondary sources.

Additional Information:

Social Science Area

LAW 103. Introduction to Criminal Investigation. 4 Credits.

Examines the constitutional limitations on police officers' authority to detain suspects, search them and their property, and interrogate them.

LAW 104. Introduction to Business Law. 4 Credits.

Examines the context of everyday commerce, shaped by contract, tort, business entity, and securities law, to uncover how the law both affects and is affected by business.

Additional Information:

Social Science Area

LAW 196. Field Studies: [Topic]. 1-6 Credits.

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

Repeatable 99 times

LAW 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LAW 201. Introduction to Environmental Law and Policy. 4 Credits.

An introduction to environmental policy and law, with an overview of major themes and the regulatory framework. Focuses on community resilience.

Additional Information:

Social Science Area

LAW 202. Introduction to Public International Law. 4 Credits.

An introduction to the origins, application, and main actors in international law, international institutions, and international legal processes.

Additional Information:

Social Science Area

LAW 203. Controversies in Constitutional Law. 4 Credits.

This course introduces students to civil rights and liberties issues arising from federal constitutional law across a variety of areas.

Additional Information:

Social Science Area

LAW 204. Immigration and Citizenship. 4 Credits.

Interdisciplinary study of the way in which the American legal order has constituted citizenship.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

LAW 250. Introduction to Legal Research. 2 Credits.

Students investigate sources of law and sharpen analytical skills using issues arising in everyday life and scenarios requiring legal information to develop critical legal information literacy skills.

LAW 301. Youth and Social Change. 4 Credits.

Explore how adults act on youth through law, mass media, policy, and social science, while investigating youth as agents of change, acting on their own perspective of law and justice.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

LAW 304. American Law and Families. 4 Credits.

Examines the family through a legal lens: the rules that affect legal relationships among family members and laws related to family property.

LAW 310. Environmental Regulation. 4 Credits.

Provides students with an understanding of laws regulating activities that affect the environment as well as the skills to analyze and apply these laws to current issues.

LAW 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LAW 401. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

LAW 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

LAW 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

LAW 405. Reading and Conference: [Topic]. 1-6 Credits.

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

Repeatable 99 times

LAW 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

LAW 408. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

LAW 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LAW 415. Human Rights, Law, and Culture. 4 Credits.

The history, theory, and practice of human rights from a global perspective.

LAW 416. Law, Justice and Accountability After Conflict. 4 Credits.

Historical and theoretical overview of the conflicts and international mechanisms, with a focus on cultural, historical, and legal forces that shape postconflict peace-building efforts.

LAW 417. The Death Penalty. 4 Credits.

Explores the use of capital punishment in the United States, focusing on the law governing the death penalty, in the context of the criminal justice system, social science and policy.

LAW 418. Race and the Courts. 4 Credits.

This course examines intersections of race and the law. Students will explore historical and contemporary contexts to understand how institutional frameworks can promote and hinder social reform.

LAW 419. Legal Secrets. 4 Credits.

This course examines certain types of information – typically produced and owned by institutions – which are given elevated protection under the law as “secret.” Legal secrets examined in this course are distinct from notions of individual privacy, which refers to an individual’s “right to be let alone,” to protect their personal information from government intrusion, and to be free from unreasonable search and seizure.

LAW 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LAW 600. Law Courses for Nonlaw Students. 1-15 Credits.

Generic course number for translating 600-level School of Law semester credits to term credits on academic records for nonlaw students.

Repeatable 6 times

LAW 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 6 times

LAW 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 6 times

LAW 607. Seminar: [Topic]. 1-5 Credits.

Recent topics include Accounting for Lawyers, Alternative Dispute Resolution, American Legal Biography, Immigration Law, Litigation Practice and Procedure, Mediation, Negotiation, Nonprofit Organizations, Postconviction Remedies, White-Collar Crime.

Repeatable 99 times

LAW 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LAW 611. Contracts. 4 Credits.

Examines contractual relationships from formation through interpretation and breach to remedies and potential third-party rights. Covers the common law of contracts and Uniform Commercial Code, Article 2, which governs contracts for the sale of goods.

LAW 613. Torts. 4 Credits.

Liability for intentional and negligently caused injuries to person and property, strict liability, vicarious liability, abnormally dangerous activities, products liability, nuisance, invasion of privacy, defamation, defenses and immunities, the impact of insurance and risk distribution upon liability, accident compensation plans, damages, losses.

LAW 614. Advanced Torts. 3 Credits.

Students study and discuss the economic and dignitary torts (for example, defamation, misrepresentation, invasion of privacy, malpractice); they are able to analyze and apply this knowledge in a classroom environment.

Requisites: Prereq: LAW 613.

LAW 615. Civil Procedure. 4 Credits.

Survey of federal court organization and jurisdiction and of systems of civil procedure.

LAW 617. Property. 4 Credits.

Nature and function of private property rights. Topics may include the common law classification of estates in land; forms of concurrent ownership; landlord and tenant; adverse possession; incorporeal interests in land, easements, covenants, and servitudes; title; introduction to land use issues and judicial legislative developments in law.

LAW 618. Criminal Law. 4 Credits.

Administration of criminal law and the definition of crimes as a technique of social order with primary basic elements of criminal liability. Emphasis on sources of definitions, limitations of culpability, and defenses.

LAW 619. White-Collar Crime. 2 Credits.

For students interested in the practice of criminal law. Assists business lawyers who advise clients on the business practices that constitute criminal activity.

LAW 620. Business Associations. 3-4 Credits.

This is the introductory course on business law and a prerequisite for most upper-level business law courses. It introduces the governance structure of agency, partnerships, corporations and LLCs.

LAW 622. Legal Research and Writing I. 3 Credits.

Integrated instruction in legal research, analysis, and writing of legal memoranda emphasizes research strategies, problem solving, and the relationship between research strategies and analysis. Writing assignments, each progressively more difficult, are evaluated by faculty members. Offered in small sections. Includes library workshops and individual conferences.

LAW 623. Legal Research and Writing II. 3 Credits.

Building on the research, writing, and analytical skills of Legal Research and Writing I, students focus on persuasive writing as they produce trial memoranda and appellate briefs. Students present final oral arguments in a courtroom setting before a panel of three judges.

LAW 624. Advanced Legal Research. 2 Credits.

Development of skills in formulating efficient research strategies online and in print; exposure to research methods in particular areas of law.

LAW 625. Business Bankruptcy. 3 Credits.

Explores the law governing business bankruptcy; examines tools for restructuring and rehabilitating a business under Chapter 11 of the Bankruptcy Code. Topics include operating a business in bankruptcy, reshaping the estate, and negotiating and confirming a plan of reorganization.

Requisites: Prereq: LAW 648.

LAW 626. Mergers and Acquisitions. 2-3 Credits.

Participants develop an understanding of how to analyze a potential acquiree and how that analysis informs and governs the drafting of the acquisition agreement and the disclosure document. Presents the germination of a transaction from financial need to executed documentation.

Requisites: Prereq: LAW 620.

LAW 627. Accounting for Lawyers. 3 Credits.

Covers the accounting cycle, generally accepted accounting principles, financial statements, and common legal and accounting topics.

LAW 628. Nonprofit Organizations. 3 Credits.

Provides an overview of the theory, purposes, and regulation of nonprofit organizations. Practical skills are developed through drafting assignments.

LAW 629. Fundamentals of Loans. 1 Credit.

Covers the rights of borrowers and lenders in unsecured and secured loans in less depth than the Secured Transactions course.

LAW 630. Tax Policy. 2-3 Credits.

Explores tax policy issues including how taxes are used to create social equality. Evaluates the current tax system using the three classic goals: equity, efficiency, and simplification.

LAW 632. Sales. 2-3 Credits.

Covers contracts for the sale of goods as codified in Uniform Commercial Code Article 2; international contracts, regulation of consumer warranties, leases of goods under Article 2A.

LAW 633. Business Planning. 2,3 Credits.

Study of business life cycle from its initial organization and operation to its eventual sale and dissolution. Students draft documents for use in hypothetical transactions, compare the way partnerships and corporations deal with similar problems, and analyze the impact taxes have on business decisions.

Requisites: Prereq: LAW 620, LAW 680.

LAW 634. Contract Drafting. 2 Credits.

The principles of contemporary commercial drafting, introduction to documents typically used in a variety of transactions.

LAW 636. Secured Transactions. 3-4 Credits.

Examines the rules that govern borrowing and lending with collateral; buying and selling promissory notes and other debt; and related transactions that are essential to large and small transactions.

LAW 637. Trusts and Estates I. 3 Credits.

Basics of estate planning law--intestate succession, wills, will substitutes, and trusts.

Requisites: Prereq: LAW 617.

LAW 638. Workers' Compensation Law. 2 Credits.

Fundamentals of workers' compensation law in Oregon and other states.

LAW 641. Legislation and Statutory Interpretation. 3 Credits.

Covers theories of the legislative process, normative theories of statutory interpretation, and the main judicial doctrines of statutory interpretation.

LAW 642. International Business Transactions. 3 Credits.

Examines legal issues affecting international business activity; includes forms of doing business, trading of goods, commercial terms, the UN Convention on Contracts for the International Sale of Goods, financing, technology, transfers, foreign investment, and dispute resolution.

LAW 643. Constitutional Law I. 3 Credits.

Government structure and individual rights are examined in the context of the authority of courts to declare legislative acts unconstitutional. Includes congressional regulatory power under the Commerce Clause, implied limits on state regulatory power, and the substantive dimensions of due process.

LAW 644. Constitutional Law II. 3 Credits.

Guarantees of individual rights against government, especially freedom of expression and equal protection of the law.

Requisites: Prereq: LAW 643.

LAW 645. Oregon Practice and Procedure. 3 Credits.

Intensive study of civil procedure in Oregon courts, and the critical evaluation of Oregon civil procedure in light of the purposes and values of a procedural system and in comparison with federal rules.

LAW 646. Federal Jurisdiction. 3 Credits.

Addresses the role of federal courts in the operation of the federal system. Includes analysis of constitutional and legislative foundations of the judicial power of the United States; jurisdiction--diversity of citizenship, federal question, jurisdictional amount, and removal; venue; federal and state court relationships; the law applied to federal courts; procedure in the federal district courts; appellate jurisdiction and procedure in courts of appeals and the Supreme Court.

LAW 648. Bankruptcy. 3 Credits.

Introduction to bankruptcy law; focuses on consumer bankruptcy and contrasting creditor's rights and debtor's protections under the federal Bankruptcy Code with those under state collection law. Recommended preparation: Commercial Law (LAW 636).

LAW 649. Legal Profession. 3 Credits.

Addresses the Model Code of Professional Responsibility, the Code of Judicial Ethics, roles and functions of lawyers in society, organization and functions of the bar, provision of legal service, responsibilities in representing clients, and the future of the legal profession. It may include the review and analysis of videotaped ethical problems.

LAW 651. Trial Practice. 3 Credits.

Introduces the essential techniques and theory necessary to conduct a trial in court.

Requisites: Prereq: LAW 652.

LAW 652. Evidence. 3 Credits.

Covers the structure of the adversary system; roles of judge, jury, and attorney in the fact-finding process; sufficiency of evidence; order of proof; presumptions; relevancy; judicial notice; real and documentary evidence; form and elicitation of oral testimony; impeachment and rehabilitation of witnesses; the hearsay rule and its exceptions; privileges. Addresses practical problems in the introduction of evidence and trial tactics and methods. Courtroom observations, movies, and videotapes of effective trial techniques present realistic situations.

LAW 653. Climate Change Law and Policy. 3 Credits.

This course examines laws and policies in the United States over the last half century related to climate change, including international agreements that the nation has joined or considered joining.

LAW 655. Family Law. 3 Credits.

Marriage and its legal consequences, divorce and its financial consequences; establishing the parent-child relationship; child custody and child support; jurisdiction and choice of law issues at divorce; legal regulation of marriage; rights of unmarried cohabitants.

LAW 656. Elder Law. 3 Credits.

Topics include social security and pensions; health care decision-making, including the right to die, living wills, and durable powers of attorney for health care; planning for health care financing, including alternate living arrangements and financing through private resources, Medicare and Medicaid; regulation of retirement facilities and nursing homes; and protection of disabled adults through guardianships, conservator-ships, and related mechanisms. Covers the basic and comprehensive writing requirements.

LAW 658. Local Government Law. 3 Credits.

Uses DeTocqueville and Madison to frame the issue of decentralization versus centralization in governmental structure. Course materials are divided into three sections: 1) vertical governmental organization--the relationships between cities and state governments and the relation of both to the federal government; 2) horizontal governmental relations--how neighboring cities deal with one another on public school funding, exclusionary zoning, regional planning, and other areas; 3) internal relationship between cities and their citizens--voting systems, when citizens can sue a city, referenda, and initiatives.

LAW 659. Labor Law. 3 Credits.

Analysis of the National Labor Relations Act and the Oregon Labor Relations Act; the right of self-organization; selection of the representative by election and by other means; unit determination; bargaining in good faith; remedies for unfair labor practices; judicial review; strikes, boycotts, and lockouts under various labor relations acts; concerted activities; and roles of courts and labor agencies.

LAW 660. Employment Law. 3 Credits.

Examines individual rights in the workplace, including federal and state statutes. Use of questionnaires, polygraph legislation, drug and other medical tests; employment discrimination (Title 7); disability discrimination; family leave statutes; and a variety of working conditions are covered, including harassment, workplace privacy, and free speech as well as the Occupational Safety and Health Act. The doctrine of at-will discharge and whistle-blower legislation are included.

LAW 661. Remedies. 3 Credits.

Remedies available for prevention of redress of civil wrongs; includes monetary damages; restitutionary remedies such as tracing, constructive trusts, equitable liens, and injunctions.

LAW 662. Jurisprudence. 3 Credits.

Topics may include examination of important conceptual theories of law--legal positivism, natural law, legal realism; the relation of law and morality; theories of justice: economic, Kantian, utilitarian; the Critical Legal Studies movement; philosophical aspects of legal issues; abortion and punishment; feminist theories of law; and moral constraints of the practice of law.

LAW 664. Administrative Law. 3 Credits.

Analysis of judicial review of administrative action, including presumptions, standing, ripeness, exhaustion, and questions of fact and law; the process of proof in adjudicatory hearings, including official notice, evidentiary considerations, and investigation; the process of decision in adjudicatory hearings, including separation of function, bias, and ex parte communication; procedural distinctions between rule making and adjudication.

LAW 665. Securities Regulation. 2-3 Credits.

Examines the federal statutes and regulations that affect the initial and secondary distribution of securities. Emphasis is placed on the Securities Act of 1933, the Securities Exchange Act of 1934, and the integrated disclosure system now largely in place.

LAW 667. Copyrights. 3 Credits.

Virtually any creative product (other than inventions) that originates with the author can be protected by copyright. Comprehensive federal copyright statute is built upon extensive judicial interpretations through case law. Considers creations, ownership, and transfer of copyright interests and the rights accorded to copyright owners to make copies and derivative works and to distribute, perform, and display the work. Addresses the basic principles of trademark law.

LAW 668. Land Use Law. 2-3 Credits.

Surveys the function, operation, and legal impact of state and local public planning and land-use control laws, ordinances, and administrative growth-control techniques; transfer of developmental rights; zoning; variances; conditional-use permits; and nonconforming uses. Considers newer state-level land-use control devices, such as state environmental impact assessment acts (e.g., in California) and statewide land-use planning laws (e.g., in Oregon).

LAW 669. Water Resources Law. 2,3 Credits.

Reparian and appropriation water law systems, federal and state power over water resources, transfer of water rights, groundwater management, public water rights, including the public trust doctrine, and environmental constraints on water use.

LAW 671. International Law. 2-3 Credits.

Justification for state actions labeled rules of law; sources and evidence of a law between states; statehood; treaties; state responsibility and authority; individuals in transnational situations; international cooperation; protection of human rights; and use of military force.

LAW 673. Patent Law and Policy. 2,3 Credits.

Developments in patent law including patentable subject matter; requirements for patentability and infringement; the process of obtaining and enforcing a patent; and contemporary controversies in patent law, such as ethical and economic objections to biotechnology and software patents.

LAW 674. Intellectual Property Licensing. 3 Credits.

Course explores business, legal, and negotiating issues in intellectual property licensing agreements. Students gain an overview of intellectual property law, pertinent areas of contract law, business factors, and evaluation issues.

LAW 675. Legal Writing. 1-3 Credits.

Research and writing supervised by a faculty member. Typically 2 credits, but never more than 3, are awarded for a writing project in one semester.

Repeatable 99 times

LAW 678. Indian Law. 2-3 Credits.

Provides students with an understanding and overview of the fundamental principles of American Indian law.

LAW 679. Ocean and Coastal Law. 3 Credits.

Surveys federal, state, and international laws governing the use and protection of ocean and coastal resources including relevant judicial decisions, administrative regulations, and management plans.

LAW 680. Federal Income Tax I. 3 Credits.

Statutory, judicial, and administrative material related to individual income tax—concepts of income, deductions, credits, tax accounting, basis, and capital gains and losses.

LAW 681. Federal Income Tax II. 3 Credits.

Tax treatment of partners and partnerships, corporations, and shareholders.

Requisites: Prereq: LAW 680.

LAW 683. Estate Planning. 3 Credits.

Presents problems in estate analysis, planning, and execution; planning an estate from the interview stage to the drafting of wills and trusts to implement the estate plan.

Requisites: Prereq: LAW 637.

LAW 684. Criminal Investigation. 3 Credits.

Examines the regulation of law enforcement investigatory practices-- searches and seizures, the eliciting of confessions, and lineups and other identification procedures. Course materials analyze various constitutional and statutory constraints on law enforcement practices, and deal extensively with landmark federal constitutional cases such as *Miranda v. Arizona*.

LAW 685. Criminal Adjudication. 3 Credits.

Examines the adjudicative part of criminal procedure; covers the decision to charge, bail and pretrial release, grand juries and preliminary hearings, discovery, pretrial motions, plea bargaining, jury trials, appeals, and former jeopardy.

LAW 690. International Environmental Law. 2,3 Credits.

Investigates treaty and customary principles of international law regarding environmental protection. Covers problems of protecting the international environmental commons, transboundary pollution, and international interest in national environmental resources.

LAW 693. Human Rights and Environment. 3 Credits.

Environmental rights, increasingly recognized as a new category of human rights as well as an application of existing rights, are both substantive and procedural. Presents recent developments in international law and national law in various countries in Europe, Africa, Asia, and the Americas. Examines international instruments, national constitutions, and legislation. Discussion includes novel international court cases that interpret and apply these rights.

LAW 694. Professional Sports Law. 2-3 Credits.

Is the NFL an illegal cartel? What rights do players and unions have? Explores the regulation of professional leagues, players, teams, coaches, and agents.

LAW 695. Amateur Sports Law. 2-3 Credits.

Are student athletes pampered or victimized? What has Title IX accomplished? What's next for the National Collegiate Athletic Association? Explores the regulation of intercollegiate and interscholastic sports.

LAW 696. Sports Licensing. 1 Credit.

A practical look into the world of sports licensing. The focus will be on examining real-world contracts and the contexts in which they were negotiated.

LAW 697. Consumer Law. 3 Credits.

Overview of major consumer protection laws and concepts, including false advertising, consumer privacy, identity theft, credit reporting, home purchases, credit disclosures, and loan regulations.

LAW 698. Trademark Law. 3 Credits.

Introduces trademark law, focusing on U.S. federal trademark law, and examines common law trademarks and unfair competition as well as international dimensions of trademark law.

LAW 704. Internship: [Topic]. 1-12 Credits.

Hollywood Externship, Federal Judicial Internship.

Repeatable 99 times

LAW 707. Seminar: [Topic]. 1-6 Credits.

Recent topics are Advanced Appellate Advocacy; Interviewing and Counseling; Journal of Environmental Law and Litigation; Legislative Issues Workshop; Moot Court Board; Moot Court Competition; Law Review; Oregon Review of International Law, Trial Practice.

Repeatable 99 times

LAW 712. Business Law Clinic. 3 Credits.

Students represent companies who need legal assistance in forming and operating their businesses under the supervision of an attorney. Includes a weekly seminar.

Requisites: Pre- or coreq: LAW 620.

LAW 714. Judicial Externship [Topic]. 1-12 Credits.

Externship at the Lane County Circuit Court. Students conduct research, write legal memoranda, draft opinions and generally participate in the daily operation of the court.

Repeatable 99 times

LAW 715. Gender-Based Violence and the Law. 2 Credits.

This class focuses on domestic abuse, sexual assault, and stalking and the diverse array of laws that addresses those topics.

LAW 716. Advocacy Oral Argument. 1 Credit.

This course provides advanced instruction on oral appellate advocacy. Oral argument offers an advocate the only opportunity to hear a court's concerns and provide persuasive response. Over the course of one week, students will develop and present components of an oral argument. At the end of the week, students will present a final oral argument to a three-judge moot court panel.

Requisites: Prereq: LAW 622, LAW 623.

LAW 717. Civil Rights Law. 3 Credits.

This course explores the evolution of civil rights laws in the United States, with a focus on race, gender, and sexuality. Students will analyze landmark cases, legislation, and policy debates, while examining contemporary issues related to civil rights litigation and its impact on society.

LAW 718. Legal Reasoning and Analysis. 3 Credits.

This course is designed to allow you to practice with fundamental lawyering skills in a variety of different practice situations and on the bar exam.

LAW 719. Plea Bargaining. 2 Credits.

This seminar explores plea bargaining and its role within criminal justice, with special focus on debates over the utility, coercive aspects, ethics, constitutionality of the practice, and possibilities of reform.

LAW 722. Alternative Dispute Resolution Litigation Strategy. 2 Credits.

Provides knowledge, tools and skills for lawyers to settle cases, help clients make an informed decision about settlement, and identify appropriate processes.

LAW 724. Arbitration. 2-3 Credits.

This course introduces students to the theory and practice of arbitration. Students will learn the statutory framework and caselaw for arbitration in domestic and international contexts.

LAW 725. Mediation. 3 Credits.

This course introduces students to the theory and practice of mediation. In an experiential format, students will learn how to manage the stages of a mediation process.

LAW 726. International Sports Law I. 1 Credit.

An overview of the law and structure of the organizations that govern international sports, including FIFA, the International Olympic Committee, World Anti-Doping Association, and Court of Arbitration for Sport.

LAW 727. International Sports Law II. 1 Credit.

A trip to Europe during J-Term to meet with and learn from foreign sports lawyers at the International Olympic Committee, World Anti-Doping Association, Court of Arbitration for Sport, and others.

Requisites: Prereq: LAW 726.

Repeatable 1 time for a maximum of 2 credits

LAW 728. Advanced Appellate Advocacy. 3 Credits.

This simulation course teaches students practical skills for engaging in appellate advocacy. Students focus on structuring arguments, writing and editing appellate briefs, and doing oral argument.

LAW 730. Intensive Writing. 2 Credits.

Introduces students to ways in which lawyers communicate and gives students the opportunity to more extensively study the mechanics of effectively communicating legal analysis.

LAW 731. Writing in Law Practice. 2 Credits.

Provides students with opportunities to develop practice-oriented writing skills in a variety of contexts.

LAW 732. Intensive Legal Writing. 3 Credits.

Students produce documents in a wide variety of practice settings, including office memoranda, contracts, and client letters. Students receive extensive feedback and opportunities to revise their work.

LAW 733. Advanced Uniform Commercial Code. 3 Credits.

Covers property-based aspects of business transactions including secured loans, set-off, and ownership and transfer of investments, from advanced U.S., international, and comparative standpoints.

Requisites: Prereq: Secured Transactions or Fundamentals of Loans or equivalent.

LAW 734. Start-Up Businesses. 2 Credits.

This course familiarizes students with common issues arising in day-to-day representation of startup businesses, ranging from entity choice, commercial issues, key policies to financings, exits and crisis management.

Requisites: Prereq: LAW 620.

LAW 735. Sustainable Business. 3 Credits.

This course reviews the impact of laws and social norms on the sustainability of businesses. Students will learn how business leaders, investors, legislators, regulators and other stakeholders can use legal mechanisms—regulations, fines or fees, tax incentives, tax penalties, and corporate governance rules and structures, as well as social norms—to encourage businesses to operate more sustainably.

LAW 739. Writing Colloquium. 1-2 Credits.

Students give and receive feedback on writing in a workshop setting with participants discussing each others' work. Student will explore theme, structure, and style as they learn to critique writing.

LAW 740. Innovations in Criminal Justice. 1 Credit.

Focuses on advanced approaches to the reduction of recidivism in the federal criminal justice system. Discussion centers on the use of therapeutic jurisprudence grounded in evidence-based practice.

LAW 742. Leadership Practices for Professional Success. 1 Credit.

Examines leadership theories and models. Through intensive readings, exercises, introspection, and open discussion, participants develop workable insights into their own leadership styles and how to improve them.

LAW 746. Law and Development. 2-3 Credits.

This course explores the relationship between theories of development and legal knowledge. Students tease out the legal theory inherent in development proposals and socio-economic theories informing law development proposals.

LAW 747. Human Rights. 3 Credits.

The class leads students through a thorough discussion of foundational issues in international human rights law and activism.

LAW 749. Immigration Law and Policy. 3 Credits.

Covers statutory, constitutional, and administrative law and policy issues relating to foreign nationals and their relationship with the U.S. government.

LAW 760. Negotiation. 3 Credits.

Explores how negotiations work, what makes negotiators effective, and why negotiations fail. Focuses on analyzing and improving negotiation skills.

LAW 761. Law Journals: [Topic]. 1-3 Credits.

Welcome to law review! As you already know, working on a law review/journal is very demanding. It is also a unique opportunity in law school to develop your project management skills and work with others.

Repeatable 4 times for a maximum of 10 credits

LAW 762. Criminal Defense Clinic. 3 Credits.

You will represent Defendants in Misdemeanor Criminal Cases, under supervision, including meeting clients, reviewing police reports, discussing alternatives and appearing in Circuit Court for Motions, Hearings and possible Jury Trials.

Requisites: Prereq: law Students must be Court Certified so they may appear in Court. Evidence, Professional Responsibility and Constitutional Law are strongly suggested.

LAW 764. Criminal Prosecution Clinic. 3 Credits.

Students appear in court on behalf of the state; they prepare and argue legal motions and try cases; and they learn Oregon criminal law and procedure.

Requisites: Prereq: Evidence and Legal Profession are required; Trial Practice is recommended.

LAW 765. Advanced Criminal Prosecution Clinic. 2 Credits.

Students appear in court on behalf of the state; they prepare and argue legal motions and try cases; and they learn Oregon criminal law and procedure.

Requisites: Prereq: LAW 764.

LAW 766. Domestic Violence Civil Clinic I. 3 Credits.

Students provide necessary legal services to survivors of domestic violence, with an emphasis on family law.

LAW 767. Domestic Violence Civil Clinic II. 2 Credits.

Students provide necessary legal services to survivors of domestic violence, with an emphasis on family law.

Requisites: Prereq: LAW 766.

LAW 768. Domestic Violence Protective Order Clinic I. 3 Credits.

Provides students with the opportunity to effectively serve survivors of domestic violence in protective-order litigation through mock exercises and real-world client representation.

LAW 769. Domestic Violence Protective Order Clinic II. 2 Credits.

Provides students who have completed the basic clinic with additional opportunities to represent survivors of domestic violence in more complex protective-order proceedings.

Requisites: Prereq: LAW 768.

LAW 770. Environmental Law Clinic. 3 Credits.

Under the supervision of an attorney, students work with non-profit clients in the prosecution of primarily federal environmental cases. Students will join new or existing cases, and conduct legal research and writing to develop memoranda, draft sections of complaints or briefs, and review evidence.

LAW 771. Advanced Environmental Law Clinic. 2 Credits.

In the Advanced Environmental Law Clinic, students work one-on-one with attorneys on aspects of an ongoing or prospective case (or cases), with emphasis on research and writing.

Requisites: Prereq: LAW 770.

LAW 773. Nonprofit Clinic. 4 Credits.

In this course students, working in interdisciplinary teams, perform as consultants to several Oregon nonprofit boards of directors. Students will engage with expert consultants, executive directors, and client boards of directors and work to formulate and deliver a meaningful governance assessment to two 501(c)(3) organizations.

LAW 780. LLM Seminar: Writing. 2 Credits.

Master of laws students will explore the United States legal system and legal profession through in-class workshops, legal research and writing, and oral presentations.

LAW 781. LLM Seminar: In Practice. 2 Credits.

Students studying for a master of laws (LLM) degree explore professional development topics and develop practice skills through in-class workshops, legal writing, a simulated symposium, and negotiation exercises.

LAW 782. Introduction to American Law and Practice. 2-3 Credits.

This class is an introduction to the legal system and the law of the US. Planned specifically for students in the LLM program who are lawyers and legal scholars from countries other than the US, the class aims to provide the context and background knowledge necessary to fully participate in graduate legal education.

LAW 783. LLM Advanced and Persuasive Legal Writing. 2 Credits.

This course is specifically designed for international LLM students. The course provides skills in legal writing and research necessary to participate in graduate legal education in the US.

LAW 784. Comparative Law. 2 Credits.

Comparative Law offers an introduction to Global Comparative Law, which aims at comparing legal solutions adopted on a regional, international, and transnational level.

LAW 785. American Legal System. 2 Credits.

American Legal System strives to provide perspective and understanding of the U.S. legal system's basic legal concepts and mechanics. This class will cover topics including, but not limited to, government structure, the judicial system, civil procedure, constitutional law, torts, contracts, criminal law, and procedure.

LAW 791. Contemporary Issues in American Indian Law. 2 Credits.

Provides in-depth study of current issues in American Indian law and US public policy regarding Native Americans.

LAW 792. Comparative Law of Indigenous Peoples. 2 Credits.

Examines the historical and contemporary legal and policy treatment of indigenous peoples in select countries with significant indigenous populations.

LAW 793. Environmental Law. 3 Credits.

Overview of environmental law and policy, common-law doctrines, administrative rulemaking, environmental federalism, National Environmental Policy Act, Endangered Species Act, the regulation of hazardous waste, air and water pollution.

LAW 794. Natural Resources Law. 3 Credits.

Provides a foundation in environmental law. Spans international, federal, state, and local jurisdiction, interfacing with classic environmental law (pollution statutes).

LAW 795. Public Trust Law. 2 Credits.

Explores public trust law, which originated as judge-made law and has been enshrined in many statutes and constitutions in the United States and abroad.

LAW 796. Food, Farming, and Sustainability. 3 Credits.

Examines how laws structure processes of food production, distribution, and consumption; surveys food and agricultural laws in review of broader questions of ecological sustainability and commerce.

LAW 797. Energy and the Law Seminar. 2 Credits.

Introduces students to the policies and laws governing energy in the United States. The class covers federal and state jurisdiction, renewable energy laws and policies, regulation of investor-owned utilities, public power, transmission, and the laws that govern the resources used to generate electricity.

Library (LIB)

Courses

LIB 199. Special Studies: [Topic]. 1-5 Credits.

Introduction to general library resources and to subject-related library resources.

Repeatable 99 times when topic changes

LIB 350M. Humanities Research Data Management. 4 Credits.

This course provides students with theoretical and practical experience in collecting, processing, archiving, and publishing humanities data (images, video, sound, text, maps, etc.) gathered from galleries, libraries, archives, and museums (GLAMs). Multilisted with DSCI 350M.

Equivalent to: DSCI 350M

LIB 399. Special Studies: [Topic]. 1-5 Credits.

Introduction to general library resources and to subject-related library resources.

Repeatable 99 times when topic changes

LIB 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 6 times

LIB 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

LIB 407. Seminar: [Topic]. 1-5 Credits.

Topics are Library Resources, Bibliography.

Repeatable 6 times

LIB 408. Workshop: [Topic]. 1-12 Credits.

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

Repeatable 99 times

LIB 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

LIB 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 6 times

LIB 507. Seminar: [Topic]. 1-5 Credits.

Topics are Library Resources, Bibliography.

Repeatable 6 times

LIB 508. Workshop [Topic]. 1-12 Credits.

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

Repeatable 99 times

LIB 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 6 times

LIB 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 6 times

LIB 607. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

LIB 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 6 times

Equivalent to: LIB 410

Linguistics (LING)

Courses

LING 101. Introduction to Language. 4 Credits.

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.

Additional Information:

Social Science Area

LING 144. Learning How To Learn Languages. 4 Credits.

The course will focus on how to learn languages, empowering students to become more self-directed and effective learners. Topics will include psycholinguistics, sociolinguistics, diversity in linguistic structures and learning situations (heritage vs. second languages), plus cognitive and metacognitive strategies for learning languages and in general.

Additional Information:

Social Science Area

LING 150. Structure of English Words. 4 Credits.

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.

Additional Information:

Arts Letters Area

LING 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times

LING 198. Workshop: [Topic]. 1-2 Credits.

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

Repeatable 99 times

LING 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LING 199L. Special Studies: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

LING 201. Language and Power in the United States. 4 Credits.

Explores the nature of language, dialects, accents, and multilingualism, and relates these to issues of political, educational, and other forms of social power in the United States.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

LING 211. Languages of the World. 4 Credits.

Survey of the variability and distribution of the languages of the world in terms of linguistic typology, genetic relationships, and geographic location.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

LING 225. Writing Systems. 4 Credits.

Surveys historical and current systems for encoding languages through writing. Examines the different systems and the advantages and disadvantages of these systems, evaluating them in their historical development.

Additional Information:

Arts Letters Area

LING 294. Child Language. 4 Credits.

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.

Additional Information:

Social Science Area

LING 296. Language and Society in the United States. 4 Credits.

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.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

LING 297. Introduction to Bilingualism in the United States. 4 Credits.

The linguistic, cognitive, cultural, and social dimensions of individual and societal bilingualism, which dispel common myths about the way bilinguals develop and use their two or more languages in the United States.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

LING 301. Introduction to Linguistics Analysis. 4 Credits.

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.

Additional Information:

Social Science Area

LING 302. Introduction to Linguistic Behavior. 4 Credits.

Study of language as a human behavior, focusing on developmental, cognitive, and social aspects of language use. Theories and methods involved in empirical, quantitative linguistics.

Additional Information:

Social Science Area

LING 311. Phonetics and Phonology. 4 Credits.

The purpose of this class is to introduce students to basic concepts of sounds and sound structure in language. Students will learn to describe sounds of the world's languages in terms of their articulatory and acoustic properties.

Requisites: Prereq: LING 301.

LING 312. Morphosyntax. 4 Credits.

This course will introduce you to the building blocks that every language uses to produce an infinite number of possible utterances. Topics include: how words are formed, how they're combined, and how they relate to each other in phrases and sentences.

Requisites: Prereq: LING 301.

Additional Information:

Social Science Area

LING 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LING 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

LING 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

LING 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

LING 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

LING 406. Field Studies: [Topic]. 1-21 Credits.

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

Repeatable 99 times

LING 407. Seminar: [Topic]. 1-5 Credits.

Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis, acoustic phonetics, psycholinguistics, language acquisition, applied linguistics..

Repeatable 99 times

LING 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

LING 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

LING 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LING 411. Phonetics. 4 Credits.

Explore how speech sounds are produced and perceived through the analysis of physiological, articulatory, and acoustic features. Learn about how sounds are acquired and change through time. Skills will be applied to clinical, educational, professional, and social settings.

Requisites: Prereq: LING 311.

LING 415. Semantics. 4 Credits.

Survey of the fundamentals of semantic theory from traditional formal logic to modern cognitive approaches. Additional coverage of fundamental notions in pragmatics.

Requisites: Prereq: LING 301.

LING 416. Language and Cognition. 4 Credits.

How human thought is coded by language. Topics include meaning, categorization; linguistic units and speech behavior; language use and memory; language comprehension and production.

Requisites: Prereq: LING 301 or LING 302.

LING 420. Language, Mind and Society. 4 Credits.

Exploration of the relationship between language, human cognition, and social dynamics.

LING 430. Research Methods for Applied Linguistics. 4 Credits.

Introduces students to a number of common research practices in the field of applied linguistics, including research design, ethics, and collecting and analyzing quantitative and qualitative data. Students will gain hands-on experience with analysis software to assist their research.

Requisites: Prereq: LING 301.

LING 431. Statistical Methods in Linguistics. 4 Credits.

This course serves as a hands-on introduction to the state of the art in statistical analysis of linguistic data. Common pitfalls in statistical analysis and the challenges posed by linguistic data are reviewed. Topics covered are mixed-effects regression models, conditional inference trees and model averaging.

LING 432. Interdisciplinary Cognitive Sciences. 4 Credits.

This course emphasizes the interdisciplinary study of the human mind through psychology, linguistics, neuroscience, philosophy, and computer science. Students will gain a comprehensive view of cognitive science, practice critical thinking, question theories, and analyze research ideas and assumptions. This course is required for all students completing the Interdisciplinary Cognitive Sciences (ICS) minor.

LING 435. Advanced Morphology. 4 Credits.

Learn how words are put together in the world's languages. This course teaches about the basic building blocks for creating meaning in the languages of the world. It covers topics like prefixes, suffixes, compounding, the profoundly different kinds of grammatical meaning that different languages mark, and how words agree with each other.

Requisites: Prereq: LING 312.

LING 444. Second-Language Acquisition. 4 Credits.

Introduction to cognitive and social processes of acquiring second languages.

LING 450. Introduction to Phonology. 4 Credits.

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.

Requisites: Prereq: LING 311.

LING 451. Advanced Syntax. 4 Credits.

Learn how sentences are put together in the world's languages. This course explores the wide variety of human syntactic systems, and how people use those systems to create meaning. Topics include the grammar of word order, simple and complex clauses, tense systems, and discourse.

Requisites: Prereq: LING 312.

LING 455. Linguistic Research: [Topic]. 4 Credits.

This is a seminar course where faculty center the topic based on their research area of specialization. Students will read and discuss primary literature (research articles and book chapters from edited books and monographs), present them in class, and write a research paper as the requirements.

Repeatable 4 times for a maximum of 20 credits when topic changes

LING 460. Historical Linguistics. 4 Credits.

Explore how language changes over time. Discover how all levels of linguistic structure—like phonology, morphology, syntax, and semantics—evolve and interact. Learn methods for reconstructing proto-languages, and explore what they can teach us about human history.

Requisites: Prereq: LING 311.

LING 491. Sociolinguistics. 4 Credits.

Major approaches and frameworks to the study of sociolinguistics; social-cultural variation in language use and its relationship to change; attitudes about variations, multilingualism.

Requisites: Prereq: LING 301 or LING 302.

Additional Information:

Cultural Literacy: Global Perspectives

LING 493. Corpus Linguistics. 4 Credits.

Corpus-based approaches to the study of natural, human language, focusing on the use of computer-based methods to conduct empirical analyses of written and spoken language. Developing skills in computer programming for linguistic analysis.

Requisites: Prereq: LING 301 or LING 302.

LING 494. English Grammar. 4 Credits.

Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria. Students cannot receive credit for both ENG 209 and LING 494.

Equivalent to: ENG 209

LING 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

LING 507. Seminar: [Topic]. 1-5 Credits.

Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis.

Repeatable 99 times

LING 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

LING 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LING 511. Phonetics. 4 Credits.

Explore how speech sounds are produced and perceived through the analysis of physiological, articulatory, and acoustic features. Learn about how sounds are acquired and change through time. Skills will be applied to clinical, educational, professional, and social settings.

LING 515. Semantics. 4 Credits.

Survey of the fundamentals of semantic theory from traditional formal logic to modern cognitive approaches. Additional coverage of fundamental notions in pragmatics.

LING 516. Language and Cognition. 4 Credits.

How human thought is coded by language. Topics include meaning, categorization; linguistic units and speech behavior; language use and memory; language comprehension and production.

LING 520. Language, Mind and Society. 4 Credits.

Exploration of the relationship between language, human cognition, and social dynamics.

LING 530. Research Methods for Applied Linguistics. 4 Credits.

Introduces students to a number of common research practices in the field of applied linguistics, including research design, ethics, and collecting and analyzing quantitative and qualitative data. Students will gain hands-on experience with analysis software to assist their research.

LING 531. Statistical Methods in Linguistics. 4 Credits.

This course serves as a hands-on introduction to the state of the art in statistical analysis of linguistic data. Common pitfalls in statistical analysis and the challenges posed by linguistic data are reviewed. Topics covered are mixed-effects regression models, conditional inference trees and model averaging.

LING 532. Interdisciplinary Cognitive Sciences. 4 Credits.

This course emphasizes the interdisciplinary study of the human mind through psychology, linguistics, neuroscience, philosophy, and computer science. Students will gain a comprehensive view of cognitive science, practice critical thinking, question theories, and analyze research ideas and assumptions. This course is required for all students completing the Interdisciplinary Cognitive Sciences (ICS) minor.

LING 535. Advanced Morphology. 4 Credits.

Learn how words are put together in the world's languages. This course teaches about the basic building blocks for creating meaning in the languages of the world. It covers topics like prefixes, suffixes, compounding, the profoundly different kinds of grammatical meaning that different languages mark, and how words agree with each other.

LING 544. Second-Language Acquisition. 4 Credits.

Introduction to cognitive and social processes of acquiring second languages.

LING 550. Introduction to Phonology. 4 Credits.

Study of sound systems in language. Phonemic contrasts, allophonic variation, and complementary distribution in relation to lexical coding of processes operating at the segmental and suprasegmental levels.

LING 551. Advanced Syntax. 4 Credits.

Learn how sentences are put together in the world's languages. This course explores the wide variety of human syntactic systems, and how people use those systems to create meaning. Topics include the grammar of word order, simple and complex clauses, tense systems, and discourse.

LING 555. Linguistic Research: [Topic]. 4 Credits.

This is a seminar course where faculty center the topic based on their research area of specialization. Students will read and discuss primary literature (research articles and book chapters from edited books and monographs), present them in class, and write a research paper as the requirements.

Repeatable 4 times for a maximum of 20 credits when topic changes

LING 560. Historical Linguistics. 4 Credits.

Explore how language changes over time. Discover how all levels of linguistic structure—like phonology, morphology, syntax, and semantics—evolve and interact. Learn methods for reconstructing proto-languages, and explore what they can teach us about human history.

LING 591. Sociolinguistics. 4 Credits.

Major approaches and frameworks to the study of sociolinguistics; social-cultural variation in language use and its relationship to change; attitudes about variations, multilingualism.

LING 593. Corpus Linguistics. 4 Credits.

Corpus-based approaches to the study of natural, human language, focusing on the use of computer-based methods to conduct empirical analyses of written and spoken language. Developing skills in computer programming for linguistic analysis.

LING 594. English Grammar. 4 Credits.

Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria.

LING 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

LING 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

LING 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

LING 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

LING 606. Practicum: [Topic]. 1-8 Credits.

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

Repeatable 3 times for a maximum of 9 credits

LING 607. Seminar: [Topic]. 1-5 Credits.

Topics include syntax, semantics, discourse pragmatics, stylistics, psycholinguistics, neurolinguistics.

Requisites: Prereq: LING 550, LING 552.

Repeatable 99 times

LING 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

LING 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

LING 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

LING 614. Linguistic Theory: Phonology. 4 Credits.

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.

Requisites: Prereq: LING 550.

LING 615. Linguistic Theory: Syntax. 4 Credits.

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.

Requisites: Prereq: LING 452/552.

LING 616. Linguistic Theory: Semantics. 4 Credits.

Detailed investigation of issues in semantic and pragmatic theory. Topics may include universals of lexical semantics and discourse pragmatics and their interaction.

Requisites: Prereq: LING 515.

LING 660. Historical Syntax. 4 Credits.

Topics in the study of syntactic change.

Requisites: Prereq: LING 452/552, 460/560 or equivalent.

Management (MGMT)

Courses

MGMT 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

MGMT 225. Introduction to Entrepreneurship. 4 Credits.

Understanding of the historical and socio-economic context of entrepreneurship and how entrepreneurial ecosystems function and grow; fundamentals of entrepreneurship and business model development.

MGMT 250. Introduction to Sustainable Business. 4 Credits.

Examination of the challenges and opportunities that the sustainability imperative presents to business. Focus on discussion of specific cases and pertinent issues to promote learning.

MGMT 311. Managing People in Organizations. 4 Credits.

Students learn the theories, empirical evidence, and best practices for managing people at work. Students cannot receive credit for both MGMT 311 and MGMT 311H.

Requisites: Prereq: MATH 241 and BA 308 or BA 308H.

Equivalent to: MGMT 311H

MGMT 311H. Managing People in Organizations. 4 Credits.

Students learn the theories, empirical evidence, and best practices for managing people at work. Students cannot receive credit for both MGMT 311 and MGMT 311H. Sophomore standing required.

Requisites: Prereq: MATH 241 and BA 308 or BA 308H.

Equivalent to: MGMT 311

MGMT 335. Launching New Ventures. 4 Credits.

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.

Requisites: Prereq: BA 101Z.

MGMT 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

MGMT 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

MGMT 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

MGMT 407. Seminar: [Topic]. 4 Credits.

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.

Repeatable 99 times

MGMT 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

MGMT 410. Experimental Course: [Topic]. 1-4 Credits.

Recent topics include Strategic Environmental Management, Technology and Innovation Management.

Repeatable 99 times when topic changes

MGMT 415. Human Resources Management. 4 Credits.

Management of employee relations by an organization. Hiring and developing a productive work force in the context of the legal and competitive environment.

Requisites: Prereq: MGMT 311.

MGMT 416. Organizational Development and Change Management. 4 Credits.

Organizational leaders face an accelerating pace of change in information technology, markets, and consumers. Focuses on how leaders create and sustain these organizational changes.

Requisites: Prereq: MGMT 311.

MGMT 417. Negotiation Strategies. 4 Credits.

Introduction to negotiation theory, distributive and integrative bargaining techniques, and alternative dispute resolution. Uses workshop format for in-class negotiation simulations.

Requisites: Prereq: MGMT 311.

MGMT 420. Managing in a Global Economy. 4 Credits.

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.

Requisites: Prereq: MGMT 311.

MGMT 422. Sustainable Business Strategy and Implementation. 4 Credits.

Focus on strategic choice and implementation of initiatives to promote sustainability in business organizations. Exposure to approaches for both established companies and new ventures.

Requisites: Prereq: BA 101Z; MGMT 250 or MGMT 311.

MGMT 443. Life Cycle Assessment. 4 Credits.

Build foundations in technical sustainability analysis serving business strategy and operations. Learn tools and skills for firm- and product-level analysis.

Requisites: Prereq: BA 101Z, MGMT 250.

MGMT 455. Implementing Entrepreneurial Strategies. 4 Credits.

Fundamentals of entrepreneurship are applied to solve actual problems for real companies. Students will gain a thorough understanding of project management processes (agile, lean six sigma, sprints, etc.) and learn how to effectively execute a project from inception to final deliverable.

Requisites: Prereq: ACTG 340, MGMT 335, MKTG 445.

MGMT 460. Lean Launchpad Entrepreneurship. 4 Credits.

The overall goal of the Lean Launchpad Entrepreneurship class is to support students as they learn a methodology for scalable startups in two main areas: customer discovery and customer validation. This means learning not only how to discover and build out your original idea, but also to discover that this initial idea is only a small part of what makes a company successful. This "lean entrepreneurship" methodology will be valuable for the rest of your careers.

Requisites: Prereq: MGMT 335.

MGMT 461. Business of Food. 4 Credits.

The Business of Food provides a critical examination of the food industry, with a focus on how consolidation, power, innovation, sustainability, supply chain issues, and consumer/social trends play a role in what ends up on our plates.

Requisites: Prereq: MGMT 311 or BA 316.

MGMT 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

MGMT 510. Experimental Course: [Topic]. 1-4 Credits.

Recent topics include Strategic Environmental Management, Technology and Innovation Management.

Repeatable 99 times when topic changes

MGMT 543. Life Cycle Assessment. 4 Credits.

Build foundations in technical sustainability analysis serving business strategy and operations. Learn tools and skills for firm- and product-level analysis.

MGMT 560. Lean Launchpad Entrepreneurship. 4 Credits.

The overall goal of the Lean Launchpad Entrepreneurship class is to support students as they learn a methodology for scalable startups in two main areas: customer discovery and customer validation. This means learning not only how to discover and build out your original idea, but also to discover that this initial idea is only a small part of what makes a company successful. This "lean entrepreneurship" methodology will be valuable for the rest of your careers.

MGMT 561. Business of Food. 4 Credits.

The Business of Food provides a critical examination of the food industry, with a focus on how consolidation, power, innovation, sustainability, supply chain issues, and consumer/social trends play a role in what ends up on our plates.

MGMT 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

MGMT 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

MGMT 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

MGMT 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

MGMT 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

MGMT 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

MGMT 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

MGMT 610. Experimental Course: [Topic]. 1-5 Credits.

A recent topic is Sustainable Business Development.

Repeatable 99 times when topic changes

MGMT 612. Managing Individuals and Organizations. 3 Credits.

Design of high-performance organizations and internal systems. Analysis of team dynamics and group decision-making. Study of individual cognitive and leadership styles.

MGMT 614. Strategic Management. 3 Credits.

Analysis of industries and companies, development of competitive and cooperative strategies, analysis of the special demands of alternative social, technological, and international contexts.

MGMT 615. Leadership. 3 Credits.

Development of skills managers need to be effective leaders in organizations, including communicating, problem-solving, influencing, motivating, delegating, and resolving conflict.

MGMT 620. Managing Global Business. 3 Credits.

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.

MGMT 623. Negotiation. 3 Credits.

Negotiation theory including distributive and integrative bargaining techniques, economic complements, game theory, and alternative dispute resolution. Extensive in-class negotiation simulations.

MGMT 625. New Venture Planning. 3 Credits.

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.

Requisites: Prereq: MGMT 635.

MGMT 635. Opportunity Recognition. 3 Credits.

Introduces the fundamentals of entrepreneurship, providing the tools necessary to successfully identify a true opportunity and to start and develop a new organization. Open only to MBA and MACTG majors.

MGMT 640. Sustainable Business Development. 3 Credits.

Focuses on corporate environmental management, drawing on economic and policy models, strategic analysis, and use of business cases. Issues facing small and mid-sized companies stressed.

MGMT 641. Industrial Ecology. 3 Credits.

Takes a systems approach to the design and manufacture of products and delivery of services with minimized ecological impact.

MGMT 645. New Venture Scaling. 3 Credits.

New Venture Scaling covers concepts and systems related to financial and operational challenges of scaling staff, activities, and sales and marketing efforts for rapid growth.

Requisites: Prereq: MGMT 625, MGMT 635.

MGMT 655. New Venture Execution. 4 Credits.

This course guides students as they build and execute on their entrepreneurial ideas.

Requisites: Prereq: MGMT 645.

Repeatable 1 time for a maximum of 8 credits

MGMT 690. Management Proseminar. 1 Credit.

Contemporary issues in management research. Includes visiting speakers, resident faculty members, and doctoral students discussing their research.

Marketing (MKTG)

Courses

MKTG 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

MKTG 311. Marketing Management. 4 Credits.

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.

Requisites: Prereq: BA 169Z, BA 308.

Equivalent to: MKTG 311H

MKTG 311H. Marketing Management. 4 Credits.

Explores marketing strategy and tactics for profit and nonprofit organizations including start-ups and global firms. Uses cases and projects; requires intense student participation. Students cannot receive credit for both MKTG 311 and MKTG 311H.

Requisites: Prereq: BA 169Z, BA 308.

Equivalent to: MKTG 311

MKTG 390. Marketing Research. 4 Credits.

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.

Requisites: Prereq: MKTG 311.

MKTG 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

MKTG 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

MKTG 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

MKTG 407. Seminar: [Topic]. 4 Credits.

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.

