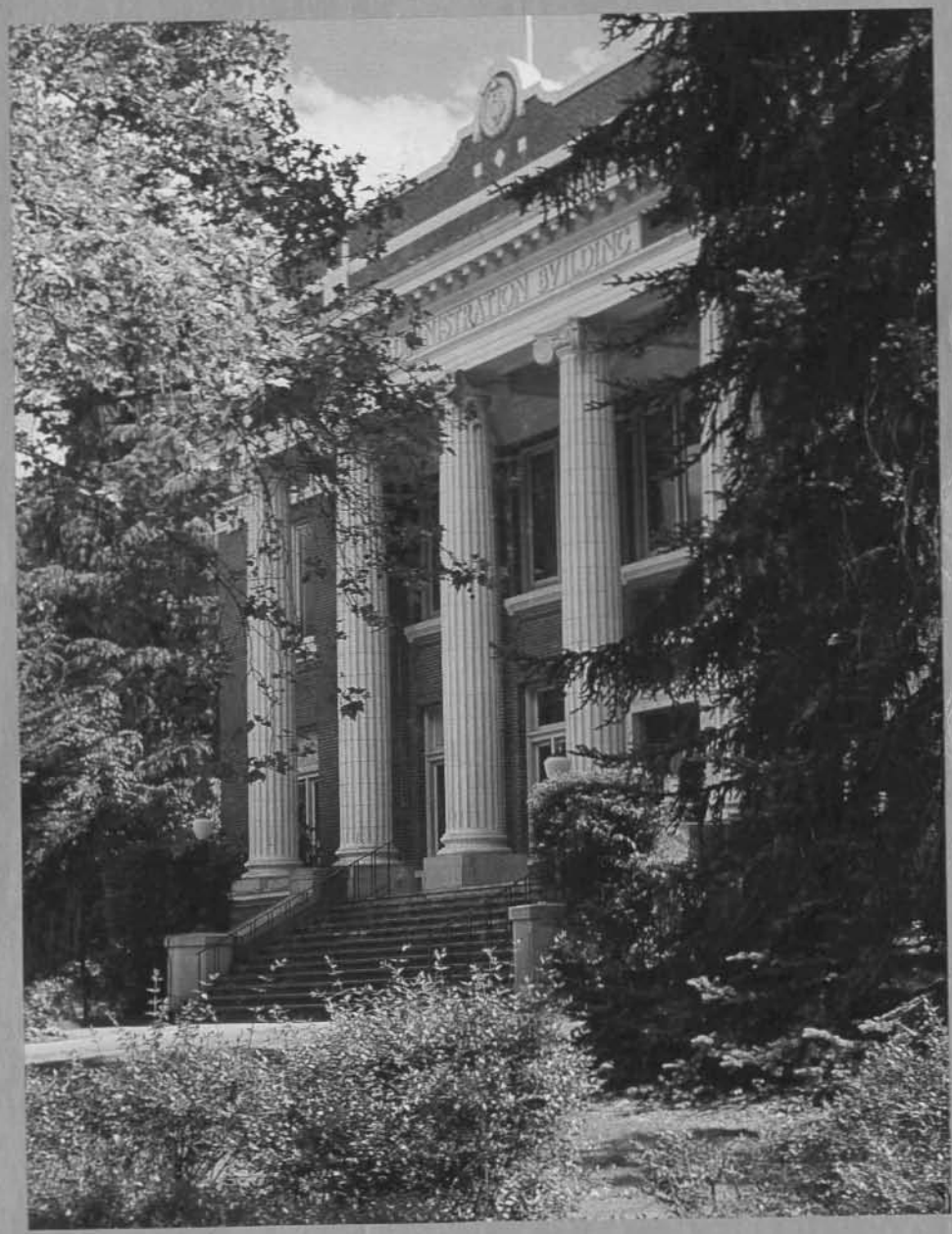
1991–92

UNIVERSITY OF OREGON GENERAL BULLETIN



OREGON

University of Oregon

Myles Brand, president. B.S., 1964, Rensselaer Polytechnic Institute; Ph.D., 1967, Rochester. (1989)

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John T. Moseley, vice-president for research. B.S., 1964, M.S., 1966, Ph.D., 1969, Georgia Institute of Technology. (1979)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty. See inside back cover for other university officers of administration.

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

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

Front cover photograph: Johnson Hall, built in 1915, houses the offices of the University of Oregon president and vice-presidents, the Office of International Affairs, the UO Foundation, the University News Bureau, *Inside Oregon* newsletter, and the Budget Office. It is named for John Wesley Johnson, the first UO president, who held office from 1876 to 1893.

Back cover photograph: The Oregon Marching Band performs before a football game in Autzen Stadium, home of the Fighting Ducks since 1967. Sky and press boxes and the Harold C. Hagg Memorial Weight Room were added in 1981. The Casanova Athletic Center—including athletic department administrative offices, locker and media rooms, and the Hall of Champions—is scheduled for completion in fall 1991.

Photographs by Jack Liu.

Statement of Purpose

The University of Oregon is a comprehensive research university and the only Oregon member of the Association of American Universities. Its programs of instruction are designed to provide the opportunity for students to obtain a high-quality education in liberal arts and sciences as well as professional preparation. Its instructional, research, and public-service programs advance scientific and humanistic knowledge and serve the educational, cultural, and economic needs of all Oregonians.

To achieve these goals, the University of Oregon offers undergraduate and graduate programs in mathematical and computer sciences, the physical and biological sciences, the arts and humanities, and the social sciences. The university offers programs in the College of Arts and Sciences and in the professional schools of architecture and allied arts (including planning, public policy and management), business administration, education, human development and performance, journalism, law, and music. The professional fields build upon the core of the university's arts and sciences programs.

Students pursue programs of instruction and research leading to bachelor's, master's, and doctoral degrees. The university is the only institution in the state offering doctoral degrees in the arts and humanities and the social sciences. It places strong emphasis on research programs in the most advanced areas of basic science, many of which have special applicability to high-technology industry. Its international programs facilitate research and an exchange of students and faculty members with other countries.

Because the university's students, as educated men and women, must be prepared to succeed in an increasingly heterogeneous environment, the university strives to provide them with both a student body and a faculty and staff that reflect the cultural, ethnic, and racial diversity of modern society.

The University of Oregon is a member of the Association of Research Libraries, an association of the largest research libraries in the country. In addition, the UO's museums and libraries serve the entire state and preserve the records and artifacts of Oregon's past. Its outreach programs serve business, labor, and governmental groups throughout the state, the nation, and the world. The University of Oregon is recognized for its art and architecture exhibits and its musical and dramatic performances.

Goals and Objectives. The university is guided by the principle that it shall make available educational opportunities of high quality to help students acquire knowledge, skills, and wisdom for personal development and enrichment; an understanding of science and technology; an understanding of other peoples and cultures as well as its own; and responsible participation in a democratic society. Fundamental to the success of the university's educational mission is preserving and encouraging an atmosphere of intellectual freedom.

Affirmative Action and Equal Opportunity

The University of Oregon ensures the right of all individuals to equal opportunity in education and employment in all programs sponsored by the university without regard to race, color, sex, national origin, age, religion, marital status, handicap, veteran status, sexual orientation, or any other extraneous consideration not directly and substantively related to merit or performance. In addition, the university subscribes to the fundamental importance of a multicultural and diverse work force and student body to the effective implementation of its mission. Therefore, the university will take additional steps to afford members of protected groups every reasonable opportunity to participate as employees and students in the university's programs. This policy will be applied in accordance with applicable federal and state laws, regulations, and executive orders.

Sexual Harassment. The university does not tolerate sexual harassment in its many forms. Students and employees who believe that they have been subjected to sexually based behavior or proposals should contact the Office of Affirmative Action and Equal Opportunity.

For assistance in any of these areas, call the Office of Affirmative Action and Equal Opportunity, 474 Oregon Hall, University of Oregon, Eugene OR 97403; (503) 346-3123.

Oregon State System of Higher Education

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

Executive Committee

Mark S. Dodson, Portland, 1993
president

George E. Richardson, Jr., Portland, 1994
vice-president

Robert R. Adams, Corvallis, 1993

Rob Miller, Salem, 1992

Members

Bob Bailey, The Dalles, 1992

Tom Bruggere, Beaverton, 1992

Britteny Davis,* Portland, 1991

Christopher Halsey,* Hermiston, 1992

Beverly Jackson, Medford, 1991

Leslie M. Swanson, Jr., Eugene, 1993

Janice J. Wilson, Portland, 1991

Administrative Staff

Thomas A. Bartlett, chancellor (346-5700), Eugene

Weldon E. Ihrig, vice-chancellor for finance and administration (346-5731), Eugene

Shirley Merritt Clark, vice-chancellor for academic affairs (346-5791), Eugene

Larry D. Large, vice-chancellor for public affairs (725-5700), Portland

John Owen, vice-chancellor for the Oregon Center for Advanced Technology Education (OCATE) (737-2541), Corvallis

Virginia Thompson, secretary to the board and executive assistant to the chancellor (346-5749), Eugene

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

Member Institutions

Eastern Oregon State College, La Grande
David E. Gilbert, president

Oregon Health Sciences University, Portland
Peter O. Kohler, president

Oregon Institute of Technology, Klamath Falls
Lawrence Wolf, president

Oregon State University, Corvallis
John V. Byrne, president

Portland State University, Portland
Judith Ramaley, president

Southern Oregon State College, Ashland
Joseph W. Cox, president

University of Oregon, Eugene
Myles Brand, president

Western Oregon State College, Monmouth
Richard S. Meyers, president

RETURN TO UNIVERSITY ARCHIVES IN CARE OF THE LIBRARY

WELCOME TO THE UNIVERSITY OF OREGON

LEARNING AND RESEARCH

Five generations of outstanding leaders and citizens have studied at the University of Oregon since it opened in 1876. Today's students, like the 300,000 who came before them, have access to the most current knowledge in classes, laboratories, and seminars conducted by active researchers. In turn, 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. Their students learn that knowledge is a vital and changing commodity and that learning should be a lifelong activity.

UO students select their courses from departments and programs in the College of Arts and Sciences and from several professional schools and colleges. More than 700 full-time faculty members, nearly 400 part-time faculty members, and more than 1,100 graduate teaching and research assistants serve as mentors, colleagues, and friends to the 18,000 undergraduate and graduate students currently enrolled at the university.

Although most students are from Oregon, about 24 percent come from other states and 8 percent from other countries. The mix of backgrounds gives students a chance to know people they might not meet otherwise—a real asset in a world where national and international relations often affect everyday life.

Teaching, research, and a spirit of sharing are characteristics of the entire campus learning community. In the past year, faculty members and students engaged in active research programs have won for the university almost $35 million in research grants, primarily from federal agencies. UO science departments are winning national attention for their work in such areas as biomechanics, computers, genetics, lasers, and neuroscience. The College of Business Administration has developed a major emphasis in international business studies at both the undergraduate and graduate levels. The College of Arts and Sciences has, with the help of several major grants, increased its efforts to provide solid humanities education to more students.

THE CAMPUS

The university's 250-acre campus is an arboretum of more than 2,000 varieties of trees. Campus buildings range from Deady Hall, opened in 1876, to a four-building science complex, completed in 1990. The Museum of Natural History is located at 15th Avenue and Columbia Street. Across campus is the Museum of Art, noted for its collections of Oriental and Northwest art, and the 1.8-million volume University of Oregon Library, a member of the Association of Research Libraries and an important research facility for scholars all over the Northwest.

Campus athletic facilities include the 41,000 seat Autzen Stadium, McArthur Court, Leighton Pool, Esslinger Hall's gymnasiums and courts, the Harry Jerome Weight Center, Gerlinger Annex's gymnasiums and dance studios, Hayward Field's all-weather track, and both open-air and covered tennis courts.

Student guided tours of the university are offered by Information and Tour Services (ITS), located on the first floor of Oregon Hall, Monday through Friday at 10:30 a.m. and 2:30 p.m. Tours at other times may be arranged by calling (503) 346-3014. In addition, ITS distributes campus maps and a variety of pamphlets describing university programs, sells University of Oregon general bulletins and answers questions about services, office locations, and general information about the university.

PUBLIC SERVICE

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

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

Several university programs are designed specifically to serve the public. The UO's classical-music radio station, KWAX-FM, is an affiliate of American Public Radio. In fall 1987 KWAX was named one of the top ten public radio stations in the country in terms of the percentage of the population tuning in each week. KWAX programs are rebroadcast on translators in several coastal and central Oregon communities. Altogether the stations and translators reach more than 30,000 listeners weekly. A speakers' bureau helps groups around the state who are looking for speakers or commentators on various subjects. The Continuation Center sponsors credit and noncredit activities throughout the state.

Evidence of the university's presence is also found at its off-campus facilities—Pine Mountain Observatory in central Oregon near Bend, the coastal Oregon Institute of Marine Biology at Charleston, and the Portland Center.

In addition to attracting major research funding to Oregon, the UO is one of Lane County's largest employers, with an annual payroll of about $82 million to about 6,400 faculty, staff, and student employees.

ACCREDITATION

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

- Accrediting Council on Education in Journalism and Mass Communications
- American Assembly of Collegiate Schools of Business
- American Bar Association
- American Chemical Society
- American Planning Association
- American Psychological Association
- American Society of Landscape Architects
- American Speech-Language-Hearing Association
- Association of American Law Schools
- Council for Accreditation of Counseling and Related Educational Programs
- Council on Accreditation, National Recreation and Park Association/American Association for Leisure and Recreation
- Foundation for Interior Design, Education, and Research
- National Architectural Accrediting Board
- National Association of Schools of Music
- National Association of Schools of Public Affairs and Administration
- National Athletic Trainers Association
- National Council for the Accreditation of Teacher Education
- Planning Accreditation Board

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Bulletin Expiration and Requirements Policies

The *University of Oregon General Bulletin* lists requirements for all degrees offered by the university.

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

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

Undergraduate Students

1. To receive an undergraduate degree, a student must have satisfied, at the time of graduation, all requirements for the degree listed in one of the following:
   a. the unexpired general bulletin in effect when the student was first admitted and enrolled at the University of Oregon
   or
   b. any subsequent general bulletin that has not yet expired

Candidates for all bachelor of arts and bachelor of science degrees conferred fall 1995 and thereafter must satisfy the general university requirements that went into effect fall 1990. See the Bachelor's Degree Requirements section of this bulletin for more information.

Requests for exceptions to bachelor's degree requirements must be submitted in writing to the Office of the Registrar prior to graduation.

2. To fulfill major or minor program requirements, a student must complete the requirements in effect:
   a. when the student first declared the major or minor
   or
   b. when the student changed to a different major or minor

Exceptions to major or minor requirements may be made by a major or minor department or by the Academic Requirements Committee.

Graduate Students

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

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

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General Bulletin
PO Box 3237
University of Oregon
Eugene OR 97403

ZIP code must be included in the return address. Copies are available on campus at the University of Oregon Bookstore, the Erb Memorial Union, and Information and Tour Services on the first floor of Oregon Hall.

The *1992–93 UO General Bulletin* will be published in July 1992. The *1991–92 UO Graduate Bulletin* will be published in August. The third publication in the university's bulletin series, the *1991–92 UO School of Law Bulletin*, will be published in September 1991. Address requests to the School of Law. The *1992 UO Summer Session Bulletin*, fourth in the series, will be published in March 1992. Address requests to Summer Session. The latter two publications are available at no charge.

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The following people in the Office of University Publications contributed to the production of this bulletin:

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ACADEMIC MAJORS AND MINORS

Colleges and Schools
AAA: School of Architecture and Allied Arts
A&S: College of Arts and Sciences
BA: College of Business Administration
ED: College of Education
GRAD: Graduate School
HDP: College of Human Development and Performance
JOUR: School of Journalism
LAW: School of Law
MUS: School of Music

	Minor	*Bachelor's*	*Master's*	*Doctorate*
Accounting (BA)		●		●
American Studies (A&S)	●	●		
Anthropology (A&S)	●	●	●	●
Aquatics Leadership (HDP)	●			
Architecture (AAA)	●	●	●	
Art Education (AAA)		●	●	●
Art History (AAA)	●	●	●	●
Arts and Letters (A&S)		●		
Asian Studies (A&S)		●	●	
Biology (A&S)	●	●	●	●
Business Administration (BA)	●			
Ceramics (AAA)		●	●	
Chemistry (A&S)	●	●	●	●
Chinese (A&S)		●		
Classical Civilization (A&S)		●		
Classics (A&S)	●	●	●	
Coaching (HDP)	●			
Communication Disorders and Sciences (ED)		●	●	●
Comparative Literature (A&S)		●	●	●
Computer and Information Science (A&S)	●	●	●	●
Counseling (ED)			●	
Counseling Psychology (ED)				●
Creative Writing (A&S)			●	
Curriculum and Instruction (ED)		●	●	●
Curriculum and Supervision (ED)			●	
Dance (HDP)	●	●	●	
Decision Sciences (BA)		●	●	●
Decision Sciences: Business Statistics (BA)		●	●	●
Decision Sciences: Production and Operations Mgmt (BA)		●	●	●
Early Childhood Education (ED)			●	
Economics (A&S)	●	●	●	●
Educational Policy and Management (ED)			●	●
Educational Psychology (ED)			●	●

	Minor	*Bachelor's*	*Master's*	*Doctorate*
Elementary Education (ED)			●	
English (A&S)	●	●	●	●
Environmental Studies (A&S)	●			
Ethnic Studies (A&S)	●			
Finance (BA)		●	●	●
Fine and Applied Arts (AAA)	●	●	●	
Folklore and Ethnic Studies (A&S)		Certificate		
Forest Industries Management (BA)			●	
French (A&S)	●	●	●	
General Science (A&S)		●		
Geography (A&S)	●	●	●	●
Geology (A&S)	●	●	●	●
German (A&S)	●	●	●	●
Gerontology (HDP)	●	●	Cert.	
Greek (A&S)		●		
Health Education (HDP)	●	●	●	●
Health Education: Community Health (HDP)	●	●		
Health Education: Gerontology (HDP)		●		
Health Education: Safety and Driver Education (HDP)		●		
Health Education: School and Community Health (HDP)		●		
Health Education: School Health (HDP)	●	●		
Historic Preservation (AAA)	●		●	
History (A&S)	●	●	●	●
Human Services (HDP)		●		
Independent Study (A&S)		●		
Interdisciplinary Studies (GRAD)			●	
Interior Architecture (AAA)	●	●	●	
International Studies (A&S)		●	●	
Italian (A&S)	●	●	●	
Japanese (A&S)		●		
Journalism (JOUR)		●	●	
Journalism: Advertising (JOUR)		●	●	
Journalism: Magazine (JOUR)		●	●	
Journalism: News-Editorial (JOUR)		●	●	

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

Majors, Minors, Options, and Certificates

All University of Oregon undergraduate students must complete an academic major to graduate; they may also complete additional majors, minors, or both. Options within majors or minors are additional ways of focusing academic interests, but they do not appear on grade transcripts or diplomas. Other terms used for options include areas of concentration, emphasis, focus, or specialization; preparatory programs; primary and secondary areas or subjects; fields or subfields; programs of emphasis or study; study emphases; and tracks. Because some majors require several years of study in fixed sequences, firm decisions about undergraduate majors should be made by the middle of the sophomore year.

Certificates of completion are offered for a few specific programs in addition to and separately from major degree programs. Teaching certificates and endorsements are awarded by the State of Oregon in conjunction with completion of a degree at the university. See **Teacher Education** in this bulletin for more information.

Technically, there are no majors or minors in graduate degree and certificate programs. Graduate students, like undergraduates, may pursue options within their home-department disciplines.

Colleges and Schools

AAA: School of Architecture and Allied Arts
A&S: College of Arts and Sciences
BA: College of Business Administration
ED: College of Education
GRAD: Graduate School
HDP: College of Human Development and Performance
JOUR: School of Journalism
LAW: School of Law
MUS: School of Music

	Minor	*Bachelor's*	*Master's*	*Doctorate*
Journalism: Public Relations (JOUR)		●	●	
Journalism: Radio-Television (JOUR)		●	●	
Landscape Architecture (AAA)		●	●	
Latin (A&S)		●		
Law (LAW)				●
Leisure Studies and Services (HDP)	●	●	●	●
Linguistics (A&S)	●	●	●	●
Management (BA)		●	●	●
Management: Corporate Strategy and Policy (BA)				●
Management: General Business (BA)			●	
Management: Human Resource Management (BA)				●
Management: Organizational Studies (BA)				●
Marketing (BA)		●	●	●
Marketing: International Business (BA)		●	●	
Mass Media Studies (JOUR)	●			
Mathematics (A&S)	●	●	●	●
Medieval Studies (A&S)	●			
Metalsmithing and Jewelry (AAA)		●	●	
Music (MUS)	●	●		
Music: Conducting (MUS)			●	
Music: Piano Pedagogy (MUS)			●	
Music Composition (MUS)		●	●	●
Music Education (MUS)		●	●	●
Music Education: Choral-General (MUS)		●	●	●
Music Education: Choral-Instrumental (MUS)		●	●	●
Music Education: Elementary Education (MUS)	●			
Music Education: Instrumental (MUS)		●	●	●
Music History (MUS)			●	●
Music Merchandising (MUS)		●		
Music Performance: Instrumental (MUS)		●	●	●
Music Performance: Keyboard (MUS)		●	●	●
Music Performance: Voice (MUS)		●	●	●
Music Theory (MUS)		●	●	●
Outdoor Pursuits Leadership (HDP)	●			

	Minor	*Bachelor's*	*Master's*	*Doctorate*
Painting (AAA)		●	●	
Peace Studies (A&S)	●			
Philosophy (A&S)	●	●	●	●
Physical Education (HDP)		●	●	●
Physics (A&S)	●	●	●	●
Planning, Public Policy and Management (AAA)	●	●		
Political Science (A&S)	●	●	●	●
Printmaking (AAA)		●	●	
Psychology (A&S)	●	●	●	●
Public Affairs (AAA)			●	
Reading and Language Arts (ED)			●	
Religious Studies(A&S)	●	●		
Romance Languages (A&S)		●	●	●
Russian (A&S)	●	●	●	
Russian and East European Studies (A&S)		Certificate		
Scandinavian (A&S)	●			
School Psychology (ED)			●	●
Sculpture (AAA)		●	●	
Secondary Education (ED)			●	
Sociology (A&S)	●	●	●	●
Spanish (A&S)	●	●	●	
Special Education (ED)	●		●	●
Special Education: Developmental Disabilities (ED)			●	●
Special Education: Handicapped Learner (ED)			●	●
Special Education: Rehabilitation (ED)				●
Speech: Rhetoric and Communication (A&S)	●	●	●	●
Speech: Telecommunication and Film (A&S)		●	●	●
Speech: Theater Arts (A&S)	●	●	●	●
Talented and Gifted (ED)			●	
Thanatology (HDP)	●			
Urban and Regional Planning (AAA)			●	
Visual Design (AAA)		●	●	
Weaving (AAA)		●	●	
Women's Studies (A&S)	●	Certificate		

READER'S GUIDE TO THE GENERAL BULLETIN

ORGANIZATION

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

WHERE TO FIND IT

This bulletin has three sections. The first contains information about the academic calendar, honors and awards, admission, registration, tuition and fees, financial aid, and housing. Next is the curriculum section, which describes all the university's academic programs in detail: faculty members, degree and nondegree programs, and course listings. This section is organized by colleges and schools, beginning with the College of Arts and Sciences, with its departments and programs arranged alphabetically. The seven professional schools and colleges follow in alphabetical order, and the Graduate School concludes this section. The last section covers academic and student services.

STILL CAN'T FIND IT?

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

DEFINITIONS

The academic terms defined below are used throughout this bulletin.

Cluster. An approved set of three interrelated courses taken outside the major department

Competency. A specific skill in a specific area.

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

Course. A subject, or an instructional subdivision of a subject, offered through a single term. Each course offered by the university is assigned a course level. Courses numbered 100–499 are undergraduate course level; 100–299 are lower division, and 300–499 are upper division. Courses number 500 or above are either graduate or law

1 Credit. Represents approximately three hours of the student's time each week for one term. This usually means one hour in the lecture hall or laboratory in addition to two hours spent in outside preparation. The number of lecture, recitation, laboratory, or other periods required each week for any course is in the schedule of classes published each term

3 Credits. Typically requires three lecture hours a week in addition to six hours of outside preparation

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

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

Electives. Courses that students may choose to take, as contrasted with required courses

Grade Point Average (GPA). The GPA is determined by dividing the total points for all grades, A, B, C, D, F by the total credits

Innovative Education. Experimental courses that are student initiated and usually student taught

Interdisciplinary. A course of study from more than one academic discipline

Major. A primary undergraduate field of specialized study

Minor. A secondary undergraduate field of specialized study

Open-ended Courses. Courses numbered 196–200, 399–410, 503, 507, 508, 510, 601–610, and 704–710—for which credit is variable and the instructor's permission is often required

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

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 another course or before proceeding to more advanced study

Reading and Conference. A particular selection of material to be read by an individual student and discussed in conference with a faculty member

Repeatable for Credit. Only course numbers designated **R** may be repeated for credit. The circumstances under which a course may be repeated for credit are usually restricted

Residence Credit. Academic work completed while the student is formally admitted and officially registered at the University of Oregon

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

1 Semester Credit. Indicates one semester credit hour, which equals one and one-half quarter credit hours

Seminar. A small group of students studying a subject under 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 typically must be taken in a specified order

Specialized Major. A major in a specific area of a larger discipline. An example is decision sciences: business statistics

Stand-alone. A single approved group-satisfying course

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

To Waive. To set aside without credit certain requirements for a degree

Academic terms particular to the College of Education are defined in that section of this bulletin

COURSES

Abbreviations

The following abbreviations are used in course descriptions.

Coreq: corequisite

H: honors college

P/N: pass/no pass

Prereq: prerequisite

R: repeatable for credit

S: must be taken in sequence

Sample Course Listings

The following examples are from **Interior Architecture (IARC):**

288 [IARC *sophomore-level course number*] **Creative Problems in Interior Architecture** [*course title*] **(6)** [*course credits*] **P/N only.** [*grading option*] The planning processes by which interior spaces and forms are studied and executed. [*course description*] Prereq: ARCH 182. [*prerequisite*]

ARCH [*other-department course prefix*] **424/524** [*senior/graduate course numbers*] **Advanced Design Development Media** [*title*] **(3)** [*credits*] See description under **Architecture.** [*cross-reference*]

471/571, 472/572 [IARC *senior/graduate course numbers*] **Materials of Interior Design I,II** [*title*] **(3,3)** [*credits per course*] The properties, manufacture, and application of materials used in construction and interior design; field trips to supply sources. [*description*] Open to nonmajors with instructor's consent. [*enrollment limitation*] Undergraduate prereq: ARCH 305. [*prerequisite*]

688 [IARC *graduate-only course number*] **Advanced Interior Design** [*course title*] **(1–12R)** [*credit range; repeatable for credit*] **P/N only.** [*grading option*] Studio-based investigation of special aspects of interior design. [*description*] Prereq: Option I or graduate standing in interior architecture and instructor's consent. [*prerequisites*]

Course Prefixes

The following course prefixes, or subject abbreviations, are used at the University of Oregon and other Oregon State System of Higher Education schools. They appear in all University of Oregon bulletins and in the schedule of classes.

AAA	Architecture and Allied Arts
AAAP	Architecture and Allied Arts: Historic Preservation
ACTG	Accounting

ALS	Academic Learning Services
AMS	American Studies
ANTH	Anthropology
ARE	Art Education
ARH	Art History
ART	Fine and Applied Arts
ARTC	Art: Ceramics
ARTF	Art: Fibers
ARTM	Art: Metalsmithing and Jewelry
ARTP	Art: Painting
ARTR	Art: Printmaking
ARTS	Art: Sculpture
ARTV	Art: Visual Design
BA	Business Administration
BE	Business Environment
BI	Biology
CDS	Communication Disorders and Sciences
CH	Chemistry
CHN	Chinese
CI	Curriculum and Instruction
CIS	Computer and Information Science
CLAS	Classics
COLT	Comparative Literature
CPSY	Counseling Psychology
CRWR	Creative Writing
DAN	Dance: Professional
DANC	Dance: Service
DANE	Danish
DSC	Decision Sciences
EALL	East Asian Languages and Literatures
EC	Economics
EDPM	Educational Policy and Management
ELED	Elementary Education
ENG	English
EPSY	Educational Psychology
ES	Folklore and Ethnic Studies
FINL	Finance
FR	French
GEOG	Geography
GEOL	Geology
GER	German
GERO	Gerontology
GRK	Greek
HBR	Hebrew
HC	Honors College
HDEV	Human Development and Performance
HEP	Health Education: Professional
HES	Health Education: Service
HIST	History
HS	Human Services
HUM	Humanities
IARC	Interior Architecture
INDO	Indonesian
INTL	International Studies
IST	Interdisciplinary Studies
ITAL	Italian
J	Journalism
JPN	Japanese
LA	Landscape Architecture
LAT	Latin
LAW	Law
LERC	Labor Education and Research Center
LIB	Library
LING	Linguistics
LSS	Leisure Studies and Services
MATH	Mathematics
MGMT	Management
MGRK	Modern Greek
MIL	Military Science
MKTG	Marketing
MUE	Music Education
MUP	Music Performance
MUS	Music
NORW	Norwegian
OACT	Overseas Studies: American Council of Teachers of Russian [Soviet Union]
OAGU	Overseas Studies: Tokyo, Aoyama Gakuin University [Japan]
OAVI	Overseas Studies: Avignon, NICSA Program [France]
OBEI	Overseas Studies: Beijing College of Economics [China]
OBER	Overseas Studies: Bergen, University of Bergen [Norway]
OBWU	Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg [Germany]
OCOL	Cologne, NICSA Program [Germany]
OCUR	Overseas Studies: Curtin University [Australia]
ODIS	Overseas Studies: Copenhagen, Denmark's International Study Program
OFUZ	Overseas Studies: Fuzhou Teachers University [China]
OHUJ	Overseas Studies: Jerusalem, Hebrew University of Jerusalem [Israel]
OJAU	Overseas Studies: Szeged, Jozseph Attila University [Hungary]
OJSB	Overseas Studies: Tokyo, CIEE Japan Summer Business and Society Program
OLAT	Overseas Studies: La Trobe University [Australia]
OLEN	Overseas Studies: Leningrad, CIEE Program [Soviet Union]
OLNK	Overseas Studies: Linköping, University of Linköping [Sweden]
OLON	Overseas Studies: London, NICSA Program [England]
OLYO	Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) [France]
OMEI	Overseas Studies: Tokyo, Meiji University [Japan]
ONIJ	Overseas Studies: Breukelen, Netherlands School of Business (Nijenrode)
OPER	Overseas Studies: Perugia, Italian University for Foreigners
OPOI	Overseas Studies: Poitiers, University of Poitiers Universities in Lyon [France]
OQUE	Overseas Studies: Queretaro, Summer Study in Mexico
OQUI	Overseas Studies: Quito, Catholic University of Ecuador
OROM	Overseas Studies: Rome, Summer Architecture Studio [Italy]
OSEV	Overseas Studies: Seville, Study in Spain
OSIE	Overseas Studies: NICSA Program [Italy]
OSIP	Overseas Studies: Baden-Württemberg, Spring Intensive Program [Germany]
OUAB	Overseas Studies: Aberdeen, University of Aberdeen [Scotland]
OUEA	Overseas Studies: Norwich, University of East Anglia [England]
OULV	Overseas Studies: Liverpool, University of Liverpool [England]
OWAS	Overseas Studies: Tokyo, Waseda University [Japan]
OYON	Overseas Studies: Seoul, Yonsei University [Korea]
PEAE	Physical Education Aerobics
PEAQ	Physical Education Aquatics
PEG	Physical Education Gymnastics
PEHA	Physical Education Human Action Studies
PEI	Physical Education Individual Activities
PEIA	Physical Education Intercollegiate Athletics
PEMA	Physical Education Martial Arts
PEMS	Physical Education Multi-Sport Activities
PEOL	Physical Education Outdoor Pursuits—Land
PEOW	Physical Education Outdoor Pursuits—Water
PEP	Physical Education Professional
PERS	Physical Education Racquet Sports
PERU	Physical Education Running
PETS	Physical Education Team Sports
PEW	Physical Education Weight Training
PEY	Physical Education Yoga Training
PHIL	Philosophy
PHYS	Physics
PPPM	Planning, Public Policy and Management
PS	Political Science
PSY	Psychology
REL	Religious Studies
RHCM	Rhetoric and Communication
RL	Romance Languages
RUSS	Russian
SCAN	Scandinavian
SEED	Secondary Education
SLAV	Slavic
SOC	Sociology
SPAN	Spanish
SPED	Special Education (Mildly Handicapped)
SPER	Special Education and Rehabilitation
SPSY	School Psychology
SWED	Swedish
TA	Theater Arts
TCF	Telecommunication and Film
THAI	Thai
TRN	Transportation
WR	Expository Writing
WST	Women's Studies

Course Numbering System

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

1–99
Remedial, terminal, semiprofessional, or noncredit courses that do not apply toward degree requirements

100–299
Lower-division (freshman- and sophomore-level) courses

300–499
Upper-division(junior- and senior-level courses

500–599
Courses that offer graduate-level work in classes that include undergraduate students

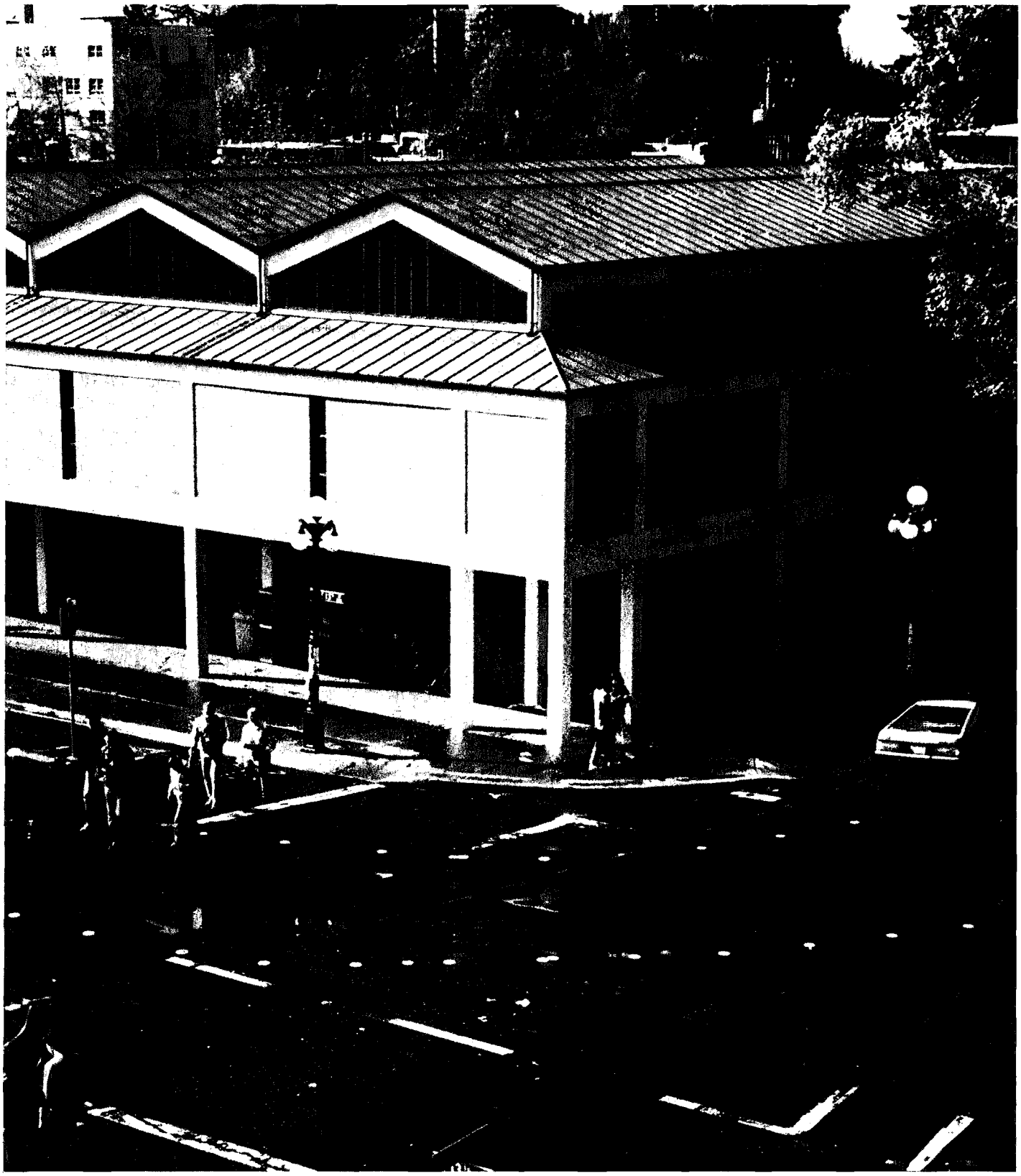
600–699
Courses for graduate students only

700–799
Except in the School of Music, professional or technical courses that apply toward professional degrees but not toward advanced academic degrees such as the M.A., M.S., or Ph.D. Both 600 and 700 numbers in the School of Music indicate graduate courses only.

Open-ended Courses

Certain numbers are reserved for courses that may be repeated for credit (**R**) under the same number. Credit is assigned according to the work load in a particular course. Credit ranges indicate minimum and maximum credits available in a single course. Departments determine credit ranges unless specified below. Except in the School of Law, courses numbered 503, 601, and 603 are offered pass/no pass only.