Repeatable 99 times

MKTG 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

MKTG 410. Experimental Course: [Topic]. 1-4 Credits.

Recent topics include Marketing and Sustainability, Sales Management and Personal Selling.

Repeatable 99 times when topic changes

MKTG 415. Marketing Analytics. 4 Credits.

Covers three pillars of analytics—descriptive, predictive, prescriptive—within the marketing context. Linear and logistic regression, clustering, customer choice, conjoint, natural language processing, and machine learning methods to drive marketing decisions.

Requisites: Prereq: MKTG 311 or BA 317.

MKTG 420. Marketing Communications. 4 Credits.

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.

Requisites: Prereq: MKTG 311.

MKTG 435. Consumer Behavior. 4 Credits.

Applications of social science concepts to the understanding of consumers and to the optimal delivery of products and services.

Requisites: Prereq: MKTG 311.

MKTG 445. Entrepreneurial Marketing. 4 Credits.

Techniques for analyzing and developing new markets. Pricing, communicating, and distributing new products or services with limited resources. Developing marketing plans for new ventures.

Requisites: Prereq: MKTG 311 or BA 317, MGMT 335.

MKTG 465. Digital Marketing. 4 Credits.

This course provides a theoretical and practical understanding of digital marketing. Students will learn various digital marketing practices such as managing and executing search engine optimization campaigns, building an effective website, email marketing, social media strategies, online advertising, and converting clicks into purchases through an experiential learning approach.

Requisites: Prereq: MKTG 311 or BA 317.

MKTG 468. Marketing, Sustainability, and Ethics. 4 Credits.

This course focuses on sustainable marketing, broadly defined. We will define sustainability as any Environmental, Societal, or Governance (ESG) issue that affects the long-term outcomes of consumers, employees, the planet, and/or society. Students in this course will learn to develop sustainable marketing strategies in the process of evaluating firm behavior and predicting consumer and company behaviors that may serve as barrier to sustainable consumption.

Requisites: Prereq: one from MGMT 250, BA 317, MKTG 311.

MKTG 470. International Marketing. 4 Credits.

Analysis and development of marketing strategy and tactics for multinational and global markets.

Requisites: Prereq: one from BA 317, MKTG 311, MKTG 311H.

MKTG 490. Marketing Strategy. 4 Credits.

Capstone marketing course. Primary focus on developing and implementing marketing strategies and determining their impact on customer satisfaction and profitability.

Requisites: Prereq: MKTG 390 or MKTG 415.

MKTG 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

MKTG 510. Experimental Course: [Topic]. 1-4 Credits.

A recent topic includes Marketing and Sustainability.

Repeatable 99 times when topic changes

MKTG 515. Marketing Analytics. 4 Credits.

Covers three pillars of analytics—descriptive, predictive, prescriptive—within the marketing context. Linear and logistic regression, clustering, customer choice, conjoint, natural language processing, and machine learning methods to drive marketing decisions.

MKTG 565. Digital Marketing. 4 Credits.

This course provides a theoretical and practical understanding of digital marketing. Students will learn various digital marketing practices such as managing and executing search engine optimization campaigns, building an effective website, email marketing, social media strategies, online advertising, and converting clicks into purchases through an experiential learning approach.

MKTG 568. Marketing, Sustainability, and Ethics. 4 Credits.

This course focuses on sustainable marketing, broadly defined. We will define sustainability as any Environmental, Societal, or Governance (ESG) issue that affects the long-term outcomes of consumers, employees, the planet, and/or society. Students in this course will learn to develop sustainable marketing strategies in the process of evaluating firm behavior and predicting consumer and company behaviors that may serve as barrier to sustainable consumption.

MKTG 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

MKTG 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

MKTG 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

MKTG 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

MKTG 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

MKTG 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

MKTG 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

MKTG 610. Experimental Course: [Topic]. 1-5 Credits.

Recent topics include New Product Development, Brand Strategy.

Repeatable 99 times when topic changes

MKTG 612. Marketing Management. 3 Credits.

Marketing Management addresses market analysis and segmentation, targeting, and positioning. Emphasis is on marketing strategies designed to deliver superior customer value and achieve organizational objectives.

MKTG 660. Marketing Research. 3 Credits.

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.

Requisites: Prereq: completion of first-year MBA core.

MKTG 665. Marketing Strategy. 3 Credits.

Relationship between marketing and other functional areas of a business. Emphasis on case analysis as a means of acquiring both planning and operational skills.

Requisites: Prereq: completion of first-year MBA core.

MKTG 668. Strategic Brand Management. 3 Credits.

This course will explore a range of issues related to the strategic management of brands. After building a fundamental understanding of the importance of brands and their core characteristics, we will focus on four key aspects of brand management – building/managing brands, leveraging brands, identifying brands / measuring their equity, and protecting brands.

MKTG 687. Theory and Research in Marketing Management. 3 Credits.

Application of marketing concepts and of economics, management science, and behavioral science to the management of the product, price, promotion, and distribution variables.

Requisites: Prereq: doctoral standing.

MKTG 689. Theory and Research in Consumer Behavior. 3 Credits.

The applicability of behavioral theories and methodologies to the understanding of the consumption process.

Requisites: Prereq: doctoral standing.

Materials Science and Technology (MSTC)

Courses

MSTC 231. Fundamentals of Materials in Technology I. 4 Credits.

Fundamental principles necessary to understand structure-property relations in materials. Key concepts from physics, general chemistry, and mathematics are covered to instill core materials science subject matter and introduce knowledge of challenges in technology requiring innovation in modern materials. Included are thermodynamic concepts of structure from bonding to microstructure, and how to apply these interrelationships between structure and properties in technology relevant materials, diffusion processes, and gain competency in modern programming languages for data analysis. Sequence with MSTC 232.

Requisites: Coreq: CH 224H, MATH 251Z.

MSTC 232. Fundamentals of Materials in Technology II. 4 Credits.

Continuation of fundamental principles necessary to understand structure-property relations in materials. In this second course (of the two-course sequence), the student will develop a fundamental understanding of defects in solids and how those, along with structure and bonding, govern, mechanical, thermal, electrical, optical, magnetic, and chemical properties of materials used in key technological applications such as computing, energy, and communications, and those used in structural and mechanical engineering. Sequence with MSTC 231.

Requisites: Prereq: CH 224H, MATH 251Z, MSTC 231.

MSTC 431. Thermal Physics of Advanced Materials. 4 Credits.

This course is the first one in a two-course sequence that teaches and applies a foundational understanding of thermodynamics, kinetics, and transport to understand how materials are formed and what governs the time evolution of materials processes. This course focuses on the thermodynamic properties of materials, i.e. how concepts of energy minimization determine the equilibrium phases and properties.

Requisites: Prereq: MATH 256; MATH 281; MSTC 232; [PHYS 351, PHYS 352] or [CH 411, CH 412].

MSTC 432. Kinetics and Transport in Advanced Materials. 4 Credits.

This course is the first one in a two-course sequence that teaches and applies a foundational understanding of thermodynamics, kinetics, and transport to understand how materials are formed and what governs the time evolution of materials processes. Begins with concepts of thermodynamically reversible and irreversible process and how those relate to entropy and entropy production. Transport by diffusion, rates of chemical reactions, and materials processes nucleation and growth and morphological evolution in solids are covered.

Requisites: Prereq: MSTC 431.

MSTC 441. Electronic, Optical and Magnetic Properties of Materials I. 4 Credits.

In the first part of this two-course sequence, the student will study the significant role played by geometry and chemical composition in determining general material properties and explore how this structure conspires with quantum physics to govern the mechanical, thermal, and electrical properties of condensed matter, including the emergence of semiconducting behavior and superconductivity.

Requisites: Prereq: PHYS 253, MATH 256, MATH 282, MSTC 431; pre- or coreq: MATH 341.

MSTC 442. Electronic, Optical and Magnetic Properties of Materials II. 4 Credits.

In this course, the second part of a sequence, the student will extend their knowledge to magnetic, dielectric, and optical properties, and apply this knowledge to understand semiconductor devices (transistors, photovoltaics, diode lasers, etc.), nuclear magnetic resonance (NMR), spin-based quantum bits, and nanomaterials.

Requisites: Prereq: MSTC 441; pre- or coreq: MATH 341.

Mathematics (MATH)

Courses

MATH 101. Foundations of Algebra and Mathematical Modeling. 4 Credits.

Critical elements of pre-college algebra, topics including equation solving; rational, radical, and polynomial expression evaluation and simplification; lines, linear equations, and quadratic equations. Focus on mathematical modeling and preparation for additional college level mathematics.

Requisites: Prereq: UO Math Placement Exam with a score of 35-48.

MATH 105Z. Math in Society. 4 Credits.

An exploration of present-day applications of mathematics focused on developing numeracy. Major topics include quantitative reasoning and problem-solving strategies, probability and statistics, and financial mathematics; these topics are to be weighted approximately equally. This course emphasizes mathematical literacy and communication, relevant everyday applications, and the appropriate use of current technology. Previously MATH 105.

Requisites: Prereq: MATH 101 or satisfactory placement test score.

Equivalent to: MATH 105

Additional Information:

Science Area
BS Math

MATH 106. University Mathematics II. 4 Credits.

Topics include mathematics of finance, applied geometry, exponential growth and decay, and a nontechnical introduction to the concepts of calculus.

Requisites: Prereq: MATH 101 or satisfactory placement test score.

Additional Information:

Science Area
BS Math

MATH 107. University Mathematics III. 4 Credits.

Topics chosen from modular arithmetic and coding, tilings and symmetry, voting methods, apportionment, fair division, introductory graph theory, or scheduling.

Requisites: Prereq: MATH 101 or satisfactory placement test score.

Additional Information:

Science Area
BS Math

MATH 111Z. Precalculus I: Functions. 4 Credits.

A course primarily designed for students preparing for trigonometry or calculus. This course focuses on functions and their properties, including polynomial, rational, exponential, logarithmic, piecewise-defined, and inverse functions. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology. Previously MATH 111.

Requisites: Prereq: MATH 101 or satisfactory placement test score.

Equivalent to: MATH 111

Additional Information:

BS Math

MATH 112Z. Precalculus II: Trigonometry. 4 Credits.

A course primarily designed for students preparing for calculus and related disciplines. This course explores trigonometric functions and their applications as well as the language and measurement of angles, triangles, circles, and vectors. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology. Previously MATH 112.

Requisites: Prereq: MATH 111Z or satisfactory placement test score.

Equivalent to: MATH 112

Additional Information:

BS Math

MATH 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MATH 201. Algebra Math Lab. 2 Credits.

Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from algebra.

MATH 202. Geometry Math Lab. 2 Credits.

Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from geometry.

MATH 203. Analysis and Number Theory Math Lab. 2 Credits.

Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from analysis and the theory of numbers.

MATH 204. Probability and Statistics Math Lab. 2 Credits.

Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from probability and statistics.

MATH 205. Foundations Math Lab. 2 Credits.

Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from the foundations of mathematics.

MATH 206. Combinatorics Math Lab. 2 Credits.

Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from combinatorics.

MATH 211. Fundamentals of Elementary Mathematics I. 4 Credits.

Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–8. Sequence.

Requisites: Prereq: MATH 101, MATH 111Z, or satisfactory placement score.

Additional Information:

Science Area

BS Math

MATH 212. Fundamentals of Elementary Mathematics II. 4 Credits.

Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–8. Sequence.

Requisites: Prereq: MATH 211.

Additional Information:

Science Area

BS Math

MATH 213. Fundamentals of Elementary Mathematics III. 4 Credits.

Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–8. Sequence.

Requisites: Prereq: MATH 212.

Additional Information:

Science Area

BS Math

MATH 231. Elements of Discrete Mathematics I. 4 Credits.

Sets, mathematical logic, induction, sequences, and functions. Sequence.

Requisites: Prereq: MATH 251Z.

Additional Information:

Science Area

BS Math

MATH 232. Elements of Discrete Mathematics II. 4 Credits.

Relations, theory of graphs and trees with applications, permutations and combinations.

Requisites: Prereq: MATH 231.

Additional Information:

Science Area

BS Math

MATH 241. Calculus for Business and Social Science I. 4 Credits.

Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. Sequence. Students cannot receive credit for more than one of MATH 241, MATH 246, MATH 251Z.

Requisites: Prereq: MATH 111Z or satisfactory placement test score; a programmable calculator capable of displaying function graphs.

Equivalent to: MATH 246, MATH 251Z

Additional Information:

Science Area

BS Math

MATH 242. Calculus for Business and Social Science II. 4 Credits.

Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. Students cannot receive credit for more than one of MATH 242, MATH 247, MATH 252Z.

Requisites: Prereq: MATH 241.

Equivalent to: MATH 247, MATH 252Z

Additional Information:

Science Area
BS Math

MATH 246. Calculus for the Biological Sciences I. 4 Credits.

For students in biological science and related fields. Emphasizes modeling and applications to biology. Differential calculus and applications. Sequence. Students cannot receive credit for more than one of MATH 241, MATH 246, MATH 251Z.

Requisites: Prereq: MATH 112Z or satisfactory placement test score.

Equivalent to: MATH 241, MATH 251Z

Additional Information:

Science Area
BS Math

MATH 247. Calculus for the Biological Sciences II. 4 Credits.

For students in biological science and related fields. Emphasizes modeling and applications to biology. Integral calculus and applications. Students cannot receive credit for more than one of MATH 242, MATH 247, MATH 252Z.

Requisites: Prereq: MATH 246.

Equivalent to: MATH 242, MATH 252Z

Additional Information:

Science Area
BS Math

MATH 251Z. Differential Calculus. 4 Credits.

This course explores limits, continuity, derivatives, and their applications for real-valued functions of a single variable. These topics will be explored graphically, numerically, and symbolically in real-life applications. This course emphasizes abstraction, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology. Students cannot receive credit for more than one of MATH 241, MATH 246, MATH 251Z. Sequence with MATH 252Z, MATH 253Z.

Requisites: Prereq: MATH 112Z or satisfactory placement test score.

Equivalent to: MATH 241, MATH 246, MATH 251

Additional Information:

Science Area
BS Math

MATH 252Z. Integral Calculus. 4 Credits.

This course explores Riemann sums, definite integrals, and indefinite integrals for real-valued functions of a single variable. These topics will be explored graphically, numerically, and symbolically in real-life applications. This course emphasizes abstraction, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology. Students cannot receive credit for more than one of MATH 242, 247, 252Z. Sequence with MATH 251Z, MATH 253Z.

Requisites: Prereq: MATH 251Z.

Equivalent to: MATH 242, MATH 247, MATH 252

Additional Information:

Science Area
BS Math

MATH 253Z. Calculus: Sequences and Series. 4 Credits.

This course explores real-valued sequences and series, including power and Taylor series. Topics include convergence and divergence tests and applications. These topics will be explored graphically, numerically, and symbolically. This course emphasizes abstraction, problem-solving, reasoning, communication, connections with other disciplines, and the appropriate use of technology.

Requisites: Prereq: MATH 252Z.

Equivalent to: MATH 253

Additional Information:

Science Area
BS Math

MATH 256. Introduction to Differential Equations. 4 Credits.

Introduction to differential equations and applications. Linear algebra is introduced as needed.

Requisites: Prereq: MATH 253Z.

Additional Information:

BS Math

MATH 281. Several-Variable Calculus I. 4 Credits.

Introduction to calculus of functions of several variables including partial differentiation; gradient, divergence, and curl; line and surface integrals; Green's and Stokes's theorems. Linear algebra introduced as needed. Sequence.

Requisites: Prereq: MATH 253Z.

Additional Information:

BS Math

MATH 282. Several-Variable Calculus II. 4 Credits.

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.

Requisites: Prereq: MATH 281.

Additional Information:

BS Math

MATH 307. Introduction to Proof. 4 Credits.

Proof is how mathematics establishes truth and communicates ideas. Introduces students to proof in the context of interesting mathematical problems.

Requisites: Prereq: MATH 247 or MATH 252Z.

Additional Information:

Science Area
BS Math

MATH 316. Fundamentals of Analysis I. 4 Credits.

Rigorous treatment of topics introduced in calculus such as limits, sequences, series, the Cauchy condition, and continuity. Development of mathematical proof in these contexts. Sequence with MATH 317.

Requisites: Prereq: MATH 253Z; MATH 232 or MATH 307.

MATH 317. Fundamentals of Analysis II. 4 Credits.

Rigorous treatment of topics introduced in calculus such as continuity, uniform convergence, power series, differentiation, and integration. Development of mathematical proof in these contexts. Sequence with MATH 316.

Requisites: Prereq: MATH 316.

MATH 341. Elementary Linear Algebra. 4 Credits.

Vector and matrix algebra; n-dimensional vector spaces; systems of linear equations; linear independence and dimension; linear transformations; rank and nullity; determinants; eigenvalues; inner product spaces; theory of a single linear transformation. Sequence.

Requisites: Prereq: MATH 252Z. MATH 253Z is recommended.

MATH 342. Elementary Linear Algebra. 4 Credits.

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.

Requisites: Prereq: MATH 341.

MATH 343. Statistical Models and Methods. 4 Credits.

Review of theory and applications of mathematical statistics including estimation and hypothesis testing. Students cannot get credit for both MATH 343 and DSCI 345M/MATH 345M.

Requisites: Prereq: MATH 252Z.

Equivalent to: DSCI 345M, MATH 345M

Additional Information:

Science Area

BS Math

MATH 345M. Probability and Statistics for Data Science. 4 Credits.

Introduction to probability and statistics, with an emphasis upon topics relevant for data science. Multilisted with DSCI 345M. Students cannot get credit for both MATH 343 and DSCI 345M/MATH 345M.

Requisites: Prereq: MATH 342, CS 211.

Equivalent to: DSCI 345M, MATH 343

MATH 347. Fundamentals of Number Theory I. 4 Credits.

A study of congruences, the Chinese remainder theorem, the theory of prime numbers and divisors, Diophantine equations, and quadratic reciprocity. Development of mathematical proof in these contexts. Sequence with MATH 348.

Requisites: Prereq: MATH 253Z; MATH 232 or MATH 307.

MATH 348. Fundamentals of Number Theory II. 4 Credits.

Study of nonlinear Diophantine equations, sums of squares, the theory of partitions, geometric number theory, and the distribution of prime numbers. Development of mathematical proof in these contexts. Sequence with MATH 347.

Requisites: Prereq: MATH 347.

MATH 351. Elementary Numerical Analysis I. 4 Credits.

Basic techniques of numerical analysis and their use on computers. Topics include root approximation, linear systems, interpolation, integration, and differential equations. Sequence.

Requisites: Prereq: MATH 253Z; MATH 232 or MATH 307.

MATH 352. Elementary Numerical Analysis II. 4 Credits.

Basic techniques of numerical analysis and their use on computers. Topics include root approximation, linear systems, interpolation, integration, and differential equations.

Requisites: Prereq: MATH 351.

MATH 391. Fundamentals of Abstract Algebra I. 4 Credits.

Introduction to algebraic structures including groups, rings, fields, and polynomial rings. Sequence.

Requisites: Prereq: MATH 341; one from MATH 232, MATH 262, MATH 307.

MATH 392. Fundamentals of Abstract Algebra II. 4 Credits.

Introduction to algebraic structures including groups, rings, fields, and polynomial rings.

Requisites: Prereq: MATH 391.

MATH 394. Geometries from an Advanced Viewpoint I. 4 Credits.

Topics in Euclidean geometry in two and three dimensions including constructions. Emphasizes investigations, proofs, and challenging problems. For prospective secondary and middle school teachers.

Requisites: Prereq: MATH 253Z; MATH 232 or MATH 307.

MATH 395. Geometries from an Advanced Viewpoint II. 4 Credits.

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. For prospective secondary teachers.

Requisites: Prereq: MATH 394.

MATH 397. History and Applications of Calculus. 4 Credits.

Historical applications of calculus. Topics may include volumes by the method of exhaustion, Archimedean spiral, Kepler problem, calculus of variations, brachistochrone problem, spread of infectious disease, analysis of savings.

Requisites: Prereq: MATH 253Z; MATH 232 or MATH 307.

MATH 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MATH 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

MATH 403. Thesis. 1-4 Credits.

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

Repeatable 99 times

MATH 405. Reading and Conference: [Topic]. 1-4 Credits.

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

Repeatable 99 times

MATH 407. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

MATH 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MATH 411. Functions of a Complex Variable I. 4 Credits.

Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, harmonic functions, contour integration, conformal mapping, infinite products. Sequence.

Requisites: Prereq: MATH 281; one from MATH 232, MATH 262, MATH 307.

MATH 413. Introduction to Analysis I. 4 Credits.

Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence.

Requisites: Prereq: MATH 282, MATH 317.

MATH 414. Introduction to Analysis II. 4 Credits.

Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms.

Requisites: Prereq: MATH 413.

MATH 415. Introduction to Analysis III. 4 Credits.

Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence.

Requisites: Prereq: MATH 414.

MATH 421M. Partial Differential Equations: Fourier Analysis I. 4 Credits.

Introduction to PDEs with a view towards applications in physics. Wave and heat equations, classical Fourier series on the circle, Bessel and Legendre series. Multilisted with PHYS 421M.

Requisites: Prereq: MATH 253Z; MATH 256 or MATH 281.

Equivalent to: PHYS 421M

MATH 422. Partial Differential Equations: Fourier Analysis II. 4 Credits.

General theory of PDEs; the Fourier transform. Laplace and Poisson equations; Green's functions and application. Mean value theorem and max-min principle.

Requisites: Prereq: MATH 421M or PHYS 421M.

MATH 425. Statistical Methods I. 4 Credits.

Statistical methods for upper-division and graduate students anticipating research in nonmathematical disciplines. Presentation of data, sampling distributions, tests of significance, confidence intervals, linear regression, analysis of variance, correlation, statistical software. Sequence. Only nonmajors and nonminors may receive upper-division credit. Students cannot receive credit for both STAT 243Z and MATH 425.

Requisites: Prereq: MATH 111Z or satisfactory placement test score.

Equivalent to: MATH 243, STAT 243Z

Additional Information:

BS Math

MATH 431. Introduction to Topology I. 4 Credits.

Elementary point-set topology with an introduction to combinatorial topology and homotopy. Sequence with MATH 432, MATH 434.

Requisites: Prereq: MATH 317.

MATH 432. Introduction to Topology II. 4 Credits.

Introduction to differential topology and de Rham cohomology. Sequence with MATH 431, MATH 434.

Requisites: Prereq: MATH 281, MATH 341, MATH 431.

MATH 433. Introduction to Differential Geometry. 4 Credits.

Plane and space curves, Frenet-Serret formula surfaces. Local differential geometry, Gauss-Bonnet formula, introduction to manifolds.

Requisites: Prereq: MATH 282, MATH 342; one from MATH 232, MATH 262, MATH 307.

MATH 434. Introduction to Topology III. 4 Credits.

Introduction to differential topology and de Rham cohomology. Sequence.

Requisites: Prereq: MATH 432.

MATH 441. Linear Algebra. 4 Credits.

Theory of vector spaces over arbitrary fields, theory of a single linear transformation, minimal polynomials, Jordan and rational canonical forms, quadratic forms, quotient spaces.

Requisites: Prereq: MATH 342; one from MATH 232, MATH 262, MATH 307.

MATH 444. Introduction to Abstract Algebra I. 4 Credits.

Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory. Sequence.

Requisites: Prereq: MATH 342; one from MATH 232, MATH 262, MATH 307.

MATH 445. Introduction to Abstract Algebra II. 4 Credits.

Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory.

Requisites: Prereq: MATH 444.

MATH 446. Introduction to Abstract Algebra III. 4 Credits.

Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory.

Requisites: Prereq: MATH 445.

MATH 458. Introduction to Mathematical Cryptography. 4 Credits.

Mathematical theory of public key cryptography. Finite field arithmetic, RSA and Diffie-Hellman algorithms, elliptic curves, generation of primes, factorization techniques. Offered alternate years.

Requisites: Prereq: MATH 341.

Additional Information:

BS Math

MATH 461. Introduction to Mathematical Methods of Statistics I. 4 Credits.

Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates. Sequence.

Requisites: Prereq: MATH 253Z; MATH 232 or MATH 307.

MATH 462. Introduction to Mathematical Methods of Statistics II. 4 Credits.

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.

Requisites: Prereq: MATH 461.

MATH 463. Mathematical Methods of Regression Analysis and Analysis of Variance. 4 Credits.

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.

Requisites: Prereq: MATH 342, MATH 462.

MATH 467. Stochastic Processes. 4 Credits.

Basics of stochastic processes including Markov chains, martingales, Poisson processes, Brownian motion and their applications.

Requisites: Prereq: MATH 341, MATH 461.

MATH 497M. Deterministic Dynamical Modeling in Biology. 4 Credits.

This course covers deterministic dynamical models in biology, i.e., models that describe the behavior of a biological system over time as a result of internal feedback loops and external forcings. The focus will be on differential equations, discrete-time models and related computational (programming) tools. Multilisted with BI 497M.

Requisites: Prereq: One from MATH 242, MATH 247, MATH 252Z, MATH 320; one from STAT 243Z, DSCI 345M, MATH 345M, MATH 461, MATH 467.

Equivalent to: BI 497M

MATH 499M. Stochastic Dynamical Modeling in Biology. 4 Credits.

This course covers stochastic dynamical models in biology, i.e., mathematical models that describe the behavior of non-deterministic biological systems as a result of internal feedback loops, external forcings and random processes. Topics include stochastic iterative maps, Markov chains, vector autoregression models, and time series analysis. Multilisted with BI 499M.

Requisites: Prereq: One from MATH 242, MATH 247, MATH 252Z, MATH 320; one from STAT 243Z, DSCI 345M, MATH 345M, MATH 461, MATH 467. Basic programming skills recommended.

Equivalent to: BI 499M

MATH 503. Thesis. 1-12 Credits.

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

Repeatable 99 times

MATH 507. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

MATH 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MATH 511. Functions of a Complex Variable I. 4 Credits.

Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, harmonic functions, contour integration, conformal mapping, infinite products. Sequence.

MATH 513. Introduction to Analysis I. 4 Credits.

Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence.

MATH 514. Introduction to Analysis II. 4 Credits.

Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence.

Requisites: Prereq: MATH 513.

MATH 515. Introduction to Analysis III. 4 Credits.

Differentiation and integration on the real line and in a dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence.

Requisites: Prereq: MATH 514.

MATH 521M. Partial Differential Equations: Fourier Analysis I. 4 Credits.

Introduction to PDEs with a view towards applications in physics. Wave and heat equations, classical Fourier series on the circle, Bessel and Legendre series. Multilisted with PHYS 521M.

Equivalent to: PHYS 521M

MATH 522. Partial Differential Equations: Fourier Analysis II. 4 Credits.

General theory of PDEs; the Fourier transform. Laplace and Poisson equations; Green's functions and application. Mean value theorem and max-min principle.

Requisites: Prereq: MATH 521.

MATH 525. Statistical Methods I. 4 Credits.

Statistical methods for upper-division and graduate students anticipating research in nonmathematical disciplines. Presentation of data, sampling distributions, tests of significance, confidence intervals, linear regression, analysis of variance, correlation, statistical software. Sequence. Only nonmajors may receive graduate credit.

MATH 531. Introduction to Topology I. 4 Credits.

Elementary point-set topology with an introduction to combinatorial topology and homotopy. Sequence with MATH 532, MATH 534.

MATH 532. Introduction to Topology II. 4 Credits.

Introduction to differential topology and de Rham cohomology. Sequence with MATH 531, MATH 534.

Requisites: Prereq: MATH 531.

MATH 533. Introduction to Differential Geometry. 4 Credits.

Plane and space curves, Frenet-Serret formula surfaces. Local differential geometry, Gauss-Bonnet formula, introduction to manifolds.

MATH 534. Introduction to Topology III. 4 Credits.

Introduction to differential topology and de Rham cohomology. Sequence with MATH 531, MATH 532.

Requisites: Prereq: MATH 532.

MATH 541. Linear Algebra. 4 Credits.

Theory of vector spaces over arbitrary fields, theory of a single linear transformation, minimal polynomials, Jordan and rational canonical forms, quadratic forms, quotient spaces.

MATH 544. Introduction to Abstract Algebra I. 4 Credits.

Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory. Sequence.

MATH 545. Introduction to Abstract Algebra II. 4 Credits.

Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory.

Requisites: Prereq: MATH 544.

MATH 546. Introduction to Abstract Algebra III. 4 Credits.

Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory.

Requisites: Prereq: MATH 545.

MATH 561. Introduction to Mathematical Methods of Statistics I. 4 Credits.

Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates. Sequence.

MATH 562. Introduction to Mathematical Methods of Statistics II. 4 Credits.

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.

Requisites: Prereq: MATH 561.

MATH 563. Mathematical Methods of Regression Analysis and Analysis of Variance. 4 Credits.

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.

Requisites: Prereq: MATH 562.

MATH 567. Stochastic Processes. 4 Credits.

Basics of stochastic processes including Markov chains, martingales, Poisson processes, Brownian motion and their applications.

Requisites: Prereq: MATH 561.

MATH 597M. Deterministic Dynamical Modeling in Biology. 4 Credits.

This course covers deterministic dynamical models in biology, i.e., models that describe the behavior of a biological system over time as a result of internal feedback loops and external forcings. The focus will be on differential equations, discrete-time models and related computational (programming) tools. Multilisted with BI 597M.

MATH 599M. Stochastic Dynamical Modeling in Biology. 4 Credits.

This course covers stochastic dynamical models in biology, i.e., mathematical models that describe the behavior of non-deterministic biological systems as a result of internal feedback loops, external forcings and random processes. Topics include stochastic iterative maps, Markov chains, vector autoregression models, and time series analysis. Multilisted with BI 599M.

MATH 601. Research: [Topic]. 1-9 Credits.

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.

Repeatable 99 times

MATH 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

MATH 604. Internship: [Topic]. 1-9 Credits.

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

Repeatable 99 times

MATH 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

MATH 607. Seminar: [Topic]. 1-5 Credits.

Topics include Advanced Topics in Geometry, Ring Theory, Teaching Mathematics.

Repeatable 99 times

MATH 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MATH 616. Real Analysis. 4-5 Credits.

Measure and integration theory, differentiation, and functional analysis with point-set topology as needed. Sequence.

MATH 617. Real Analysis. 4-5 Credits.

Measure and integration theory, differentiation, and functional analysis with point-set topology as needed. Sequence.

Requisites: Prereq: MATH 616.

MATH 618. Real Analysis. 4-5 Credits.

Measure and integration theory, differentiation, and functional analysis with point-set topology as needed. Sequence.

Requisites: Prereq: MATH 617.

MATH 634. Algebraic Topology. 4-5 Credits.

Development of homotopy, homology, and cohomology with point-set topology as needed. Sequence.

MATH 635. Algebraic Topology. 4-5 Credits.

Development of homotopy, homology, and cohomology with point-set topology as needed. Sequence.

Requisites: Prereq: MATH 634.

MATH 636. Algebraic Topology. 4-5 Credits.

Development of homotopy, homology, and cohomology with point-set topology as needed. Sequence.

Requisites: Prereq: MATH 635.

MATH 637. Differential Geometry. 4-5 Credits.

Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration. Sequence.

MATH 638. Differential Geometry. 4-5 Credits.

Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration. Sequence.

Requisites: Prereq: MATH 637.

MATH 639. Differential Geometry. 4-5 Credits.

Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration. Sequence.

MATH 647. Abstract Algebra. 4-5 Credits.

Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras. Sequence.

MATH 648. Abstract Algebra. 4-5 Credits.

Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras. Sequence.

Requisites: Prereq: MATH 647.

MATH 649. Abstract Algebra. 4-5 Credits.

Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras. Sequence.

Requisites: Prereq: MATH 648.

MATH 672. Theory of Probability. 4-5 Credits.

Measure and integration, probability spaces, laws of large numbers, central-limit theory, conditioning, martingales, random walks.

Requisites: Prereq: MATH 671.

MATH 673. Theory of Probability. 4-5 Credits.

Measure and integration, probability spaces, laws of large numbers, central-limit theory, conditioning, martingales, random walks.

Requisites: Prereq: MATH 672.

MATH 681. Advanced Algebra: [Topic]. 4-5 Credits.

Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

Repeatable 99 times

MATH 682. Advanced Algebra: [Topic]. 4-5 Credits.

Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

Repeatable 99 times

MATH 683. Advanced Algebra: [Topic]. 4-5 Credits.

Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

Repeatable 99 times

MATH 684. Advanced Analysis: [Topic]. 4-5 Credits.

Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

Repeatable 99 times

MATH 685. Advanced Analysis: [Topic]. 4-5 Credits.

Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

Repeatable 99 times

MATH 686. Advanced Analysis: [Topic]. 4-5 Credits.

Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

Repeatable 99 times

MATH 690. Advanced Geometry and Topology: [Topic]. 4-5 Credits.

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.

Repeatable 99 times

MATH 691. Advanced Geometry and Topology: [Topic]. 4-5 Credits.

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.

Repeatable 99 times

MATH 692. Advanced Geometry and Topology: [Topic]. 4-5 Credits.

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.

Repeatable 99 times

Medieval Studies (MDVL)

Courses

MDVL 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MDVL 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MDVL 403. Thesis. 1-8 Credits.

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

Repeatable 99 times

MDVL 405. Reading and Conference: [Topic]. 1-5 Credits.

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

Repeatable 99 times

MDVL 406. Field Studies: [Topic]. 1-4 Credits.

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

Repeatable 99 times

MDVL 408. Workshop: [Topic]. 1-4 Credits.

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

Repeatable 99 times

MDVL 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MDVL 503. Thesis. 1-8 Credits.

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

Repeatable 99 times

MDVL 508. Workshop: [Topic]. 1-4 Credits.

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

Repeatable 99 times

MDVL 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Middle East and North African Studies (MENA)

Courses

MENA 111. Media Coverage of the Middle East. 4 Credits.

This course deals with how the Middle East has been portrayed in the U.S. through news reports, films, graphic novels, Web pages, and other media. It examines the construction of "the Middle East" as a category of inquiry, and explores ethical issues surrounding this construction.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

MENA 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MENA 299. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MENA 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MENA 401. Research: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

MENA 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

MENA 405. Reading and Conference: [Topic]. 1-5 Credits.

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

Repeatable 99 times

MENA 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

MENA 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

MENA 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Military Science (MIL)

Courses

MIL 121. Military Science I. 2 Credits.

Constitutional beginnings, organization, and role of today's army; physical fitness; introduction to equipment and small-unit operations.

MIL 122. Military Science I. 2 Credits.

Operational and survival skills, topographic map reading and land navigation, first-aid, small-unit tactics, and practical exercises with Army weapons and equipment.

MIL 123. Military Science I. 2 Credits.

Characteristics and methods of successful leadership--building trust, understanding, cooperation, and communication; responsibilities of leadership including personal motivation and ethics.

MIL 131. Physical Training. 1 Credit.

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.

Repeatable 5 times for a maximum of 6 credits

Additional Information:

General Limitation applies: Activity Course

MIL 191. Leadership Laboratory. 1 Credit.

Laboratory for practical experience. Assesses cadet leadership potential, communication, problem-solving, and decision-making skills. One field-training exercise a term.

Repeatable 5 times for a maximum of 6 credits

MIL 199. Special Studies: [Topic]. 1-5 Credits.

A current topic is Physical Fitness Training.

Repeatable 5 times for a maximum of 6 credits

MIL 221. Military Science II. 2 Credits.

Basic leadership and technical military skills--map reading, first aid, and communication skills. Focus is individual abilities and building effective teams.

MIL 222. Military Science II. 2 Credits.

Purpose, roles, and obligations of commissioned officers; organizational values and their application to the decision-making process; military tactics in small-unit operations.

MIL 223. Military Science II. 2 Credits.

Self and team development in Army operations; comprehension and use of the five-paragraph Operations Order; tactics; land navigation.

MIL 321. Military Science III. 4 Credits.

Teaches the sixteen leadership dimensions and application to infantry tactics, operation orders, and orienteering. Lectures, laboratory, field training exercises.

Requisites: Pre- or coreq: MIL 223.

MIL 322. Military Science III. 4 Credits.

Strengthens individual abilities with experience in marksmanship, drill, and tactics. Lectures, laboratory, field training exercises.

Requisites: Prereq: MIL 223

MIL 323. Military Science III. 4 Credits.

Evaluates leadership abilities in tactical and nontactical settings.

Lectures, laboratory, field training exercises.

Requisites: Prereq: MIL 223

MIL 331. Physical Training. 1 Credit.

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.

Repeatable 5 times for a maximum of 6 credits

Additional Information:

General Limitation applies: Activity Course

MIL 405. Reading and Conference: [Topic]. 1-3 Credits.

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

Repeatable 99 times

MIL 410. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

MIL 421. Military Science IV. 4 Credits.

Planning, evaluating, and conducting unit training and practical exercises. Lectures, laboratory, and field training exercises.

Requisites: Prereq: MIL 323.

MIL 422. Military Science IV. 4 Credits.

Study of judicial and nonjudicial proceedings and administrative actions available to commanders. Lectures, laboratory, and field training exercises.

Requisites: Prereq: MIL 323.

MIL 423. Military Science IV. 4 Credits.

Duties and responsibilities of a lieutenant; ethical decision making, counseling subordinates, evaluation reports, transition to active duty. Lectures, laboratory, and field training exercises.

Requisites: Prereq: MIL 323.

Museum of Natural and Cultural History (ANTM)

Courses

ANTM 196. Field Studies: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ANTM 198. Laboratory Projects: [Topic]. 1-12 Credits.

An experience in a lab setting in which a group of students focus on skills development rather than content master.

Repeatable 99 times

ANTM 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ANTM 299. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ANTM 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ANTM 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

ANTM 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

ANTM 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ANTM 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

ANTM 406. Field Studies: [Topic]. 1-12 Credits.

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

Repeatable 99 times

ANTM 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

ANTM 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

ANTM 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

ANTM 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ANTM 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

ANTM 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

ANTM 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

ANTM 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

ANTM 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

ANTM 605. Special Problems: [Topic]. 1-16 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

ANTM 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

ANTM 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Music (MUS)

Courses

MUS 125. Understanding Music. 4 Credits.

Presents the basic elements of music, historical style periods of Western art music, development of jazz and popular music.

Additional Information:

Arts Letters Area

MUS 126. Music Theory Fundamentals. 3 Credits.

Introduction to musical notation and basic musical elements, such as staves, clefs, rhythmic values, scales, and chords. Requires no musical background.

MUS 131. Music Theory I. 2 Credits.

Elementary study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence.

Requisites: Prereq: MUS 134 is prereq or co-req.

MUS 132. Music Theory II. 2 Credits.

Elementary study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence.

Requisites: Prereq: MUS 131, MUS 134, MUS 137, or satisfactory placement test score.

MUS 133. Music Theory III. 2 Credits.

Elementary study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence.

Requisites: Prereq: MUS 132, MUS 135, MUS 138, or satisfactory placement test score.

MUS 134. Aural Skills I. 2 Credits.

Elementary ear training through sight singing, dictation, and related activities. Sequence with MUS 135, MUS 136, MUS 234, MUS 235.

Requisites: Prereq: MUS 131 is prereq or co-req.

MUS 135. Aural Skills II. 2 Credits.

Elementary ear training through sight singing, dictation, and related activities. Sequence.

Requisites: Prereq: MUS 131, MUS 134, MUS 137 or satisfactory placement test score.

MUS 136. Aural Skills III. 2 Credits.

Elementary ear training through sight singing, dictation, and related activities. Sequence.

Requisites: Prereq: MUS 132, MUS 135, MUS 138 or satisfactory placement test score.

MUS 137. Keyboard Skills I. 1 Credit.

Performance of rhythmic patterns, scales, intervals, and chord progressions. Harmonization, transposition, improvisation, and figured bass on the keyboard. Sequence. Keyboard lab fee.

MUS 138. Keyboard Skills II. 1 Credit.

Performance of rhythmic patterns, scales, intervals, and chord progressions. Harmonization, transposition, improvisation, and figured bass on the keyboard. Sequence. Keyboard lab fee.

Requisites: Prereq: MUS 131, MUS 134, MUS 137 or satisfactory placement test score.

MUS 139. Keyboard Skills III. 1 Credit.

Performance of rhythmic patterns, scales, intervals, and chord progressions. Harmonization, transposition, improvisation, and figured bass on the keyboard. Sequence. Keyboard lab fee.

Requisites: Prereq: MUS 132, MUS 135, MUS 138 or satisfactory placement test score.

MUS 141. Popular Piano and Musicianship I. 4 Credits.

Understanding general musicianship—what it is and how it relates to genre and culture—in popular music. Sequence with MUS 142, MUS 143.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

MUS 142. Popular Piano and Musicianship II. 4 Credits.

Continuing study of musicianship—integrated music theory, ear training, and piano—through piano instruction in popular music styles. Sequence with MUS 141, MUS 143.

Requisites: Prereq: MUS 141.

MUS 143. Popular Piano and Musicianship III. 4 Credits.

Continuing study of musicianship—integrated music theory, ear training, and piano—through piano instruction in popular music styles. Sequence with MUS 141, MUS 142.

Requisites: Prereq: MUS 142.

MUS 151. Popular Songwriting. 4 Credits.

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. Laboratory fee.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

MUS 155. Introduction to Lyric Diction. 2 Credits.

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. English, Italian, Spanish.

MUS 156. Introduction to Lyric Diction. 2 Credits.

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. German, French.

Requisites: Prereq: MUS 155.

MUS 198. Workshop: [Topic]. 1-2 Credits.

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

Repeatable 99 times

MUS 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MUS 227. Elements of Electronic Music. 4 Credits.

Introduction to experimental and popular electronic music. Topics include fundamental elements of musical construction, history, technology, composers, musicians, copyright law, sampling, styles, and aesthetics.

Additional Information:

Arts Letters Area

MUS 231. Music Theory IV. 2 Credits.

Study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence.

Requisites: Prereq: MUS 133, MUS 136, MUS 139 or satisfactory placement test score.

MUS 232. Music Theory V. 2 Credits.

Study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence.

Requisites: Prereq: MUS 231 or satisfactory placement test score.

MUS 233. Music Theory VI. 2 Credits.

Study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence.

Requisites: Prereq: MUS 232 or satisfactory placement test score.

MUS 234. Aural Skills IV. 2 Credits.

Ear training through sight singing, dictation, and related activities. Sequence.

Requisites: Prereq: MUS 133, MUS 136, MUS 139 or satisfactory placement test score.

MUS 235. Aural Skills V. 2 Credits.

Ear training through sight singing, dictation, and related activities. Sequence.

Requisites: Prereq: MUS 234 or satisfactory placement test score.

MUS 240. Composition I. 3 Credits.

Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Sequence.

Requisites: Prereq: MUS 133, MUS 136, MUS 139 or equivalent.

MUS 241. Composition I. 3 Credits.

Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Sequence.

Requisites: Prereq: MUS 240.

MUS 242. Composition I. 3 Credits.

Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Sequence.

Requisites: Prereq: MUS 241.

MUS 249. Popular Music Analysis. 3 Credits.

Analysis of popular songs in diverse styles, focusing on form, harmony, timbre, rhythm, and lyrics.

Requisites: Prereq: MUS 131, MUS 134; one from MUS 132, MUS 151.

MUS 250. Popular Musics in Global Context. 4 Credits.

Surveys the global popular music landscape of the 20th and 21st centuries, with an emphasis on identity and cultural mixture.

Additional Information:

Cultural Literacy: Global Perspectives

MUS 263. US Popular Music 1800 to 1930. 4 Credits.

This class examines the origins and development of popular music in the USA from its roots in the 19th century through the 1920s.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

MUS 264. US Popular Music 1930 to 1965. 4 Credits.

This class examines the development of popular music in the USA from 1930 to 1965, including swing, blues, and the rise of rock 'n' roll.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

MUS 265. US Popular Music 1965 to 2000. 4 Credits.

This class examines the development of popular music in the USA from 1965-2000 by contrasting mainstream rock with various "alternative" genres.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

MUS 267. History of Music 800 to 1600. 4 Credits.

Study of the history and evolution of music, principally Western art music, from the early Middle Ages through the Renaissance.

Requisites: Prereq: MUS 133, WR 121Z.

MUS 268. Survey of Music History 1600 to 1800. 4 Credits.

Study of the history and evolution of music, principally Western art music, from the early Middle Ages to the present.

Requisites: Prereq: WR 121Z.

MUS 269. Survey of Music History 1800 to Present. 4 Credits.

Key themes in the history, culture, aesthetics, and social context of Western art music from 1800 to the present.

Requisites: Prereq: WR 121Z.

MUS 270. History of the Blues. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

MUS 281. Music of the Woodstock Generation. 4 Credits.

Examines the relationship between popular music and social upheavals in the United States during the 1960s.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

MUS 327. Analysis: [Topic]. 3 Credits.

Techniques of analysis in various types of music.

Requisites: Prereq: MUS 233.

Repeatable 5 times for a maximum of 18 credits when topic changes

MUS 340. Composition II. 3 Credits.

Composition and public performance of small works for piano, voice, and small ensembles.

Requisites: Prereq: MUS 242.

MUS 341. Composition II. 3 Credits.

Composition and public performance of small works for piano, voice, and small ensembles.

Requisites: Prereq: MUS 340.

MUS 342. Composition II. 3 Credits.

Composition and public performance of small works for piano, voice, and small ensembles.

Requisites: Prereq: MUS 341.

MUS 346. Music, Money, and the Law. 4 Credits.

Explores theory and history of relationship between money and music, and corresponding laws that govern and shape that relationship.

Topics include copyright, contract rights, media distribution technology, marketing, unions.

MUS 351. The Music of Bach and Handel. 4 Credits.

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.

Additional Information:

Arts Letters Area

MUS 358. Music in World Cultures. 4 Credits.

Explores the music of three world regions in their sociocultural context. Emphasis on listening skills, relationships between music and culture, aesthetics, styles, genres, music structures and forms, and participatory music making.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

MUS 359. Music of the Americas. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

MUS 360. Hip-Hop History, Culture, Aesthetics. 4 Credits.

Examines the history and evolution of hip-hop and rap music in the late 20th and early 21st centuries.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

MUS 363. The Beatles and Their Times. 4 Credits.

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.

Additional Information:

Arts Letters Area

MUS 367. Survey of African Music. 4 Credits.

Students analyze musical expression—including traditional, neotraditional, and contemporary mass mediated popular music (Afro-pop)—in Africa and the diaspora.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

MUS 374. Campus Small Ensemble: [Topic]. 1-2 Credits.

Participation in a campus small music ensemble. Examples include Hip-Hop Ensemble and Popular Music Ensemble.

Requisites: Prereq: Audition.

Repeatable 11 times for a maximum of 24 credits

MUS 375. Campus Band: [Topic]. 1-2 Credits.

Participation in Campus Band. No audition needed. Ensemble fee.

Repeatable 11 times for a maximum of 24 credits

MUS 376. Campus Orchestra. 1-2 Credits.

Participation in an orchestra. No audition needed. Ensemble fee.

Repeatable 11 times for a maximum of 24 credits

MUS 377. Campus Chorus: [Topic]. 2 Credits.

Participation in a choral ensemble. Gospel Choir, Gospel Singers, Gospel Ensemble. Audition required for Gospel Singers and Gospel Ensemble. Ensemble fee.

Requisites: Prereq: Audition or voice screening (except Gospel Choir).

Repeatable 11 times for a maximum of 24 credits

MUS 380. Film Music. 4 Credits.

Film is one of the most culturally significant art forms of the 20th–21st centuries, and music has always played a crucial role in its production and experience. This class introduces students to the history and analysis of film music from silent cinema to the present.

Additional Information:

Arts Letters Area

MUS 384. Introduction to Conducting. 2 Credits.

Introduction to conducting with emphasis on the art and study of conducting, baton and left-hand technique, nonverbal (facial and body) communication, leadership, terminology, transpositions, and score reading.

Requisites: Prereq: MUS 233.

MUS 391. Collegium Musicum. 1-3 Credits.

Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight-reading; vocal and instrumental repertoire. Ensemble fee.

Requisites: Prereq: audition.

Repeatable 6 times

MUS 393. Oregon Electronic Device Orchestra. 2 Credits.

Performance ensemble that uses data-driven musical instruments in combination with software and hardware to perform music and intermedia compositions.

Requisites: Prereq: MUS 447 or MUS 448.

Repeatable 11 times for a maximum of 24 credits

MUS 394. Chamber Ensemble: [Topic]. 1-2 Credits.

Participation in a chamber music ensemble. Accompanying, Brass, Chamber Ensemble, Hip-Hop Ensemble, Popular Music Ensemble, Jazz Guitar Ensemble, Oregon Percussion Ensemble, String Chamber Ensemble, Studio Guitar Ensemble, Trombone Ensemble, Tuba and Euphonium Ensemble, Woodwind Chamber Ensemble.

Requisites: Prereq: Audition for certain of the chamber ensembles listed above, per instructor. No audition for Brass Chamber Ensemble, String Chamber Ensemble, or Woodwind Chamber Ensemble.

Repeatable 11 times for a maximum of 24 credits

MUS 395. Band: [Topic]. 1-2 Credits.

Participation in a band. Green Garter Band, Oregon Basketball Band, Oregon Marching Band, Oregon Wind Ensemble, UO Campus Band, Oregon Wind Symphony, Yellow Garter Band. Ensemble fee for Oregon Wind Ensemble, Oregon Wind Symphony, UO Campus Band.

Requisites: Prereq: audition (except UO Campus Band and Oregon Marching Band).

Repeatable 11 times for a maximum of 24 credits

MUS 396. Orchestra: [Topic]. 1-2 Credits.

Participation in an orchestra. University Symphony Orchestra, Campus Orchestra. Ensemble fee.

Requisites: Prereq: audition (except Campus Orchestra).

Repeatable 11 times for a maximum of 24 credits

MUS 397. Chorus: [Topic]. 2 Credits.

Participation in a choral ensemble. Chamber Choir, Concert Choir, Gospel Singers, Repertoire Singers, University Gospel Choir, University Gospel Ensemble, University Singers, Women's Choir. Ensemble fee.

Requisites: Prereq: audition or voice screening (except Concert Choir and Gospel Choir).

Repeatable 11 times for a maximum of 24 credits

MUS 398. Opera Workshop. 2 Credits.

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.

Requisites: Prereq: audition.

Repeatable 11 times for a maximum of 24 credits

MUS 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MUS 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

MUS 402. Supervised Tutoring. 1-12 Credits.

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

Repeatable 99 times

MUS 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

MUS 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

MUS 405. Reading and Conference: [Topic]. 1-5 Credits.

Individual study of topics agreed upon by the student and faculty adviser.

Requisites: Prereq: completion of all regularly scheduled courses related to the topic or equivalent.

Repeatable 99 times

MUS 407. Seminar: [Topic]. 1-5 Credits.

Various topics at an advanced level, offered periodically according to student and faculty interest and availability.

Repeatable 99 times

MUS 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

MUS 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

MUS 410. Experimental Course: [Topic]. 1-5 Credits.

Recent courses include Meditation for Performers and Andean Music Ensemble.

Repeatable 99 times

MUS 410L. Experimental Course: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

MUS 416. Post-Tonal Theory I. 3 Credits.

Introduction to theory and analysis of post-tonal music. Concepts of pitch-class set analysis and practical applications. Sequence. Offered alternate years.

Requisites: Prereq: MUS 327.

MUS 417. Post-Tonal Theory II. 3 Credits.

Introduction to theory and analysis of post-tonal music. Concepts of pitch-class set analysis and practical applications. Sequence. Offered alternate years.

Requisites: Prereq: MUS 416.

MUS 421. The Collaborative Pianist. 2 Credits.