196	Field Studies (1–2R)
198	Workshop or Laboratory Projects or Colloquium: [Term Subject] (1–2R)
199	Special Studies: [Term Subject] (1–3R)
200	Innovative Education: [Term Subject] (1–3R)
399	Special Studies: [Term Subject] (1–4R)
400	Innovative Education: [Term Subject] (1–3R)
401	Research
403	Thesis
404	Internship: [Term Subject]
405	Reading and Conference: [Term Subject]
406	Field Studies or Special Problems
407/507	Seminar: [Term Subject]
408/508	Workshop or Laboratory Projects or Colloquium
409	Supervised Tutoring or Practicum: [Term Subject]
410/510	Experimental Course: [Term Subject]
503	Thesis
601	Research
602	Supervised College Teaching
603	Dissertation
604	Internship: [Term Subject]
605	Reading and Conference: [Term Subject]
606	Field Studies or Special Problems
607	Seminar: [Term Subject]
608	Workshop or Special Topics or Colloquium: [Term Subject]
609	Terminal Project or Practicum or Supervised Tutoring: [Term Subject]
610	Experimental Course: [Term Subject]
704	Internship: [Term Subject]
705	Reading and Conference: [Term Subject]
706	Field Studies or Special Problems
707	Seminar: [Term Subject]
708	Workshop or Special Topics or Colloquium: [Term Subject]
709	Terminal Project or Practicum or Supervised Tutoring: [Term Subject]
710	Experimental Course: [Term Subject]



The University of Oregon Bookstore will mark seventy-two years of service to students and to faculty and staff members in 1992. This is the twelfth year the bookstore has assisted in funding the *UO General Bulletin*'s full-color covers, which reiterates the bookstore's continuing support of the university's academic programs. See the **Services for Students** section of this bulletin for more information about the bookstore.

ACADEMIC CALENDAR

Fall Term 1991

Reenrollment applications due
Friday, August 23

New Student Orientation
Sunday to Saturday, September 15–21

Registration
Thursday and Friday, September 19–20

Classes begin
Monday, September 23

Last day to pay fees without penalty
Wednesday, September 25

Last day for fall-term registration
Friday, October 4

Last day to add courses
Friday, October 4

Last day to drop courses without recorded "W"
Friday, October 11

Thanksgiving vacation
Thursday to Sunday, November 28 to December 1

Fall-term final examinations
Monday to Friday, December 9–13

Winter vacation
December 16 to January 5

Winter Term 1992

Reenrollment applications due
Friday, November 1, 1991

Registration by telephone
November 11–27, 1991

Classes begin
Monday, January 6

Last day to pay fees without penalty
Wednesday, January 8

Last day for winter-term registration
Friday, January 17

Last day to add courses
Friday, January 17

Martin Luther King Day
Monday, January 20

Last day to drop courses without recorded "W"
Friday, January 24

Winter-term final examinations
Monday to Friday, March 16–20

Spring vacation
March 23–29

Spring Term 1992

Reenrollment applications due
Friday, February 7

Registration by telephone
February 24 to March 13

Classes begin
Monday, March 30

Last day to pay fees without penalty
Wednesday, April 1

Last day for spring-term registration
Friday, April 10

Last day to add courses
Friday, April 10

Last day to drop courses without recorded "W"
Friday, April 17

Memorial Day holiday
Monday, May 25

Spring-term final examinations
Monday to Friday, June 8–12

Alumni Day
Saturday, June 13

Commencement Day
Sunday, June 14

Summer Session 1992

Registration by telephone
May 18 to June 5

Classes begin
Monday, June 22

Last day to pay fees without penalty
Wednesday, June 24

Last day to add courses
Monday, July 6

Last day for summer-session registration
Monday, July 6

Independence Day holiday
Friday, July 3

Eight-week session ends
Friday, August 14

Summer-session graduation convocation
Saturday, August 15

Eleven-week session ends
Friday, September 4

Labor Day holiday
Monday, September 7

Fall Term 1992

Registration by telephone
May 18 to June 6

Reenrollment applications due
Friday, July 17

New Student Orientation
Wednesday to Sunday, September 23–27

Classes begin
Monday, September 28

Last day to pay fees without penalty
Tuesday, September 29

Last day for fall-term registration
Friday, October 9

Last day to add courses
Friday, October 9

Last day to drop courses without recorded "W"
Friday, October 16

Thanksgiving vacation
Thursday to Sunday, November 26–29

Fall-term final examinations
Monday to Friday, December 14–18

Winter vacation
December 21 to January 3

1991

September

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1992

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1993

January

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April

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HONORS AND AWARDS

364 Oregon Hall
Telephone (503) 346-3216
Mary Hudzikiewicz, Coordinator

HONOR SOCIETIES

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

Initiation Fees. Many, but not all, honor societies charge initiation fees. The Olwen William Harris Endowment Fund has been established to help defray the cost of initiation fees for students who cannot afford to pay them. To receive money from this fund, students must complete an application, which is available from the coordinator of honors and awards. An advisory committee reviews all applications and dispenses the awards.

HONORARIES BASED ON SCHOLARSHIP

(membership by invitation)

Alpha Lambda Delta

Roger Morris, Adviser
(503) 346-3216

One of two national honor societies for freshmen, Alpha Lambda Delta is for students whose cumulative GPA is 3.50 or better, for a minimum of 12 graded credits a term, after winter or spring term of their freshman year. Students who accept the invitation to join are initiated in May. Members participate in activities during their sophomore year. Initiation fee: $15 to $30

Golden Key

Hilda Yee Young, Adviser
(503) 346-3118

Golden Key national honor society recognizes scholastic achievement in all undergraduate fields of study. Eligibility is limited to the top 15 percent of juniors and seniors. Students must have a 3.50 GPA and a minimum of 45 credits at the university to be invited to membership. A membership reception is held in the fall, and two scholarships are awarded annually to outstanding junior and senior initiates. Initiation fee: $40

Phi Beta Kappa Society

Nan Coppock-Bland, Adviser
(503) 346-2221

Founded in 1776, the Phi Beta Kappa Society is the oldest and most prestigious academic honor society in the nation. The Alpha of Oregon chapter has a sibling chapter at Reed College; these are the only two chapters in the state. The society honors students whose undergraduate academic records fulfill the objectives of a liberal-arts education. Besides electing new members each spring, the chapter brings to campus national scholars to give free public lectures and converse with students on liberal-arts topics. An annual prize of $250 is awarded to the undergraduate winner of the Stanley B. Greenfield Phi Beta Kappa Essay Prize contest. The content and style of the essay must be exemplary.

A membership committee of faculty, staff, and graduate-student members screens academic records to determine whether they fulfill the minimum requirements for membership and makes recommendations to the membership at large. Following an election meeting in late May, elected students are invited to join the society. Also elected are the Oregon Six, six students voted the most outstanding of those elected to membership that year. Students who accept the invitation to join are initiated the morning of the spring commencement ceremony. Initiation fee: $35

Below is a summary of the minimum requirements for election to Phi Beta Kappa:

1. At least 168 credits completed by the beginning of the spring term of the election
2. At least 80 credits and five terms on the Eugene campus, the last three terms in residence. Summer sessions in which 9 or more credits have been earned apply to these requirements
3. 3.70 cumulative grade point average at the University of Oregon *or* a 3.50 cumulative UO GPA and a cumulative GPA of at least 3.80 for the last five terms
4. At least 50 percent of UO credits are in courses considered liberal in character, of which 24 credits must be upper division and no more than 6 of these 24 are elective pass/no pass
5. Distribution of the 24 upper-division credits among the group-satisfying areas (arts and letters, social science, science) in the College of Arts and Sciences to include one of the following:
   a. 6 credits in each of two areas
   or
   b. 6 credits in one area and 3 credits in each of the other two areas
   or
   c. 3 credits in each of three departments in one area
6. Evidence of good conduct and character

Phi Eta Sigma

Roger Morris, Adviser
(503) 346-3216

UO freshmen with a cumulative GPA of 3.50, for at least 12 graded credits a term, after winter or spring term are invited to join Phi Eta Sigma. New members are initiated in the spring and are active the following year. Initiation fee: $15 to $30

HONORARIES BASED ON SCHOLARSHIP, LEADERSHIP, AND SERVICE

(membership by invitation and application)

Ancient Order of the Druids

Patricia M. Scott, Adviser
(503) 346-3211

Druids is an honor society for juniors who exhibit outstanding scholarship, leadership, service, character, and participation in student activities. It is open to anyone with a 3.20 GPA or better who will have completed 90 credits by the following fall term. Availability of applications is announced each spring in the *Oregon Daily Emerald*. Membership is limited to approximately twenty-five students. New members are elected by unanimous vote of the active members.

Friars

Mary Hudzikiewicz, Adviser
(503) 346-3216

Established in 1910, Friars is the oldest honorary on the UO campus. Membership is composed of faculty members and students who have completed at least three years of study. Criteria are contributions to the university, potential for community leadership, and commitment to the university as alumni. There is no application process. Prospective members are nominated from within the active membership. New members are selected each spring.

Mortar Board

Lawrence H. Smith, Adviser
(503) 346-3235

A national honor society for seniors, Mortar Board emphasizes leadership, scholarship, and service. To be eligible for membership, students must have at least a 3.20 GPA and be entering their senior year the term following initiation. Selection and initiation of qualified candidates takes place spring term. Initiation fee: $55

PROFESSIONAL ORGANIZATIONS

Alpha Kappa Delta

Benton Johnson, Adviser
(503) 346-5009

An international sociological honor society, Alpha Kappa Delta is open to people who meet the following criteria: a cumulative GPA of at least 3.00, a cumulative GPA in sociology courses of at least 3.00, and completion of at

least four sociology courses. Members investigate sociological issues and social problems through social and intellectual activities that lead to improvement of the human condition. Initiation fee: $20

Alpha Kappa Psi
David M. Boush, Adviser
(503) 346-3303

Members of Alpha Kappa Psi, a professional business fraternity, can improve leadership and professional skills. Projects and activities include student-faculty socials, the "Half-Day-on-the-Job" program, and speakers from the business community. Initiation fee: $40

Asklepiads
Marliss G. Strange, Adviser
(503) 346-3211

Asklepiads is a scholastic honorary for students taking courses in the prehealth sciences. Activities include dispensing prehealth sciences literature, maintaining information files on medical schools, supervising preceptorships in health fields, and arranging tours of the Oregon Health Sciences University in Portland. Potential members must have a high GPA in science courses, completion of at least one term of organic chemistry, and participation in extracurricular activities. Applications are available in 164 Oregon Hall. Initiation fee: $20

Beta Alpha Psi
Roger A. Chope, Adviser
(503) 346-3308

The primary objective of Beta Alpha Psi, a national scholastic and professional accounting fraternity, is to encourage and recognize excellence in the accounting field. A cumulative GPA of at least 3.00 is required for membership. The fraternity provides members and practicing accountants with opportunities for self-development and encourages a sense of ethical, social, and public responsibility. Initiation fee: $40

Beta Gamma Sigma
Donald E. Lytle, Adviser
(503) 346-3329

Beta Gamma Sigma, a national scholastic honorary in business administration, promotes "the advancement of education in the art and science of business and fosters integrity in the conduct of business operations." To be eligible for membership, a student must rank in the top 5 percent of the junior class, the top 10 percent of the senior class, the top 20 percent of a master's degree program, or be a graduating doctoral candidate. Membership is by invitation only. Selection is by a faculty committee. Beta Gamma Sigma is strictly an honorary organization with no formal meetings other than the social functions accompanying initiation. Initiation fee: $25

Kappa Tau Alpha
Randal A. Beam, Adviser
(503) 346-3745

Kappa Tau Alpha is a national society that recognizes and encourages high scholastic and professional standards among journalism majors. Potential members must have a bachelor's or master's degree in journalism with a cumulative GPA of 3.50 or better and be in the top 10 per cent of their graduating class. Journalism faculty members select new members. Initiation fee: $12

Mathematics Association of America
Daming Xu, Adviser
(503) 346-4720

The student chapter of the Mathematics Association of America, a mathematics society, sponsors films and talks on subjects that are not usually encountered in the classroom. The talks, by students and faculty members, are geared to undergraduates at all levels. All students are welcome regardless of whether they choose to join the chapter.

Mu Phi Epsilon
Marlene Soriano Thal, Adviser
(503) 346-3758

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

Order of the Coif
Chapin D. Clark, Adviser
(503) 346-3863

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

Phi Beta
Janet W. Descutner, Adviser
(503) 346-3386

Phi Beta is a professional fraternity for students of music, speech, drama, dance, or art. Its primary aims are to encourage high professional standards and support for the creative and performing arts. Membership criteria are based on scholarship and intellectual achievement, career development, and the use of students' talents to serve other students, schools, and communities. Initiation fee: $25

Phi Delta Kappa
Dennis Pataniczek, Adviser
(503) 346-5425

A national society, Phi Delta Kappa is open to educators with either 15 graduate credits in education or teaching experience. Members from the College of Education and the community are selected on the bases of educational excellence, professional achievements in research, service, and leadership. Nominations are accepted throughout the year; initiations take place in the fall and spring. Initiation fee: $30

Pi Alpha Alpha
Bryan T. Downes, Adviser
(503) 346-3817

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

Pi Gamma Mu
Hilda Yee Young, Adviser
(503) 346-3211

Pi Gamma Mu is an international society for juniors, seniors, or graduate students in the social sciences. Eligibility criteria are 45 credits at the UO, membership in the top 35 percent of their class, a cumulative GPA of 3.30 or higher, and at least 30 credits in history, economics, geography, social psychology, international studies, and ethnic studies. Interested students may submit an application accompanied by an academic transcript. Invitations to join are mailed each spring. Initiation fee: $45

Pi Lambda Theta
Judith K. Grosenick, Adviser
(503) 346-3404

A national society for outstanding undergraduates, graduates, or professionals in education, Pi Lambda Theta promotes academic excellence and provides opportunities for leadership development and professional growth. To qualify, undergraduates must have attained junior standing and a 3.50 cumulative GPA. Graduate students must have completed a bachelor's degree and be currently enrolled in a UO graduate program. Initiation fee: $32

Psi Chi
Psychology Peer Advisers
(503) 346-5582

The purpose of the national Psi Chi society is to encourage, stimulate, and maintain scholarship among psychology undergraduate and graduate students. Potential members must be in the top 35 percent of their class and have at least 12 credits in psychology. A 3.00 GPA is required of graduate students. Selection by application takes place throughout the year. Initiation fee: $30

Sigma Xi
Gregory J. Retallack, Adviser
(503) 346-4558

Sigma Xi encourages both pure and applied scientific research through five major activities: recognition of individual research promise and achievement, publication of research in progress in *American Scientist*, lecture programs, grants-in-aid research, and a science-and-

society program. Membership, by invitation only, is based on research aptitude and achievement rather than grades or degrees. Initiation fee: $35

SERVICE ORGANIZATIONS

Alpha Phi Omega

Mary Hudzikiewicz, Adviser
(503) 346-3216

A service honorary for both undergraduate and graduate students, Alpha Phi Omega develops leadership skills and promotes friendship by serving the local community. Applications are accepted year round in 364 Oregon Hall. Initiation fee: $15

Circle K International

Dianna Kale, Adviser
(503) 343-3216

Sponsored by the Emerald Empire Kiwanis Club, the campus chapter of Circle K is part of the world's largest collegiate service organization. Membership is open to all students interested in working on campus and community service projects. Activities include sponsoring speakers, maintaining campus fountains, carving pumpkins for nursing homes, and raising funds for charities.

UNDERGRADUATE ACADEMIC HONORS

Clark Honors College

Students may augment their majors by fulfilling requirements in the Clark Honors College, a small liberal-arts college within the larger university. For details, see the **Honors College** section of this bulletin.

Dean's List

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

Departmental Honors

Some departments offer bachelor's degrees with honors. For more information, see the **Registration and Academic Policies** and departmental sections of this bulletin.

Junior Scholars

Undergraduates with 90 to 134 credits, the last 45 at the UO, and GPAs of 3.75 or higher are named Junior Scholars by the Mortar Board honor society during winter term.

Latin Honors

Graduating seniors are considered for *cum laude*, *magna cum laude*, and *summa cum laude* honors based on percentile rankings in their graduating classes. For more information, see the **Registration and Academic Policies** section of this bulletin.

AWARDS AND PRIZES

Individual and Organization Awards

Listed are major university awards presented during Parents' Weekend in May. Selection criteria are available from the honors and awards coordinator in 364 Oregon Hall.

American Association of University Women Senior Recognition Award
(senior woman)

Bess Templeton Cristman Award
(junior woman)

Burt Brown Barker Vice-Presidential Cups
(men's and women's living organizations)

Centurian Awards
(undergraduate students)

Dean's Award for Service
(any student)

Doyle Higdon Memorial Trophy
(sophomore student-athlete)

Emerald Athletic Award
(senior student-athlete)

Friendship Foundation Awards
(international student)

Gerlinger Cup
(junior woman)

Global Citizen Award
(any student)

Golda Parker Wickham Scholarship
(any student)

Graduate Service Awards
(master's or Ph.D. students)

Jackson Athletic Trophy
(senior woman athlete)

Jewel Hairston Bell Award
(person of color)

Koyl Cup
(junior man)

Maurice Harold Hunter Leadership Scholarship
(junior man from Oregon)

Mother's Club Scholarships

Office of Multicultural Affairs Leadership Awards

Office of Multicultural Affairs Scholarships

Ola Love Fellowship
(graduate student)

Outstanding International Student Awards
(any student)

Ray Hawk Award
(senior)

Theresa Kelly Janes Award
(any student)

Vernon Barkhurst Award
(sophomore)

Wilson Cup
(senior)

Fellowships and Scholarships

For information about fellowships and scholarships besides the ones mentioned here, see the **Student Financial Aid** and departmental sections of this bulletin.

Alice Henson Ernst Scholarship
(first-year graduate student in English)

Eric Englund Scholarship
(senior or first-year graduate student in American studies)

Fulbright Grants for Overseas Study
(graduate students)

Fulbright-Hays Dissertation Research Abroad Program
(doctoral candidates)

German Academic Exchange Service Study Grant

Marshall Scholarship

Rhodes Scholarship

Rotary International Scholarship

Stanley Maveety Scholarship
(first-year graduate student in English)

Prizes

Several cash prizes are awarded for student essays. Two essay contests are sponsored by the Humanities Center, which awards $250 each to undergraduate and graduate winners of an essay contest. The Phi Beta Kappa Society offers a $250 prize for an excellent undergraduate essay. Last year the Women's Studies Program awarded a $100 prize for the best undergraduate essay in lesbian and gay studies.

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

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

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

ENTERING THE UNIVERSITY

ADMISSIONS

240 Oregon Hall
Telephone (503) 346-3201
James R. Buch, Director

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

Admission requirements apply to all students seeking to enroll at the University of Oregon. *Undergraduate international students are admitted fall term only.*

APPLICATION DEADLINES

Student Classification	*Application Deadline for Winter 1992 Enrollment*
All classifications except international undergraduates	October 15, 1991
Reenrollment or reregistration	November 1, 1991
	for Spring 1992 Enrollment
All classifications except international undergraduates	January 24, 1992
Reenrollment or reregistration	February 7, 1992
	for Summer 1992 Enrollment
Freshman	March 1, 1992
Transfer	May 15, 1992
Postbaccalaureate nongraduate	April 17, 1992
Reenrollment or reregistration	April 17, 1992
Graduate	April 17, 1992
	for Fall 1992 Enrollment
Freshman	March 1, 1992
International undergraduate	April 15, 1992
Transfer	May 15, 1992
Postbaccalaureate nongraduate	May 15, 1992
Graduate	July 17, 1992
Reenrollment or reregistration	July 17, 1992

Late applications are considered; qualified people who apply late are admitted if space is available.

Several professional schools, departments, and special programs have additional admission requirements. Students who plan to enter the university as majors in architecture, interior architecture, landscape architecture, music, or physical education, or who hope to enroll in the Clark Honors College, should be aware of the special admission requirements and application deadlines. Some deadlines are given below. Details are in the departmental sections of this bulletin.

Fall Term	*Application Deadline*
Architecture	January 15, 1992
Interior Architecture	January 15, 1992
Landscape Architecture	February 1, 1992

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

The university is concerned with an applicant's mental and emotional capacities to participate in the learning experiences of college life, and this is taken into consideration in reviewing applications for admission.

FRESHMAN ADMISSION

Freshman Application Procedures

Freshman applicants are required to submit the following to the Office of Admissions:

1. A completed application for admission and a nonrefundable $40 application fee
2. At the time of application, a transcript showing at least six semesters of the applicant's high school record
3. The results of either the Scholastic Aptitude Test (SAT) or the American College Test (ACT)
4. A final transcript of the applicant's high school record certifying graduation

Students may apply any time after October 15 of their senior year in high school. Resident applicants use special forms available in Oregon high schools. Nonresidents should use University of Oregon application forms available from the Office of Admissions.

Freshman Admission Prerequisites

To be admitted to the University of Oregon, students must complete the minimum number of years of study in certain disciplines and meet the grade point average or test score alternatives outlined below.

Fourteen total units (one unit equals one year) of college preparatory course work are required. Specific subject requirements include:

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

Mathematics—three years. Study must include first-year algebra and two additional years of college preparatory mathematics such as geometry, advanced algebra, trigonometry, analytical geometry, or calculus. It is recommended that an advanced mathematics course be taken in the senior year.

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

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

Other college preparatory course work—two years. It is highly recommended that these years be in foreign language study. Computer science, fine and performing arts, or other college preparatory electives may satisfy this requirement.

Freshman Admission Requirements

1. To be admitted to the University of Oregon, students must have
   a. Graduated from a standard or accredited high school *and*
   b. Completed the subject requirements outlined above *and*
   c. Obtained a score of 30 on the Test of Standard Written English (TSWE) or a score of 15 on the English portion of the American College Test (ACT)
2. Students must also meet one of the following requirements:
   a. A 3.00 high school grade point average (GPA) or better in all high school subjects taken toward graduation *or*
   b. A predicted first-term GPA of 2.00 or better, based on a combination of high school GPA and SAT or ACT scores

Students who have not graduated from high school may be considered for admission on the basis of the Test of General Educational Development (GED). Inquire at the Office of Admissions for more details.

Computing Admission Grade Point Averages

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

Admission Exceptions

Oregon State System of Higher Education policy permits the university to admit a limited number of freshmen who do not meet the minimum requirements. A request for admission as an exception is reviewed by the Admissions Committee. For information about this option, write or visit the Office of Admissions.

Placement Examinations

New freshmen and transfer students who have earned fewer than 36 quarter (term) credits are required to submit the results of the SAT or

the ACT. The Test of Standard Written English (TSWE), a part of the SAT, is used for placement in the university's required writing courses. Therefore, students who have only taken the ACT or GED and transfers who have not completed an English composition course are required to take the TSWE on the UO campus. The TSWE is given each term during registration.

Special testing arrangements can be made for physically limited applicants. For physically limited applicants who are unable to take the test, the university applies alternate admission criteria. The applicant's guidance counselor or the UO Office of Admissions can supply information on SAT and ACT test dates.

Students who have taken two or more years of a foreign language should take the College Board achievement test in that language. The score is used to help students determine their college entry level in the language. Students with a high foreign language achievement test score can sometimes waive the language requirement for the bachelor of arts degree (see Bachelor's Degree Requirements in the **Registration and Academic Policies** section of this bulletin).

Advanced Placement Program

Students receiving satisfactory grades in advanced placement examinations administered by the College Board may, on admission to the university, be granted credit toward a bachelor's degree in comparable university courses.

The fields included in the Advanced Placement Program are English composition and literature, art history, American history, European history, government and politics, economics, biology, chemistry, physics, mathematics, computer and information science, music, French, German, Spanish, and Latin. For information about advanced placement, inquire at the Office of Admissions.

TRANSFER ADMISSION

Students who have attempted between 12 and 35 term credits of college work must meet both the freshman requirements outlined above and the transfer requirements described here. Students who have attempted 36 or more credits of college work, 24 of which must be graded, are considered for admission based on a review of only the college-level study. A minimum grade point average of 2.25 (2.50 for nonresidents) is required. In addition, students must have successfully completed one course each in college-level writing and mathematics with grades of C– or better. Meeting these minimum standards does not guarantee admission. Priority consideration is given to students who have earned an associate of arts degree from an Oregon community college.

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

A student may be placed on probation if his or her prior college record includes a significant number of no-pass marks. The student's academic record is automatically reviewed by the Scholastic Review Committee at the end of the first term's enrollment. The university academic standing regulations are explained in the **Registration and Academic Policies** section of this bulletin.

Transfer of Credit

The amount of credit transferred depends upon the nature of the applicant's previous work, which is evaluated according to the academic requirements of the university. Records from institutions fully accredited by appropriate accrediting associations are evaluated before admission is granted. Up to 108 credits from accredited community or junior colleges may be applied to the bachelor's degree.

Usually, no advanced standing is granted at entrance for work done in nonaccredited schools. However, such credit may be transferred or validated for transfer by examination or by petition. Credit is allowed only for courses substantially equivalent to University of Oregon courses.

See Group Requirements under **Registration and Academic Policies** for requirements applying to all new undergraduates.

Transfer Application Procedures

Transfer applicants are required to submit the following to the Office of Admissions:

1. A completed application for admission and a nonrefundable $40 application fee
2. An official transcript from each college and university attended (an official transcript is one sent directly to the Office of Admissions by the college or university attended)

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

Premajor Status

The departments listed below admit new students only as premajors. The premajor student is eligible to take advantage of the department's advising services and, in most cases, complete lower-division course work required for the major. Each of these departments then screens enrolled premajor students who have completed some university study and decides if they will be advanced to major status. Professional schools and departments with premajor admission requirements are the College of Business Administration; School of Journalism; and the human services, leisure studies and services, physical education and human movement studies, and school and community health departments.

In the College of Arts and Sciences, the Department of Computer and Information Science has stringent criteria for accepting upper-division students as majors. Transfer students, particularly juniors and seniors, may need to take this into account. See departmental sections of this bulletin for details.

INTERNATIONAL ADMISSION

Applicants who are not United States citizens or immigrants are considered for admission to the university as international students. Proficiency in the English language is vital to the academic success of international students. All students whose native language is not English are required to supply results of the Test of English as a Foreign Language (TOEFL) as part of the application process. The TOEFL is given worldwide. For more information write to TOEFL, PO Box 899, Princeton NJ 08540, USA.

For undergraduates, a GPA of 2.50 is required to transfer from an American university or college. To obtain application forms, graduate applicants should write directly to the departments or schools in which they plan to study.

Undergraduate applicants from foreign countries are admitted fall term only. The admission deadline is *April 15*. Late applications may not be processed in time for the term of first preference.

SPECIALIZED ADMISSION ASSISTANCE

Specialized admission assistance is available to adult learners, ethnic minority students, and students with disabilities.

Adult Learners. Inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall; telephone (503) 346-3211, or the Office of Admissions, 240 Oregon Hall; telephone (503) 346-3201. See also the Academic Advising and Student Services section of this bulletin.

Ethnic Minority Students. Inquire at the Office of Multicultural Affairs, 314 Oregon Hall; telephone (503) 346-3479, or the Office of Admissions, 240 Oregon Hall; (503) 346-3201. See also the **Special Services** section of this bulletin.

Students with Disabilities. Inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall; telephone (503) 346-3211, or the Office of Admissions, 240 Oregon Hall; (503) 346-3201. See also the **Academic Advising and Student Services** section of this bulletin.

GRADUATE ADMISSION

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

POSTBACCALAUREATE ADMISSION

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

RESIDENCE CLASSIFICATION

Students enrolled at the university are classified for admission and fee purposes as either Oregon residents or nonresidents. The residence classification regulations appear in Chapter 580, Division 10, of Oregon Administrative Rules (OAR).

Determination of Residence

OAR 850-10-030 (1) *For purposes of admission and instruction fee assessment Department institutions shall classify all students (except students attending a summer session) as Oregon resident or nonresident.*

(2) For this purpose an Oregon resident is a person with a bona fide fixed and permanent physical presence established and maintained in Oregon of not less than twelve consecutive months immediately prior to the time for which residence status is requested. Determination of residence includes finding it to be the place where the person intends to remain and to which the person expects to return when leaving Oregon without intending to establish a new domicile elsewhere and shall be based on consideration of all relevant objective factors including but not limited to:

(a) Abandonment of prior out-of-state residence;

(b) History, duration, and nature of noneducational activities in Oregon;

(c) Sources of financial support including location of source of support and amount of support; (Receipt, from a non-Oregon resident of support greater than the difference between resident and nonresident tuition at the institution where residence is sought, whether or not the student is actually claimed as a dependent for tax purposes, is a strong inference of nonresidency.)

(d) Location of family;

(e) Ownership of real property in Oregon;

(f) Location of household goods in Oregon;

(g) Filing of Oregon income tax return as an Oregon resident; and

(h) State of vehicle and voter registration. Residence is not established by mere attendance at an institution of higher education and physical presence in the state while attending such an institution.

(3) The criteria established in section (2) of this rule shall also be used to determine whether a person who has moved from the state has established a non-Oregon residence.

(4) If institution records show that the residence of a person upon whom the student is dependent is outside of Oregon, the person 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 person requesting the change.

Residence Classification of Armed Forces Personnel

OAR 580-10-035(1) *For purposes of this rule, armed services means officers and enlisted personnel of the United States Army, Navy, Air Force, Marine Corps, and Coast Guard.*

(2) Notwithstanding OAR 580-10-030, members of the armed services and their spouses and dependent children who reside in this state while assigned to duty at any base, station, shore establishment or other facility in this state or while serving as members of the crew of a ship which has an Oregon port of shore establishment as its home port or permanent station, shall be considered residents for purposes of the instruction fee.

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

(4) An Oregon resident who has been in the armed services and assigned on duty outside of Oregon must return to Oregon within sixty days after completing service to retain classification as an Oregon resident.

(5) A person who continues to reside in Oregon after separation from the armed services may count the time spent in the state while in the armed services 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 their support.

Residence Classification of Aliens

OAR 580-10-040 (1) *An alien holding an immigrant visa or an A, E, G, I, or K visa, or otherwise admitted for permanent residence in the United States, is eligible to be considered an Oregon resident if OAR 530-10-030 (2) is otherwise satisfied. The date of receipt of the immigrant visa or the date of approval of an alien's application for lawful permanent residence, whichever is earlier, shall be used for determining residence under rule[s] OAR 550-10-030.*

(2) Notwithstanding any other rule, an alien possessing a nonimmigrant or temporary, i.e., B, C, D, F, H, J, L, or M, visa cannot be classified as a resident.

Changes in Residence Classification

OAR 580-10-041 (1) *If an Oregon resident student transfers to an institution outside of Oregon and later seeks to re-enroll in a Department institution, the residence classification of that student shall be re-examined and determined on the same basis as for any other person.*

(2) A person whose nonresident legal custodian establishes a permanent Oregon residence as defined in OAR 580-10-030(2) during a term when the dependent is enrolled at a Department institution, the enrolled person may register as a resident at the beginning of the next term.

(3) Once established, classification as a resident continues so long as the student remains in continuous academic-year enrollment in the classifying institution.

(4) A person who seeks classification as a resident under these rules shall complete and submit a notarized Residence Information Affidavit. The affidavit must be submitted by the last day to register for the term in which resident status is sought.

For more information about residence rules, call or visit the Office of Admissions.

Students who knowingly submit altered transcripts or applications jeopardize their admission status and could have their registration canceled. All records submitted, filed, and accumulated in the Office of Admissions become the property of the university.

REGISTRATION AND ACADEMIC POLICIES

220 Oregon Hall
Telephone (503) 346-3195
Herbert R. Chereck, Registrar

ACADEMIC YEAR

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

The summer session supplements the work of the regular year; a special bulletin and announcements are issued for that session.

Students may enter the university at the beginning of any term, with the exception of architecture students, who should see Application Deadlines under **Admissions and Records.** For freshmen and transfer students who enter fall term, the university has an annual New Student Orientation and recommends that all new students attend. See the **Academic Calendar** detailed list of this and other important dates during the current academic year.

Students are held responsible for familiarity with university requirements governing such matters as registration, academic standards, student activities, student conduct, and organizations. Complete academic regulations are included each term in the separately published *UO Schedule of Classes and Student Handbook,* which is furnished to each student at registration.

This publication, the *1991–92 University of Oregon General Bulletin, is* a statement of university rules, regulations, and calendars that go into effect at the opening of fall term 1991. A student who is admitted and enrolls at the university during any academic year may graduate under the general requirement provisions of the bulletin in effect that year, provided the bulletin has not expired. A student may choose to graduate under the general requirements of a subsequent bulletin, provided he or she completes all of those requirements. See Bulletin Expiration and Requirements Policies for more information. Major requirements are determined by the academic departments and programs and are subject to change for students who are not continuously enrolled.

Undergraduate and graduate degrees and certificates are listed in the **Academic Majors and Minors** section of this bulletin. For details on graduate degrees offered, see the **Graduate School** section.

Details on major classification and procedures for change appear in the current schedule of classes.

GRADING SYSTEMS

The university has two grading systems. When regulations permit, a student may elect to be evaluated for an individual class either for a letter grade or pass/no pass (P/N). Graded work is designated A, B, C, D, or F. Pass/no pass work is designated P or N. See Bachelor's Degree Requirements for regulations on graded credits.

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

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

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

Student work may be graded as follows: P (pass), satisfactory performance (C– or better for undergraduates, B– or better for graduates), or N (no pass), unsatisfactory performance, no credit awarded (D+ or worse for undergraduates, C+ or worse for graduates). This bulletin and the schedule of classes designate courses that are available only pass/no pass. Passing credits are also awarded for advanced placement and CLEP work and for work taken at another collegiate institution if the director of admissions cannot equate the quality of the work to the university grading system.

Courses that are offered only pass/no pass (P/N) are assigned P* or N* grades. Courses offered for letter grades or pass/no pass use P or N grades.

Marks

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

W (withdrawal). A student-initiated mark. Students may withdraw from a course by filing the proper forms in the Office of the Registrar in accordance with university regulations. See the schedule of classes for deadlines.

X (no grade or incorrect grading option reported). A registrar-initiated mark. The instructor either did not report a grade or reported a grade that was inconsistent with the student's grading option.

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

Grade Point Average

The grade point average (GPA) is computed by assigning four points for each credit of A, three points for each credit of B, two points for each credit of C, one point for each credit of D, and zero points for each credit of F.

The plus sign increases the points assigned the letter grade by 0.30 per credit, and the minus sign decreases the points assigned the letter grade by 0.30 per credit. Marks of 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 calculated by dividing total points by total credits of A, B, C, D, and F.

APPLICATION FOR A DEGREE

Students who plan to receive a degree from the University of Oregon must file an application in the Office of the Registrar by the second week of classes in the term preceding the term of anticipated graduation.

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

All grade changes, removals of incompletes, and transfer work necessary for completion of degree requirements must be on file in the Office of the Registrar by the Friday following the end of the term of graduation. Corrections to the academic record will be made *only* during the thirty days following the granting of the degree.

BACHELOR'S DEGREE REQUIREMENTS

Candidates for all bachelor of arts and bachelor of science degrees conferred fall 1995 and thereafter must satisfy the general university requirements that went into effect fall 1990.

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

University Requirements

Credits

A total of 186 credits with passing grades are required for the bachelor of arts, bachelor of science, bachelor of education, bachelor of music, and bachelor of physical education. A total of 220 credits are required for the bachelor of fine arts and the bachelor of landscape architecture. A total of 225 credits are required for the bachelor of interior architecture, and a total of 231 credits are required for the bachelor of architecture.

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. Although the University of Oregon does not award concurrent degrees (e.g., B.A. and B.S.), a student may be awarded a bachelor's degree with more than one major by completing all general university degree requirements for the designated majors and degree and all requirements in each major as specified by the major departments, schools, or colleges.

Academic Minor

Unless specified by a particular department, a minor is not required for a bachelor's degree. Students choosing to complete a minor must earn a minimum of 24 credits, including 15 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 126 of the 186 required credits, 160 of the 220 required credits, 165 of the 225 required credits, or 171 of the 231 required credits, each student must complete 45 credits at the university as a formally admitted student.

Graded Credits

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.

A minimum of 45 graded credits must be earned at the University of Oregon as a formally admitted student. Courses required in the major and designated P/N only in the schedule of classes may be counted toward the 45-credit requirement only if the 125-credit requirement has been satisfied.

Satisfactory Work

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

Basic Courses

The following basic courses are required for all undergraduate degrees:

Written English. Two courses (WR 121 and either WR 122 or 123 or equivalents) with grades of C– or better. For placement, prerequisites, or exemption, see policies in the **English** section of this bulletin.

Requirements for Bachelor of Arts and Bachelor of Science

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

Bachelor of Arts (B.A.) Requirements

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

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

Bachelor of Science (B.S.) Requirements

The B.S. degree requires mathematics proficiency in one of the following ways:

1. Satisfactory completion of an examination, administered by the Department of Mathematics, demonstrating mathematical competency equivalent to that attained at the end of one year of college-level mathematics
2. Satisfactory completion (C– or P or better) of *three* of the following courses or their transfer equivalents: MATH 111, 112, 150,

151, 152, 153, 154, 171, 172, 173, 231, 232, 233, 241, 242, 243, 251, 252, 253, 271, 272, 273; CIS 122 or 134, 133, 210, 211

3. Satisfactory completion (C– or P or better) of *one* of the following or its transfer equivalent: MATH 112, 231, 241; CIS 122, 133, 134, 210 *and* satisfactory completion of one more course from the list in 2 above, except MATH 111
4. Satisfactory completion (C– or P or better) and *one* of the following courses or its transfer equivalent: MATH 232, 242, 251; CIS 211
5. Satisfactory completion (C– or P or better) of the following courses or their transfer equivalents: MATH 111, 211, 212, 213

Group Requirements

To promote educational breadth all bachelor's degree candidates are required to complete work in each of three groups representing comprehensive fields of knowledge: arts and letters, social science, and science.

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

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

Group Requirements: Fall 1990

Fall 1990 requirements apply to all new students who have been formally admitted and enrolled at the university.

BACHELOR OF ARTS, FINE ARTS, OR SCIENCE

Students must complete one cluster and three additional approved stand-alone courses in each of three groups: arts and letters, social science, and science—eighteen total courses.

BACHELOR OF ARCHITECTURE, EDUCATION, INTERIOR ARCHITECTURE, LANDSCAPE ARCHITECTURE, MUSIC, OR PHYSICAL EDUCATION

Students must complete four approved courses in each of three groups—arts and letters, social science, and science. The twelve total courses must include two clusters in different groups.

Clusters

1. A cluster is an approved set of three interrelated courses; most clusters are within a single department, but a few are interdisciplinary
2. Clusters must be completed in courses outside the major department awarding the degree
3. No more than three group-satisfying courses may be taken from any one department to satisfy the group requirements
4. All courses must be 3 or more credits
5. Beyond the original major, each additional major or minor in a general-education area (arts and letters, social science, and science) may be substituted for one cluster. Any such substitution, however, must be consistent with the policies on cluster distribution

Group I: Arts and Letters

American Studies (AMS)
STAND-ALONES
101, 102, 103 Introduction to American Studies
AMS CLUSTER
101, 102, 103

Architecture and Allied Arts
See AAA 180, 181 under Fine and Applied Arts

Art Education (ARE)
STAND-ALONES
250 Art and Human Values
251 The Arts and Visual Literacy
252 Art and Gender
ARE CLUSTER
250, 251, 252

Art History (ARH)
STAND-ALONES
202 Introduction to Visual Arts
204, 205, 206 History of Western Art I,II,III
207 History of Indian Art
208 History of Chinese Art
209 History of Japanese Art
314, 315 History of Western Architecture I,II
351 19th-Century Art
352 20th-Century Art
359 History of Photography
ARH CLUSTERS
204, 205, 206
207, 208, 209
See also Interdisciplinary Arts and Letters Cluster

Classics in English Translation (CLAS)
STAND-ALONES
301 Greek and Roman Epic
302 Greek and Roman Tragedy
303 Literature: Greek Philosophy
304 Classical Comedy
305 Latin Literature
321 Classic Myths
CLAS CLUSTERS
Choose three from 301, 302, 303, 304, 305

Classics: Greek (GRK)
STAND-ALONES
301, 302, 303 Authors: [Term Subject]
No GRK CLUSTERS

Classics: Latin (LAT)
STAND-ALONES
301, 302, 303 Authors: [Term Subject]
No LAT CLUSTERS

Comparative Literature (COLT)
STAND-ALONES
201, 202, 203 Comparative Literature: Epic, Drama, Fiction
COLT CLUSTER
201, 202, 203

Dance (DAN)
STAND-ALONES
251 Looking at Dance
302 Dance in Asia
No DAN CLUSTERS

East Asian Languages and Literatures (EALL)
STAND-ALONES
210 China: A Cultural Odyssey
211 Japan: A Cultural Odyssey
212 Modern East Asia: A Cultural Odyssey
EALL CLUSTER
210, 211, 212

East Asian Languages and Literatures: Chinese (CHN)
STAND-ALONES
201, 202, 203 Second-Year Chinese
301, 302, 303 Third-Year Chinese
305, 306, 307 Introduction to Chinese Literature
350 Women and Chinese Literature
CHN CLUSTER
305, 306, 307

East Asian Languages and Literatures: Japanese (JPN)
STAND-ALONES
106 Accelerated Japanese
201, 202, 203 Second-Year Japanese
301, 302, 303 Third-Year Japanese
305, 306, 307 Introduction to Japanese Literature
JPN CLUSTER
305, 306, 307

English (ENG)
STAND-ALONES
104, 105, 106 Introduction to Literature
107, 108, 109 World Literature
151 Introduction to Afro-American Literature
201, 202, 203 Shakespeare
204, 205, 206 Survey of English Literature
240 Introduction to Native American Literature
250 Introduction to Folklore and Myth
253, 254, 255 Survey of American Literature
301 Studies in Genre: Tragedy
302 Studies in Genre: Romance
303 Studies in Genre: Epic
304 Studies in Genre: Comedy
305 Studies in Genre: Satire
310 Afro-American Prose
311 Afro-American Poetry
312 Afro-American Drama
317 Women Writers: Prose
318 Women Writers: Poetry and Drama
321, 322, 323 English Novel
391, 392, 393 American Novel
394, 395, 396 20th-Century Literature
ENG CLUSTERS
104, 105, 106
107, 108, 109
151, 240, 250
201, 202, 203
204, 205, 206
253, 254, 255
Choose three from 301, 302, 303, 304, 305
310, 311, 312
394, 395, 396

Fine and Applied Arts (AAA)
STAND-ALONES
180, 181 Introduction to Visual Inquiry I,II
No AAA CLUSTERS

Germanic Languages and Literatures: German (GER)
STAND-ALONES
201, 202, 203 Second-Year German
204, 205 Intensive Second-Year German
311, 312, 313 Intermediate Language Training
340, 341 Introduction to German Culture and Society
350 Genres in German Literature
351 Periods in German Literature
352 Authors in German Literature
354 German Gender Studies
360, 361, 362 Introduction to German Literature
366, 367, 368 Representative German Texts
GER CLUSTERS
Choose three from 350, 351, 352, 354
366, 367, 368

Germanic Languages and Literatures: Scandinavian (SCAN)
STAND-ALONES
350 Introduction to Scandinavian Culture and Society
351 Periods in Scandinavian Literature
352 Topics in Scandinavian Literature
353 Scandinavian Women Writers
354 Genres in Scandinavian Literature
SCAN CLUSTERS
Choose three from 350, 351, 352, 353, 354

Germanic Languages and Literatures: Danish (DANE)
STAND-ALONES
201, 202, 203 Second-Year Danish
No DANE CLUSTERS

Germanic Languages and Literatures: Norwegian (NORW)
STAND-ALONES
201, 202, 203 Second-Year Norwegian
301, 302, 303 Third-Year Norwegian
No NORW CLUSTERS

Germanic Languages and Literatures: Swedish (SWED)
STAND-ALONES
201, 202, 203 Second-Year Swedish
301, 302, 303 Third-Year Swedish
No SWED CLUSTERS

Humanities (HUM)
STAND-ALONES
101, 102, 103 Introduction to the Humanities I,II,III
HUM CLUSTER
101, 102, 103

Interdisciplinary Arts and Letters Cluster
"Italian Art and Literature"
ARH 205 History of Western Art II
ITAL 321, 322 Survey of Italian Literature

Linguistics (LING)
STAND-ALONE
150 Structure of English Words
No LING CLUSTERS

Linguistics: Indonesian (INDO)
STAND-ALONES
201, 202, 203 Second-Year Indonesian
No INDO CLUSTERS

Linguistics: Thai (THAI)
STAND-ALONES
201, 202, 203 Second-Year Thai
No THAI CLUSTERS

Music (MUS)
STAND-ALONES
125 Basic Music
161, 162, 163 History of Music I
201, 202, 203 Introduction to Music and Its Literature
258 Music in World Cultures
355 History of Jazz
MUS CLUSTER
MUS 201, 202, 203

Philosophy (PHIL)
STAND-ALONES
101 Philosophical Problems
102 Ethics
103 Critical Reasoning
212 Existentialism
213 Eastern Philosophy
301, 302, 303 History of Ancient Philosophy
304, 305, 306 History of Modern Philosophy
322 Philosophy of the Arts
PHIL CLUSTERS
101, 102, 103
301, 302, 303
304, 305, 306

Religious Studies (REL)
STAND-ALONE
111 Introduction to the Study of the Bible
No REL CLUSTERS

Romance Languages: French (FR)
STAND-ALONES
201, 202, 203 Second-Year French
204, 205 Intensive Second-Year French
311, 312, 313 French Composition and Conversation
321, 322, 323 Introduction to French Literature
330 French Poetry
331 Contemporary French Theater
332 Short Fiction
335, 336, 337 The French Novel
FR CLUSTERS
321, 322, 323
330, 331, 332

Romance Languages: Italian (ITAL)
STAND-ALONES
201, 202, 203 Second-Year Italian
204, 205 Intensive Second-Year Italian
311, 312, 313 Italian Composition and Conversation
321, 322, 323 Survey of Italian Literature
337, 338, 339 Introduction to Italian Literature
ITAL CLUSTER
ITAL 321, 322, 323
See also Interdisciplinary Arts and Letters Cluster

Romance Languages: Spanish (SPAN)
STAND-ALONES
201, 202, 203 Second-Year Spanish
204, 205 Intensive Second-Year Spanish
311, 312, 313 Spanish Composition and Conversation
321 Introduction to the Reading of Spanish Literature
322 Medieval Spanish Literature
323 The Golden Age
324 Modern Spanish Literature
325, 326 Introduction to Spanish-American Literature
328 Chicano Literature
SPAN CLUSTERS
321 and any two from 322, 323, 324, 325, 326, 328

Russian (RUSS)
STAND-ALONES
201, 202, 203 Second-Year Russian
204, 205, 206 Introduction to Russian Literature
207, 208, 209 Great Russian Novels, Short Stories, Plays
316, 317, 318 Third-Year Russian
RUSS CLUSTERS
204, 205, 206
207, 208, 209

Speech: Rhetoric and Communication (RHCM)
STAND-ALONES
301, 302, 303 Theory and Literature of Rhetoric
RHCM CLUSTER
301, 302, 303

Speech: Telecommunication and Film (TCF)
STAND-ALONES
255, 256, 257 History of the Motion Picture
TCF CLUSTER
255, 256, 257

Speech: Theater Arts (TA)
STAND-ALONES
271, 272, 273 Introduction to Theater Arts I,II,III
367, 368, 369 History of the Theater I,II,III
TA CLUSTER
271, 272, 273

Inquire at the department about possible substitution of a minor or second major in linguistics, philosophy, speech: rhetoric and communication, or speech: telecommunication and film for an arts and letters cluster. A minor or second major in any other department listed under the arts and letters group may be substituted for an arts and letters cluster.

Group II: Social Science

Anthropology (ANTH)
STAND-ALONES
106 Introduction to Cultural Anthropology
107 Introduction to Archaeology
108 Introduction to Language and Culture
215 Archaeological Analysis and Interpretation
220 Introduction to Japanese Society and Culture
301 Ethnology of Hunters and Gatherers

302 Ethnology of Tribal Societies
303 Ethnology of Peasant Societies
314 Women and Culture I: Politics, Production, and Power
315 Women and Culture II: Creativity and Symbols
320 Native North Americans
323 Pacific Basin: Polynesia and Micronesia
324 Pacific Basin: Melanesia and Australia
341 Asian Archaeology
342 Northwest Asia Prehistory
343 Pacific Islands Archaeology

ANTH Clusters
106, 107, 108
106 or 107 and two from 220, 323, 324, 341, 342, 343

Dance (DAN)

Stand-Alone
301 Dance and Folk Culture

No DAN Clusters

Economics (EC)

Stand-Alones
101 Economics of Current Social Issues
201 Introduction to Economic Analysis: Microeconomics
202 Introduction to Economic Analysis: Macroeconomics
203 Introductory Economic Analysis: Applications to Current Issues
330 Urban and Regional Economic Problems
340 Issues in Public Economics
350 Labor Market Issues
360 Issues in Industrial Organization
370 Money and Banking
380 International Economic Issues
390 Issues in the Developing Economies

EC Clusters
201, 202 and one from 203, 330, 340, 350, 360, 370, 380, 390

Educational Psychology (EPSY)

Stand-Alones
212, 213 Fundamentals of Educational Psychology I,II

No EPSY Clusters

Folklore and Ethnic Studies (ES)

Stand-Alones
101, 102 Introduction to Ethnicity and Ethnic Communities
103 Ethnic Groups and the American Experience

ES Cluster
101, 102, 103

Geography (GEOG)

Stand-Alones
103 Cultural Geography
104 Geography and Environment
105 Urban Environment
201 World Regional Geography
202 Geography of Europe
203 Geography of Asia
204 Geography of the Soviet Union
206 Geography of Oregon
207 Geography of the United States

GEOG Clusters
103, 104, 105
Two from 103, 104, 105 and one from 201, 202, 203, 204, 206, 207

History (HIST)

Stand-Alones
101, 102, 103 Western Civilization
104, 105, 106 World History
150, 151, 152 The United States
211 War and the Modern World
245 U.S.A.-USSR Shared History
250, 251, 252 Afro-American History
288 Modern Southeast Asian History
290 Foundations of East Asian Civilization
291 China, Past and Present
292 Japan, Past and Present
301, 302, 303 Europe since 1789
310 Perceptions and Roles of Women from the Greeks through the 17th Century
311 Women and Social Movements in Europe from 1750 to the Present
331, 332, 333 England
353, 354 American Foreign Relations since 1933
359 Religious Life in the United States
380, 381, 382 Latin America

HIST Clusters
101, 102, 103
104, 105, 106
150, 151, 152
250, 251, 252
290, 291, 292
301, 302, 303
380, 381, 382
See also Interdisciplinary Social Science Cluster

Interdisciplinary Social Science Cluster
"International Relations"
Choose three from:
HIST 353, 354 American Foreign Relations since 1933
PS 205 International Relations
PS 326 United States Foreign Policy I

Journalism (J)

Stand-Alones
201 The Mass Media and Society
394 Journalism and Public Opinion

No J Clusters

Linguistics (LING)

Stand-Alones
290 Introduction to Linguistics
295 Language, Culture, and Society
311 Languages of the World

LING Cluster
290, 295, 311

Philosophy (PHIL)

Stand-Alones
215 Philosophy and Feminism
307, 308 Social and Political Philosophy
339 Introduction to Philosophy of Science
360 Philosophy in the 20th Century

No PHIL Clusters

Political Science (PS)

Stand-Alones
101 Modern World Governments
104 Problems in United States Politics
201 United States Politics
202 Introduction to the Tradition of Political Theory
203 State and Local Government
204 Introduction to Comparative Politics
205 International Relations
207 Introduction to Contemporary Political Theory
225 Political Ideologies
230 Introduction to Urban Politics
235 Crisis in Central America
240 Introduction to Public Policy and Administration
280 Introduction to Political Psychology
301 Art and the State
321 Introduction to Political Economy
326 United States Foreign Policy I
335 Communist Political Systems
344 Public Policy and Citizen Action
347 Political Power, Influence, and Control
349 Mass Media and American Politics

PS Clusters
Any three from 201, 203, 230, 240, 301, 344, 349 including at least one from 201, 203
Any three from 202, 207, 225, 321, 347 including at least one from 202, 207
Any three from 204, 205, 235, 326
See also Interdisciplinary Social Science Cluster

Psychology (PSY)

Stand-Alones
202 Mind and Society
330 Thinking
375 Development

PSY Clusters
201, 202 and either 330 or 375

Religious Studies (REL)

Stand-Alones
201, 202, 203 Great Religions of the World
301 Religions of India
302 Chinese Religions
303 Japanese Religions
314, 315, 316 Background and Beginnings of Christianity
321, 322, 323 History of Christianity
324, 325 History of Eastern Christianity

REL Clusters
201, 202, 203
301, 302, 303
314, 315, 316

Sociology (SOC)

Stand-Alones
201 Introduction to Sociology
206 Introduction to Social Psychology
210 Communities, Population, and Resources
211 Social Deviancy and Social Control
212 Race, Class, and Ethnic Groups in America
213 Organizations and Occupations
214 Education and Society

215 Social Issues and Social Movements
216 Introduction to the Sociology of Women
301 American Society
303 World Population and Social Structure
304 The Community
305 America's Peoples
314 Socialization and Society

SOC Clusters

201, 206, 211
201 and two from 210, 212, 213, 215

Speech: Rhetoric and Communication (RHCM)

Stand-Alones

321 The Logic of Argument
322 Persuasion
323 Group Communication

No RHCM Clusters

Speech: Telecommunication and Film (TCF)

Stand-Alones

241, 242, 243 Communication Technology and Society

TCF Cluster

241, 242, 243

Women's Studies (WST)

Stand-Alones

101 Introduction to Women's Studies
333, 334 History of Women in the United States I,II

WST Cluster

101, 333, 334

A minor or second major in the following may be substituted for a social science cluster: economics, ethnic studies, history, peace studies, political science, religious studies, sociology, women's studies. Students should inquire at the anthropology, geography, linguistics, philosophy, psychology, and speech (rhetoric and communication, telecommunication and film) departments about possible substitution of a minor or second major in these disciplines for a social science cluster. A minor or second major containing courses from two groups may be substituted for a cluster in only one of the groups.

Group III: Science

Anthropology (ANTH)

Stand-Alones

101 Introduction to Human Evolution
102 Evolution of Monkeys and Apes
103 Evolution of Human Adaptation
104 Evolution of Human Sexuality
361 Human Evolution
362 Human Biological Variation
367 Human Adaptation

ANTH Clusters

Choose three from 101, 102, 103, 104
See also Interdisciplinary Science Cluster

Biology (BI)

Stand-Alones

101 General Biology I: Cells
102 General Biology II: Organisms
103 General Biology III: Populations
120 Reproduction and Development
121 Introduction to Human Physiology
122 Human Genetics
123 Biology of Cancer
124 Global Ecology
130 Introduction to Ecology
131 Introduction to Evolution
132 Animal Behavior
156 Natural History of Birds
220 Genetics and Evolution
307 Forest Biology
308 Freshwater Biology
309 Marine Biology

BI Clusters

101, 102, 103
Three from 120, 121, 122, 123, 124
130, 131, 132
130 and two from 307, 308, 309
See also Interdisciplinary Science Cluster

Chemistry (CH)

Stand-Alones

211, 212, 213 Introductory General Chemistry
221, 222, 223 General Chemistry
224, 225, 226 (H) Honors General Chemistry

CH Clusters

211, 212, 213
211, 222, 223
221, 212, 213
221, 222, 223
224, 225, 226

Computer and Information Science (CIS)

Stand-Alones

120 Concepts of Computing: Information Processing
121 Concepts of Computing: Computers and Computation
122 Concepts of Computing: Algorithms and Programming
133 Introduction to Numerical Computation with FORTRAN
134 Problem Solving in Pascal
210, 211, 212 Computer Science I,II,III
234 Advanced Numerical Computation

CIS Clusters

120, 121, 122
210, 211, 212

Geography (GEOG)

Stand-Alones

101 The Natural Environment
321 Climatology
322 Geomorphology
323 Biogeography

GEOG Clusters

101 and two from 321, 322, 323

Geological Sciences (GEOL)

Stand-Alones

101 Introduction to Geology: The Dynamic Earth
102 Introduction to Geology: The Face of the Earth
103 Introduction to Geology: The Evolving Earth
201 General Geology: Earth's Interior Heat and Dynamics
202 General Geology: Earth's Surface Processes and Morphology
203 General Geology: Evolution of the Earth
211 Rocks and Minerals
304 The Fossil Record
305 Mountains and Glaciers
306 Volcanoes and Earthquakes
307 Oceanography
308 Geology of Oregon and the Pacific Northwest
309 Geology of Moons and Planets
310 Earth Resources and the Environment

GEOL Clusters

101, 102, 103
201, 202, 203
Any three from 305, 306, 307, 308, 309

Interdisciplinary Science Cluster

"Human Biology"
Either ANTH 101 Introduction to Human Evolution or BI 120 Reproduction and Development
BI 122 Human Genetics
Either ANTH 362 Human Biological Variation or ANTH 367 Human Adaptation

Mathematics (MATH)

Stand-Alones

150 Introduction to Probability
151 Combinatorics
152 Mathematical Symmetry
153 Introduction to Game Theory
154 Elementary Number Theory
211, 212, 213 Fundamentals of Elementary Mathematics I,II,III
231, 232, 233 Elements of Discrete Mathematics I,II,III
241, 242 Calculus for Business and Social Science I,II
243 Introduction to Methods of Probability and Statistics
251, 252, 253 Calculus I,II,III
271, 272, 273 Mathematical Structures I,II,III

MATH Clusters

211, 212, 213
241, 242, 243
251, either 242 or 252, either 243 or 253
271, 272, 273

Physics (PHYS)

Stand-Alones

101, 102, 103 Essentials of Physics
108, 109 Elementary Astronomy
120 Frontiers in Astronomy
151 Waves, Sound, and Light
152 Physics of Sound and Music
153 Physics of Light and Color
154 Lasers
161 Physics of Energy and Environment
162 Solar Energy
163 Electric Power Generation
201, 202, 203 General Physics
207, 208, 209 Introduction to Astronomy and Astrophysics
211, 212, 213 General Physics with Calculus
301, 302, 303 Physicists' View of Nature

PHYS Clusters

101, 102, 103
108, 109, 120
151 and two from 152, 153, 154

161, 162, 163
201, 202, 203
207, 208, 209
211, 212, 213
301, 302, 303

Psychology (PSY)

STAND-ALONES

201 Mind and Brain
304 Biopsychology

NO PSY CLUSTERS

A minor or second major in the following may be substituted for a science cluster: biology, chemistry, computer and information science, environmental studies, general science, geological sciences, mathematics, physics. Students should inquire at the anthropology, geography, and psychology departments about possible substitution of a minor or second major in these disciplines for a science cluster. A minor or second major containing courses from two groups may be substituted for a cluster in only one of the groups.

Race, Gender, Non-European-American Requirement

All bachelor's degree students, including those with associate of arts degrees, must successfully earn 3 credits in an approved course involving either a non-European-American topic or an issue of race or gender. Students may choose one course from the following approved list.

Anthropology (ANTH)

104 Evolution of Human Sexuality
106 Introduction to Cultural Anthropology
220 Introduction to Japanese Society and Culture
230 Oregon Native Americans
301 Ethnology of Hunters and Gatherers
302 Ethnology of Tribal Societies
303 Ethnology of Peasant Societies
314 Women and Culture I: Politics, Production, and Power
315 Women and Culture II: Creativity and Symbols
320 Native North Americans
321 Peoples of India
322 Euro-American Images of Native North America
323 Pacific Basin: Polynesia and Micronesia
324 Pacific Basin: Melanesia and Australia
341 Asian Archaeology
342 Northeast Asian Prehistory
343 Pacific Islands Archaeology
362 Human Biological Variation
418 Anthropology of Religion
421 Anthropology of Gender
425 Topics in Pacific Ethnology
426 Peoples of South Africa
427 Peoples of Central and East Africa
428 Peoples of West Africa and the Sahara
431 Peoples of East Asia
432 Peoples of Southeast Asia
433 Native Central Americans
434 Native South Americans
443 North American Prehistory
444 Middle American Prehistory
445 South American Prehistory
468 Race, Culture, and Sociobiology

Art Education (ARE)

252 Art and Gender
452 Women and Their Art

Art History (ARH)

207 History of Indian Art
208 History of Chinese Art
209 History of Japanese Art
381 Nomadic Art of Eurasia
384, 385, 386 Chinese Art I,II,III
389 Art and Politics in 20th-Century China
391, 392 Art of the Pacific Islands I,II
484 Problems in Chinese Art
488 Japanese Prints

Dance (DAN)

302 Dance in Asia

East Asian Languages and Literatures (EALL)

210 China: A Cultural Odyssey
211 Japan: A Cultural Odyssey
212 Modern East Asia: A Cultural Odyssey

East Asian Languages and Literatures: Chinese (CHN)

305, 306, 307 Introduction to Chinese Literature
350 Women and Chinese Literature

East Asian Languages and Literatures: Japanese (JPN)

305, 306, 307 Introduction to Japanese Literature
434, 435, 436 Advanced Readings in Japanese Literature
471 The Japanese Cinema
472 Japanese Film and Literature

English (ENG)

151 Introduction to Afro-American Literature
240 Introduction to Native American Literature
310 Afro-American Prose
311 Afro-American Poetry
312 Afro-American Drama
317 Women Writers: Prose
318 Women Writers: Poetry and Drama
486 Afro-American Folklore
497 Feminist Literary Theory
498 Studies in Women and Literature

Folklore and Ethnic Studies (ES)

101, 102 Introduction to Ethnicity and Ethnic Communities
103 Ethnic Groups and the American Experience
315 Introduction to the Asian-American Experience
320 Problems and Issues in the Native American Community
330 Minority Women: Issues and Concerns

Geography (GEOG)

201 World Regional Geography
203 Geography of Asia
446 Geography of Religion
475 Geography of Non-European-American Regions: [Term Subject]

Germanic Languages and Literatures: German (GER)

354 German Gender Studies

Germanic Languages and Literatures: Scandinavian (SCAN)

353 Scandinavian Women Writers

Gerontology (GERO)

490 Women's Issues in Aging

History (HIST)

104, 105, 106 World History
250, 251, 252 Afro-American History
288 Modern Southeast Asian History
290 Foundations of East Asian Civilization
291 China, Past and Present
292 Japan, Past and Present
310 Perceptions and Roles of Women from the Greeks through the 17th Century
311 Women and Social Movements in Europe from 1750 to the Present
380, 381, 382 Latin America
385, 386 India
480 Mexico
481 The Caribbean and Central America
482 Latin America's Indian Peoples
485, 486 Thought and Society in East Asia
487, 488, 489 China
490, 491, 492 Japan
493 The Chinese Revolution
498 Topics in Asian History

Humanities (HUM)

350 Multicultural Studies in the Humanities: [Term Subject]

Human Services (HS)

452 Cultural Diversity in Human Services

International Studies (INTL)

250 Introduction to World Value Systems
252 Rich Nations and Poor Nations: Conflict and Cooperation
421 Women and Development in the Third World
430 World Value Systems
440 The Pacific Challenge
441 Southeast Asian Political Novels and Films: Changing Images

Journalism (J)

320 Women, Minorities, and Media
455 Third World Development Communication

Philosophy (PHIL)

213 Eastern Philosophy
215 Philosophy and Feminism

Political Science (PS)

235 Crisis in Central America
338 Southeast Asia in Modern Times
342 Politics of China I
348 Women and Politics
442 Politics of China II
451 Political Economy of Developing Societies
459 Chinese Foreign Policy
463, 464 Government and Politics of Latin America
483 Feminist Theory

Religious Studies (REL)

201, 202 Great Religions of the World
230 Varieties of Eastern Meditation
301 Religions of India
302 Chinese Religions

303 Japanese Religions
330, 331 Buddhism and Asian Culture
430 Zen Buddhism
431 Readings in Zen Classics

Romance Languages: Italian (ITAL)
498 Italian Women's Writing

Romance Languages: Spanish (SPAN)
326 Introduction to Spanish-American Literature
328 Chicano Literature
497, 498 Spanish Women Writers

School and Community Health (HEP)
263 Racial and Ethnic Dimensions in Health

Sociology (SOC)
212 Race, Class, and Ethnic Groups in America
216 Introduction to the Sociology of Women
303 World Population and Social Structure
305 America's Peoples
423 Sociology of the Family
445 Sociology of Race Relations
449 Women and Work
450 Sociology of Developing Areas
455 Sociology of Women
456 Sex and Identity: Theoretical Perspectives

Speech: Telecommunication and Film (TCF)
492 Feminist Criticism: [Term Subject]
496 Race and Representation: [Term Subject]

Women's Studies (WST)
101 Introduction to Women's Studies
333, 334 History of Women in the United States I,II
412 History and Development of Feminist Theory

GENERAL LIMITATIONS

1. A maximum of 108 credits may be transferred from an accredited junior or community college
2. A maximum of 60 credits may be earned in correspondence study
3. A maximum of 48 credits in law, medicine, dentistry, technology, or any combination may be accepted toward a degree other than a professional degree
4. A maximum of 24 credits may be earned in any of the following areas (a, b, and c) with not more than 12 in any one area:
   a. Lower-division vocational technical courses
   b. Physical education activity courses, except for majors in the leisure studies and services, physical education and human movement studies, and school and community health departments; and except for minors in outdoor pursuits leadership
   c. Studio instruction in music, except for majors in music
5. For music majors, a maximum of 24 credits in studio instruction, of which not more than 12 may be taken in the student's freshman and sophomore years, may count toward requirements for the B.A. or B.S. degree
6. A maximum of 12 credits in ALS (academic learning services) courses may be counted toward the 186, 220, 225, or 231 credits required for a bachelor's degree
7. All grade changes, removal of incompletes, or transfer work essential to completion of degree requirements must be filed in the Office of the Registrar by the Friday following the end of the term of graduation. Any other changes of grades, including removal of incompletes, must be filed in the Office of the Registrar within thirty days after the granting of a degree
8. Undergraduate credits earned by credit by examination (course challenge), advanced placement (Advanced Placement Program), and the College-Level Examination Program (CLEP) are counted toward the satisfaction of all bachelor's degree requirements except residency and the 45 graded credits at the University of Oregon. The university grants pass credit for successful completion of advanced placement and CLEP examinations
9. Courses cannot be repeated for credit unless designated as repeatable **(R)** by the University Committee on the Curriculum; therefore credit for duplicate courses is deducted prior to the granting of the degree
10. No courses are available for credit to students whose competence in that area exceeds the scope of a particular course. Exceptions to this policy require written approval from an academic adviser and a petition approved by the Academic Requirements Committee
11. Students may not enroll in courses that are prerequisites for courses in which they are concurrently enrolled
12. Students may not receive credit for courses that are prerequisites for courses for which they have already received credit

SECOND BACHELOR'S DEGREE

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

1. The student must complete an additional 36 credits in residence as a formally admitted student if the prior bachelor's degree was awarded by the University of Oregon, or an additional 45 credits in residence if the prior bachelor's degree was awarded by another institution
2. A minimum cumulative UO GPA of 2.00 is required for the second bachelor's degree
3. A minimum of 18 credits must be graded A, B, C, D if the prior bachelor's degree was earned at the University of Oregon, or 23 credits if at another institution
4. At least 75 percent of all course work required in the second degree major must be completed after the conferral of the first degree
5. The bachelor of arts degree requires proficiency in a foreign language. The bachelor of science degree requires proficiency in mathematics

BACHELOR'S DEGREES WITH HONORS

Departmental Honors. Departments in the College of Arts and Sciences that offer a bachelor's degree with honors include anthropology, Chinese, comparative literature, economics, English, Germanic languages and literatures, history, Japanese, mathematics, philosophy, physics, political science, psychology, Romance languages (French, Italian, Spanish), Russian, sociology, and speech. All departments in the professional schools and colleges award bachelor's degrees with honors. For specific requirements, see the departmental sections.

Honors College. The Robert Donald Clark Honors College offers a four-year program of study leading to a bachelor of arts (B.A.) degree in a departmental major. For more information, see the **Honors College** section of this bulletin.

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 university graduation with honors. These distinctions are based on students' percentile rankings in their respective graduating classes, as follows:

Top 10% *cum laude*
Top 5% *magna cum laude*
Top 2% *summa cum laude*

Other Honors. For information on the Dean's List, Phi Beta Kappa and other honor societies, see the **Honors and Awards** section of this bulletin. Fellowship and scholarship information is in the **Student Financial Aid** and departmental sections of this bulletin.

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 and Student Services, 164 Oregon Hall.

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

Good Standing. Any undergraduate student in the current Student Information File who has term and cumulative UO GPAs of 2.00 or higher is in good standing.

Academic Warning. When the term GPA is lower than 2.00 but the cumulative UO GPA is 2.00 or higher, the notation "Academic Warning" is recorded on a student's grade report. This notation is not recorded on the student's academic transcript.

Academic warning is given as a courtesy to advise a student of potential academic difficulty. Subsequent action does not depend on the stu-

dent receiving a warning notice, nor does the warning become part of the permanent academic record.

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

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

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

Incoming transfer students whose records would place them on academic warning or probation at the UO may be admitted on academic probation. Students are notified when such action has been taken.

Academic Disqualification

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

A student may also be academically disqualified if the Scholastic Review Committee determines that the student's academic record provides persuasive evidence that the university requirements for an undergraduate degree cannot be met within a reasonable period of time.

The Scholastic Review Committee reviews the academic performance of undergraduate students who have accumulated 24 credits of I, Y, and/or N grades to determine eligibility for continued attendance.

Students may apply for reinstatement after disqualification by contacting the Office of Academic Advising and Student Services. Petitions are reviewed to determine the probability of a student satisfactorily completing the requirements of a degree program.

Exceptions to Academic Regulations

1. Two standing university committees review requests in writing for exceptions to university rules, regulations, deadlines, policies, and requirements: the Academic Requirements Committee and the Scholastic Review Committee. For information about how to submit a petition to one of these committees, inquire at the Office of the Registrar, 220 Oregon Hall; telephone (503) 686-3241
2. For information about removal from academic probation and academic reinstatement options, inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall; telephone (503) 346-3211

SCHEDULE OF CLASSES AND STUDENT HANDBOOK

The *UO Schedule of Classes and Student Handbook is* published shortly before registration each term. Copies are available at the Office of the Registrar on the second floor of Oregon Hall, at Information and Tour Services (first floor of Oregon Hall), and, during registration, at McArthur Court.

The schedule displays all classes currently offered for the term; it also describes registration procedures. The booklet includes important dates, deadlines, and explanations of various academic regulations and financial aid procedures as well as current figures for tuition, fees, and other charges.

The handbook offers other information useful for students attending the university, including abbreviated versions of the Code of Student Conduct, the Student Records Policy, grievance procedures, and other policies relevant to a student's welfare and academic career.

REGISTERING FOR CLASSES

Registration

Before the start of classes each term, a registration period is set aside; the dates are published in advance. Students are not officially registered and not entitled to attend classes until they have completed the prescribed registration procedures.

Freshman Preregistration

Entering freshmen with 44 credits or fewer qualify for the Early Orientation and Registration Program (EORP) offered in late July and early August. After being notified of admission to the University of Oregon for fall term, freshmen receive information regarding this preregistration program. Space is limited, and the sign-up deadline is early in July.

Reenrollment

Students planning to register in a term of the regular academic year after an absence of one or more terms must notify the Office of Admissions by filing a reenrollment card several weeks before registration to allow time for the preparation of registration materials. Deadlines for reenrollment applications are shown below.

Deadline	*Term of Reenrollment*
November 1, 1991	winter 1992
February 7, 1992	spring 1992
April 17, 1992	summer session 1992
July 17, 1992	fall 1992

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

Summer Session

Students planning to register in a summer session should file, well in advance, an Intent to Register form, which is provided in the summer session bulletin. It is also available from the Continuation Center and the Office of Admissions.

Transcripts

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

Concurrent Enrollment

University of Oregon students paying full-time tuition may enroll for courses through other colleges and universities of the Oregon State System of Higher Education up to overtime levels at no additional cost. Complete details of policies and procedures are available in the Office of the Registrar.

ALTERNATE WAYS TO EARN CREDIT

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

Advanced Placement

Enrolled students who have completed college-level studies in high school under the Advanced Placement Program sponsored by the College Entrance Examination Board (CEEB), and who have received grades that meet the university requirement for creditable work, may be granted passing (P) credit in comparable university courses.

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 American history, principles of economics, calculus, and biology. Students who have not completed their sophomore year (fewer than 90 credits) may also take CLEP general examinations in the humanities, sciences, and social sciences. A score of 500 or better on each general examination earns 9 credits toward graduation and may fulfill a portion of the group requirements for the bachelor's degree.

The university accepts as transfer credit, upon admission to the university, the successful completion of CLEP subject and general examinations by students.

Credit by Examination

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

1. The student's petition to the Academic Requirements Committee (available at the registrar's office) must have the approval of the individual faculty member administering the test and of the appropriate dean or department head
2. Arrangements for the examination must be completed at least one month before the examination date

3. The student must pay, in advance, a special examination fee of $40 per course
4. The student is allowed only one opportunity to qualify for credit by examination in any given course
5. The student may request that the credit be recorded as a pass (P=satisfactory) or graded A, B, C, D, consistent with options listed in the *UO Schedule of Classes*
6. Credit by examination may not be counted toward the satisfaction of the residency requirement or the requirement of 45 graded credits at the University of Oregon. The grading option for credit by examination is based on the course listing in the schedule of classes
7. Credit by examination may be earned only in courses whose content is identified by title in the University of Oregon bulletin; credit by examination may not be earned for Field Studies (196), Workshop, Laboratory Projects, or Colloquium (198), Special Studies (199); courses numbered 50–99, 200, or 399–410; or for first-year foreign languages
8. A student may not receive credit by examination in courses that
   a. would substantially duplicate credit already received or
   b. are more elementary than courses in which previous credit has been received or status has been established
9. A student must be formally admitted and registered for classes during the term in which the examination is administered

Community Education Program

Individuals who want to enroll for a limited number (7 credits or fewer) in university courses without formally applying for admission may do so through the Community Education Program. A wide variety of courses is available for part-time students of all ages who are not formally admitted to the university. More information on regulations governing enrollment and credit is available at the Continuation Center, 333 Oregon Hall; telephone (503) 346-5614.

TUITION AND FEES

First Floor, Oregon Hall
Telephone (503) 346-3170
Sherri C. McDowell, Director
Office of Business Affairs

TUITION

Tuition is a basic charge paid by all students enrolled at the University of Oregon. It includes instruction costs, health service fees, incidental fees, and building fees. Except in the School of Law, for a full-time student in 1990–91, the health service fee was $47, the incidental fee was $100, the building fee was $18. Each law student paid a $71 health service fee, a $150 incidental fee, and a $27 building fee. The fees are subject to change for 1991–92.

Payment of tuition entitles students to many services, including instruction in university courses; use of the university library; use of laboratory and course equipment and certain materials in connection with courses for which students are registered; medical attention at the Student Health Center at reduced rates; and use of gymnasium equipment, suits, and laundry service for physical education courses.

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

The proposed tuition figures listed below had not been confirmed at publication.

Tuition Schedule

Undergraduate

Tuition	*Resident*	*Nonresident*
Full-time registration (one term):		
12–21 credits	$899	$2,369
Part-time registration:		
1 credit	182	304
2 credits	248	492
3 credits	314	680
4 credits	380	868
5 credits	446	1,056
6 credits	512	1,244
7 credits	578	1,432
8 credits	644	1,620
9 credits	710	1,808
10 credits	776	1,996
11 credits	842	2,184
Each additional credit beyond 21	61	183

Graduate

Tuition	*Resident*	*Nonresident*
Full-time registration (one term):		
9–16 credits	$1,204	$2,013
Part-time registration:		
1 credit	250	340
2 credits	369	549
3 credits	488	758
4 credits	607	967
5 credits	726	1,176
6 credits	845	1,385
7 credits	964	1,594
8 credits	1,083	1,803
Each additional credit beyond 16	114	204
Graduate assistant (9–16 credits)	176	176

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

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

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

The State Board of Higher Education reserves the right to make changes in the tuition schedule. The final tuition schedule will appear in the fall-term schedule of classes, and significant tuition increases are planned.

Tuition Loans

Students who have difficulty paying tuition at the time of registration may apply *in person* for a tuition loan, one-third to be paid at registration. The balance is payable in two equal installments during the term. A service charge of $6 is assessed.

Excluded from the tuition loan are room and board, family housing rent, fines, deposits, program changes, and other special charges and fees.

Complete details of the tuition loan program appear in the schedule of classes.

Community Education Program

Tuition for Community Education Program students enrolling for 7 or fewer credits is determined by the level of the courses taken. Courses accepted for graduate credit are assessed at the graduate tuition level; all others are assessed at the undergraduate level.

SPECIAL FEES

Special fees, fines, penalties, service charges, and other additional charges for specific classes, services, or supplies not covered in the tuition fee, as well as certain fines and penalties, are set forth on a list available in many departmental offices or in the Office of Business Affairs. (This list is issued each year in accordance with OAR 571-60-005.)