Comprehensive study of techniques and literature for artistic ensemble performance by pianists. Includes chamber music, art song, opera arias, accompaniment, sight-reading, and orchestral reduction skills. Sequence.

Requisites: Prereq: MUP 271 or above.

Repeatable 1 time for a maximum of 4 credits

MUS 422. The Collaborative Pianist. 2 Credits.

Comprehensive study of techniques and literature for artistic ensemble performance by pianists. Includes chamber music, art song, opera arias, accompaniment, sight-reading, and orchestral reduction skills. Sequence.

Requisites: Prereq: MUS 421.

Repeatable 1 time for a maximum of 4 credits

MUS 423. The Collaborative Pianist. 2 Credits.

Comprehensive study of techniques and literature for artistic ensemble performance by pianists. Includes chamber music, art song, opera arias, accompaniment, sight-reading, and orchestral reduction skills. Sequence.

Requisites: Prereq: MUS 422.

Repeatable 1 time for a maximum of 4 credits

MUS 428. Cultures of Musical Celebrity. 4 Credits.

Examines the cultural phenomenon of celebrity among musicians, composers, and audiences from antiquity to the present. Topics include cults, crowds, branding, shrines, and charisma.

Requisites: Prereq: one from WR 122Z, WR 123, HC 221H.

MUS 430. Tonal Analysis: Linear Prolongational Analysis. 3 Credits.

Introduction to techniques of linear/prolongational analysis; exploration of connections between contrapuntal structures and small musical forms.

Requisites: Prereq: MUS 327.

MUS 431. Tonal Analysis: Form in Tonal Music. 3 Credits.

Exploration of the analysis of form in music from the Baroque, Classical, and Romantic eras; covers Sonata Theory, form-functional theory, processual approaches to form, and the relationship between formal types and linear structures.

Requisites: Prereq: MUS 327.

MUS 432. Tonal Analysis: Analysis of Popular Music. 3 Credits.

Exploration of the analysis of popular music, with repertoire from the 1960s to the present; discussion of methodologies adapted from traditional music theory, including form, harmony, meter, and rhythm, as well as more repertoire-specific topics, such as timbre, texture, and lyrics.

Requisites: Prereq: MUS 327.

MUS 433. Counterpoint. 4 Credits.

Study of modal and tonal counterpoint through analysis and composition: 16th-century sacred polyphony.

Requisites: Prereq: MUS 233.

MUS 434. Counterpoint. 4 Credits.

Study of modal and tonal counterpoint through analysis and composition: baroque imitative counterpoint.

Requisites: Prereq: MUS 433.

MUS 435. Counterpoint. 4 Credits.

Study of modal and tonal counterpoint through analysis and composition: varies—typically devoted to more advanced fugal writing, 20th-century counterpoint, or other modal composition.

Requisites: Prereq: MUS 434.

MUS 436. World Music Ensemble: [Topic]. 2 Credits.

Students engage the embodied practices and sociocultural contexts of diverse music-dance practices associated with the world music categories specified in the topic.

Repeatable 4 times for a maximum of 10 credits when topic changes

Additional Information:

Cultural Literacy: Global Perspectives

MUS 438. Composers Forum. 1 Credit.

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.

Repeatable 11 times for a maximum of 12 credits

MUS 440. Composition III. 3 Credits.

Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital.

Requisites: Prereq: MUS 342.

Repeatable 2 times for a maximum of 9 credits

MUS 441. Composition III. 3 Credits.

Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital.

Requisites: Prereq: MUS 440.

Repeatable 1 time for a maximum of 6 credits

MUS 442. Composition III. 3 Credits.

Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital.

Requisites: Prereq: MUS 441.

Repeatable 1 time for a maximum of 6 credits

MUS 445. Electronic Composition. 3 Credits.

Develops an elementary understanding about how computers and software are used to process digital audio and create musical compositions. Laboratory fee.

Requisites: Prereq: MUS 447, MUS 448, MUS 476.

Repeatable 24 times for a maximum of 75 credits

MUS 447. Digital Audio and Sound Design. 4 Credits.

Examines concepts of digital audio representation, sampling, and processing; considers audio mixing, basic synthesis, and sound modification techniques and fundamentals of electroacoustic composition. Laboratory fee.

Repeatable 1 time for a maximum of 8 credits

MUS 448. Interactive Media Performance. 3 Credits.

Examines concepts of interactive performance using MIDI, digital audio, and video processing, and considers issues related to designing performance algorithms in software. Laboratory fee.

Repeatable 1 time for a maximum of 6 credits

MUS 450. Sensor Music. 3 Credits.

Examines the fundamental principles for microprocessors and sensor interface design within the context of musical performance, composition, and improvisation.

Requisites: Prereq: MUS 448.

Repeatable 3 times for a maximum of 12 credits

MUS 451. Introduction to Ethnomusicology. 4 Credits.

World musics studied in their social and cultural contexts. Compares the varied approaches, ideas, and methods of selected American and European researchers since 1980.

Additional Information:

Cultural Literacy: Global Perspectives

MUS 452. Musical Instruments of the World. 4 Credits.

Examines instruments of the world in their cultural contexts. Covers cross-cultural issues and focuses on particular geographic areas. Includes films, recordings, live demonstrations.

Additional Information:

Cultural Literacy: Global Perspectives

MUS 455. Lyric Diction. 3 Credits.

Analysis and International Phonetic Alphabet transcription of song and opera texts with emphasis on the singer's approach to performance. Offered alternate years.

Requisites: Prereq: MUS 156.

MUS 456. Lyric Diction. 3 Credits.

Analysis and International Phonetic Alphabet transcription of song and opera texts with emphasis on the singer's approach to performance. Offered alternate years.

Requisites: Prereq: MUS 156.

MUS 462. Popular Musics in the African Diaspora. 4 Credits.

Examines social and historical contexts of popular musics in the African diaspora from the 20th century forward. Geographic focus is North America, the Caribbean, and Africa.

Additional Information:

Cultural Literacy: Global Perspectives

MUS 463. Popular Music Studies. 4 Credits.

This seminar explores current research and foundational texts in the interdisciplinary field of popular music studies.

Requisites: Prereq: Two from MUS 263, MUS 264, MUS 265.

MUS 467. Solo Vocal Music. 3 Credits.

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. Offered alternate years.

Requisites: Prereq: MUS 269 or equivalent.

MUS 468. Solo Vocal Music. 3 Credits.

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. Offered alternate years.

Requisites: Prereq: MUS 269 or equivalent.

MUS 470. History of Electroacoustic Music. 3 Credits.

Examines the development of aesthetic movements, styles, media, instruments, and performance practice related to electroacoustic music.

Requisites: Prereq: Standing as a music technology major or meeting the prerequisites for history survey courses.

Repeatable 1 time for a maximum of 6 credits

MUS 471. Musical Performance Networks. 3 Credits.

Examines various types of network architectures and data-processing and mapping strategies that can be applied to real-time musical outcomes.

Repeatable 3 times for a maximum of 12 credits

MUS 474. History of Opera I: 1600-1800. 4 Credits.

A study of the history of opera from 1600-1800. The course focuses on four thematic pillars: intellectual movements that spurred the early development of opera; critical debates about the relationship between music, text, spoken drama, and dance; opera as a medium for politics; and opera's patrons, audiences, and developing industry as it moved between courts and public opera houses.

Requisites: Prereq: MUS 268; MUS 133 recommended.

MUS 475. History of Opera. 4 Credits.

Critical study of the musical and dramatic content of operas forming the standard international repertoire, from Mozart to the present.

Requisites: Prereq: MUS 269 or equivalent.

MUS 476. Digital Audio Workstation Techniques I. 3 Credits.

Explores the sequencing, editing, and routing of MIDI and digital audio using a computer. Basic Mac skills recommended. Series with MUS 477 and MUS 478. Laboratory fee.

Repeatable 1 time for a maximum of 6 credits

MUS 477. Digital Audio Workstation Techniques II. 3 Credits.

Explores the principles and techniques of audio mixing, sound design, and music production using a computer. Series with MUS 476 and MUS 478. Laboratory fee.

Requisites: Prereq: MUS 476.

Repeatable 1 time for a maximum of 6 credits

MUS 478. Digital Audio Workstation Techniques III. 3 Credits.

Explores advanced techniques of mixing, the principles of mastering, and digital distribution using a computer. Series with MUS 476 and MUS 477. Laboratory fee.

Requisites: Prereq: MUS 476.

Repeatable 1 time for a maximum of 6 credits

MUS 479. Data Sonification. 4 Credits.

Sonification uses non-speech sound to reveal new insights about data, insights that may be missed using visualizations and other graphic representations of data. The course explores developing audio applications for discovery and research and covers work in the fields of data sonification and auditory display.

MUS 480. Audio Production Techniques I. 3 Credits.

Hardware and software techniques for use in a music recording studio environment, including microphone usage, recording techniques, and digital production. Sequence with MUS 481, MUS 482. Laboratory fee.

MUS 481. Audio Recording Techniques II. 3 Credits.

Application of advanced recording techniques. Sequence with MUS 480, MUS 482. Laboratory fee.

Requisites: Pre- or coreq: MUS 480.

MUS 482. Audio Recording Techniques III. 3 Credits.

Focuses on the production concepts and techniques necessary to produce a full-length, professional-quality compact disc. Sequence with MUS 480, MUS 481. Laboratory fee.

Requisites: Prereq: MUS 481.

MUS 483. Audio Effects Theory and Design. 4 Credits.

Audio effects are common and useful tools used in the recording, mixing, and mastering of music and other sound, as well as in sound design. This course focuses on understanding, designing, and implementing audio effects, and using them for musical projects.

MUS 484. Choral Conducting and Literature. 3 Credits.

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.

Requisites: Prereq: MUP 140 or higher. Coreq: MUE 387, MUE 406 Fld Prac Public School.

Repeatable 1 time for a maximum of 6 credits

MUS 486. Instrumental Conducting. 3 Credits.

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.

Requisites: Coreq: MUE 387.

Repeatable 1 time for a maximum of 6 credits

MUS 487. Music and Emotion. 4 Credits.

Introduction to the psychological and philosophical study of music and the emotions, with emphasis on cognitive, evolutionary, behavioral, and socio-cultural perspectives.

MUS 488. Analog Recording Techniques. 3 Credits.

Analog Recording using reel to reel tape machines provides students with a unique experience in not only sonic quality, but also artistic and technical decision-making due to the mechanical limitations presented by the analog format.

MUS 489. Analysis of Rhythm and Meter. 3 Credits.

This course focuses on theories and analytical methodologies for studying rhythm and meter, with focal repertoire drawn from European classical music, English-language popular music, and global vernacular and traditional repertoires. Topics covered include hypermeter and metrical levels, rhythmic consonance and dissonance, Afro-Cuban rhythmic patterns, and groove.

Requisites: Prereq: MUS 232, MUS 235.

MUS 490. Balinese Gamelan. 2 Credits.

Pacific Rim Gamelan ensemble. Performance of original compositions and traditional music for gamelan. Limited to twelve performers. Three public performances a year.

Repeatable 99 times

MUS 499. Senior Project. 3 Credits.

Projects in music history, analysis, theory, composition, performance, or related disciplines designed by the student in consultation with the instructor.

Repeatable 2 times for a maximum of 9 credits

MUS 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

MUS 507. Seminar: [Topic]. 1-5 Credits.

Various topics at an advanced level, offered periodically according to student and faculty interest and availability.

Repeatable 99 times

MUS 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

MUS 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MUS 516. Post-Tonal Theory I. 3 Credits.

Introduction to theory and analysis of post-tonal music. Concepts of pitch-class set analysis and practical applications. Sequence. Offered alternate years.

MUS 517. Post-Tonal Theory II. 3 Credits.

Introduction to theory and analysis of post-tonal music. Concepts of pitch-class set analysis and practical applications. Sequence. Offered alternate years.

Requisites: Prereq: MUS 416/MUS 516.

MUS 521. The Collaborative Pianist. 2 Credits.

Comprehensive study of techniques and literature for artistic ensemble performance by pianists. Includes chamber music, art song, opera arias, accompaniment, sight-reading, and orchestral reduction skills. Sequence.

Repeatable 1 time for a maximum of 4 credits

MUS 522. The Collaborative Pianist. 2 Credits.

Comprehensive study of techniques and literature for artistic ensemble performance by pianists. Includes chamber music, art song, opera arias, accompaniment, sight-reading, and orchestral reduction skills. Sequence.

Requisites: Prereq: MUS 421/MUS 521.

Repeatable 1 time for a maximum of 4 credits

MUS 523. The Collaborative Pianist. 2 Credits.

Comprehensive study of techniques and literature for artistic ensemble performance by pianists. Includes chamber music, art song, opera arias, accompaniment, sight-reading, and orchestral reduction skills. Sequence.

Requisites: Prereq: MUS 422/MUS 522.

Repeatable 1 time for a maximum of 4 credits

MUS 528. Cultures of Musical Celebrity. 4 Credits.

Examines the cultural phenomenon of celebrity among musicians, composers, and audiences from antiquity to the present. Topics include cults, crowds, branding, shrines, and charisma.

MUS 530. Tonal Analysis: Linear Prolongational Analysis. 3 Credits.

Introduction to techniques of linear/prolongational analysis; exploration of connections between contrapuntal structures and small musical forms.

MUS 531. Tonal Analysis: Form in Tonal Music. 3 Credits.

Exploration of the analysis of form in music from the Baroque, Classical, and Romantic eras; covers Sonata Theory, form-functional theory, processual approaches to form, and the relationship between formal types and linear structures.

MUS 532. Tonal Analysis: Analysis of Popular Music. 3 Credits.

Exploration of the analysis of popular music, with repertoire from the 1960s to the present; discussion of methodologies adapted from traditional music theory, including form, harmony, meter, and rhythm, as well as more repertoire-specific topics, such as timbre, texture, and lyrics.

MUS 533. Counterpoint. 4 Credits.

Study of modal and tonal counterpoint through analysis and composition: 16th-century sacred polyphony.

MUS 534. Counterpoint. 4 Credits.

Study of modal and tonal counterpoint through analysis and composition: baroque imitative counterpoint.

Requisites: Prereq: MUS 433/MUS 533.

MUS 535. Counterpoint. 4 Credits.

Study of modal and tonal counterpoint through analysis and composition: focus varies—typically devoted to more advanced fugal writing, 20th-century counterpoint, or other modal composition.

Requisites: Prereq: MUS 434/MUS 534.

MUS 536. World Music Ensemble: [Topic]. 2 Credits.

Students engage the embodied practices and sociocultural contexts of diverse music-dance practices associated with the world music categories specified in the topic.

Repeatable 1 time for a maximum of 4 credits

MUS 538. Composers Forum. 1 Credit.

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.

Repeatable 11 times for a maximum of 12 credits

MUS 540. Composition III. 3 Credits.

Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital.

Repeatable 2 times for a maximum of 9 credits

MUS 541. Composition III. 3 Credits.

Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital.

Repeatable 1 time for a maximum of 6 credits

MUS 542. Composition III. 3 Credits.

Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital.

Repeatable 1 time for a maximum of 6 credits

MUS 548. Interactive Media Performance. 3 Credits.

Examines concepts of interactive performance using MIDI, digital audio, and video processing, and considers issues related to designing performance algorithms in software. Laboratory fee.

Repeatable 1 time for a maximum of 6 credits

MUS 550. Sensor Music. 3 Credits.

Examines the fundamental principles for microprocessors and sensor interface design within the context of musical performance, composition, and improvisation.

Requisites: Prereq: MUS 448/MUS 558.

Repeatable 3 times for a maximum of 12 credits

MUS 551. Introduction to Ethnomusicology. 4 Credits.

World musics studied in their social and cultural contexts. Compares the varied approaches, ideas, and methods of selected American and European researchers since 1980.

MUS 552. Musical Instruments of the World. 4 Credits.

Examines instruments of the world in their cultural contexts. Covers cross-cultural issues and focuses on particular geographic areas. Includes films, recordings, live demonstrations.

MUS 555. Lyric Diction. 3 Credits.

Analysis and International Phonetic Alphabet transcription of song and opera texts with emphasis on the singer's approach to performance. Offered alternate years.

MUS 556. Lyric Diction. 3 Credits.

Analysis and International Phonetic Alphabet transcription of song and opera texts with emphasis on the singer's approach to performance. Offered alternate years.

MUS 562. Popular Musics in the African Diaspora. 4 Credits.

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.

MUS 563. Popular Music Studies. 4 Credits.

This seminar explores current research and foundational texts in the interdisciplinary field of popular music studies.

MUS 567. Solo Vocal Music. 3 Credits.

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. Offered alternate years.

MUS 568. Solo Vocal Music. 3 Credits.

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. Offered alternate years.

MUS 570. History of Electroacoustic Music. 3 Credits.

Examines the development of aesthetic movements, styles, media, instruments, and performance practice related to electroacoustic music.

Requisites: Prereq: Standing as a music technology major or meeting the prerequisites for history survey courses.

Repeatable 1 time for a maximum of 6 credits

MUS 571. Musical Performance Networks. 3 Credits.

Examines various types of network architectures and data-processing and mapping strategies that can be applied to real-time musical outcomes.

Repeatable 3 times for a maximum of 12 credits

MUS 574. History of Opera I: 1600-1800. 4 Credits.

A study of the history of opera from 1600-1800. The course focuses on four thematic pillars: intellectual movements that spurred the early development of opera; critical debates about the relationship between music, text, spoken drama, and dance; opera as a medium for politics; and opera's patrons, audiences, and developing industry as it moved between courts and public opera houses.

MUS 575. History of Opera. 4 Credits.

Critical study of the musical and dramatic content of operas forming the standard international repertoire, from Mozart to the present. Sequence.

MUS 576. Digital Audio Workstation Techniques I. 3 Credits.

Explores the sequencing, editing, and routing of MIDI and digital audio using a computer. Basic Mac skills recommended. Series with MUS 477 and MUS 478. Laboratory fee.

Repeatable 1 time for a maximum of 6 credits

MUS 577. Digital Audio Workstation Techniques II. 3 Credits.

Explores the principles and techniques of audio mixing, sound design, and music production using a computer. Sequence with MUS 576, MUS 578. Laboratory fee.

Requisites: Prereq: MUS 576.

Repeatable 1 time for a maximum of 6 credits

MUS 578. Digital Audio Workstation Techniques III. 3 Credits.

Explores advanced techniques of mixing, the principles of mastering, and digital distribution using a computer. Series with MUS 476 and MUS 477. Laboratory fee.

Repeatable 1 time for a maximum of 6 credits

MUS 579. Data Sonification. 4 Credits.

Sonification uses non-speech sound to reveal new insights about data, insights that may be missed using visualizations and other graphic representations of data. The course explores developing audio applications for discovery and research and covers work in the fields of data sonification and auditory display.

MUS 580. Audio Production Techniques I. 3 Credits.

Hardware and software techniques for use in a music recording studio environment, including microphone usage, music recording techniques, and digital production. Sequence with MUS 581, MUS 582. Laboratory fee.

MUS 581. Audio Recording Techniques II. 3 Credits.

Application of advanced recording techniques. Sequence with MUS 580, MUS 582. Laboratory fee.

Requisites: Pre- or coreq: MUS 580.

MUS 582. Audio Recording Techniques III. 3 Credits.

Focuses on the production concepts and techniques necessary to produce a full-length, professional-quality compact disc. Sequence with MUS 580, MUS 581. Laboratory fee.

Requisites: Prereq: MUS 581.

MUS 583. Audio Effects Theory and Design. 4 Credits.

Audio effects are common and useful tools used in the recording, mixing, and mastering of music and other sound, as well as in sound design. This course focuses on understanding, designing, and implementing audio effects, and using them for musical projects.

MUS 584. Choral Conducting and Literature. 3 Credits.

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.

Requisites: Prereq: MUP 140 or higher. Coreq: MUE 387, MUE 606 Fld Prac Public School.

Repeatable 1 time for a maximum of 6 credits

MUS 587. Music and Emotion. 4 Credits.

Introduction to the psychological and philosophical study of music and the emotions, with emphasis on cognitive, evolutionary, behavioral, and socio-cultural perspectives.

MUS 588. Analog Recording Techniques. 3 Credits.

Analog Recording using reel to reel tape machines provides students with a unique experience in not only sonic quality, but also artistic and technical decision-making due to the mechanical limitations presented by the analog format.

MUS 589. Analysis of Rhythm and Meter. 3 Credits.

This course focuses on theories and analytical methodologies for studying rhythm and meter, with focal repertoire drawn from European classical music, English- language popular music, and global vernacular and traditional repertoires. Topics covered include hypermeter and metrical levels, rhythmic consonance and dissonance, Afro-Cuban rhythmic patterns, and groove.

MUS 590. Balinese Gamelan. 2 Credits.

Pacific Rim Gamelan ensemble. Performance of original compositions and traditional music for gamelan. Limited to twelve performers. Three public performances a year.

Repeatable 99 times

MUS 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

MUS 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

MUS 604. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

MUS 605. Reading and Conference: [Topic]. 1-16 Credits.

Individual study of topics beyond the availability of the standard curriculum.

Requisites: Prereq: completion of all regularly scheduled courses related to the topic.

Repeatable 99 times

MUS 607. Seminar: [Topic]. 1-5 Credits.

Studies of various topics at an advanced level offered periodically according to student and faculty interest and availability. Extra fee for Oregon Bach Festival seminars.

Repeatable 99 times

MUS 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

MUS 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

MUS 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MUS 611. Research Methods in Music. 3 Credits.

Use of reference, research, and bibliographical sources in music. Sequence.

MUS 614. Introduction to Musicology. 4 Credits.

Introduces musicology and several of its subfields; includes current and recent arguments.

MUS 615. Current Trends in Music Theory. 3 Credits.

Surveys recent and developing trends in the discipline of music theory; includes discussion of writing and research methods.

MUS 620. Bibliography in Instrumental Conducting. 3 Credits.

Survey of research in conducting. Discussion of rehearsal strategies and psychology.

MUS 621. Wind Repertoire. 3 Credits.

Survey and analysis of music composed for large wind groups, from 1500 to the present. Sequence.

MUS 622. Wind Repertoire. 3 Credits.

Survey and analysis of music composed for large wind groups, from 1500 to the present. Sequence.

MUS 623. Wind Repertoire. 3 Credits.

Survey and analysis of music composed for large wind groups, from 1500 to the present. Sequence.

Requisites: Prereq: MUS 622.

MUS 624. Instrumental Conducting Laboratory. 2 Credits.

Study, preparation, and conducting of works for instrumental ensembles in rehearsals and performances.

Repeatable 2 times for a maximum of 6 credits

MUS 625. Orchestral Music: Bach to Beethoven. 2 Credits.

Survey of orchestral music from Bach to Beethoven. Sequence with MUS 626. Offered alternate years.

MUS 626. Orchestral Music: 1825 to Modern. 2 Credits.

Survey of orchestral music from 1825 to the modern era. Sequence with MUS 625. Offered alternate years.

MUS 627. Survey of Choral Literature I. 3 Credits.

Survey and analysis of choral repertoire from the Renaissance to the modern era with an emphasis on genres and text settings

MUS 628. Survey of Choral Literature II. 3 Credits.

Survey of sacred and secular choral music from 1450 to the present with an emphasis on an expanded view beyond the traditional canon

MUS 629. Repertoire and Analysis. 3 Credits.

Analytical interpretations of musical works in a context that focuses on repertoire rather than on particular analytical methodologies. The pieces studied vary each time the course is offered.

Repeatable 2 times for a maximum of 9 credits

MUS 630. History of Theory I. 3 Credits.

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. Offered alternate years.

MUS 631. History of Theory II. 3 Credits.

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. Offered alternate years.

MUS 632. History of Theory III. 3 Credits.

Theories of harmony and structure ranging from the mid-19th century to the present, including Hauptmann, Riemann, Schenker, Schoenberg, Hindemith, Babbitt, Forte, Lewin, Straus, and Lerdaahl. Offered alternate years.

MUS 634. Advanced Post-Tonal Theory. 3 Credits.

Analytic approaches to twelve-tone music.

MUS 640. Advanced Composition Studies. 3 Credits.

Studio instruction in composition.

Requisites: Prereq: MUS 442/MUS 542; coreq: MUS 538.

Repeatable 2 times for a maximum of 9 credits

MUS 641. Advanced Composition Studies. 3 Credits.

Studio instruction in composition.

Requisites: Prereq: MUS 640; coreq: MUS 538.

Repeatable 2 times for a maximum of 9 credits

MUS 642. Advanced Composition Studies. 3 Credits.

Studio instruction in composition.

Requisites: Prereq: MUS 641; coreq MUS 538.

Repeatable 2 times for a maximum of 9 credits

MUS 643. Notation of Medieval and Renaissance Music. 3 Credits.

Representative examples of notational systems and practices in Western European polyphony from 900 to 1600. Offered alternate years.

MUS 645. Advanced Electronic Composition. 3 Credits.

Develops an advanced understanding of computers and software and how they are used to process digital audio and create musical and mediacompositions. Repeatable with instructor's consent. Laboratory fee.

Requisites: Prereq: MUS 547, MUS 548, MUS 576; or equivalent.

Repeatable 5 times for a maximum of 18 credits

MUS 650. Piano Literature. 3 Credits.

Advanced study of solo piano literature from Bach to the present. Sequence with MUS 650, MUS 651, MUS 652. Offered alternate years.

MUS 651. Piano Literature. 3 Credits.

Advanced study of solo piano literature from Bach to the present. Sequence with MUS 650, MUS 651, MUS 652. Offered alternate years.

Requisites: Prereq: MUS 650.

MUS 652. Piano Literature. 1-3 Credits.

Advanced study of solo piano literature from Bach to the present. Sequence with MUS 650, MUS 651, MUS 652. Offered alternate years.

Requisites: Prereq: MUS 651.

MUS 660. Music in the Middle Ages. 3 Credits.

Sources of Western European music in classical antiquity and the Near East; sacred monophony, secular monophony; development of polyphony. Offered alternate years.

MUS 661. Music in the Renaissance. 3 Credits.

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. Offered alternate years.

MUS 662. Music in the Baroque Era. 3 Credits.

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. Offered alternate years.

MUS 663. Music in the Classical Period. 3 Credits.

Study of galant, Empfindsamer, and classical styles from c. 1730 to Boccherini, Haydn, and Mozart. Focus on instrumental and sacred music, and on opera before Mozart. Offered alternate years.

MUS 664. Music in the Romantic Era. 3 Credits.

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. Offered alternate years.

MUS 665. Music in the 20th Century. 3 Credits.

Crisis of romanticism and tonality: transition of Debussy, Mahler, and others; new styles of Stravinsky, Schoenberg, Bartok; developments in the United States; implications of recent trends. Offered alternate years.

MUS 670. Graduate Seminar in Musicology: [Topic]. 4 Credits.

Advanced graduate seminars that revolve around a rotating selection of topics in musicology, emphasizing prominent research and approaches in the field.

Repeatable 9 times for a maximum of 40 credits when topic changes

MUS 671. Seminar in Ethnomusicology: [Topic]. 4 Credits.

Discussion-based seminar focused on history, methods, and emerging issues related to the discipline of ethnomusicology (the study of music in/as culture).

Requisites: Prereq: MUS 551 recommended.

Repeatable 9 times for a maximum of 40 credits

MUS 672. Seminar: Music Theory: [Topic]. 4 Credits.

Advanced graduate seminars that revolve around a rotating selection of topics in music theory, emphasizing prominent research and approaches in the field.

Repeatable 9 times for a maximum of 40 credits

MUS 675. Campus Band: [Topic]. 1-2 Credits.

Participation in Campus Band. No audition needed. Ensemble fee.

Repeatable 11 times for a maximum of 24 credits

MUS 676. Campus Orchestra. 1-2 Credits.

Participation in an orchestra. No audition needed. Ensemble fee.

Repeatable 11 times for a maximum of 24 credits

MUS 677. Campus Chorus: [Topic]. 2 Credits.

Participation in a choral ensemble. Gospel Choir, Gospel Singers, Gospel Ensemble. Audition required for Gospel Singers and Gospel Ensemble. Ensemble fee.

Requisites: Prereq: Audition or voice screening (except Gospel Choir).

Repeatable 11 times for a maximum of 24 credits

MUS 680. Historical Performance Practices I. 3 Credits.

Introduction to theory and practice of sound production, rhetoric, pronunciation, instrumentation, pitch, temperament, and ornamentation in period vocal and instrumental solo and ensemble music, from the 12th through 16th centuries. Offered once every third year.

MUS 681. Historical Performance Practices II. 3 Credits.

Introduction to theory and practice of sound production, rhetoric, pronunciation, instrumentation, pitch, temperament, and ornamentation in period vocal and instrumental solo and ensemble music in the 17th and early 18th centuries. Offered once every third year.

MUS 682. Historical Performance Practices III. 3 Credits.

Introduction to theory and practice of sound production, rhetoric, pronunciation, instrumentation, pitch, temperament, and ornamentation in period vocal and instrumental solo and ensemble music in the late 18th and 19th centuries. Offered once every third year.

MUS 683. Rhetoric and Music. 4 Credits.

This class is designed as an in-depth study seminar of some important aspects of rhetoric as it applies to pre-World-War-One music.

MUS 684. Musical Iconography. 4 Credits.

In-depth study seminar of the interdisciplinary field that deals with visual representations (iconography) of all themes musical, from musical instruments, to musical notation, portraits of musicians, allegories, instruments as symbols and attributes, and concerts, from the late Middle Ages to the nineteenth century.

MUS 691. Collegium Musicum. 1-3 Credits.

Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight-reading; vocal and instrumental repertoire. Ensemble fee.

Requisites: Prereq: audition.

Repeatable 6 times

MUS 693. Oregon Electronic Device Orchestra. 2 Credits.

Performance ensemble that uses data-driven musical instruments in combination with software and hardware to perform music and intermedia compositions.

Requisites: Prereq: MUS 547, MUS 548.

Repeatable 11 times for a maximum of 24 credits

MUS 694. Chamber Ensemble: [Topic]. 1-2 Credits.

Accompanying, Brass Choir, Brass Ensemble, Chamber Ensemble, Trombone Ensemble, Tuba and Euphonium Ensemble, Studio Guitar Ensemble, Jazz Guitar Ensemble, Latin Jazz Ensemble, Oregon Percussion Ensemble.

Requisites: Prereq: audition (except chamber ensemble).

Repeatable 11 times for a maximum of 12 credits

MUS 695. Band: [Topic]. 1-2 Credits.

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.

Requisites: Prereq: audition (except UO Campus Band and Oregon Marching Band).

Repeatable 11 times for a maximum of 24 credits

MUS 696. Orchestra: [Topic]. 1-2 Credits.

University Symphony Orchestra, Campus Orchestra. Ensemble fee.

Requisites: Prereq: audition (except Campus Orchestra).

Repeatable 11 times for a maximum of 24 credits

MUS 697. Chorus: [Topic]. 2 Credits.

Chamber Choir, Concert Choir, Gospel Singers, Repertoire Singers, University Gospel Choir, University Gospel Ensemble, University Singers, Women's Choir. Ensemble fee.

Requisites: Prereq: audition or voice screening (except Concert Choir and Gospel Choir).

Repeatable 11 times for a maximum of 24 credits

MUS 698. Opera Workshop. 2 Credits.

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.

Requisites: Prereq: audition.

Repeatable 11 times for a maximum of 24 credits

Music Education (MUE)

Courses

MUE 126. Orientation to Music Education. 1 Credit.

An orientation for first year music education majors, including an overview of music education philosophy and contemporary issues in music education. In addition, an exploration of career opportunities in music education and other fields will be covered.

MUE 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MUE 326. Foundations of Music Education. 3 Credits.

Professional orientation for prospective school music teachers; curricular, historical, philosophical, and social foundation of music education; ethical, professional, and social aspects of teaching; comprehensive field experience. Extra fee.

MUE 375. Athletic Band: [Topic]. 1-2 Credits.

Participation in an athletic band. Examples are Green Garter Band, Oregon Basketball Band, Oregon Marching Band, Yellow Garter Band.

Requisites: Prereq: Audition.

Repeatable 11 times for a maximum of 24 credits

MUE 386. Teaching Laboratory I. 1 Credit.

Practice in teaching using microteaching techniques and music education methods in a laboratory setting.

Requisites: Coreq: MUE 442.

MUE 387. Teaching Laboratory I. 1 Credit.

Practice in teaching using microteaching techniques and music education methods in a laboratory setting.

Requisites: Coreq: MUS 484 or MUS 486.

MUE 388. Teaching Laboratory I. 1 Credit.

Practice in teaching using microteaching techniques and music education methods in a laboratory setting.

Requisites: Coreq: MUE 411 or MUE 413.

MUE 392. Instrumental Techniques: [Topic]. 1 Credit.

Elementary instruction in pedagogy and performance of various instruments. Sections in violin and cello, low brass, high brass, percussion, flute and clarinet, saxophone, oboe and bassoon, and voice. Instrument rental fee.

Repeatable 12 times

MUE 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

MUE 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

MUE 404. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

MUE 405. Reading and Conference: [Topic]. 1-4 Credits.

Individual study of topics at a level above that available in the standard curriculum.

Requisites: Prereq: completion of all regularly scheduled courses related to the topic or equivalent.

Repeatable 99 times

MUE 406. Field Studies: [Topic]. 1-12 Credits.

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

Repeatable 99 times

MUE 407. Seminar: [Topic]. 1-5 Credits.

Various advanced topics offered periodically according to student and faculty interest and availability.

Repeatable 99 times

MUE 408. Workshop: [Topic]. 1-21 Credits.

Various topics at a level above that available in the standard curriculum.

Repeatable 99 times

MUE 409. Terminal Project. 1-12 Credits.

Practical experience in guiding learning activities.

Repeatable 99 times

MUE 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MUE 411. Band Methods. 3 Credits.

Concerns of band teachers in secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Admission to the MUP 300 level in primary instrument required.

Requisites: Prereq: admission to music education major; admission to the MUP 300 level on primary instrument; MUE 392, MUS 486; coreq: MUE 388 or MUE 406.

Repeatable 1 time for a maximum of 6 credits

MUE 412. Elementary Music Methods. 3 Credits.

This course is designed to prepare upper-division music education majors to teach elementary music in public schools. Students will become familiar with basic common pedagogical techniques used in the general music classroom. Lab fee.

Requisites: Prereq: Admission to the MUP 300 level.

MUE 413. Secondary Choral Methods. 3 Credits.

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.

Requisites: Prereq: admission to music education major; admission to the MUP 300 level in voice or piano; MUS 484; coreq: MUE 388 or MUE 488.

MUE 420. Contemporary Methods in Music Education. 3 Credits.

This course is designed to assist upper-level and graduate music education students develop an understanding of Contemporary methods as commonly used in American public school general music K-9 grade classrooms and to apply these techniques to in-class and virtual teaching assignments.

Requisites: Prereq: MUE 412.

MUE 429. Music in Special Education. 3 Credits.

Designed to assist senior and graduate music education majors and pedagogy majors in their awareness of the physical, intellectual, emotional, and social conditions of students with exceptionalities, so that they may be included and accommodated in music activities in the classroom.

MUE 430. Music Classroom Management. 3 Credits.

Techniques in classroom management; crises prevention and intervention; techniques for providing a safe and positive classroom environment; professional ethics and legal expectations.

Repeatable 2 times for a maximum of 9 credits

MUE 432. Music in School and Society. 3 Credits.

Elementary and secondary school music programs, past and present, and their relationships to the communities they serve.

MUE 438. Curricular Strategies in Music Education. 3 Credits.

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.

MUE 442. Teaching Singing in the Classroom. 3 Credits.

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.

Requisites: Prereq: admission to music education; coreq: MUE 387.

MUE 450. Practicum in Music Education. 2 Credits.

MUE 450/550 provides scope, structure, supervision, and guidance to support Music Education students during two terms of Music Education practica in accordance with the Oregon Teacher Standards.

Repeatable 1 time for a maximum of 4 credits

MUE 455. Marching Band Methods. 3 Credits.

Teaching methods for secondary school marching bands.

MUE 456. String Methods. 3 Credits.

Teaching methods for the beginning string class in elementary and middle schools. Development of technique sequences for string groups in secondary schools.

MUE 459. Fundamentals of Violin and Viola Teaching. 2 Credits.

Development of technique for instruction of beginning violin students, including philosophy, practice habits for young students, parent education, and pedagogical skills.

MUE 460. Early-Intermediate Violin Repertoire and Technique. 2 Credits.

This course provides an overview of early and intermediate repertoire, focusing specifically on sequentially-organized pieces that teachers can use to logically build violin technique.

Requisites: Prereq: MUE 459.

MUE 463. Pedagogy Methods: Violin and Viola. 2 Credits.

Principles and techniques of violin and viola teaching selected from the pedagogical approaches of Flesch, Galamian, Dounis, Rolland.

MUE 464. Advanced Violin/Viola Pedagogy. 2 Credits.

This course will examine the major violin pedagogy schools with their pertinent somatic counterparts. Teaching practicums will be included.

MUE 465. Somatics for String Players. 1 Credit.

This course will examine somatic (body awareness) in string playing. Human anatomy, performance anxiety, proper breathing, and playing alignment will be addressed. Teaching practicums will be included.

MUE 466. Community Music Institute Practicum. 1 Credit.

This course serves as a repeatable teaching lab with students enrolled in the University of Oregon's Community Music Institute. Initial term includes observation of master teachers. Subsequent terms include guided teaching assignments commensurate with the university student's level of experience and expertise.

Requisites: Prereq: MUE 459.

Repeatable 8 times for a maximum of 9 credits

MUE 471. Piano Pedagogy I: Teaching Beginners. 3 Credits.

In-depth study of beginning methods and materials for children and adults. Individual teaching experience. Offered alternating years.

MUE 472. Piano Pedagogy II Teaching Groups. 3 Credits.

Methods and materials for group instruction of all ages and levels. Survey of learning theories and new technologies. Individual and group teaching experience. Offered alternating years.

Requisites: Prereq: MUE 471.

MUE 473. Piano Pedagogy III Teaching Intermediate Levels. 3 Credits.

Study of repertoire, technique, and teaching methods appropriate for intermediate-level piano students. Individual and master-class teaching experience. Offered alternating years.

Requisites: Prereq: MUE 471.

MUE 486. Teaching Laboratory II. 1 Credit.

Practice in teaching using microteaching techniques and music education methods in a laboratory setting.

Requisites: Prereq: admission to music education.

MUE 491. Advanced Pedagogy: [Topic]. 3 Credits.

Sections in piano and other topics.

Repeatable 2 times for a maximum of 9 credits when topic changes

MUE 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

MUE 507. Seminar: [Topic]. 1-5 Credits.

Various advanced topics offered periodically according to student and faculty interest and availability.

Repeatable 99 times

MUE 508. Workshop: [Topic]. 1-21 Credits.

Various topics at a level above that available in the standard curriculum.

Repeatable 99 times

MUE 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MUE 511. Band Methods. 3 Credits.

Concerns of band teachers in secondary and elementary schools.

Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Admission to the MUP 300 level in primary instrument or voice required.

Requisites: Prereq: admission to the MUP 300 level on primary instrument; MUE 392, MUS 486; coreq: MUE 388 or MUE 488.

Repeatable 1 time for a maximum of 6 credits

MUE 512. Elementary Music Methods. 3 Credits.

This course is designed to prepare upper-division music education majors to teach elementary music in public schools. Students will become familiar with basic common pedagogical techniques used in the general music classroom. Lab fee.

Requisites: Prereq: admission to music education

MUE 513. Secondary Choral Methods. 3 Credits.

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.

Requisites: Prereq: admission to the MUP 300 level in voice or piano; MUS 484/MUS 584; coreq: MUE 388 or MUE 488.

MUE 520. Contemporary Methods in Music Education. 3 Credits.

This course is designed to assist upper-level and graduate music education students develop an understanding of Contemporary methods as commonly used in American public school general music K-9 grade classrooms and to apply these techniques to in-class and virtual teaching assignments.

MUE 529. Music in Special Education. 3 Credits.

Designed to assist senior and graduate music education majors and pedagogy majors in their awareness of the physical, intellectual, emotional, and social conditions of students with exceptionalities, so that they may be included and accommodated in music activities in the classroom.

MUE 530. Music Classroom Management. 3 Credits.

Techniques in classroom management; crises prevention and intervention; techniques for providing a safe and positive classroom environment; professional ethics and legal expectations.

Repeatable 2 times for a maximum of 9 credits

MUE 532. Music in School and Society. 3 Credits.

Elementary and secondary school music programs, past and present, and their relationships to the communities they serve.

MUE 538. Curricular Strategies in Music Education. 3 Credits.

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.

MUE 542. Teaching Singing in the Classroom. 3 Credits.

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.

Requisites: Prereq: admission to music education; coreq: MUE 386.

MUE 550. Practicum in Music Education. 2 Credits.

MUE 450/550 provides scope, structure, supervision, and guidance to support Music Education students during two terms of Music Education practica in accordance with the Oregon Teacher Standards.

Repeatable 1 time for a maximum of 4 credits

MUE 555. Marching Band Methods. 3 Credits.

Teaching methods for secondary school marching bands.

MUE 556. String Methods. 3 Credits.

Teaching methods for the beginning string class in elementary and middle schools. Development of technique sequences for string groups in secondary schools.

MUE 559. Fundamentals of Violin and Viola Teaching. 2 Credits.

Development of technique for instruction of beginning violin students, including philosophy, practice habits for young students, parent education, and pedagogical skills.

MUE 560. Early-Intermediate Violin Repertoire and Technique. 2 Credits.

This course provides an overview of early and intermediate repertoire, focusing specifically on sequentially-organized pieces that teachers can use to logically build violin technique.

Requisites: Prereq: MUE 559.

MUE 563. Pedagogy Methods: Violin and Viola. 2 Credits.

Principles and techniques of violin and viola teaching selected from the pedagogical approaches of Flesch, Galamian, Dounis, Rolland.

MUE 564. Advanced Violin/Viola Pedagogy. 2 Credits.

This course will examine the major violin pedagogy schools with their pertinent somatic counterparts. Teaching practicums will be included.

MUE 565. Somatics for String Players. 1 Credit.

This course will examine somatic (body awareness) in string playing. Human anatomy, performance anxiety, proper breathing, and playing alignment will be addressed. Teaching practicums will be included.

MUE 566. Community Music Institute Practicum. 1 Credit.

This course serves as a repeatable teaching lab with students enrolled in the University of Oregon's Community Music Institute. Initial term includes observation of master teachers. Subsequent terms include guided teaching assignments commensurate with the university student's level of experience and expertise.

Requisites: Prereq: MUE 559.

Repeatable 8 times for a maximum of 9 credits

MUE 571. Piano Pedagogy I: Teaching Beginners. 3 Credits.

In-depth study of beginning methods and materials for children and adults. Individual teaching experience. Offered alternate years.

MUE 572. Piano Pedagogy II Teaching Groups. 3 Credits.

Methods and materials for group instruction of all ages and levels. Survey of learning theories and new technologies. Individual and group teaching experience. Offered alternate years.

Requisites: Prereq: MUE 571.

MUE 573. Piano Pedagogy III Teaching Intermediate Levels. 3 Credits.

Study of repertoire, technique, and teaching methods appropriate for intermediate-level piano students. Individual and master-class teaching experience. Offered alternate years.

Requisites: Prereq: MUE 571.

MUE 591. Advanced Pedagogy. 3 Credits.

Sections in piano and other topics.

Repeatable 2 times for a maximum of 9 credits when topic changes

MUE 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

MUE 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

MUE 604. Internship: [Topic]. 1-12 Credits.

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

Repeatable 99 times

MUE 605. Reading and Conference: [Topic]. 1-16 Credits.

Individual study of topics beyond regularly scheduled courses.

Requisites: Prereq: completion of all regularly scheduled courses related to the topic or equivalent.

Repeatable 99 times

MUE 606. Field Studies: [Topic]. 1-16 Credits.

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

Repeatable 99 times

MUE 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

MUE 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

MUE 609. Terminal Project. 1-12 Credits.

Professionally related experience, on campus or elsewhere, supervised by a qualified expert both in planning and in carrying out the project.

Requisites: Prereq: knowledge and competence in the substance of the activity and in curricular planning.

Repeatable 99 times

MUE 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MUE 612. Quantitative Research in Music Education. 3 Credits.

A focus on quantitative methodology and research in music education, including an introduction to descriptive and inferential statistics.

Terminology, methods, and concepts relating to peer-reviewed research will be explored. Students will also have the opportunity to carry out a study using quantitative methods.

MUE 615. Jazz Practicum. 1 Credit.

Students will complete observations of experienced teachers in academic, ensemble, and studio settings, and will receive qualitative feedback from cooperating teachers through short, supervised teaching demonstrations.

Repeatable 2 times for a maximum of 3 credits

MUE 639. Pedagogy and Practicum: [Topic]. 3 Credits.

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.

Repeatable 2 times for a maximum of 9 credits when topic changes

MUE 641. College Music Teaching. 3 Credits.

Developing knowledge, skills, and attitudes useful for teaching music; current principles of educational psychology at the college level, instructional techniques, tests and measurements.

MUE 647. Psychology of Music. 3 Credits.

Study of psychological, physiological, and neurological aspects of musical behavior and experience, including acoustics, human hearing, perception and cognition, development and expertise, affective response and preference, unusual abilities.

MUE 649. History of Western Music Education. 3 Credits.

A comprehensive overview of philosophical and historical foundations in music education from antiquity to the present day. It involves not only the study of music education from these perspectives, but general education and policy as well.

MUE 675. Campus Athletic Band: [Topic]. 1-2 Credits.

Participation in an athletic band. Examples are Green Garter Band, Oregon Basketball Band, Oregon Marching Band, Yellow Garter Band.

Requisites: Prereq: Audition.

Repeatable 11 times for a maximum of 24 credits

Music Jazz Studies (MUJ)

Courses

MUJ 180. Jazz Performance Laboratory. 2 Credits.

Drills and practical application of scales, chords, harmonic progressions, rhythmic patterns, and approach-note groups for development of skills in small jazz ensembles.

MUJ 181. Jazz Performance Laboratory. 2 Credits.

Drills and practical application of scales, chords, harmonic progressions, rhythmic patterns, and approach-note groups for development of skills in small jazz ensembles.

Requisites: Prereq: MUJ 180.

MUJ 182. Jazz Performance Laboratory. 2 Credits.

Drills and practical application of scales, chords, harmonic progressions, rhythmic patterns, and approach-note groups for development of skills in small jazz ensembles.

Requisites: Prereq: MUJ 181.

MUJ 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MUJ 270. Jazz Theory. 2 Credits.

Introduction to jazz harmony: chord symbols, chord voicing practices, analysis, reharmonization practices, scale choices for improvisation, creation of bass lines.

MUJ 271. Functional Jazz Piano I. 2 Credits.

Performance of one- and two-handed comping style including common voice-leading practices, scales, and harmonic formulas. Reading from chord symbols and lead sheets. Sequence.

Requisites: Prereq: MUJ 270.

MUJ 272. Functional Jazz Piano II. 2 Credits.

Performance of one- and two-handed comping style including common voice-leading practices, scales, and harmonic formulas. Reading from chord symbols and lead sheets. Sequence.

Requisites: Prereq: MUJ 271.

MUJ 273. Jazz Improvisation I. 2 Credits.

Task-oriented performance of selected standard jazz repertoire. Chord and scale study, solo transcription, analysis, pattern practice, simple compositional forms.

Requisites: Prereq: MUJ 270.

MUJ 274. Jazz Improvisation II. 2 Credits.

Task-oriented performance of selected standard jazz repertoire. Chord alteration, chord substitution, reharmonization and chromaticism.

Requisites: Prereq: MUJ 273.

MUJ 275. Jazz Composition I. 2 Credits.

Examination and application of contemporary compositional techniques utilized in jazz and commercial music idioms through the study of blues and simple song forms.

Requisites: Prereq: MUJ 180, MUJ 181, MUJ 182.

MUJ 276. Jazz Composition II. 2 Credits.

The examination and application of contemporary compositional techniques utilized in jazz and commercial music idioms through the study and composition of simple song forms.

Requisites: Prereq: MUJ 180, MUJ 181, MUJ 182.

MUJ 350. History of Jazz, 1900 to 1950. 4 Credits.

History, biography, multiculturalism, and racism in early jazz and swing through modern jazz. Includes Louis Armstrong, Duke Ellington, Charlie Parker, Dizzy Gillespie, Miles Davis.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

MUJ 351. History of Jazz, 1940 to Present. 4 Credits.

History, biography, multiculturalism, and racism in modern jazz and free jazz to present. Includes Charlie Parker, Dizzy Gillespie, Miles Davis, John Coltrane, Ornette Coleman.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

MUJ 374. Campus Jazz Ensemble: [Topic]. 1-2 Credits.

Improvisation group. Study current and past small-group jazz performances. Ensemble fee.

Requisites: Prereq: Audition.

Repeatable 11 times for a maximum of 24 credits

MUJ 390. Jazz Laboratory Band III. 1 Credit.

Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Ensemble fee.

Repeatable 6 times

MUJ 391. Jazz Laboratory Band II. 1 Credit.

Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Ensemble fee.

Repeatable 6 times

MUJ 392. Oregon Jazz Ensemble. 1-2 Credits.

Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Ensemble fee.

Requisites: Prereq: audition.

Repeatable 6 times

MUJ 395. Small Jazz Ensemble: [Topic]. 1-2 Credits.

Improvisation group. Study current and past small-group jazz performances. Ensemble fee.

Requisites: Prereq: audition.

Repeatable 11 times for a maximum of 24 credits

MUJ 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MUJ 405. Reading and Conference: [Topic]. 1-4 Credits.

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

Repeatable 99 times

MUJ 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

MUJ 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

MUJ 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MUJ 440. Jazz Pedagogy Practicum. 3 Credits.

Study of jazz pedagogy through discussion, observation, reading, listening, and practice. Topics include curriculum, rhythm section fundamentals, ensemble rehearsal strategies, and improvisation methods.

Requisites: Prereq: MUJ 182 or MUJ 270.

MUJ 477. Advanced Jazz Repertoire I. 3 Credits.

Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Sequence.

Requisites: Prereq: MUJ 274.

MUJ 478. Advanced Jazz Repertoire II. 3 Credits.

Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Sequence.

Requisites: Prereq: MUJ 477.

MUJ 479. Advanced Jazz Repertoire III. 3 Credits.

Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Sequence.

Requisites: Prereq: MUJ 478.

MUJ 480. Jazz Arranging I. 3 Credits.

Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, five-part density. Sequence.

Requisites: Prereq: MUJ 272.

MUJ 481. Jazz Arranging II. 3 Credits.

Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, five-part density. Sequence.

Requisites: Prereq: MUJ 480.

MUJ 483. Advanced Jazz Arranging I. 3 Credits.

Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for senior degree recitals. Sequence.

Requisites: Prereq: MUJ 481.

MUJ 484. Advanced Jazz Arranging II. 3 Credits.

Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for senior degree recitals. Sequence.

Requisites: Prereq: MUJ 483.

MUJ 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

MUJ 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

MUJ 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

MUJ 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

MUJ 540. Jazz Pedagogy Practicum. 3 Credits.

Study of jazz pedagogy through discussion, observation, reading, listening, and practice. Topics include curriculum, rhythm section fundamentals, ensemble rehearsal strategies, and improvisation methods.

Requisites: Prereq: For graduates: Admission to MM Jazz Studies Degree or to Graduate Specialization in Jazz Pedagogy - or - Instructor's Permission.

MUJ 577. Advanced Jazz Repertoire I. 3 Credits.

Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Sequence.

Requisites: Prereq: MUJ 476/MUJ 576.

MUJ 578. Advanced Jazz Repertoire II. 3 Credits.

Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Sequence.

Requisites: Prereq: MUJ 477/MUJ 577.