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

Application Fee: $40. Required of studentsnot previously enrolled at the University of Oregon and payable when the application for admission is submitted. The fee is not refundable.

Application for Graduation Fee: $25

Bicycles. Bicycle registration with the Office of Public Safety is mandatory; there is no charge for a permanent permit. Bicycle racks

and ramps are provided throughout the campus, and the development of cycling paths is under way both on campus and in the community.

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

Change of Program: $10. Required for each course withdrawal in a student's official program.

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

Exceptions to Procedures: $1–25. Approved exceptions to procedural deadlines are subject to this fee.

Late Registration: $50. Students registering late will be charged a fee of $20 for the first late day plus $5 for each late day thereafter. Registration paid by a returned check is subject to a $10 charge as well as the late-registration fine to the day the check is paid. The regulation applies to both full-time and part-time students. The late-registration fee policy is on file at the Office of Business Affairs in Oregon Hall. Following are the term deadlines for registering and paying fees without penalty in 1991–92: fall 1991, September 25; winter 1992, January 8; spring 1992, April 1. 1992–93 deadlines are September 29 for fall 1992, January 8 for winter 1993, and April 2 for spring 1993.

Parking Fees. A minimal amount of parking space is available near residence halls and on city streets. Students using university parking lots must purchase and display proper parking permits. One-year student parking permits are $60 for automobiles and $45 for motorcycles. Student permits are $33 for summer session only. All parking fees are subject to change.

Parking permits may be purchased during registration in the Erb Memorial Union and at other times from the Office of Public Safety, Straub Hall. Parking regulations are enforced at all times.

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

Reinstatement: $2. Assessed whenever a student is permitted to continue studies after having had registration canceled for failure to comply with university regulations.

Replacement of Certificate of Paid Tuition: $2

Replacement of Photo I.D. Card: $6

Returned Check: $10. Charge imposed on the writer of any check that is returned to the university by the bank. Exceptions are bank or university errors. If not paid within thirty days, returned checks may be subject to a fine of $100 to $500.

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

Staff: $11 per credit. University employees are permitted to enroll in university classes with the approval of their department head. Employees may enroll for a maximum of 10 credits. The fee is not refundable.

Testing: $3–50

Transcripts: $5. The first official copy of a student's university academic record is $5. Each additional copy furnished at the same time is $1. The university reserves the right to withhold transcripts of students who have unpaid financial obligations to the institution. Debtors who are contesting their accounts should contact the collections department for counseling and written appeal instruction. The collections department is located in the Office of Business Affairs on the first floor of Oregon Hall. The mailing address is Collections Department, Office of Business Affairs, PO Box 3237, University of Oregon, Eugene OR 97403; telephone (503) 346-3215.

TUITION AND FEE REFUNDS

In the event of complete withdrawal from the university or a reduction in course load, refunds may be granted to students in accordance with the refund schedule on file in the Office of Business Affairs, Oregon Hall. Refunds may take from four to six weeks to process. All refunds are subject to the following regulations. The university has an appeals process for students or parents contending that individual circumstances warrant exceptions to published policy. For assistance, inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall.

1. Refunds are calculated from the date the student officially withdraws from the university, not from the date the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes largely beyond the student's control
2. No refunds are made for any amount less than $3 unless a written request is made
3. Refunds of incidental fees and health service fees are subject to removal of the term sticker on the photo I.D. card
4. 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 schedule of classes for details

For complete withdrawal, obtain withdrawal forms from the Office of Academic Advising and Student Services, 164 Oregon Hall.

To request a refund for course-load reduction, inquire at the Office of the Registrar, 220 Oregon Hall.

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 tuition refund clerk, accounting department, Office of Business Affairs, 119 Oregon Hall.

STUDENT FINANCIAL AID

260 Oregon Hall
Telephone (503) 346-3221
Edmond Vignoul, Director

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

Attendance Costs

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

Budgets established for financial aid purposes are based on average expenses, except for tuition and fees. Some students have higher costs in one category or another. For example, students in the School of Architecture and Allied Arts, some of the science departments, and the School of Music have expenses ranging from $30 to $300 per year for equipment, supplies, and field trips in addition to books. Students living alone in an apartment or in university housing may spend more than the budgeted amount for meals and housing.

Residence hall room and board for 1990–91 ranged from $2,823 to $4,958. Cooperative housing costs were generally less than the minimum residence hall rate. Sorority and fraternity costs were somewhat higher than the minimum residence hall rate.

Health insurance is optional for United States citizens. International students are required to purchase health insurance. Coverage by the term or for a full twelve-month period may be purchased through the Associated Students of the University of Oregon (ASUO). Coverage for dependents of students is also available.

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

The figures in the following table are the tuition and fees for a full-time student in 1990–91. Tuition and fee schedules are subject to revision by the Oregon State Board of Higher Education. See the **Tuition and Fees** section of this bulletin.

Student Classification	*One Term*	*Three Terms*
Undergraduate resident	$ 655	$1,965
Undergraduate nonresident	1,908	5,724
Graduate resident	941	2,823
Graduate nonresident	1,575	4,725
Graduate assistant	165	495

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

The expenses in the following tables are used by the Office of Student Financial Aid to estimate a student's educational cost for the 1991–92 academic year.

Meals and Housing	*One Term*	*Three Terms*
Student commuter living with parents	$600	$1,800
Student living in university residence halls	1,020	3,060
Student living off campus	1,410	4,230

Added to the budget is a dependent child-care allowance of $200 a month for each child under six years of age and $70 a month for each child between six and twelve years of age who is living with the student.

Books and Supplies	*One Term*	*Three Terms*
Graduates and undergraduates	$140	$420
Law (semester)	285	570

Miscellaneous Personal Expenses		
Graduates and undergraduates	$450	$1,350

A transportation allowance is added to the budget of a dependent nonresident student, an independent nonresident student who is enrolled at the university for the first time, or a participant in the National Student Exchange.

APPLYING FOR FINANCIAL AID

Undergraduate Students

1. Complete a financial aid application. The Singlefile Form, processed by USA Funds, is preferred. However, the university accepts application forms from any other processor approved by the United States Department of Education
2. Check the box authorizing the processor to send information to the U.S. Department of Education to be considered for a Pell Grant
3. List the University of Oregon as one of the schools you might attend
4. Provide financial aid transcripts from all other postsecondary schools attended. The appropriate forms, available at any financial aid office, must be completed by the student and sent to each postsecondary institution previously attended. The transcript is completed in that school's financial aid office and returned to the University of Oregon
5. Apply for admission to the UO

Graduate and Law Students

1. Complete a financial aid application. The Singlefile Form, processed by USA Funds, is preferred. However, the university accepts application forms from any other processor approved by the United States Department of Education
2. List the University of Oregon as one of the schools you might attend
3. Provide financial aid transcripts from every postsecondary school attended. The appropriate forms, available at any financial aid office, must be completed in part by the student and sent to each postsecondary institution previously attended. The transcript is completed in that school's financial aid office and returned to theUniversity of Oregon
4. Apply for admission to the UO

Deadlines

To be given priority consideration for the Perkins Loan, College Work-Study Program, and Supplemental Educational Opportunity Grant for all or part of any given academic year, the application information from an approved processor (and financial aid transcripts, if required) must be received by the Office of Student Financial Aid on or before March 1 prior to the academic year for which the student is applying. To meet this deadline, mail the Singlefile Form to USA Funds (or other approved application to the appropriate processor) in early February.

ELIGIBILITY

Financial aid eligibility for any student is the difference between the cost of education at the University of Oregon and the anticipated financial contribution of the student's family (a contribution from the student and parents if the student is a dependent; a contribution from 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. However, when a student's resources are less than the cost of education, every effort is made by the university to meet the difference with financial aid. The contribution from the student (and either parents or spouse when appropriate) is considered a part of resources in the computation of eligibility for aid.

Assessing Financial Aid Eligibility

The university uses a method prescribed by the United States Congress to determine what may be a reasonable contribution from the student and family toward the cost of the student's education. This system ensures that students receive consistent and equitable treatment. Financial aid counselors review unique circumstances for individuals.

The various kinds of financial contributions to a student's educational support may be summarized as follows:

Student Contribution. The student's anticipated contribution for living and educational expenses for the academic year is based on (a) income from the previous calendar year and (b) a percentage of any assets. The calculations do not include college work-study earnings. This contribution includes the following:

1. For dependent students the expected contribution is either a minimum of $900 ($700 for a first-year undergraduate) or a percentage of income minus taxes, whichever is larger
2. For independent students with no dependents, the expected contribution is either a percentage of income minus taxes and a standard maintenance allowance or a minimum of $1,200, whichever is larger
3. For independent students with dependents (this includes married couples with no children), the expected contribution is determined after making allowances to income for taxes and maintenance, based on family size and number of family members in college. Other allowances to income that may be considered are medical and dental expenses, employment expenses for a single

parent or working student and spouse, and elementary and secondary school tuition

Spouse's Contribution. For the academic year, the expected contribution from a spouse is a family contribution based on the income of the student and spouse for the previous calendar year. Allowances are made to income for taxes and maintenance based on family size and number of family members in college. Other allowances to income that may be considered are medical and dental expenses, employment expenses when both the student and spouse work, and elementary and secondary school tuition.

Parents' Contribution. Parental contributions for the academic year are based on parents' income for the previous calendar year and assets. Taken into consideration in estimating financial assistance from parents are such allowances as taxes, unusual medical and dental expenses, employment expenses for a single parent or two working parents, elementary and secondary school tuition, and minimum maintenance costs based on the number of family members. The number of family members in college is also considered.

FINANCIAL AID PACKAGES

After the student's financial aid eligibility has been established, the financial aid counselor determines the award based on the aid programs for which the student is eligible. The Office of Student Financial Aid attempts to meet each student's financial aid eligibility. When that becomes impossible because of limited funds, students are advised of other sources of financial aid.

Undergraduates

Pell Grants, university scholarships that are not from an academic department, State Need Grants or Cash Awards, and Athletic Grants-in-Aid are considered to be part of the student's financial aid package, although the Office of Student Financial Aid does not determine eligibility for these programs.

If it appears from the financial aid application that a student is eligible for a Pell Grant but has not submitted a Student Aid Report to the Office of Student Financial Aid, an estimate of the amount of the Pell Grant is included in the offer. When the Student Aid Report and any other necessary documents are filed, the financial aid package is revised to include the actual amount of the Pell Grant.

The Office of Student Financial Aid determines the student's eligibility for, and the amount of assistance the student may receive from, the Perkins Loan, the Stafford Loan, the Supplemental Educational Opportunity Grant, and College Work-Study programs.

A student may not receive assistance from the Pell Grant, Perkins Loan, Supplemental Educational Opportunity Grant, College Work-Study Program, State Need Grant or Cash Award, Stafford Loan, Supplemental Loan for Students, or Parent Loan for Undergraduate Students if:

1. The student is in default on any loan made from the Perkins or National Direct Student Loan Program or on a loan made, insured, or guaranteed under the Guaranteed Student or Stafford Loan, Supplemental Loan for Students, or Parent Loan for Undergraduate Students programs for attendance at any institution
2. The student owes a refund on grants previously received for attendance at any institution under Pell Grant, Supplemental Educational Opportunity Grant, or State Need Grant or Cash Award programs

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

A student may not receive student aid unless he has registered with the Selective Service, if required by law.

Financial aid offers are made in accordance with federal regulations and university policies as described below.

Perkins Loan. The amount is determined by a financial aid counselor and based on the student's financial aid eligibility. The maximums are $4,500 for the first two years and $9,000 total for undergraduate study.

Supplemental Educational Opportunity Grant (SEOG). This grant is awarded to students with exceptional need. The amount of the grant is determined by the financial aid counselor and is based on the student's financial aid eligibility.

College Work-Study Program (CWSP). The minimum and maximum amounts are established each year.

Stafford Loan. A recommended amount may be included in the financial aid package. The maximum amount is $2,625 a year for the first two years of undergraduate study; $4,000 a year for the remaining years of undergraduate study, up to a total of $17,250.

Graduate and Law Students

The Office of Student Financial Aid determines eligibility and the amount of assistance that may be received from the Perkins Loan, Stafford Loan, and the College Work-Study programs. Offers are made in accordance with federal regulations and certain university policies, as follows:

Perkins Loan. The maximum amount is established each year. The maximum for combined undergraduate and graduate loans is $18,000.

College Work-Study Program (CWSP). The minimum and maximum amounts are established each year.

Stafford Loan. A recommended amount may be included in the financial aid package. The maximum amount is $7,500 a year; $54,750 combined total for undergraduate and graduate study.

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

NOTIFICATION OF FINANCIAL AID

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

If aid is offered and accepted, the student (and spouse, if married) and the student's parents (if applicable) may be asked to provide the Office of Student Financial Aid with documents, such as income tax forms, to verify the information on the application.

Student applicants who are not eligible, receive a letter that suggests other sources of funds. If aid funds are depleted, applicants are notified by mail and informed of alternative sources of assistance.

Students should read the Offer of Financial Assistance and the instructions carefully. Acceptance must be returned to the Office of Student Financial Aid by the date specified on the document.

An explanation of revision and appeal policies and procedures is included with the Offer of Financial Assistance. 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 Congressional 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. Students are welcome to review them at any time during office hours.

Students may arrange to meet with a counselor to discuss eligibility and financial aid offers by calling the Office of Student Financial Aid at (503) 346-3221.

FINANCIAL AID PROGRAMS

To be eligible for certain financial aid programs that are dependent upon federal or state funding, the student must be a citizen of the United States or in the United States for other than a temporary purpose and with the intention of becoming a permanent resident. Under certain circumstances, students who are citizens of the Marshall Islands or the Federated States of Micronesia may continue receiving some types of financial aid from the federal programs listed below. This is an eligibility standard for the Pell Grant, the Supplemental Educational Opportunity Grant, the College Work-Study Program, the Perkins Loan, the Stafford Loan, the Supplemental Loan for Students, the Parent Loan for Undergraduate Students, and the State Need Grant and Cash Award, all of which are described below.

Pell Grant

This program provides grants (funds that do not require repayment) to eligible undergraduates.

To be eligible for a Pell Grant, a student must be admitted to the university in a program leading to a degree and enrolled in good standing for a minimum of 6 credits a term (half time).

Pell Grant eligibility for new recipients is limited to five academic years for students in four-year programs and six academic years for stu-

dents in programs requiring more than four years.

The award amount for any student is determined by the student's Pell Grant Index and allowable educational expenses. The grant is reduced proportionately if the student is enrolled less than full time (12 credits a term).

The Pell Grant program determines eligibility on the basis of the student's or parents' income and assets. The university disburses the money.

To apply for a Pell Grant students can use the Singlefile Form, the Application for Student Financial Aid, or any other form approved by the United States Department of Education.

Applications are available in the Office of Student Financial Aid. Students are sent a Student Aid Report stating whether or not they are eligible. To receive the grant, eligible students must send all pages of the Student Aid Report and any other required documents to the Office of Student Financial Aid.

Supplemental Educational Opportunity Grant (SEOG)

Supplemental grants, which do not need to be repaid, are for undergraduates with exceptional need. To be eligible, a student must be admitted to the university in a program leading to a degree and enrolled in good standing at least half time (6 credits a term). The limitations on an SEOG are a minimum of $100 and a maximum of $4,000 an academic year.

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

College Work-Study Program (CWSP)

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

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

University departments and offices and off-campus agencies that are nonprofit and perform services in the public interest list available jobs with the Student Employment Office, Room 12, Hendricks Hall. Funds are deposited with the university by the federal government to pay a portion of the student wages; the remainder is paid by the employer.

Carl D. Perkins Loan

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

The amount a student may borrow is determined by a financial aid counselor and based on the student's financial aid eligibility. The maximums that may be loaned are $4,500 for the first two years of undergraduate study, $9,000 for undergraduate study, $18,000 combined total for both undergraduate and graduate study.

Repayment of a Perkins Loan begins nine months after the student ceases to be enrolled at least half time. The minimum repayment is $30 a month or $90 a quarter. The university bills quarterly throughout the year. The maximum repayment period is ten years. However, the actual amount of payments and the length of the repayment period depend upon the size of the debt. Interest is charged during the repayment period at the rate of 5 percent a year on the unpaid balance.

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

A borrower of a Perkins Loan may be eligible for other deferments for periods up to three years. For information about deferments contact the Perkins Loan Office, Office of Business Affairs, 113 Oregon Hall, Eugene OR 97403; telephone (503) 346-3071.

Repayment of a Perkins Loan may be canceled, in full or in part, if the borrower is teaching full time in designated low-income schools or teaching handicapped children full time in a public or other nonprofit elementary or secondary school or in a preschool program under the Head Start Act, if the borrower is a member of the United States Armed Forces in an area of hostilities or a member of the Peace Corps (effective July 1, 1987, for new borrowers), if the borrower has a permanent and total disability, or if the borrower dies.

Information about cancellation provisions is available in the Office of Business Affairs.

Public Law 95-598 generally prohibits student-loan borrowers from the routine discharge of their debts by declaring bankruptcy within five years after the repayment period begins.

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

Stafford Loan

The federal Stafford Loan Program makes funds available through eligible lending institutions. Students must demonstrate need to qualify for a Stafford Loan. All applicants must complete a financial aid application in addition to the Stafford Loan application. Students must be enrolled in good standing at least half time or have been accepted for admission to a program leading to a degree or certificate.

The university determines the amount the student may borrow. Other resources received after the loan is approved are considered and may result in an adjustment to the loan. The maximums are $2,625 an academic year for the first two years, $4,000 an academic year for the remaining years of undergraduate study, up to a total of $17,250; $7,500 an academic year for graduates, $54,750 combined total for both undergraduate and graduate study.

Repayment begins six months following graduation or termination of at least half-time enrollment. Borrowers are charged 8 percent interest per year for the first four years of repayment and 10 percent per year on the unpaid balance beginning the fifth year of repayment.

Students who have outstanding loans at 7, 8, or 9 percent interest continue at these rates. The minimum monthly payment is $50. The maximum repayment period is ten years. However, the actual amount of payments and the length of the repayment period depend upon the size of the debt and the arrangements with the lender. The federal government pays the interest until repayment begins. Borrowers are assessed a 5 percent origination fee, to offset a portion of the federal interest contribution, in addition to an administrative fee for each loan.

Deferring Repayment. Repayment of a Stafford Loan that is not in default may be deferred if the borrower is enrolled full time at an eligible institution. Information about this and other deferments should be obtained from the lender. The Office of Student Financial Aid also has loan counseling materials to help students plan for repayment.

A Stafford Loan is canceled if the borrower dies or is totally and permanently disabled.

Applications for a Stafford Loan are sent to eligible students after the Office of Student Financial Aid recommends a Stafford Loan as part of the financial aid package. Students who are applying for a Stafford Loan from banks outside Oregon may be advised to obtain the applications from the appropriate lending institutions.

Processing these loans takes four to six weeks.

First-time Stafford Loan borrowers at the University of Oregon must receive preloan counseling. They receive their first loan funds thirty days after beginning their courses of study.

Supplemental Loan for Students (SLS) and Parent Loan for Undergraduate Students (PLUS)

These federal programs provide loans through eligible lending institutions to independent students and to parents of dependent undergraduate students. Students must be enrolled at least half time and be in good standing or have been accepted for admission to a program leading to a degree or certificate.

Independent students and parents of dependent undergraduate students may borrow a maximum of $4,000 a year or the school's estimated cost of attendance, minus any other financial aid the student may receive, for an aggregate total of $20,000. The annual amount a first-year undergraduate may borrow is limited if the student attends the university less than a full academic year.

The interest on the loans is variable, based on the one-year Treasury Bill rate plus 3.75 percent, not to exceed 12 percent per annum, with the first payment to be made within sixty days of the date of disbursement. The borrower is allowed at least five, but no more than ten, years to repay and must meet the federal minimum of $600 a year. However, the actual amount of payments and length of repayment period depend upon the size of the debt and arrangements with the lender.

These loans may be used to replace expected family contributions required in determining eligibility for other financial aid programs.

Deferring Repayment. Student borrowers may qualify for deferments of principal repayment for periods when the student borrower is in full-time study at a school participating in the program. More information about deferments should be obtained from the lender.

An SLS or PLUS loan is canceled if the borrower (and the borrower's cosigner) dies or becomes totally and permanently disabled.

To Apply for an SLS or PLUS loan: Applications used by Oregon and Washington banks for the Supplemental Loan for Students and Parent Loan for Undergraduate Students are available in the Office of Student Financial Aid. Addresses for obtaining forms from other lenders are also available in that office. In addition, the university requires completion of a separate supplemental form. Student applicants for an SLS must first complete a financial aid application to determine eligibility for a Pell Grant and a Stafford Loan. Borrowers are assessed an administrative fee for each application. Processing these loans takes four to six weeks.

First-time SLS borrowers at the University of Oregon must receive preloan counseling. They receive their first loan funds thirty days after beginning their courses of study.

Auxiliary Loans

These loans are privately funded and are not based on need, so no federal formula is applied to determine eligibility. However, the amount borrowed cannot exceed the cost of education minus other financial aid. The interest and terms of repayment are not as favorable as the Stafford Loan and the SLS and PLUS loans; therefore, eligibility for those loans should be considered first. More information is available in the Office of Student Financial Aid.

Consolidation Loans

Loan consolidation is a way of combining several loans into one loan when repayment begins. Monthly payments are lowered by extending the length of the repayment period. Students who consider this option should have a total educational indebtedness of $5,000 or more and have several lenders. The interest rate of a consolidation loan is the weighted average of the rates on the loans being consolidated but not less than 9 percent. Information about loan consolidation is available from the Office of Student Financial Aid or the lender.

Loan Repayment and Debt Management

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

State of Oregon Cash Awards and Need Grants

Cash Awards are made to resident undergraduates who demonstrate high potential for academic success based on high school grade point averages and scores on either the Scholastic Aptitude Test or the American College Test and who are also eligible for financial aid. The award amount for the 1990–91 academic year was $864.

Need Grants are awarded to eligible undergraduate Oregon residents who have also applied for Pell Grants. Grant amounts for the 1990–91 academic year ranged from $348 to $930.

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

To apply for a Need Grant or a Cash Award:

1. Complete a financial aid application
2. Mark the box indicating that information is to be sent to the U.S. Department of Education for determination of Pell Grant eligibility

The Oregon State Scholarship Commission determines eligibility and notifies the university. The funds, which are provided by the state and federal governments, are disbursed by the university.

ACADEMIC PROGRESS

Students receiving financial aid are required to maintain satisfactory academic progress toward the completion of their degree programs within a reasonable period of time as established by the university. A full-time undergraduate student must complete satisfactorily a minimum of 12 credits a term. A full-time graduate student must complete satisfactorily a minimum of 9 credits a term (or semester, for a law student).

Students may receive financial assistance as undergraduates only as long as the cumulative number of credits attained, including any transfer credits, is less than the number normally required for the completion of the bachelor's degree (186 credits for four-year programs; 220, 225, or 231 credits for five-year programs). Students wanting consideration for assistance beyond this limit must submit a petition to the Office of Student Financial Aid.

Information concerning monitoring academic progress and handling any deficiencies is provided to each student who is offered financial assistance from federal and state programs.

SCHOLARSHIPS

Scholarships Awarded by a Department or School

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

Graduate assistantships and fellowships, which include a tuition waiver and a monthly salary, are offered to outstanding graduate students by many departments. The College of Arts and Sciences annually solicits and screens applicants for Rhodes, Marshall, and Mellon graduate fellowships.

Scholarships Awarded through the Office of Student Financial Aid

This is a group of university-wide scholarships not attached to a particular department or school. All of these scholarships require academic achievement (merit), and most require financial need. Less money is available for merit-only scholarships than for need-based scholarships. All scholarships administered by the Office of Student Financial Aid are governed by the University Scholarship Committee, whose members are from the faculty and from the student body. This committee reviews and formulates policies and evaluates the applicant's academic qualifications; the Office of Student Financial Aid determines the student's financial eligibility.

A single application form is used for all the scholarships in this group. Application and recommendation forms are available in the Office of Student Financial Aid. The deadline for submitting a scholarship application and other necessary documents is February 1 for the following academic year.

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

The university acknowledges the existence of some sex-restricted scholarships established through wills and trusts. Many of the scholarships were created before the advent of federal regulations mandating equal provisions for men and women. Students are selected for scholarship awards on the basis of criteria other than sex. After a student has been identified as a potential recipient, the University Scholarship Committee awards scholarships from both sex-restrictive and nonrestrictive sources. If not enough scholarship money is available through nonrestrictive sources for members of one sex, the university is required either to obtain funds from other sources or to limit awards from the sex-restricted sources.

Presidential Scholarships

In 1983 the university established the Presidential Scholarship Program to recognize and reward outstanding Oregon high school graduates. Candidates are invited to apply for the scholarships. The University Scholarship Committee selects candidates to receive $2,000 scholarships for each of their four years at the university. Selection is based on academic achievement and leadership. To retain the scholarships for four years, recipients are expected to maintain a high level of academic performance at the university.

National Merit Scholarships

The University of Oregon is the only public institution in Oregon that sponsors the National Merit Scholarship program. Several four-year scholarships, ranging from $500 to $2,000 an academic year, are awarded. Interested high school students should consult their high school counselors and arrange to take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifications Test (PSAT/NMSQT) in their junior year. This test is usually offered during October.

UO LOAN FUND

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

Each year the fund has increased from interest on loans or investments of available cash. The fund is composed of two basic categories, short-term and long-term loans.

Short-Term Loans

Under the Short-Term Loan program, a maximum of $200 may be borrowed for thirty to ninety days. A small service charge is assessed on the loans.

Borrowers must meet the following eligibility requirements:

1. Enrolled at least half time (6 credits, undergraduate; 5 credits, graduate)
2. No other outstanding short-term loan
3. No current or past delinquent university accounts

A late charge is assessed if payment is not made by the due date. Interest at 1 percent a month accrues on any past-due balance.

Long-Term Loans

The Long-Term Loan program provides loans with graduated borrowing limits: $500 for freshmen and sophomores, $1,000 for juniors and seniors, $1,200 for graduate students. Two cosigners with good credit references are required. University of Oregon faculty members, staff members, and students are not eligible to cosign. The maximum amount borrowed may not exceed $1,200.

Interest accrues at the rate of 9 percent annually on the unpaid principal balance. Loans are repayable in twenty-four equal monthly installments. The initial payment is due the first day of the fourth month after the borrower ceases to be enrolled half time at the University of Oregon.

A late charge of $5 is assessed on each installment not paid by the due date. A $25 service charge is assessed.

Available Loans

Donations and bequests have been made for use as loans to students; special restrictions apply in some instances. Information on any of the listed funds is available in the Office of Student Financial Aid.

Unrestricted Funds

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

Alice Wrisley and Adelaide Church
A. P. McKinley Student Loan Fund
Associated Women Students
Benjamin Reed Estate
Bruce and Emma Brundage Short-Term Loan
Carson IV 1967–68
Catherine C. Fleming Fund
Charles A. Howard
Charles C. Rikhoff, Jr. Student Loan Fund
Class of 1911
Class of 1931
Class of 1932
Class of 1933
Class of 1934
Class of 1940 Endowment
Class of 1941 Endowment Fund
Class of 1942 Endowment Fund
David Turtledove Memorial
Day Churchman Memorial Student Loan Fund
Dean's Discretionary Fund
Disadvantaged Student Fund
Elizabeth Dudley Whitten Memorial
Eugene Fortnightly Club
Eugene Women's Choral Club Loan Fund
Eulalie Crosby Barnett Loan Fund
George C. Widmer Fund
Ida Lakin Bear Estate
Ida Stauffer Bequest
J. A. Murray Bequest
Joseph and George Widmer Fund
Lane Trust Loan Fund
Leullia Potts Estate
Loran (Moser) Meidinger Fund
Lucille Gunderson Memorial Student Loan Fund
Mary Ellen Showers Harris
Mary P. Spiller
McDowell-Catt Loan Foundation
Norman Oswald Memorial
Patroness Loan Fund of Mu Phi Epsilon
Pi Lambda Theta
Richard C. Nelson Memorial
Robert Bailey Memorial Endowment
Rose E. Buchman Memorial Loan Fund
Rose M. Hollenbeck Loan Fund
Schroff Art Students
Selling Emergency Loan Fund
University of Oregon Foundation
University of Oregon Mothers Endowment Grant and Loan Fund
Women's League Loan Fund

Restricted Funds

Funds with special restrictions are described below.

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

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

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

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

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

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

College of Business Administration. European Exchange Program. Advance to United Student Aid Fund, which provides additional loan funds at a ratio of 12.5 to one. Interest rate is 7 percent. Arrangements for repayment must be made within three months after graduation. First monthly payment is due on the first day of the eleventh month after leaving school.

Coos Bay-North Bend Rotary Scholarship Fund. General fund available for short- or long-term loans in priority sequence of (1) 4-H scholarship students from Coos Bay, North Bend, or Coos River; (2) other students from Coos Bay, North Bend, or Coos River high schools; and (3) any worthy student.

Dad's Club. Advance to United Student Aid Fund, which provides additional loan funds at a ratio of 12.5 to one. Interest rate is 7 percent. Arrangements for repayment must be made within three months after graduation. First monthly payment is due on the first day of the eleventh month after leaving school.

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

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

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

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

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

Fred and Elva Cuthbert Fund. Loans are to be issued to married students in the fourth, fifth, or graduate year as majors in architecture or in fine and applied arts. No cosigners are required. No loan exceeds $200, repayable within one year from the date of issue, and interest free if paid in four months from the date issued. After the first four-month period, the interest is 3 percent. Loans must be approved by the dean of the School of Architecture and Allied Arts.

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

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

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

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

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

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

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

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

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

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

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

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

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

Minnie A. Morden Loan Fund. Loans to aid students who have completed their first two years of premedicine and who intend to specialize in internal medicine. Loans issued in accordance with university loan policy.

Miscellaneous Emergency. Loans not to exceed one year; interest at the same rate as charged on long-term student loans.

***Oregon Journal* Fund.** Long-term loans for students enrolled in the School of Journalism with a GPA of at least 2.50. Borrowers are to be recommended by the dean of the School of Journalism. No interest charges while enrolled at the University of Oregon and no interest for two years after leaving the university. If any portion of the loan remains unpaid two years after a student leaves the university, the loan balance bears interest at the standard student loan rate of 6 percent.

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

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

Phi Beta Alumnae Fund. Loans to students majoring in music, rhetoric and communication, or theater arts.

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

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

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

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

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

University of Oregon School of Law. Advance to United Student Aid Fund, which provides additional loan funds at the ratio of 12.5 to one. Interest rate is 7 percent. Arrangements for repayment must be made within three months after graduation. First monthly payment is due on the first day of the eleventh month after leaving school.

STUDENT EMPLOYMENT

12 Hendricks Hall
Telephone (503) 346-3214
Leslie B. Wright, Coordinator

A majority of UO students are employed in part-time work. The following information is intended to help students looking for employment either on campus or in the community.

The Student Employment office helps university students find part-time work. No fee is charged. Students who want employment should visit this office upon arrival at the university and after determining class schedules. Openings in the community are usually available in the areas of child care, gardening, restaurants, and office work. Some jobs are continuing; others are limited to specific projects. University students enjoy a well-deserved reputation with Eugene-Springfield employers as reliable, dependable, hard working, and intelligent employees. Consequently, many positions are called in every day.

The College Work-Study Program is limited to students who have applied for financial aid and been awarded work-study certification. Available work-study jobs are posted in Room 12, Hendricks Hall.

Summer Employment. Student Employment runs a Summer Employment Program with a computerized referral system. Registrants are notified of career-related opportunities and campus interviews. Orientation sessions for the summer program are held twice a week from mid-October to mid-March. The session covers job-search strategies, resources, résumé preparation, and interview techniques.

Listed below are some sources for possible on-campus employment for international students and nonwork-study students:

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

Library. Applicants should go to the library personnel office in Room 112, Knight Library.

Physical Plant. Students who want custodial or grounds maintenance work should inquire at the Student Employment office, Room 12, Hendricks Hall.

Residence Hall. Food service and resident assistant positions are available. Residence hall students are given priority for these positions. Students interested in part-time food service positions should consult residence hall food supervisors upon arrival on campus.

The resident assistant positions provide room and board in exchange for residence hall counseling and administrative responsibilities. Appointments are generally made by the end of April for the following school year. Interested students should apply directly to University Housing, Walton Hall.

Student Union. Various jobs, including food service, are available in the Erb Memorial Union (EMU). Inquiries should be sent to the personnel clerk, Erb Memorial Union.

STUDENT HOUSING

Walton Hall
Telephone (503) 346-4277
Michael Eyster, Director
University Housing

University of Oregon students may choose their own living arrangements from a variety of accommodations provided by the university and the community. Students living in the residence halls and other university-owned housing are expected to adhere to regulations established by University Housing and the university Code of Student Conduct. In all living arrangements, the university expects students to conduct themselves with the same respect for the comfort and property of others, the payment of financial obligations, and the general responsibility for order that is required of all people living in the community.

The information that follows describes university-owned housing and procedures for making reservations. One section is devoted to private rentals.

RESIDENCE HALLS

The university maintains seven residence hall complexes, which house approximately 3,000 students. The five main campus complexes are Bean, Carson, Earl, Hamilton, and Walton. The University Inn and Riley Hall are five blocks west of the campus. Most halls house freshmen and upper-division students together. Multiple-occupancy rooms are available in all halls. A limited number of single rooms is available. Some living areas in the University Inn are segregated by sex. Most halls are coeducational and have floors reserved alternately for men and women. Some halls are reserved for one sex only. Special-interest halls house students interested in academic pursuit, creative arts, outdoor pursuits, international studies, music, cross-cultural programs, and health and fitness. One of the health and fitness halls allows no smoking or possession of alcohol.

Residence Hall Facilities and Services

The residence halls provide nineteen meals a week except during vacations. Common areas contain color television, table tennis, vending machines, computer terminals; basketball standards, tennis courts; coin-operated washers, free dryers, and ironing boards; locked storage space for luggage. Rooms are furnished with bed linens and pillows, telephones, carpeting, draperies, desk lamps, study chairs, wastebaskets, and, in single rooms, swivel chairs. Bunk beds and refrigerators are available at an extra charge. Reduced-rate evening and weekend long-distance telephone service is available from residence hall rooms through the university telephone system.

Residence Hall Costs

These charges are payable either at the beginning of the term or in two installments, the first at the beginning, the second at a fixed date during the term. Payments become delinquent after ten calendar days. A late fine of $15 is assessed for delinquent payments. If fees are not paid within fifteen days of the due date, university eviction and collection procedures are initiated.

Residence hall rates* for 1991–92 are listed below.

	Multiple Room and Board	*Single Room and Board*
Fall	$1,376	$1,789
Winter	918	1,193
Spring	765	994
Total	$3,059	$3,976

The University Inn, at 1000 Patterson Street, offers additional services and private baths for the following rates:

	Economy Multiple	*Economy Single*	*Large Single*
Fall	$1,789	$2,326	$2,416
Winter	1,193	1,550	1,610
Spring	994	1,292	1,342
Total	$3,976	$5,168	$5,368

*Not included is an annual $17 social fee for programs to be determined by the residents in each unit.

Reservations and Contracts

Reservation forms are available from University Housing. Reservations should be made as soon as possible, preferably with the application for admission. A reservation may be made at a later date, but the order in which room assignments are made is determined by the dates applications are received.

The residence hall application form must be accompanied by a $50 deposit. Address inquiries to University Housing, University of Oregon, Eugene OR 97403.

Cancellations. Cancellations of reservations must be received in writing at University Housing no later than September 1 for fall term, December 1 for winter term, or March 1 for spring term. For cancellations that meet these deadlines, $35 of the $50 deposit is refunded; $15 of the deposit is retained as a processing fee. If notification of cancellation is received after the deadlines, the entire $50 deposit is forfeited.

Contracts. Residents are required to sign a contract—the terms and conditions of occupancy—which explains rights, privileges, and responsibilities of residence hall occupancy. These terms are based on consideration for other residents, health and safety standards, and compliance with established laws and the university Code of Student Conduct. Failure to comply with the terms and conditions of occupancy may lead to eviction.

Rooms are available only to those who agree to room and board in a residence hall throughout the fall-through-spring school year. (See summer session below.) However, while remaining in the university, a student may be released from a contract by providing a satisfactory replacement or by the payment of $1 a day for the remaining days in the school year; in either case, the $50 deposit is forfeited. Students who withdraw from the university are released from their contracts, and the deposit, minus damages, is refunded.

Refund Policy. Charges for room and board are made for a full term. For students who withdraw from the residence hall and the university up to ten days before the end of the term, any unearned room and board payments are refunded according to an established schedule available at University Housing. Board charges during an absence from Eugene of ten or more consecutive full days are refunded at the rate of $2 a day.

Vacations. There is no food service during vacation breaks. Students may remain in their rooms during Thanksgiving vacation at no charge. Students who stay on during winter and spring vacations may be moved to one central unit and are charged an additional fee (winter, $50; spring, $25).

Summer Session. Summer session students may choose seven- or five-day board. A contract for both room and board is required for main-campus residence halls. A contract for room only is available at the University Inn.

During summer, residence hall facilities are available to married couples at the standard double room and board rate for each person. In addition, housing and food services are available to workshop and conference groups. Address inquiries to University Housing, University of Oregon, Eugene OR 97403.

FAMILY HOUSING

University Apartments

University-owned apartment housing is available to married students with or without children and to single students with children. Single parents may have one adult share the facility.

Westmoreland, three miles from campus, consists of 404 one- and two-bedroom furnished apartments. Rent is $128 and $157 a month (subject to change) and includes water and garbage-hauling service. The apartments have electric heat and appliances. The grounds are landscaped and maintained. There is city bus service to campus. An elementary school and shopping areas are nearby.

Amazon, an older complex within walking distance of campus, has 244 unfurnished two-bedroom apartments. Rent is $138 a month (subject to change) and includes water and garbage-hauling service. Appliances can be removed if residents have their own. Schools and parks are nearby. Parking at Amazon and Westmoreland is limited.

A $50 security deposit and the first month's rent are required for Amazon and Westmoreland housing at the time of assignment.

Eligibility. To be eligible for family housing, students must be enrolled for a minimum of course work: graduate students, 9 credits; undergraduates, 12 credits. Exceptions may be requested by petition.

All assignments are based on class level; graduate students have first priority and undergraduates next priority. Date of application is used to assign each priority classification. Established guidelines ensure that financial means are taken into account. Assignment is possible during the school year.

Occupancy is restricted to members of an immediate family, and the following maximums are allowed in resident occupancy: one-bedroom apartments allow two adults and one

child under the age of one year; two-bedroom apartments allow two adults, two children over the age of one year, and one child under the age of one year.

East Campus Housing

The university also owns more than 100 houses in a four-block area east of the campus. These units are rented by University Housing to student families according to a lottery conducted about six weeks before the beginning of each term. Rental vacancies are filled from a limited waiting list. Pets are permitted in most units. Rental is contracted by the term and currently includes a $70 security deposit.

All rental rates are subject to change by the Oregon State Board of Higher Education; the board reserves the right to increase charges during the fiscal year if actual expenses of housing operations exceed budgeted expenses. Address inquiries to University Housing, University of Oregon, Eugene OR 97403.

AFFILIATED HOUSING

Fraternities and Sororities

Information about fraternities and sororities affiliated with the university is available from the Office of Student Development, 364 Oregon Hall; telephone (503) 346-3216.

Fraternities and sororities are more than just a housing option at the University of Oregon. They are concerned with the cultural, social, and academic growth of their members, as evidenced by programs that encourage community service, campus involvement and interaction with the faculty. The small-group atmosphere encourages cooperation among members, providing living and learning opportunities for the individual. The Greek-letter houses also have functions such as formal get-togethers, dances, philanthropic projects, parents' weekends, Greek Week, and activities with other fraternities and sororities.

The individually owned and operated houses provide a comfortable and homelike atmosphere at costs comparable to those charged in residence halls. Meals are cooked and served family style in each house. Quiet sleep and study areas are maintained along with living and recreational areas. Room and board costs and social fees vary from house to house, but yearly sorority costs average $2,800. In addition, there are some one-time fees the first year. Members may pay monthly or quarterly.

Membership selection is known as "rush," which includes house visits. Rush takes place during the week before classes start in the fall. This gives new students a chance to get acquainted and meet members of each of the fraternities and sororities. Students planning to participate in rush should call or write the Interfraternity Council (men) or Panhellenic Council (women) in Suite 5, Erb Memorial Union; telephone (503) 346-3701 or -3888, or call the Office of Student Development; telephone (503) 346-3216. Students who do not participate in fall rush may join a sorority or fraternity at other times of the year through informal rush.

Sororities at the university are Alpha Chi Omega, Alpha Phi, Chi Omega, Delta Delta Delta, Delta Gamma, Delta Zeta, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, Pi Beta Phi, Kappa Delta, and Sigma Kappa. All sororities at the UO have resident house directors.

Active fraternities are Alpha Tau Omega, Beta Theta Pi, Chi Psi, Delta Tau Delta, Delta Upsilon, Kappa Sigma, Lambda Chi Alpha, Phi Delta Theta, Phi Gamma Delta, Phi Kappa Psi, Sigma Alpha Epsilon, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, Tau Kappa Epsilon, Theta Chi, and Pi Kappa Alpha colony. Six fraternities—Alpha Tau Omega, Beta Theta Pi, Kappa Sigma, Sigma Alpha Epsilon, Sigma Phi Epsilon, and Theta Chi—either have part-time resident directors or plan to hire them.

Nonuniversity Housing

The Rental Information Office provides a free service to help students who are interested in renting a place off campus. Listings of houses, duplexes, apartments, studios, quads, rooms and roommates, and cooperatives are posted on bulletin boards outside Suite 5 of the Erb Memorial Union (EMU). In addition to the referral service, the Rental Information Office has available, free of charge, model rental agreements, inventory and condition reports, copies of the *Renter's Handbook*, and a courtesy telephone. Following are a variety of off-campus housing situations to consider.

Houses and Duplexes. This type of housing is probably the most difficult to find, especially near campus. Rents range from $200 to $700, depending on the number of bedrooms and proximity to campus.

Apartments. Apartments located close to campus typically have higher rental rates than those in the outlying areas of Eugene-Springfield. Following are average monthly rental rates for area apartments: one-bedroom, $195–350, two-bedroom, $250–500; and three-bedroom, $375 or more. Many of these apartments require nine- to twelve-month leases, refundable cleaning deposits or nonrefundable fees, or security deposits. Many do not allow pets.

Studios and Quads. A studio is a single-room apartment with private kitchen and bath facilities. Rents for studio apartments range from $185 to $350 a month. A quad is a single sleeping room with kitchen facilities shared with three other units. A quad may have either a private or a shared bathroom. Rent ranges from $160 to $250 a month during the fall-through-spring academic year, with reduced rates during the summer.

Rooms and Roommates. The most popular style of off-campus living is shared housing. Some students rent large apartments or houses and then rent out rooms or look for roommates. Many private homes offer rooms for rent. Shared housing costs anywhere from $110 to $250 a month. Apartment availability and rates are subject to ever-changing market conditions. Students should contact the Rental Information Office a few months before they intend to arrive to get up-to-date information and advice about the rental situation in Eugene-Springfield.

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

Landlord-Tenant Agreements. The Rental Information Office helps students fill out inventory and condition reports, which describe the exact state of the dwelling and contents when the tenant moves both in and out. This report helps ensure fair return of the deposit so that neither the tenant nor the landlord feels cheated. Also available is a handbook for renters and landlords that contains general information, explanations of the Oregon landlord-tenant laws, advice to tenants, and model forms to start a landlord-tenant relationship.

Inquire at the Rental Information Office for more advice on deposits, written leases, inventory and condition reports, or any problem that may arise between student tenant and landlord. For more information call the office at (503) 346-3731, stop by Suite 5 on the ground floor of the EMU, or write to Rental Information Office, Suite 5, Erb Memorial Union, University of Oregon, Eugene OR 97403.

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ACADEMIC AND CAREER PLANNING

ADVISING

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

The importance of program planning cannot be overemphasized. A sound academic program usually shows growing intellectual maturation and sharpening of focus. A poorly planned program demonstrates the lack of clear direction and may appear to be only a collection of randomly assembled, unrelated courses.

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

All students with declared majors are assigned to faculty advisers within their departments. The Office of Academic Advising and Student Services coordinates advising of students who have not declared majors, classified as arts and sciences premajors, and of those interested in law and the health professions.

The Career Planning and Placement Service plays an important role in the planning process.

General Principles in Program Planning

1. To earn a degree in four years (twelve terms), students should average 15 or 16 credits a term. In planning a term's studies, students should anticipate that each credit taken requires at least three hours each week for class meetings and homework. A 15-credit course load requires a student to invest about forty-five hours a week
2. Each term's schedule should be planned to include the university bachelor's degree requirements (see the **Registration and Academic Policies** section of this bulletin) and requirements of the major. Major requirements are listed in this bulletin under the academic department headings (see **Contents**). Students who have not selected their majors should spend some time exploring possible majors
3. Students should read the course descriptions in this bulletin and the notes in the schedule of classes to learn course pre- or corequisites. Meeting prerequisites for courses is the student's responsibility
4. Many university major disciplines and courses require competence in mathematics. It is also required for the bachelor of science degree. Mathematics should be started in the freshman year
5. A foreign language, whether required (as for the bachelor of arts degree) or elective, should also be started in the freshman year if possible. Students planning to study abroad on an international exchange program during the sophomore or junior year should achieve competence in a language early
6. Each student should prepare a four-year model program of courses to be taken at the university and discuss the program with the assigned departmental faculty adviser
7. New students might want to explore some special curricular offerings: Freshman Interest Groups, Freshman Seminars, the Clark Honors College, and departmental orientation courses. These courses and programs should be investigated early during the first year. Freshman Interest Groups and Freshman Seminars are described in the **Academic Advising and Student Services** section of this bulletin. For information about the Clark Honors College, see the **Honors College** section of this bulletin
8. It is sound planning to design a program that combines courses demanding extensive reading, daily exercises, laboratory work, and lengthy papers
9. Planning might also include the use of university resources for improving skills in reading, computation, note taking, test taking, and writing

Academic Majors, Minors, and Careers

All University of Oregon undergraduate students must complete at least one academic major to graduate. The major is an opportunity to learn a subject in depth. Faculty advisers in the respective departments are the best sources of information on majors.

Minors are additional ways to focus studies toward career and interest areas. Inquiries about minors should be directed to specific departments.

See **Academic Majors and Minors** at the front of this bulletin for tables of degree and certificate programs.

ESTABLISHING GOALS

Students who are career oriented in a narrow sense are often unaware of the distinctions made among the terms *employment, position, vocation, occupation,* and *career.* Resources in the Office of Academic Advising and Student Services and the Career Planning and Placement Service, as well as the entire academic experience at the university, are directed toward providing students with an understanding of these terms and their relation to educational planning.

A systematic approach to identifying educational and career goals and to selecting courses and college activities is outlined in *Focus Your Education.* Free copies are available at the Career Planning and Placement Service, 244 Hendricks Hall, and in the Office of Academic Advising and Student Services, 164 Oregon Hall.

Identifying a Career

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

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

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

Career and Life Planning (CPSY 199), a Special Studies course, helps students develop a career plan based on assessment of interests, values, and skills and application of various psychological theories about personal development.

Gathering Career Information

Career information resources include the following:

A career information area, in the Career Planning and Placement Service, has information on more than 40,000 career areas organized for easy exploration.

College to Career—Job-Finding Strategies (CPSY 199), a Special Studies course, discusses résumé writing, interview skill building, and information interviewing and job-search strategies. Workshops and seminars, offered by the Career Planning and Placement Service and by the Office of Academic Advising and Student Services, are for students in the exploratory stages of planning or in the final stages of preparation for work or graduate school.

Employer presentations are scheduled throughout the year. Representatives describe their company's organizational structure, product or services, entry-level requirements, and the characteristics sought in applicants. These presentations are listed in the *Oregon Daily Emerald* student newspaper.

Testing Career Decisions

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

Internships and practica are field-based experiences required of some majors and may be open to nonmajors as electives. Opportunities should be discussed with an academic adviser, with counselors at the Career Planning and Placement Service, or at the Office of Student Development internship program in 364 Oregon Hall.

Student organizations provide opportunities to develop career-related experiences such as interpersonal and organizational skills. Two hundred student organizations on the university campus serve a variety of interests.

Part-time or summer work or volunteer experiences, which provide information about possible careers, are another way of testing career decisions.

Calendar of Academic and Career Planning

Year in School	Academic Planning	Career Planning
Freshman and Sophomore Years Freshman: 0–44 credits Sophomore: 45–89 credits	Complete writing and at least half of group requirements. Decide on a major by the middle of the sophomore year; seek assistance as needed from Office of Academic Advising and Student Services. Note that some majors require more than two and one-half years of planned study. Consider taking some upper-division (300- and 400-level) course work during sophomore year. Pick up a free copy of *Focus Your Education* in 244 Hendricks Hall or 164 Oregon Hall. Pick up a transcript and progress report, prepared by the Office of the Registrar, in your major department (fall term, sophomores).	Obtain information about careers through career planning seminars, workshops, career alternatives class, and employer presentations. Discuss career options with major adviser and other faculty members. Examine career information related to the major by using career information resources at the Career Planning and Placement Service. Talk to family and friends about their professions and how they entered them. Enroll in Special Studies: Career-Life Planning (CPSY 199). Apply for summer work related to career goals (begin in December). Join curricular clubs.
Junior Year 90–134 credits	Pick up a transcript and progress report, prepared by the registrar's office, in major department (fall term). Consult with department adviser on progress in the major (fall term). Plan to take admission tests if expecting to apply to professional or graduate programs (spring term). Attend workshops sponsored by the Office of Academic Advising and Student Services on applying to professional and graduate programs (fall and spring terms). Consider other postgraduate options such as Fulbright grants and Rotaty scholarships. Consider completion of an academic minor or a double major.	Attend group presentations by companies to learn of entry-level positions. Attend Career Planning and Placement Service workshops or register for Special Studies: College to Career—Job-Finding Strategies (CPSY 199). Arrange an internship or practicum through major department, the Career Planning and Placement Service, or a professional organization. Interview individuals with jobs in anticipated careers and talk with instructors. Learn job search, résumé writing, and interview skills. Apply for summer work related to career goals. Begin establishing a file of letters of recommendation to support application for teaching employment or graduate school or both (begin in December). Visit the annual Career Fair.
Senior Year 135+ credits	Pick up a transcript and progress report, prepared by the registrar's office, in major department (fall term). Consult with department adviser on progress in the major (fall term). File for graduation during the second week of classes in the term preceding the term of anticipated graduation. Attend workshops sponsored by the Office of Academic Advising and Student Services on applying to professional and graduate programs (fall and spring terms).	Prepare résumé. Register for Special Studies: College to Career—Job-Finding Strategies (CPSY 199) (fall or winter term). Check with the Career Planning and Placement Service for current job listings and the campus interview schedule (fall term). Arrange interviews with organizations scheduled for Career Planning and Placement Service visits. Design and begin job search. Visit the annual Career Fair.

Placement Services

To assist students in career planning, the Career Planning and Placement Service offers job listings; workshops on job-search strategies, résumé writing, and interview skills; employer interviews, directories, and recruiting literature; and annual reports from a number of firms.



College of Arts and Sciences

114 Friendly Hall
Telephone (503) 346-3902
Risa I. Palm, Dean

The College of Arts and Sciences is the central academic division of the university. It enrolls a majority of UO students and provides a nucleus of basic courses in a wide variety of liberal arts and professional and preprofessional programs. Courses offered in the college include both those designed to satisfy general education requirements and those at a more advanced level for majors and graduate students in specialized fields. The fundamental academic mission of the college within the university is to supply a solid and broad general education: an introduction to social and intellectual history; basic training in quantitative, analytic, and communication skills; and an understanding of the nature and uses of critical thought. This strong liberal arts core is essential to the strength and excellence of the University of Oregon.

Liberal Education

The increasingly technological nature of our society makes this broad educational base increasingly important. The *Chronicle of Higher Education* has noted a "growing recognition that a solid foundation of liberal learning . . . is an essential part of all undergraduate education." Even for students planning to move on to specialized postgraduate careers, the fundamental tools developed in such a general program constitute preparation for a lifetime of work and growth, in which the particular demands of specific jobs require constant re-education in new or changing fields. Law and medical schools are placing increasing emphasis on the broad preparation of their applicants. Job recruiters from a variety of business and technical fields also pay special attention to evidence that candidates have the capacity to learn and grow, that they have acquired skills that will be adaptable to new professional challenges in the future. For this reason, students should particularly seek out courses with strong emphasis on reading, writing, and the analysis of various kinds of ideas and data; courses that stress computational skills; and courses providing a basic introduction to computing and statistics. Whatever the student's major or career plans, such training is valuable and often proves crucial to success in other areas of university work. It is essential, then, for a student to enroll in such courses before entering more advanced courses that assume mastery of mathematical and verbal skills as a prerequisite.

The College of Arts and Sciences urges students, in close consultation with their advisers, to develop academic programs that maintain a balance between general preparation and more specific personal career goals. Careful consideration is required in choosing courses to satisfy the university's general education group requirements and in choosing courses that satisfy the more specialized requirements of the student's academic major. A well-planned program does not meet those requirements arbitrarily; it identifies the courses that both satisfy requirements and address the student's individual needs—career possibilities, areas of academic strength and weakness. To plan a meaningful program, a student must ask fundamental questions: "Who am I? Who do I want to be?" Careful program planning begins a lifelong process of discovery and development.

Departments and Programs

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The instructional departments of the college include anthropology, biology, chemistry, classics, computer and information science, East Asian languages and literatures, economics, English, geography, geological sciences, Germanic languages and literatures, history, linguistics, mathematics, philosophy, physics, political science, psychology, religious studies, Romance languages, Russian, sociology, and speech.

The college supports numerous interdisciplinary and special programs: arts and letters, Asian studies, Australian studies, Canadian studies, comparative literature, environmental studies, folklore and ethnic studies, humanities, international studies, general science, Latin American studies, medieval studies, neuroscience, Pacific Islands studies, peace studies, Russian and East European studies, Scandinavian studies, Southeast Asian studies, statistics, and women's studies. A program in American studies is inactive.

Preparatory programs for careers in dental hygiene, dentistry, engineering, medical technology, medicine, nuclear medical technology, nursing, pharmacy, and veterinary medicine are available through the science departments of the college. For information about these and other preparatory programs—in law, library science, social work, and for the master of business administration—see the **Preparatory Programs** section of this bulletin. Western Interstate Commission for Higher Education (WICHE) programs in physical and occupational therapy, optometry, and podiatry are also described in that section.

Minor programs have been developed in many areas within the college. A student might profit by completing a minor in a discipline that complements his or her major; some minor programs offer a student whose major is in the College of Arts and Sciences the opportunity to gain expertise in one of the professional schools.

Journals

The College of Arts and Sciences cooperates in the publication of two journals at the university. *Comparative Literature* provides a distinguished forum for scholars studying literature from an international point of view. It has been published quarterly since 1949.

Northwest Review is devoted to creative writing, art, criticism, and commentary. It seeks contributions of variety and substance from throughout the country, especially from the Northwest. It has been published three times a year for the past thirty-two years.

Arts and Sciences Premajors

Students who have declared a major, or who consider themselves premajors within a particular field, plan their programs with advisers in those major departments. Students should choose their majors by the middle of their sophomore year. A majority of entering freshmen—and some students at more advanced stages—have not decided on a major or even the general direction of their future academic work. Such students—officially termed arts and sciences premajors—are assigned academic advisers through the Office of Academic Advising and Student Services, which also assigns them to special advisers from various departments in the College of Arts and Sciences.

Sample Programs

The sample programs on the next few pages are designed for arts and sciences and other premajor students. They are not definitive and should be supplemented through discussions with an official adviser. They do provide general guidelines for students anticipating that their major field will be chosen from one of the three main areas represented in the College of Arts and Sciences (arts and letters, social science, and science) or from one of the professional schools supplying sample programs. They are constructed to ensure that after two years a student will have completed most university requirements (including the foreign language requirement for the bachelor of arts degree and the mathematics requirement for the bachelor of science degree) and will be in a position to spend the junior and senior years doing work in a major and in related upper-division courses. For more specific advice, students are urged to consult the requirements of individual departments and schools as outlined in this bulletin and to seek out faculty advisers. These sample programs provide a good introduction to the program-planning process and can help make meetings with a faculty adviser more productive.

Sample Programs: Arts and Sciences

Each degree in the College of Arts and Sciences requires three stand-alone courses and one three-term cluster—an approved set of three interrelated courses taken outside the major department—in each of three basic groups: arts and letters (A&L), social science (SS), and science (S). Group-satisfying courses and clusters are listed in the **Registration and Academic Policies** section of this bulletin under Group Requirements.

The B.A. degree requires proficiency in a foreign language. The B.S. degree requires proficiency in mathematics.

Bachelor of Arts in an Arts and Letters Discipline

	Fall	Winter	Spring	Remarks
Freshman Year	College Composition I (WR 121) Foreign language A&L cluster course SS cluster course Electives in mathematics, computer science, or science	Elective Foreign language A&L cluster course SS cluster course Electives in mathematics, computer science, or science	College Composition II (WR 122) Foreign language A&L cluster course SS cluster course Electives in mathematics, computer science, or science	Consider a freshman seminar First-year or higher Look for interrelated clusters e.g., World Literature (ENG 107,108,109) and Western Civilization (HIST 104,105,106) Possibly group satisfying
Sophomore Year	Foreign language S cluster course SS course Elective	Foreign language S cluster course SS course Elective	Foreign language S cluster course SS course Elective	Second-year or higher Choose some courses to help select a major

Bachelor of Science in a Social Science Discipline

Freshman Year	College Composition I (WR 121) SS cluster course Mathematics or computer science A&L cluster course Elective	Elective SS cluster course Mathematics or computer science A&L cluster course Elective	College Composition II (WR 122) SS cluster course Mathematics or computer science A&L cluster course Elective	Group-satisfying courses, e.g., the cluster Calculus for Business and Social Science I,II (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH 243) Consider a freshman seminar May be group satisfying
Sophomore Year	SS course S cluster course A&L course Elective	SS course S cluster course A&L course Elective	SS course S cluster course A&L course Elective	Choose some courses to help select a major

Bachelor of Science in a Science Discipline

Freshman Year	College Composition I (WR 121) Calculus I (MATH 251) S cluster course plus appropriate laboratory SS cluster course Elective	College Composition II (WR 122) Calculus II (MATH 252) S cluster course plus appropriate laboratory SS cluster course Elective	Elective Calculus III (MATH 253) or Introduction to Methods of Probability and Statistics (MATH 243) S cluster course plus appropriate laboratory SS cluster course Elective	Consider a freshman seminar A&L group-satisfying courses or a foreign language
Sophomore Year	Additional mathematics or computer science S group-satisfying course A&L cluster course SS group-satisfying course Elective	Additional marhematics or computer science S group-satisfying course A&L cluster course SS group-satisfying course Elective	Additional mathematics or computer science S group-satisfying course A&L cluster course SS group-satisfying course Elective	Choose some courses to help select a major

Sample Programs: Professional Schools and Colleges

Each degree in the College of Business Administration requires three stand-alone courses and one three-term cluster—an approved set of three interrelated courses taken outside the major department—in each of three basic groups: arts and letters (A&L), social science (SS), and science (S). Two clusters from different groups must be included. Group-satisfying courses and clusters are listed in the Group Requirements section of this bulletin

The B.A. degree requires proficiency in a foreign language. The B.S. degree requires proficiency in mathematics.

Possible Business Majors: Bachelor of Science

The following sample program fulfills the Conceptual Tools Core. A grade point average (GPA) of 2.75 is required for admission to major programs in the College of Business Administration. Potential majors should consult an adviser as early as possible and make formal application spring term.

	Fall	Winter	Spring	Remarks
Freshman Year	College Composition I (WR 121)	Elective	College Composition II (WR 122)	
	Mathematics	Mathematics	Mathematics	College Algebra (MATH 111), Calculus for Business and Social Science I,II (MATH 241, 242), Introduction to Methods of Probability and Statistics (MATH 243) beginning at appropriate level
	SS group-satisfying course	SS group-satisfying course	SS group-satisfying course	Sociology, psychology, or anthropology
	A&L cluster course	A&L cluster course	A&L cluster course	
	Fundamentals of Management (MGMT 201) or Environment of Business (BE 125)	Fundamentals of Speech Communication (RHCM 121) or Fundamentals of Public Speaking (RHCM 122)	Elective	
Sophomore Year	Mathematics	Mathematics or Introduction to Business Information Processing (CIS 131)	Mathematics or CIS 131	MATH 111, 241, 242, 243 beginning at appropriate level
	Introduction to Economic Analysis: Microeconomics (EC 201)	Introduction to Economic Analysis: Macroeconomics (EC 202)		
	Introduction to Law (BE 226)	Introduction to Accounting (ACTG 221)	Managerial Accounting (ACTG 260)	
	A&L group-satisfying course	A&L group-satisfying course	A&L group-satisfying course	
	S group-satisfying course	S group-satisfying course	S group-satisfying course	

Possible Journalism Majors: Bachelor of Science

Freshman Year	College Composition I (WR 121)	Elective	College Composition II (WR 122)	
	Mathematics or foreign language or both	Mathematics or foreign language or both	Mathematics or foreign language or both	College Algebra (MATH 111) recommended prior to EC 201
	Literature	Literature	Literature	A&L cluster
	History	History	History	Possible cluster. Three history courses required in journalism premajor
	Elective	Elective	Introduction to Economic Analysis: Microeconomics (EC 201)	Electives are for students taking either a foreign language or mathematics, not both. See **Journalism** section of this bulletin
Sophomore Year	Literature	Literature	Literature	Six literature courses required in journalism premajor
	Introduction to Economic Analysis: Macroeconomics (EC 202)	Economics elective	Elective	Three economics courses required in journalism premajor
	Mathematics or foreign language or both	Mathematics or foreign language or both	Mathematics or foreign language or both	
	Grammar for Journalists (J 101)	Elective	Elective	E.g., The Mass Media and Society (J 201), Information Gathering (J 202), Writing for the Media (J 203), Principles of Advertising (J 340)
	S group-satisfying course	S group-satisfying course	S group-satisfying course	May be a cluster

Architecture and Allied Arts: Bachelor's Degrees

The School of Architecture and Allied Arts (AAA) offers opportunities for study in the history, teaching, and practice of the arts as well as professional education in architecture; interior architecture; landscape architecture; and planning, public policy and management. Each AAA department has a distinctive character. Nonmajors are encouraged to enroll in the following courses: Introduction to Architecture (ARH 201), Introduction to Visual Arts (ARH 202), History of Western Art I,II,III (ARH 204, 205, 206), History of Indian Art (ARH 207), History of Chinese Art (ARH 208), History of Japanese Art (ARH 209), Drawing (ART 291), Basic Design (ART 295), Drawing and Modeling (ART 297); Ceramics (ARTC 255); Metalsmithing and Jewelry (ARTM 257); Painting (ARTP 290); Water Color (ART 292); Elementary Sculpture (ARTS 293); Weaving (ARTF 256); Survey of interior Design (IARC 204); Introduction to Landscape Architecture (LA 225).

All architecture and allied arts departments recommend a studio art course such as Drawing (ART 291) and at least one 200-level sequence in art history. Professional school degrees require three group-satisfying courses in each group—arts and letters (A&L), social science (SS), and science (S)--and an additional three courses in any one group or combination of groups. The twelve total courses must include two clusters in different groups.

Depending on the major, a student may earn a bachelor of architecture, bachelor of arts, bachelor of fine arts, bachelor of interior architecture, bachelor of landscape architecture, or bachelor of science degree. Potential majors are urged to meet with an AAA faculty member for program recommendations, advising, and information about admission policies for the various professional programs. Several departments have special advising sessions each term, and all students are welcome to attend.

Interest in Environmental Design
Architecture; Interior Architecture; Landscape Architecture; Planning, Public Policy and Management

	Fall	Winter	Spring	Remarks
Freshman Year	College Composition I (WR 121)	College Composition II (WR 122)	Elective	
	Introduction to Architecture (ARH 201)	Introduction to Visual Arts (ARH 202)		A&L cluster in spatial, two-dimensional, and plastic arts
	Introduction to Landscape Architecture (LA 225)	Survey of Interior Design (IARC 204)	Elective	
	S or mathematics or computer science	S or mathematics or computer science	S or mathematics or computer science	S cluster
	Drawing (ART 291)	Basic Design (ART 295)	Drawing (ART 291)	Or other studio courses
Sophomore Year	United States Politics (PS 201)	Understanding Landscapes (LA 260)	Design Content (ARCH 102)	Architecture premajors take PHYS 201, 202, 203
	SS cluster course	SS cluster course	SS cluster course	
	Mathematics or foreign language	Mathematics or foreign language	Mathematics or foreign language	
	Water Color (ARTP 292)	Water Color (ARTP 292)	Elective	Or other fine and applied arts studio courses
	Elective	Elective	Elective	

Interest in Art, Art Education, Art History, Fine and Applied Arts

Freshman Year	College Composition I (WR 121)	Elective	College Composition II (WR 122)	
	History of Western Art I (ARH 204)	History of Western Art II (ARH 205)	History of Western Art III (ARH 206)	Sequence in ancient, medieval, modern art history
	Foreign language	Foreign language	Foreign language	French or German recommended
	SS cluster course	SS cluster course	SS cluster course	
	Drawing (ART 291)	Basic Design (ART 295)	Drawing and Modeling (ARTS 297)	
Sophomore Year	History of Indian Art (ARH 207)	History of Chinese Art (ARH 208)	History of Japanese Art (ARH 209)	
	Foreign language	Foreign language	Foreign language	Possible cluster
	S course	S course	S course	Or other fine and applied arts studio courses
	Introduction to Landscape Architecture (LA 225)	Survery of Interior Design (IARC 204)		
	Elective	Elective	Elective	

AMERICAN STUDIES

The American Studies Program was suspended in June 1991. The bachelor of arts (B.A.) degree and undergraduate minor programs in American studies are inactive.

Questions about the operation of this program should be directed to George Rowe, Associate Dean for Undergraduate Studies, College of Arts and Sciences, University of Oregon, Eugene OR 97403.

AMERICAN STUDIES COURSES (AMS)

101, 102, 103 Introduction to American Studies (3,3,3) Not offered 1991–92.

196 Field Studies (1–2R) Not offered 1991–92.

198 Colloquium: [Term Subject] (1–2R) Not offered 1991–92.

199 Special Studies: [Term Subject] (1–3R) Not offered 1991–92.

200 Innovative Education: [Term Subject] (1–3R) Not offered 1991–92.

201, 202 American Life and Thought: [Term Subject] (3,3R) Not offered 1991–92.

301 Studies in American Culture: [Term Subject] (3R) Not offered 1991–92.

302 Studies in the American Experience: [Term Subject] (3R) Not offered 1991–92.

399 Special Studies: [Term Subject] (1–4R) Not offered 1991–92.

400 Innovative Education: [Term Subject] (1–3R) Not offered 1991–92.

401 Research (1–5R) Not offered 1991–92.

403 Thesis (1–5R) Not offered 1991–92.

405 Reading and Conference: [Term Subject] (1–5R) Not offered 1991–92.

406 Special Problems (1–21R) Not offered 1991–92.

407 Seminar: [Term Subject] (3R) Not offered 1991–92.

408/508 Colloquium: [Term Subject] (1–21R) Not offered 1991–92.

409 Supervised Tutoring: [Term Subject] (1–21R) Not offered 1991–92.

410/510 Experimental Course: [Term Subject] (1–4R) Not offered 1991–92.

ANTHROPOLOGY

308 Condon Hall
Telephone (503) 346-5102
Paul E. Simonds, Department Head

FACULTY

C. Melvin Aikens, professor (New World archaeology, Japanese prehistory). B.A., 1960, Utah; M.A., 1962, Ph.D., 1966, Chicago. (1968)

William S. Ayres, professor (Pacific archaeology, Old World prehistory). B.A., 1966, Wyoming; Ph.D., 1973, Tulane. (1976)

Aletta Biersack, associate professor (Pacific cultures). B.A., 1965, M.A., 1969, 1972, Ph.D., 1980, Michigan. (1982)

Richard P. Chaney, associate professor (cross-cultural methods, comparative epistemology). B.A., 1963, Ph.D., 1971, Indiana. (1968)

Samuel K. Coleman, assistant professor (cultural anthropology, cultural materialism, Japan). B.A., 1968, California, Santa Barbara; M.Phil., 1974, Ph.D., 1978, Columbia. (1989)

Vernon R. Dorjahn, professor (cultural anthropology, Africa). B.S., 1950, Northwestern; M.A., 1951, Wisconsin; Ph.D., 1954, Northwestern. (1956)

Don E. Dumond, professor (New World archaeology). B.A., 1949, New Mexico; M.A., 1957, Mexico City College; Ph.D., 1962, Oregon. (1962)

Jon M. Erlandson, visiting assistant professor (New World archaeology, coastal adaptations, California). B.A., 1980, M.A., 1983, Ph.D., 1988, California, Santa Barbara. (1990)

John R. Lukacs, professor (physical anthropology, paleoanthropology, dental evolution). A.B., 1969, M.A., 1970, Syracuse; Ph.D., 1977, Cornell. (1976)

Nancy M. Lutz, assistant professor (culture and linguistics of Indonesia). B.A., 1974, M.A., 1976, Ph.D., 1986, California, Berkeley. (1990)

Rufino Mauricio, research assistant (Pacific prehistory). B.A., 1979, M.A., 1982, Oregon. (1989)

Geraldine Moreno-Black, associate professor (physical anthropology, nutritional anthropology, human ecology). B.A., 1967, State University of New York, Buffalo; M.A., 1970, Arizona; Ph.D., 1974, Florida. (1974)

Madonna L. Moss, visiting assistant professor (prehistory of northwest coast of North America). B.A., 1976, William and Mary; M.A., 1982, Ph.D., 1989, California, Santa Barbara. (1990)

Carol T. Silverman, associate professor (folklore, eastern Europe). B.A., 1972, City College of New York; M.A., 1974, Ph.D., 1979, Pennsylvania. (1980)

Ann G. Simonds, assistant professor (ethnology, North America, ethnohistory). B.A., 1959, Ph.D., 1964, California, Berkeley. (1970)

Paul E. Simonds, professor (human evolution, primate behavior). B.A., 1954, M.A., 1959, Ph.D., 1963, California, Berkeley. (1962)

Philip D. Young, professor (social anthropology, rural development, Latin America). B.A., 1961, Ph.D., 1968, Illinois. On leave 1991–92. (1966)

Steadman Upham, professor (New World archaeology, prehistoric political and economic systems); vice-provost and dean, Graduate School. B.A., 1971, Redlands; M.A., 1977, Ph.D., 1980, Arizona State. (1990)

Adjunct and Courtesy

Jesse D. Jennings, adjunct professor (archaeology, anthropology, New World). B.A., 1929, Montezuma College; Ph.D., 1943, Chicago. (1982)

Song Nai Rhee, courtesy professor (Korean prehistory and culture). B.Th., 1958, Northwest Christian; M.A., 1960, Butler; Ph.D., 1973, Dropsie; Ph.D., 1984, Oregon. (1990)

Emeriti

Luther S. Cressman, professor emeritus (archaeology of western North America). A.B., 1918, Pennsylvania State; S.T.B., 1923, General Theological Seminary; M.A., 1923, Ph.D., 1925, Columbia. (1929)

Malcolm McFee, associate professor emetitus (cultural anthropology, North American Indians). B.A., 1956, San Jose State; M.A., 1958, Ph.D., 1962, Stanford. (1965)

Theodore Stern, professor emeritus (cultural anthropology, North American Indians, Southeast Asia). B.A., 1939, Bowdoin; A.M., 1941, Ph.D., 1948, Pennsylvania. (1948)

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

UNDERGRADUATE STUDIES

Anthropology is the study of human development and diversity. It includes social or cultural anthropology, physical anthropology, and prehistory. Courses offered by the Department of Anthropology provide a broad understanding of human nature and society for students in all fields as well as integrated programs for majors in anthropology. For students interested in foreign languages and international studies, anthropology offers broad comparative perspectives on non-Western and Third World cultures.

Preparation. High school students planning to major in anthropology should take two years of high school mathematics, preferably algebra, and some work in a modern foreign language, preferably German, Russian, French, or Spanish. They should also have a sound background in English.

Students transferring with two years of college work elsewhere should come with a year's work in social sciences, preferably anthropology. Introductory biology, introductory computer science, and the equivalent of two years of college instruction in one of the foreign languages listed above are helpful.

Careers. Graduates with bachelor's degrees in anthropology can find employment in all pursuits normally open to other graduates in the various liberal arts or as teachers of social studies in secondary schools. Anthropology provides a suitable background for positions with a variety of federal, state, and local agencies, especially in the general area of social action.

Students wanting to integrate training in social and cultural factors into a professional business career should investigate the College of Business Administration 3-2 program, which combines an undergraduate departmental major in the College of Arts and Sciences with a master's degree in business administration. Early planning is essential to meet the course requirements of this combined program.

Students seeking work as professional anthropologists should plan for advanced degrees in anthropology as well. Graduates with master's degrees may find work in government, community colleges, or museums. For university teaching and research careers, a Ph.D. degree is necessary.

Bachelor's Degree Requirements

The department offers work leading to the bachelor of arts (B.A.) and the bachelor of science (B.S.). Major requirements are the

same for both. Differences between the two degrees are explained under Requirements for Bachelor of Arts and Bachelor of Science in the **Registration and Academic Policies** section of this bulletin.

Cluster Requirement. New students entering the university must satisfy the cluster requirement for graduation. For details see Group Requirements in the **Registration and Academic Policies** section of this bulletin.

Major Requirements

1. 9 credits in introductory anthropology (100–299 level; ANTH 199 does not qualify)
2. 9 credits in physical anthropology at the 300–499 level
3. 9 credits in cultural anthropology at the 300–499 level
4. 9 credits in prehistory at the 300–499 level (ANTH 408, 446, 447, 448, 449 do not qualify)
5. Three elective courses (at least 9 credits) at the 300–499 level

Of the 45 credits required in anthropology, 36 must be graded. No more than 6 credits with the grade of D may be counted. To ensure a liberal education, the department strongly recommends that students limit their undergraduate work in anthropology to a maximum of 51 credits. Students planning to do graduate work are advised to complete two years of one or more foreign languages. Preparation in statistics and computer science is also desirable.

Sample Program

Major requirements may be met by the following schedule:

Freshman Year: Three courses in introductory anthropology, chosen from ANTH 101–108, 208, 210, 211, 215, 223, 230 (in any combination or order)

Sophomore Year: No prescribed anthropology courses; choose electives among ANTH 208, 210, 211, 215, 223, 230

Junior and Senior Years: 9 credits in cultural anthropology, ANTH 301, 302, 303, or ANTH 310–321, 411–434, or area sequences; 9 credits in physical anthropology, chosen from ANTH 360–366, 460–468; three courses in prehistory, chosen from ANTH 341–343, 440–445 (in any combination or order); three optional courses (at least 9 credits) at the 300–499 level

Honors

Application for graduation with honors must be made through the student's departmental adviser no later than winter term of the senior year.

Approval for graduation with honors is granted to a student who

1. Maintains at least a 4.00 grade point average (GPA) in anthropology and at least a 3.50 overall GPA *or*
2. Maintains at least a 3.75 GPA in anthropology and at least a 3.50 overall GPA and submits an acceptable honors thesis written under the guidance of a departmental faculty member serving as thesis adviser

Minor Requirements

The minor in anthropology is intended to complement the student's major. It can be individually tailored to student needs, in consultation with an anthropology adviser, within the following guidelines. The following credits are required:

1. 6 credits in introductory anthropology at the 100–299 level. Special Studies (ANTH 199) does not qualify
2. 18 credits in upper-division courses (300–499 level) in archaeology, physical anthropology, or sociocultural anthropology

Of the 24 credits required in anthropology, 18 must be graded; no more than 3 credits with the grade of D may be counted.

GRADUATE STUDIES

Three advanced degrees are offered in anthropology: the master of arts (M.A.), the master of science (M.S.), and the doctor of philosophy (Ph.D.). These degrees entail work in the following subfields: archaeology, cultural anthropology, anthropological linguistics, and physical anthropology. Graduate students must demonstrate competence in each of these subfields, ordinarily in work at the master's level. Consequently, the first year, and in some instances the first two years, of graduate study are devoted to achieving a broad foundation in anthropology. All graduate students in anthropology must take Comparative Research Methods (ANTH 684) during the first year of graduate study.