MUJ 579. Advanced Jazz Repertoire III. 3 Credits.

Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Sequence.

Requisites: Prereq: MUJ 478/MUJ 578.

MUJ 580. Jazz Arranging I. 3 Credits.

Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, five-part density. Sequence.

MUJ 581. Jazz Arranging II. 3 Credits.

Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, five-part density. Sequence.

Requisites: Prereq: MUJ 480/MUJ 580.

MUJ 583. Advanced Jazz Arranging I. 3 Credits.

Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for graduate degree recitals. Sequence.

Requisites: Prereq: MUJ 482/MUJ 582.

MUJ 584. Advanced Jazz Arranging II. 3 Credits.

Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for graduate degree recitals. Sequence.

Requisites: Prereq: MUJ 483/MUJ 583.

MUJ 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

MUJ 660. Survey of Jazz Composition. 3 Credits.

Overview of important developments and historically significant figures in jazz composition and arranging. Analysis of their music and stylistic traits.

MUJ 661. Jazz Program Planning and Development. 3 Credits.

Designing and nurturing a successful jazz program. Jazz curriculum, grant writing, budgets, resources, organizing student support, setting and reaching program goals.

MUJ 674. Campus Jazz Ensemble: [Topic]. 1-2 Credits.

Improvisation group. Study current and past small-group jazz performances. Ensemble fee.

Requisites: Prereq: Audition.

Repeatable 11 times for a maximum of 24 credits

MUJ 690. Jazz Laboratory Band III. 1 Credit.

Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Ensemble fee.

Repeatable 6 times

MUJ 691. Jazz Laboratory Band II. 1 Credit.

Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Repeatable six times. Ensemble fee.

Repeatable 6 times

MUJ 692. Oregon Jazz Ensemble. 1-2 Credits.

Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Ensemble fee.

Repeatable 6 times

MUJ 695. Small Jazz Ensemble: [Topic]. 1-2 Credits.

Improvisation group. Study current and past small-group jazz performances. Ensemble fee.

Repeatable 6 times

Music Performance (MUP)

General Limitations (p. 27)

- Non-Music majors: a maximum of 12 credits of Performance in music (in subject MUP).

- BA/BS degree in Music: a maximum of 24 credits of Performance in music (in subject MUP).
- BMus and BMME degrees: no limit of Performance in Music (in subject MUP); a course limit will apply.

MUP 114. Fundamentals of Music Performance Studies I: [Topic]. 2 Credits.

Beginning-level group instruction for students with little or no previous applied music studies.

Repeatable 11 times for a maximum of 24 credits

Additional Information:

General Limitation applies: Music Lessons Course

MUP 115. Fundamentals of Music Performance Studies II: [Topic]. 2 Credits.

Intermediate-level group instruction for students with only a basic applied music studies background.

Repeatable 11 times for a maximum of 24 credits

Additional Information:

General Limitation applies: Music Lessons Course

MUP 163. Functional Piano. 2 Credits.

Group instruction in functional keyboard skills.

Requisites: Prereq: MUS 138.

Repeatable 2 times for a maximum of 6 credits

Additional Information:

General Limitation applies: Music Lessons Course

MUP 165. Music Performance Studies: [Topic]. 2 Credits.

Half-hour lessons of studio instruction in music performance.

Requisites: Prereq: Successful audition for studio instructor demonstrating proficiency.

Repeatable 17 times for a maximum of 36 credits

Additional Information:

General Limitation applies: Music Lessons Course

MUP 199. Special Studies: [Topic]. 1-5 Credits.

Recent topics include Breathing Technique and Tuba-Euphonium Routine.

Repeatable 99 times

Additional Information:

General Limitation applies: Music Lessons Course

MUP 265. Music Performance Studies: [Topic]. 2 Credits.

One-hour lessons of studio instruction in music performance. Required for BMME freshman and sophomore students.

Requisites: Prereq: Successful audition for studio instructor to demonstrate proficiency.

Repeatable 8 times for a maximum of 18 credits

Additional Information:

General Limitation applies: Music Lessons Course

MUP 270. Music Performance Studies: [Topic]. 4 Credits.

One-hour lessons of studio instruction in music performance. Required for BM-Perf. freshman and sophomore students.

Requisites: Prereq: Successful audition for studio instructor to demonstrate proficiency.

Repeatable 8 times for a maximum of 36 credits

Additional Information:

General Limitation applies: Music Lessons Course

MUP 365. Music Performance Studies. 2 Credits.

One-hour lessons of studio instruction in music performance. Required for BMME juniors and seniors.

Requisites: Prereq: Audition for studio instructor to demonstrate proficiency.

Repeatable 8 times for a maximum of 18 credits

Additional Information:

General Limitation applies: Music Lessons Course

MUP 465. Music Performance Studies: [Topic]. 4 Credits.

One-hour lessons of studio instruction in music performance focusing on degree recital and other significant performance preparation throughout the year. Required for BM-Performance juniors and seniors.

Requisites: Prereq: Successful completion of end of sophomore year checkpoint level-up jury.

Repeatable 8 times for a maximum of 36 credits

Additional Information:

General Limitation applies: Music Lessons Course

MUP 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Music Lessons Course

MUP 635. Music Performance Studies: [Topic]. 2 Credits.

Half-hour lessons of studio instruction in music performance. Intended for graduate-level non-performance, or secondary instrument master's students.

Requisites: Prereq: Audition for studio instructor to demonstrate proficiency.

Repeatable 9 times for a maximum of 20 credits

Additional Information:

General Limitation applies: Music Lessons Course

MUP 650. Music Performance Studies. 2 Credits.

Hour-long lessons of studio instruction in music performance. Open to Jazz Studies master's students.

Requisites: Prereq: Audition for studio instructor to demonstrate proficiency.

Repeatable 9 times for a maximum of 20 credits

Additional Information:

General Limitation applies: Music Lessons Course

MUP 665. Music Performance Studies. 4 Credits.

Hour-long lessons of studio instruction in music performance. Required for performance major master's students.

Requisites: Prereq: Audition for studio instructor to demonstrate proficiency.

Repeatable 9 times for a maximum of 40 credits

Additional Information:

General Limitation applies: Music Lessons Course

MUP 765. Music Performance Studies: [Topic]. 4 Credits.

Hour-long lessons of studio instruction in music performance. Required for DMA Performance students.

Requisites: Prereq: Audition for studio instructor to demonstrate proficiency.

Repeatable 12 times for a maximum of 52 credits

Additional Information:

General Limitation applies: Music Lessons Course

Operations and Business Analytics (OBA)

Courses

OBA 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

OBA 311. Business Analytics I. 4 Credits.

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 OBA 311 and OBA 311H. Sophomore standing required.

Requisites: Prereq: BA 101Z, BA 169Z, EC 201Z, MATH 241, STAT 243Z.

Equivalent to: OBA 311H

OBA 312. Business Analytics II. 4 Credits.

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 OBA 312 and OBA 312H. Sophomore standing required.

Requisites: Prereq: OBA 311.

Equivalent to: OBA 312H

OBA 312H. Business Analytics II. 4 Credits.

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 OBA 312 and OBA 312H.

Requisites: Prereq: OBA 311 or OBA 311H.

Equivalent to: OBA 312

OBA 335. Operations Management. 4 Credits.

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. Students cannot receive credit for both OBA 335 and OBA 335H. Sophomore standing required.

Requisites: Prereq: BA 101Z, BA 169Z, EC 201Z, MATH 241, STAT 243Z.

Equivalent to: OBA 335H

OBA 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

OBA 403. Thesis. 1-6 Credits.

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

Repeatable 99 times

OBA 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

OBA 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

OBA 407. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

OBA 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

OBA 410. Experimental Course: [Topic]. 1-4 Credits.

Recent topics include Service Operations, Business Analytics, Analyzing Big Data.

Repeatable 99 times when topic changes

OBA 444. Business Database Management Systems. 4 Credits.

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.

Requisites: Prereq: OBA 340 or OBA 340H.

OBA 455. Data Driven Predictive Modeling. 4 Credits.

Introduction to basics of programming and fundamentals of predictive modeling.

Requisites: Prereq: one from OBA 312, OBA 312H, DSCI 345M, MATH 345M.

OBA 465. Sports Analytics. 4 Credits.

The course is intended for students interested in general management, operations, marketing or consulting in sports. The course leverages students' core-course data management skills relating to spreadsheets and databases. Students will work on integrating those data management skills with statistics-based sports data-analytics methods, and thus be able to make rigorous data-driven decisions, as well as effectively communicate the rationale supporting those decisions.

Requisites: Prereq: one from OBA 312, OBA 312H, DSCI 102, DSCI 345M, MATH 345M.

OBA 466. Project and Operations Management Models. 4 Credits.

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.

Requisites: Prereq: OBA 335 or 335H.

OBA 477. Supply-Chain Operations and Information. 4 Credits.

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.

Requisites: Prereq: OBA 335 or 335H.

OBA 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

OBA 510. Experimental Course: [Topic]. 1-4 Credits.

Recent topics include Service Operations, Business Analytics, Analyzing Big Data.

Repeatable 99 times when topic changes

OBA 544. Business Database Management Systems. 4 Credits.

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.

Requisites: Prereq: all MBA core courses.

OBA 555. Data Driven Predictive Modeling. 4 Credits.

Introduction to basics of programming and fundamentals of predictive modeling.

OBA 565. Sports Analytics. 4 Credits.

The course is intended for students interested in general management, operations, marketing or consulting in sports. The course leverages students' core-course data management skills relating to spreadsheets and databases. Students will work on integrating those data management skills with statistics-based sports data-analytics methods, and thus be able to make rigorous data-driven decisions, as well as effectively communicate the rationale supporting those decisions.

OBA 566. Project and Operations Management Models. 4 Credits.

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.

Requisites: Prereq: all MBA core courses.

OBA 577. Supply-Chain Operations and Information. 4 Credits.

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.

Requisites: Prereq: all MBA core courses.

OBA 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

OBA 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

OBA 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

OBA 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

OBA 607. Seminar: [Topic]. 1-3 Credits.

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.

Repeatable 99 times

OBA 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

OBA 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

OBA 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

OBA 612. Quantitative Methods for Managers. 3 Credits.

Concepts and techniques of analytic decision making, sampling and statistical inference, and regression analysis.

OBA 613. Operations Management. 3 Credits.

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.

Physical Education Courses

General Limitations (p. 27)

A maximum of 12 credits of physical education activity, military science activity, and dance activity (DANC) courses may be applied to the total number of credits required for a bachelor's degree. Limitation information will appear in Additional Information heading for each course.

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- PE: Aquatics (p. 923) (PEAQ)
 - PE: Aquatics-Scuba (p. 924) (PEAS)
 - PE: Certification (p. 924) (PEC)
 - PE: Fitness (p. 924) (PEF)
 - PE: Individual Activities (p. 926) (PEI)
 - PE: Intercollegiate Athletics (p. 926) (PEIA)
 - PE: Leadership (p. 928) (PEL)
 - PE: Martial Arts (p. 928) (PEMA)
 - PE: Mind-Body (p. 929) (PEMB)
 - PE: Outdoor Pursuits (p. 930) (PEO)
 - PE: Racquet Sports (p. 931) (PERS)
 - PE: Running (p. 932) (PERU)
 - PE: Team Sports (p. 932) (PETS)
 - PE: Weight Training (p. 933) (PEW)

Physical Education: Aquatics (PEAQ)

Courses

PEAQ 111. Learn to Swim. 1 Credit.

Learn to swim and gain confidence/comfort in shallow and deep water. A beginning course for the non-swimmer to learn how to float, submerge comfortably, and move through the water.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEAQ 121. Aqua Strength and Fitness I. 1 Credit.

A fitness program based on speed, power, and strength that uses the properties of water to bring intensity with minimal impact on joints. Offers core training and improves cardiovascular endurance, balance, flexibility, and strength using buoyancy and resistance equipment. This course is accessible for all fitness levels.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEAQ 122. Aqua Strength and Fitness II. 1 Credit.

A fitness program based on speed, power, and strength that uses the properties of water to bring intensity with minimal impact on joints. Offers core training and improves cardiovascular endurance and strength using buoyancy and resistance equipment. This course is accessible for all fitness levels.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEAQ 140. Paddleboard Yoga. 1 Credit.

All the benefits of yoga delivered on top of the water. The standup paddleboard (SUP) provides a balance challenge to strengthen and tone your core while gaining strength, awareness and range of motion from head to toes. A playful and unique experience for all levels.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEAQ 199. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEAQ 201. Swimming I. 1 Credit.

A beginning swim course for those who need to learn breathing and fundamental stroke work in freestyle and backstroke. Must be able to swim one length of the pool and be comfortable in deep water.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEAQ 202. Swimming II. 1 Credit.

An intermediate-level swim course for those who want to master freestyle and breathing; improve technique in backstroke, breaststroke, and butterfly; and improve stroke efficiency and endurance.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEAQ 203. Swimming III. 1 Credit.

An advanced-level swim course emphasizing endurance, sprint, and stroke work. Must be proficient in all four strokes: butterfly, backstroke, breaststroke, and freestyle.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEAQ 351. Lifeguard Certification. 1 Credit.

StarGuard Lifeguard, First Aid and CPR for the Professional Rescuer certification course.

Requisites: Prereq: Pass swimming test.

Repeatable 1 time for a maximum of 2 credits

PEAQ 399. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

Physical Education: Aquatics-Scuba (PEAS)

Courses

PEAS 199. Special Studies: [Topic]. 1 Credit.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEAS 368. Scuba: Basic. 2 Credits.

Open water certification. Techniques and equipment used in underwater diving. Water safety, diving physics, medical aspects of diving, and decompression. Leads to basic scuba certification. Equipment provided.

Requisites: Prereq: Beginning swim experience

Repeatable 1 time for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEAS 369. Scuba: Advanced. 1 Credit.

Advanced open water diver certification. Navigation, deep diving, night diving and other topics. Develop underwater skills and learn speciality diving activities. Equipment provided.

Requisites: Prereq: PEAS 368 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEAS 370. Scuba: Rescue Diver. 1 Credit.

Rescue Diver certification. Concepts of self rescue, psychological and physical stress, tows, assists, in-water resuscitation and rescue techniques. Equipment provided.

Requisites: Prereq: PEAS 369 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEAS 375. Scuba: Deep Diver. 1 Credit.

Learn to dive to greater depths and develop special skills for deep dive planning, organization, procedures, techniques and hazards.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEAS 378. Scuba: Nitrox. 1 Credit.

Instruction in diving with enriched air to extend 'no decompression' limits, increasing time spent underwater.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEAS 381. Scuba: Dive Master I. 1-2 Credits.

Dive master certification. Preparation toward becoming a diving instructor. In-depth knowledge of general diving theory and watermanship skills. Assist a PADI instructor with the supervision of underwater diving students, dive planning and organization. Equipment provided.

Requisites: Prereq: PEAS 370; 18 years old, 20 logged dives.

Repeatable 1 time for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEAS 382. Scuba: Dive Master II. 1-2 Credits.

Advanced watermanship skills, leading to certification as a Dive Master. Responsible for demonstrating techniques and skills, class management, and assist students with common problems. Construct an underwater map.

Requisites: Prereq: PEAS 381 or equivalent.

Repeatable 1 time for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEAS 399. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

Physical Education: Certification (PEC)

Courses

PEC 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEC 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEC 408. Workshop: [Topic]. 1-5 Credits.

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

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

Physical Education: Fitness (PEF)

Courses

PEF 131. Body Sculpting I. 1 Credit.

Emphasizes muscular endurance training for the upper body, lower body, and abdominals. Dumbbells, soft weights, tubing, steps, small medicine balls, and body resistance challenge every major muscle group in the body.

Repeatable 1 time

Additional Information:

General Limitation applies: Activity Course

PEF 132. Body Sculpting II. 1 Credit.

Intermediate level emphasis on muscular endurance training for the upper body, lower body, and abdominals. Dumbbells, soft weights, tubing, steps, small medicine balls, and body resistance challenge every major muscle group in the body.

Requisites: Prereq: PEF 131 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEF 145. F45 Functional Fitness. 1-2 Credits.

All levels introduction to functional fitness. Learn F45 methodology by combining functional movements, agility, diverse strength and cardiovascular training stimuli ranging from heavier, shorter weight training intervals to light weight endurance sets, allowing the body to constantly grow in functional capacity. All exercises are adaptable.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEF 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEF 205. Pilates Yoga Fusion. 1 Credit.

This course combines Pilates and Yoga techniques to improve balance and flexibility while building a strong muscular core.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEF 208. Fitness Barre. 1 Credit.

A fusion of Pilates, yoga and elements of aerobics to deliver a total body workout. Focus on posture, body awareness, strength, flexibility, and balance through low-impact, isometric and dynamic movements using a barre for a prop. All fitness levels, no dance experience necessary.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEF 221. CrossFit I. 1 Credit.

Introduction to highly functional cross-training movements, constantly varied and performed with intensity. Strength, endurance, power, and agility are built in a supportive, team-oriented environment.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEF 222. CrossFit II. 1 Credit.

Intermediate and advanced dynamic exercises and training progressions. Technique, strength, endurance, power and agility are enhanced. Sequence with PEF 221.

Requisites: Pre-requisite: PEF 221 or equivalent experience.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEF 241. Group Cycling I. 1 Credit.

A high intensity workout on a specialized stationary cycle (Startrac V-bike). Designed for beginning to intermediate fitness levels, students exercise to music using a variety of riding techniques. Equipment care, muscular activation and endurance, and cardiorespiratory fitness, are covered.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEF 251. Fitness Kickboxing. 1 Credit.

Practice jabs, punches, footwork, and kick patterns adapted from martial arts for the aerobics participant. Features a warm-up, more than 30 minutes of skills training and combinations, a cool-down, and stretching.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEF 301. Core and Stretch. 1 Credit.

Gain physical strength, flexibility, and muscular endurance while learning about physiology and anatomy. Develop personalized training program.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEF 321. Zumba. 1 Credit.

Fitness and dance moves to Latin rhythm and music: salsa, merengue, cumbia, and others. Simple enough for beginners yet can challenge the fitness of advanced exercisers.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEF 323. Line Dancing. 1 Credit.

Fundamentals of non-partner line dancing routines in country western style, including steps, vocabulary, wall changes, tags, restarts, dances in contra, dances in phrase, musical interpretation, footwork, and sequencing of approximately 20 different routines.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEF 326. Fitness Dance. 1 Credit.

Cardiovascular workout, dance moves and routines to Top Forty hits, music videos, and hip-hop. Typical class features warm-up, 30 minutes of dance, and cool-down.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEF 340. Personal Trainer. 3 Credits.

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.

PEF 342. Group Fitness Instructor Training. 3 Credits.

Sessions on anatomy, physiology, exercise technique, choreography, cuing, safety, training principles, and legal and ethical issues. Students prepare to take a national certification exam. Practicum experience may follow.

PEF 343. Wellbeing Coach Training. 2 Credits.

This course will prepare students to sit for a national Health Wellness Coaching Certification Exam (American Council on Exercise). Practical experience will be provided as a regular portion of the course.

PEF 344. Eat, Move, and Be Well. 2 Credits.

For students in need of lifestyle behavior change and guidance who are motivated to use a holistic wellness approach (nutrition, exercise, stress management) to initiate healthy habits. Class includes twice a week 50-minute movement sessions.

PEF 347. Nutrition Daily. 1 Credit.

Learn the foundations of nutrition and how it applies to you, the individual, based on goals, physical make-up, lifestyle and activity. Learn the importance and identification of macronutrients, efficient meal planning and preparation, grocery shopping and navigating nutrition labels.

PEF 350. Sleep and Stress Strategies for Wellbeing. 1 Credit.

Learn about your sleep, stress and recovery including basic physiology, psychology and practices you can put into action to improve your overall health and wellbeing.

PEF 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEF 408. Workshop: [Topic]. 1-5 Credits.

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

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

Physical Education: Individual Activities (PEI)

Courses

PEI 199. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEI 201. Juggling I. 1 Credit.

Introduces and develops juggling skills with balls, rings, clubs and other props. Emphasis on creative exploration, relaxation and fun.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEI 202. Juggling II. 1 Credit.

Advanced development of juggling skills with balls, rings, clubs and other props. Visual independence and imagination, relaxation and breath awareness.

Requisites: Prereq: PEI 201 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEI 241. Golf I. 1 Credit.

Introduction to the game. The majority of class time is at the driving range learning swing techniques for distance, pitching, chipping and putting, rules, etiquette, and golf vocabulary. Students must provide their own transportation.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEI 242. Golf II. 1 Credit.

For the experienced golfer who wants to refine their skills. Includes review of swing techniques for all situations, rules, etiquette, and golf vocabulary. Students must provide their own transportation.

Requisites: Prereq: PEI 241 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEI 243. Golf III. 1 Credit.

Emphasis on course play for the advanced golfer to hone basic skills. Includes time on the driving range and putting green. Students must provide their own transportation.

Requisites: Prereq: PEI 242 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEI 244. Golf Swing Exercise. 1 Credit.

Improve your golf swing in the off-season via swing specific exercises. Sequence with Golf I, Golf II, Golf III.

Requisites: Prereq: PEI 243 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEI 399. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

Physical Education: Intercollegiate Athletics (PEIA)

Courses

PEIA 199. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEIA 301. Lacrosse. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 305. Acrobatics and Tumbling. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Requisites: Prereq: Must be a varsity team member.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 311. Women's Golf. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 312. Men's Golf. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 317. Women's Tennis. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 318. Men's Tennis. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 323. Women's Cross-Country. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 324. Men's Cross-Country. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 329. Women's Track. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 330. Men's Track. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 341. Softball. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 342. Baseball. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Requisites: Prereq: Must be a varsity team member.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 346. Sand Volleyball. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Requisites: Prereq: varsity athletes only.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 347. Volleyball. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 350. Soccer. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 353. Women's Basketball. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 354. Men's Basketball. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 360. Football. 1 Credit.

Varsity athletes may earn a PE credit for their team workouts during their competitive season.

Repeatable 3 times for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 371. Sport Conditioning I. 1 Credit.

A strength and conditioning training opportunity for varsity and club sport student-athletes. Sequence with PEIA 372, PEIA 373.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 372. Sport Conditioning II. 1 Credit.

A strength and conditioning training experience for varsity and club sports student-athletes. Sequence with PEIA 371, PEIA 373.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 373. Sport Conditioning III. 1 Credit.

A strength and conditioning training experience for varsity and club sport student-athletes. Sequence with PEIA 371, PEIA 372.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEIA 399. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

Physical Education: Leadership (PEL)

Courses

PEL 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEL 310. Coaching. 2 Credits.

Addresses all aspects of coaching from kindergarten through college.

Topics include philosophy, objectives and outcomes, communication styles, writing workouts, discipline, and age-appropriate skills, drills and strategies. Sequence with PEL 406 is possible with successful completion of the course.

PEL 311. Coaching II. 2 Credits.

Practical application of knowledge and skills from PEL 310 Coaching I, by implementing strategies and techniques in teaching or coaching situation. Students will write a practice plan and teach a technical and tactical skill to the class. Sequence with PEL 310.

Requisites: Prereq: PEL 310 or equivalent experience.

PEL 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEL 406. Practicum: [Topic]. 1-4 Credits.

Practical experiences in equipment and facilities management service, outdoor pursuits, recreation and intramurals, and physical education.

Repeatable 5 times for a maximum of 6 credits

Additional Information:

General Limitation applies: Activity Course

PEL 408. Workshop: [Topic]. 1-5 Credits.

Professional topics in physical education.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEL 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

Physical Education: Martial Arts (PEMA)

Courses

PEMA 115. Self-Defense. 1 Credit.

Fundamental concepts of self defense. Mental and physical strategies, awareness and reaction training. Class theme is prevention, covering the "Three As": Awareness, Assessment, Action.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMA 116. Women, Trans, and Non-Binary Self Defense. 2 Credits.

Women, Trans, and Non-Binary Self Defense is a supportive, empowering class focusing on verbal and physical skills for avoiding and resisting assault. Includes boundary-setting, de-escalation, assertiveness, healthy relationship skills, and effective fighting techniques.

Repeatable 1 time for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEMA 199. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEMA 255. Kickboxing. 1 Credit.

This dynamic martial art includes punching and kicking skills, techniques and the rules of competitive kickboxing. Develops balance, flexibility and strength.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMA 311. Jeet Kune Do I. 1 Credit.

Basic concepts of Jeet Kune Do and the Filipino Martial Arts. Basic movements, including strikes, kicks, grappling, and defensive weaponry. Develop individualized training methods.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMA 312. Jeet Kune Do II. 1 Credit.

Intermediate concepts of Jeet Kune Do and the Filipino Martial Arts. Demonstrate movements, immobilization techniques, and practical self defense skills.

Requisites: Prereq: PEMA 311 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMA 321. Jiu-Jitsu I. 1 Credit.

Introduction to concepts of Brazilian Jiu-Jitsu. Combative activity incorporating throwing, falling, grappline, holds, and safe positioning. Development of practical self-defense knowledge and skills.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMA 322. Jiu-Jitsu II. 1 Credit.

Basic and intermediate motions of Brazilian Jiu-Jitsu. History, rules and scoring system for sport, escape movements, submission holds.

Requisites: Prereq: PEMA 321 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMA 331. Mixed Martial Arts I. 1 Credit.

Introductory techniques from boxing, wrestling, jiu-jitsu and muay thai. Rules and scoring system of competitive mixed martial arts. Sequence with PEMA 332.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMA 332. Mixed Martial Arts II. 1 Credit.

Intermediate techniques; building on skills learned in PEMA 331. Develops strategy, game-plan skills, training methods; increases physical strength and skills. Sequence with PEMA 331.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMA 399. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

Physical Education: Mind-Body (PEMB)

Courses

PEMB 101. Meditation I. 1 Credit.

Fundamentals of body alignment, breathing, mental focus, and relaxation. Philosophy of yoga as it applies to the different styles and methods of meditation, the nature of thought, awareness, and management of thought processes.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMB 103. Mindful Meditation. 1 Credit.

Learn and apply mindfulness practices, including mindful movement, breath work, and body scans, that enhance overall well-being by calming the mind, concentrating fully, releasing stress, and being more attentive in the present moment. Improves focus, mood and relieves stress.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMB 110. Beginning Yoga. 1 Credit.

All levels introduction to yoga practices. Learn to perform and recognize benefits of commonly used yoga postures. Great for beginners or people who do not have a strong sense of what type of yoga is best for them.

Class will explore a variety of styles.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMB 199. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEMB 201. Gentle Yoga. 1 Credit.

Beginning hatha yoga postures to reduce stress, discomfort or pain. Techniques for relaxation and mental focus, breathing patterns, and personal energy. Modify positions to accommodate injury or physical limitations. Increase strength, body alignment, comfort, balance, and flexibility.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMB 203. Restorative Yoga. 1 Credit.

Restorative Yoga offers an opportunity to center your mind and body at a slower pace. Yoga postures (asanas) are held for longer periods of time, encouraging deep focus and relaxation. Props such as bolsters, blankets, and blocks provide support and comfort.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMB 210. Intermediate Yoga. 1 Credit.

Solidify your understanding of a variety of styles of yoga and master the art of personalizing your practice. Follow up to PEMB 110 Beginning Yoga. Develop a strong foundation and confidence to take with you into any type of yoga, anywhere.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMB 211. Hatha Yoga I. 1-2 Credits.

Beginning hatha yoga postures and meditation techniques. Increase strength, balance and flexibility. Improve mental concentration and relaxation with yoga poses and breathing awareness. Relieve tension and fatigue.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMB 212. Hatha Yoga II. 1-2 Credits.

Intermediate hatha yoga poses and meditation techniques to improve mental concentration and relaxation. Breathing awareness exercises, mind and body flexibility.

Requisites: Prereq: PEMB 211 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMB 216. Vinyasa Flow Yoga. 1 Credit.

Based on a specialized and dynamic sequence of postures and focused breathing techniques. Participation aids in development of postural strength, stability, and muscular flexibility.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMB 221. Sports Yoga I. 1 Credit.

Covers important yogic concepts and practices for athletes. Improve your flexibility and strength as you learn yoga techniques, practice, and philosophy. Sequence with PEMB 222.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMB 305. Aerial Silks Yoga I. 1 Credit.

Yoga postures and breathing techniques are taught using a silk hammock. The silk can make some postures more relaxing and accessible but others more intense and challenging. Strength and balance will be explored at a new level to build on your current yoga practice.

Requisites: Prereq: one from PEMB 210, PEMB 211, PEMB 212, PEMB 213, PEMB 216, PEMB 221, PEMB 222, PEMB 234, PEF 205.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMB 306. Aerial Silks Yoga II. 1 Credit.

Continue to refine your yoga practice and breathing techniques with more complex use of a silk hammock, making some postures more relaxing and accessible but others more intense and challenging. Strength, balance, and inversions will be explored at a new level to encourage a more intentional connection between mind, body, and breath. Sequence with PEMB 305.

Requisites: Prereq: PEMB 305 or PEMB 310.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMB 310. Yoga Lifelong Practices. 1 Credit.

Advanced studies for students who enjoy the wide variety of styles introduced in other yoga classes and are looking for a deeper more focused practice.

Requisites: Prereq: At least 2 credits of PEMB coursework.

Additional Information:

General Limitation applies: Activity Course

PEMB 320. Yoga Wellness Techniques. 1 Credit.

Learn and apply effective techniques for managing stress and increasing well-being. In a fun, supportive and calming atmosphere, students will gain lifelong tools for coping with stress. The material will include safe, strengthening asana (poses), breathing, active relaxation, and meditation techniques.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEMB 399. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

Physical Education: Outdoor Pursuits (PEO)

Courses

PEO 199. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEO 242. Bouldering I. 1 Credit.

Techniques for rock climbing without the security of a rope. Emphasis is on safety, skill development and conditioning.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEO 251. Rock Climbing I. 1 Credit.

Basics of safe and responsible rock climbing. Equipment, knots, belaying, rappelling and a range of other climbing techniques. Conducted on the indoor rock climbing wall.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEO 252. Rock-Climbing Fitness. 1 Credit.

Continued development of basic climbing skills, with emphasis on improving flexibility and injury prevention. Refine face and crack climbing techniques. Conducted on the indoor climbing wall.

Requisites: Prereq: PEO 251 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEO 285. Wilderness Survival. 1 Credit.

Our gateway course must be passed (C- or better) prior to participating in our backcountry-oriented courses. Emphasizes navigation, safety and survival.

Repeatable 1 time for a maximum of 2 credits

PEO 325. Swift-Water Safety. 1 Credit.

Covers methods of crossing shallow and deep swift-water streams. Includes hazard assessment, swimming techniques, knots, rope work, technical systems, pendulum and Tyrolean traverse crossings.

Requisites: Prereq: PEO 285 and basic swimming ability.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEO 331. Outdoor Rock Climbing. 2 Credits.

Introduction to anchor building, basic rescue techniques, and outdoor climbing in the context of classroom sessions and a 3-day outing to Smith Rock. Sequence: PEO 251 or equiv experience.

Requisites: Prereq: PEO 251.

Repeatable 1 time for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEO 351. Backpacking. 2 Credits.

For those with little or no backpacking experience. Introduces the basics of backpacking in the context of classroom sessions and a three-day outing to the Oregon Coast.

Requisites: Prereq: PEO 285

Repeatable 1 time for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEO 353. Backcountry Cuisine. 1 Credit.

Students learn how to plan menus, package food, and implement "leave no trace" cooking and baking techniques utilizing backcountry stoves and cooking systems.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEO 356. Backcountry Navigation. 2 Credits.

Provides an opportunity to master efficient on- and off-trail navigation techniques on a three-day trip in rugged subalpine terrain.

Requisites: Prereq: PEO 285 and 351 or equivalent experience.

Repeatable 1 time for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEO 362. Mountaineering. 2 Credits.

Covers basic mountaineering skills during classroom sessions and an intensive three-day mountain outing. Emphasis on hazards, rigging, roped travel, ice ax arrests, belays, and rescue.

Requisites: Prereq: PEO 285, PEO 351.

Additional Information:

General Limitation applies: Activity Course

PEO 366. Vertical Rescue Techniques. 2 Credits.

Introduces vertical rescue techniques including belay escapes, passing a knot, rope ascension, counterbalance, lowering and raising rescues. Held at the rescue facility and rock wall.

Requisites: Prereq: PEO 315 or PEO 331.

Repeatable 1 time for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEO 371. Snow Camping. 2 Credits.

Emphasis on winter camping skills, campsite selection, construction of snow shelters, winter route finding, and survival techniques.

Requisites: Prereq: PEO 285 and 351 or equivalent experience.

Repeatable 1 time for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEO 391. Winter Navigation. 2 Credits.

Topics include cold weather clothing and equipment requirements, thermoregulation, cold injuries, route finding, Leave No Trace travel and camping ethics, and winter navigation and survival techniques. Skills applied on a three-day outing.

Requisites: Prereq: PEO 285, PEO 351.

Repeatable 1 time for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PEO 392. Backcountry Survival. 1 Credit.

Basic survival skills for cool, wet, and windy Pacific Northwest environment. Topics/techniques include survival gear and techniques, emergency shelters, and fire building.

Requisites: Prereq: PEO 285 and 351 or equivalent experience

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEO 399. Special Studies: [Topic]. 1-3 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEO 411. Leadership Dynamics. 2 Credits.

Discover how leadership, group dynamics, risk management, and other factors play an integral role in shaping the character, productivity, and safety of teams.

Requisites: Prereq: PEO 285.

PEO 412. Leading in Nature. 2 Credits.

Focuses on the natural history of the regions explored on field outings and on developing outdoor teaching skills.

PEO 413. Field Leadership. 2 Credits.

Focuses on campcraft, field leadership, navigation, and safety skills. Includes a three-day outing and van driver training.

Requisites: Prereq: PEO 285, PEO 351.

Physical Education: Racquet Sports (PERS)

Courses

PERS 199. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PERS 211. Table Tennis I. 1 Credit.

Introduction to table tennis, including rules, scoring, and etiquette.

Service, strokes, and game strategy.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PERS 212. Table Tennis II. 1 Credit.

Intermediate game strategies and skills.

Requisites: Prereq: PERS 211 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PERS 221. Pickleball. 1 Credit.

Introduction to basic strokes, the serve, basic strategy, and beginning level positioning. Rules, scoring and etiquette will also be taught.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PERS 231. Badminton I. 1 Credit.

Basic strokes, court positioning and strategies. Introduction to equipment, rules, scoring, and etiquette.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PERS 232. Badminton II. 1 Credit.

Intermediate shots, positioning and strategy through drills, match play, and class tournaments.

Requisites: Prereq: PERS 231 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PERS 271. Tennis I. 1 Credit.

Introduction to basic strokes, the serve, basic strategy, and beginning level positioning. Rules, scoring and etiquette will also be taught.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PERS 272. Tennis II. 1 Credit.

Refinement of basic strokes and introduction to advanced strokes and positioning. Drills, game play, and a class tournament.

Requisites: Prereq: PERS 271 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PERS 273. Tennis III. 1 Credit.

Advanced level singles and doubles positioning, strategies and skills.

Requisites: Prereq: PERS 272 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PERS 399. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

Physical Education: Running (PERU)

Courses

PERU 131. Jog-Run. 1 Credit.

Instruction in running mechanics including intervals and pacing. Various running surfaces and courses, injury prevention, and cardiovascular endurance are emphasized.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PERU 199. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PERU 331. 5K Training I. 1-2 Credits.

Techniques for increasing speed and preparation for road racing.

Requisites: Prereq: PERU 131 or equivalent.

Repeatable 1 time for a maximum of 4 credits

Additional Information:

General Limitation applies: Activity Course

PERU 399. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

Physical Education: Team Sports (PETS)

Courses

PETS 111. Flag Football. 1 Credit.

Throwing, catching, running, cutting, pulling flags; strategies and techniques; offense, defense, game rules, and ground rules that create a safe and fun playing experience.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PETS 199. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PETS 232. Volleyball II. 1 Credit.

Designed for students with previous volleyball experience and want to continue play. Skill-building, rules, offensive and defensive strategies.

Requisites: Prereq: beginning volleyball experience.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PETS 233. Volleyball III. 1 Credit.

Advanced play in a friendly atmosphere. Skills, drills, big hits, occasional blocks, aces.

Requisites: Prereq: PETS 232 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PETS 242. Basketball II. 1 Credit.

Designed for students with previous basketball experience and want to continue play. Shooting, ball handling, defense, give go, and the back door.

Requisites: Prereq: beginning basketball experience.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PETS 243. Basketball III. 1 Credit.

Advanced play, including offenses, defenses, drills, and full-court action.

Requisites: Prereq: PETS 242 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PETS 261. Soccer I. 1 Credit.

Introduction to the basic skills of passing, dribbling, heading, tackling, and shielding. Game strategies and rules are taught through drills and team play.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PETS 262. Soccer II. 1 Credit.

Develop proficiency in soccer skills through drills and games. Group and team tactics as well as official soccer rules.

Requisites: Prereq: PETS 261 or equivalent preferred.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PETS 263. Soccer III. 1 Credit.

Advanced techniques, principles of attack and defense, and kicks--corner, free, and penalty.

Requisites: Prereq: PETS 262 or equivalent preferred.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PETS 265. Indoor Soccer II. 1 Credit.

Intermediate and advanced play, using the walls of a court as an additional dimension to play.

Requisites: Prereq: beginning soccer experience.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PETS 399. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

Physical Education: Weight Training (PEW)

Courses

PEW 199. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

PEW 211. Weight Training I. 1 Credit.

Technique for basic lifts in a variety of workout formats. Develop strength and muscular endurance. Weight training principles and physical fitness evaluation.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEW 212. Weight Training II. 1 Credit.

Advanced weight training exercises are introduced. Students can expect to work more independently. Intermediate program design, exercise science, and evaluation of strength and muscular endurance.

Requisites: Prereq: PEW 211 or equivalent.

Repeatable 1 time for a maximum of 2 credits

Additional Information:

General Limitation applies: Activity Course

PEW 399. Special Studies: [Topic]. 1-2 Credits.

Experimental course - topic varies.

Repeatable 99 times

Additional Information:

General Limitation applies: Activity Course

Philosophy (PHIL)

Courses

PHIL 101. Philosophical Problems. 4 Credits.

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.

Additional Information:

Arts Letters Area

PHIL 102. Ethics. 4 Credits.

Study of moral theories and issues central to moral theory (such as justification of moral judgments and concepts of duty, goodness, and virtue) as well as theoretical engagement with pressing contemporary moral debates.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

PHIL 103. Critical Reasoning. 4 Credits.

Introduction to thinking and reasoning critically. How to recognize, analyze, criticize, and construct arguments.

Additional Information:

Arts Letters Area

PHIL 104. History of Western Philosophy. 4 Credits.

The course is an introduction to some currents, seminal thinkers, and texts of the Western philosophical tradition from the Ancient Greeks to Medieval, Modern, and 19th and 20th Century Philosophy. The course includes both classical text and readings traditionally excluded from the canon.

Additional Information:

Arts Letters Area

PHIL 110. Human Nature. 4 Credits.

Consideration of various physiological, cultural, psychological, and personal forces that characterize human beings, taking into account issues of class, gender, race, and sexual orientation.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

PHIL 120. Ethics of Enterprise and Exchange. 4 Credits.

Moral examination of business by considering the nature of enterprise and exchange. Topics include corporate and consumer responsibility, meaningful work, and leadership.

Additional Information:

Arts Letters Area

PHIL 123. Internet, Society, and Philosophy. 4 Credits.

Introduction to philosophical problems of the Internet. Primary focus on social, political, and ethical issues with discussion of epistemological and metaphysical topics.

Additional Information:

Social Science Area

PHIL 130. Philosophy and Popular Culture. 4 Credits.

Engages in critical philosophical reflection about and through popular culture, including movies, music, graphic novels, and sports.

Additional Information:

Arts Letters Area

PHIL 135. Ethics in the Life Sciences. 4 Credits.

Focused on complex ethical issues in the life sciences, ranging from debates over human enhancement, the use of human cells in research, non-human animals in research, synthetic biology, genetically-modified organisms, and recent research in microbial biology.

Additional Information:

Arts Letters Area

PHIL 170. Love and Sex. 4 Credits.

Philosophical study of love, relationships, marriage, sex, sexuality, sexual identity, and sexual representation.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

PHIL 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHIL 199L. Special Studies: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHIL 211. Existentialism. 4 Credits.

Basic ideas of the Christian and atheistic divisions of the existentialist movement; some attention to the philosophical situation that generated the existentialist rebellion.

Additional Information:

Arts Letters Area

PHIL 216. Philosophy and Cultural Diversity. 4 Credits.

Philosophical investigation of the implications of cultural diversity for identity, knowledge, and community, from the perspectives of several American cultures.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

PHIL 219. Sports Ethics. 4 Credits.

Introduction to the nature of sport within the framework of the philosophical study of ethics and its implication for the athlete and spectator.

Additional Information:

Arts Letters Area

PHIL 220. Food Ethics. 4 Credits.

Examination of a variety of issues relating to food production and consumption in light of virtue, utilitarian, deontological, pragmatist, and care ethics.

Additional Information:

Arts Letters Area

PHIL 223. Data Ethics. 4 Credits.

This course explores central ethical challenges in data science and related fields of computational analysis. Offers both an overview of the major theoretical commitments of data ethics as well as engagement with applied contexts such as computer engineering, behavioral sciences, marketing, and surveillance.

Additional Information:

Social Science Area

PHIL 225. Introduction to Formal Logic. 4 Credits.

Introduces formal logic, including both propositional (sentence) and predicate logic, including the use of truth trees.

Additional Information:

Arts Letters Area

PHIL 299. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHIL 299L. Special Studies: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHIL 307. Social and Political Philosophy I. 4 Credits.

Survey of major political theorists (historical or contemporary) as well as central concepts of political philosophy such as justice, rights, liberalism, democracy, and equality.

Additional Information:

Social Science Area

PHIL 308. Social and Political Philosophy: [Topic]. 4 Credits.

Focused study of particular theorists and contemporary debates central to the fields of social and political philosophy.

Repeatable 1 time for a maximum of 8 credits when topic changes

PHIL 309. Global Justice. 4 Credits.

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.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

PHIL 310. History of Ancient Philosophy. 4 Credits.

Focuses primarily on Plato and Aristotle. Examines their roots in pre-Socratic philosophy and considers their relation to the Greek political and poetic traditions.

Requisites: Prereq: one lower-division philosophy course.

Additional Information:

Arts Letters Area

PHIL 311. History of Philosophy: Modern. 4 Credits.

Survey of European philosophy through Hume, including the work of Descartes, Locke, and Spinoza.

Requisites: Prereq: one course from Philosophy.

Additional Information:

Arts Letters Area

PHIL 312. History of Philosophy: 19th Century. 4 Credits.

Traces Kant's influence on such philosophers as Hegel, Nietzsche, and Marx.

Requisites: Prereq: one philosophy course.

Additional Information:

Arts Letters Area

PHIL 315. Introduction to Feminist Philosophy. 4 Credits.

Introduces basic questions of philosophy through topics central to feminism.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

PHIL 320. Philosophy of Religion. 4 Credits.

Philosophical investigation of the nature of "religion" (e.g., the nature of the sacred, spirituality, and transcendence).

Requisites: Prereq: one philosophy course.

PHIL 322. Philosophy of the Arts. 4 Credits.

Survey of classical and contemporary theories of art and aesthetic experience, with examples from various arts.

Requisites: Prereq: one philosophy course.

Additional Information:

Arts Letters Area

PHIL 323. Moral Theory. 4 Credits.

Study of the most important traditional ethical theories; modern philosophical analysis of moral terms and statements.

Requisites: Prereq: one philosophy course.

PHIL 331. Philosophy in Literature. 4 Credits.

Selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America.

Requisites: Prereq: one philosophy course.

PHIL 332. Philosophy of Film. 4 Credits.

Explores questions about the aesthetic dimensions of film, its relation to the other arts, and the treatment of philosophical questions in films.

Additional Information:

Arts Letters Area

PHIL 335. Medical Ethics. 4 Credits.

Introduces theoretical tools and concrete case studies for formulating, analyzing, and evaluating ethical judgments raised by contemporary biomedical practice.

Additional Information:

Arts Letters Area

PHIL 339. Introduction to Philosophy of Science. 4 Credits.

Examines theories of scientific practice, rationality, objectivity, values in science, and the role of science in society.

Additional Information:

Social Science Area

PHIL 340. Environmental Philosophy. 4 Credits.

Considers the nature and morality of human relationships with the environment (e.g., the nature of value, the moral standing of nonhuman life).

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

PHIL 341. African Philosophy. 4 Credits.

Survey of contemporary African philosophy with a focus on current debates (for example, critique of ethnophilosophy; relation between orality and writing; decolonization of knowledge).

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

PHIL 342. Introduction to Latin American Philosophy. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

PHIL 343. Critical Theory. 4 Credits.

Examines the methodological, epistemological, moral, and political dimensions of critical theory. Prereq: one philosophy course. Offered alternate years.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

PHIL 344. Introduction to Philosophy of Law. 4 Credits.

Introduces central problems in the law; examines the nature of legal reasoning.

Additional Information:

Social Science Area

PHIL 345. Place in the Cosmos. 4 Credits.

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.

Additional Information:

Arts Letters Area

PHIL 350. Metaphysics. 4 Credits.

Traditional issues in metaphysics selected from among such topics as substance, existence, time, causation, God, the nature of individuals, and the meaningfulness of metaphysics.

Requisites: Prereq: one philosophy course.

PHIL 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHIL 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

PHIL 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

PHIL 405. Reading and Conference: [Topic]. 1-21 Credits.

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

Repeatable 99 times

PHIL 407. Seminar: [Topic]. 1-5 Credits.

Recent topics include Eastern Philosophy, Feminist Theory, Nonviolence.

Requisites: Prereq: one 300-level philosophy course.

Repeatable 99 times

PHIL 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHIL 415. Continental Philosophy: [Topic]. 4 Credits.

Survey of significant areas in the Continental tradition, e.g. phenomenology, critical social theory, deconstruction, feminism, and hermeneutics.

Repeatable 99 times when topic changes

PHIL 420. American Philosophy: [Topic]. 4 Credits.

Survey of significant areas of the American tradition, e.g. 19th-, 20th-, and 21st-century thought, African and Native American thought, feminism, recent pragmatism, the self, and pluralism.

Repeatable 99 times when topic changes

PHIL 421. Ancient Philosophers: [Topic]. 4 Credits.

Concentrates on the work of a single philosopher, typically Plato or Aristotle.

Requisites: Prereq: PHIL 310.

Repeatable 99 times when topic changes

PHIL 423. Technology Ethics: [Topic]. 4 Credits.

Advanced inquiry in ethics with a focus on technology. Addresses moral, political, and cultural issues raised by socio-technical systems for everyday living and democratic citizenship.

Repeatable 1 time for a maximum of 8 credits when topic changes

PHIL 425. Philosophy of Language. 4 Credits.

Philosophical theories of language and meaning, with special attention to the nature of concepts and reasoning.

PHIL 426. Advanced Logic. 4 Credits.

This course covers classical and non-classical logics. A review of propositional and predicate logic will be followed by a consideration of "non-normal" logics of strict implication, conditional logics, many-valued logics, and first degree entailment. The course will consider philosophical issues raised by these diverse logics.

Requisites: Prereq: PHIL 225.

PHIL 433. 17th- and 18th-Century Philosophers: [Topic]. 4 Credits.

Concentrates on the work of a single philosopher, typically Descartes, Locke, Hume, Leibniz, Berkeley, or Kant.

Requisites: Prereq: PHIL 310, PHIL 311.

Repeatable 99 times when topic changes

PHIL 443. Feminist Philosophy: [Topic]. 4 Credits.

Examines contemporary feminist contributions to philosophy.

Requisites: Prereq: one 300-level PHIL course

Repeatable 1 time for a maximum of 8 credits

PHIL 451. Native American Philosophy. 4 Credits.

Survey of Native American philosophy focusing on philosophical perspectives in historical traditions and contemporary Native American philosophy. Offered alternate years.

PHIL 452. Philosophy and Race. 4 Credits.

Surveys the philosophical contribution to studies of race including intellectual history, philosophy of science, racism and its remedies, media studies, and cultural criticism with a focus on the US.

Requisites: Prereq: one philosophy course at the 300 level.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

PHIL 453. 19th-Century Philosophers: [Topic]. 4 Credits.

Concentrates on the work of a single philosopher, typically Hegel, Nietzsche, Marx, or Kierkegaard.

Requisites: Prereq: PHIL 312.

Repeatable 99 times when topic changes

PHIL 463. 20th-Century Philosophers: [Topic]. 4 Credits.

Concentrates on the work of a single philosopher (e.g., Wittgenstein, Dewey, Quine, Merleau-Ponty, C.I. Lewis, or Foucault).

Repeatable 99 times when topic changes

PHIL 471. Advanced Introduction to American Philosophy. 4 Credits.

An advanced introduction to central debates, topics, figures, and trajectories in American Philosophy.

Requisites: Prereq: one from PHIL 401, PHIL 403, PHIL 405, PHIL 407, PHIL 410, PHIL 415, PHIL 420, PHIL 421, PHIL 423, PHIL 425, PHIL 426, PHIL 433, PHIL 443, PHIL 451, PHIL 452, PHIL 453, PHIL 463.

PHIL 472. Advanced Introduction to Analytic Philosophy. 4 Credits.

An advanced introduction to central debates, topics, figures, and trajectories in Analytic philosophy.

Requisites: Prereq: One 400 level philosophy course.

PHIL 473. Advanced Introduction to Continental Philosophy. 4 Credits.

An advanced introduction to central debates, topics, figures, and trajectories in Continental Philosophy.

Requisites: Prereq: One 400 level philosophy course.

PHIL 474. Advanced Introduction to Feminist Philosophy. 4 Credits.

An advanced introduction to central debates, topics, figures, and trajectories in Feminist Philosophy.

Requisites: Prereq: One 400 level philosophy course.

PHIL 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

PHIL 507. Seminar: [Topic]. 1-5 Credits.

Recent topics include Eastern Philosophy, Feminist Theory, Nonviolence, Philosophy and Race, Philosophy and Tragedy, Philosophy of Education, Philosophy of Nature.

Repeatable 99 times

PHIL 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHIL 521. Ancient Philosophers: [Topic]. 4 Credits.

Concentrates on the work of a single philosopher, typically Plato or Aristotle.

Repeatable 99 times when topic changes

PHIL 526. Advanced Logic. 4 Credits.

This course covers classical and non-classical logics. A review of propositional and predicate logic will be followed by a consideration of "non-normal" logics of strict implication, conditional logics, many-valued logics, and first degree entailment. The course will consider philosophical issues raised by these diverse logics.

PHIL 533. 17th- and 18th-Century Philosophers: [Topic]. 4 Credits.

Concentrates on the work of a single philosopher, typically Descartes, Locke, Hume, Leibniz, Berkeley, or Kant.

Repeatable 99 times when topic changes

PHIL 551. Native American Philosophy. 4 Credits.

Survey of Native American philosophy focusing on philosophical perspectives in historical traditions and contemporary Native American philosophy. Offered alternate years.

PHIL 553. 19th-Century Philosophers: [Topic]. 4 Credits.

Concentrates on the work of a single philosopher, typically Hegel, Nietzsche, Marx, or Kierkegaard.

Repeatable 99 times when topic changes

PHIL 563. 20th-Century Philosophers: [Topic]. 4 Credits.

Concentrates on the work of a single philosopher (e.g., Wittgenstein, Dewey, Quine, Merleau-Ponty, C.I. Lewis, or Foucault).