Master's Degree Requirements

Each master's degree requires a minimum of 45 credits of graduate work, of which at least 30 must be in anthropology, and the successful completion of special courses, or in some cases a special examination, in each of the four subfields of anthropology mentioned above. A master's degree paper is required, but a thesis is not.

To receive the M.A., the candidate must also demonstrate competence in one foreign language. There is no language requirement for the M.S., but the candidate for that degree must demonstrate proficiency in one special skill, such as statistics or computer science, approved by the department faculty.

There are no absolute requirements for admission to the master's degree program. A bachelor's degree in anthropology is helpful but by no means required. Admission is limited, however, and preference is given to those applicants with good overall academic records and high Graduate Record Examinations (GRE) scores who have had at least a solid beginning in anthropology, who have had some foreign language training, and who can demonstrate evidence of a sincere interest in the field. It typically takes two years to complete the program.

Ph.D. Degree Requirements

Admission to the doctoral program is contingent on the possession of a valid master's degree in anthropology from a recognized institution or the completion of the master's core courses. Those who enter with a master's degree in another discipline, therefore, take the master's core courses early in the program.

Formal requirements of time and credit are secondary, but no candidate is recommended for the degree until the minimum Graduate School requirements for credits, residence, and study have been satisfied.

The department also requires competence in two modern foreign languages or in one language and one special skill approved by the department faculty. The student's progress is measured by performance in the core courses, course work, and research papers; a comprehensive examination covering three special fields of concentration within anthropology; and, finally, the doctoral dissertation. The dissertation should be based upon original research, which ordinarily involves field or laboratory work, and should be written in a professional and publishable style appropriate to the subfield of specialization.

For information about general requirements, see the **Graduate School** section of this bulletin. More information about programs in anthropology may be obtained from the department.

ANTHROPOLOGY COURSES (ANTH)

Not all courses listed are offered each year. For specific and current information, consult the most recent UO Schedule of Classes, *available at the Office of the Registrar, or inquire at the department office.*

101 Introduction to Human Evolution (3) *Homo sapiens* as a living organism; biological evolution and genetics; fossil hominids. Two lectures, one discussion.

102 Evolution of Monkeys and Apes (3) Evolutionary biology of the primates: the fossil record and ecology in the age of mammals, primate anatomy, locomotor feeding adaptations, taxonomic relations, and primate ethology.

103 Evolution of Human Adaptation (3) Physiological, anatomical, and behavioral adaptations of the human species and the evolutionary events that produced them.

104 Evolution of Human Sexuality (3) Includes basic genetics, physiology, and behavior. Evolution of sex, of the sexes, and of the role of sex in mammal, primate, and human behavior.

106 Introduction to Cultural Anthropology (3) Organization and functioning of society and culture. Two lectures, one discussion.

107 Introduction to Archaeology (3) Archaeological evidence for the evolution of human culture. Two lectures, one discussion.

108 Introduction to Language and Culture (3) Language and culture relationships and methodology.

196 Field Studies (1–2R)

198 Laboratory Projects: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

208 Introduction to the History of Anthropology (3) Historical development of the major anthropological theories, methods, and concepts. ANTH 108 recommended.

210 Selected Topics in Ethnology (3R) Content varies from term to term; emphasizes the comparison of cultures and the anthropological understanding of contemporary peoples. R with different subtitles.

211 Selected Topics in Physical Anthropology (3R) Content varies from term to term but draws from various aspects of human and

primate evolution, anatomy, and ethology. **R** with instructor's consent.

215 Archaeological Analysis and Interpretation (3) Archaeological theory and analytical methods are examined in the context of prehistoric and historic data drawn from various world areas.

220 Introduction to Japanese Society and Culture (3) Social relationships between the sexes, among generations, and toward minorities in everyday Japanese life at the work place, at home, and in education.

230 Oregon Native Americans (3) Survey of native cultures of Oregon based on archaeological, ethnohistorical, and ethnological evidence. Begins with arrival of people in the New World; concludes with contemporary native American issues.

301 Ethnology of Hunters and Gatherers (3) Hunting-gathering cultures from different parts of the world. Emphasis on comparative social organization and adaptive strategies. Prereq: instructor's consent.

302 Ethnology of Tribal Societies (3) Emphasis on comparative social organization and the two major forms of tribal adaptation—subsistence agriculture and pastoral nomadism. The fate of tribal peoples in the modern world. Prereq: 3 credits in cultural anthropology or instructor's consent.

303 Ethnology of Peasant Societies (3) Emphasis on comparative social organization of peasants from various parts of the world and the impact of modernization. Prereq: 3 credits in cultural anthropology or instructor's consent.

310 Exploring Other Cultures (3R) How anthropologists study and describe human cultures. Content varies; draws on field work, famous ethnographies, specific enthnographic areas and their problems, and comparative study of selected cultures. **R** when subtitle changes.

314 Women and Culture I: Politics, Production, and Power (3) Cross-cultural exploration of women's power in relation to political, economic, social, and cultural roles. Case studies from Africa, Asia, the Middle East, Europe, and America.

315 Women and Culture II: Creativity and Symbols (3) 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.

317 Marriage, Family, and Kinship (3) An empirical and theoretical examination of the interrelationship of kinship and the structure of society.

320 Native North Americans (3) Indian and Eskimo life in North America before white contact; contemporary life. Prereq: 9 credits in social science or instructor's consent.

321 Peoples of India (3) The emergence of traditional Indian culture and its subsequent transformation under Islamic and Western influences. Prereq: 9 credits in social science or instructor's consent.

322 Euro-American Images of Native North America (3) Anthropological perspective on the nature and development of the ideas and beliefs of the European settlers of North America about the American Indians.

323 Pacific Basin: Polynesia and Micronesia (3) General introduction to the indigenous populations of Australia with special attention to ritual, social structure, and male-female relationships. Introductory text, ethnographies, films. Prereq: ANTH 120 or 9 credits in social science.

324 Pacific Basin: Melanesia and Australia (3) General introduction to the peoples of Papua New Guinea: social structure, exchange systems, ritual, male-female relationships, and processes of change with outside contact. Prereq: ANTH 120 or 9 credits in social science.

341 Asian Archaeology (3) Asian archaeology and prehistory emphasizing developments in East and Southeast Asian culture. Evidence is considered from the beginnings of human culture to the early historic civilizations. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

342 Northeast Asia Prehistory (3) Cultural history of North China, Japan, Korea, and Siberia, from Paleolithic times to the early imperial civilizations. Emphasis on functional and adaptive characteristics and ecological factors.

343 Pacific Islands Archaeology (3) Archaeology and prehistoric cultural development of Pacific Island peoples from the earliest settlement through early Western contact. Emphasizes Southeast Asian cultural foundations and ecological adaptations. ANTH 107 recommended.

360 Human Ecology (3) Cultural and biological adaptations to environmental changes in the course of human evolution. Prereq: 3 credits in physical anthropology or biology or instructor's consent.

361 Human Evolution (3) Fossil evidence of human evolution; *Homo sapiens'* place among the primates; variability of populations of fossil hominids. Prereq: 3 credits in physical anthropology or instructor's consent.

362 Human Biological Variation (3) Genetic and biological structure of human populations; population dynamics and causes of diversity; analysis of genetically differentiated human populations and their geographic distribution. Prereq: 3 credits in physical anthropology or biology or instructor's consent.

363 Monkey and Ape Society (3) Primate group dynamics and organization, life cycle, and socialization. Draws from field and laboratory studies of monkeys and apes. Prereq: ANTH 102 or instructor's consent.

364 Evolutionary Biology of the Primates (3) Comparative biology and anatomy of the nonhuman primates with special emphasis on evolutionary trends and adaptive complexes.

365 Food and Culture (3) Anthropological approach to the role of nutrients in human development (individual and populational); cultural determinants and populational differences; world food policy; and applied nutritional anthropology.

366 Human Osteology Laboratory (3) Optional laboratory for students enrolled in ANTH 360, 361, or 362. Human and nonhuman primate osteology and osteometry; fundamentals of dissection and primate anatomy.

367 Human Adaptation (3) Individual human biological responses to environmental stresses: physiological, morphological, and behavioral adaptations to sunlight, heat and cold, high altitude, and nutritional stress. Prereq: ANTH 101 or BI 120 or instructor's consent.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R) P/N only

403 Thesis (1–21R) P/N only

405 Reading and Conference: [Term Subject] (1–21R) P/N only

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R)

408/508 Workshop: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–21R) P/N only

410/510 Experimental Course: [Term Subject] (1–5R)

411/511 Political Anthropology (3) Government in primitive societies; political innovations under colonial rule and the new nationalistic administrations in Africa and Asia. Prereq: upper-division standing in the social sciences.

412/512 Economic Anthropology (3) Production, consumption, distribution, and exchange in primitive societies. Economic surplus, change in economic systems, and relationships between nonpecuniary economies and the world economy. Prereq: upper-division standing in the social sciences.

413/513 Culture and Personality (3) Interrelation of group and individual conceptual frameworks in cross-cultural study of human behavior. Prereq: 3 credits in cultural anthropology or instructor's consent.

414/514 Contemporary Issues in Anthropology (3) Overview of diverse presuppositions that structure various theories and methods in contemporary anthropology. Prereq: 3 credits in cultural anthropology or instructor's consent.

415/515 Cultural Dynamics (3) Approaches to the problem of cultural changes; invention and intergroup cultural borrowing; agents and conditions promoting change; mechanics of cultural growth and application of techniques for inducing change. Prereq: 3 credits in cultural anthropology or instructor's consent.

416/516 History of Anthropology (3) A nontheoretical study of the beginnings and specialized developments within the fields of archaeology, physical anthropology, ethnology, and linguistics. Prereq: 9 credits in anthropology or instructor's consent.

417/517 Field Methods in Cultural Anthropology (3) Techniques of participant observation, community definition and extension, nondirective interviewing, and establishing rapport. Emphasizes investigator's ethical responsibilities. Primarily for students who plan field work but also provides theoretical perspectives. Prereq: 9 credits of upper-division cultural anthropology or instructor's consent.

418/518 Anthropology of Religion (3) Religious and magic systems of non-Western peoples as reflections of their thought processes; supernatural systems in the life of humans. Prereq: 3 credits in cultural anthropology or instructor's consent.

419/519 Anthropology and Folklore (3) Exploration of the theoretical convergences and divergences between the two disciplines, mutual topical foci, and historical connections. Emphasizes the period 1965 to present. Prereq: 3 credits in cultural anthropology or instructor's consent.

420/520 Anthropology of Art (3) Aesthetic expression among cultural groups focusing on material culture and folk art and craft; social, economic, and gender relationships emphasized. Prereq: 3 credits in cultural anthropology or instructor's consent.

421/521 Anthropology of Gender (3) Overview of the anthropology of gender as an emerging focus within anthropology: strengths, weaknesses, promises, possibilities. Prereq: sophomore standing, 9 credits in social sciences and/or humanities and/or women's studies.

422/522 Anthropology and History (3) Introduction to points of convergence between anthropology and history. Special attention paid to the frameworks already shared and issues arising from this kind of interdisciplinarity.

425/525 Topics in Pacific Ethnology (3R) General introduction to the life-style of the Polynesians and Micronesians and to historical and current theoretical issues. Issue-oriented articles, monographs. Prereq: upper-division or graduate standing; 9 credits in social science. R when topic changes.

426/526 Peoples of South Africa (3) United States interests in Africa; overview of African prehistory, history, geography, language, and ethnic groups. Prereq: 9 credits in social science or instructor's consent.

427/527 Peoples of Central and East Africa (3) Culture, history, and ethnology of contemporary African peoples in Central and East Africa, including Ethiopia. Prereq: 9 credits in social science or instructor's consent.

428/528 Peoples of West Africa and the Sahara (3) Societies of the West African coast, the Sudan, and the Sahara from the 19th century to the present. Prereq: 9 credits in social science or instructor's consent.

429/529 Jewish Folklore and Ethnology (3) Traditional expressive culture of East European Jews including narrative, proverbs, jokes, folk beliefs, rituals, holidays, food, customs, music, sex roles, and immigrant folklore in the United States.

431/531 Peoples of East Asia (3) Survey of the Chinese cultural sphere, primarily the institutions of traditional China, with reference to modern developments. Prereq: 9 credits in social science or instructor' s consent.

432/532 Peoples of Southeast Asia (3) Emphasis on continuity and change in the history of the area. Prereq: 9 credits in social science or instructor's consent.

433/533 Native Central Americans (3) Contact period and contemporary ethnography of native peoples' ecological adaptation, socioeconomic organization, and culture change. Prereq: 3 credits in cultural anthropology or instructor's consent.

434/534 Native South Americans (3) Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, and culture change. Prereq: 3 credits in cultural anthropology or instructor's consent.

435/535 Symbolic Anthropology (3) Survey of frameworks used within and outside anthropology: structuralism, hermeneutics, symbolic interactionism and performance, cultural Marxism, and the new textualism. Prereq: junior standing, 9 credits in social science and/or humanities.

440/540 Topics in Old World Prehistory (3) Archaeology of prehistoric cultures in selected regions of Africa, the Middle East, or Southeast Asia, from first evidences of human culture to the historic periods. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

443/543 North American Prehistory (3) Survey of interdisciplinary research applied to prehistoric culture and environment in North America. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

444/544 Middle American Prehistory (3) Archaeology and prehistory of Mexico and Central America. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

445/545 South American Prehistory (3) Survey of interdisciplinary research related to prehistoric culture in South America. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

446/546 Laboratory in Archaeological Analysis (3) Research methods applied to archaeological problems. Includes dating and discovery techniques; analysis of materials, human remains, diet, and ancient technology; interdisciplinary research strategies. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

447/547 Prehistoric Technology (3) Stone-flaking techniques; manufacturing of stone artifacts; typological analysis of tools. Investigation of tool usage and microscopic analysis of wear patterns. Prereq: instructor's consent.

448/548 Tabletop Archaeology (3) Simulated archaeological excavation, followed by preparation of descriptive and comparative reports. Prereq: 9 credits in archaeology or prehistory and instructor's consent.

449/549 Cultural Resource Management (3) Objectives, legal background, operational problems, ethical and scholarly considerations in the management of prehistoric and historic cultural resources. Prereq: graduate standing in anthropology, 9 credits of upper-division archaeology or prehistory or instructor's consent.

450/550 The Anthropology Museum (3) Introduction to the operation of anthropology and natural history museums; organization, collection management, exhibit and public programs, funding.

460/560 Human Population Genetics (3) Theoretical and mathematical models in population genetics and their applicability to human populations. Requires the use of algebra and some differential calculus; presumes an understanding of elementary genetics. Prereq: instructor's consent.

461/561 Primate Systematics and Taxonomy (3) Development of taxonomy, methods and principles of evolutionary classification; numerical phenetics and taxonomic theory; primate and hominid classification. Prereq: ANTH 360, 361, or instructor's consent.

462/562 Paleoprimatology (3) The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations; locomotion, special senses, dentition. Prereq: ANTH 361 or instructor's consent.

463/563 Primate Behavior (3) Ecology and ethology of free-ranging primates. Classification, distribution, and ecological relationships of the living primates; social structure and social organization of a variety of species. Prereq: ANTH 363 or instructor's consent.

464/564 Primate Anatomy (3) Emphasis on bone-muscle relationships of the locomotor and masticatory skeleton. Comparison of living and fossil primates, including *Homo sapiens*. Prereq: ANTH 101, 364, or instructor's consent.

465/565 Laboratory in Primate Anatomy (2) Optional laboratory for students enrolled in ANTH 464/564. Primate osteology and myology; dissection of specimens; individual projects. Two three-hour laboratories. Prereq: instructor's consent.

466/566 Advanced Laboratory in Physical Anthropology (3–6) Techniques for the assessment and analysis of genetic, physiological, and anthropometric variability in living human populations. Registration for more than 3 credits requires instructor's consent. Prereq or coreq: ANTH 362.

467/567 Paleoecology and Human Evolution (3) The relationship between ecology and comparative morphology as a basis for theories of hominid phylogeny; analysis of methods of paleoecological inference; current theories of hominid origins. Prereq: ANTH 361 or instructor's consent.

468/568 Race, Culture, and Sociobiology (3) Racial classifications and comparisons; the biological base of culture; attitudes toward race in human relations. Prereq: 9 credits in anthropology or instructor's consent.

469/569 Anthropological Perspectives of Health and Illness (3) Overview of medical anthropology: cross-cultural theories of illness and treatment strategies, cultural roles of patient and healer, and human adaptations to disease. Prereq: ANTH 365 or instructor's consent.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R) P/N only

606 Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R) Current topics are California Prehistory, Paleoanthropology of South Asia, Plateau Archaeology, and Spatial Archaeology.

608 Workshop: [Term Subject] (1–16R)

609 Supervised Teaching Practicum: [Term Subject] (1–16R) P/N only

610 Experimental Course: [Term Subject] (1–5)

680 Basic Graduate Physical Anthropology (5) For graduate students with little or no background in physical anthropology. Introduction to the major subfields in physical an-

thropology; geochronology, primate classification, paleoprimatology, paleoanthropology, human biology and diversity, processes of evolution, and primate ethology.

681 Archaeology and Anthropology (5) Use by archaeologists of concepts drawn from anthropology; modifications and additions made necessary by the nature of archaeological data. Prereq: graduate standing in anthropology or instructor's consent.

CI 681 Anthropology and Education I (3) See description under Curriculum and Instruction in **Teacher Education.**

GEOL 681 Archaeological Geology (3) See description under **Geological Sciences.**

682 Sociocultural Guidance (5) Basic sociocultural anthropology for master's degree candidates. Survey of theoretical foundations and approaches, social organization, economic and political anthropology, religion, arts, and sociocultural change. Emphasis on current issues. Prereq: background in cultural anthropology.

683 Anthropological Linguistics (5) Primarily for master's degree candidates in anthropology. Prereq: LING 421/521 or equivalent and instructor's consent.

CI 683 Anthropology and Education II (3R) See description under Curriculum and Instruction in **Teacher Education.**

684 Comparative Research Methods (4) Use of basic comparative research tools, particularly explicit inductive, deductive, and retroductive methods of statistical and conceptual analysis. Prereq: 3 credits in introductory statistics.

685 Culture, Society, and the Individual (3) Concepts of culture and society as these terms are employed by anthropologists. Relationships between culture and society, culture and the individual, and society and the individual. Prereq: graduate standing in the social sciences.

686 Sociocultural Theory (5) Cross-cultural types, culture area types, modes of thought, cultural dynamics, reality of social structure, metaanthropology.

687, 688 Social Organization (3,3) Particular emphasis on family, marriage, residence, descent systems, lineage organization, alliance, and analysis of kinship systems.

689 Contemporary Indians of the United States (3) Problems of land, economics, politics, and law; Indian health, education, and welfare; social legislation, and court decisions. Anthropologists and Indians—current studies, theoretical and applied. Prereq: graduate standing or instructor's consent.

690 Functional Anatomy (3) Comparative functional studies of primates and other animals; principles of animal mechanics. Individual research projects, two three-hour laboratories. Prereq: ANTH 464/564 or BI 311 or 312 or instructor's consent.

691 Comparative Morphology and Human Evolution (3) Principles of comparative morphology and comparative anatomy of the primates. Application to the study of the primate fossils implicated in human evolution. Prereq: instructor's consent.

692 Dental Morphology and Human Evolution (3) Taxonomy, ecology, pathology, and sexual dimorphism of early hominids; comparative dental morphology. Theoretical models of dental evolution and disease. Biocultural interaction in hominid dental evolution. Prereq: instructor's consent.

693 Advanced Primate Ethology (3R) For students of primate behavior and adaptation. Emphasis on advanced work in primate studies; focus varies from term to term. Prereq: ANTH 463/563 or equivalent and instructor's consent.

694 The Beginnings of Civilization (3) The transition from food-gathering to food-producing economies and from egalitarian to state-level societies. Prereq: graduate standing in the social sciences.

695 Cultural Ecology (3) Comparative analysis of cultural responses to environmental conditions, with implications for cultural evolution. Prereq: graduate standing in anthropology or instructor's consent.

696 Methods and Perspectives in Human Biology (3) Biological study of human populations from the perspective of growth and development, genetics, work capacity, climatic tolerance, nutritional and health status, and demography. Prereq: ANTH 360 or 361 or instructor's consent.

697 Ethnoarchaeology (3) Examines relationships between archaeology and ethnography to show how ethnographic data illuminate the past and how archaeologists can study material culture behavior in a living context. Prereq: instructor's consent.

ARTS AND LETTERS

306 Prince Lucien Campbell Hall
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John Nicols, Program Director

PROGRAM COMMITTEE

William Cadbury, speech
James W. Earl, English
Mary E. Kunrz, classics
Wendy Larson, East Asian languages and literatures
Mavis Howe Mate, history
Grant F. McKernie, speech
John Nicols, history
Forest Pyle, English
Steven Shankman, English
George J. Sheridan, Jr., history
Marian Elizabeth Smith, music
Richard A. Sundt, art history

Participating Faculty

Sylvia B. Giustina, Romance languages
Mary E. Kuntz, classics
Wolfgang A. Leppmann, Germanic languages and literatures
Leland M. Roth, art history
Steven Shankman, English
Richard A. Sundt, art history
Fruim Yurevich, Russian

GENERAL INFORMATION

Arts and letters (formerly humanities) is an interdisciplinary bachelor's degree program built around a core of literature, philosophy, and history. Its aim is to provide students with a knowledge of the ideas and institutions that form the basis of our culture. Majors in their junior year, in consultation with their advisers, choose a particular topic on which to concentrate: a chronological period, geographical area, or important theme. The Arts and Letters Program is designed to give adequate preparation for work in literature, law, government, religion, or the social sciences. It also seeks to help students develop an informed and intelligent response to problems in modern society.

MAJOR REQUIREMENTS

Both lower- and upper-division courses required for a major in arts and letters are listed below. Any course used to satisfy such requirements must be passed with a grade of C– or better. An upper-division course cannot be used to satisfy more than one requirement for the major in arts and letters.

Lower-Division Requirements. Introduction to the Humanities I,II,III (HUM 101, 102, 103)

Satisfaction of the university language requirement for the bachelor of arts (B.A.) degree

Western Civilization (HIST 101, 102, 103) ***or*** World History (HIST 104, 105, 106) ***or*** History (Honors College) (HIST 107H, 108H, 109H)

Survey of English Literature (ENG 204, 205, 206) ***or*** a comparable survey in another literature

History of Western Art I,II,III (ARH 204, 205, 206) ***or*** History of Indian Art (ARH 207), History of Chinese Art (ARH 209) ***or*** Introduction

to Music and Its Literature (MUS 201, 202, 203)

Upper-Division Requirements. 9 credits of history relating to the area of concentration

Three of the following classics courses: Greek and Roman Epic (CLAS 301), Greek and Roman Tragedy (CLAS 302), Literature: Greek Philosophy (CLAS 303), Classical Comedy (CLAS 304), Latin Literature (CLAS 305)

History of Ancient Philosophy (PHIL 301, 302, 303) **or** History of Modern Philosophy (PHIL 304, 305, 306)

9 credits of upper-division humanities (HUM) courses or other interdisciplinary courses selected in consultation with an adviser

12 additional credits in any courses related to the field of concentration

HONORS PROGRAM

The honors program in arts and letters provides an opportunity for a student to present the area of concentration in a written thesis. The requirements for a bachelor's degree with honors are the following:

1. Satisfaction of the requirements for the major
2. A grade point average (GPA) of 3.50 in courses taken to meet the upper-division requirements of the major
3. A senior thesis of substantial quality, approved by the thesis director and at least one member of the program committee

COURSES

In addition to courses required for the major, arts and letters students may be interested in the following courses. See descriptions under home departments.

Biology. Global Ecology (BI 124)

Classics. Classical World (CLAS 307, 308, 309), Classic Myths (CLAS 321)

History. Ancient Greece (HIST 413, 414), Ancient Rome (HIST 415, 416), Modern European Thought and Culture (HIST 427)

Landscape Architecture. Landscape Perception (LA 484), Contemporary American Landscape (LA 485)

Mathematics. Mathematical Symmetry (MATH 152)

Philosophy. Philosophy in Literature (PHIL 311), Introduction to Philosophy of Science (PHIL 339)

Speech: Theater Arts. Studies in Theater and Culture (TA 471)

ASIAN STUDIES

131 Gilbert Hall
Telephone (503) 346-5087
William S. Ayres, Program Chair

PROGRAM COMMITTEE FACULTY

C. Melvin Aikens, anthropology
William S. Ayres, anthropology
Cynthia J. Brokaw, history
Kathie L. Carpenter, linguistics
Samuel K. Coleman, anthropology
Scott DeLancey, linguistics
Stephen W. Durrant, East Asian languages and literatures (Chinese)
G. Ralph Falconeri, history
Robert H. Felsing, library
Michael B. Fishlen, East Asian languages and literatures (Chinese)
Lawrence W. Fong, Museum of Art
Gerald W. Fry, political science
Noriko Fujii, East Asian languages and literatures (Japanese)
Andrew E. Goble, history
Bryna Goodman, history
Esther Jacobson, art history
Hiroko C. Kataoka, East Asian languages and literatures (Japanese)
Hee-Jin Kim, religious studies
Shinobu Kitayama, psychology
Stephen W. Kohl, East Asian languages and literatures (Japanese)
Richard C. Kraus, political science
Ellen Johnston Laing, art history
Wendy Larson, East Asian languages and literatures (Chinese)
John Lie, sociology
Nancy M. Lutz, anthropology
Glenn A. May, history
Yoko M. McClain, East Asian languages and literatures (Japanese)
Scott McGinnis, East Asian languages and literatures (Chinese)
David Milton, sociology
Richard P. Suttmeier, political science
Anita Weiss, international studies
Alan S. Wolfe, East Asian languages and literatures (Japanese)

UNDERGRADUATE STUDIES

The university offers an interdisciplinary Asian Studies Program leading to the bachelor of arts (B.A.) degree. The curriculum includes courses in anthropology, art history, Chinese language and literature, economics, geography, history, Indonesian and Thai languages, international studies, Japanese language and literature, political science, religious studies, and sociology. The program is administered by the Asian studies committee, composed of faculty members with Asian specializations and a student representative.

Preparation. Students planning a major in Asian studies should include in their high school curriculum courses on world history and culture, and they should take a foreign language—both to use in later studies and to acquire language study skills for learning an Asian language.

Transfer students planning to major in Asian studies should also try to develop backgrounds in social science and language. In particular, they should have completed as many courses as possible that are applicable to the University of Oregon's general requirements for the B.A. degree.

Careers. Students who major in Asian studies often complement their course work with a year or more of residence in Asia. Or they go directly on to graduate studies. Many students double major to combine a profession with their area of expertise. Job possibilities are increasing in such fields as business, journalism, government, and education.

Major Requirements

Students majoring in Asian studies must complete three years (39 credits) of an Asian language: Chinese and Japanese are taught through the third year at the University of Oregon. The first two years of Indonesian and Thai are offered through the Department of Linguistics. Students should consult the linguistics department about options for completing the third year of these languages. Languages must be taken for letter grades and no more than one D grade may be counted. Under special circumstances, students may demonstrate an equivalent competence by examination or by work in advanced language courses. In addition, students must complete 36 credits of course work distributed as set forth below.

Each student's course distribution must significantly cover more than one Asian civilization. Thus, a student focusing on Japan must take at least 9 credits of course work about China or about southeast Asia. Students intending to pursue graduate work in Asian studies are advised to complete requirements for a B.A. in one of the disciplines represented in the Asian studies curriculum and to fulfill the requirements for Asian studies.

Course Requirements

The 36 credits of Asian studies work should be chosen as indicated below. (The order does not reflect the sequence in which courses need to be taken.) Nine of these credits may be taken pass/no pass (P/N). One D grade is considered serious warning.

Students should consult their advisers in planning their courses of study.

East Asian Studies

1. 9 credits from one of the major history sequences: East Asia in Modern Times (HIST 390, 391, 392), China (HIST 487, 488, 489), Japan (HIST 490, 491, 492)
2. 18 credits from among the following: Introduction to Japanese Society and Culture (ANTH 220), Asian Archaeology (ANTH 341), Northeast Asian Prehistory (ANTH 342), Peoples of East Asia (ANTH 431); Topics in Old World Prehistory: Chinese Archaeology (ANTH 440); History of Indian Art (ARH 207), History of Chinese Art (ARH 208), History of Japanese Art (ARH 209); Introduction to Chinese Literature (CHN 305, 306, 307); Geography of Asia (GEOG 203); China: A Cultural Odyssey (EALL 210), Japan: A Cultural Odyssey (EALL 211), Modern East Asia: A Cultural Odyssey (EALL 212); Introduction to Japanese Literature (JPN 305, 306, 307);

Religions of India (REL 301), Chinese Religions (REL 302), Japanese Religions (REL 303)

3. 9 additional credits from any of the courses in 1 or 2 above or from the following:

Anthropology. Pacific Islands Archaeology (ANTH 343), Topics in Old World Prehistory: Southeast Asia (ANTH 440)

Architecture. Settlement Patterns: Japanese Vernacular I,II (ARCH 432, 433)

Art History. Nomadic Art of Eurasia (ARH 381); Chinese Art I,II,III (ARH 384, 385, 386); Art and Politics in 20th-Century China (ARH 389), Art of the Pacific Islands I,II (ARH 391, 392); Seminars: Ch'ing Painting, Indian Art, Japanese Art, Ming Painting, Sung and Yuan Painting (ARH 407); Problems in Chinese Art (ARH 484); Japanese Prints (ARH 488)

Chinese. Women and Chinese Literature (CHN 350), Fourth-Year Chinese (CHN 411, 412, 413), Contemporary Chinese (CHN 414, 415, 416), Literary Chinese (CHN 436, 437, 438), Structure of Chinese Language (CHN 440), Chinese Bibliography (CHN 450)

Economics. Economics of the Pacific Rim (EC 483)

History. Modern Southeast Asian History (HIST 288), Foundations of East Asian Civilization (HIST 290), China, Past and Present (HIST 291), Japan, Past and Present (HIST 292), The United States and Vietnam (HIST 388), Seminars: China, Japan (HIST 407), Thought and Society in East Asia (HIST 485, 486), The Chinese Revolution (HIST 493), Topics in Asian History (HIST 498)

International Studies. Seminars: South Asia: Development and Change, Development in the Muslim World (INTL 407); Women and Development in the Third World (INTL 421); The Pacific Challenge (INTL 440)

Japanese. Contemporary Japanese (JPN 411, 412, 413), Fourth-Year Reading and Writing Japanese (JPN 414, 415, 416), Advanced Spoken Japanese (JPN 431, 432, 433), Advanced Readings in Japanese Literature (JPN 434, 435, 436), The Structure of the Japanese Language (JPN 441), Japanese Discourse Structure (JPN 442), Teaching Japanese as a Foreign Language: Methodology (JPN 443), Japanese Bibliography (JPN 450), The Japanese Cinema (JPN 471), Japanese Film and Literature (JPN 472)

Political Science. Southeast Asia in Modern Times (PS 338), Politics of China I,II (PS 342, 442), Seminars: Challenge of Pacific Integration, Politics of Japan (PS 407), Chinese Foreign Policy (PS 459)

Religious Studies. Varieties of Eastern Meditation (REL 230), Buddhism and Asian Culture (REL 330, 331), Zen Buddhism (REL 430), Readings in Zen Classics (REL 431)

Sociology. Systems of War and Peace (SOC 464)

Southeast Asian Studies

The history of the program is described in the **Southeast Asian Studies** section of this bulletin.

An interdisciplinary faculty group with field experience in the Philippines, Thailand, Indonesia, Myanmar, Vietnam, Laos, and Malaysia has coordinated the development of the curriculum.

1. Language Requirement

   The equivalent of three years of a Southeast Asian language is required for all B.A. candidates. Typically this is 39 credits of course work completed over a two- to three-year period. Languages offered at the UO are Indonesian and Thai. In consultation with a faculty adviser and with the approval of the Asian studies committee, equivalent study of other Southeast Asian languages may be approved, e.g., through the Northwest Regional Consortium for Southeast Asian Studies and through the summer language programs.

2. Basic Course Requirements (36 credits)

   a. Core-Area Courses (27 credits, including 9 credits in history and usually at least one course from each of the disciplines below)

   Anthropology. Seminar: Southeast Asia (ANTH 407); Experimental Courses: Cultures of Island Southeast Asia, Cultures of Mainland Southeast Asia, Minority Cultures of Southeast Asia (ANTH 410); Peoples of Southeast Asia (ANTH 432); Topics in Old World Prehistory: Southeast Asian Archaeology (ANTH 440)

   Art History. History of Indian Art (ARH 207)

   Geography. Geography of Asia (GEOG 203); Geography of East and Southeast Asia (GEOG 475)

   History. Modern Southeast Asian History (HIST 288), The United States and Vietnam (HIST 388), Topics in Asian History (HIST 498)

   International Studies. Seminars: Southeast Asian Intellectuals and Writers, Development in South and East Asia (INTL 407); Southeast Asian Political Novels and Films: Changing Images (INTL 441)

   Political Science. Southeast Asia in Modern Times (PS 338)

   Religious Studies. Varieties of Eastern Meditation (REL 230), Religions of India (REL 301), Buddhism and Asian Culture (REL 330, 331)

   b. Supplementary Courses (9 credits)

   Anthropology. Pacific Basin: Polynesia and Micronesia (ANTH 323); Pacific Basin: Melanesia and Australia (ANTH 324); Asian Archaeology (ANTH 341); Pacific Islands Archaeology (ANTH 343); Seminars: Southeast Asian Health Beliefs, Practices, and Policies; Women and Development in Southeast Asia (ANTH 407); Topics in Pacific Ethnology (ANTH 425)

   Art History. History of Chinese Art (ARH 208)

   Economics. Economics of the Pacific Rim (EC 483)

   International Studies. Seminars: South Asia: Development and Change, Development in the Muslim World, Southeast Asia and the Pacific (INTL 407); Women and Development in the Third World (INTL 421); The Pacific Challenge (INTL 440)

   Linguistics. Analysis of Language Structure: Thai (LING 426)

   Religious Studies. Chinese Religions (REL 302), Religions of the Islamic World (REL 307)

   c. Second-Area Focus (at least 9 credits included in the 36-credit degree total)

   A second geographical focus is required to complement the student's primary concern with Southeast Asia. This may be satisfied by taking at least 9 credits of Asian studies courses on one of the following areas: China, the Pacific Islands (see the **Pacific Islands Studies** section of this bulletin), South Asia, or Japan

Honors

See the **Honors College** section of this bulletin.

GRADUATE STUDIES

The university offers an interdisciplinary program in Asian studies leading to the master of arts (M.A.) degree. The curriculum includes courses in anthropology, art history, Chinese language and literature, history, international studies, Japanese language and literature, political science, religious studies, and sociology. The program is administered by the Asian studies committee, composed of faculty members with Asian specializations and a student representative.

There are no specific program requirements for admission beyond having a bachelor's degree in a specific departmental discipline. It is expected, however, that applicants have some undergraduate preparation in courses relating to Asia. Students lacking adequate Asian language or disciplinary training must take appropriate preparatory courses without graduate credit.

Prior to registration, the Asian studies committee assigns each student an adviser to help develop an individual program. Graduate students should meet with their advisers at least once a term.

Master's Degree Requirements

Students may fulfill their degree requirements by electing either Option 1, a program without thesis, or Option 2, a program with thesis.

Students choosing Option 1 must (a) complete 54 credits of graduate study, including 45 credits in Asia-related courses, (b) submit two substantial research papers on Asian topics developed in seminars or colloquia, and (c) pass a general Asian studies field examination.

Students choosing Option 2 must complete 48 credits of graduate study, including 45 credits in Asia-related courses, of which 9 are thesis credits. All courses used to fulfill the 45-credit requirement in Asia-related courses must be approved by the student's adviser, in consultation with the program committee. These courses must represent at least two major Asian cultures and three academic areas and include three seminars or colloquia. D grades are not acceptable for credit in the graduate program.

An M.A. candidate is required to demonstrate competence in an approved Asian language equivalent to three years of college training. Languages offered at the University of Oregon include Chinese or Japanese for the East Asia concentration and Indonesian or Thai for the Southeast Asia concentration. Students should consult the Department of Linguistics about options for completing the third year of Thai or Indonesian.

Second Master's Degree. Students enrolled in graduate programs of other departments may earn a second master's degree in Asian studies.

Besides satisfying the degree requirements set by their departments, such students must (1) complete 30 graduate credits in approved Asia-related courses and (2) demonstrate the language competence required for the M.A. degree in Asian studies. A thesis is required that applies the methodology of the student's discipline to an Asian subject.

The requirements for both the Asian studies and the departmental degrees must be completed at the same time. A student completing this option is granted two M.A. degrees, one in Asian studies and another in the departmental discipline.

Curriculum

Below are the courses currently approved for inclusion in the Asian studies graduate curriculum. Not all are offered every year.

In addition, the Asian studies committee, at the request of the student and upon the recommendation of the student's adviser, may approve other courses that offer the opportunity to apply a disciplinary methodology to Asian topics. For descriptions of the listed courses, please see the appropriate departmental listings in this bulletin.