Repeatable 99 times when topic changes

PHIL 571. Advanced Introduction to American Philosophy. 4 Credits.

An advanced introduction to central debates, topics, figures, and trajectories in American Philosophy.

PHIL 572. Advanced Introduction to Analytic Philosophy. 4 Credits.

An advanced introduction to central debates, topics, figures, and trajectories in Analytic philosophy.

PHIL 573. Advanced Introduction to Continental Philosophy. 4 Credits.

An advanced introduction to central debates, topics, figures, and trajectories in Continental Philosophy.

PHIL 574. Advanced Introduction to Feminist Philosophy. 4 Credits.

An advanced introduction to central debates, topics, figures, and trajectories in Feminist Philosophy.

PHIL 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

PHIL 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

PHIL 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

PHIL 607. Seminar: [Topic]. 1-5 Credits.

Recent topics include Emerson, Philosophy of Race, Recent Moral Theory, Schelling.

Repeatable 99 times

PHIL 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHIL 614. Issues in Ethics. 4 Credits.

Examination of ethical theory.

PHIL 615. Continental Philosophy: [Topic]. 4 Credits.

Explores philosophical problems and traditions in contemporary European philosophy.

Repeatable 3 times for a maximum of 16 credits when topic changes

PHIL 620. American Philosophy: [Topic]. 4 Credits.

Treats issues in classical and contemporary American philosophy.

Repeatable 3 times for a maximum of 16 credits when topic changes

PHIL 623. Data Ethics. 4 Credits.

This course offers an advanced exploration of central ethical challenges in data science and related fields of computational analysis.

PHIL 641. Social and Political Philosophy: [Topic]. 4 Credits.

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.

Repeatable 3 times for a maximum of 16 credits when topic changes

PHIL 643. Feminist Philosophy: [Topic]. 4 Credits.

Explores contemporary feminist philosophy.

Repeatable 3 times for a maximum of 16 credits when topic changes

PHIL 645. Environmental Philosophy: [Topic]. 4 Credits.

Pursues advanced questions in environmental philosophy regarding a particular tradition or problem area.

Repeatable 3 times for a maximum of 16 credits when topic changes

PHIL 657. Philosophy and Race: Contemporary Issues. 4 Credits.

Examination of contemporary discussions regarding race including biology and race, race in medicine, reparations, perspectives on race in Continental and American philosophy.

PHIL 670. Issues in Metaphysics. 4 Credits.

Discussion of current controversies in metaphysics (e.g., essentialism, identity, future contingency).

Physics (PHYS)

Courses

PHYS 101. Essentials of Physics. 4 Credits.

Fundamental physical principles. Mechanics.

Additional Information:

Science Area

PHYS 152. Physics of Sound and Music. 4 Credits.

Introduction to the wave nature of sound; hearing; musical instruments and scales; auditorium acoustics; and the transmission, storage, and reproduction of sound.

Additional Information:

Science Area

PHYS 153. Physics of Light, Color, and Vision. 4 Credits.

Light and color, their nature, how they are produced, and how they are perceived and interpreted.

Additional Information:

Science Area

PHYS 155. Physics Behind the Internet. 4 Credits.

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.

Additional Information:

Science Area

PHYS 156M. Scientific Revolutions. 4 Credits.

Surveys several major revolutions in our views of the natural and technological world, focusing on scientific concepts and methodological aspects. For nonscience majors. Multilisted with EARTH 156M.

Equivalent to: GEOL 156M

Additional Information:

Science Area

PHYS 161. Physics of Energy and Environment. 4 Credits.

Practical study of energy generation and environmental impact, including energy fundamentals, fossil fuel use, global warming, nuclear energy, and energy conservation.

Additional Information:

Science Area

PHYS 162. Solar and Other Renewable Energies. 4 Credits.

Topics include photovoltaic cells, solar thermal power, passive solar heating, energy storage, geothermal energy, and wind energy.

Additional Information:

Science Area

PHYS 171. The Physics of Life. 4 Credits.

Explores how physical laws guide the structure, function, and behavior of living organisms, and examines the physical properties of biological materials. Topics span microscopic and macroscopic scales.

Additional Information:

Science Area

PHYS 181. Quantum Mechanics for Everyone. 4 Credits.

Introduction to quantum mechanics, a set of sometimes counterintuitive scientific principles describing atoms and light, along with the modern technologies it makes possible.

Additional Information:

Science Area

PHYS 196. Field Studies: [Topic]. 1-2 Credits.

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

Repeatable 99 times

PHYS 198. Workshop: [Topic]. 1-2 Credits.

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

Repeatable 99 times

PHYS 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHYS 201. General Physics. 4 Credits.

Introductory series. Mechanics and fluids.

Requisites: Prereq: MATH 112Z or equivalent.

Additional Information:

Science Area

PHYS 202. General Physics. 4 Credits.

Introductory series. Thermodynamics, waves, optics.

Requisites: Prereq: PHYS 201.

Additional Information:

Science Area

PHYS 203. General Physics. 4 Credits.

Introductory series. Electricity, magnetism, modern physics.

Requisites: Prereq: PHYS 201.

Additional Information:

Science Area

PHYS 204. Introductory Physics Laboratory. 2 Credits.

Practical exploration of the principles studied in general-physics lecture. Measurement and analysis methods applied to experiments in mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics. Sequence.

Requisites: Pre- or coreq: PHYS 201.

PHYS 205. Introductory Physics Laboratory. 2 Credits.

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.

Requisites: Pre- or coreq: PHYS 202.

PHYS 206. Introductory Physics Laboratory. 2 Credits.

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.

Requisites: Pre- or coreq: PHYS 203.

PHYS 251. Foundations of Physics I. 4 Credits.

Newtonian mechanics; units and vectors; one-dimensional motion; Newton's laws; work and energy; momentum and collisions. Sequence.

Requisites: Prereq: MATH 112Z or equivalent. Coreq: MATH 251Z.

Additional Information:

Science Area

PHYS 252. Foundations of Physics I. 4 Credits.

Vibrations and waves; oscillations; wave mechanics; dispersion; modes; introductory optics.

Requisites: Prereq: PHYS 251; coreq: MATH 252Z or equivalent.

Additional Information:

Science Area

PHYS 253. Foundations of Physics I. 4 Credits.

Electricity and magnetism; charge and electric field; electric potential; circuits; magnetic field; inductance.

Requisites: Prereq: PHYS 252; coreq: MATH 253Z or equivalent.

Additional Information:

Science Area

PHYS 290. Foundations of Physics Laboratory. 1 Credit.

Repeatable. Introduction to laboratory measurements, reports, instrumentation, and experimental techniques.

Requisites: Coreq: PHYS 251, PHYS 252 or PHYS 253.

Repeatable 2 times for a maximum of 3 credits

PHYS 299. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHYS 351. Foundations of Physics II. 4 Credits.

Introduction to relativity and quantum physics with applications to atomic, solid-state, nuclear, and astro-particle systems

Requisites: Coreq: MATH 253Z.

PHYS 352. Thermal Physics and Statistical Mechanics I. 4 Credits.

Thermodynamic systems; first and second laws; kinetic theory of gases; entropy. Sequence.

Requisites: Prereq: PHYS 351; coreq: MATH 281.

PHYS 353. Thermal Physics and Statistical Mechanics II. 4 Credits.

Thermal radiation; Maxwell-Boltzmann statistics; Fermi and Bose gases; phase transitions. Sequence.

Requisites: Prereq: PHYS 352; coreq: MATH 282.

PHYS 389. Mathematical Methods. 4 Credits.

Essential mathematical background for 400-level physics courses in classical mechanics, electricity and magnetism, and quantum mechanics. The emphasis is on the conceptual basis of the following topics and their connections, with an emphasis on physical applications, vector algebra and calculus. Dirac delta function, partial differential equations, linear algebra of function spaces, orthonormal bases, Dirac notation, special functions, standard and general Fourier analysis, matrices, eigenvalue equations, Fourier transforms.

Requisites: Prereq: MATH 281.

PHYS 391. Physics Experimentation Data Analysis Laboratory. 4 Credits.

Practical aspects of physics experimentation, including data acquisition, statistical analysis, and introduction to scientific programming, and use of Fourier methods for data analysis.

Requisites: Prereq: PHYS 253.

PHYS 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHYS 401. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

PHYS 402. Supervised Tutoring. 1-12 Credits.

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

Repeatable 99 times

PHYS 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

PHYS 405. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

PHYS 406. Practicum: [Topic]. 1-21 Credits.

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

Repeatable 99 times

PHYS 407. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

PHYS 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

PHYS 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

PHYS 410. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHYS 410L. Experimental Course: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHYS 411. Mechanics. 4 Credits.

Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena. Only nonmajors may earn graduate credit.

Requisites: Prereq: MATH 282.

PHYS 412. Electricity and Magnetism I. 4 Credits.

Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena.

Requisites: Prereq: MATH 281.

PHYS 413. Electricity and Magnetism II. 4 Credits.

Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena.

Requisites: Prereq: PHYS 412.

PHYS 414. Quantum Physics. 4 Credits.

Planck's and de Broglie's postulates, the uncertainty principle, Bohr's model of the atom, the Schrodinger equation in one dimension, the harmonic oscillator, the hydrogen atom, molecules and solids, nuclei and elementary particles. Sequence.

Requisites: Prereq: PHYS 413.

PHYS 415. Quantum Physics. 4 Credits.

Planck's and de Broglie's postulates, the uncertainty principle, Bohr's model of the atom, the Schrodinger equation in one dimension, the harmonic oscillator, the hydrogen atom, molecules and solids, nuclei and elementary particles. Sequence.

Requisites: Prereq: PHYS 414.

PHYS 417. Topics in Quantum Physics. 4 Credits.

Perturbation theory, variational principle, time-dependent perturbation theory, elementary scattering theory.

Requisites: Prereq: PHYS 415.

PHYS 421M. Partial Differential Equations: Fourier Analysis I. 4 Credits.

Introduction to PDEs with a view towards applications in physics. Wave and heat equations, classical Fourier series on the circle, Bessel and Legendre series. Multilisted with MATH 421M.

Requisites: Prereq: MATH 253Z; MATH 256 or MATH 281.

Equivalent to: MATH 421M

PHYS 422. Electromagnetism. 4 Credits.

Study of electromagnetic waves. Topics include Maxwell's equations, wave equation, plane waves, guided waves, antennas, and other related phenomena.

Requisites: Prereq: PHYS 413.

PHYS 423M. Introduction to Space Physics. 4 Credits.

Course explores the interaction of the solar wind with the Earth's magnetosphere using fundamental plasma physics supported and motivated by spacecraft observations. Students will gain an understanding of the physics governing the interaction building from single particle plasma motion to specific observation supported examples.

Requisites: Prereq: PHYS 253, MATH 282.

Equivalent to: EARTH 423M

PHYS 424. Classical Optics. 4 Credits.

Geometrical optics, polarization, interference, Fraunhofer and Fresnel diffraction.

Requisites: Prereq: PHYS 353.

PHYS 425. Modern Optics. 4 Credits.

Special topics in modern applied optics such as Fourier optics, coherence theory, resonators and lasers, holography, and image processing.

Requisites: Prereq: PHYS 424.

PHYS 431. Analog Electronics. 4 Credits.

Passive and active discrete components and circuits. General circuit concepts and theorems. Equivalent circuits and black box models. Integrated circuit operational amplifiers.

Requisites: Prereq: PHYS 203 or PHYS 253; MATH 256.

PHYS 432. Digital Electronics. 4 Credits.

Digital electronics including digital logic, measurement, signal processing and control. Introduction to computer interfacing.

Requisites: Prereq: PHYS 203 or PHYS 253; MATH 253Z.

PHYS 433. Radiofrequency and Low-noise Measurements. 4 Credits.

This course provides a hands-on introduction to radio-frequency technology, essential in communications, physics labs, and quantum computing. Students will learn radio-frequency device design, test equipment, and quantum measurement techniques through lectures and structured labs. In the second half, they will set up and program advanced radio-frequency test instruments used in quantum research, performing real-world measurements.

Requisites: Prereq: PHYS 413.

PHYS 444. Introduction to Biological Physics. 4 Credits.

The application of physical principles to the study of the living world, especially at molecular and cellular scales. Topics include the mechanical properties of biomaterials, the sensory abilities of cells and organisms, and the dynamical properties of information processing networks.

Requisites: Prereq: PHYS 353, MATH 281, basic computer programming skills.

PHYS 445. Computational Physics. 4 Credits.

The goal of this course is to build a strong foundation in computational physics. With a particular emphasis on topics in modeling and data analysis for drawing physical insights from data in physics and astronomy, we will cover tools and techniques useful for conducting computationally demanding science.

Requisites: Prereq: PHYS 391.

PHYS 481. Design of Experiments. 4 Credits.

Applies statistics to practical data analysis, data-based decision making, model building, and the design of experiments. Emphasizes factorial designs.

PHYS 483. General Relativity I. 4 Credits.

This course will serve as an introduction to the concept of gravity as geometry. The course begins by motivating the need for General Relativity and culminate in the presentation of the Einstein equation, presenting some of the simplest solutions to the Einstein equation.

Requisites: Prereq: PHYS 411, PHYS 413.

PHYS 489. The Physics Behind Quantum Computers. 4 Credits.

Quantum computing is a new way of computing based on the rules of Quantum mechanics. We study what sort of computations can be performed by atoms, ions, and superconducting electric circuits.

Requisites: Prereq: PHYS 414 is co-req.

PHYS 491. Research Project I. 2-4 Credits.

For physics and other science majors, Physics Projects entails construction and use of apparatus, interfaces and computers to perform technically-sophisticated experiments, analyze and communicate results.

Requisites: Prereq: PHYS 253.

PHYS 492. Research Project II. 2-4 Credits.

For physics and other science majors, Physics Projects entails construction and use of apparatus, interfaces and computers to perform technically-sophisticated experiments, analyze and communicate results.

Requisites: Prereq: PHYS 491.

PHYS 493. Research Project III. 2-4 Credits.

For physics and other science majors, Physics Projects entails construction and use of apparatus, interfaces and computers to perform technically-sophisticated experiments, analyze and communicate results.

Requisites: Prereq: PHYS 492.

PHYS 495. Nanofabrication. 4 Credits.

This course introduces students to the design and fabrication of micro- and nanoscale devices. The course will cover fundamental fabrication principles, including optical and electron-beam lithography, thin-film deposition, etching, and characterization. This framework will aid in understanding the processes used in manufacturing chip-based devices in semiconductor electronics, photonics, micro/nano-electromechanical systems, microwave electronics, microfluidics, and superconducting quantum circuits. In the hands-on lab component of this course, students will learn build, optimize and better understand these systems and fabrication processes through the statistical design and analysis of experiments (i.e. Design of Experiments, DOE).

PHYS 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

PHYS 507. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

PHYS 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

PHYS 510. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHYS 510L. Experimental Course: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHYS 521M. Partial Differential Equations: Fourier Analysis I. 4 Credits.

Introduction to PDEs with a view towards applications in physics. Wave and heat equations, classical Fourier series on the circle, Bessel and Legendre series. Multilisted with MATH 521M.

Equivalent to: MATH 521M

PHYS 523M. Introduction to Space Physics. 4 Credits.

Course explores the interaction of the solar wind with the Earth's magnetosphere using fundamental plasma physics supported and motivated by spacecraft observations. Students will gain an understanding of the physics governing the interaction building from single particle plasma motion to specific observation supported examples.

Equivalent to: EARTH 523M

PHYS 525. Modern Optics. 4 Credits.

Special topics in modern applied optics such as Fourier optics, coherence theory, resonators and lasers, holography, and image processing.

PHYS 533. Radiofrequency and Low-noise Measurements. 4 Credits.

This course provides a hands-on introduction to radio-frequency technology, essential in communications, physics labs, and quantum computing. Students will learn radio-frequency device design, test equipment, and quantum measurement techniques through lectures and structured labs. In the second half, they will set up and program advanced radio-frequency test instruments used in quantum research, performing real-world measurements.

PHYS 544. Introduction to Biological Physics. 4 Credits.

The application of physical principles to the study of the living world, especially at molecular and cellular scales. Topics include the mechanical properties of biomaterials, the sensory abilities of cells and organisms, and the dynamical properties of information processing networks.

Requisites: Prereq: Basic computer programming skills.

PHYS 545. Computational Physics. 4 Credits.

The goal of this course is to build a strong foundation in computational physics. With a particular emphasis on topics in modeling and data analysis for drawing physical insights from data in physics and astronomy, we will cover tools and techniques useful for conducting computationally demanding science.

PHYS 581. Design of Experiments. 4 Credits.

Applies statistics to practical data analysis, data-based decision making, model building, and the design of experiments. Emphasizes factorial designs.

PHYS 583. General Relativity I. 4 Credits.

This course will serve as an introduction to the concept of gravity as geometry. The course begins by motivating the need for General Relativity and culminate in the presentation of the Einstein equation, presenting some of the simplest solutions to the Einstein equation.

PHYS 589. The Physics Behind Quantum Computers. 4 Credits.

Quantum computing is a new way of computing based on the rules of Quantum mechanics. We study what sort of computations can be performed by atoms, ions, and superconducting electric circuits.

PHYS 595. Nanofabrication. 4 Credits.

This course introduces students to the design and fabrication of micro- and nanoscale devices. The course will cover fundamental fabrication principles, including optical and electron-beam lithography, thin-film deposition, etching, and characterization. This framework will aid in understanding the processes used in manufacturing chip-based devices in semiconductor electronics, photonics, micro/nano-electromechanical systems, microwave electronics, microfluidics, and superconducting quantum circuits. In the hands-on lab component of this course, students will learn build, optimize and better understand these systems and fabrication processes through the statistical design and analysis of experiments (i.e. Design of Experiments, DOE).

PHYS 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

PHYS 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

PHYS 604. Internship: [Topic]. 1-16 Credits.

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

Requisites: Coreq: good standing in applied physics master's degree program.

Repeatable 99 times

PHYS 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

PHYS 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

PHYS 607. Seminar: [Topic]. 1-4 Credits.

Recent topics include Astrophysics and Gravitation, Biophysics, Condensed Matter, High Energy Physics, Physics Colloquium, Theoretical Physics.

Repeatable 99 times

PHYS 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

PHYS 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

PHYS 610. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHYS 610L. Experimental Course: [Topic]. 4 Credits.

Experimental course - topic varies.

Repeatable 99 times

PHYS 611. Theoretical Mechanics. 4 Credits.

Lagrangian and Hamiltonian mechanics, small oscillations, rigid bodies. Sequence.

PHYS 612. Theoretical Mechanics. 2 Credits.

Lagrangian and Hamiltonian mechanics, small oscillations, rigid bodies. Sequence.

Requisites: Prereq: PHYS 611.

PHYS 613. Statistical Physics. 4 Credits.

Thermodynamics, statistical mechanics, kinetic theory, application to gases, liquids, solids, atoms, molecules, and the structure of matter. Sequence.

PHYS 614. Statistical Physics. 4 Credits.

Thermodynamics, statistical mechanics, kinetic theory, application to gases, liquids, solids, atoms, molecules, and the structure of matter. Sequence.

Requisites: Prereq: PHYS 613.

PHYS 622. Electromagnetic Theory. 4 Credits.

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.

PHYS 623. Electromagnetic Theory. 4 Credits.

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. Sequence.

Requisites: Prereq: PHYS 622.

PHYS 626. Physical Optics with Labs. 4 Credits.

Fundamentals of applied geometric and wave optics theory, reinforced through homework assignments, and explored in experiments conducted with lasers and optical components. Sequence with PHYS 627, PHYS 628.

PHYS 627. Optical Materials and Devices. 4 Credits.

Principles of quantum mechanics and solid-state physics relating to material properties of optoelectronic devices with corresponding laboratories teaching how to operate and characterize these devices. Sequence with PHYS 626, PHYS 628.

Requisites: Prereq: PHYS 626.

PHYS 631. Quantum Mechanics. 4 Credits.

Review of fundamentals, central force problems, matrix mechanics. Sequence.

PHYS 632. Quantum Mechanics. 4 Credits.

Approximation methods, scattering. Sequence.

Requisites: Prereq: PHYS 631.

PHYS 633. Quantum Mechanics. 4 Credits.

Rotation symmetry, spin, identical particles. Sequence.

Requisites: Prereq: PHYS 632.

PHYS 661. Particle Physics I. 4 Credits.

Theory, phenomenology, and experimental basis of the standard model of particle physics: fundamentals; symmetries; quantum electrodynamics; R; quarks and leptons; chirality; flavor symmetry; mesons; baryons; form factors; deep inelastic scattering. Sequence.

PHYS 662. Particle Physics II. 4 Credits.

Theory, phenomenology, and experimental basis of the standard model of particle physics: quantum chromodynamics; parton distribution functions; hadron-hadron collisions; particle interactions in matter; collider detectors; experimental methodologies to analyze data; statistical thresholds and significance. Sequence with PHYS 661, PHYS 663.

Requisites: Prereq: PHYS 661.

PHYS 663. Particle Physics III. 4 Credits.

Theory, phenomenology, and experimental basis of the standard model of particle physics: electroweak symmetry breaking; CKM mixing; Higgs couplings; early universe cosmology; Friedmann expansion; entropy; freeze-out; impact of neutrinos on cosmology; dark matter evidence and candidates. Sequence with PHYS 661, PHYS 662.

Requisites: Prereq: PHYS 662.

PHYS 664. Quantum Field Theory. 4 Credits.

Canonical quantization, path integral formulation of quantum field theory, Feynman rules for perturbation theory, quantum electrodynamics, renormalization, gauge theory of the strong and electroweak interactions. Sequence with PHYS 665, PHYS 666.

PHYS 665. Quantum Field Theory II. 4 Credits.

The purpose of this course is to apply the methodology established in QFT I to theories of charged fermions coupled to a photon. Then we will begin to explore QFT beyond leading order. Sequence with PHYS 664, PHYS 666.

Requisites: Prereq: PHYS 664.

PHYS 666. Quantum Field Theory III. 4 Credits.

The purpose of this course is to understand QFT at loop level, and to extend the formalism to non-Abelian gauge bosons. In addition, we will cover a variety of special topics. This course is designed to be the last quarter of a full year sequence. Sequence with PHYS 664, PHYS 665.

Requisites: Prereq: PHYS 665.

PHYS 671. Solid State Physics. 4 Credits.

Crystallography; thermal, electrical, optical, and magnetic properties of solids; band theory; metals, semiconductors, and insulators; defects in solids. Sequence.

Requisites: Prereq: PHYS 633.

PHYS 672. Solid State Physics. 4 Credits.

Crystallography; thermal, electrical, optical, and magnetic properties of solids; band theory; metals, semiconductors, and insulators; defects in solids. Sequence.

Requisites: Prereq: PHYS 671.

PHYS 674. Theory of Condensed Matter. 4 Credits.

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.

Requisites: Prereq: PHYS 673.

PHYS 677M. Semiconductor Device Physics. 4 Credits.

Introduction to the theory behind semiconductors. Elementary theory of inorganic solids; electronic structures and transport properties. Basic theory of devices including diodes, transistors, mosfets, and optoelectronic devices. Offered only in summer. Sequence with PHYS 678M, PHYS 679M. Multilisted with CH 677M.

PHYS 678M. Semiconductor Processing and Characterization Technology. 4 Credits.

Introduction to the techniques required to make semiconductors and test their properties. Solid-state and surface chemistry of inorganic semiconductors as it pertains to microelectronic devices. Offered only in summer. Multilisted with CH 678M. Sequence with PHYS 677M, PHYS 679M.

Requisites: Prereq: PHYS 677M.

PHYS 679M. Device Processing and Characterization Laboratory. 4 Credits.

Students use theory and techniques learned to design, fabricate, and test a device that performs a specific function, with an emphasis on wafer processing and device realization. Offered only in summer. Sequence with PHYS 677M, PHYS 678M. Multilisted with CH 679M.

Requisites: Prereq: CH 678M.

PHYS 681. Cryogenic and Quantum Measurements. 4 Credits.

This course introduces cryogenic and quantum measurements, emphasizing ultra-low-temperature physics and superconducting qubit characterization. Students gain hands-on experience with dilution cryostats, learning their operation, control, and measurement hardware. Through practical lab sessions, they conduct experiments on superconducting qubits, bridging theory with real-world quantum computing applications. Ideal for those in quantum technologies, condensed matter physics, or cryogenic engineering. Concurrent registration in PHYS 682 and PHYS 691 required.

Requisites: Prereq: PHYS 533, PHYS 595. Coreq: PHYS 682, PHYS 691.

PHYS 682. Optical Quantum Lab. 4 Credits.

This hands-on laboratory course trains students in optical physics and experimental techniques central to quantum information science. Covering optical alignment, fiber optics, and acousto-optic modulation, students build a confocal microscope to image single spin qubits, such as atomic defects in diamond. They implement quantum state preparation, optical spin readout, single-qubit gates, and antibunching measurements. Advanced topics include Ramsey interferometry to study qubit dynamics. The course equips students with practical skills for careers in quantum engineering, photonics, and computing, providing a strong foundation for research or industry roles in the rapidly advancing quantum technology sector.

Requisites: Prereq: PHYS 533, PHYS 595. Coreq: PHYS 681, PHYS 691.

PHYS 684. Quantum Optics and Laser Physics. 4 Credits.

Nonlinear optical processes and quantum statistical properties of light produced by such processes, laser theory, wave mixing processes, optical Bloch equations, field quantization, photon statistics, cooperative emissions. Sequence.

Requisites: Prereq: PHYS 354 or equivalent.

PHYS 685. Quantum Optics and Laser Physics. 4 Credits.

Nonlinear optical processes and quantum statistical properties of light produced by such processes, laser theory, wave mixing processes, optical Bloch equations, field quantization, photon statistics, cooperative emissions. Sequence.

Requisites: Prereq: PHYS 684; coreq PHYS 631.

PHYS 686. Quantum Optics and Laser Physics. 4 Credits.

Nonlinear optical processes and quantum statistical properties of light produced by such processes, laser theory, wave mixing processes, optical Bloch equations, field quantization, photon statistics, cooperative emissions. Sequence.

Requisites: Prereq: PHYS 685; coreq: PHYS 632.

PHYS 691. Industry Projects in Quantum and Nanotechnology. 4 Credits.

This hands-on course trains students in designing, building, and testing integrated quantum and nanotechnology devices. Working in teams, students take projects from concept to completion, developing plug-and-play systems through design and fabrication. Projects involve nanofabricating mechanical, photonic, electronic, or superconducting micro- and nanodevices using advanced tools like e-beam lithography, scanning electron microscopy, and atomic force microscopy. Students gain skills in technical communication, design, fabrication, measurement, simulation, analysis, and industry collaboration. By course end, they will have built a functional system, developed industry-relevant expertise, and gained experience in teamwork, innovation, and advanced nanofabrication techniques.

Requisites: Prereq: PHYS 533, PHYS 595. Coreq: PHYS 681, PHYS 682.

Planning, Public Policy and Management (PPPM)

Courses

PPPM 101. Advocacy and Social Change. 4 Credits.

Explorations of how policy change occurs, how people and organizations create social and policy change, and how individuals can make a difference in their communities.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

PPPM 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PPPM 201. Introduction to Public Policy. 4 Credits.

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.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

PPPM 202. Healthy Communities. 4 Credits.

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.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

PPPM 205. Introduction to City Planning. 4 Credits.

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.

Additional Information:

Social Science Area

PPPM 242. Global Sustainable Cities and Landscapes. 4 Credits.

The course focuses on Sustainable Cities and Landscapes (SCL), a key approach to achieving the Sustainable Development Goals (SDGs)—internationally recognized benchmarks for advancing global sustainability. It explores urbanization, with a particular emphasis on the Non-US Pacific Rim, and examines practices for creating sustainable cities worldwide. Topics include addressing the impacts of climate change on vulnerable communities, transforming water and energy systems, promoting biodiversity, enhancing placemaking, and fostering rural-urban co-development. Through hybrid teaching and methods such as case studies and peer learning, the course builds competencies in systems thinking, strategic action, collaboration, and integrated problem-solving, equipping students to critically evaluate sustainability.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

PPPM 250. Arts and Human Values. 4 Credits.

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. Institutional structures advancing the arts and culture in society will be examined.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

PPPM 280. Introduction to the Nonprofit Sector. 4 Credits.

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.

Additional Information:

Social Science Area

PPPM 321. Inclusive Urbanism. 4 Credits.

Investigates the relationship between social-economic inclusion and the physical form of cities.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

PPPM 325. Community Leadership and Change. 4 Credits.

Explores sustainable change at the community level by examining local systems and institutions: transportation, social influences, environment, housing, and the economy.

PPPM 331. Environmental Management. 4 Credits.

Introduction to environmental management. Focuses on solutions to problems in managing population, pollution, and resources.

PPPM 337. Urban Transportation. 4 Credits.

Presents a survey of transportation planning issues. Assignments use Oregon as a transportation laboratory and challenge students to synthesize planning and policy recommendations.

PPPM 340. Climate Change Policy. 4 Credits.

Overview of climate-change policy; topics include cap and trade, carbon tax, fuel efficiency standards, biofuel standards, and renewable portfolio standards.

Additional Information:

Social Science Area

PPPM 356. Visual Design for Applied Practice. 4 Credits.

Fundamentals of visual communications for the public and nonprofit organizations. Professional practice in creating effective visual media, and conveying qualitative and quantitative data.

PPPM 360. International Public Policy. 4 Credits.

Introduces international dimensions of public policy making by comparing national systems and institutions of governance, public policy making processes, and public policy decisions. Investigates concepts, theories, and approaches to compare public policies in economic, welfare, educational, health, and environmental sectors.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

PPPM 370. Global Sustainable Development and Policy. 4 Credits.

Sustainable Development seeks to reconcile the economic, social, and environmental problems we face in a world with constrained resources. To have a broader perspective of what sustainability means, we examine problems through an interdisciplinary lens and investigate how these issues form and possible policy solutions.

Additional Information:

Cultural Literacy: Global Perspectives

PPPM 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PPPM 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

PPPM 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

PPPM 404. Internship: [Topic]. 1-12 Credits.

Supervised work experience that offers students opportunities to explore and clarify career goals, apply academic learning, enhance and learn new skills, gain experience, and network with professionals.

Requisites: Prereq: PPPM 412.

Repeatable 99 times

PPPM 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

PPPM 406. Practicum: [Topic]. 1-12 Credits.

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

Repeatable 99 times

PPPM 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

PPPM 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

PPPM 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

PPPM 410. Experimental Course: [Topic]. 1-5 Credits.

Trial courses are taught under these numbers. See the online class schedule for current titles.

Repeatable 99 times

PPPM 410L. Experimental Course: [Topic]. 4 Credits.

Trial courses are taught under these numbers. See the online class schedule for current titles.

Repeatable 99 times

PPPM 412. Internship and Professional Development. 2 Credits.

Introduction to department's internship program and career development. Overview of professionalism and effective communication, resume and cover letter writing, and interviewing and networking skills.

PPPM 413. Quantitative Methods. 4 Credits.

Introduction to the use of quantitative techniques to answer planning, public policy and management related questions.

PPPM 415. Policy and Planning Analysis. 4 Credits.

Applied problem-solving in the public policy and planning process. Examines the theoretical and methodological underpinnings of policy and planning analysis.

Requisites: Prereq: EC 201Z.

PPPM 418. Introduction to Public Law. 4 Credits.

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.

PPPM 422. Grant Proposal Writing. 1 Credit.

Introduction to the process of preparing grant applications and material for funded research.

PPPM 425. Project Management. 4 Credits.

Application of specific techniques that lead to projects being completed on time, within budget, and with appropriate quality.

PPPM 426. Strategic Planning for Management. 4 Credits.

Process of strategic planning for communities, government agencies, and nonprofit organizations.

PPPM 430. Public Health Policy. 4 Credits.

This course explores public health policies and how they intersect with social and environmental justice, including topics on cultural competency, natural disasters, criminal justice, and international cooperation.

Requisites: Prereq: PPPM 202 is recommended.

PPPM 434. Urban Geographic Information Systems. 4 Credits.

Introduction to geographic information systems in areas of environmental, demographic, suitability, and transportation-related research.

PPPM 438. Transportation Issues in Planning: [Topic]. 4 Credits.

Introduction to the social implications of various transportation-related policies and practices.

Repeatable 1 time for a maximum of 8 credits

PPPM 439. Transportation Policy. 4 Credits.

Provides a foundation in transportation policy and covers topics related local, state, and federal transportation policy. Course assignments challenge students to synthesize policy recommendations.

PPPM 440. Land-Use Planning and Policy. 4 Credits.

Land use planning processes and policy tools that US governments employ to manage and control land development, especially those considered to support a community's efforts to pursue sustainable urbanization.

PPPM 442. Sustainable Urban Development. 4 Credits.

Introduces issues revolving around cities as the nexus for environmental challenges, including land-use planning, transportation planning, community and neighborhood design, and green buildings.

PPPM 443. Natural Resource Policy. 4 Credits.

Aspects of population and resource systems. Poses questions about population trends, policy, and optimum size; analyzes methods for determining resource availability and flows.

PPPM 444. Environmental Policy. 4 Credits.

Overview of policies related to the environment: examines the design and effectiveness of specific policies.

PPPM 445. Green Cities. 4 Credits.

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.

PPPM 446. Socioeconomic Development Planning. 4 Credits.

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.

PPPM 448. Collaboration. 4 Credits.

Explores theory and practice of collaboration in public and nonprofit settings, including the role of organizations, agencies, and the public. Focuses in particular on developing and practicing collaboration skills and strategies.

PPPM 452. Public Participation in Diverse Communities. 4 Credits.

Review of community engagement strategies and tools for encouraging public participation in low income and ethnically diverse communities.

Requisites: Prereq: PPPM 432.

PPPM 457. Nonprofit and Government Communications. 4 Credits.

This course is designed to help students understand and learn the tools to implement intentional strategic communications that propel an organization forward in its quest to achieve its mission.

PPPM 460. Health Policy. 4 Credits.

Introduction to the key health policy issues of access, cost, quality, and racial and ethnic disparities.

PPPM 465. Program Evaluation. 4 Credits.

Introduction to the design and implementation of program evaluations.

PPPM 468. Lobbying and the Legislative Process. 2 Credits.

This course introduces students to the legislative process and the role of lobbyists in legislative advocacy and policymaking.

PPPM 470. The Arts in Society. 4 Credits.

Course examines the arts as they function in society. Anthropological, philosophical, sociological, and art educational orientations to art are examined. Implications for arts and cultural management are addressed.

PPPM 471. Cultural Policy. 4 Credits.

Cultural Policy investigates political choice processes, governmental institutions, and the public policy cycle that shape the arts and culture sector.

PPPM 472. Creative Placemaking. 4 Credits.

This course provides an overview of the relationship between the arts and community development.

PPPM 473. Cultural Programming. 4 Credits.

Explore theory and practice related to arts and cultural programming in the public sector. Emphasis on inclusive and equitable cultural programming.

PPPM 480. Nonprofit Management. 4 Credits.

How to manage nonprofit organizations for superior performance in a humane, responsive, and responsible manner. Distinctive characteristics of nonprofit organizations.

Requisites: Prereq: PPPM 280.

PPPM 481. Fundraising for Nonprofit Organizations. 4 Credits.

Introduction to fundraising for nonprofit organizations. Annual giving, major gifts, planned giving, and campaigns.

PPPM 483. Volunteer Resource Management. 2 Credits.

This course provides an overview of the role of volunteers in community organizations and serves as a comprehensive introduction to effective practices in volunteer resource management.

PPPM 484. Public and Nonprofit Financial Management. 4 Credits.

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.

PPPM 486. Philanthropy and Grant Making. 2 Credits.

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.

PPPM 487. Impact Philanthropy. 4 Credits.

Introduction to impact philanthropy and related topics. Evidence-based philanthropy, venture philanthropy, impact investing, social impact bonds, impact measurement, and policy environment.

PPPM 488. Nonprofit Legal Issues. 4 Credits.

This course introduces legal issues for administration of nonprofit organizations. Topics include formation and types of organizations, board of directors duties, regulation of nonprofits, risk management, employee and volunteer law, lobbying, charitable solicitation, and laws on discrimination and accommodation.

PPPM 494. Practice of Leadership and Change. 4 Credits.

Examines the principles and practices of leadership and change in communities and organizations through discussions with community leaders and personal reflection.

PPPM 495. Advanced Urban Geographic Information Systems. 4 Credits.

Acquiring advanced skills of using Geographic Information Systems (GIS) for community mapping and spatial analysis.

Requisites: Prereq: PPPM 434 or other intro GIS class.

PPPM 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

PPPM 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

PPPM 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

PPPM 510. Experimental Course: [Topic]. 1-5 Credits.

Trial courses are taught under these numbers. See the online class schedule for current titles.

Repeatable 99 times

PPPM 518. Introduction to Public Law. 4 Credits.

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.

PPPM 522. Grant Proposal Writing. 1 Credit.

Introduction to the process of preparing grant applications and material for funded research.

PPPM 525. Project Management. 4 Credits.

Application of specific techniques that lead to projects being completed on time, within budget, and with appropriate quality.

PPPM 526. Strategic Planning for Management. 4 Credits.

Process of strategic planning for communities, government agencies, and nonprofit organizations.

PPPM 530. Public Health Policy. 4 Credits.

This course explores public health policies and how they intersect with social and environmental justice, including topics on cultural competency, natural disasters, criminal justice, and international cooperation.

PPPM 534. Urban Geographic Information Systems. 4 Credits.

Introduction to geographic information systems in areas of environmental, demographic, suitability, and transportation-related research.

PPPM 538. Transportation Issues in Planning: [Topic]. 4 Credits.

Introduction to the social implications of various transportation-related policies and practices.

Repeatable 1 time for a maximum of 8 credits

PPPM 539. Transportation Policy. 4 Credits.

Provides a foundation in transportation policy and covers topics related local, state, and federal transportation policy. Course assignments challenge students to synthesize policy recommendations.

PPPM 542. Sustainable Urban Development. 4 Credits.

Introduces issues evolving around cities as the nexus for environmental challenges, including land-use planning, transportation planning, community and neighborhood design, and green buildings.

PPPM 543. Natural Resource Policy. 4 Credits.

Aspects of population and resource systems. Poses questions about population trends, policy, and optimum size; analyzes methods for determining resource availability and flows.

PPPM 544. Environmental Policy. 4 Credits.

Overview of policies related to the environment: examines the design and effectiveness of specific policies.

PPPM 546. Socioeconomic Development Planning. 4 Credits.

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.

PPPM 548. Collaboration. 4 Credits.

Explores theory and practice of collaboration in public and nonprofit settings, including the role of organizations, agencies, and the public. Focuses in particular on developing and practicing collaboration skills and strategies.

PPPM 552. Public Participation in Diverse Communities. 4 Credits.

Review of community engagement strategies and tools for encouraging public participation in low income and ethnically diverse communities.

Requisites: Prereq: PPPM 532.

PPPM 557. Nonprofit and Government Communications. 4 Credits.

This course is designed to help students understand and learn the tools to implement intentional strategic communications that propel an organization forward in its quest to achieve its mission.

PPPM 560. Health Policy. 4 Credits.

Introduction to the key health policy issues of access, cost, quality, and racial and ethnic disparities.

PPPM 565. Program Evaluation. 4 Credits.

Introduction to the design and implementation of program evaluations.

PPPM 568. Lobbying and the Legislative Process. 2 Credits.

This course introduces students to the legislative process and the role of lobbyists in legislative advocacy and policymaking.

PPPM 570. The Arts in Society. 4 Credits.

Course examines the arts as they function in society. Anthropological, philosophical, sociological, and art educational orientations to art are examined. Implications for arts and cultural management are addressed.

PPPM 571. Cultural Policy. 4 Credits.

Cultural Policy investigates political choice processes, governmental institutions, and the public policy cycle that shape the arts and culture sector.

PPPM 572. Creative Placemaking. 4 Credits.

This course provides an overview of the relationship between the arts and community development.

PPPM 573. Cultural Programming. 4 Credits.

Explore theory and practice related to arts and cultural programming in the public sector. Emphasis on inclusive and equitable cultural programming.

PPPM 581. Fundraising for Nonprofit Organizations. 4 Credits.

Introduction to fundraising for nonprofit organizations. Annual giving, major gifts, planned giving, and campaigns.

PPPM 583. Volunteer Resource Management. 2 Credits.

This course provides an overview of the role of volunteers in community organizations and serves as a comprehensive introduction to effective practices in volunteer resource management.

PPPM 586. Philanthropy and Grant Making. 2 Credits.

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.

PPPM 587. Impact Philanthropy. 4 Credits.

Introduction to impact philanthropy and related topics. Evidence-based philanthropy, venture philanthropy, impact investing, social impact bonds, impact measurement, and policy environment.

PPPM 588. Nonprofit Legal Issues. 4 Credits.

This course introduces legal issues for administration of nonprofit organizations. Topics include formation and types of organizations, board of directors duties, regulation of nonprofits, risk management, employee and volunteer law, lobbying, charitable solicitation, and laws on discrimination and accommodation.

PPPM 595. Advanced Urban Geographic Information Systems. 4 Credits.

Acquiring advanced skills of using Geographic Information Systems (GIS) for community mapping and spatial analysis.

Requisites: Prereq: PPPM 434 or other intro GIS class

PPPM 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

PPPM 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

PPPM 604. Internship: [Topic]. 1-10 Credits.

Supervised work experience that offers students opportunities to explore and clarify career goals, apply academic learning, enhance and learn new skills, gain experience, and network with professionals.

Repeatable 99 times

PPPM 605. Special Problems: [Topic]. 1-16 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

PPPM 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 99 times

PPPM 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

PPPM 608. Workshop: [Topic]. 1-16 Credits.

A recent topic is Community Planning.

Repeatable 99 times

PPPM 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

PPPM 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PPPM 611. Introduction to Planning Practice. 4 Credits.

Explores the concepts and functions of the planning process as they relate to the social, economic, political, and environmental aspects of communities and regions.

PPPM 612. Legal Issues in Planning. 4 Credits.

Federal and state legal relationships, the role of the courts in reviewing public sector decision-making, sources of the law, issues in land-use regulation, and basic legal research skills.

PPPM 613. Planning Analysis I. 5 Credits.

Data sources and methods of data collection including surveys; descriptive and multivariate analysis; computer applications; selected analytic models, population projections, cost-benefit analysis.

PPPM 616. Planning Theory and Ethics. 4 Credits.

Logic of the planning process; the relationship of planning to the political process and to rational decision making in governance.

PPPM 617. Human Settlements. 4 Credits.

Historical development of cities and the ways in which city and regional contexts influence economic, social, and political processes.

PPPM 618. Public Sector Theory. 4 Credits.

Overview of the core concepts, theories, and practices that provide the foundation for the field of public policy and management.

PPPM 620. Planning and Management Research Skills. 2 Credits.

Surveys research skills in planning and public administration. Applies research skills to applied projects in Community Planning Workshop and Nonprofit Consultancy.

PPPM 623. Professional Development. 1 Credit.

Articulating preliminary career goals and mapping the necessary steps to accomplish these goals.

PPPM 625. Community Planning Workshop. 5 Credits.

First in a 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. Sequence with PPPM 626.

PPPM 626. Community Planning Workshop. 5 Credits.

Last in a 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. Sequence with PPPM 625.

Requisites: Prereq: PPPM 625.

PPPM 628. Public Sector Economics. 4 Credits.

Reasons for governmental intervention and analysis of revenue sources available to governments. Includes discussion of various taxes, intergovernmental transfer policies, and user fees.

PPPM 629. Public Budget Administration. 4 Credits.

Resource allocation through the budget process. Analysis of budget systems, service costing, and citizen participation in the budget process.

PPPM 630. Visual Design for Applied Practice. 4 Credits.

Fosters skills including graphic representation of ideas, design software knowledge, and supportive critique of others' work. Provides a strong graphic design software foundation.

PPPM 633. Public Management. 4 Credits.

Theory and practice of public service management; leadership and organizational capacity building, including key management activities for developing effective public service organizations.

PPPM 636. Public Policy Analysis. 4 Credits.

Techniques in the policymaking process. Determining the impact of policies, comparing alternatives, determining the likelihood that a policy will be adopted and effectively implemented.

Requisites: Prereq: PPPM 628.

PPPM 637. MPA Policy Analysis Project. 1 Credit.

Students team to produce a professionally oriented policy analysis memorandum and presentation on an assigned topic in a 48-hour period.

Requisites: Prereq: PPPM 636.

PPPM 638. MPA Capstone Applied Research Project I. 5 Credits.

Team prepare applied research projects for client organizations using analytical and managerial skills to solve problems in public policy analysis or public management. Sequence with PPPM 639.

Requisites: Prereq: PPPM 618, 629, 633, 636, 657, 684.

PPPM 639. MPA Capstone Applied Research Project II. 5 Credits.

Teams prepare applied research projects for client organizations using analytical and management skills to solve problems in public policy analysis or public management. Sequence with PPPM 638.

Requisites: Prereq: PPPM 638.

PPPM 640. Land Use Planning and Policy. 4 Credits.

Study spatial planning tools and processes that control and manage land developments in order to enhance the well-being of human societies and natural systems.

PPPM 656. Quantitative Methods. 5 Credits.

Develops skills in quantitative analysis. Emphasizes selecting appropriate analysis procedures and properly interpreting and reporting results.

PPPM 657. Research Methods in Public Policy and Management. 4 Credits.

Survey of research methods used in the analysis of public policy issues. Emphasis is on determining the appropriate methodology for a given research question.

Requisites: Prereq: PPPM 656.

PPPM 663. Professional Development II. 1 Credit.

Pre-professional students practice the habits of professionals in the field. Build skills in metacognition and reflection, inclusion and diversity, and personal investment in life long learning and inquiry. Sequence with PPPM 623.

Repeatable 1 time for a maximum of 2 credits

PPPM 680. Managing Nonprofit Organizations. 4 Credits.

Principles of effective management of nonprofit organizations. Governance, strategy, legal structure and standards, and volunteer administration.

PPPM 684. Public and Nonprofit Financial Management. 4 Credits.

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.

PPPM 686. Nonprofit 48-Hour Charrette. 1 Credit.

Requires students to complete a management memo on an assigned topic. Work is completed within a 48-hour period, mimicking the high-stakes, deadline-intensive schedule characterizing professional work in the nonprofit sector.

PPPM 687. Nonprofit Board Governance. 1 Credit.

Students serve on governing boards of nonprofit organizations for one year: fall, winter, and spring terms.

Repeatable 2 times for a maximum of 3 credits

PPPM 688. Nonprofit Consultancy. 4 Credits.

Student teams complete projects for nonprofit organizations, assessing organizational needs and capacity, evaluating alternative strategies, and recommending solutions for organizational success.

Political Science (PS)

Courses

PS 102. Thinking Like a Social Scientist. 4 Credits.

Illustrates how the ways social scientists think—using quantitative, qualitative, and interpretive methods—help to sharpen thinking for many contexts and careers.

Additional Information:

Social Science Area

PS 106. Power, Politics, and Inequality. 4 Credits.

Examines power and politics through the lens of inequality, focusing on the constant struggle between the haves and the have-nots.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

PS 111. Introduction to Political Science. 4 Credits.

Offers students the tools to think for themselves about politics: multiple ideological and analytical viewpoints on varying political arrangements around the world.

Additional Information:

Social Science Area

PS 199. Special Studies: [Topic]. 1-5 Credits.

Topics vary from year to year.

Repeatable 1 time when topic changes

PS 201. United States Politics. 4 Credits.

Theoretical introduction to American institutions, political doctrines, and ideology as these affect the course of politics and public policy in the United States.

Additional Information:

Social Science Area

PS 205. Introduction to International Relations. 4 Credits.

Introduction to theoretical and methodological tools for the analysis of world politics.

Additional Information:

Social Science Area

PS 206. Ethics, Identity, and Power. 4 Credits.

This course is a gateway for those considering the "Ethics, Identity, and Society" track in the Political Science major. The course examines political power and ethical ideas about its use, with a focus on race, gender, religion, class, and other forms of social differentiation.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

PS 210. Politics of Business. 4 Credits.

Introduces the political science subfield of political economy, which studies the relationship between concepts like the market and the state, capitalism and democracy, politics and the economy. The American political economy is examined from both a historical and an international perspective.

Additional Information:

Social Science Area

PS 275. Legal Process An Introduction to the American Judiciary. 4 Credits.

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.

Additional Information:

Social Science Area

PS 297. Introduction to Environmental Politics. 4 Credits.

United States environmental policy and alternative environmental political futures.

PS 302. States' Rights and Wrongs. 4 Credits.

Explores the division between U.S. federal, state and municipal power through the lens of our nation's most contentious and most critical political and policy debates. Examines how elected officials, judges and activists influence fights over federalism.

Additional Information:

Social Science Area

PS 304. Democracy, Dictators, and Development. 4 Credits.

Examines key questions in political science like why some countries are rich while others are poor, why some countries are democratic and others are authoritarian, how these different political systems work, and which are best equipped to address ethno-nationalist conflict and economic development.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

PS 308. United States Political Thought. 4 Credits.

Development of United States political thought from the Revolution through the 20th century. Includes writings of Jefferson, Paine, Madison, Tocqueville.

PS 309. Political Ideologies. 4 Credits.

Ideology is a more-or-less coherent lens through which a person views the world in order to process information and direct action. The course examines how the world looks different for those holding liberal, conservative, communist, fascist, or anarchist world views.

Additional Information:

Social Science Area

PS 310. Roots of Democracy. 4 Credits.

Examines modern conceptions of democracy, citizenship, legality, virtue, equality, and political order, which grew out of ideas initially developed in ancient Greek city-states. Special attention given to ideas of active citizenship.

Additional Information:

Social Science Area

PS 311. Sovereignty and Revolution. 4 Credits.

Examines contemporary conceptions of politics springing from European debates about the power of kings, law, and the people. Considers key textual moments in the process by which modern conceptions of democracy emerged.

Additional Information:

Social Science Area

PS 312. Shadows of Modernity. 4 Credits.

Explores the distinct critiques of modernity offered by John Stuart Mill, Karl Marx, Friedrich Nietzsche, Michel Foucault, and Sigmund Freud. Concepts explored include liberalism, capitalism, power, morality, and the unconscious.

Additional Information:

Social Science Area

PS 316. Black Lives Matter and American Democracy. 4 Credits.

Explores the ideological origins and contemporary politics of the Black Lives Matter movement. Modules include the demands of/on democracy, race and the criminal justice system, and the politics of protest.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

PS 319. The Politics of the Body. 4 Credits.

This course examines the politics of the body in the US. It will focus on scientific and biological definitions of identity and how that affects policies.

Additional Information:

Social Science Area
Cultural Literacy: US: Difference, Inequality, Agency

PS 320. International Organization. 4 Credits.

Studies efforts by states to cooperate in an effort to avoid or resolve conflict in the realms of security, trade, human rights, and the environment.

PS 324. European Politics. 4 Credits.

Overview of the formation and current dynamics of national politics in Western Europe.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

PS 326. United States Foreign Policy I. 4 Credits.

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.

Additional Information:

Social Science Area

PS 330. Governments and Politics in Latin America. 4 Credits.

Social, political, and economic developments in Latin America; causes and consequences of revolutions, democratization, economic politics; examples from Mexico, Brazil, Chile, Argentina, Guatemala, Venezuela. Offered alternate years.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

PS 337. The Politics of Development. 4 Credits.

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.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

PS 340. International Political Economy. 4 Credits.

Links between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, and development. EC 201Z, EC 202Z, or PS 205 recommended preparation.

PS 342. Politics of China. 4 Credits.

Survey of the politics of the People's Republic of China. Emphasis on political sociology and group conflict: elites, ideology, social change, and organization.