East Asian Studies

Anthropology. Peoples of East Asia (ANTH 531), Peoples of Southeast Asia (ANTH 532), Topics in Old World Prehistory: Chinese Archaeology (ANTH 540), Topics in Old World Prehistory: Southeast Asia (ANTH 540)

Architecture. Settlement Patterns: Japanese Vernacular II (ARCH 533)

Art History. Seminars: Ch'ing Painting, Indian Art, Japanese Art, Ming Painting, Sung and Yuan Painting (ARH 507); Problems in Chinese Art (ARH 584); Japanese Prints (ARH 588)

Asian Studies. Seminar: Asian Studies (IST 607), Colloquium: Asian Studies (IST 608)

Chinese. Fourth-Year Chinese (CHN 511, 512, 513), Contemporary Chinese (CHN 514, 515, 516), Literary Chinese (CHN 536, 537, 538), Structure of Chinese Language (CHN 540)

Economics. Economics of the Pacific Rim (EC 583)

History. Seminars: China, Japan (HIST 507), Thought and Society in East Asia (HIST 585, 586), China (HIST 587, 588, 589), Japan (HIST 590, 591, 592), The Chinese Revolution (HIST 593), Topics in Asian History (HIST 598)

International Studies. Seminar: Development in the Muslim World (INTL 507); Women and Development in the Third World (INTL 521); The Pacific Challenge (INTL 540)

Japanese. Contemporary Japanese (JPN 511, 512, 513), Fourth-Year Reading and Writing Japanese (JPN 514, 515, 516), Japanese Advanced Reading and Translation (JPN 521, 522, 523), Advanced Spoken Japanese (JPN 531, 532, 533), Advanced Readings in Japanese Literature (JPN 534, 535, 536), The Structure of the Japanese Language (JPN 541), Japanese Discourse Structure (JPN 542)

Political Science. Seminars: Challenge of Pacific Integration, Politics of Japan (PS 507), Politics of China II (PS 542), Chinese Foreign Policy (PS 559)

Religious Studies. Zen Buddhism (REL 530), Readings in Zen Classics (REL 531)

Sociology. Experimental Course: Contemporary Japanese Society (SOC 510), Systems of War and Peace (SOC 564)

Southeast Asian Studies

A total of 54 credits are required for the M.A. degree in Asian studies with a concentration in Southeast Asia. Of these, 45 credits must have an Asian content, and it is expected that the majority of these courses deal directly with Southeast Asia. The student is required to prepare a program of study in consultation with an Asian studies faculty adviser and have it approved by the Asian studies committee. At the end of the first year, the student should request that an Asian studies graduate committee be formed to provide guidance through the second year of study and the thesis preparation.

The language requirement is a critical part of the program and must be planned from the outset of graduate work, particularly if the student has no prior Asian-language training. Many graduate courses in addition to those listed below are available to students through the Northwest Regional Consortium for Southeast Asian Studies faculties at the University of Washington and the University of British Columbia. The M.A. candidate is required to demonstrate competence in a Southeast Asian language (usually Thai or Indonesian) equivalent to three years of college training.

Anthropology. Topics in Pacific Ethnology (ANTH 525), Peoples of East Asia (ANTH 531), Peoples of Southeast Asia (ANTH 532), Topics in Old World Prehistory: Chinese Archaeology (ANTH 540), Topics in Old World Prehistory: Southeast Asia (ANTH 540), Seminars: Food and Nutrition in Southeast Asia, Southeast Asian Archaeology (ANTH 607)

Art History. Seminar: Indian Art (ARH 507)

Asian Studies. Seminar: Southeast Asian Studies (IST 607), Colloquium: Asian Studies (IST 608)

Economics. Economics of the Pacific Rim (EC 583)

History. Thought and Society in East Asia (HIST 585, 586), The Chinese Revolution (HIST 593), Topics in Asian History (HIST 598), Seminar: Southeast Asian History (HIST 607)

International Studies. Seminars: South Asia: Development and Change, Development in the Muslim World (INTL 507); Women and Development in the Third World (INTL 521); The Pacific Challenge (INTL 540); Southeast Asian Political Novels and Films: Changing Images (INTL 541)

Linguistics. Analysis of Language Structure: Thai (LING 526)

Political Science. Politics of China II (PS 542), Chinese Foreign Policy (PS 559)

Sociology. Experimental Course: Industrial Asia (SOC 510), Systems of War and Peace (SOC 564)

Speech. Experimental Course: Vietnamese Film (TCF 610)

AUSTRALIAN STUDIES

837 Prince Lucien Campbell Hall
Telephone (503) 346-5051 or -3211
Jack W. Bennett, Chair

STEERING COMMITTEE FACULTY

William S. Ayres, anthropology
Jack W. Bennett, academic advising and student services
Gerald W. Fry, political science
Richard G. Hildreth, law
Gregory S. Hundley, management
Ray E. Hull, teacher education
Joseph A. Hynes, Jr., English
Kenneth B. Liberman, sociology
Glen A. Love, English
Cheryl Kern-Simirenko, library
Wayne T. Westling, law

The University of Oregon does not have a formal Australian studies program. However, for several years, the Australian studies committee has served to focus the considerable interest among UO faculty members and students in Australia as an influential Pacific Basin country.

Since a student exchange agreement was completed in 1985–86 between La Trobe University in Melbourne, Victoria, and the University of Oregon, UO students have been able to study at La Trobe. UO students may also apply to study at Curtin University in Perth, Western Australia. For more information, see the **International Services** section of this bulletin.

Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Special Studies** section of this bulletin.

The University of Oregon Library's materials on Australia have been supplemented in recent years by two substantial gifts from the Australian government, so that resources are adequate for research in many disciplines.

During 1991–92 the University of Oregon may offer the following courses that either focus on Australia or have Australian content.

Anthropology. Ethnology of Hunters and Gatherers (ANTH 301), Ethnology of Tribal Societies (ANTH 302), Pacific Basin: Melanesia and Australia (ANTH 324)

Comparative Literature. Experimental Courses: Australian Literature, Writers of the Pacific (COLT 410/510)

English. Western American Literature (ENG 326)

Geological Sciences. Mountains and Glaciers (GEOL 305), Topics in Global Stratigraphy (GEOL 640)

International Studies. Special Studies: Pacific Visions (INTL 199), Seminar: The Australian Experience (INTL 407/507), Experimental Course: Frontierswomen in Australia and America (INTL 410), The Pacific Challenge (INTL 440/540)

Linguistics. Analysis of Language Structure (LING 426/526)

Management. Seminar: International Industrial Relations (MGMT 607), Problems in International Business (MGMT 645)

School and Community Health. Advanced Health Instruction (HEP 645), World Health Problems (HEP 669)

BIOLOGY

77 Klamath Hall
Telephone (503) 346-4502
Daniel Udovic, Department Head

FACULTY

Alice Barkan, assistant professor (molecular genetics). B.S., 1978, Massachusetts Institute of Technology; Ph.D., 1983, Wisconsin, Madison. (1990)

Howard T. Bonnett, Jr., professor (plant cell and developmental biology). B.A., 1958, Amherst; Ph.D., 1964, Harvard. (1965)

William E. Bradshaw, professor (population, biology, evolution, and behavioral biology). B.A., 1964, Princeton; M.S., 1965, Ph.D., 1969, Michigan. (1971)

Roderick A. Capaldi, professor (membrane structure and function). B.S., 1967, London; Ph.D., 1970, York. (1973)

George C. Carroll, professor (fungal and microbial ecology, mycology). B.A., 1962, Swarthmore; Ph.D., 1966, Texas. (1967)

Richard W. Castenholz, professor (algal and microbial ecology, limnology). B.S., 1952, Michigan; Ph.D., 1957, Washington State. (1957)

Vicki L. Chandler, associate professor (molecular genetics of gene expression and transposable elements in maize). B.A., 1978, California, Berkeley; Ph.D., 1983, California, San Francisco. (1985)

Steven P. Courtney, assistant professor (behavior, evolutionary ecology, insect-host interactions). B.S., 1976, Ph.D., 1980, Durham University. (1985)

Judith S. Eisen, assistant professor (development and function of the nervous system). B.S., 1973, M.S., 1977, Utah State; Ph.D., 1982, Brandeis. (1985)

Russell D. Fernald, professor (neuroethology of visual communication, development of the visual system). B.S., 1963, Swarthmore; Ph.D., 1968, Pennsylvania. (1975)

Jane Gray, professor (evolution, paleoecology). B.A., 1951, Harvard; Ph.D., 1958, California, Berkeley. (1963)

I. Lorraine Heisler, assistant professor (evolutionary biology, behavioral ecology, quantitative genetics). B.A., 1976, Portland State; M.S., 1979, Ph.D., 1982, Chicago. (1987)

Charles B. Kimmel, professor (developmental biology). B.A., 1962, Swarthmore; Ph.D., 1966, Johns Hopkins. (1969)

Russell S. Lande, professor (evolution of quantitative characters, biological conservation). B.S., 1972, California, Irvine; Ph.D., 1976, Harvard. (1990)

M. Charlene Larison, senior instructor; director, biology advising. B.S., 1963, Washington State; M.S., 1967, Oregon. (1967)

Michael R. Lynch, professor (evolution, population biology, quantitative genetics), director, ecology group. B.S., 1973, St. Bonaventure; Ph.D., 1977, Minnesota. (1989)

Douglas Ry Meeks-Wagner, assistant professor (molecular genetic analysis of floral development). B.S., 1978, Michigan State; Ph.D., 1985, Washington (Seattle). (1988)

John H. Postlethwait, professor (molecular, genetic, and endocrine regulation of development). B.S., 1966, Purdue; Ph.D., 1970, Case Western Reserve. (1971)

William Roberts, assistant professor (spatial localization of ion channels). B.A., 1970, Harvard; Ph.D., 1979, California, San Diego. (1989)

Eric Schabtach, senior instructor (development and application of new techniques in biological

ultrastructural investigations); director, Electron Microscope Facility. B.S., 1963, McGill. (1969)

Eric Selker, associate professor (molecular genetics of *Neurospora crassa*, DNA methylation). B.A., 1975, Reed; Ph.D., 1980, Stanford. (1985)

Lynda P. Shapiro, professor (biogeography and ecology of marine phytoplankton); director, Oregon Institute of Marine Biology. B.A., 1960, M.S., 1963, Arkansas; Ph.D., 1974, Duke. (1990)

William R. Sistrom, professor (microbial physiology). A.B., 1950, Harvard; Ph.D., 1954, California, Berkeley. (1963)

George F. Sprague, Jr., associate professor (genetic regulatory mechanisms in yeast). B.S., 1969, North Carolina State; Ph.D., 1977, Yale. (1981)

Karen U. Sprague, professor (control of gene expression in eukaryotes). B.A., 1964, Bryn Mawr; Ph.D., 1970, Yale. (1977)

Franklin W. Stahl, American Cancer Society Professor of Molecular Genetics. A.B., 1951, Harvard; Ph.D., 1956, Rochester. (1959)

Terry Takahashi, assistant professor (analysis of neural circuitry). B.S., 1975, California, Irvine; Ph.D., 1981, State University of New York, Downstate Medical Center. (1988)

Nora B. Terwilliger, associate professor (comparative physiology and biochemistry of marine organisms). B.S., 1963, Vermont; M.S., 1965, Wisconsin, Madison; Ph.D., 1981, Oregon. (1972)

Nathan J. Tublitz, assistant professor (neurophysiology, neuropeptides and neuronal development of insects). B.A., 1974, Reed; Ph.D., 1983, Washington (Seattle). (1986)

Daniel Udovic, associate professor (computers in biology). B.A., 1970, Texas; Ph.D., 1973, Cornell. (1973)

David H. Wagner, associate professor (plant taxonomy, ecology, evolution of bryophytes and pteridophytes); director and curator, herbarium. B.A., 1968, Puget Sound; M.S., 1974, Ph.D., 1976, Washington State. (1976)

Janis C. Weeks, associate professor (insect neurophysiology, endocrinology, and development). B.S., 1975, Massachusetts Institute of Technology; M.A., 1975, Harvard; Ph.D., 1980, California, San Diego. (1989)

Monte Westerfield, associate professor (development of the nervous system); director, Institute of Neuroscience. A.B., 1973, Princeton; Ph.D., 1977, Duke. (1981)

James A. Weston, professor (developmental biology). B.A., 1958, Cornell; Ph.D., 1963, Yale. (1970)

A. Michelle Wood, assistant professor (microbial ecology and evolution). B.A., 1973, Corpus Christi; Ph.D., 1980, Georgia. (1990)

Adjunct and Courtesy

Alan Dickman, adjunct assistant professor (plant-fungus interactions, science education). B.A., 1976, California, Santa Cruz; Ph.D., 1984, Oregon. (1986)

Patricia Jean Harris, courtesy professor (fine structure and immunofluorescence studies of the cell cycle). B.S., 1954, California, Berkeley; M.S., 1958, Yale; Ph.D., 1962, California, Berkeley. (1973)

V. Patteson Lombardi, adjunct assistant professor (exercise physiology). B.A., 1977, M.A.T., 1979, North Carolina at Chapel Hill; Ph.D., 1984, Oregon. (1984)

Joyce L. Owen, adjunct associate professor (molecular biology). A.B., 1956, Chicago; Ph.D., 1971, Oregon. (1986)

Special Staff

David L. Cox, courtesy assistant professor (comparative physiology and biochemistry), A.B., 1972, Ph.D., 1979, Washington (St. Louis). (1987)

Peter M. O'Day, adjunct assistant professor (biophysics of the visual system). B.A., 1970, Canisius; M.S., 1972, Maine at Orono; Ph.D., 1977, State University of New York at Albany. (1985)

Jeanne M. L. Selker, adjunct assistant professor (developmental biology of plants). B.A., 1973, Middlebury; M.A., 1976, Montana; Ph.D., 1980, Stanford. (1985)

Emeriti

Andrew S. Bajer, professor emeritus (molecular mechanisms of cell division). Ph.D., 1950, D.Sc., 1956, Cracow. (1964)

Peter W. Frank, professor emeritus (population ecology). B.A., 1944, Earlham; Ph.D., 1951, Chicago. (1957)

Philip Grant, professor emeritus (developmental biology). B.S., 1947, City College, New York; M.A., 1949, Ph.D., 1952, Columbia. (1966)

Harrison M. Howard, senior instructor emeritus (microscopy and scientific photography). (1968)

James Kezer, professor emeritus (chromosome structure and function). B.A., 1930, Iowa; M.S., 1937, Ph.D., 1948, Cornell. (1954)

Bayard H. McConnaughey, professor emeritus (invertebrate zoology, parasitology, marine biology). B.A., 1938, Pomona; M.A., 1941, Hawaii; Ph.D., 1948, California, Berkeley. (1948)

Frederick W. Munz, professor emeritus (visual physiology). B.A., 1950, Pomona; M.A., 1952, Ph.D., 1958, California, Los Angeles. (1959)

Gordon J. Murphy, senior instructor emeritus. B.S., 1953, M.S., 1958, Oregon State. (1962)

Aaron Novick, professor emeritus (cellular control mechanisms). B.S., 1940, Ph.D., 1943, Chicago. (1959)

Edward Novitski, professor emeritus (genetics of higher organisms). B.S., 1938, Purdue; Ph.D., 1942, California Institute of Technology. (1958)

Paul P. Rudy, professor emeritus (estuarine ecology, natural history of marine animals). B.A., 1955, M.A., 1959, Ph.D., 1966, California, Davis. (1968)

Bradley T. Scheer, professor emeritus (hormonal control of molting and metabolism in crustaceans, ionic regulation, membrane transport). B.S., 1936, California Institute of Technology; Ph.D., 1940, California, Berkeley. (1950)

Arnold L. Soderwall, professor emeritus (aging and reproduction of rodents). B.A., 1936, Linfield; M.A., 1938, Illinois; Ph.D., 1941, Brown. (1941)

Sanford S. Tepfer, professor emeritus (plant meristems, floral development). B.S., 1938, City College, New York; M.S., 1939, Cornell; Ph.D., 1950, California, Berkeley. (1955)

Donald E. Wimber, professor emeritus (structure of chromosomes, cytogenetics of orchids). B.A., 1952, San Diego State; M.A., 1954, Ph.D., 1956, Claremont. (1963)

Herbert P. Wisner, senior instructor emeritus (breeding biology, distribution of birds). B.A., 1949, M.A., 1950, Syracuse. (1966)

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

UNDERGRADUATE STUDIES

Modern biologists investigate a broad spectrum of questions about living organisms and life processes. Biologists study 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.

In recognition of the emerging unity of the biological sciences, the Department of Biology covers all the principal areas of modern biology. Faculty members in a particular area work closely in research with each other and with students in that area. In their teaching, however, they join with colleagues from other areas to create an integrated curriculum that prepares students for later specialization.

The curriculum is designed for students entering with a high school education or transferring from a community college or university. The curriculum includes courses oriented toward a degree in biology, preprofessional courses for nonbiology majors, and courses intended to serve as important elements in a liberal education for majors in other areas. The course work for the biology major provides an exceptional foundation for students who plan to study at a graduate or professional school.

Nonmajors

The department offers a number of lower-division general-interest courses intended primarily for nonmajors. All nonmajors wanting an integrated general knowledge of biology should take BI 101–103, a cluster-satisfying survey course in general biology. This sequence is particularly recommended for students majoring in computer and information science or psychology. It is also an excellent starting point for students considering a minor in biology.

The department offers the following clusters for nonmajors:

1. General Biology (BI 101–103)
2. Human biology (three from BI 120, 121, 122, 123, 124)
3. Explaining life's diversity (BI 130–132)
4. Habitats (BI 130 and two from BI 307, 308, 309)

The courses may be taken in any order, except for BI 101–103, which must be taken in sequence, and BI 130, which is a prerequisite for BI 307, 308, and 309. Each course not taken as part of a cluster may be used as a stand-alone group-satisfying course.

For more information on university group requirements—both stand-alone and cluster—see Group Requirements in the **Registration and Academic Policies** section of this bulletin.

Majors

Preparation. Modern biology is a quantitative science. Students planning to specialize in biology should include in their high school preparation as much mathematics, chemistry, and physics as possible.

Students who intend to transfer as biology majors from a community college or university should carefully plan their program of course work taken prior to transferring. Students who transfer after one year of college work should have completed a year of general chemistry with laboratory, a year of college-level mathematics, and biology course work to include the material covered in Genetics and Evolution (BI 220) (the first term of the major's core curriculum). This may be accomplished with a comparable course or courses or with a year of general biology. Transfer students who substitute general biology may have to take an examination covering genetics before starting the rest of the major core.

Students who transfer after two years need to complete the sophomore core (the last three terms of the major's core curriculum) at the University of Oregon. In addition to completing the course work outlined for the first year, these students can facilitate completion of their major by having taken a year of general physics for science majors, mathematics through two terms of calculus if not completed previously, and the organic chemistry required for the major.

Careers. Career opportunities exist for graduates in biology with a variety of federal, state, and local government agencies. Work can also be found in various nonprofit organizations, private industry, teaching, or self-employment.

Holders of bachelor's degrees can qualify for positions involving inspection and testing, production and operation work, technical sales and service, and administrative duties in connection with the enforcement of government regulations. They may also obtain positions as laboratory technicians and participate in research.

Biology majors are encouraged to consult "A Guide to Career Selection and Job Finding for Biology Majors," which is on file at the Career Planning and Placement Service. Resources are also available in the biology undergraduate advising center and student lounge, 73 Klamath Hall; telephone (503) 346-4525.

Advising. At the biology advising center students may receive advising from trained peer advisers or from the faculty member who serves as director of undergraduate advising. Students can also receive help in planning a program of study. Records for undergraduate biology majors are kept on file in the advising center, and students may pick up new progress reports and transcripts at the beginning of every fall term.

The advising center also provides a variety of resources including a job file, a file of special study opportunities, and graduate catalogues from many schools. At the student lounge, undergraduates may relax between classes, use the resources available, meet friends, and talk with peer advisers.

Major Requirements. A major in biology leads to the bachelor of science (B.S.) or to the bachelor of arts (B.A.) in biology, the latter requiring completion of a language requirement. Twenty-four credits of biology that is applied to the major must be taken in residence at the University of Oregon. The specific courses required for a major in biology are listed below.

1. Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 225H, 226H)
2. General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237) and Quantitative Analysis (CH 238, 239)
3. Mathematics, to include two terms of Calculus I,II (MATH 251, 252). Students planning graduate studies or a professional career in biological science may want to complete Calculus III (MATH 253)
4. Because of the growing interest in the use of digital computers in modern biology, at least an elementary course in computer science, such as Problem Solving in Pascal (CIS 134), is highly recommended for all biology majors
5. General Physics (PHYS 201, 202, 203)
6. Introductory Organic Chemistry (CH 331, 332)
7. Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222), Cellular Physiology (BI 223), and their respective laboratories: Genetics and Evolution Laboratory-Discussion (BI 225), Molecular Biology Laboratory (BI 226), Cellular Biochemistry Laboratory (BI 227), Cellular Physiology Laboratory (BI 228). These courses constitute a core curriculum essential to understanding modern biology regardless of a student's area of subsequent specialization
8. Any six of the following courses: Genetics (BI 320), Cell Biology (BI 322), Developmental Biology (BI 328), Microbiology (BI 330), Plant Diversity and Physiology (BI 340), Invertebrate Biology (BI 351), Vertebrate Biology (BI 354), Animal Physiology (BI 356), Neurobiology (BI 360), Ecology (BI 370), Evolution (BI 380). These courses are prerequisites for many specialized biology courses and may lead to particular areas of concentration
9. Three additional terms of formal biology courses (BI 420–499) of at least 3 credits each. A substitution may be allowed for one of these courses from a list of acceptable courses that is available in the biology advising center. Other substitutions must be approved in advance by the undergraduate advising director.

Invertebrate Zoology (BI 451), taken for 5 credits fall term, may be used either to replace Invertebrate Biology (BI 351) as one of the required 300-level courses or as one of the required 400-level courses. BI 451, taken for 8 credits during the summer session, may be used both to replace BI 351 as one of the required 300-level courses and as one of the required 400-level courses.

Animal Use in Teaching Laboratories. Students should be aware that the biology major program requires students to take courses in which they may have to perform experiments on a variety of organisms, including vertebrate animals.

Prospective biology majors who are concerned about this issue should discuss it with their advisers before beginning their biology programs. Students are also encouraged to review the syllabi for laboratory courses before enrolling. Each syllabus contains a list and brief description of the laboratory exercises for that course or sequence. Syllabi are available in the biology advising center (Room 73, Klamath Hall).

Departmental 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. In addition, some instructors may choose to provide alternative exercises for certain laboratory experiments. These alternatives are noted in the syllabi.

Recommended Program. The recommended program for biology majors begins with mathematics, general chemistry with laboratories, and Genetics and Evolution (BI 220) with its laboratory (BI 225) in the freshman year.

In the sophomore year, majors take Molecular Biology (BI 221), Cellular Biochemistry (BI 222), and Cellular Physiology (BI 223) with their respective laboratories (BI 226, 227, 228), and Introductory Organic Chemistry (CH 331, 332).

At the end of the sophomore year, each student is encouraged to discuss his or her program with a biology adviser in order to develop a program that satisfies both the interests of the student and the major requirements.

The six 300-level biology electives and General Physics (PHYS 201, 202, 203) are typically taken by majors during the junior or senior year. The three 400-level biology electives are typically taken during the senior year of the student's program.

Any course required for the biology major may be taken pass/no pass (P/N) at the student's option, within the general university required minimum of 168 graded or P* credits for the bachelor's degree. Students should exercise the P/N option sparingly or not at all if they plan to attend medical or dental school or to pursue a graduate degree in biology. Biology courses taken to meet the major requirement must be passed with grades of C– or P or better. Grades of D, F, or N are unacceptable, and students with such grades should consult the head adviser to determine corrective action.

Field Study. Students are encouraged to consider attending sessions at either the Oregon Institute of Marine Biology on the coast or the Malheur Field Station in southeast Oregon to take advantage of rich opportunities for field study. Most upper-division biology courses taken at either of these field stations may be accepted in place of certain 300-level electives or 400-level requirements.

Sample Program

A sample program for the first two years of study is shown below to provide an idea of an average student course load. Individual programs may vary according to each student's placement scores, interest, and course-load capacity.

Freshman Year	*43–46 credits*
Elementary Functions (MATH 112)	4
Calculus I,II (MATH 251, 252)	8
General chemistry (CH 211, 212, 213 or CH 221, 222, 223 or CH 224H, 225H, 226H)	9–12
General Chemistry Laboratory (CH 227, 228, 229)	6
General Chemistry Tutorial (CH 220) (three terms)	3
Genetics and Evolution (BI 220) and laboratory (BI 225)	4
College Composition I (WR 121) and either College Composition II (WR 122) or College Composition III (WR 123)	6
Elective	3

Sophomore Year	*45–51 credits*
Introductory Organic Chemistry (CH 331, 332)	6
Molecular Biology (BI 221) and laboratory (BI 226)	6
Cellular Biochemistry (BI 222) and laboratory (BI 227)	6

Cellular Physiology (BI 223) and laboratory (BI 228) 6
Social science cluster or stand-alones 9–12
Arts and letters cluster or stand-alones 9
Electives 3–6

Cluster Requirement. To satisfy the cluster requirement for graduation, students must complete a group of courses specifically designated as a cluster in each of the three areas: arts and letters, social science, and science.

Students majoring in biology may meet the cluster requirement in science by taking general chemistry (CH 211, 212, 213 or CH 221, 222, 223 or CH 224H, 225H, 226H) or General Physics (PHYS 201, 202, 203), both of which are part of the major requirements for a bachelor's degree in biology. Transfer students should consult their advisers when selecting courses to meet the cluster requirements in arts and letters and in social science. For more information on university group requirements—both stand-alone and cluster—see Group Requirements in the **Registration and Academic Policies** section of this bulletin.

Second Bachelor's Degree. Students may obtain a second bachelor's degree in biology after earning a bachelor's degree in another field. These students are admitted as postbaccalaureate nongraduates. For the second degree all departmental requirements must be met, and a minimum of 20 upper-division biology credits must be completed in this department after completion of work for the first degree. A minimum of 10 credits must be taken for letter grades. In addition to departmental requirements, university requirements must also be met. For more information see Second Bachelor's Degree in the **Registration and Academic Policies** section of this bulletin.

Professional Students. Prehealth students who want to major in biology need to plan carefully to complete the biology major requirements and, at the same time, meet the entrance requirements of professional schools. Such students should consult a biology adviser as well as the adviser for the professional area of their choice. See the **Health Sciences, Preparatory** section of this bulletin for more information about these requirements. Address inquiries to Adviser for Premedicine, Adviser for Premedical Technology, or Adviser for Preveterinary Medicine in care of the Department of Biology.

Although Organic Chemistry Laboratory (CH 337, 338) and Introductory Physics Laboratory (PHYS 204, 205, 206) are not required for the biology major, they are required by most professional schools, including the Oregon Health Sciences University in Portland.

Accelerated Master's Degree Program. Professionally oriented undergraduate students interested in earning a master's degree in one year after completion of the bachelor's degree may get an early start by seeking early admission to the graduate program, planning their program of studies, and completing up to 9 graduate credits by the end of the senior year.

The degree requires completion of 45 graduate credits, 24 of which must be graded and 30 of which must be in biology. A maximum of 9 graduate credits (500 level) may be transferred from work completed prior to graduation, provided these credits have not been used to satisfy any of the requirements for the bachelor's degree.

Of the 36 credits taken during the year following receipt of the bachelor's degree, a student might take 15 as five 3-credit courses at the 500 level, 9 credits of Thesis (BI 503), three 1-credit Seminar (BI 607) courses, and 9 credits of Research (BI 601). Normally, the degree focuses on one of the department's special-interest areas such as cell biology, ecology, molecular biology, or neuroscience.

Students planning to earn an accelerated master's degree should consult the biology graduate adviser at the end of the junior year or early in the senior year. The graduate adviser for this program may be reached by calling the graduate secretary in the Department of Biology office.

Secondary School Teaching

For information about teaching credentials, consult the biology department's adviser for teacher education in the undergraduate advising center.

Honors Program in Biology

Biology majors who have completed the core BI 220, 221, 222, 223 or their equivalents and have biology grade point averages (GPAs) of 3.50 or better are eligible for admission to the honors program in biology.

To graduate with honors in biology, a student must have participated in the honors program and satisfied the following requirements:

1. Completion of all requirements for a degree in biology
2. A minimum GPA of 3.50 in all biology courses
3. All upper-division courses used to satisfy biology degree requirements must be taken for letter grades
4. Participation in the 1-credit honors research seminar (BI 407) when offered
5. A minimum of 9 credits of Research (BI 401) or Thesis (BI 403) or both, distributed over at least two terms. These credits should reflect work done on a laboratory, theoretical, or field-oriented research project that serves as the basis for the honors thesis. Projects that involve only library research cannot be used for an honors thesis
6. A written thesis in the format of a research paper describing a research project. The thesis must be approved by the student's thesis adviser

For more information, contact the undergraduate secretary in the Department of Biology or see an adviser in the biology advising center.

Special Opportunities for Biology Undergraduates

Students majoring in biology may take advantage of opportunities to participate in research, attend seminars, work as a teaching assistant or a peer adviser, or participate in other related activities.

Students may become involved in research through arrangement with a member of the biology faculty. Credit may be earned by enrolling in BI 401, 406, or 408. This enables the student to carry on research during the year under the direction of a research scientist in any of several biological fields. For more information, consult individual faculty members in the department.

Students are invited to attend seminars that feature visiting as well as local scientists. They are announced on posters on the department's bulletin boards.

Students are encouraged to express ideas and offer suggestions regarding curriculum and student relations directly to the chair of the department's curriculum committee, the director of advising in the undergraduate advising center, the chair of the student relations committee, or the head of the department. Undergraduate majors in biology are represented on committees whose work directly affects the undergraduate major program. Students interested in working on such committees should make their interest known to the department head.

A file containing samples of examinations given in biology courses during previous years is available in Reserve and Current Periodicals at the Knight Library during the term the course is offered.

Students enrolled in many biology courses are asked to evaluate them and their instructors near the end of the term. Information thus collected is made available to instructors soon after the end of the term and placed on file for possible use in future promotion and tenure deliberations. Students may view evaluation results in Reserve and Current Periodicals at the Knight Library and in the Office of Academic Advising and Student Services.

Students majoring in biology may assist in teaching laboratory sections of some biology courses. Applications may be filed with the department for the limited number of assistantships available.

Minor Requirements

The minor program in biology:

1. Requires at least 24 biology credits, of which at least 15 are upper division
2. Requires a minimum of 15 biology credits taken in residence at the University of Oregon
3. Is designed by the student in consultation with advisers in the biology advising center
4. Is recorded and filed in the department office

All courses applied toward the minor must be passed with grades of C– or P or better.

Students completing the minor program in biology are required to provide the department office with a copy of a transcript showing any transferred courses being applied to the minor.

GRADUATE STUDIES

The department offers graduate work leading to the doctor of philosophy (Ph.D.) degree and to the degrees of master of arts (M.A.) and master of science (M.S.). Candidates for graduate degrees are expected to meet the equivalent of the university undergraduate major requirements before advancement to candidacy for the higher degree.

Graduate study facilities are concentrated in three areas of biology: molecular, cellular, and

genetic biology; neuroscience and development; and ecology, evolution, and marine biology. Detailed information about the graduate program, current research interests of the faculty, and physical facilities is available in the biology department office. Brochures describing the graduate program are available from the Graduate Secretary, Department of Biology, University of Oregon, Eugene OR 97403.

The primary emphasis of graduate study is the Ph.D. program. 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 different laboratories and are therefore invaluable in choosing a laboratory in which to carry out dissertation research. After the first year in the program, students devote nearly all their efforts to research. These activities culminate in the public defense of a dissertation.

It is also possible to obtain a master of science degree. Two tracks lead to the master's degree. One requires a minimum of 60 credits of course work and the preparation of a critical essay. The second track requires 45 credits of course work and the completion of a research project that is presented as a thesis. Both tracks usually require two years for completion.

The master's degree program focuses primarily on ecology and evolution. Environmental studies are particularly suitable in Oregon because of the wide range of relatively undisturbed habitats, including coniferous forests, high deserts, estuarine sloughs, soft-water and saline lakes, and hot springs. This program provides training for a career in environmental biology or serves as preparation for advancement to a Ph.D. program. Breadth of knowledge in ecology and evolution is emphasized. A two-year program with most terms spent at the Oregon Institute of Marine Biology is also available.

While organized master's programs are not offered in the other two areas of departmental specialization—molecular, genetic, and cellular biology; and neuroscience and development—occasionally students are accepted to obtain a master's degree in one of these areas.

An accelerated master's degree program is available for University of Oregon undergraduate students wanting to complete a master's degree in the year following graduation. For information, see the Department of Biology Undergraduate Studies section above.

Interdisciplinary programs, involving the biology and chemistry departments and the Institute of Molecular Biology, are offered in cell biology and molecular biology. In neurobiology, programs are also available in conjunction with the Institute of Neuroscience and the psychology and chemistry departments.

Admission

Requirements for admission to the graduate program include:

1. A completed application for admission form
2. Three letters of recommendation
3. Transcripts of all college work
4. Scores on the Graduate Record Examinations
5. TOEFL scores for international students

Application and reference forms and additional information may be obtained from the biology department office. Completed application forms, copies of college transcripts, and letters of reference should be sent to the department in care of the graduate secretary. Copies of official transcripts of all college work must be sent directly to the Department of Biology. Deadline for applications is February 1.

Institute of Molecular Biology

Programs of research and research instruction are available through the Institute of Molecular Biology. For more information, see Institute of Molecular Biology in the **Research** section of this bulletin, or send inquiries to the director of the institute.

Institute of Neuroscience

Neuroscientists in the biology, chemistry, physical education and human movement studies, and psychology departments have formed an interdisciplinary institute in the neurosciences. The program focuses on experimental neuroscience, with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A coordinated graduate-degree program of instruction and research is available to students through any of the participating departments. For more information see the **Research** section of this bulletin.

Herbarium

The University of Oregon Herbarium has more than 110,000 prepared specimens, mostly vascular plants, including about 1,000 type specimens. The herbarium provides demonstration material for classroom use, offers identification service for the general public, and maintains facilities for research. For more information consult the curator.

Plant Biology Greenhouses

Three greenhouses, with a total space of about 7,000 square feet, contain the plant biology teaching collection and faculty and student research plants. Several controlled-environment plant-growth chambers are also available for research projects.

Oregon Institute of Marine Biology

Undergraduate and graduate courses, research, and research instruction are offered at the Oregon Institute of Marine Biology (OIMB), which is part of the university and located at the coast in Charleston on Coos Bay. Course work taken at OIMB earns UO credit.

The institute offers a full program of summer study. Summer faculty members include visiting biologists from around the country as well as faculty members from the Eugene campus and institute personnel. Students and faculty members reside on the institute grounds in Charleston. The marine station is ideally situated for the study of marine organisms.

In the fall term a coordinated biology program is offered for undergraduate biology majors and graduate students. Along with the availability of such courses as Invertebrate Biology (BI 351), Vertebrate Biology (BI 354), Algae and Photosynthetic Bacteria (BI 431/531) and Marine Biology: Biological Oceanography (BI 457/557), there are opportunities to carry out research projects in these areas. A full seminar program on a variety of topics is also arranged.

In the spring term, the institute offers undergraduates an interdisciplinary program, People and the Oregon Coast, which coordinates the specialized knowledge of biology, sociology, geography, landscape architecture, and urban planning. The combination of lectures and field study uses the Coos Bay region as a natural laboratory.

A graduate degree program coordinated with the biology department in Eugene is available all year.

Detailed information and applications may be obtained from the Department of Biology on the Eugene campus or from the Director, Oregon Institute of Marine Biology, Charleston OR 97420. See also the **Research** section of this bulletin.

Malheur Field Station

The University of Oregon is also 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 a variety of terrestrial and aquatic systems. Credits earned in courses at the field station may be transferred to the UO and included in the total credits required for a University of Oregon degree. Detailed course information and applications may be obtained from the Department of Biology.

Interdisciplinary Program in Environmental Studies

An interdisciplinary master's degree focusing on environmental studies is offered through an individualized program of the Graduate School. Graduate courses in geography; planning, public policy and management; biology; economics; and other disciplines comprise the program.

Address inquiries to Director, Environmental Studies Program, 104 Condon Hall, University of Oregon, Eugene OR 97403. See also Individualized Program: Environmental Studies, in the **Graduate School** section of this bulletin.

BIOLOGY COURSES (BI)

The lower-division courses in biology are designed primarily to meet general liberal arts requirements in science. Many courses in this group (BI 101–309) have no prerequisites. Detailed course descriptions are available in the biology undergraduate advising center. An extra fee may be charged for courses in which field trips are mandatory.

101 General Biology I: Cells (3) A survey for nonmajors. Integrated investigation of the living world; how cells carry out functions of living organisms. How proteins work. How genes work. Concurrent BI 111 recommended. *Not open to students with credit for BI 221.*

102 General Biology II: Organisms (3) A survey for nonmajors. How activities of different cells are integrated to produce a functioning organism. Development, physiology, and human genetics. Prereq: BI 101 or equivalent. Concurrent BI 112 recommended. *Not open to students with credit for BI 222.*

103 General Biology III: Populations (3) A survey for nonmajors. How organisms interact with their environments and with each other;

ecology, evolution, and behavior. Prereq: BI 101, 102 or equivalents. Concurrent BI 113 recommended.

111, 112, 113 General Biology I,II,III: Laboratory-Discussion (1,1,1) Promotes a thorough understanding of biological principles. Recommended to accompany BI 101, 102, 103.

120 Reproduction and Development (4) Intended to help nonscientists understand biomedical information encountered in daily life. Reproduction and development in the light of modern scientific experience.

121 Introduction to Human Physiology (4) Study of normal body function at the organ level, emphasizing basic physiological principles. No chemistry background required.

122 Human Genetics (3) Basic concepts of genetics as they relate to humans. Blood groups, transplantation and immune reaction, prenatal effects, the biology of twinning, selection in humans, and sociological implications.

123 Biology of Cancer (3) For nonmajors. Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental factors; and biological basis of therapy.

124 Global Ecology (3) Ecological analysis of human adaptation; factors leading to environmental degradation and possibilities for achieving balance in the ecosphere.

130 Introduction to Ecology (3) Ecology for nonbiologists. The concept of an ecosystem; organismal energetics; biogeochemical cycles; succession; population growth; species interactions, species diversity; implications for human ecosystems.

131 Introduction to Evolution (3) Darwinian evolution; examples from modern ecology, population genetics, the fossil record. Mechanics of evolution, specialization, and extinction.

132 Animal Behavior (3) Animal behavior, its evolutionary origins, and its neural mechanisms. Readings and films illustrate the adaptive nature of orientation, navigation, communication, and social behavior.

156 Natural History of Birds (4) Study of birds as unique members of living communities; includes considerations of structure, function, behavior, ecological relationships, evolution, and identification through observation of wild birds. Not offered 1991–92.

196 Field Studies (1–2R)

198 Laboratory Projects (1–2R)

199 Special Studies: [Term Subject] (1–3R) Topics include Introduction to Allied Medical Careers, Medical Terminology.

200 Innovative Education: [Term Subject] (1–3R) P/N only

220 Genetics and Evolution (3) Introduction to genetics and evolution including cell theory, Mendelian genetics, mitosis, meiosis, evolution, and classification. Concurrent BI 225 recommended.