Additional Information:

Cultural Literacy: Global Perspectives

PS 345. Southeast Asian Politics. 4 Credits.

Surveys major themes in contemporary Southeast Asian politics, including nation-state building, economic development, democratization, and religious and ethnic politics.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

PS 346. Terrorism and Weapons Proliferation. 4 Credits.

Examines causes and control of terrorism, especially preventing terrorist use of weapons of mass destruction; theories and policies of nonproliferation and arms control.

PS 348. Women and Politics. 4 Credits.

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.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

PS 349. Mass Media and American Politics. 4 Credits.

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.

Additional Information:

Social Science Area

PS 350. Politics and Film. 4 Credits.

Examines the political relevance of films and their role as a medium for illustrating, defending, and challenging political ideas.

PS 351. Democratic Dilemmas. 4 Credits.

Core course for the Wayne Morse Scholars Program, exploring significant political and policy challenges confronting our representative democracy.

PS 352. Political Parties and Elections. 4 Credits.

Overview of current developments in political parties and interest groups in the United States.

Additional Information:

Social Science Area

PS 355. Oregon Government and Politics. 4 Credits.

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.

PS 367. Politics, Science, and Climate Change. 4 Credits.

How politics influences our understanding of the causes and impacts of climate change and the policies we adopt to address the global climate crisis.

Additional Information:

Social Science Area

PS 368. Gender in the Law. 4 Credits.

Examines the role courts have played in framing and shaping policies where gender is a central feature with a focus on reproductive rights, pregnancy and abortion, domestic violence, rape, family issues, prostitution, and sexual harassment. Offered alternate years.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

PS 371. United States Congress. 4 Credits.

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.

Additional Information:

Social Science Area

PS 372. Music and Politics. 4 Credits.

In this class we will be asking questions about what is political about music of various musical styles and from diverse historical periods, exploring issues of cultural appropriation, issues of race, gender, and sexuality in music, and the politics of technology and music.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

PS 378. Games in Politics. 4 Credits.

Politics viewed as strategic interactions among politicians, voters, and countries; focuses on how to model these interactions using tools of game theory.

PS 380. Gender and Politics in Developing Countries. 4 Credits.

Examines gender politics in the developing world and efforts to help women. Topics include female genital cutting, violence against women, economic development, microfinance, migration, trafficking. Offered alternate years.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

PS 384. Nuclear Politics of the Middle East. 4 Credits.

History and current nuclear capabilities of all major Middle East states are evaluated. Nuclear strategy, arms control and important technological developments are examined. Theoretical models of proliferation, and debates of a nuclear "taboo" discussed. U.S. foreign policy options toward the Middle East critiqued.

Additional Information:

Social Science Area

PS 386. United States Social Movements and Political Change. 4 Credits.

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.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

PS 387. Russian Politics. 4 Credits.

The course traces Russian politics from a communist regime to its current state, investigates contemporary aspects of Russian politics, and examines Russia's vision of the world and its foreign policy.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

PS 390. American Indian Politics. 4 Credits.

Examination of the political and constitutional status of American Indian tribes in the United States, with some comparison to Canada. Focus on history, current policy, and potential futures.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

PS 391. Non-Western Political Theory. 4 Credits.

This course examines political ideas from outside of the "Western" tradition. It begins by comparing political ideas in classical China and India, and then turns to 19th and 20th century colonial experiences in China, India, and North Africa.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

PS 399. Special Studies: [Topic]. 1-5 Credits.

Topics vary from year to year.

Repeatable 99 times when topic changes

PS 401. Research: [Topic]. 1-15 Credits.

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.

Repeatable 99 times

PS 403. Thesis. 1-12 Credits.

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

Repeatable 99 times

PS 404. Internship: [Topic]. 1-4 Credits.

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

Repeatable 1 time for a maximum of 4 credits

PS 405. Reading and Conference: [Topic]. 1-15 Credits.

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

Repeatable 99 times

PS 406. Field Studies: [Topic]. 1-5 Credits.

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

Repeatable 9 times for a maximum of 10 credits

PS 407. Seminar: [Topic]. 1-4 Credits.

Offerings vary from year to year, depending on student need and faculty interests.

Repeatable 99 times when topic changes

PS 408. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times when topic changes

PS 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

PS 410. Experimental Course: [Topic]. 1-4 Credits.

Offerings vary from year to year, depending on student need and faculty interests.

Repeatable 99 times when topic changes

PS 411. Honors Thesis Prospectus. 1 Credit.

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.

PS 433. Marxism and Radical Thought. 4 Credits.

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.

PS 440. Causes and Prevention of War. 4 Credits.

Surveys theories of causes of war; focuses on major theories of prevention; case studies from World War I, World War II, and other wars.

PS 445. Methods for Politics and Policy Analysis I. 4 Credits.

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.

PS 446. Methods for Politics and Policy Analysis II. 4 Credits.

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.

Requisites: Prereq: PS 445/545.

PS 449. Racial Politics in the United States. 4 Credits.

Considers how race has interacted with political development in the U.S. from the New Deal to the present.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

PS 455. Theories of International Politics. 4 Credits.

Competing theories of international relations and strategies for testing the theories.

PS 458. Feminist Political Theories. 4 Credits.

Examines the relationship between feminism, gender, and the state. Offered alternate years.

PS 460. Political Economy of East Asia. 4 Credits.

Examines the political economy of East Asia, with a focus on states, markets, and social classes during economic transformation. Offered alternate years.

PS 465. LGBT Rights in the Courts. 4 Credits.

Analyzes the role of legal advocates and the courts in advancing and curtailing lesbian, gay, bisexual, and transgender rights with a focus on relationship recognition, parenting, employment, housing, military, education, and health care. Offered alternate years.

PS 466. Civil Rights in Post-Warren Era. 4 Credits.

Analyzes development in civil rights advocacy in the United States since the heyday of the Warren Court. Focuses primarily on developments in race, gender, disability, and sexuality. Offered alternate years.

PS 467. The United States Presidency. 4 Credits.

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.

PS 470. Constitutional Law. 4 Credits.

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.

PS 472. Matters of Life and Death. 4 Credits.

Examines the right to life from political, legal, and philosophical perspectives. Considers abortion, capital punishment, assisted suicide, just-war theory, and animal rights.

PS 475. Politics of the European Union. 4 Credits.

Surveys the historical development and current workings of the European Union's major institutions and policies. Offered alternate years.

PS 477. International Environmental Politics. 4 Credits.

How nations solve international environmental problems. Explores major problems, processes, and current debates. Evaluates existing treaties through case studies.

PS 478. Globalization and Development. 4 Credits.

What is globalization? What is development? Do forces of globalization impede or enable development? How do the changing rules and institutions of globalization affect efforts by developing countries to grow their economies? This course is designed to help students think through these questions systematically.

Additional Information:

Cultural Literacy: Global Perspectives

PS 479. U.S. Interventions in Developing Nations. 4 Credits.

Examines theories of intervention: security, economic imperialism, humanitarian intervention, spreading democracy, domestic politics; over thirty-seven U.S. interventions since 1898 are surveyed.

PS 480. Introduction to Rational Choice. 4 Credits.

Introduces the paradigm of rational choice and game theory that is of special significance to politics.

PS 484. United States Supreme Court. 4 Credits.

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.

PS 485. Civil Rights and Civil Liberties. 4 Credits.

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.

PS 491. Politics of Everyday Life. 4 Credits.

Examines how we try to influence each other's behaviors in the course of everyday life. Readings from several disciplines.

PS 495. United States Political Economy. 4 Credits.

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.

PS 503. Thesis. 1-16 Credits.

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

Repeatable 99 times

PS 507. Seminar: [Topic]. 1-4 Credits.

Offerings vary from year to year, depending on student needs and faculty interests.

Repeatable 99 times

PS 508. Workshop: [Topic]. 1-21 Credits.

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

Repeatable 99 times

PS 510. Experimental Course: [Topic]. 1-4 Credits.

Offerings vary from year to year, depending on student needs and faculty interests.

Repeatable 99 times when topic changes

PS 533. Marxism and Radical Thought. 4 Credits.

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.

PS 540. Causes and Prevention of War. 4 Credits.

Surveys theories of causes of war; focuses on major theories of prevention; case studies from World War I, World War II, and other wars.

PS 545. Methods for Politics and Policy Analysis I. 4 Credits.

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.

PS 546. Methods for Politics and Policy Analysis II. 4 Credits.

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.

PS 549. Racial Politics in the United States. 4 Credits.

Considers how race has interacted with political development in the U.S. from the New Deal to the present.

PS 555. Theories of International Politics. 4 Credits.

Competing theories of international relations and strategies for testing the theories.

PS 558. Feminist Political Theories. 4 Credits.

Examines the relationship between feminism, gender, and the state. Offered alternate years.

PS 560. Political Economy of East Asia. 4 Credits.

Examines the political economy of East Asia, with a focus on states, markets, and social classes during economic transformation. Offered alternate years.

PS 566. Civil Rights in Post-Warren Era. 4 Credits.

Analyzes development in civil rights advocacy in the United States since the heyday of the Warren Court. Focuses primarily on developments in race, gender, disability, and sexuality. Offered alternate years.

PS 567. The United States Presidency. 4 Credits.

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.

PS 570. Constitutional Law. 4 Credits.

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.

PS 572. Matters of Life and Death. 4 Credits.

Examines the right to life from political, legal, and philosophical perspectives. Considers abortion, capital punishment, assisted suicide, just-war theory, and animal rights.

PS 575. Politics of the European Union. 4 Credits.

Surveys the historical development and current workings of the European Union's major institutions and policies. Offered alternate years.

PS 577. International Environmental Politics. 4 Credits.

How nations solve international environmental problems. Explores major problems, processes, and current debates. Evaluates existing treaties through case studies.

PS 578. Globalization and Development. 4 Credits.

What is globalization? What is development? Do forces of globalization impede or enable development? How do the changing rules and institutions of globalization affect efforts by developing countries to grow their economies? This course is designed to help students think through these questions systematically.

PS 579. U.S. Interventions in Developing Nations. 4 Credits.

Examines theories of intervention: security, economic imperialism, humanitarian intervention, spreading democracy, domestic politics; over thirty-seven U.S. interventions since 1898 are surveyed.

PS 580. Introduction to Rational Choice I. 4 Credits.

Introduces the paradigm of rational choice and game theory that is of special significance to politics. Myagkov.

PS 585. Civil Rights and Civil Liberties. 4 Credits.

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.

PS 595. United States Political Economy. 4 Credits.

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.

PS 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

PS 603. Dissertation. 1-16 Credits.

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

Repeatable 99 times

PS 605. Reading and Conference: [Topic]. 1-16 Credits.

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

Repeatable 99 times

PS 606. Field Studies: [Topic]. 1-16 Credits.

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

Repeatable 99 times

PS 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

PS 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 99 times

PS 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

PS 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PS 612. Qualitative Methods. 5 Credits.

Survey of rationales for qualitative methods in the social sciences and the main conceptual and practical issues raised in qualitative research. Offered alternate years.

PS 613. Interpretive Methods in Political Science. 5 Credits.

This seminar trains graduate students in the philosophy, theory and practice of interpretive methods by engaging five methods: discourse analysis, genealogy, political ethnography, interpretive interviewing, and decoloniality. We will take some time with each approach, devoting a week or more to theory method

PS 614. Research Design. 5 Credits.

This course is designed to give students the practical skills necessary to craft a well-designed research project for any type of political science research question. In this way, it prepares students for writing a successful dissertation prospectus, as well as design a second-year paper.

PS 615. Teaching and Learning in Politics and Policy. 1 Credit.

This course for beginning PhD students in Political Science and the School of Planning, Public Policy, and Management provides a forum to discuss teaching as Graduate Employee and fundamental learning skills for new graduate students.

PS 616. Professionalization in Politics and Policy: [Topic]. 1 Credit.

This course for graduate students in Political Science and PhD students the School of Planning, Public Policy, and Management develops skills necessary for future academic professionals. The specific skills taught are indicated by the course subtitle.

Repeatable 3 times for a maximum of 4 credits

PS 618. American Political Institutions. 5 Credits.

This is one of three required core seminars for PhD students who plan to take a comprehensive examination in American politics. We explore how political science approaches the study of institutional contributions to political and policy developments.

PS 619. United States Political Culture. 5 Credits.

In this course we examine the different ways that scholars study the relationship between politics and culture, and then focus on the United States as our case.

PS 620. State of the Discipline. 5 Credits.

Introduction to trends in the political science profession and to the faculty at the University of Oregon.

PS 621. Dissertation Prospectus. 5 Credits.

This course is required for third-year Political Science doctoral students and will help them develop a detailed plan (prospectus) for researching and writing an acceptable dissertation in order to satisfy PhD requirements.

PS 622. Political Theory. 5 Credits.

Survey of major works in the field of classical and contemporary political theory.

PS 624. International Relations. 5 Credits.

Survey of major works in the field of international relations.

PS 625. Public Policy. 5 Credits.

Survey of major works in the field of public policy.

PS 626. International Political Economy. 5 Credits.

One of two required seminars for PhD students planning to take a comprehensive examination in international relations. Explores how politics and economics interact in shaping economic relations among states.

PS 628. States and State-Society Relations. 5 Credits.

Examines how scholars have studied the state and its relationship to society. Students develop a comparative perspective of contentious politics ranging from peasant rebellions to revolutions to transnational social movements.

PS 629. Comparative Political Economy. 5 Credits.

Doctoral-level survey of how political factors explain variations in national or regional trajectories of economic development, including industrialization, wealth, growth, and inequality.

PS 630. States and Regimes. 5 Credits.

Introduction to the major issues, theories, concepts, and arguments about states and regimes in comparative politics. Offered alternate years.

Portuguese (PORT)

Courses

PORT 101. First-Year Portuguese. 5 Credits.

Introduction to Brazilian Portuguese language and culture, with emphasis on speaking, reading, writing, and listening comprehension skills. Sequence with PORT 102, PORT 103.

PORT 102. First-Year Portuguese. 5 Credits.

Introduction to Brazilian Portuguese language and culture, with emphasis on speaking, reading, writing, and listening comprehension skills. Sequence with PORT 101, PORT 103.

Requisites: Prereq: PORT 101.

PORT 103. First Year Portuguese. 5 Credits.

Introduction to Brazilian Portuguese language and culture, with emphasis on speaking, reading, writing and listening comprehension skills. Sequence with PORT 101, PORT 102.

Requisites: Prereq: PORT 102.

PORT 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PORT 201. Second Year Portuguese. 4 Credits.

Development of Brazilian Portuguese speaking, reading, writing and comprehension; study of short literary and cultural materials. Sequence with PORT 202, PORT 203.

Requisites: Prereq: PORT 103

Additional Information:

Arts Letters Area

PORT 202. Second-Year Portuguese. 4 Credits.

Development of Brazilian Portuguese speaking, reading, writing, and comprehension; study of short literary and cultural materials. Sequence with PORT 201, PORT 203.

Requisites: Prereq: PORT 201.

Additional Information:

Arts Letters Area

PORT 203. Second-Year Portuguese. 4 Credits.

Development of Brazilian Portuguese speaking, reading, writing, and comprehension; study of short literary and cultural materials. Sequence with PORT 201, PORT 202.

Requisites: Prereq: PORT 202.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

PORT 301. Cultura e Lingua: Expressoes Artisticas. 4 Credits.

Develops advanced language skills through the study of key representations in Brazilian art, literature, film, and music. Taught in Portuguese. Prereq: PORT 203 or equivalent. Offered alternate years.

Requisites: Prereq: PORT 203.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

PORT 305. Cultura e lingua: Brasil ontem e hoje. 4 Credits.

Introduction to Brazilian history and culture. Topics include geography; indigenous, European, and African presence; trends of authoritarianism and democratization; issues in migration and urbanization; racial and ethnic identities; women's roles. Taught in Portuguese.

Requisites: Prereq: PORT 203.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

PORT 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Requisites: Prereq: PORT 203.

Repeatable 99 times

PORT 405. Reading and Conference: [Topic]. 1-6 Credits.

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

Repeatable 99 times

Prevention Science (PREV)

Courses

PREV 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

PREV 603. Dissertation. 1-16 Credits.

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

Repeatable 15 times for a maximum of 16 credits

PREV 604. Internship: [Topic]. 1-16 Credits.

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

Repeatable 99 times

PREV 605. Reading and Conference: [Topic]. 1-5 Credits.

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

Repeatable 4 times for a maximum of 5 credits

PREV 606. Practicum: [Topic]. 1-16 Credits.

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

Repeatable 15 times for a maximum of 16 credits

PREV 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

PREV 608. Workshop: [Topic]. 1-16 Credits.

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

Repeatable 15 times for a maximum of 16 credits

PREV 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

PREV 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 4 times for a maximum of 5 credits

PREV 611. Capstone Seminar I. 3 Credits.

This is the first of a 3-course sequence to help students learn about prevention science and progress through the MEd/MS Prevention Science program and completion of their Capstone project. Students attend scientific presentations, complete prevention science readings, and write and present on course material.

PREV 612. Capstone Seminar II. 2 Credits.

This is the second of a 3-course sequence to help students learn about prevention science and progress through the MEd/MS Prevention Science program and Capstone project. Students conduct a literature review and develop analytical and writing skills required for their Capstone and other scientific manuscripts.

PREV 613. Capstone Seminar III. 2 Credits.

This is the third of a 3-course sequence to help students learn about prevention science and progress through the MEd/MS Prevention Science program and complete their Capstone project. Students complete an original empirical study and corresponding APA formatted 8 to 12-page scientific manuscript and presentation.

PREV 631. Introduction to Prevention Science. 3 Credits.

Overview of theory, research, and practice in prevention science and health promotion, including foundational concepts, translation of theory into intervention, methodology, and implementation.

PREV 633. Contemporary Issues in Public Health. 3 Credits.

This course introduces approaches, concepts, methods, and perspectives of epidemiology as applied to current public health issues and prevention science research and practice.

PREV 634. Implementation Science. 3 Credits.

Provides a framework for examining implementation science and its application to clinical and community-based research.

PREV 635. Prevention and Policy. 3 Credits.

Provide students with an understanding of how basic science is translated into evidence-based prevention programs and policy.

PREV 640. Meta-Analysis I. 3 Credits.

This course provides an introduction to systematic reviewing and meta-analysis methods for synthesizing results from multiple primary research studies in educational research. During this course, students will learn how to formulate research questions for a meta-analysis; conduct systematic literature searches; and synthesize effect sizes using basic meta-analytic techniques. Sequence with PREV 641.

Requisites: Prereq: EDUC 643.

Product Design (PD)

Courses

PD 101. Introduction to Product Design. 4 Credits.

This course is an introduction to the Product Design profession and its cultural relevance. Lectures, reading and projects convey theory (critical thinking), designers (history), design methods (CAD, drawing, building), and storytelling (documentation / presentation) to give a foundation in product innovation, creation, and portfolio generation.

PD 198. Workshop: [Topic]. 1-12 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

PD 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PD 223. Beginning Design Drawing. 4 Credits.

Focuses on perspective, line weight, construction with primary shapes, and shading in the creation of three-dimensional objects.

PD 240. Designers' Tools. 4 Credits.

Fundamental construction methods for design. Develop and understanding material properties and the use of specific tools through the design, development and construction of two projects.

PD 301. Introduction to Design Studio. 4 Credits.

Introduction to a studio based design course that combines theory and practice with a series of assignments and projects.

Requisites: Prereq: PD 223, PD 240, PD 330.

PD 302. Introduction to Design Studio II. 4 Credits.

Integrate 2D and 3D communication and presentation skills to develop project-based design solutions.

Requisites: Prereq: PD 301; coreq: PD 323.

PD 323. Design Drawing. 4 Credits.

Introduces specific techniques in drawing and modeling objects and their spatial context; the demonstration and implementation of various media and types of drawing.

Requisites: Prereq: ART 115, PD 223.

Repeatable 1 time for a maximum of 8 credits

PD 330. Introduction to Computer Aided Design. 4 Credits.

Introduction to computer-assisted design (CAD) in which students learn virtual design and physical manufacturing relationships and techniques.

PD 340. Design for Use. 4 Credits.

Provides the basic theoretical underpinnings for considering the socio-cultural background and design of products. Lectures and readings present main issues; discussions complete conceptual principals.

Requisites: Prereq: PD 350.

PD 350. Objects and Impacts. 4 Credits.

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.

Requisites: Prereq: PD 370.

PD 370. Design Process. 4 Credits.

Introduces design processes, from theoretical to professional, using readings, guest lectures, and experimental new structures.

PD 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PD 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

PD 404. Internship: [Topic]. 1-12 Credits.

Professional practice in an organization that integrates concepts studied at the university with career-related work experience.

Repeatable 2 times for a maximum of 12 credits

PD 405. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

PD 406. Practicum: [Topic]. 1-12 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

PD 407. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

PD 408. Workshop: [Topic]. 1-6 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times when topic changes

PD 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

PD 430. Computer-Assisted Design and Production. 4 Credits.

Meshes virtual design and physical design as students work on projects using shop tools and computer-aided design and manufacturing software and equipment.

Requisites: Prereq: ART 115, ART 116, PD 223.

PD 460. Interaction Design. 4 Credits.

This course will provide students with an understanding of the fundamentals of User Experience/User Interface design, including the design thinking process, interaction design, design principles, and prototyping. As part of this course, students will be immersed in user research, learning to identify and meet the needs of the users. Additionally, students will gain hands-on experience designing interfaces and prototyping through available digital design tool. After completing this course, students will be ready to create user-centric digital products with full understanding of User Experience/User Interface design

Requisites: Prereq: PD 340, PD 370.

PD 483. Advanced Studio I. 4 Credits.

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.

Requisites: Prereq: PD 302, PD 340.

Repeatable 2 times for a maximum of 12 credits

PD 484. Advanced Studio II. 4 Credits.

Design studio focuses on global questions explored through active development. Questions may relate to issues of user interface, sustainability, or societal problems.

Requisites: Prereq: PD 302, PD 340.

Repeatable 2 times for a maximum of 12 credits

PD 485. Advanced Studio III. 4 Credits.

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.

Requisites: Prereq: PD 302, PD 340.

Repeatable 2 times for a maximum of 12 credits

PD 486. BFA Studio I. 6 Credits.

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.

PD 487. BFA Studio II. 6 Credits.

Second course in series of interactive studios in which students engage in independent project-based learning. Sequence with PD 486, PD 488.

Requisites: Prereq: PD 486.

PD 488. BFA Studio III. 6 Credits.

Third course in series of interactive studio in which students engage in independent project-based learning. Sequence with PD 486, PD 487.

Requisites: Prereq: PD 487.

PD 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

PD 560. Interaction Design. 4 Credits.

This course will provide students with an understanding of the fundamentals of User Experience/User Interface design, including the design thinking process, interaction design, design principles, and prototyping. As part of this course, students will be immersed in user research, learning to identify and meet the needs of the users. Additionally, students will gain hands-on experience designing interfaces and prototyping through available digital design tool. After completing this course, students will be ready to create user-centric digital products with full understanding of User Experience/User Interface design

Psychology (PSY)

Courses

PSY 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PSY 201Z. Introduction to Psychology I. 4 Credits.

Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Research Methods, Behavioral Neuroscience, Consciousness, Sensation/Perception, Learning, Memory, Thinking and Intelligence, and related topics.

Equivalent to: PSY 201

Additional Information:

Science Area

PSY 202Z. Introduction to Psychology II. 4 Credits.

Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Personality, Social Psychology, Health and Well-Being, Motivation and Emotion, Disorders, Therapies, Lifespan Development, and related topics

Equivalent to: PSY 202

Additional Information:

Social Science Area

PSY 301. Scientific Thinking in Psychology. 4 Credits.

Fundamentals in the empirical study of human behavior, including hypothesis formation, experiment design, behavioral data basics, and critical evaluation of scientific claims. Sequence with PSY 302, PSY 303. Students may not register for PSY 301 after completing PSY 303.

Additional Information:

Science Area

PSY 302. Statistical Methods in Psychology. 4 Credits.

Probability and statistics applied in psychological research. Topics include descriptive statistics, hypothesis testing, correlation, regression, and design of experiments. With laboratory. Sequence with PSY 301, PSY 303.

Requisites: Prereq: one from STAT 243Z, MATH 241, MATH 246, MATH 251Z; PSY 301; WR 121Z or HC 101H; Pre- or coreq: PSY 201Z, PSY 202Z.

PSY 303. Research Methods in Psychology. 4 Credits.

Practical experience formulating a research question, conducting literature review, analyzing data, and communicating original research about human behavior. Sequence with PSY 301, PSY 302.

Requisites: Prereq: PSY 201Z; PSY 202Z; PSY 302; one from WR 122Z, WR 123, HC 221H.

PSY 304. Biopsychology. 4 Credits.

Relationships between brain and endocrine activity and behavior. Topics include sensation, perception, sexual behavior, drug effects, eating, drinking, sleeping, dreaming, and learning.

Requisites: Prereq: PSY 201Z.

PSY 305. Cognition. 4 Credits.

Major topics addressed in this class include perception, attention, memory, language, reasoning, and decision-making.

Requisites: Prereq: PSY 201Z.

PSY 306. Social Psychology. 4 Credits.

Processes underlying social perception and social interaction. Topics include aggression, the self-concept, stereotyping and prejudice, conformity, persuasion, attraction, and helping.

Requisites: Prereq: PSY 202Z.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

PSY 307. Personality. 4 Credits.

Theory and methods for studying human traits, including personality tests and measures. Current research in personality. Studies of age, gender, culture, and relation to emotion and motivation.

Requisites: Prereq: PSY 202Z.

PSY 308. Developmental Psychology. 4 Credits.

Survey of cognitive, social-emotional, and personality development in infancy, childhood, adolescence, adulthood.

Requisites: Prereq: PSY 202Z.

PSY 309. Psychopathology. 4 Credits.

Major descriptive and theoretical approaches to etiological, developmental, and social factors in emotion and personality disorders. Includes assessment, diagnosis, treatment, and special topics.

Requisites: Prereq: PSY 202Z.

PSY 348. Music and the Brain. 4 Credits.

Explores the neural correlates of our perception of tonality, harmony, melody, and rhythm and how these relate to neurobiology, brain damage, and cognitive neuroscience.

Additional Information:

Science Area

PSY 366. Culture and Mental Health. 4 Credits.

Role of culture in the definition and maintenance of mental health and the definition and treatment of mental illness.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

PSY 380. Psychology of Gender. 4 Credits.

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.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

PSY 383. Psychoactive Drugs. 4 Credits.

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.

PSY 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PSY 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

PSY 403. Thesis. 1-12 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

PSY 405. Reading and Conference: [Topic]. 1-21 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

PSY 406. Practicum: [Topic]. 1-12 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

PSY 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

PSY 408. Laboratory Projects: [Topic]. 1-12 Credits.

An experience in a lab setting in which a group of students focus on skills development rather than content master.

Repeatable 99 times

PSY 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

PSY 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PSY 412. Applied Data Analysis. 4 Credits.

Intermediate-level practical data analysis and interpretation. Topics include experimental design, analysis of variance, multiple regression, exploratory data analysis. Extensive computer use. Honors only.

Requisites: Prereq: PSY 303.

PSY 420. Psychology and Law. 4 Credits.

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.

Requisites: Prereq: PSY 303.

PSY 422. Forensic Psychology. 4 Credits.

This class focuses on the involvement of clinical psychologists with the legal system. The class will discuss the approaches, ethics, considerations, and measures utilized when clinical psychologists examine psycho-legal issues such as risk, custody, therapist-client confidentiality, and competency.

Requisites: Prereq: PSY 303.

PSY 433. Learning and Memory. 4 Credits.

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.

Requisites: Prereq: PSY 303; one course from PSY 304, PSY 305.

PSY 436. Human Performance. 4 Credits.

Motor and intellectual capacities; analysis of the flow of information within the nervous system; applications of performance principles to human-machine systems.

Requisites: Prereq: PSY 303, PSY 305.

PSY 438. Perception. 4 Credits.

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.

Requisites: Prereq: PSY 303, PSY 304.

PSY 439. Psychology and Evolution. 4 Credits.

Evolutionary Psychology is the application of evolutionary theory to human cognition. Topics include: survival, mating, parenting, cooperation, aggression, status, and comparative cognition. We ground theory and criticism using empirical data from many levels of analysis.

Requisites: Prereq: PSY 304 or PSY 306.

PSY 445. Brain Mechanisms of Behavior. 4 Credits.

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.

Requisites: Prereq: PSY 303, PSY 304.

PSY 449. Cognitive Neuroscience. 4 Credits.

Integrative neural mechanisms of normal and abnormal processes in systems (e.g., selective attention, language, memory, object recognition, and emotion).

Requisites: Prereq: PSY 303; one from PSY 304, PSY 305.

PSY 450. Hormones and Behavior. 4 Credits.

Relationships among the brain, endocrine systems, and behavior. Developmental effects of hormones on the brain, puberty, sexuality, aggression, stress.

Requisites: Prereq: PSY 303, PSY 304.

PSY 457. Group Dynamics. 4 Credits.

Topics in small-group dynamics, including decision-making, conflict, and changes over time in group structure and behavior.

Requisites: Prereq: PSY 303.

PSY 458. Decision-Making. 4 Credits.

Psychological processes involved in judgment and decision-making. Normative theories of ideal behavior contrasted with descriptive analysis of actual behavior.

Requisites: Prereq: PSY 303.

PSY 459. Cultural Psychology. 4 Credits.

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.

Requisites: Prereq: PSY 303.

PSY 460. Stereotyping and Prejudice. 4 Credits.

This course examines contemporary issues in stereotyping, prejudice, and discrimination, both from the perceiver's and the target's perspective. We will cover the phenomena and processes associated with one's beliefs about members of social groups (stereotypes), attitudes and evaluative responses toward group members (prejudice), and behaviors toward members of a social group based on their group membership (discrimination).

Requisites: Prereq: PSY 306.

PSY 468. Motivation and Emotion. 4 Credits.

Adaptive human behavior; considers biological processes involved in emotions, how emotions interact with cognition, and social influences.

Requisites: Prereq: PSY 303.

PSY 472. Psychology of Trauma. 4 Credits.

Cognitive, neuropsychological, developmental, social, and clinical approaches to understanding trauma. Includes analysis of childhood trauma, sexual assault, domestic violence, terrorism, combat, and natural disasters.

Requisites: Prereq: PSY 303.

PSY 473. Intimate Relationships. 4 Credits.

Adult intimacy and love relationships. Clinical-counseling approaches: assessment, couple and family therapies, and evaluation. Models of relationship functioning and the empirical study of interpersonal relationships.

Requisites: Prereq: PSY 303.

PSY 475. Cognitive Development. 4 Credits.

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.

Requisites: Prereq: PSY 303; one course from PSY 305, PSY 308.

PSY 478. Social Development. 4 Credits.

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.

Requisites: Prereq: PSY 303; one course from PSY 306, PSY 307, PSY 308.

PSY 479. Infancy. 4 Credits.

Mechanisms and processes that underlie and promote rapid changes in physical, cognitive, and linguistic capabilities, from birth to 24 months. Covers innovative methodologies and cultural attitudes toward infants.

Requisites: Prereq: PSY 303, PSY 308.

PSY 480. Development and Psychopathology. 4 Credits.

Biological and environmental factors that shape normal and abnormal development. Analysis of how family functioning affects psychopathology and resilience in children and adolescents.

Requisites: Prereq: PSY 303; one course from PSY 308, PSY 309.

PSY 490. Honors in Psychology. 1 Credit.

Reading and conference.

Repeatable 2 times for a maximum of 3 credits

PSY 491. Honors in Psychology. 1 Credit.

Reading and conference.

Repeatable 2 times for a maximum of 3 credits

PSY 492. Honors in Psychology. 1 Credit.

Reading and conference.

Repeatable 2 times for a maximum of 3 credits

PSY 503. Thesis. 1-16 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

PSY 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

PSY 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

PSY 512. Applied Data Analysis. 4 Credits.

Intermediate-level practical data analysis and interpretation. Topics include experimental design, analysis of variance, multiple regression, exploratory data analysis. Extensive computer use.

PSY 520. Psychology and Law. 4 Credits.

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.

PSY 522. Forensic Psychology. 4 Credits.

This class focuses on the involvement of clinical psychologists with the legal system. The class will discuss the approaches, ethics, considerations, and measures utilized when clinical psychologists examine psycho-legal issues such as risk, custody, therapist-client confidentiality, and competency.

PSY 533. Learning and Memory. 4 Credits.

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.

PSY 536. Human Performance. 4 Credits.

Motor and intellectual capacities; analysis of the flow of information within the nervous system; applications of performance principles to human-machine systems.

PSY 538. Perception. 4 Credits.

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.

PSY 539. Psychology and Evolution. 4 Credits.

Evolutionary Psychology is the application of evolutionary theory to human cognition. Topics include: survival, mating, parenting, cooperation, aggression, status, and comparative cognition. We ground theory and criticism using empirical data from many levels of analysis.

PSY 545. Brain Mechanisms of Behavior. 4 Credits.

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.

PSY 549. Cognitive Neuroscience. 4 Credits.

Integrative neural mechanisms of normal and abnormal processes in systems (e.g., selective attention, language, memory, object recognition, and emotion).

PSY 550. Hormones and Behavior. 4 Credits.

Relationships among the brain, endocrine systems, and behavior. Developmental effects of hormones on the brain, puberty, sexuality, aggression, stress.

PSY 557. Group Dynamics. 4 Credits.

Topics in small-group dynamics, including decision-making, conflict, and changes over time in group structure and behavior.

PSY 558. Decision-Making. 4 Credits.

Psychological processes involved in judgment and decision-making. Normative theories of ideal behavior contrasted with descriptive analysis of actual behavior.

PSY 559. Cultural Psychology. 4 Credits.

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.

PSY 560. Stereotyping and Prejudice. 4 Credits.

This course examines contemporary issues in stereotyping, prejudice, and discrimination, both from the perceiver's and the target's perspective. We will cover the phenomena and processes associated with one's beliefs about members of social groups (stereotypes), attitudes and evaluative responses toward group members (prejudice), and behaviors toward members of a social group based on their group membership (discrimination).

PSY 572. Psychology of Trauma. 4 Credits.

Cognitive, neuropsychological, developmental, social, and clinical approaches to understanding trauma. Includes analysis of childhood trauma, sexual assault, domestic violence, terrorism, combat, and natural disasters.

PSY 573. Intimate Relationships. 4 Credits.

Adult intimacy and love relationships. Clinical-counseling approaches: assessment, couple and family therapies, and evaluation. Models of relationship functioning and the empirical study of interpersonal relationships.

PSY 575. Cognitive Development. 4 Credits.

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.

PSY 578. Social Development. 4 Credits.

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.

PSY 579. Infancy. 4 Credits.

Mechanisms and processes that underlie and promote rapid changes in physical, cognitive, and linguistic capabilities, from birth to 24 months. Covers innovative methodologies and cultural attitudes toward infants.

PSY 580. Development and Psychopathology. 4 Credits.

Biological and environmental factors that shape normal and abnormal development. Analysis of how family functioning affects psychopathology and resilience in children and adolescents.

PSY 601. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

PSY 603. Dissertation. 1-16 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

PSY 605. Reading and Conference: [Topic]. 1-16 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

PSY 606. Practicum: [Topic]. 1-16 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

PSY 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

PSY 608. Workshop: [Topic]. 1-16 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

PSY 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

PSY 610. Experimental Course: [Topic]. 1-21 Credits.

Experimental course - topic varies.

Repeatable 99 times

PSY 611. Data Analysis I. 4 Credits.

Introduction to probability, hypothesis testing, and analysis of variance with applications. Includes training in the statistical analysis of data by computer. With laboratory.

PSY 612. Data Analysis II. 4 Credits.

Multiple regression and advanced topics in analysis of variance. Includes training in the statistical analysis of data by computer. With laboratory.

Requisites: Prereq: PSY 611.

PSY 613. Data Analysis III. 4 Credits.

Multivariate techniques including MANOVA, factor analysis, principal components. Includes training in the statistical analysis of data by computer. With laboratory.

Requisites: Prereq: PSY 612.

PSY 615. Community Needs Assessments. 4 Credits.

Explores the formative steps in intervention design and implementation. Introduces key concepts and methods for needs assessments with agencies and individuals serving at-risk communities. Topics include building community partnership and using qualitative research methodology to empirically assess barriers to and facilitators of access to interventions.

PSY 616. Implementation with Community and Cultural Perspectives. 3 Credits.

This course explores essential tools for implementing effective (or evidence-based) programs with fidelity in community settings. Topics include community outreach, diversity science, partnership and co-creation, team science, and models of change.

PSY 618. Substance Use and Addiction. 3 Credits.

Exploration of brain mechanisms underlying motivated behaviors and dysfunctions that lead to addictive behaviors. Topics include neurobiological and psychological effects of addictive drugs, factors that contribute to addiction, societal impacts, the link between addiction and habits, and how this relates to behaviors like pathological gambling.

PSY 619. Intervention Science. 4 Credits.

Exploration of the development and evaluation of evidence-based treatments, the field of implementation science, and culturally competent intervention approaches. Students develop clinical intervention and case conceptualization skills while learning about infant, child, adolescent, adult, and couple focused evidence-based treatments for a variety of disorders.

PSY 621. Clinical Psychobiology. 3 Credits.

Research and theory from the neurosciences applied to clinical problems and biological therapies.

PSY 628. Methods of Program Evaluation. 4 Credits.

This course provides full-spectrum coverage of program evaluation. We will cover theory, model testing, experimental design and basic statistical theory and methods. Designed to provide students with tools and techniques they can apply to program development and evaluation within their home organizations.

PSY 630. Translational Neuroscience in Early Childhood. 3 Credits.

Introduction to key concepts and methods of translational neuroscience. Uses a multidisciplinary lens to examine environmental influences on early human development, from the prenatal period through early childhood. Reviews the evidence base for interventions that aim to mitigate risk factors in these critical developmental periods.

PSY 631. Translational Neuroscience in Adolescence. 3 Credits.

Examines neuroscience research on brain structure, function and neuroplasticity specific to adolescent development. Relates principles of adolescent brain development to evidence-based treatments. Topics include the effects of hormones on brain development, increased sensitivity to dopamine in reward seeking, and the neural basis of social cognition.

PSY 632. Translational Neuroscience in Adulthood. 3 Credits.

Examines neuroscience research on brain development and neuroplasticity in adulthood. Emphasizes bidirectional links between neurobiology and behavior and connections to evidence based psychosocial treatment common to aging adult populations. Topics include stress neurobiology, anxiety and depression, substance use, and cognitive function over the adult lifespan.

PSY 672. Trauma Informed Interventions. 3 Credits.

Seminar on the effects of adverse childhood experiences (ACES) and trauma on physical and mental health. Topics include stress-related psychopathology, culture- and trauma-informed clinical intervention, and socio-demographic and cultural factors related to adversity and stress.

PSY 690. Capstone Research. 2-9 Credits.

Faculty-supervised research credits for each quarter in which students conduct their capstone research project, which is individualized based on student interests, context and academic or career goals (minimum 6 terms; credits per term vary from 2-9 based on the term in the program; minimum 17 total credits). Project may be embedded in a community-based agency or organization. Small group advising allows for faculty-student advising on project enhanced by peer-to-peer advising/mentoring.

Repeatable 8 times for a maximum of 21 credits

PSY 704. Internship: [Topic]. 1-15 Credits.

Professional practice in an organization that integrates concepts studied at the university with career-related work experience.

Repeatable 99 times

Religious Studies (REL)

Courses

REL 101. World Religions: Asian Traditions. 4 Credits.

Introduction to related religious traditions of Asia, including Hinduism, Buddhism, Daoism, Confucianism and Shinto. Readings in sacred texts and scholarly literature. Lecture, discussion.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

REL 102. World Religions: Near Eastern Traditions. 4 Credits.

Introduction to the Abrahamic religions of Judaism, Christianity, Islam and to related traditions such as the Zoroastrian, Manichaeism, Mandaean, Baha'i. Lecture, discussion.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

REL 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

REL 211. Early Judaism. 4 Credits.

In this course we will study the history, literature, and cultural and religious development of Judaism from the biblical period to the early rabbinic period (roughly until 500 CE). We will survey the foundational biblical heritage, with an emphasis on how Jews reinterpreted these traditions and lived among other cultures.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

REL 222. Introduction to the Bible I. 4 Credits.

The focus of this course is on the content and organization of the Hebrew scriptures (Old Testament)--highlighting the themes, streams of tradition, literary genres, etc., in the development of its ideas, ideals, and religious expression. This course provides an introduction to the scholarly methods and research tools used in biblical studies, specifically, and in religious studies as a whole.

Additional Information:

Arts Letters Area

REL 223. Introduction to the Bible II. 4 Credits.

Examination of the written traditions of early Christianity with an emphasis on the New Testament.

Additional Information:

Arts Letters Area

REL 233. Introduction to Islam. 4 Credits.

Islamic religious tradition, beginnings to present. Pre-Islamic Arabia, Prophet Muhammed, pillars of Islam, ethics and piety, Sunni-Shiite divide, reform and renewal movements.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

REL 302. Chinese Religions. 4 Credits.

Prehistoric roots of Chinese religion, Confucius and his followers, philosophical Taoism, Han Confucianism, religious Taoism, Chinese Buddhism, Neo-Confucianism, religion in China today.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

REL 303. Japanese Religions. 4 Credits.

Early Shinto and its developments, Japanese Buddhism, transformation of Taoism and Confucianism, medieval Shinto, religion in the Tokugawa period, Nationalistic Shinto, folk religion, new religions.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

REL 304. Religions of India. 4 Credits.

An introduction to the major religious traditions of the Indian subcontinent: Hinduism and Buddhism, and more briefly Sikhism and Jainism.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

REL 317. Jesus and the Gospels. 4 Credits.

This course focuses on the historical figure Jesus of Nazareth and the stories people have told about him in ancient literature and modern scholarship.

Additional Information:

Arts Letters Area

REL 321. History of Christianity I. 4 Credits.

Course of Christian history in East and West; relations between spirituality, doctrine, and institutional forms. Covers the ancient period, from the Apostolic Fathers to the Islamic conquests (90–650).

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

REL 322. History of Christianity II. 4 Credits.

Course of Christian history in East and West; relations between spirituality, doctrine, and institutional forms. Covers medieval Western Christianity, from the Germanic invasions to the Reformation (400–1500).

Additional Information:

Social Science Area

REL 323. History of Christianity III. 4 Credits.

Course of Christian history in East and West; relations between spirituality, doctrine, and institutional forms. Covers modern Western Christianity, from the Reformation to the present (1500 to the present).

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

REL 324. History of Eastern Christianity I. 4 Credits.

Byzantine Christianity from the founding of the Christian Roman Empire to the Fall of Constantinople in the 15th century.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

REL 325. History of Eastern Christianity II. 4 Credits.

The Eastern churches from the 15th century to the present.

Additional Information:

Social Science Area
Cultural Literacy: Global Perspectives

REL 335. Introduction to the Qur'an. 4 Credits.

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.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

REL 353. Dark Self, East and West. 4 Credits.

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.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

REL 355. Mysticism. 4 Credits.

The experiential or mystical dimensions of the three major Abrahamic faiths. Exploration of the original writings of men and women from each spiritual tradition.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

REL 357. War, Terrorism, and Religion. 4 Credits.

Offers an examination of the theme of war, terrorism, and religion, focusing on cases of religiously motivated acts of violence in the contemporary era.

Additional Information:

Cultural Literacy: Global Perspectives

REL 359. Religion After Atheism. 4 Credits.

Atheist critiques of religion, analyses of secularism from multiple disciplinary perspectives, and responses to atheism and secularism by modernist Christian, Muslim, and Buddhist writers.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

REL 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times**REL 401. Research: [Topic]. 1-4 Credits.**

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.

Repeatable 99 times**REL 403. Thesis. 1-4 Credits.**

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times**REL 405. Reading and Conference: [Topic]. 1-4 Credits.**

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times**REL 407. Seminar: [Topic]. 1-4 Credits.**

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.

Repeatable 99 times**REL 408. Workshop: [Topic]. 1-12 Credits.**

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times**REL 409. Terminal Project. 1-12 Credits.**

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times**REL 410. Experimental Course: [Topic]. 1-4 Credits.**

Experimental course - topic varies.

Repeatable 99 times**REL 411. Making Sense of Religion. 4 Credits.**

History of the study of religion, from the late 19th century to the present, as an expression of society, agent of oppression, psychological experience, symbolic system, and Western concept. Junior standing required.

REL 414. Biblical Book: [Topic]. 4 Credits.

Close reading of one or more books of the Judeo-Christian Bible in literary, historical, and cultural contexts; history of interpretation; and critical scholarship.

Repeatable 2 times for a maximum of 12 credits when topic changes**REL 432. Islamic Mysticism: [Topic]. 4 Credits.**

Inner dimensions of Islamic piety and righteousness, from the Koranic and prophetic foundations to principal thinkers in the medieval Arabic and Persian Sufi traditions.

Repeatable 2 times for a maximum of 12 credits**REL 440. Readings in Buddhist Scriptures. 4 Credits.**

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.

Additional Information:

Cultural Literacy: Global Perspectives

REL 444. Medieval Japanese Buddhism. 4 Credits.

Medieval Japanese Buddhism of the 12th and 13th centuries. Examination of religious thought and cultural history including Zen and Pure Land.

Additional Information:

Cultural Literacy: Global Perspectives

REL 507. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times**REL 508. Workshop: [Topic]. 1-12 Credits.**

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times**REL 510. Experimental Course: [Topic]. 1-4 Credits.**

Experimental course - topic varies.

Repeatable 99 times**REL 511. Making Sense of Religion. 4 Credits.**

History of the study of religion, from the late 19th century to the present, as an expression of society, agent of oppression, psychological experience, symbolic system, and Western concept.

REL 514. Biblical Book: [Topic]. 4 Credits.

Close reading of one or more books of the Judeo-Christian Bible in literary, historical, and cultural contexts; history of interpretation; and critical scholarship.

Repeatable 2 times for a maximum of 12 credits when topic changes

REL 532. Islamic Mysticism: [Topic]. 4 Credits.

Inner dimensions of Islamic piety and righteousness, from the Koranic and prophetic foundations to principal thinkers in the medieval Arabic and Persian Sufi traditions.

Repeatable 2 times for a maximum of 12 credits

REL 540. Readings in Buddhist Scriptures. 4 Credits.

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.

REL 544. Medieval Japanese Buddhism. 4 Credits.

Medieval Japanese Buddhism of the 12th and 13th centuries. Examination of religious thought and cultural history including Zen and Pure Land.

REL 605. Reading and Conference: [Topic]. 1-16 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

REL 608. Workshop: [Topic]. 1-16 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

REL 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Romance Languages (RL)

Courses

RL 151. Mediterranean Foodways. 4 Credits.

Mediterranean foodways show how Italy, France, and Spain connect through common politics, geography and trade routes. This course uses food as a lens to introduce you to Southern European culture and to examine broader questions of national identity in global Europe.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

RL 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

RL 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

RL 404. Bilingual Internship. 2 Credits.

Bilingual internship opportunity in area schools or community agencies for students of French or Spanish.

Requisites: Prereq: third-year language competence.

Repeatable 1 time for a maximum of 4 credits

RL 407. Seminar: [Topic]. 1-5 Credits.

Changing topics on issues relevant to study in two or more Romance languages. Recent topics include Travel Writing, Testimonial Writing, Caribbean Women Writers.

Requisites: Prereq: One 300-level literature course in any Romance language.

Repeatable 99 times

RL 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

RL 503. Thesis. 1-16 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

RL 507. Seminar: [Topic]. 1-5 Credits.

Changing topics on issues relevant to study in two or more Romance languages. A recent topic is Travel Literature.

Repeatable 99 times

RL 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

RL 601. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

RL 603. Dissertation. 1-16 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

RL 604. Bilingual Internship. 2 Credits.

A bilingual internship opportunity in area schools or community agencies for students of French or Spanish.

Requisites: Prereq: third-year language competence.

Repeatable 2 times for a maximum of 6 credits

RL 605. Reading and Conference: [Topic]. 1-6 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

RL 607. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

RL 608. Workshop: [Topic]. 1-16 Credits.

Teaching Methods offered fall term only. Other workshops may be offered.

Repeatable 99 times when topic changes

RL 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

RL 620. Graduate Study in Romance Languages. 2-4 Credits.

Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, scholarly writing, and professional development.

RL 623. Romance Languages Colloquium: [Topic]. 2-4 Credits.

Seminar organized around a series of speakers exposes students to critical and theoretical issues central to the study of Romance languages and literatures.

Repeatable 6 times for a maximum of 28 credits

RL 636. Teaching and Learning Romance Languages. 4 Credits.

Specialized training in teaching and learning French, Italian, and Spanish.

Russian, East European, and Eurasian Studies (REES)

Courses

REES 196. Field Studies: [Topic]. 1-2 Credits.

A series of practical experiences on or off campus to understand principles or develop skills in performing selected tasks.

Repeatable 99 times

REES 198. Workshop: [Topic]. 1-2 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

REES 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

REES 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

REES 401. Research: [Topic]. 2-6 Credits.

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.

Repeatable 99 times

REES 403. Thesis. 3-6 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

REES 405. Reading and Conference: [Topic]. 1-5 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

REES 406. Field Studies: [Topic]. 1-21 Credits.

A series of practical experiences on or off campus to understand principles or develop skills in performing selected tasks.

Repeatable 99 times

REES 407. Seminar: [Topic]. 2-4 Credits.

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.

Repeatable 99 times

REES 408. Workshop: [Topic]. 2-12 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

REES 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

REES 410. Experimental Course: [Topic]. 2-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

REES 503. Thesis. 1-9 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

REES 507. Seminar: [Topic]. 2-4 Credits.

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.

Repeatable 99 times

REES 508. Workshop: [Topic]. 2-12 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

REES 510. Experimental Course: [Topic]. 2-6 Credits.

Experimental course - topic varies.

Repeatable 99 times

REES 601. Research: [Topic]. 2-6 Credits.

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.

Repeatable 99 times

REES 605. Reading and Conference: [Topic]. 1-16 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

REES 606. Field Studies: [Topic]. 1-16 Credits.

A series of practical experiences on or off campus to understand principles or develop skills in performing selected tasks.

Repeatable 99 times

REES 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

REES 608. Workshop: [Topic]. 1-16 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

REES 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

REES 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Russian (RUSS)

Courses

RUSS 101. First-Year Russian. 5 Credits.

Elementary Russian grammar, conversation, reading, and composition.

RUSS 102. First-Year Russian. 5 Credits.

Elementary Russian grammar, conversation, reading, and composition.

Requisites: Prereq: RUSS 101.

RUSS 103. First-Year Russian. 5 Credits.

Elementary Russian grammar, conversation, reading, and composition.

Requisites: Prereq: RUSS 102.

RUSS 196. Field Studies: [Topic]. 1-2 Credits.

A series of practical experiences on or off campus to understand principles or develop skills in performing selected tasks.

Repeatable 99 times

RUSS 198. Workshop: [Topic]. 1-2 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

RUSS 199. Special Studies: [Topic]. 1-5 Credits.

Russian Film is a current topic.

Repeatable 99 times when topic changes

RUSS 201. Second-Year Russian I. 5 Credits.

Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works.

Requisites: Prereq: RUSS 103.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

RUSS 202. Second-Year Russian II. 5 Credits.

Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works.

Requisites: Prereq: RUSS 201.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

RUSS 203. Second-Year Russian III. 5 Credits.

Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works.

Requisites: Prereq: RUSS 202 or equivalent.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

RUSS 204. Introduction to Russian Literature. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

RUSS 205. Introduction to Russian Literature. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

RUSS 206. Introduction to Russian Literature. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

RUSS 240. Russian Culture. 4 Credits.

Comparative aesthetics and development of art, film, architecture, music, and literature in the context of Russian intellectual history. Readings, lectures, and discussions in English.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

RUSS 309. Russian through Theater. 2-4 Credits.

Combined elements of Russian language, literature, and culture learned through participation in a theater production. Credits vary with degree of involvement.

Repeatable 3 times for a maximum of 16 credits

RUSS 316. Third-Year Russian I. 5 Credits.

Intermediate-to-advanced Russian. Further development of basic skills, with special attention to reading comprehension, conversational competence, grammatical accuracy, and cultural sophistication.

Requisites: Prereq: RUSS 203.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

RUSS 317. Third-Year Russian II. 5 Credits.

Intermediate-to-advanced Russian. Further development of basic skills, with special attention to reading comprehension, conversational competence, grammatical accuracy, and cultural sophistication.

Requisites: Prereq: RUSS 316.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

RUSS 318. Third-Year Russian III. 5 Credits.

Intermediate-to-advanced Russian. Further development of basic skills, with special attention to reading comprehension, conversational competence, grammatical accuracy, and cultural sophistication.

Requisites: Prereq: RUSS 317.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

RUSS 334. Dostoevsky. 4 Credits.

Introduction to the novels and short stories of Dostoevsky. His literary, ethical, and political development. Readings and instruction in English.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

RUSS 351. Russian Literature and Film. 4 Credits.

Introduction to great works of 19th-century Russian literature and analysis of the cinematic adaptation of these works by Western filmmakers.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

RUSS 360. Race in Russia and America. 4 Credits.

While the racial conversation dominates American culture, few consider the history and significance of race beyond the U.S. This course examines race from a fresh, much less examined, perspective – that of Russia, Soviet Union, and post-Soviet world, in comparison to the US.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

RUSS 399. Special Studies: [Topic]. 1-5 Credits.

Recent topics are Solzhenitsyn, Sex and Feminism in Russia.

Repeatable 99 times when topic changes

RUSS 401. Research: [Topic]. 2-6 Credits.

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.

Repeatable 99 times

RUSS 403. Thesis. 3-6 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

RUSS 404. Internship: [Topic]. 1-12 Credits.

Professional practice in an organization that integrates concepts studied at the university with career-related work experience.

Repeatable 99 times

RUSS 405. Reading and Conference: [Topic]. 1-6 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

RUSS 406. Field Studies: [Topic]. 1-21 Credits.

A series of practical experiences on or off campus to understand principles or develop skills in performing selected tasks.

Repeatable 99 times

RUSS 407. Seminar: [Topic]. 2-4 Credits.

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.

Repeatable 99 times when topic changes

RUSS 408. Workshop: [Topic]. 1-12 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times when topic changes

RUSS 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

RUSS 410. Experimental Course: [Topic]. 2-4 Credits.

Recent topics are Self and Other in Russian Literature and Film.

Repeatable 99 times when topic changes

RUSS 434. Russian Literature: [Topic]. 4 Credits.

Comprehensive study of selected topics in Russian literature, (e.g., 20th-century, contemporary, and Old Russian literature).

Repeatable 2 times for a maximum of 12 credits when topic changes

RUSS 436. Advanced Russian: [Topic]. 4 Credits.

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.

Requisites: Prereq: RUSS 318.

Repeatable 2 times for a maximum of 12 credits when topic changes

Additional Information:

BA Language Satisfying Course

RUSS 503. Thesis. 1-9 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

RUSS 507. Seminar: [Topic]. 2-4 Credits.

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.

Repeatable 99 times when topic changes

RUSS 508. Workshop: [Topic]. 2-12 Credits.

Conducted in Russian.

Repeatable 99 times when topic changes

RUSS 510. Experimental Course: [Topic]. 2-4 Credits.

Recent topics are Self and Other in Russian Literature and Film.

Repeatable 99 times when topic changes

RUSS 534. Russian Literature: [Topic]. 4 Credits.

Comprehensive study of selected topics in Russian literature, (e.g., 20th-century, contemporary, and Old Russian literature).

Repeatable 2 times for a maximum of 12 credits when topic changes

RUSS 536. Advanced Russian: [Topic]. 4 Credits.

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.

Repeatable 2 times for a maximum of 12 credits when topic changes

RUSS 601. Research: [Topic]. 2-6 Credits.

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.

Repeatable 99 times

RUSS 604. Internship: [Topic]. 1-12 Credits.

Professional practice in an organization that integrates concepts studied at the university with career-related work experience.

Repeatable 99 times

RUSS 605. Reading and Conference: [Topic]. 1-16 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

RUSS 606. Field Studies: [Topic]. 1-16 Credits.

A series of practical experiences on or off campus to understand principles or develop skills in performing selected tasks.

Repeatable 99 times

RUSS 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

RUSS 608. Workshop: [Topic]. 1-16 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

RUSS 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

RUSS 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Scandinavian (SCAN)

Courses

SCAN 196. Field Studies: [Topic]. 1-2 Credits.

A series of practical experiences on or off campus to understand principles or develop skills in performing selected tasks.

Repeatable 99 times

SCAN 198. Workshop: [Topic]. 1-2 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

SCAN 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SCAN 220M. Existentialist Literature and Thought. 4 Credits.

Survey of the existential tradition in German and Scandinavian literature, philosophy, drama, and film. Historical and conceptual developments are considered, from Kierkegaard to Kafka. Taught in English. Multilisted with GER 220M.

Equivalent to: GER 220M

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

SCAN 251. Text and Interpretation. 4 Credits.

Introduction to textual analysis; explores the relationship between experience, description, and identity through the reading and viewing of Scandinavian literature and film. Taught in English.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

SCAN 259. Vikings through the Icelandic Sagas. 4 Credits.

Introduction to the social, political, and cultural expressions of Viking society through the Sagas, the unique prose narratives of medieval Iceland. Conducted in English.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

SCAN 315. Nordic Cinema. 4 Credits.

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. Taught in English.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

SCAN 316. History of Cinema. 4 Credits.

A survey of Nordic cinema from the silent era to the present. Films will be viewed and analyzed within their aesthetic and historical contexts. Taught in English. Offered alternate years.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

SCAN 317. Directors, Movements, and Manifestos. 4 Credits.

A directed study of specific directors, movements, and manifestos from the Nordic cinematic tradition. Taught in English. Offered alternate years.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

SCAN 325. Constructions versus Constrictions of Identity. 4 Credits.

Explores the notion of regional, ethnic, gender, and class identity in Scandinavian texts and culture through folklore, fairy tales and Children's Literature. Conducted in English.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

SCAN 341. Revisions of the Scandinavian Dream. 4 Credits.

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. Taught in English.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

SCAN 343. Norse Mythology. 4 Credits.

Critical evaluation of the religious beliefs in Scandinavia from prehistory through the Viking Age. Taught in English. Offered alternate years.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

SCAN 344. Medieval Hero and Monster. 4 Credits.

Study of medieval Scandinavian and Germanic literature addressing the remarkably fine line drawn between the heroes and monsters depicted. Offered alternate years.

Additional Information:

Cultural Literacy: Global Perspectives

SCAN 345M. Food, Culture, and Identity in Germany and Scandinavia. 4 Credits.

Examines the relationships among food, culture, and identity in Germany and Scandinavia. Interdisciplinary readings, lectures, films, and discussions focus on literary and symbolic representations of food from production to consumption, and on images and depictions of cooking, eating, drinking, and feasting. Multilisted with GER 345M.

Equivalent to: GER 345M

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

SCAN 351. Periods in Scandinavian Literature. 4 Credits.

Possible topics are modern breakthrough and modernism in Scandinavian literature. Student discussion, oral presentations, and written papers. Readings and discussions in English.

Additional Information:

Arts Letters Area

SCAN 353. Scandinavian Women Writers. 4 Credits.

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.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

SCAN 354. Genres in Scandinavian Literature. 4 Credits.

Recent topics include short narrative fiction and Scandinavian drama. Student discussion, oral presentations, and written papers. Readings and discussions in English.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

SCAN 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times**SCAN 401. Research: [Topic]. 1-21 Credits.**

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.

Repeatable 99 times**SCAN 403. Thesis. 1-12 Credits.**

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times**SCAN 405. Reading and Conference: [Topic]. 1-21 Credits.**

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times**SCAN 406. Practicum: [Topic]. 1-12 Credits.**

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times**SCAN 407. Seminar: [Topic]. 1-5 Credits.**

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.

Repeatable 99 times**SCAN 408. Workshop: [Topic]. 1-21 Credits.**

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times**SCAN 409. Terminal Project. 1-12 Credits.**

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times**SCAN 410. Experimental Course: [Topic]. 1-5 Credits.**

Experimental course - topic varies.

Repeatable 99 times**SCAN 507. Seminar: [Topic]. 1-5 Credits.**

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.

Repeatable 99 times**SCAN 508. Workshop: [Topic]. 1-21 Credits.**

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times**SCAN 510. Experimental Course: [Topic]. 1-5 Credits.**

Experimental course - topic varies.

Repeatable 99 times**SCAN 605. Reading and Conference: [Topic]. 1-16 Credits.**

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times**SCAN 606. Practicum: [Topic]. 1-16 Credits.**

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times**SCAN 609. Terminal Project. 1-12 Credits.**

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

School Psychology (SPSY)

Courses

SPSY 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times**SPSY 405. Special Problems: [Topic]. 1-12 Credits.**

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times**SPSY 406. Practicum: [Topic]. 1-12 Credits.**

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times**SPSY 407. Seminar: [Topic]. 1-5 Credits.**

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.

Repeatable 99 times**SPSY 408. Workshop: [Topic]. 1-21 Credits.**

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times**SPSY 409. Terminal Project. 1-12 Credits.**

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times**SPSY 410. Experimental Course: [Topic]. 1-5 Credits.**

Experimental course - topic varies.

Repeatable 99 times**SPSY 411. School Mental Health Promotion. 3 Credits.**

This course will introduce students to school-based efforts to promote mental health and wellness. We will examine strategies implemented in school contexts directed toward the prevention and intervention of behavioral, emotional, and other mental health problems of childhood and adolescence.

SPSY 503. Thesis. 1-16 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

SPSY 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

SPSY 508. Workshop: [Topic]. 1-21 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

SPSY 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SPSY 511. School Mental Health Promotion. 3 Credits.

This course will introduce students to school-based efforts to promote mental health and wellness. We will examine strategies implemented in school contexts directed toward the prevention and intervention of behavioral, emotional, and other mental health problems of childhood and adolescence.

SPSY 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

SPSY 603. Dissertation. 1-16 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

SPSY 605. Reading and Conference: [Topic]. 1-16 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

SPSY 606. Practicum: [Topic]. 1-16 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

SPSY 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

SPSY 608. Workshop: [Topic]. 1-16 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

SPSY 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

SPSY 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SPSY 626. Final Supervised Field Experience. 1-15 Credits.

Limited to students in school psychology program for basic endorsement for an Oregon license.

Repeatable 99 times

SPSY 630. Introduction to Consultation. 3-4 Credits.

Provides students with basic knowledge and skills in the area of school-based consultation.

SPSY 631. Academic and Behavioral Interventions. 4 Credits.

The overall goal for this course is for students to demonstrate a solid understanding of the conceptual, theoretical, and empirical bases for school-based, multi-tiered systems of academic and behavior support.

SPSY 632. Advanced Consultation. 4 Credits.

Develops and refines competencies in school-based consultation, and provides opportunities for students to practice consultation skills.

SPSY 650. Developmental Psychopathology. 4 Credits.

Overview of developmental psychopathology, with emphasis on childhood, adolescence, and early adulthood. Covers phenomenology, etiology, development, classification systems, and prognosis of major psychological disorders.

SPSY 651. Cognitive-Affective Aspects of Behavior. 4-5 Credits.

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. Offered alternate years.

SPSY 652. Biological Aspects of Behavior. 4-5 Credits.

Provides the appropriate background for students to meet biological psychology course work requirement for board licensure as a psychologist.

SPSY 661. Principles and Practices in School Psychology. 4 Credits.

Theory, role, and function of school psychology in its relation to learning and the school setting.

SPSY 662. Foundations of Clinical Supervision. 3 Credits.

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.

SPSY 663. Professional Ethics. 3 Credits.

Focuses on the study of current ethical standards of professional practice for school psychologists and behavior analysts.

SPSY 671. Behavioral Assessment. 4 Credits.

Principles, techniques, and conceptual and practical issues in behavioral assessment; applied aspects include data gathering and interpretation as well as report writing.

SPSY 672. Intellectual Assessment. 4 Credits.

Covers individual assessment of learning aptitude. Includes administering, scoring, and interpreting intelligence tests as well as report writing. Reviews theories of intelligence.

SPSY 673. Measurement and Assessment. 3 Credits.

Covers applied knowledge in educational measurement and assessment with an emphasis on use of educational measures for research purposes.

SPSY 674. Educational Assessment. 4 Credits.

Methods of educational assessment designed to develop and evaluate instructional interventions; topics include systematic observations, curriculum-based assessment, and teacher interviews.

SPSY 690. School Psychology Research Seminar: [Topic]. 1-4 Credits.

Students develop foundational knowledge and applied research skills through participation in a faculty-led research team. The focus of research activities will draw upon faculty expertise and current research.

Repeatable 17 times for a maximum of 72 credits

SPSY 691. Supervised College Teaching. 2 Credits.

Students develop school psychology teaching and clinical supervision competencies through a faculty-supervised college teaching experience.

Requisites: Prereq: SPSY 662 Foundations of Clinical Supervision is a prerequisite course for any supervised college teaching experience involving the provision of clinical supervision to others. Students must apply for supervised college teaching experiences following procedures outlined in the current SPSY Program Handbook.

Repeatable 3 times for a maximum of 8 credits

SPSY 692. Professional Competencies Portfolio. 1 Credit.

Students develop a professional competencies portfolio documenting the knowledge and skills needed for school psychologist licensure. The portfolio is the SPSY Master's Program capstone project, and reflects competencies acquired by the student across program coursework, field experiences, research teams, professional leadership and service activities.

SPSY 698. School-Based Practicum. 3 Credits.

Students complete a supervised practicum in which they deliver comprehensive school psychological services in PreK-12 school settings. Students develop the knowledge and skill competencies required to progress to internship.

Requisites: Prereq: SPED 528, SPED 540, SPSY 630, SPSY 661, SPSY 663, SPSY 671, SPSY 672, SPSY 674, SPSY 695.

Repeatable 2 times for a maximum of 9 credits

SPSY 699. Internship. 3 Credits.

Students complete a supervised internship, in which they deliver comprehensive school psychological services in PreK-12 schools and/or clinical settings. Students develop the knowledge and skill competencies required for professional licensure.

Requisites: Prereq: SPSY 698.

Repeatable 3 times for a maximum of 12 credits

SPSY 704. Internship: [Topic]. 1-15 Credits.

Professional practice in an organization that integrates concepts studied at the university with career-related work experience.

Repeatable 99 times

SPSY 706. Practicum: [Topic]. 1-16 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

SPSY 709. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Sociology (SOC)

Courses

SOC 196. Field Studies: [Topic]. 1-2 Credits.

A series of practical experiences on or off campus to understand principles or develop skills in performing selected tasks.

Repeatable 99 times

SOC 198. Workshop: [Topic]. 1-2 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

SOC 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SOC 204Z. Introduction to Sociology. 4 Credits.

Introduces the central concepts, theories, and methods that define the sociological approach to investigating the social forces that shape our lives. Topics may include social structure, culture, socialization, race, class, gender, sexuality, and inequality.

Equivalent to: SOC 204

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

SOC 207. Social Inequality. 4 Credits.

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.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

SOC 280. Introduction to Criminology. 4 Credits.

This course is designed to give you a broad introduction to criminology as a discipline, including measurements and definitions of crime, the myriad societal personal factors that explain crime, and criminal justice system processes and responses. We'll also consider how criminology is woven into a range of careers in research, education, government, law, and non-profit organizations.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

SOC 301. American Society. 4 Credits.

Selected aspects of American culture and institutions and the ways in which they are changing.

Requisites: Prereq: SOC 204Z recommended.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

SOC 304. Community, Environment, and Society. 4 Credits.

Interrelationship of social and environmental factors in human communities, processes of community change, impact of environmental change on human communities.

Additional Information:

Social Science Area

SOC 310. Social Theory. 4 Credits.

Analysis of the major writers and ideas that have shaped contemporary sociology. Focus on recurrent concepts and issues that continue to challenge sociological inquiry.

SOC 311. Research Methods. 4 Credits.

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.

Requisites: Prereq: SOC 204Z or SOC 207.

SOC 312. Statistical Analysis in Sociology. 4 Credits.

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.

SOC 313. Social Issues and Movements. 4 Credits.

Contemporary social issues viewed in relation to the social structure of American society. Social movements and ideologies related to these issues.

Additional Information:

Social Science Area

SOC 317. Sociology of the Mass Media. 4 Credits.

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.

Additional Information:

Social Science Area

SOC 328. Self and Society. 4 Credits.

How the thought, feeling, and behavior of individuals influence and are influenced by the actual, imagined, or implied presence of others.

Additional Information:

Social Science Area

SOC 330. Sociology of the Family. 4 Credits.

Introduction to and historical perspective of the family as a social institution and small-group association.

Requisites: Prereq: SOC 204Z or SOC 207.

SOC 345. Race and Ethnicity. 4 Credits.

Examines the major racial and ethnic groups in the United States with special attention to social interactions and inequalities.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

SOC 346. Work and Occupations. 4 Credits.

Characteristics of work and occupational careers in modern societies; relationships of those to family, the economy, bureaucracy, technology, and alienation.

Additional Information:

Social Science Area

SOC 355. Sociology of Gender. 4 Credits.

Position of women in contemporary society; women and work, politics, families, the economy; intersection of gender, race, and class; women's movements.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

SOC 370. Urban Sociology. 4 Credits.

Examines the growth of cities; urban inequalities, politics, and social movements; built environment, ecology, and sustainability of cities and identity; global cities and immigration.

SOC 380. Deviance, Social Control, and Crime. 4 Credits.

Introduces the sociological concept of deviance, its relationship to the creation and violation of rules, laws, and other forms of social order with special attention to crime and the criminal justice system.

Additional Information:

Social Science Area

SOC 385. Medical Sociology. 4 Credits.

This course is designed as an introduction to the broad field of medical sociology and the sociology of health and illness.

SOC 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SOC 401. Research: [Topic]. 1-21 Credits.

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.

Repeatable 99 times

SOC 403. Thesis. 1-12 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

SOC 404. Internship: [Topic]. 1-12 Credits.

Professional practice in an organization that integrates concepts studied at the university with career-related work experience.

Repeatable 99 times

SOC 405. Reading and Conference: [Topic]. 1-21 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

SOC 406. Practicum: [Topic]. 1-12 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

SOC 407. Seminar: [Topic]. 1-5 Credits.

Offerings vary from year to year depending on student needs and faculty interests.

Requisites: Prereq: SOC 204Z or SOC 207.

Repeatable 99 times

SOC 408. Workshop: [Topic]. 1-21 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

SOC 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

SOC 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SOC 412. Sociological Research Methods. 4 Credits.

Descriptive and inferential statistics, including multiple regression.

SOC 413. Sociological Research Methods. 4 Credits.

Advanced statistical techniques focusing on generalized linear models.

Requisites: Prereq: SOC 412.

SOC 416. Issues in Environmental Sociology: [Topic]. 4 Credits.

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.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 442. Issues in Urban Sociology: [Topic]. 4 Credits.

Determinants and consequences of urbanization under different conditions; the city as a social and ecological system.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 445. Sociology of Race and Ethnicity: [Topic]. 4 Credits.

Advanced analysis of selected topics in sociology of race/ethnicity. Topics vary. Examples include Asian Americans, Latinos, mixed race, racial oppression, residential segregation, and the post-civil rights era.

Requisites: Prereq: SOC 310, SOC 311.

Repeatable 2 times for a maximum of 12 credits

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

SOC 446. Issues in Sociology of Work: [Topic]. 4 Credits.

Selected topics in sociology of work: occupational structures and careers, industrial democracy; technological change and work reform, politics of work.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 447. Issues in Sociology of Organizations: [Topic]. 4 Credits.

Analysis of selected topics in the sociology of organizations. Topics include industrial sociology, organizational change; organizational democracy; corporate deviance; bureaucracy, power, and society.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 451. Social Stratification. 4 Credits.

The interrelations among class, race, and sex. Historical origins and development of class and class systems including slavery.

Requisites: Prereq: SOC 310, SOC 311, SOC 312.

SOC 452. Issues of Migration: [Topic]. 4 Credits.

Sociological analysis of migration, including dynamics of race and ethnicity, social structure, and social policy. Examines assimilation, marginalization, multiculturalism, postcolonialism, and social cohesion. Offered alternate years.

Requisites: Prereq: SOC 310.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 455. Issues in Sociology of Gender: [Topic]. 4 Credits.

Advanced analysis of gender and social relations of power in contemporary society. Variable topics include Women and Health; Violence against Women.

Repeatable 2 times for a maximum of 12 credits when topic changes

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

SOC 456. Feminist Theory. 4 Credits.

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.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

SOC 457. Sex and Society. 4 Credits.

Examines alternative sociological perspectives on sexual behavior, the social construction and regulation of sexuality, contemporary social and political issues pertaining to sexuality.

Requisites: Prereq: SOC 310.

SOC 458. Issues in Cultural Sociology: [Topic]. 4 Credits.

Topics include the examination of sociological literature, research, and perspectives on a range of important themes core to cultural sociology, including production and consumption of culture, semiotics, community and networks, and popular culture.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 459. Issues in Science, Technology & Society: [Topic]. 4 Credits.

Topics include the examination of sociological literature, research, and perspectives on a range of themes core to understanding science, technology and society, including the public understanding of science, science and social movements, and social inequalities in science.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 465. Political Sociology. 4 Credits.

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.

SOC 467. Economic Sociology. 4 Credits.

Applies the sociological perspective to basic economic phenomena such as markets, exchange, prices, money and rationality.

Requisites: Prereq: SOC 310.

SOC 475. Marxist Sociological Theory. 4 Credits.

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.

SOC 484. Issues in Deviance, Control, and Crime: [Topic]. 4 Credits.

Topics vary. Examples are modern policing, juvenile delinquency, correction, emerging forms of social control.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 503. Thesis. 1-16 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

SOC 507. Seminar: [Topic]. 1-5 Credits.

Offerings vary from year to year depending on student needs and faculty interests.

Repeatable 99 times

SOC 508. Workshop: [Topic]. 1-21 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

SOC 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SOC 512. Sociological Research Methods. 4 Credits.

Descriptive and inferential statistics, including multiple regression.

SOC 513. Sociological Research Methods. 4 Credits.

Advanced statistical techniques focusing on generalized linear models.

Requisites: Prereq: SOC 512.

SOC 516. Issues in Environmental Sociology: [Topic]. 4 Credits.

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.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 545. Sociology of Race and Ethnicity: [Topic]. 4 Credits.

Advanced analysis of selected topics in sociology of race/ethnicity. Topics vary. Examples include Asian Americans, Latinos, mixed race, racial oppression, residential segregation, and the post-civil rights era.

Repeatable 2 times for a maximum of 12 credits

SOC 547. Issues in Sociology of Organizations: [Topic]. 4 Credits.

Analysis of selected topics in the sociology of organizations. Topics include industrial sociology, organizational change; organizational democracy; corporate deviance; bureaucracy, power, and society.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 551. Social Stratification. 4 Credits.

The interrelations among class, race, and sex. Historical origins and development of class and class systems including slavery.

SOC 552. Issues of Migration: [Topic]. 4 Credits.

Sociological analysis of migration, including dynamics of race and ethnicity, social structure, and social policy. Examines assimilation, marginalization, multiculturalism, postcolonialism, and social cohesion. Offered alternate years.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 555. Issues in Sociology of Gender: [Topic]. 4 Credits.

Advanced analysis of gender and social relations of power in contemporary society. Variable topics include Women and Health; Violence against Women.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 557. Sex and Society. 4 Credits.

Examines alternative sociological perspectives on sexual behavior, the social construction and regulation of sexuality, contemporary social and political issues pertaining to sexuality.

SOC 558. Issues in Cultural Sociology: [Topic]. 4 Credits.

Topics include the examination of sociological literature, research, and perspectives on a range of important themes core to cultural sociology, including production and consumption of culture, semiotics, community and networks, and popular culture.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 559. Issues in Science, Technology & Society: [Topic]. 4 Credits.

Topics include the examination of sociological literature, research, and perspectives on a range of themes core to understanding science, technology and society, including the public understanding of science, science and social movements, and social inequalities in science.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 565. Political Sociology. 4 Credits.

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.

SOC 567. Economic Sociology. 4 Credits.

Applies the sociological perspective to basic economic phenomena such as markets, exchange, prices, money and rationality.

SOC 575. Marxist Sociological Theory. 4 Credits.

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.

SOC 584. Issues in Deviance, Control, and Crime: [Topic]. 4 Credits.

Topics vary. Examples are modern policing, juvenile delinquency, correction, emerging forms of social control.

Repeatable 2 times for a maximum of 12 credits when topic changes

SOC 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

SOC 603. Dissertation. 1-16 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

SOC 604. Internship: [Topic]. 1-6 Credits.

Professional practice in an organization that integrates concepts studied at the university with career-related work experience.

Repeatable 99 times

SOC 605. Reading and Conference: [Topic]. 1-16 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

SOC 606. Field Studies: [Topic]. 1-12 Credits.

A series of practical experiences on or off campus to understand principles or develop skills in performing selected tasks.

Repeatable 99 times

SOC 607. Seminar: [Topic]. 1-5 Credits.

Proseminar required for all incoming Sociology graduate students. Professional socialization and preparation for the discipline.

Repeatable 99 times

SOC 608. Workshop: [Topic]. 1-16 Credits.

A current topic is Master's Project.

Repeatable 99 times

SOC 609. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

SOC 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SOC 612. Overview of Sociological Methods. 5 Credits.

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.

SOC 613. Advanced Sociological Methods: [Topic]. 5 Credits.

Major methodological topics such as comparative, demographic, experimental, field, historical, and survey methods. Other possible topics include time-series analysis.

Requisites: Prereq: SOC 612 or equivalent.

Repeatable 2 times for a maximum of 15 credits when topic changes

SOC 615. Advanced Sociological Theory: [Topic]. 5 Credits.

Major sociological theories such as modern functionalism, contemporary Marxism, phenomenology, postmodernism, feminist and organizational theory.

Repeatable 2 times for a maximum of 15 credits when topic changes

SOC 616. Environment and Resource Issues: [Topic]. 5 Credits.

Explores issues of environmental sociology and resource policy, including ecological crisis; environmental justice as it pertains to race, gender, class, and international inequality.

Repeatable 2 times for a maximum of 15 credits when topic changes

SOC 617. Sociological Theory I. 5 Credits.

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).

SOC 618. Sociological Theory II. 5 Credits.

Major themes and historical foundation of contemporary sociological theory.

Requisites: Prereq: SOC 617.

SOC 621. Teaching in the Social Sciences. 4 Credits.

Prepares graduate students to teach their own classes. Covers pedagogy and develops practical skills. Offered alternate years.

SOC 644. Race and Ethnicity Issues: [Topic]. 5 Credits.

Explores current research and theoretical debates, such as Chicano-Chicana and Latino-Latina studies, in the sociology of race and ethnicity.

Repeatable 2 times for a maximum of 15 credits when topic changes

SOC 656. Issues in Sociology of Gender: [Topic]. 5 Credits.

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.

Repeatable 2 times for a maximum of 15 credits when topic changes

SOC 664. Political and Economic Sociology Issues: [Topic]. 5 Credits.

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.

Repeatable 2 times for a maximum of 15 credits when topic changes

Spanish (SPAN)

Courses

SPAN 101. First-Year Spanish. 5 Credits.

Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.

SPAN 102. First-Year Spanish. 5 Credits.

Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.

Requisites: Prereq: SPAN 101.

SPAN 103. First-Year Spanish. 5 Credits.

Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.

Requisites: Prereq: SPAN 102.

SPAN 111. Intensive Beginning Spanish. 5 Credits.

Intensive study for experienced language learners; introduction to Hispanic culture. Prereq: evidence of placement. Sequence. Conducted in Spanish. Cannot be combined with SPAN 101, SPAN 102, SPAN 103 for more than 15 credits of first-year Spanish.

Requisites: Prereq: previous study in Spanish or competence in another Romance language.

SPAN 112. Intensive Beginning Spanish. 5 Credits.

Intensive study for experienced language learners; introduction to Hispanic culture. Prereq: evidence of placement. Sequence. Conducted in Spanish. Cannot be combined with SPAN 101, SPAN 102, SPAN 103 for more than 15 credits of first-year Spanish.

Requisites: Prereq: SPAN 111.

SPAN 150. Hispanic and Latinx Cultures. 4 Credits.

This course provides students with an overview of the cultures of the Hispanic/Latinx world (Spain, Latin America, US)

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

SPAN 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SPAN 201. Intermediate Spanish I. 4 Credits.

Development of Spanish language proficiency beyond beginning level through the study of the cultural products, practices, and perspectives of the Spanish-speaking world. Topics include history, geography, demographics, foodways, social movements, art, politics, and other cultural phenomena.

Requisites: Prereq: SPAN 103 or SPAN 112 recommended.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

SPAN 202. Intermediate Spanish II. 4 Credits.

Development of Spanish language proficiency beyond beginning level through the study of the cultural products, practices, and perspectives of the Spanish-speaking world. Topics include history, geography, demographics, foodways, social movements, art, politics, and other cultural phenomena. Sequence with SPAN 201, SPAN 203.

Requisites: Prereq: SPAN 201 or equivalent.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

SPAN 203. Intermediate Spanish III. 4 Credits.

Development of Spanish language proficiency beyond beginning level through the study of the cultural products, practices, and perspectives of the Spanish-speaking world. Topics include history, geography, demographics, foodways, social movements, art, politics, and other cultural phenomena. Sequence with SPAN 201, SPAN 202.

Requisites: Prereq: SPAN 202.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

SPAN 218. Latino Heritage I. 5 Credits.

Designed for heritage learners—students who grew up with Spanish in their community and want to build communication skills in Spanish. Content focuses on personal experiences in U.S. Latinx communities. Cannot be combined with SPAN 201, SPAN 202, SPAN 203 for more than 15 credits of second-year Spanish. Sequence with SPAN 228.

Requisites: Prereq: Placement through Spanish heritage language placement survey.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

SPAN 228. Latino Heritage II. 5 Credits.

Designed for heritage learners—students who grew up with Spanish in their community and want to continue developing communication skills in Spanish. Content focuses on personal experiences in U.S. Latinx communities. Cannot be combined with SPAN 201, SPAN 202, SPAN 203 for more than 15 credits of second-year Spanish. Sequence with SPAN 218.

Requisites: Prereq: SPAN 218 or placement by Spanish heritage language placement survey.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

SPAN 299. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SPAN 301. Cultura y lengua: Identidades hispanas. 4 Credits.

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.

Requisites: Prereq: SPAN 203 or SPAN 228.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

SPAN 303. Cultura y lengua: Expresiones artísticas. 4 Credits.

Develops advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. Taught in Spanish.

Requisites: Prereq: SPAN 203 or SPAN 228.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

SPAN 305. Cultura y lengua Cambio social. 4 Credits.

Develops advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies; gender issues, technology, revolution and counter-revolution. Taught in Spanish.

Requisites: Prereq: SPAN 203 or SPAN 228.

Additional Information:

Arts Letters Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

SPAN 307. Oral Skills. 2 Credits.

Practice in improving listening, comprehension, and oral skills in Spanish. Communicative activities in class in addition to language laboratory work.

Requisites: Prereq: SPAN 203 or SPAN 228.

Repeatable 1 time for a maximum of 4 credits

Additional Information:

BA Language Satisfying Course

SPAN 308. Culture and Language Bilingual Communities. 4 Credits.

Designed for heritage learners—students who grew up with Spanish in their community and want to continue developing communication skills in Spanish. Explores socio-linguistic dynamics of communities in which Spanish is in contact with another language. Open to all students. Taught in Spanish.

Requisites: Prereq: SPAN 203, SPAN 228, by SHL Placement Survey, or equivalent.

Additional Information:

Social Science Area

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

SPAN 311. Advanced Writing in Spanish. 4 Credits.

This requirement for the Spanish major provides additional language development for students early on in the major, emphasizing academic writing skills in Spanish.

Requisites: Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

Equivalent to: SPAN 312

Additional Information:

BA Language Satisfying Course

SPAN 312. Spanish in the Media. 4 Credits.

Designed for heritage learners. Examines the role of Spanish in various forms of media such as television, Internet, and literature. Students practice advanced writing skills necessary to participate in argumentative writing and close textual readings.

Requisites: Prereq: SPAN 308 or any two from SPAN 301, SPAN 303, SPAN 305; SPAN 308 is recommended.

Equivalent to: SPAN 311

Additional Information:

BA Language Satisfying Course

SPAN 320. Grammars of Spanish. 4 Credits.

This course introduces students to the central themes of the linguistic structure of Spanish. We will use Critical Language Awareness (CLA) to study and practice elements of both the privileged normative varieties and minoritized varieties of Spanish. We also reflect on the social meaning of the variations we use in our daily lives.

Requisites: Prereq: SPAN 203 or SPAN 228.

Additional Information:

BA Language Satisfying Course

SPAN 322. Introduction to Hispanic Linguistics. 4 Credits.

Linguistic description of the Spanish language, including phonetics and phonology, morphology, syntax, history, and social and geographical variation.

Requisites: Prereq: SPAN 308; one course from SPAN 301, SPAN 303, SPAN 305, SPAN 311, SPAN 312.

Additional Information:

BA Language Satisfying Course

SPAN 323. Languages in Contact. 4 Credits.

An overview of languages in contact in the Spanish-speaking world. Students will learn theories of languages in contact, and how these languages behave in contact in their linguistic, social, political, and literary contexts. The language of instruction of this course is Spanish. All written work is completed in Spanish.

Requisites: Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

SPAN 324. Spanish Pronunciation and Phonetics. 4 Credits.

Study of Spanish sounds, rhythms, and intonation; supervised pronunciation practice. Offered alternate years.

Requisites: Prereq: SPAN 308; one course from SPAN 301, SPAN 303, SPAN 305, SPAN 311, SPAN 312.

Additional Information:

BA Language Satisfying Course

SPAN 334. Identities and Power. 4 Credits.

This course investigates how individual and collective identities intersect with power, as expressed in cultural and linguistic contexts. The language of instruction of this course is Spanish. All written work is completed in Spanish.

Requisites: Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

SPAN 339. Literary Cultures. 4 Credits.

This class introduces students to a variety of literary works from Latin American and Spain, mainly discussing the nineteenth and the twentieth centuries, with emphasis on their relationship to historical events and critical representation of Iberian and Latin American societies. All written work is completed in Spanish.

Requisites: Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

SPAN 341. Hispanic Cultures through Literature I. 4 Credits.

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from 1100 to 1600.

Requisites: Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

SPAN 342. Hispanic Cultures through Literature II. 4 Credits.

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the 16th century to the Latin American independences.

Requisites: Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

SPAN 343. Hispanic Cultures through Literature III. 4 Credits.

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the revolutionary wars of the Nineteenth century to the Spanish Civil War.

Requisites: Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

SPAN 344. Hispanic Cultures through Literature IV. 4 Credits.

Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the 20th century into the 21st.

Requisites: Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

SPAN 348. Latinx Culture and Society. 4 Credits.

U.S. Latinx history, cultures, political movements, and human rights through transborder and bilingual cultural production (literature, film, visual arts and media).

Requisites: Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: US: Difference, Inequality, Agency

SPAN 350. Introduction to Poetry. 4 Credits.

Explores important aspects of Spanish and Latin American poetry; reading poems from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading.

Requisites: Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

SPAN 351. Introduction to Theater. 4 Credits.

Explores important aspects of Spanish theater; reading plays from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading.

Requisites: Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

Additional Information:

Arts Letters Area
BA Language Satisfying Course

SPAN 353. Introduction to Narrative. 4 Credits.

Explores important aspects of Spanish narrative; reading texts from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading.

Requisites: Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

SPAN 355. Creative Writing in Spanish. 4 Credits.

This course aims to expand the students' creative capabilities in Spanish through writing exercises in poetry and fiction. Students will develop their literary sensitivity as well as their critical judgment and interpretative skills. Writing creatively diversifies the students' experience with the Spanish language.

Requisites: Prereq: SPAN 311 or SPAN 312; one course from SPAN 341, SPAN 342, SPAN 343, SPAN 344, SPAN 350, SPAN 351, SPAN 353.

Additional Information:

Cultural Literacy: Global Perspectives

SPAN 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times**SPAN 403. Thesis. 3-6 Credits.**

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times**SPAN 405. Reading and Conference: [Topic]. 1-6 Credits.**

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times**SPAN 406. Practicum: [Topic]. 1-12 Credits.**

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times**SPAN 407. Seminar: [Topic]. 1-6 Credits.**

Recent topics include Latin American Film, Indigenismo, Caribbean Crossings, Latin American Dictator Novels, Postwar Spain, Testimonial Literature, Early Modern Identities.

Requisites: Prereq: two courses from SPAN 320, SPAN 324, SPAN 328, SPAN 339, SPAN 341, SPAN 342, SPAN 343, SPAN 344, SPAN 350, SPAN 351, SPAN 353.

Repeatable 99 times when topic changes**SPAN 408. Workshop: [Topic]. 1-12 Credits.**

Special on-campus activities in Spanish.

Repeatable 99 times**SPAN 409. Terminal Project. 1-12 Credits.**

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times**SPAN 410. Experimental Course: [Topic]. 1-4 Credits.**

Recent topics include Literature and Democratic Transition, Race in Modern Los Angeles, Social Roots of Creativity.

Repeatable 99 times**SPAN 420. Spanish Linguistics: [Topic]. 4 Credits.**

Variable topics in Spanish linguistics, including advanced grammar, history of the Spanish language, the language of Iberia, Spanish sociolinguistics.

Requisites: Prereq: Two from SPAN 320, SPAN 322, SPAN 324.

Repeatable 99 times when topic changes**Additional Information:**

BA Language Satisfying Course

SPAN 424. History of the Spanish Language. 4 Credits.

Linguistic changes and social-historical influences on the development of Spanish from its roots in Latin to the diversity of modern dialects. Offered alternate years.

Requisites: Prereq: Two from SPAN 320, SPAN 322, SPAN 324.

Additional Information:

BA Language Satisfying Course

SPAN 425. Literary Translation. 4 Credits.

Variable topics include con textos, first issues, and cultural translation-transculturation in practice.

Requisites: Prereq: SPAN 311 or SPAN 312; one course from SPAN 320, SPAN 322, SPAN 324, SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 428. Spanish in the United States. 4 Credits.

The history and description of the linguistic characteristics of and narratives about the use of Spanish within the United States. Offered alternate years.

Requisites: Prereq: two from SPAN 320, SPAN 322, SPAN 324.

Additional Information:

BA Language Satisfying Course

SPAN 448. National Identities and Border Cultures in the Americas. 4 Credits.

Examines 19th and 21st century national formation and alternative forms of collective identity in the Americas through literary texts, historical documents and film. Offered alternate years.

Requisites: Prereq: SPAN 311 or SPAN 312; two from SPAN 320, SPAN 322, SPAN 324, SPAN 341, SPAN 342, SPAN 343, SPAN 344, SPAN 348.

Additional Information:

BA Language Satisfying Course

SPAN 475. Comparative Spanish Speaking World: [Topic]. 4 Credits.

Examines cultures from the Spanish-speaking world in contact. Topics address multiple historical periods and/ or geographies through literary and cultural texts, historical documents, and film.

Requisites: Prereq: two from SPAN 311, SPAN 312, SPAN 322, SPAN 323, SPAN 324, SPAN 334, SPAN 336, SPAN 338, SPAN 339, SPAN 341, SPAN 342, SPAN 343, SPAN 344, SPAN 348, SPAN 350, SPAN 351, SPAN 353, SPAN 355.

Repeatable 3 times for a maximum of 16 credits when topic changes**Additional Information:**

Cultural Literacy: Global Perspectives

SPAN 480. 19th-Century Spanish American Literature: [Topic]. 4 Credits.

Topics include issue of literary periods, authors, narrative and nation, genres, and indigenismo.

Requisites: Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

Repeatable 2 times for a maximum of 12 credits when topic changes

Additional Information:

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

SPAN 490. 20th-Century Latin American Literature: [Topic]. 4 Credits.

Explores major literary trends, authors, and works. Recent topics are Avant-garde in the Mexican Revolution, Testimonial Literature, Latin American Theater.

Requisites: Prereq: SPAN 311 or SPAN 312; and two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

Repeatable 2 times for a maximum of 12 credits when topic changes

Additional Information:

BA Language Satisfying Course

Cultural Literacy: Global Perspectives

SPAN 507. Seminar: [Topic]. 1-6 Credits.

Recent topics include Golden Age Theater, Latin American Film, Medieval Iberian, Mexican Literature and Culture, 19th-Century Spanish Decadence, Postwar Spain, Testimonial Literature.

Repeatable 99 times when topic changes

SPAN 508. Workshop: [Topic]. 1-12 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

SPAN 510. Experimental Course: [Topic]. 1-4 Credits.

Recent topics include Literature and Democratic Transition, Race in Modern Los Angeles, Social Roots of Creativity.

Repeatable 99 times

SPAN 520. Spanish Linguistics: [Topic]. 4 Credits.

Variable topics in Spanish linguistics. Recent topics include Spanish Phonology, History of the Spanish Language.

Repeatable 99 times when topic changes

SPAN 524. History of the Spanish Language. 4 Credits.

Linguistic changes and social-historical influences on the development of Spanish from its roots in Latin to the diversity of modern dialects. Offered alternate years.

SPAN 525. Literary Translation. 4 Credits.

Variable topics include con textos, first issues, and cultural translation-transculturation in practice.

Requisites: Prereq: SPAN 520 recommended.

SPAN 548. National Identities and Border Cultures in the Americas. 4 Credits.

Examines 19th and 21st century national formation and alternative forms of collective identity in the Americas through literary texts, historical documents and film. Offered alternate years.

SPAN 575. Comparative Spanish Speaking World: [Topic]. 4 Credits.

Examines cultures from the Spanish-speaking world in contact. Topics address multiple historical periods and/ or geographies through literary and cultural texts, historical documents, and film.

Repeatable 3 times for a maximum of 16 credits when topic changes

SPAN 580. 19th-Century Spanish American Literature: [Topic]. 4 Credits.

Topics include issue of literary periods, authors, narrative and nation, genres, and indigenismo.

Repeatable 2 times for a maximum of 12 credits when topic changes

SPAN 590. 20th-Century Latin American Literature: [Topic]. 4 Credits.

Explores major literary trends, authors, and works. Recent topics are Avant-garde in the Mexican Revolution, Latin American Theater.

Repeatable 2 times for a maximum of 12 credits when topic changes

SPAN 601. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

SPAN 605. Reading and Conference: [Topic]. 1-16 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

SPAN 606. Practicum: [Topic]. 1-4 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

SPAN 607. Seminar: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

SPAN 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

SPAN 690. Advanced 20th-Century Latin American Literature: [Topic]. 4 Credits.

Selected topics from literary periods, authors, genres, and aesthetic trends.

Repeatable 2 times for a maximum of 12 credits when topic changes

Special Education (SPED)

Courses

SPED 198. Workshop: [Topic]. 1-2 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

SPED 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SPED 401. Research: [Topic]. 1-12 Credits.

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.

Repeatable 99 times

SPED 405. Reading and Conference: [Topic]. 1-21 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

SPED 406. Practicum: [Topic]. 1-12 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

SPED 407. Seminar: [Topic]. 1-5 Credits.

Topics include Collaborative Team, Introduction to Talented and Gifted, Introduction to Developmental Disabilities.

Repeatable 99 times

SPED 408. Workshop: [Topic]. 1-21 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

SPED 409. Terminal Project. 1-12 Credits.

Recent topics include Special Education, Talented and Gifted.

Repeatable 99 times

SPED 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SPED 411. Foundations of Disability I. 3 Credits.

Categorical and cross-categorical survey of information about exceptional children and youths. Topics include history, etiology, identification, classification, legislation, alternate program delivery systems.

SPED 415. Diversity and Special Education. 3 Credits.

Provides an overview of issues pertaining to diversity in special education. Topics include race, ethnicity, culture, and disability in a sociopolitical and historical context.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

SPED 418. Disrupting the School to Prison Pipeline. 3 Credits.

Grounded in critical race theory and relying on research across different aspects of schooling and human development, students in this course will engage in rich discussions around practices that empower educators to disrupt the school-to-prison pipeline and bolster protective factors for youth, families, and communities.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

SPED 420. Applied Experience in Special Education. 1-6 Credits.

This course is designed to provide practical experiences for students enrolled in the special education minor. Students engage with individuals with disabilities in early childhood settings, general or special education classrooms, or through community organizations.

Repeatable 5 times for a maximum of 6 credits

SPED 422. Special Education Mathematics Instruction. 4 Credits.

Systematic instruction of mathematics skills for students with disabilities: assessment, planning, curriculum modification, diagnosis and remediation of persistent error patterns, evaluation.

SPED 426. Behavior and Classroom Management. 4 Credits.

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.

SPED 428. Special Education Law. 3 Credits.

This course provides students with knowledge of standards and ethics for professional practice, historical and current case law and legislation, and application of legal principles related to special education services in school settings.

SPED 432. Introduction to Behavioral Disorders. 3 Credits.

Introduces the characteristics and education of children and youth who have emotional and behavioral disorders.

Requisites: Prereq: SPED 411.

SPED 436. Advanced Behavior and Classroom Management. 3 Credits.

Emphasizes functional assessment-based behavior support planning, individual education plans (IEPs), and effective behavior support systems for a variety of educational environments.

Requisites: Prereq: SPED 426.

SPED 440. Early Literacy for Diverse Learners. 4 Credits.

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, SPED 442, SPED 443.

SPED 441. Intermediate Literacy for Diverse Learners. 4 Credits.

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, SPED 442, SPED 443.

Requisites: Prereq: SPED 440.

SPED 442. Adolescent Literacy for Diverse Learners. 4 Credits.

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, SPED 441, SPED 443.

Requisites: Prereq: SPED 441.

SPED 443. Supporting Students with Low-Incidence Disability. 4 Credits.

Provides skills on how to plan, coordinate, deliver, and evaluate evidence-based instruction for students with low-incidence disabilities. Sequence with SPED 440, SPED 441, SPED 442.

Requisites: Prereq: SPED 442.

SPED 470. Principles of Applied Behavior Analysis. 5 Credits.

The purpose of this course is to provide students with opportunities to learn and master basic behavior principles as a foundation to subsequent advanced courses. Students will master and build fluency with the basic principles of applied behavior analysis.

SPED 471. Applied Behavior Analysis Assessment. 3 Credits.

This course provides opportunities to build fluency with the basic principles of applied behavior analysis and the application of these principles to conduct functional behavior assessments including experimental functional analyses to determine the maintaining reinforcers for behavior and to plan for behavior change interventions. Students may enroll in either SPSY 671 or SPED 471/SPED 571, but cannot take both for credit.

SPED 472. Behavior Change Group Settings. 3 Credits.

This course provides opportunities to build fluency with the basic principles of applied behavior analysis and the application of these principles to develop, implement, and evaluate programs of behavior change in educational settings with a focus on positive behavior interventions and supports.

Requisites: Prereq: SPED 470.

SPED 473. Behavior Change Procedures 1. 3 Credits.

The purpose of this course is to provide students with an overview of applied behavior analysis based behavior change systems and procedures that will include designing and implementing interventions based on fundamental elements of behavior change.

Requisites: Prereq: SPED 470, SPED 471.

SPED 488. Professional Practices: [Topic]. 1-3 Credits.

Helps students critically assess their fieldwork and integrate fieldwork and course work in the wider context of the school experience.

Requisites: Coreq: SPED 406 or SPED 409.

Repeatable 2 times

SPED 503. Thesis. 1-9 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

SPED 507. Seminar: [Topic]. 1-5 Credits.

Topics include Collaborative Team, Introduction to Talented and Gifted, Introduction to Developmental Disabilities.

Repeatable 99 times

SPED 508. Workshop: [Topic]. 1-21 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

SPED 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SPED 511. Foundations of Disability I. 3 Credits.

Categorical and cross-categorical survey of information about exceptional children and youths. Topics include history, etiology, identification, classification, legislation, alternate program delivery systems.

SPED 515. Diversity and Special Education. 3 Credits.

Provides an overview of issues pertaining to diversity in special education. Topics include race, ethnicity, culture, and disability in a sociopolitical and historical context.

SPED 518. Disrupting the School to Prison Pipeline. 3 Credits.

Grounded in critical race theory and relying on research across different aspects of schooling and human development, students in this course will engage in rich discussions around practices that empower educators to disrupt the school-to-prison pipeline and bolster protective factors for youth, families, and communities.

SPED 522. Special Education Mathematics Instruction. 4 Credits.

Systematic instruction of mathematics skills for students with disabilities: assessment, planning, curriculum modification, diagnosis and remediation of persistent error patterns, evaluation.

SPED 526. Behavior and Classroom Management. 4 Credits.

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.

SPED 528. Special Education Law. 3 Credits.

This course provides students with knowledge of standards and ethics for professional practice, historical and current case law and legislation, and application of legal principles related to special education services in school settings.

SPED 532. Introduction to Behavioral Disorders. 3 Credits.

Introduces the characteristics and education of children and youth who have emotional and behavioral disorders.

Requisites: Prereq: SPED 511.

SPED 536. Advanced Behavior and Classroom Management. 3 Credits.

Emphasizes functional assessment-based behavior support planning, individual education plans (IEPs), and effective behavior support systems for a variety of educational environments.

Requisites: Prereq: SPED 526.

SPED 540. Early Literacy for Diverse Learners. 4 Credits.

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 541, SPED 542, SPED 543.

SPED 541. Intermediate Literacy for Diverse Learners. 4 Credits.

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 540, SPED 542, SPED 543.

Requisites: Prereq: SPED 540.

SPED 542. Adolescent Literacy for Diverse Learners. 4 Credits.

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 540, SPED 541, SPED 543.

Requisites: Prereq: SPED 541.

SPED 543. Supporting Students with Low-Incidence Disability. 4 Credits.

Provides skills on how to plan, coordinate, deliver, and evaluate evidence-based instruction for students with low-incidence disabilities. Sequence with SPED 540, SPED 541, SPED 542.

Requisites: Prereq: SPED 542.

SPED 570. Principles of Applied Behavior Analysis. 5 Credits.

The purpose of this course is to provide students with opportunities to learn and master basic behavior principles as a foundation to subsequent advanced courses. Students will master and build fluency with the basic principles of applied behavior analysis.

SPED 571. Applied Behavior Analysis Assessment. 3 Credits.

This course provides opportunities to build fluency with the basic principles of applied behavior analysis and the application of these principles to conduct functional behavior assessments including experimental functional analyses to determine the maintaining reinforcers for behavior and to plan for behavior change interventions. Students may enroll in either SPSY 671 or SPED 471/SPED 571, but cannot take both for credit.

SPED 572. Behavior Change Group Settings. 3 Credits.

This course provides opportunities to build fluency with the basic principles of applied behavior analysis and the application of these principles to develop, implement, and evaluate programs of behavior change in educational settings with a focus on positive behavior interventions and supports.

Requisites: Prereq: SPED 570.

SPED 573. Behavior Change Procedures 1. 3 Credits.

The purpose of this course is to provide students with an overview of applied behavior analysis based behavior change systems and procedures that will include designing and implementing interventions based on fundamental elements of behavior change.

Requisites: Prereq: SPED 570, SPED 571.

SPED 588. Professional Practices: [Topic]. 1-3 Credits.

Helps students critically assess their fieldwork and integrate fieldwork and course work in the wider context of the school experience.

Requisites: Coreq: SPED 606 or SPED 609.

Repeatable 2 times

SPED 601. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

SPED 603. Dissertation. 1-16 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

SPED 605. Reading and Conference: [Topic]. 1-16 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

SPED 606. Practicum: [Topic]. 1-16 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

SPED 607. Seminar: [Topic]. 1-5 Credits.

Recent topics include Advanced Applied Behavioral Analysis, Doctoral Orientation, Program Evaluation, Project Aim.

Repeatable 99 times

SPED 608. Workshop: [Topic]. 1-16 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

SPED 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

SPED 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SPED 611. Early Intervention Practicum I. 3 Credits.

Supervised field experience activities provide the experiential counterpart to instructive coursework and are a special emphasis of the Early Intervention/Early Childhood Special Education training program.

SPED 612. Early Intervention Practicum II. 3 Credits.

Supervised field experience activities provide the experiential counterpart to instructive coursework and are a special emphasis of the Early Intervention/Early Childhood Special Education (EI/ECSE) training program.

Requisites: Prereq: SPED 611.

SPED 620. Assessment in Special Education. 3 Credits.

This course covers current concepts and issues related to assessment in special education and includes instruction and practice in administering standardized and curriculum-based assessments. Current issues in assessment such as assessing students from diverse backgrounds and response to intervention (RTI) will be covered.

SPED 622. History of Special Education and Disability. 3 Credits.

Historical context for contemporary issues in understanding and supporting the lives of people with disabilities and their families.

SPED 625. Final Supervised Field Experience. 1-15 Credits.

Repeatable.

Repeatable 99 times

SPED 626. Grant Writing. 1-3 Credits.

Provides structure and guidance in developing a grant proposal.

SPED 633. Transition Planning and Instruction I. 3 Credits.

Focuses on preparing youth for postsecondary education and training. Development of skills for using assessment-planning and content-instruction strategies to assist students with disabilities. Sequence with SPED 634.

SPED 634. Transition Planning and Instruction II. 3 Credits.

Focuses on strategies for improving employment and independent-living skills; using individualized assessment and planning strategies, curriculum and instructional strategies, and program delivery to assist students with disabilities. Sequence with SPED 633.

SPED 653. Student Teaching I K-12. 3 Credits.

This course provides teacher candidates opportunities to apply evidence-based practices in Special Education and reading instruction. This course meets the requirements outlined by Teacher Standards and Practices Commission for the Reading Intervention endorsement. SPED 588 is taken concurrently.

SPED 654. Student Teaching II K-12. 4 Credits.

This course provides teacher candidates opportunities to apply knowledge of evidence-based practices in Special Education while teaching children/adults with disabilities. Teacher candidates are expected to independently generalize and apply foundational skills practiced during Student Teaching I and incorporate new skills. SPED 588 is taken concurrently.

Requisites: Prereq: SPED 653.

SPED 655. Student Teaching III K-12. 3-9 Credits.

Provides practical experience in teaching students with disabilities in a public-school setting under the direction of cooperating teachers and university supervisors.

Repeatable 7 times for a maximum of 24 credits

SPED 656. Student Teaching K-12 Endorsement. 3 Credits.

This course provides field-based practice for licensed teachers adding a Special Education endorsement, giving them opportunities to apply knowledge of evidence-based practices in Special Education while teaching children/adults with disabilities. Students take SPED 588 concurrently.

SPED 657. Student Teaching Reading Endorsement. 3 Credits.

This course provides field-based practice in reading instruction for licensed teachers adding a Reading Intervention endorsement. It provides opportunities to apply evidence-based practices in reading to design, deliver, and improve reading instruction for all students, including English learners and those with reading difficulties and dyslexia.

SPED 660. Design of Instruction. 4 Credits.

Design, development, and evaluation of instructional materials for children with disabilities. Emphasis on analysis and construction of instructional sequences for various learning tasks.

SPED 670. Philosophy of Applied Behavior Analysis. 3 Credits.

Introduces students to the philosophical foundations of radical behaviorism, classic and contemporary readings in behavior analysis. Students will be prepared to understand theoretical approaches to understanding behavior, and to interpret behavior in terms of the concepts and principles of behavior analysis.

SPED 671. Experimental Research in Applied Behavior Analysis. 3 Credits.

This online graduate level course introduces students to the experimental analysis of behavior. This course will cover basic research with humans and non-human animals that explores behavior analytic principles and mechanisms of learning and behavior.

SPED 672. Experimental Research Behavior Analysis Lab. 2 Credits.

This online graduate level course provides students who have taken the experimental analysis of behavior course opportunities to apply knowledge and interpret the results of simulated experiments. This course will model and then have students engage in their own simulated experiments.

Requisites: Prereq: SPED 570, SPED 670, SPED 671.

SPED 676. Ethics in Applied Behavior Analysis. 5 Credits.

This course focuses on the Behavioral Analyst Certification Board Professional and Ethical Compliance Code. It provides a basic knowledge of the Ethical Code as well as different problem-solving frameworks to evaluate difficult situations that may arise during their practice.

Requisites: Prereq: SPED 573.

SPED 677. Single Case Research Design. 5 Credits.

This course focuses on basic and complex single-case experimental design strategies and general procedures, as well as on issues related to clinician-researchers conducting and analyzing single-case research in applied settings.

SPED 678. Behavior Change Procedures II. 3 Credits.

This course provides students with an overview of applied behavior analysis based behavior change systems and procedures that will include designing and implementing interventions based on fundamental elements of behavior change. Emphasis is on decreasing, eliminating, and replacing behavior that is challenging to the context.

Requisites: Prereq: SPED 570, SPED 571, SPED 572, SPED 573.

SPED 679. Personnel Management. 3 Credits.

This course focuses on the Behavioral Analyst Certification Board (BACB) Professional and Ethical Compliance Code related to personnel management. Emphasis is consultation strategies that board certified behavior analysts use to liaison with medical professionals, parents and other family members, and trainees in applied behavior analysis.

SPED 680. Foundations in Early Childhood and Early Intervention. 3 Credits.

Conceptual underpinnings and practical application of an approach to early intervention that links assessment, intervention, and evaluation.

SPED 681. Early Intervention for Diverse Families. 3 Credits.

Covers procedures for family assessment, intervention, and evaluation. Addresses adult communication and management strategies.

SPED 682. Assessment and Evaluation. 3 Credits.

Presents assessment and evaluation materials used in early intervention programs and provides methods for using these materials.

SPED 683. Curriculum in Early Childhood and Early Intervention. 3 Credits.

Presents curricular materials covering development from birth to six years. Discusses procedures for use and modification.

SPED 686. Autism in Early Intervention. 2-3 Credits.

Information is given regarding the etiology of autism, diagnostic/evaluation procedures and current evidence-based strategies for supporting young children with autism spectrum disorder and their families.

SPED 687. Early Intervention Methods I. 3 Credits.

Provide a foundation for understanding the components of a linked system of intervention in Early Intervention/Early Childhood Special Education, where practitioners conduct assessments, plan and implement intervention, assess their intervention, and monitor student progress. Sequence with SPED 688, SPED 689.

SPED 688. Early Intervention Methods II. 3 Credits.

The Early Intervention/Early Childhood Special Education Individualized Family Service Plan, Individualized Education Program Methods II course is the second of three Methods courses to be taken by EI/ECSE students across the year. Sequence with SPED 687, SPED 689.

Requisites: Prereq: SPED 687.

SPED 689. Early Intervention Methods III. 3 Credits.

Early Intervention/Early Childhood Special Education (EI/ECSE) Methods III is the final course in the EI/ECSE Methods series. It is designed to address specific practices that students will use as professionals in EI/ECSE settings. Sequence with SPED 687, SPED 688.

Requisites: Prereq: SPED 688.

SPED 691. Professional Practices in Early Intervention I. 1 Credit.

During this seminar students will focus on the structure and process of teaming within Early Intervention/Early Childhood Special Education systems. Additionally, students will participate in team meetings alongside their peers to reflect on and discuss issues related to their practicum experiences.

Requisites: Prereq: Coreq: SPED 611.

SPED 692. Professional Practices in Early Intervention II. 1 Credit.

During this seminar students will focus on Early Intervention/Early Childhood Special Education practices related to transition, intervention planning, implementation of interventions, self-assessment and reflection of practices, and monitoring child progress.

Requisites: Prereq: SPED 691; coreq: SPED 612.

SPED 693. Professional Practices in Early Intervention III. 1 Credit.

During this seminar students will focus on Early Intervention/Early Childhood Special Education practices related to student teaching. The purpose of Professional Practices III is to support students in having a positive and productive student teaching experience.

Requisites: Prereq: SPED 692; coreq: SPED 625.

SPED 706. Practicum: [Topic]. 1-16 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

SPED 707. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

SPED 708. Workshop: [Topic]. 1-16 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

SPED 709. Terminal Project. 1-16 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Sports Business (SBUS)

Courses

SBUS 199. Special Studies: [Topic]. 1-4 Credits.

Recent topics include Sports, Business, and Society.

Repeatable 3 times for a maximum of 16 credits

SBUS 250. Sports Business and Society. 4 Credits.

This course provides an interdisciplinary treatment of the intersection of sports business and society. It reviews the broader sociology of sport and the critical role sport has played on issues of gender and race both domestically and globally.

Requisites: Prereq: BA 101Z.

Equivalent to: SBUS 250N

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

SBUS 250N. Sports Business and Society. 4 Credits.

This course provides an interdisciplinary treatment of the intersection of sports business and society. It reviews the broader sociology of sport and the critical role sport has played on issues of gender and race both domestically and globally.

Requisites: Prereq: BA 101Z.

Equivalent to: SBUS 250

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

SBUS 255. The Business of the Olympic Games. 4 Credits.

An introduction to the contemporary global business model of the Olympic Games including finance economic impact, sales, sponsorship, media technology, government relations, sustainability regional impact, socio-political context, diversity inclusion.

SBUS 401. Research: [Topic]. 1-4 Credits.

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.

Repeatable 3 times for a maximum of 16 credits

SBUS 405. Special Problems: [Topic]. 4 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 3 times for a maximum of 16 credits

SBUS 406. Practicum: [Topic]. 1-4 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 3 times for a maximum of 16 credits

SBUS 407. Seminar: [Topic]. 4 Credits.

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.

Repeatable 3 times for a maximum of 16 credits

SBUS 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

SBUS 410. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 3 times for a maximum of 16 credits

SBUS 450. Sports Marketing. 4 Credits.

Essentials of effective sports marketing. Includes research, segmentation, product development, pricing, licensing, and communication channels such as advertising, sales promotion, and publicity.

Requisites: Prereq: MKTG 311.

SBUS 452. Sports Sponsorship. 4 Credits.

Detailed consideration of the relationship between sports and corporate sponsorship programs. Focuses on alignment marketing, sponsor value, and sponsorship evaluation.

Requisites: Prereq: MKTG 311 or MKTG 311H.

SBUS 453. Law and Sports Business. 4 Credits.

Core legal principles across the sports business spectrum to improve risk and strategic management capabilities, competitive advantage, and critical negotiations.

Requisites: Prereq: MKTG 311 or MKTG 311H.

SBUS 455. Financing Sports Business. 4 Credits.

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).

Requisites: Prereq: MKTG 311 or MKTG 311H.

SBUS 456. Sports Brand Management. 4 Credits.

An integrative course that supports skills development for success in managing sports-related businesses and brands. It utilizes critical thinking, creative imagining and professional writing in developing capabilities used in businesses aligned with or in sports.

Requisites: Prereq: BA 101Z.

SBUS 510. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 3 times for a maximum of 16 credits

SBUS 601. Research: [Topic]. 1-4 Credits.

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.

Repeatable 3 times for a maximum of 16 credits

SBUS 605. Reading and Conference: [Topic]. 1-4 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 3 times for a maximum of 16 credits

SBUS 606. Practicum: [Topic]. 1-9 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 3 times for a maximum of 16 credits

SBUS 607. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 5 times for a maximum of 24 credits

SBUS 608. Workshop: [Topic]. 1-4 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 3 times for a maximum of 16 credits

SBUS 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

SBUS 610. Experimental Course: [Topic]. 3 Credits.

A recent topic is Sports Product Branding, Product Line Management.

Repeatable 99 times

SBUS 645. Sports Product. 3 Credits.

Examines the companies and organizations of the international sports product industry: manufacturing innovation, company management, branding, retail and wholesale.

SBUS 650. Marketing Sports Properties. 3 Credits.

Examines essentials of effective sports marketing. Includes product or property development, legal aspects, segmentation, pricing, and communication channels (e.g., broadcast media).

Requisites: Prereq: completion of first-year M.B.A. core.

SBUS 652. Sports Sponsorship Alliances. 3 Credits.

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.

Requisites: Prereq: completion of first-year MBA core.

SBUS 653. Legal Aspects of Sports Business. 3 Credits.

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.

SBUS 655. Economic Aspects of Sports. 3 Credits.

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).

Requisites: Prereq: completion of first-year MBA core.

Sports Product Design (SPD)

Courses

SPD 410. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 10 times

SPD 410L. Experimental Course: [Topic]. 3 Credits.

Experimental course - topic varies.

Repeatable 10 times

SPD 415. Soft Goods Technologies. 4 Credits.

An intensive, hands-on exploration of the technologies required to innovate soft good products in the sports product design industry.

SPD 425. Digital Creation Technologies. 4 Credits.

A fundamental course to learn the technologies used to define digital blueprints of sports products.

SPD 503. Thesis. 1-6 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

SPD 510. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 10 times

SPD 510L. Experimental Course: [Topic]. 3 Credits.

Experimental course - topic varies.

Repeatable 10 times

SPD 515. Soft Goods Technologies. 4 Credits.

An intensive, hands-on exploration of the technologies required to innovate soft good products in the sports product design industry.

SPD 525. Digital Creation Technologies. 4 Credits.

A fundamental course to learn the technologies used to define digital blueprints of sports products.

SPD 601. Research: [Topic]. 1-6 Credits.

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.

Repeatable 99 times

SPD 604. Internship: [Topic]. 1-6 Credits.

Professional practice in an organization that integrates concepts studied at the university with career-related work experience.

Repeatable 99 times

SPD 605. Special Problems: [Topic]. 1-12 Credits.

Specialized inquiry into a particular topic by a student and discussed with a faculty member.

Repeatable 99 times

SPD 606. Practicum: [Topic]. 1-12 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

SPD 608. Workshop: [Topic]. 1-16 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

SPD 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SPD 645. Sports Product Design and Business. 4 Credits.

SPD 645 focuses on the fundamental business theories used to create, market, and sell sports products.

SPD 650. Sports Product Materials and Manufacturing. 4 Credits.

Explores the materials science, manufacturing, and sustainability theories applied in sports product design.

Requisites: Prereq: SPD 684.

SPD 684. Research Methodology and Innovation Process Studio. 6 Credits.

Focuses on the design theories and methodologies used to design innovative sports products.

SPD 685. Sports Product Design Studio I. 6 Credits.

Explores the theories and creative problem-solving methods used to design solutions for sports soft goods. Theories of human thermoregulation, hydroprotection, support, aerodynamics, wearable technology, and kinematics.

Requisites: Prereq: SPD 684.

SPD 686. Sports Product Design Studio II. 6 Credits.

Explores the theories and creative problem-solving methods used to design solutions for sports footwear. Mechanical theories of cushioning, stability, support, traction, and slipping-sliding.

Requisites: Prereq: SPD 650, SPD 685.

SPD 687. Sports Product Design Studio III. 6 Credits.

Explores the theories and creative problem-solving methods used to design solutions for sports hard goods. Performance theories are considered to generate creative solutions.

Requisites: Prereq: SPD 650, SPD 686.

SPD 688. Innovative Project Strategy Development Studio. 9 Credits.

First of a two-term capstone studio that examines the alignment of research, science, materials, and business theories to create an innovative sports product design opportunity.

Requisites: Prereq: SPD 650, SPD 687.

SPD 689. Collaborative Creation and Launch Studio. 9 Credits.

Second of a two-term capstone studio that critically examines the alignment of design, materials, science, research, and business theories to create an innovative sports product design opportunity.

Requisites: Prereq: SPD 688.

Sports Product Management (SPM)

Courses

SPM 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

SPM 606. Practicum: [Topic]. 1-16 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

SPM 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

SPM 608. Workshop: [Topic]. 1-16 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

SPM 609. Capstone. 1-16 Credits.

A culminating academic project that demonstrates a student's mastery of their field of study.

Repeatable 99 times

SPM 610. Experimental Course: [Topic]. 1-6 Credits.

Experimental course - topic varies.

Repeatable 99 times when topic changes

SPM 624. Sports Product Branding. 3 Credits.

Create profitable brand strategies by focusing on how to plan and evaluate brand strategies that create value in the long run.

SPM 627. Sports Product Management and Merchandising. 3 Credits.

Core principles of product creation and merchandising from concept and ideation to delivery of product to retail and consumer. Translate athlete and consumer insights into solutions.

SPM 631M. Human Performance and Sports Products. 3 Credits.

Exploration of sciences of human performance: physiology and kinesiology, which inform the Sports Product Industry at the level of product development, product design and marketing. Multilisted with HPHY 631M.

Equivalent to: HPHY 631, HPHY 631M

SPM 637. Sports Product Development. 3 Credits.

Principles of product development process including new materials research, costing, product prototyping, testing, commercialization, and manufacturing. Identify issues related to product planning and strategy execution.

SPM 640. Sports Marketing Strategy. 3 Credits.

Develop the skills to think like a seasoned marketer. Learn factors to consider in the creation and execution of a strategic marketing plan.

SPM 641. Product Creation Lab I. 2 Credits.

Students will be introduced to the SPM LAB and start to learn the making process for products. The Product Creation Project is built across the complete first year and threads through other program courses. The main objective of the fall term is to practice the fundamentals of product making and develop individual apparel and footwear projects to demonstrate their knowledge. The student's Capstone project is developed in the Product Creation Lab courses across the complete first year and threads through SPM program courses, resulting in prototypes and sales samples. Sequence with SPM 642, SPM 643.

SPM 642. Product Creation Lab II. 2 Credits.

In this course, the second of a 3-course sequence, teams will develop a product design and product development strategy for the team's integrative project. This will include refining product briefs, defining product priorities, building a 3D prototype, and building a product tech pack. This course will continue to build on the UO SPM Technical Swatch Kit from Fall term. The student's Capstone project is developed in the Product Creation Lab courses across the complete first year and threads through SPM program courses, resulting in prototypes and sales samples. Sequence with SPM 641, SPM 643.

SPM 643. Product Creation Lab III. 2 Credits.

In this final term of a 3 course sequence, teams will continue product design and product development strategy for the team's integrative project. This will include re#ning physical products and tech pack revisions to produce actual samples of their products. Sequence with SPM 641, SPM 642.

SPM 653. Law and Ethics in Sports Product Management. 3 Credits.

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. Students may not get credit for both SPM 653 and SBUS 653.

SPM 661. Design Thinking. 3 Credits.

This course focuses on the transformative power of Design Thinking, a human-centered innovation methodology, for Sports Product Management. Learn to integrate people's needs, technology, and business requirements in problem-solving. Explore its history, philosophy, and hands-on application to various challenges. Gain a valuable skill for future career success.

SPM 662. Consumer Insights. 3 Credits.

This course offers a methodological overview of consumer research, equipping students with essential skills for effective decision-making in sports product companies and other industries. Learn to define research goals, create measurement instruments, conduct research, analyze data, and present insights for informed business decisions.

SPM 663. Sustainability in Sports Products. 3 Credits.

In this course, students will gain a grasp of sustainability in the apparel and footwear sectors. They'll explore global sustainability definitions, industry standards, and environmental and social impacts. Experts in circularity, materials, and production will offer insights. By course end, students will craft a life cycle analysis framework to predict group product sustainability impacts.

SPM 664. Sourcing and Costing Strategies. 3 Credits.

This course will focus on the theory and management of sourcing and costing decisions under uncertainty in the complex sport and outdoor industry and business environments. Through case studies and real-world applications, students will develop the skills needed to optimize sourcing strategies in a rapidly changing global market.

SPM 665. Digital Connections. 3 Credits.

This course focuses on the digital landscape of connecting with consumers and covers a range of topics including omni-channel marketing, Artificial Intelligence, and the metaverse. We'll look at their applications in sports product business and marketing, and workshop how to leverage them effectively to drive growth and innovation. Through three phases - Strategy, Channels, and Future Tech - you'll gain insights into the evolving digital landscape, empowering growth and innovation in sports product business and marketing.

SPM 667. Sustainable Supply Chain. 3 Credits.

Sustainable Supply Chain encompasses two important distinct – but ultimately intertwined disciplines: Sustainability and Supply Chain. Students will understand not only how our decisions impact the environment and people involved in making and delivering our products, but also how we can ultimately improve both while still making and delivering amazing products to our consumer. In the end, supply chain is a key part of any business and as such must align to and be in service of our business strategies – consumers, markets, channels, and principles.

SPM 668. Go To Market. 3 Credits.

This course focuses on the Go-To-Market (GTM) process in the Outdoor Sporting Goods industries. Special attention will be paid to the current future Go-To-Market requirements to be an industry leading brand. We will set a foundation of current Go-To-Market models to understand which components remain relevant and what changes are essential.

SPM 670. Sports Product Management Global Trip. 1 Credit.

The Global Trip is a transformative immersion experience that provides our students with the skill that helps them develop as leaders in a complex and global business world. This global study provides students with the opportunity to visit footwear and apparel manufacturing facilities, brands, and retail marketplaces, and participate in cultural experiences. The primary goals are to understand the cultural and business differences and derive best practices from them. Via this exposure, students can begin to create differentiation. By the end of this trip, students will have a better understanding of the product lifecycle and how global brands operate.

SPM 690. Leadership I. 3 Credits.

This course serves as the first step in the Leadership Journey, providing a foundation for leadership development that spans the academic and professional preparation of students in the Sports Product Management (SPM) program. The course introduces essential leadership principles, industry-specific insights, and tools to help students build personalized plans for becoming confident, effective leaders in the dynamic sports and outdoor product industry. Sequence with SPM 695.

SPM 691. Professional Development I. 1 Credit.

Sports Product Management Professional Development I is the first course in a three-part series designed to cultivate self-leadership as a foundation for effectively leading and developing others. This course offers opportunities for targeted technical skill enhancement, leadership and teamwork development, and exploration of timely, industry-relevant topics. Through a combination of practical exercises and reflective learning, students will build essential skills to advance their professional growth and impact. Sequence with SPM 692, SPM 693.

SPM 692. Professional Development II. 1 Credit.

Sports Product Management Professional Development II is the second course in a three-part series designed to support your growth throughout the program and into your career. This course emphasizes developing industry knowledge, cultivating and expanding your professional network, and honing public speaking skills. Students will also continue to enhance technical, leadership, and teamwork abilities while engaging with timely, industry-relevant topics to build a competitive edge. Sequence with SPM 691, SPM 693.

SPM 693. Professional Development III. 1 Credit.

Sports Product Management Professional Development III is the final course in a three-part series designed to advance your professional growth and prepare you for leadership roles in the sports and outdoor product industry. This 1-credit, advanced-level independent study builds on the knowledge and skills developed in earlier courses, offering a unique opportunity to explore emerging topics and produce impactful, industry-relevant work. Sequence with SPM 691, SPM 692.

SPM 695. Leadership II. 3 Credits.

As the capstone to the Leadership Journey in the Sport Product Management (SPM) program, this course builds on the foundations of Leadership I and prepares students to lead confidently at all organizational levels. Focused on self-leadership, team leadership, and business leadership, the course equips students with a personalized leadership toolkit through the study of academic and industry best practices, current events, and practical tools. Students will reflect on their leadership behaviors and skills, align their values and motivations with their aspirations, and apply these insights to teamwork experiences. Sequence with SPM 690.

Statistics (STAT)

Courses

STAT 243Z. Elementary Statistics I. 4 Credits.

A first course in statistics focusing on the interpretation and communication of statistical concepts. Introduces exploratory data analysis, descriptive statistics, sampling methods and distributions, point and interval estimates, hypothesis tests for means and proportions, and elements of probability and correlation. Technology will be used when appropriate. Previously MATH 243. Students cannot receive credit for both STAT 243Z and MATH 425.

Requisites: Prereq: MATH 101 or satisfactory placement test score; MATH 111Z recommended; a programmable calculator capable of displaying function graphs.

Equivalent to: MATH 243, MATH 425

Additional Information:

Science Area
BS Math

Swahili (SWAH)

Courses

SWAH 101. First Year Swahili. 5 Credits.

Introduction to Swahili with emphasis on speaking, reading, writing and comprehension. Sequence with SWAH 102, SWAH 103.

SWAH 102. First-Year Swahili. 5 Credits.

Introduction to Swahili with emphasis on speaking, reading, writing, and comprehension. Sequence with SWAH 101, SWAH 103.

Requisites: Prereq: SWAH 101.

SWAH 103. First-Year Swahili. 5 Credits.

Introduction to Swahili with emphasis on speaking, reading, writing, and comprehension. Sequence with SWAH 101, SWAH 102.

Requisites: Prereq: SWAH 102.

SWAH 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SWAH 201. Second-Year Swahili I. 5 Credits.

Continued development of Swahili language skills to an intermediate/low-level with emphasis on African culture. Sequence with SWAH 202, SWAH 203.

Requisites: Prereq: SWAH 103.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

SWAH 202. Second-Year Swahili II. 5 Credits.

Continued development of Swahili language skills to an intermediate/mid-level with emphasis on African culture. Sequence with SWAH 201, SWAH 203.

Requisites: Prereq: SWAH 201.

Additional Information:

Arts Letters Area
Cultural Literacy: Global Perspectives

SWAH 203. Second Year Swahili III. 5 Credits.

Continued development of Swahili language skills to an intermediate/high level with emphasis on African culture. Sequence with SWAH 201, SWAH 202.

Requisites: Prereq: SWAH 202.

Additional Information:

Arts Letters Area
BA Language Satisfying Course
Cultural Literacy: Global Perspectives

SWAH 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SWAH 405. Reading and Conference: [Topic]. 1-5 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

Swedish (SWED)

Courses

SWED 101. First-Year Swedish. 5 Credits.

Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking. Sequence.

SWED 102. First-Year Swedish. 5 Credits.

Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking.

Requisites: Prereq: SWED 101.

SWED 103. First-Year Swedish. 5 Credits.

Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking.

Requisites: Prereq: SWED 102.

SWED 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SWED 201. Second-Year Swedish. 4 Credits.

Review of grammar; composition, conversation. Readings from contemporary texts in Swedish. Sequence.

Requisites: Prereq: SWED 103.

Additional Information:

Arts Letters Area

SWED 202. Second-Year Swedish. 4 Credits.

Review of grammar; composition, conversation. Readings from contemporary texts in Swedish.

Requisites: Prereq: SWED 201.

Additional Information:

Arts Letters Area

SWED 203. Second-Year Swedish. 4 Credits.

Review of grammar; composition, conversation. Readings from contemporary texts in Swedish.

Requisites: Prereq: SWED 202.

Additional Information:

Arts Letters Area
BA Language Satisfying Course

SWED 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

SWED 401. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

SWED 403. Thesis. 1-12 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

SWED 405. Reading and Conference: [Topic]. 1-16 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

SWED 406. Practicum: [Topic]. 1-16 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

SWED 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

Theater Arts (TA)

Courses

TA 121. Scenery and Lighting Laboratory. 1-2 Credits.

Building and painting scenery, hanging lights for productions.

Repeatable 3 times for a maximum of 8 credits

TA 122. Costume Laboratory. 1-2 Credits.

Building costumes for productions.

Repeatable 3 times for a maximum of 8 credits

TA 124. Production. 1-2 Credits.

Working backstage for productions.

Repeatable 3 times for a maximum of 8 credits

TA 196. Field Studies: [Topic]. 1-2 Credits.

A series of practical experiences on or off campus to understand principles or develop skills in performing selected tasks.

Repeatable 99 times

TA 198. Workshop: [Topic]. 1-2 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

TA 199. Special Studies: [Topic]. 1-5 Credits.

Freshman seminars.

Repeatable 99 times

TA 210. Introduction to Design. 4 Credits.

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.

TA 211. Theater Production I. 4 Credits.

Introduction to the mechanics of mounting a theatrical production including basic construction of scenery and props and use of lighting equipment. Includes laboratory.

Equivalent to: DAN 255

TA 212. Theater Production II. 4 Credits.

Introduction to costumes and makeup. Costume construction includes basic hand and machine sewing techniques. Beginning makeup covers ingenue, beards, wounds, and fantasy. Includes laboratory.

Equivalent to: DAN 255

TA 250. Introduction to Acting. 4 Credits.

Principles of warm-ups, individual inventory, Stanislavski system, character analysis, and rehearsal procedure.

TA 251. Acting Scene Study. 4 Credits.

Continuation of performance principles for contemporary realistic theater with addition of dramaturgical scene study.

Requisites: Prereq: TA 250.

TA 252. Acting Auditions. 4 Credits.

Development of improvisational skills while establishing a working file of monologue material.

Requisites: Prereq: TA 250.

TA 271. Introduction to Theater Arts. 4 Credits.

Play and script structure, contemporary aesthetic attitudes, and the value of theater arts to society and the individual.

Additional Information:

Arts Letters Area

TA 321. Scenery Production. 1-3 Credits.

Production or performance crew head for scenery.

Requisites: Prereq: TA 211

Repeatable 3 times for a maximum of 12 credits

Equivalent to: DAN 255

TA 322. Costume Production. 1-3 Credits.

Production or performance crew head for costumes.

Requisites: Prereq: TA 212

Repeatable 3 times for a maximum of 12 credits

Equivalent to: DAN 255

TA 323. Lighting Production. 1-3 Credits.

Production or performance crew head for lighting.

Requisites: Prereq: TA 211

Repeatable 3 times for a maximum of 12 credits

Equivalent to: DAN 255

TA 324. Production. 1-3 Credits.

Stage manager, assistant director, or dramaturgy position.

Repeatable 3 times for a maximum of 12 credits

Equivalent to: DAN 255

TA 325. Performance. 1-3 Credits.

Preparation, rehearsal, and performance of an acting role.

Repeatable 3 times for a maximum of 12 credits

TA 367. History of the Theater I. 4 Credits.

Development of the theater from its origins to the present. Emphasizes the history of dramatic literature, criticism, theater architecture, design, and performance.

Additional Information:

Arts Letters Area

TA 368. History of the Theater II. 4 Credits.

Development of the theater from its origins to the present. Emphasizes the history of dramatic literature, criticism, theater architecture, design, and performance.

Additional Information:

Arts Letters Area

TA 369. History of the Theater III. 4 Credits.

Development of the theater from its origins to the present. Emphasizes the history of dramatic literature, criticism, theater architecture, design, and performance.

Additional Information:

Arts Letters Area

TA 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

TA 401. Research: [Topic]. 1-4 Credits.

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.

Repeatable 9 times for a maximum of 40 credits

TA 404. Internship: [Topic]. 1-12 Credits.

Professional practice in an organization that integrates concepts studied at the university with career-related work experience.

Repeatable 11 times for a maximum of 12 credits

TA 405. Reading and Conference: [Topic]. 1-4 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 9 times for a maximum of 40 credits

TA 406. Practicum: [Topic]. 1-12 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

TA 407. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

TA 408. Workshop: [Topic]. 1-21 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

TA 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

TA 410. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

TA 411. Costume History I. 4 Credits.

History of Western clothing in cultural context. Egyptian to Renaissance.

TA 412. Costume History II. 4 Credits.

History of Western clothing in cultural context. Mid-Renaissance to romanticism.

TA 416. Costume Design. 4 Credits.

Beginning design concepts and various artistic media as applicable to costume design and rendering techniques.

Requisites: Prereq: TA 210.

TA 418. Costume Pattern Drafting. 4 Credits.

Designing patterns through flat patterning and draping techniques. Practical experience in pattern development and execution.

Requisites: Prereq: TA 212.

TA 419. Costume Construction. 4 Credits.

Practical problems encountered in building and decorating costumes for the stage.

Requisites: Prereq: TA 212.

TA 441. Scene Design: Single Set. 4 Credits.

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.

Requisites: Prereq: TA 210.

TA 445. Advanced Projects in Theater Technology: [Topic]. 4 Credits.

Specialized areas of theater technology, one topic per term. Topics include scene painting, stage management, props, and computer drafting.

Repeatable 7 times for a maximum of 32 credits when topic changes

TA 452. Advanced Acting: [Topic]. 4 Credits.

Topics in the performance of a specific genre or authors, or in specific performance technique, including voice, movement, and musical skills.

Requisites: Prereq: TA 251, TA 252, TA 271; one from TA 210, TA 211, TA 212.

Repeatable 99 times when topic changes

TA 467. Lighting for the Stage. 4 Credits.

Designing lighting for the stage; technical and aesthetic problems.

Equivalent to: DAN 255

TA 470. Majors Seminar. 4 Credits.

Capstone seminar for junior theater majors; readings and research in new theater trends, aesthetics, professional and higher academic opportunities.

TA 471. Studies in Theater and Culture: [Topic]. 4 Credits.

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.

Repeatable 3 times for a maximum of 16 credits when topic changes

TA 472. Multicultural Theatre: [Topic]. 4 Credits.

Origins and development of contributions in theater and drama by diverse cultural sectors of the United States, including Latino, Chicano, African American, Asian American, and Native American.

Repeatable 4 times for a maximum of 20 credits when topic changes

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

TA 490. Theater Capstone: [Topic]. 4 Credits.

Required for the major and may be fulfilled by successful completion of any one of four topics: Play Direction, Playwriting, Dramaturgy, Devising.

Requisites: Prereq: TA 210, TA 211, TA 212, TA 250, TA 271; one from TA 367, TA 368, TA 369.

Repeatable 3 times for a maximum of 16 credits

TA 503. Thesis. 1-16 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

TA 507. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

TA 508. Workshop: [Topic]. 1-21 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

TA 510. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

TA 511. Costume History I. 4 Credits.

History of Western clothing in cultural context. Egyptian to Renaissance.

TA 512. Costume History II. 4 Credits.

History of Western clothing in cultural context. Mid-Renaissance to romanticism.

TA 516. Costume Design. 4 Credits.

Beginning design concepts and various artistic media as applicable to costume design and rendering techniques.

TA 518. Costume Pattern Drafting. 4 Credits.

Designing patterns through flat patterning and draping techniques. Practical experience in pattern development and execution.

TA 519. Costume Construction. 4 Credits.

Practical problems encountered in building and decorating costumes for the stage.

TA 541. Scene Design: Single Set. 4 Credits.

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.

TA 545. Advanced Projects in Theater Technology: [Topic]. 4 Credits.

Specialized areas of theater technology, one topic per term. Topics include scene painting, stage management, props, and computer drafting.

Repeatable 7 times for a maximum of 32 credits when topic changes

TA 552. Advanced Acting: [Topic]. 4 Credits.

Topics in the performance of a specific genre or authors, or in specific performance technique, including voice, movement, and musical skills.

Repeatable 99 times when topic changes

TA 567. Lighting for the Stage. 4 Credits.

Designing lighting for the stage; technical and aesthetic problems.

TA 571. Studies in Theater and Culture: [Topic]. 4 Credits.

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.

Repeatable 3 times for a maximum of 16 credits when topic changes

TA 572. Multicultural Theatre: [Topic]. 4 Credits.

Origins and development of contributions in theater and drama by diverse cultural sectors of the United States, including Latino, Chicano, African American, Asian American, and Native American.

Repeatable 4 times for a maximum of 20 credits when topic changes

TA 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

TA 603. Dissertation. 1-16 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree.

Repeatable 99 times

TA 605. Reading and Conference: [Topic]. 1-16 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

TA 606. Practicum: [Topic]. 1-12 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

TA 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

TA 608. Workshop: [Topic]. 1-16 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

TA 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

TA 610. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Undergraduate Studies (UGST)

Courses

UGST 101. Introduction to University Study. 3 Credits.

Helps students learn, adapt, and apply effective study skills, including strategies for time management, note taking, critical reading, writing, and test preparation.

UGST 109. First Year Experience: [Topic]. 1 Credit.

Repeatable.

Repeatable 2 times for a maximum of 3 credits

UGST 111. Academic Residential Community—Arts and Letters: [Topic]. 1-4 Credits.

Introduces students to the academic and social aspects of university life and to the discipline of Arts and Letters with a small group environment with Arts and Letters faculty.

Repeatable 2 times for a maximum of 4 credits

UGST 112. Academic Residential Community—Social Science: [Topic]. 1-4 Credits.

Introduces students to the academic and social aspects of university life and to the discipline of Social Sciences with a small group environment with Social Sciences faculty.

Repeatable 2 times for a maximum of 4 credits

UGST 113. Academic Residential Community—Science: [Topic]. 1-4 Credits.

Introduces students to the academic and social aspects of university life and to the discipline of Science with a small group environment with Sciences faculty.

Repeatable 2 times for a maximum of 4 credits

UGST 198. Workshop: [Topic]. 1-12 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

UGST 199. Special Studies: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

UGST 211. Reacting to the Past. 4 Credits.

Centers on complex, exciting role-playing simulations of decisive historical events and the development of key analytical skills in close readings of classic texts.

Additional Information:

Social Science Area

UGST 399. Special Studies: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

UGST 404. Internship: [Topic]. 1-12 Credits.

Professional practice in an organization that integrates concepts studied at the university with career-related work experience.

Repeatable 99 times

UGST 405. Reading and Conference: [Topic]. 1-5 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

UGST 406. Practicum: [Topic]. 1-12 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

UGST 407. Seminar: [Topic]. 1-4 Credits.

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.

Repeatable 99 times

UGST 408. Workshop: [Topic]. 1-4 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

UGST 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

UGST 410. Experimental Course. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

Women's and Gender Studies (WGS)

Courses

WGS 101. Introduction to Women's and Gender Studies. 4 Credits.

Interdisciplinary examination of the diverse experiences, status, and contributions of women and feminism in the United States. Topics include social construction of gender, race, sexualities, work, class, violence, and health.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

WGS 198. Workshop: [Topic]. 1,2 Credit.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

WGS 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

WGS 201. Introduction to Queer Studies. 4 Credits.

Introduction to the study of sexuality and society from a queer studies interdisciplinary perspective.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

WGS 221. Bodies and Power. 4 Credits.

Focuses on gender, the body, and dis/ability as a particular nexus of experience and social meaning, influenced as well by race, sexuality, age and class. This course considers bodies and how we understand them within contexts shaped by social relations and systems of power.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

WGS 250. Gender, Literature, and Culture. 4 Credits.

Examines literary and other cultural representations of gendered experiences using novels, short stories, poetry, plays, and visual cultural production.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

WGS 251. Transnational and Indigenous Feminisms. 4 Credits.

Introductory survey of transnational and Indigenous feminist scholarship, two intersecting strains of feminism that address the workings of culture, nationalism, and gender in multiple contexts. Explores cross-section of key issues and perspectives using interdisciplinary lenses and methodologies employed by scholars in transnational and Indigenous studies.

Additional Information:

Social Science Area

WGS 261. Gender and Popular Culture. 4 Credits.

Drawing on contemporary popular culture texts, including films, music, and TV shows, introduces students to feminist perspectives on pop culture representations, production, and reception. Engages with pop culture as a meaningful site for the construction of gender in intersection with sexuality, race, nation, and bodies.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

WGS 303. Women and Gender in American History. 4 Credits.

Focuses on women and gender in America, highlighting how diverse women have experienced gender roles and sexism since the 17th century.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

WGS 311. Black Feminist Theories. 4 Credits.

This course introduces students to key texts, issues, and debates in contemporary, post-civil rights era black feminist theories and thought. A particular focus of this course is black feminists' historic interventions into conventional understandings of "theory" and dominant notions of "theory-making."

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

WGS 315. History and Development of Feminist Theory. 4 Credits.

Feminist theory from the Enlightenment through the Second Wave, with special emphasis on the diverse theories of the 1960s to the present.

Requisites: Prereq: WGS 101.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

WGS 321. Feminist Perspectives on Identity, Race, Culture. 4 Credits.

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.

Requisites: Prereq: one course WGS or ES 101.

Additional Information:

Social Science Area

Cultural Literacy: US: Difference, Inequality, Agency

WGS 322. Queer Theory. 4 Credits.

Surveys key terms and texts of the interdisciplinary fields that constitute queer theory; recent debates in scholarship and popular culture on gender, sexuality, race, disability, and other identities.

Additional Information:

Arts Letters Area

WGS 331. Science, Technology, and Gender. 4 Credits.

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.

Requisites: Prereq: WGS 101.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

WGS 341. Women, Work, and Class. 4 Credits.

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.

Additional Information:

Social Science Area

WGS 350. Literature as Feminist Theory. 4 Credits.

Analyzes literary and media texts while considering questions and intersections of race, gender, sexuality, ability, class, nation, culture, and power central to the field of women and gender studies, and demonstrates how these intersections within literary texts are sites of knowledge production in feminist theory.

Requisites: Prereq: one 200 level WGS course.

Additional Information:

Arts Letters Area

Cultural Literacy: US: Difference, Inequality, Agency

WGS 351. Decolonial Feminisms. 4 Credits.

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.

Requisites: Prereq: one 200-level WGS course.

Additional Information:

Social Science Area

Cultural Literacy: Global Perspectives

WGS 361. Gender, Film and the Media. 4 Credits.

Students read, view, examine, discuss, and write about film and media in terms of gender and feminist and queer theory. Offered alternate years.

Additional Information:

Arts Letters Area

Cultural Literacy: Global Perspectives

WGS 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 5 times

WGS 401. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

WGS 403. Thesis. 1-12 Credits.

A written document resulting from study or research and submitted as a major requirement for a degree. Repeatable with program director's and thesis adviser's consent.

Repeatable 11 times for a maximum of 12 credits

WGS 405. Reading and Conference: [Topic]. 1-5 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

WGS 406. Practicum: [Topic]. 1-5 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

WGS 407. Seminar: [Topic]. 1-5 Credits.

A current topic is Feminist Research Issues.

Repeatable 99 times when topic changes

WGS 408. Workshop: [Topic]. 1-16 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

WGS 409. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

WGS 410. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

WGS 411. Feminist Praxis. 4 Credits.

Combined internship and seminar explores the history and politics of community agencies and the relationship of feminist theory to practice.

Requisites: Prereq: one course WGS or equivalent.

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

WGS 421. Bodies and Embodiment. 4 Credits.

Focuses on the complex relationships between gender, bodies, and society from theoretical and empirical perspectives. Theories examine the body through an intersectional lens to understand social construction, cultural symbolism, and political struggles, especially within institutional contexts like the media, medicine, and the market.

Requisites: Prereq: one 300-level WGS course.

WGS 422. Sexuality Studies: [Topic]. 4 Credits.

Various topics in sexuality studies, including the relationship between gender and sexuality and between queer studies and women's and gender studies in the United States.

Requisites: Prereq: WGS 101 or WGS 201.

Repeatable 2 times for a maximum of 12 credits when topic changes

Additional Information:

Cultural Literacy: US: Difference, Inequality, Agency

WGS 432. Gender, Environment, and Development. 4 Credits.

Surveys gender and political, economic, and cultural strategies for development and environmental change around the world.

Requisites: Pre- or coreq: WGS 101.

WGS 450. Literature and Feminist World-Making. 4 Credits.

Examines feminist world-making in literary texts as a form of political theory, a strategy for thinking critically about the present, imagining the world under different circumstances, and building an alternative world from a feminist perspective.

Requisites: Prereq: one 300-level WGS course.

WGS 451. Global Perspectives on Gender: [Topic]. 4 Credits.

Designed to deepen understanding of diverse global issues and perspectives related to women's and gender studies.

Repeatable 2 times for a maximum of 12 credits when topic changes

WGS 507. Seminar: [Topic]. 1-5 Credits.

A current topic is Feminist Research Issues.

Repeatable 99 times when topic changes

WGS 508. Workshop: [Topic]. 1-16 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

WGS 510. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

WGS 511. Feminist Praxis. 4 Credits.

Combined internship and seminar explores the history and politics of community agencies and the relationship of feminist theory to practice.

Requisites: Prereq: one course WGS or equivalent.

WGS 521. Bodies and Embodiment. 4 Credits.

Focuses on the complex relationships between gender, bodies, and society from theoretical and empirical perspectives. Theories examine the body through an intersectional lens to understand social construction, cultural symbolism, and political struggles, especially within institutional contexts like the media, medicine, and the market.

WGS 522. Sexuality Studies: [Topic]. 4 Credits.

Various topics in sexuality studies, including the relationship between gender and sexuality and between queer studies and women's and gender studies.

Repeatable 2 times for a maximum of 12 credits when topic changes

WGS 532. Gender, Environment, and Development. 4 Credits.

Surveys gender and political, economic, and cultural strategies for development and environmental change around the world.

WGS 550. Literature and Feminist World-Making. 4 Credits.

Examines feminist world-making in literary texts as a form of political theory, a strategy for thinking critically about the present, imagining the world under different circumstances, and building an alternative world from a feminist perspective.

WGS 551. Global Perspectives on Gender: [Topic]. 4 Credits.

Designed to deepen understanding of diverse global issues and perspectives related to women's and gender studies.

Repeatable 2 times for a maximum of 12 credits when topic changes

WGS 601. Research: [Topic]. 1-16 Credits.

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.

Repeatable 99 times

WGS 605. Reading and Conference: [Topic]. 1-16 Credits.

A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable 99 times

WGS 606. Practicum: [Topic]. 1-16 Credits.

A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

Repeatable 99 times

WGS 607. Seminar: [Topic]. 1-5 Credits.

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.

Repeatable 99 times

WGS 608. Workshop: [Topic]. 1-16 Credits.

An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

Repeatable 99 times

WGS 609. Terminal Project. 1-12 Credits.

A presentation incorporating the knowledge and skills acquired from course work completed for a degree.

Repeatable 99 times

WGS 610. Experimental Course: [Topic]. 1-4 Credits.

Experimental course - topic varies.

Repeatable 99 times

WGS 615. Contemporary Feminist Theory. 5 Credits.

This interdisciplinary graduate seminar covers foundational texts as well as critical cutting-edge developments in feminist theory. The course centers intersectional, transnational, and de-colonial theoretical frameworks.

Writing (WR)

Courses

WR 121Z. Composition I. 4 Credits.

WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes. Previously WR 121.

Requisites: Prereq: SAT Reading or SAT Writing score below 37, or ACT verbal score below 32, or equivalent.

Equivalent to: WR 121

WR 122Z. Composition II. 4 Credits.

WR 122Z builds on concepts and processes emphasized in WR 121Z, engaging with inquiry, research, and argumentation in support of students' development as writers. The course focuses on composing and revising in research-based genres through the intentional use of rhetorical strategies. Students will find, evaluate, and interpret complex material, including lived experience; use this to frame and pursue their own research questions; and integrate material purposefully into their own compositions. Previously WR 122.

Requisites: Prereq: WR 121Z or HC 101H.

Equivalent to: WR 122

WR 123. College Composition III. 4 Credits.

Written reasoning in the context of research. Practice in writing documented essays based on the use of sources. Continuing focus on revising and editing.

Requisites: Prereq: WR 121Z or equivalent.

WR 195. Writing Tutorial. 1 Credit.

Provides students concurrently enrolled in WR 121Z with one-on-one tutoring. Enrollment priority based on entrance exam (SAT or ACT) scores.

Requisites: Coreq: WR 121Z.

Repeatable 1 time for a maximum of 2 credits

WR 198. Laboratory Projects: [Topic]. 1-12 Credits.

An experience in a lab setting in which a group of students focus on skills development rather than content master.

Requisites: Prereq: WR 122Z or equivalent.

Repeatable 99 times

WR 199. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 5 times

WR 312. Principles of Tutoring Writing. 4 Credits.

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.

WR 320. Scientific and Technical Writing. 4 Credits.

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.

Requisites: Prereq: completion of university writing requirement.

WR 321. Business Communications. 4 Credits.

Practice in writing and analyzing internal and external messages common to business, industry, and professions. Suggested for business and management students.

Requisites: Prereq: completion of university writing requirement.

WR 399. Special Studies: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

WR 408. Laboratory Projects: [Topic]. 1-3 Credits.

Supervised writing projects in nonfiction prose.

Repeatable 5 times

WR 410. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

WR 423. Advanced Composition. 4 Credits.

Emphasis on critical thinking skills and rhetorical strategies for advanced written reasoning in different academic disciplines.

Requisites: Prereq: Completion of University Writing Requirement.

WR 508. Independent Writing Projects. 1-12 Credits.

Supervised writing projects in nonfiction prose.

Repeatable 5 times

WR 510. Experimental Course: [Topic]. 1-5 Credits.

Experimental course - topic varies.

Repeatable 99 times

Academic Calendar

Term-Based Academic Calendar

Fall Term 2025

Initial registration: May 19 - 29

Classes begin: September 29

Last day to drop courses without recorded "W": October 4

Last day to register or add courses: October 6

Veterans Day holiday: November 11

Thanksgiving vacation: November 27 - 28

Fall term final examinations: December 8 - 12

Winter vacation: December 13 - January 4

Winter 2026

Initial registration: November 17 - 26

Classes begin: January 5

Last day to drop courses without recorded "W": January 10

Last day to register or add courses: January 12

Martin Luther King Jr. Day holiday: January 19

Winter term final examinations: March 16 - 20

Spring vacation: March 21 - 29

Spring 2026

Initial registration: February 23 - March 4

Classes begin: March 30

Last day to drop courses without recorded "W": April 4

Last day to register or add courses: April 6

Memorial Day holiday: May 25

Spring term final examinations: June 8 - 12

Commencement ceremony: June 15

Juneteenth holiday: June 19

Summer Session 2026

Initial registration: May 4 - 8

Juneteenth holiday: June 19

Classes begin: June 22

Independence Day holiday: July 3

Eight-week session ends: August 14

Labor Day holiday: September 7

Twelve-week session ends: September 11

Fall Term 2026

Initial registration: May 18 - 28

Classes begin: September 28

Last day to drop courses without recorded "W": October 3

Last day to register or add courses: October 5

Veterans Day holiday: November 11

Thanksgiving vacation: November 26 - 27

Fall term final examinations: December 7 - 11

Winter vacation: December 12 - January 3

Semester-Based Law School Academic Calendar

Fall 2025 & Spring 2026 Semester Registration: April 16, 2025

Fall 2026 & Spring 2027 Semester Registration: April 15, 2026

Fall Semester 2025

Classes Begin: August 25

Last day to drop courses without recorded "W": September 2

Last day to register or add courses: September 4

Veterans Day holiday: November 11

Thanksgiving vacation: November 27 - 28

Semester examinations: December 9 - 18

Spring Semester 2026

Classes begin: January 12

Martin Luther King Jr. Day holiday: January 19

Last day to drop courses without recorded "W": January 20

Last day to register or add courses: January 22

Spring Vacation: March 21 - 29

Semester examinations: April 30 - May 11

Commencement: May 16

Summer Semester 2026

Registration: April 8

Classes begin: May 26

Juneteenth holiday: June 19

Independence Day holiday: July 3

First 5-Week Final Exams: June 29 - July 2

Second 5-Week/10-Week Final Exams: August 3 - 7

Catalog Archive

For earlier editions of the *University of Oregon Catalog*, visit the website for the Office of the Registrar (<https://registrar.uoregon.edu/uo-course-catalog-archive-and-course-descriptions/>).

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