221 Molecular Biology (4) Fundamental biological processes of reproduction and variation at the molecular level. Structure of genic material, gene duplication, mutation, recombination; relationships between genes and proteins. Prereq: BI 220 and general chemistry; pre- or coreq: CH 331.

222 Cellular Biochemistry (4) Ways cells supply themselves with energy; chemical principles underlying the structure and behavior of proteins, especially their role as enzymes. Prereq: BI 221.

223 Cellular Physiology (4) Cellular organization; relationships with the environment, including permeability, osmosis, active and passive ion movement; electrical properties of membranes; communication between cells; motility; homeostasis; and organismal development. Prereq: BI 222.

225 Genetics and Evolution Laboratory-Discussion (1) Explores concepts discussed in BI 220. Recommended to accompany BI 220.

226 Molecular Biology Laboratory (2) Illustrates principles discussed in BI 221.

227 Cellular Biochemistry Laboratory (2) Illustrates principles discussed in BI 222.

228 Cellular Physiology Laboratory (2) Illustrates principles discussed in BI 223.

Most 300-level courses have specific prerequisites. Some are designed for nonmajors. An extra fee may be charged for courses in which field trips are mandatory.

307 Forest Biology (4) Structure and function of forested ecosystems, emphasizing the Pacific Northwest. Interactions among trees, microorganisms, and animals; disturbance and recovery; forest management. Prereq: BI 103 or 130 or instructor's consent.

308 Freshwater Biology (4) Environments of lakes and streams. Effects of physical and chemical factors on organisms, biological interactions, nutrient cycles, results of human activities. Prereq: BI 103 or 130.

309 Marine Biology (4) Introduction to morphology, physiology, and ecology of marine plants and animals. Live organisms are studied in laboratories. Field trip to the rocky intertidal environment required. Prereq: BI 103 or 130.

311 Human Anatomy I: Bones, Muscles, Nerves (3) Gross human anatomy; the skeletal, muscular, and neural systems.

312 Human Anatomy II: Systems of the Body (3) The circulatory, respiratory, digestive, and urogenital systems. Prereq: BI 311.

313 Human Physiology I: Nerve, Muscle, Senses (3) Physiological principles as they operate in normal function. Neuronal resting and action potentials, muscle contraction, synaptic transmission, sensory transduction, special senses, neural reflexes, and central processing of information. Prereq: BI 103, or one year of college chemistry *and* one year of college biology.

314 Human Physiology II: Homeostatic Mechanisms (3) Second term of a two-term sequence. Circulatory, respiratory, digestive, metabolic, immune, endocrine, and reproductive physiology. Prereq: BI 313.

318 Bacteriology (5) Basic principles of bacteriology; role of bacteria and other microorganisms in transformations of organic matter; public health aspects, principles of epidemiology, chemotherapy, and immunology. Prereq: general biology, general chemistry. *Offered only during summer session.*

320 Genetics (4) Molecular mechanisms regulating control of gene expression. Topics include chromosome structure, transcription and processing of RNA, control of transcription, translational control and genetic rearrangement. Prereq: BI 222 or instructor's consent.

322 Cell Biology (4) Chromatin structure, organelle biogenesis, protein synthesis and targeting, secretion and endocytosis, cell surface receptors, cytoskeleton and motility, and extracellular matrix. Prereq: BI 223 or instructor's consent.

328 Developmental Biology (4) Topics include genetic regulation, nucleocytoplasmic interactions, organellogenesis, morphogenesis, pattern formation, cell differentiation, and neoplasia. Prereq: BI 223 or instructor's consent.

330 Microbiology (4) Structural diversity, physiology, and ecology of bacteria (and some algae and fungi). Laboratory work involves isolation and study of physiologically diverse microorganisms. Prereq: BI 222 or instructor's consent.

340 Plant Diversity and Physiology (4) Structure, development, and physiology of the important plant divisions, including adaptations essential for colonization and survival in various aquatic and terrestrial environments. Prereq: BI 222 or instructor's consent.

351 Invertebrate Biology (4) Representative invertebrate groups, with emphasis on marine forms, morphology, systematics, life history, and ecology. Prereq: BI 223 or instructor's consent. *Students may not receive credit for both BI 351 and 451.*

354 Vertebrate Biology (4) Comparative anatomy, development, and evolution of different organ systems of vertebrates and their adaptations to various environmental demands. Elements of physiology, behavior, and natural history. Prereq: BI 223 or instructor's consent.

356 Animal Physiology (4) Neurophysiology, endocrinology, muscle contraction, and homeostatic mechanisms of circulation, respiration, metabolism, ionic regulation, and excretion in mammals; comparison with those in other animals. Prereq: BI 223 or instructor's consent.

360 Neurobiology (4) Function of the nervous system from the single neuron to complex neural networks. Topics range from molecular and cellular neurobiological mechanisms to systems and behavioral analyses. Prereq: BI 223 or instructor's consent.

370 Ecology (4) The relationship of organisms to their environment in space and time. Factors controlling the distribution and abundance of organisms, introductions to community systems, and paleoecology. Prereq: BI 223 or instructor's consent. Calculus recommended.

380 Evolution (4) Origin and maintenance of genetic variability. Historical and geographic patterns of variation. Application of population genetics to understanding evolutionary processes; modes of speciation. Prereq: college algebra and BI 221, or instructor's consent.

399 Special Studies: [Term Subject] (1–4R) R when topic changes.

The following 400-level courses are primarily for undergraduate majors in biology. An extra fee may be charged for courses in which field trips are mandatory.

400 Innovative Education: [Term Subject] (1–3R) P/N only

401 Research (1–16R) P/N only

403 Thesis (1–16R) P/N only

405 Reading and Conference: [Term Subject] (1–16R) P/N only

406 Field Studies (1–16R)

407/507 Seminar: [Term Subject] (1–2R) P/N only. Topics vary from year to year.

408/508 Laboratory Projects (1–16R) Special laboratory training in research methods. A fee may be charged for supplies and materials that become the property of the student.

409 Practicum: [Term Subject] (1–3R) P/N only

410/510 Experimental Course: [Term Subject] (1–16R) Topics vary from year to year.

412/512 Marine Field Studies: [Term Subject] (4–8R) Variable topics include field studies of marine organisms, marine biology, and coastal ecosystems. Prereq: instructor's consent. *Offered at Oregon Institute of Marine Biology.* **R** when topic changes.

415/515 Techniques in Histology (4) Fixation, dehydration, embedding, sectioning, and staining methods. Chromosome techniques, autoradiography, cyto- and histochemistry. Prereq: instructor's consent.

416/516 Techniques in Light Microscopy (4) Light microscopy including bright field optics, dark field, polarization, phase and differential interference contrast; principles and practices of scientific photography, photomacrography, and photomicrography. Prereq: instructor's consent.

417/517 Techniques in Electron Microscopy (5) Techniques in biological electron microscopy, including fixation, embedding, thin section, positive and negative staining, shadowing, and microscope operation. Emphasis is on transmission electron microscopy. Prereq: instructor's consent.

421/521 Eukaryotic Gene Regulation (3) Molecular mechanisms regulating gene expression in eukaryotes. Emphasis on genetic and biochemical analysis of transcriptional control. Prereq: BI 320 or instructor's consent.

422/522 Membrane Structure and Function (3) Chemical composition, molecular structure, and functional attributes of biological membranes. Biosynthesis and assembly of organelles. Prereq: BI 223 or instructor's consent.

424/524 Advanced Molecular Genetics (3) Topics may include growth, mutation, recombination, regulation of macromolecular syntheses, and chromosome structure and function in phage, bacteria, and eukaryotes. Prereq: BI 320 or instructor's consent.

425/525 Genetic Mechanisms of Evolution (3R) Molecular mechanisms of recombination and mutation in the broad sense and the roles they play in evolution. Interpretation of evolutionary processes from molecular data. Prereq: BI 320 or instructor's consent. **R** when topic changes. Offered 1991–92 and alternate years.

426/526 Plant Molecular Biology (3) Molecular constituents and mechanisms in plant cells. Topics include biochemistry of plant cells, gene regulation, nuclear-cytoplasmic interaction, and molecular biology of plant diseases. Prereq: BI 340 or instructor's consent. Offered 1991–92 and alternate years.

427/527 Plant Molecular Biology Laboratory (2) Laboratory analysis of the experimental foundations for plant molecular biology. Pre- or coreq: BI 426/526. Not offered 1991–92.

428/528 Developmental Genetics (3) Genetic regulation of development, including investigations of molecular mechanisms and studies of developmental mutants. Topics include molecular biology of eukaryotic chromosomes, genetic mosaics, and models of gene regulation. Prereq: BI 223 or 328 or instructor's consent. Not offered 1991–92.

431/531 Algae and Photosynthetic Bacteria (5) Structure, cytology, life history, and ecology of representative freshwater and marine algae. Prereq: BI 223 or instructor's consent. *Offered at Oregon Institute of Marine Biology.*

432/532 Mycology (5) Physiology, ecology, structure, and classification of fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic, and symbiotic modes of existence. Prereq: BI 223 or instructor's consent. Offered 1991–92 and alternate years.

441/541 Bryology (4) Morphology, ecology, evolution, and systematics of the *Bryophyta* (mosses, liverworts, and hornworts). Emphasis on regional flora. Prereq: BI 442/542 or instructor's consent. Offered 1991–92 and alternate years.

442/542 Systematic Botany (5) Principles of plant classification with emphasis on flowering plants, introduction to taxonomic theory and methods of biosystematics, collection and identification procedures, recognition of common families in native flora. Prereq: BI 340 or instructor's consent. Offered alternate years; not offered 1991–92.

444/544 Plant Physiology and Development (3) Physiology and biochemistry of photochemical reactions of photosynthesis, photomorphogenesis, and phototropism. Mechanisms of growth and differentiation of cells, tissues, and organs. Prereq: BI 340 or instructor's consent. Not offered 1991–92.

446/546 Plant Physiology and Development Laboratory (2) Experience in analysis of basic physiological processes of plant function. Pre- or coreq: BI 444/544. Not offered 1991–92.

448/548 Field Botany (4) Field study and identification of the higher plant flora of Northwest Oregon. Recognition of principal families and of diverse plant communities; utilization of materials for laboratory teaching. Prereq: one year of biology or instructor's consent. *Offered summer session only.*

451/551 Invertebrate Zoology (5–8) Representative invertebrate groups with emphasis on marine forms; morphology, systematics, life history, and ecology. Prereq: instructor's consent. *Students may not receive credit for both BI 351 and 451. Offered at Oregon Institute of Marine Biology.*

452/552 Arthropod Biology (4) Anatomy, physiology, and behavior of insects. Insect societies. Laboratory work. Prereq: BI 223. Not offered 1991–92.

455/555 Marine Birds and Mammals (4–6) Principles of morphology, physiology, evolution, life history, and systematics as demonstrated through study of birds and mammals of the Oregon coast. Comparison of the fauna from the open sea to coastal waters. Prereq: instructor's consent. *Offered at Oregon Institute of Marine Biology.*

456/556 Comparative Physiology (5–8) Respiration, osmoregulation and excretion, nerve and muscle physiology of major animal groups. Prereq: BI 223 and CH 331 or instructor's consent. *Offered at Oregon Institute of Marine Biology.*

457/557 Marine Biology: [Term Subject] (4–8R) Content varies. Topics include biological oceanography, plankton studies, biology of fishes, and other subjects related to marine biology. Prereq: instructor's consent. *Offered at Oregon Institute of Marine Biology.* **R** when topic changes.

459/559 Field Ornithology (4) Natural history and identification of birds. Field work emphasizing adaptation, behavior, breeding, distribution, migration, and ecology. Of special value to teachers. *Offered summer session only.*

461/561 Systems Neuroscience (3) Principles of organization of nervous systems with emphasis on vertebrate brain and spinal cord. Functional implications of synaptic organization and pattern of projections, and comparative aspects. Prereq: BI 360 or instructor's consent.

462/562 Systems Neuroscience Laboratory (3) Practical experience in selective staining and tracing methods for neurons, gross anatomy, dissection, and microscopic study of representative vertebrate nervous systems. Pre- or coreq: BI 461/561 or instructor's consent.

CH 461/561, 462/562, 463/563 Biochemistry (4,4,4S) See description under **Chemistry.**

463/563 Cellular Neuroscience (3) Physiology of excitation, conduction, and synaptic transmission. Prereq: BI 360 or instructor's consent.

464/564 Cellular Neuroscience Laboratory (3) Stimulation and recording of electrical activity in nerves and muscles. Intracellular and extracellular potentials, synaptic transmission, muscle contraction, and sensory systems. Pre- or coreq: BI 463/563.

466/566 Developmental Neurobiology (3) Mechanisms underlying development of the nervous system. The genesis of nerve cells; differentiation of neurons; synaptogenesis and neuronal specificity; plasticity, regeneration, and degeneration of nervous tissue. Prereq: BI 328 and 356, or instructor's consent.

467/567 Hormones and the Nervous System (3) Effects of hormones on neuronal structure and function in vertebrates and invertebrates, particularly during development and metamorphosis. Relationship between neural and behavioral changes. Prereq: BI 360 or instructor's consent. Offered 1991–92 and alternate years.

CH 467/567 Biochemistry Laboratory (4) See description under **Chemistry.**

468/568 Neuroethology (3) The neural mechanisms of naturally occurring behaviors such as echo location, bird song, navigation, and electroreception. Prereq: BI 360 or instructor's consent. Offered 1991–92 and alternate years.

469/569 Neurochemistry (3) Biochemistry of the nervous system; synaptic chemistry; identi-

fication of neurotransmitters; metabolism, storage, release of known transmitters; postsynaptic events; correlation of chemical events with neuroanatomy and physiology. Prereq: CH 461, 462 and BI 463, or equivalents, or instructor's consent.

471/571 Population Ecology (4) Growth, structure, and regulation of natural populations; demographic analysis; theory and measurement of community structure, diversity, and stability. Prereq: BI 370 or instructor's consent. Not offered 1991–92.

472/572 Community Ecology (4) Community organization, diversity, and stability. Function, structure, and development of ecosystems including energetics and nutrient cycling. Prereq: BI 370 or instructor's consent. Offered 1991–92 and alternate years.

473/573 Quantitative Ecology (4) Quantitative methods applied to field analyses of pattern, dominance, community structure, and interactions. Pre- or coreq: BI 370 or instructor's consent.

474/574 Marine Ecology (5–8) Factors that influence the distribution, abundance, and diversity of marine organisms. Field emphasis on local intertidal and shallow-water communities. Prereq: BI 370 or instructor's consent; statistics and calculus desirable. *Offered at Oregon Institute of Marine Biology.*

475/575 Freshwater Ecology (5) Study of freshwater environments, particularly lakes; chemical, physical, and biological interactions. Prereq: BI 370 or instructor's consent. Offered alternate years; not offered 1991–92.

476/576 Behavioral Ecology (4) Application of evolutionary game theory to animal behavior. Analysis of contest, mating, and social behavior. Prereq: BI 370 and 380 or instructor's consent.

477/577 Microbial Ecology (3) Survey of microorganisms; evolution and structure of microbial communities in relation to habitats; biogeochemical cycling; interaction among microorganisms and multicellular eukaryotes; biotechnology. Emphasis on terrestrial ecosystems. Prereq: BI 330 or 370 or instructor's consent.

478/578 Microbial Ecology Laboratory (2) Content varies from term to term. Coreq: BI 477/577.

479/579 Marine Vertebrate Ecology (8) Feeding and breeding ecology, population dynamics, and community structure of marine and estuarine fishes, sea birds, and marine mammals. Prereq: BI 370 or instructor's consent. *Offered at Oregon Institute of Marine Biology.*

481/581 Quantitative Genetics (4) Evidence and theory bearing on mechanisms of evolution; population and quantitative genetics; maintenance of genetic variation; molecular evolution; speciation; levels of selection; macroevolution. Prereq: BI 380 or equivalent or instructor's consent. Offered alternate years; not offered 1991–92.

482/582 Advanced Evolutionary Biology (4) Natural selection, levels of selection, life history evolution, coevolution, speciation, macroevolution, and phylogenetic inference. Prereq: BI 380 or instructor's consent. Offered alternate years; not offered 1991–92.

483/583 Conservation Biology (4) Ecological and genetic principles relevant to the conservation of biological diversity; preservation of wild and captive populations of endangered species; habitat preservation and global ecosystem dynamics. Prereq: BI 370 or instructor's consent. Offered 1991–92 and alternate years.

485/585 Paleobiology and Paleoecology (3) Paleoecology (historical ecology) of nonmarine organisms with emphasis on the Cenozoic. Survey of the principal approaches and organisms available to the nonmarine paleoecologist. Topics vary from year to year. Prereq: BI 370 or instructor's consent. Offered alternate years; not offered 1991–92.

487/587 Biological Clocks (3) Physiology of circadian rhythms. Biochemical, cellular, endocrine, and neural components are treated. How clocks are used by living things (e.g., photoperiod, oriented migration, and annual cyclicity). Prereq: BI 223 or instructor's consent. Not offered 1991–92.

489/589 Modeling and Simulation in Biology (4) Formulation, construction, testing, interpretation, and evaluation of biological models. Computer simulation modeling using the Pascal language. Prereq: calculus; BI 223; CIS 134 or equivalent.

495/595 Methods of Pollen Analysis (5) Theory and methodology of pollen analysis and its application to the resolution of ecological and paleoecological problems. Prereq: instructor's consent. Offered 1991–92 and alternate years.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R) P/N only

606 Field Studies (1–16R)

607 Seminar: [Term Subject] (1–3R) P/N only. Topics may include neurobiology, developmental biology, ecology colloquium, genetics, molecular biology, and neuroscience.

608 Special Topics (1–5R) Lecture course devoted to advanced topics. Topics reflect the instructor's current research interests.

609 Practicum: [Term Subject] (1–3R) P/N only

610 Experimental Course: [Term Subject] (1–5R)

CANADIAN STUDIES

103 Hendricks Hall
Telephone (503) 346-3817
Bryan T. Downes, Committee Chair

STEERING COMMITTEE

John H. Baldwin, planning, public policy and management
David M. Barber, library
Sue Ann Donaldson, landscape architecture
Bryan T. Downes, planning, public policy and management
Christopher R. Edginton, leisure studies and services
Gerald W. Fry, political science
Paul Goldman, educational policy and management
Steven Hecker, labor education and research
Jon L. Jacobson, law
Ronald W. Kellett, architecture
Glen A. Love, English
Larry L. Neal, leisure studies and services
John R. Shepherd, speech
Ronald E. Sherriffs, speech
Everett G. Smith, Jr., geography
Janet Wasko, speech

The University of Oregon does not have a formal department of Canadian studies. However, the Canadian studies committee seeks to integrate existing instructional and research activities on Canada and Canadian-United States relations and to stimulate new research and course work in these areas. Through the auspices of the Canadian Publishing Centre, the University of Oregon Library is a selected repository for Canadian federal documents.

Grant programs, available through the Academic Relations Division of the Canadian Embassy to support new course development, faculty and doctoral research, conferences, and outreach programs, have provided funds for a number of university faculty members and graduate students. The purpose of Canadian studies courses is to enhance American students' understanding of Canada's economy, politics, culture, and social system as well as the strong ties that exist between the United States and Canada. Among courses that may be offered at the university 1991–92 are the following:

Anthropology. Ethnology of Hunters and Gatherers (ANTH 301)

English. Experimental Course: Canadian Literature (ENG 410)

Geography. Urban Geography (GEOG 442), Geography of European-American Regions: Canada (GEOG 463)

History. Canada (HIST 364)

International Studies. Seminar: Canadian International Development Assistance (INTL 407)

Landscape Architecture. North American Landscapes (LA 487)

Leisure Studies and Services. Seminar: Canada: Perspectives in Leisure (LSS 407), Leisure in the Pacific Rim (LSS 460)

Planning, Public Policy and Management. Seminars: Canadian-American Environmental

Issues, Community and Regional Development, Managing Fiscal Austerity in the United States and Canada (PPPM 407)

Speech: Telecommunication and Film. Seminars: Film Board of Canada, United States Film Industry (TCF 407); Theory and Criticism of Television Drama (TCF 431)

The courses listed above focus specifically on Canada and United States-Canadian issues. A number of other courses with content on Canada are offered by a variety of departments. For more information on these courses, consult the committee chair.

CHEMISTRY

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David R. Herrick, Department Head

FACULTY

Ralph J. Barnhard, senior instructor; assistant department head. B.S., 1959, Otterbein; M.S., 1965, Oregon. (1966)

Virgil C. Boekelheide, professor (organic). A.B., 1939, Ph.D., 1943, Minnesota. (1960)

Bruce P. Branchaud, associate professor (organic). B.S., 1976, Southeastern Massachusetts; M.A., 1981, Ph.D., 1981, Harvard. (1983)

Carlos J. Bustamante, professor (biophysical). B.S., 1973, Peruana Cayetano Heredia; Ph.D., 1981, California, Berkeley. (1990)

Frederick W. Dahlquist, professor (biochemistry). B.A., 1964, Wabash; Ph.D., 1968, California Institute of Technology. (1971)

Lloyd J. Dolby, professor (organic). B.S., 1956, Illinois; Ph.D., 1959, California, Berkeley. (1960)

Kenneth M. Doxsee, associate professor (organic). B.S., 1978, M.S., 1978, Stanford; Ph.D., 1983, California Institute of Technology. (1989)

Thomas R. Dyke, professor (physical). B.A., 1966, Wooster; Ph.D., 1972, Harvard. (1974)

Paul C. Engelking, associate professor (physical). B.S., 1971, California Institute of Technology; M.Phil., 1974, Ph.D., 1976, Yale. (1978)

Richard G. Finke, professor (organic, inorganic). B.A., 1972, Colorado; Ph.D., 1976, Stanford. (1977)

O. Hayes Griffith, professor (physical, biophysical). A.B., 1960, California, Riverside; Ph.D., 1964, California Institute of Technology. (1965)

Diane K. Hawley, assistant professor (biochemistry). B.A., 1976, Kansas; Ph.D., 1982, Harvard. (1986)

David R. Herrick, professor (physical). B.S., 1969, Rochester; Ph.D., 1973, Yale. (1975)

Bruce S. Hudson, professor (physical). B.S., 1967, M.S., 1969, California Institute of Technology; Ph.D., 1972, Harvard. (1978)

David C. Johnson, assistant professor (inorganic). B.A., 1978, Rutgers; Ph.D., 1983, Cornell. (1986)

John F. W. Keana, professor (organic). B.A., 1961, Kalamazoo; Ph.D., 1965, Stanford. (1965)

Michael E. Kellman, associate professor (physical). B.S., 1971, California, Berkeley; Ph.D., 1977, Chicago. (1989)

LeRoy H. Klemm, professor (organic). B.S., 1941, Illinois; M.S., 1943, Ph.D., 1945, Michigan.(1952)

Thomas W. Koenig, professor (organic). B.S., 1959, Southern Methodist; Ph.D., 1963, Illinois. (1963)

James W. Long, senior instructor. B.S., 1965, Washington (Seattle); Ph.D., 1969, California, Berkeley. (1978)

Robert M. Mazo, professor (physical). B.A., 1952, Harvard; M.S., 1953, Ph.D., 1955, Yale. (1962)

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

UNDERGRADUATE STUDIES

The Department of Chemistry enjoys a strong reputation nationally. The National Academy of Sciences has recognized four current faculty members by electing them to membership. The most recent American Council on Education Survey identifies the department among the thirty strongest in the nation.

The curriculum in chemistry is designed to provide broad knowledge of the field as a part of the liberal education offered by the College of Arts and Sciences. Chemistry course work also provides a sound foundation for students interested in advanced work in chemistry or related sciences, particularly such fields as biochemistry, chemical physics, molecular biology, geochemistry, and neurochemistry.

A definite strength of the program in chemistry is the opportunity it offers undergraduates to participate in the activities of a dynamic research group that considers problems extending well beyond the level of textbook instruction. Major and nonmajor students alike can enjoy this experience of true scientific inquiry. Two to three years of preparatory course work typically precede the research experience. The department usually enrolls twenty to thirty undergraduate students each term in Research (CH 401).

Preparation. The high school preparation of a prospective chemistry major should include chemistry, physics, and a minimum of three years of mathematics. Those interested in biochemistry would also profit from biology courses in high school. High school work in foreign languages is desirable but not required.

Two-year college students planning to transfer to the university to major in chemistry should prepare by taking courses equivalent to those outlined for the freshman and sophomore years.

For students with superior high school preparation who intend to major in chemistry, who are enrolled in the Clark Honors College, or who are in other sciences, the department offers an advanced general chemistry course. This consists of the lecture sequence, Honors General Chemistry (CH 224H, 225H, 226H), and an accompanying laboratory sequence, Advanced General Chemistry Laboratory (CH 237) and Quantitative Analysis (CH 238, 239).

Careers. Career opportunities for chemists are available in education, government, and industry (see the annual October issue of *Chemical and Engineering News*). A bachelor's degree in chemistry provides a good background for advanced study in such fields as biochemistry, molecular biology, biology, pharmacy, pharmacology, physiology, medicine, medicinal chemistry, materials science, metallurgy, geology, oceanography, geochemistry, atmospheric science, and environmental problems. Chemists also find jobs in science writing, public relations, personnel, plant production, sales, management, safety management, market research, patent law, and even financial analysis.

Recommended Curriculum

The American Chemical Society certification program below is the recommended curriculum for majors. It includes courses in chemistry and related fields. Variations in courses and order may be worked out in consultation with an adviser. Upon notification by the Department of Chemistry, the society issues certificates to students who successfully complete the recommended curriculum.

Requirements for Degree with American Chemical Society Certification

Major Requirements — *77–81 credits*

- Honors General Chemistry (CH 224H, 225H, 226H)[1] 9
- Advanced General Chemistry Laboratory (CH 227), Quantitative Analysis (CH 238, 239) 9
- Organic Chemistry (CH 334, 335, 336) *or* comparable lower-division sequence 9
- Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) 7
- Physical Chemistry (CH 411, 412, 413) 12
- Physical Chemistry Laboratory (CH 417, 418, 419) 12
- Instrumental Analysis (CH 429) 4–5
- Research (CH 401) ..... minimum of 6
- Advanced chemistry electives (three courses) ..9–12

Related Science Requirements — *52–53 credits*

- Calculus I,II,III (MATH 251, 252, 253) 12
- Introduction to Differential Equations (MATH 256) 4
- Several-Variable Calculus I (MATH 281) 3
- General Physics with Calculus (PHYS 211, 212, 213) with laboratories (PHYS 204, 205, 206)[2] 18
- Computer science (CIS 133, 134, or 210)[3] 3–4
- One year of foreign language (French, German, or Russian) 12

Advanced Electives (three courses) — *9–12 credits*

- Mechanics, Electricity, and Magnetism (PHYS 412, 413) 8
- Inorganic Chemistry (CH 431, 432, 433) 10
- Advanced Organic-Inorganic Synthesis (CH 438) 4
- Quantum Chemistry (CH 441), Quantum Chemistry and Spectroscopy (CH 442, 443) 9
- Chemical Thermodynamics (CH 444) 3
- Statistical Mechanics (CH 445) 3
- Chemical Kinetics (CH 446) 3
- Biochemistry (CH 461, 462, 463) 12
- Introduction to Geochemistry (GEOL 470) 3
- Research Instruments (CH 470) 1–3

[1]Introductory General Chemistry (CH 211, 212, 213) *or* General Chemistry (CH 221, 222, 223), with laboratories (CH 227, 228, 229) and followed in a subsequent year by Instrumental Analysis (CH 429), may be substituted.

[2]General Physics (PHYS 201, 202, 203) may be substituted for the PHYS 211 series.

[3]Recommended but not required

Sample ACS-Certified Program

Freshman Year — *48 credits*

- Honors General Chemistry (CH 224H, 225H, 226H)[1] 9
- Advanced General Chemistry Laboratory (CH 237), Qualitative Analysis (CH 238, 239) 9
- Calculus I,II,III (MATH 251, 252, 253) 12
- College Composition I,III (WR 121, 123) 6
- Electives 9
- Introduction to Numerical Computation with FORTRAN (CIS 133)[2] or elective 3

Sophomore Year — *46 credits*

- Organic Chemistry (CH 334, 335, 336) *or* comparable lower-division sequence 9
- Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) 7
- General Physics with Calculus (PHYS 211, 212, 213)[3] 12
- Introductory Physics Laboratory (PHYS 204, 205, 206) 6
- Foreign language 12

Junior Year — *52 credits*

- Physical Chemistry (CH 411, 412, 413) 12
- Physical Chemistry Laboratory (CH 417, 418, 419) 12
- Introduction to Differential Equations (MATH 256) 4
- Several-Variable Calculus I (MATH 281) 3
- Foreign language or elective 12
- Electives 9

Senior Year — *28–32 credits*

- Instrumental Analysis (CH 429) 4–5
- Advanced chemistry electives (three courses) ..9–12
- Research (CH 401) (3 credits a term) ..... minimum of 6
- Electives 9

[1]Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223), with laboratories (CH 227, 228, 229) and followed

in a subsequent year by Instrumental Analysis (CH 429), may be substituted.
[2]Recommended but not required.
[3]General Physics (PHYS 201, 202, 203) may be substituted for the PHYS 211 series.

Students who want a less specialized major, without American Chemical Society certification, may omit the foreign language. They may substitute Instrumental Analysis (CH 429) and General Chemistry Laboratory (CH 227, 228, 229) for CH 237, 238, 239. The advanced electives may consist of three courses at the 400 level—excluding CH 403, 405, or 409; one upper-division course and 6 credits of Research (CH 401); or 9 credits of CH 401.

Grades of C– or P or better must be earned in courses required for the major.

Biochemistry Option

Many undergraduate students who are interested in advanced study using molecular approaches to biological problems (e.g., biochemistry, molecular biology, physical biochemistry, neurochemistry, or perhaps medical research) may want to base their training in chemistry but include as well courses in biologically based subjects. For these students, the Department of Chemistry offers a biochemistry option.

The recommended curriculum for biochemistry-option chemistry majors includes courses in chemistry and related fields. Grades of C– or P or better must be earned in courses required for this option.

The advanced elective courses in the senior year may include research and are otherwise similar to those listed under the regular chemistry major curriculum; however, attention might be directed to biology or biochemical courses. Students who plan to attend graduate school should include research in their advanced work. If chemical research is included as part of the advanced work, at least 6 credits of Research (CH 401) must be completed.

Students who plan to apply to medical schools are advised to investigate the need for a physics laboratory course that is not included in this curriculum. If they seek American Chemical Society certification, then physics laboratory, instrumental analysis, a foreign language, and chemical research must be taken in addition to the requirements cited.

Biochemistry Requirements ***76–81 credits***
Introductory General Chemistry (CH 211, 212, 213) *or* General Chemistry (CH 221, 222, 223) 9–12
General Chemistry Laboratory (CH 227, 228, 229) 6
Organic Chemistry (CH 334, 335, 336) 9
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) *or* comparable lower-division sequence 7
Physical Chemistry (CH 411, 412, 413) 12
Physical Chemistry Laboratory (CH 417, 418, 419) (choose two) 8
Biochemistry (CH 461, 462, 463) 12
Biochemistry Laboratory (CH 464) 4
Research (CH 401) or advanced electives or both (three courses) 9–11

Related Science Requirements ***47 credits***
Calculus I,II,III (MATH 251, 252, 253) 12
Introduction to Differential Equations (MATH 256) 4
General Physics (PHYS 201, 202, 203) 12
Genetics and Evolution (BI 220) with laboratory (BI 225) 4
Molecular Biology, Cellular Biochemistry, Cellular Physiology (BI 221, 222, 223) 12
with laboratories (BI 226, 227, 228) 6

Advanced Electives (three courses) ***9–12 credits***
Research (CH 401) ..... minimum of 6
Eukaryotic Gene Regulation (BI 421) 3
Membrane Structure and Function (BI 422) 3
Advanced Molecular Genetics (BI 424) 3
X-ray Crystallography (PHYS 427) 4
Instrumental Analysis (CH 429) 4–5
Inorganic Chemistry (CH 431, 432, 433) 10
Advanced Organic-Inorganic Synthesis (CH 438) 4
Chemical Thermodynamics (CH 444) 3
Statistical Mechanics (CH 445) 3
Chemical Kinetics (CH 446) 3
Neurochemistry (BI 469) 3
Research Instruments (CH 470) (two courses) 4

Sample Program for Biochemistry Option

Freshman Year ***46–49 credits***
Introductory General Chemistry (CH 111, 112, 113) *or* General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) 12–15
College Composition I,III (WR 121, 123) 6
Genetics and Evolution (BI 220) with laboratory (BI 225) 4
Calculus I,II,III (MATH 251, 252, 253) 12
Electives 12

Sophomore Year ***46 credits***
General Physics (PHYS 201, 202, 203) 12
Molecular Biology, Cellular Biochemistry, Cellular Physiology (BI 221, 222, 223) with laboratories (BI 226, 227, 228) 18
Organic Chemistry (CH 334, 335, 336) *or* comparable lower-division sequence 9
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) 7

Junior Year ***38 credits***
Introduction to Differential Equations (MATH 256) 4
Physical Chemistry (CH 411, 412, 413) 12
Biochemistry (CH 461, 462, 463) 12
Biochemistry Laboratory (CH 467) 4
Elective 3
Health 3

Senior Year ***26–38 credits***
Research (CH 401) or advanced electives or both (three courses) 9–12
Physical Chemistry Laboratory (CH 417, 418, 419) (choose two) 8
Electives 9–18

Engineering

Students interested in engineering may complete preparatory course work at the University of Oregon before enrolling in a professional engineering program at Oregon State University (OSU) or elsewhere. The Department of Physics coordinates a three-plus-two program, which allows a student to earn a bachelor's degree in physics or chemistry from the university and one in engineering from OSU. For more information, see the **Engineering, Preparatory** section of this bulletin.

Minor Requirements

A minor in chemistry may be designed from the basic outline of course work in general chemistry, including the laboratory sequence, and at least four additional courses. Four options are outlined below. Other options may be submitted for consideration and approval by the department. University requirements for the minor include a total of 24 credits in chemistry, 15 of which must be in upper-division courses and 12 of which must be completed at the University of Oregon. All courses must be taken for letter grades; credits for tutorials (CH 220 or 310), Seminar (CH 407), and Reading and Conference (CH 405) may not be applied toward the required courses for the minor. Grades of C– or P or better must be earned in courses required for the minor.

Analytical-Physical Chemistry Option: General chemistry with laboratories and CH 411, 412, 413, 429

Biochemistry Option: General chemistry with laboratories and CH 334, 461, 462, 463

Organic Chemistry Option: General chemistry with laboratories; CH 334, 335, 336; and CH 337, 338, 339

Physical Chemistry Option: General chemistry with laboratories and CH 334, 411, 412, 413

Secondary School Teaching

The department offers work toward certification required to teach chemistry in public secondary schools. For additional information about requirements for the physical science endorsement, students should consult the departmental endorsement adviser, Ralph Barnhard, and the staff in the College of Education Office of Student Support Services, 117 Education Building.

GRADUATE STUDIES

Graduate work in chemistry is a research-oriented Ph.D. program with options in organic chemistry, organotransition metal chemistry, inorganic chemistry, physical chemistry, materials science, biochemistry, chemical physics, molecular or cell biology, and neurochemistry. Master of science (M.S.) and master of arts (M.A.) degrees are also offered.

A major strength of the University of Oregon program is its interdisciplinary approach to research and teaching. Many important advances in chemistry occur at the junctions of classically defined divisions of science. Collaborative interaction of these divisions is fostered through interdisciplinary research institutes.

The programs of interest to chemically oriented scientists include the Institute of Molecular Biology, the Institute of Neuroscience, the Institute of Theoretical Science, the Chemical Physics Institute, the Materials Science Institute, and the program in cell biology.

First-year students are offered financial assistance through graduate teaching fellowships (GTFs). Research assistantships are typically available for students with advanced standing. These research appointments are funded through grants to the university by federal agencies and private (industrial) sources for support of the basic research programs in the department. Students are selected for these positions on the basis of their interest in a particular research area and by mutual agreement of the student and the faculty member directing the work.

Although subject to variation, stipends for assistants, with summer research work, are cur-

rently $10,800, plus tuition waiver, for the calendar year. During 1990–91, research projects in the Department of Chemistry were sponsored by the American Cancer Society, American Chemical Society, Amoco Chemicals Co., Camille & Henry Dreyfus Foundation, Catalytica Associates, CNS Research Co., Department of Energy, Eli Lilly & Co., Medical Research Foundation of Oregon, National Institutes of Health, National Science Foundation, Searle Foundation, and Tektronix, Inc.

An illustrated publication, *Doctoral Program in Chemistry at the University of Oregon*, is available from the department on request. The booklet presents complete details on the program, facilities, financial support, faculty members and their individual research interests, course offerings, housing, and the local environment. People who request the booklet also receive information about admission as well as instructions and application forms for admission and graduate teaching fellowships.

Biochemistry, Molecular Biology, Cell Biology

One of the most active areas of research is the study of the molecular bases of cell function, including synthesis of macromolecules, regulation of gene expression, development, cell movement, and the structure and function of biological membranes. Research in these areas has been fostered by close collaboration among biologists, chemists, and physicists. The interdisciplinary nature of these programs has been greatly strengthened by the Institute of Molecular Biology and the program in cell biology. Ten members of the chemistry department are affiliated with these programs. Entering graduate students are in an excellent position to take advantage of the molecularly oriented avenues to the study of biological problems.

One group is studying the cell-type specific regulation of expression of certain genes in yeast. Another group is investigating the secretory pathway in yeast, using mutants to analyze the steps involved in intracellular transport of proteins. The study of regulation of transcription and tissue-specific expression of tRNA genes in the silkworm is the focus of research in another laboratory. Other groups are studying the control of cell movement (chemotaxis) in bacteria and the hormonal regulation of development in *Drosophila*. Several collaborative research projects, using a variety of methods including X-ray crystallography and nuclear magnetic resonance, are being conducted to investigate the structure, folding dynamics, and stability of proteins.

Biophysical Chemistry

Biophysical chemistry provides close collaboration and educational interaction among faculty members and students. Research groups that are developing and applying physical methods work closely with molecular and cellular biologists, neurobiologists, biochemists, and synthetic organic chemists. Most of the research programs in biophysical chemistry are interdisciplinary.

Several research groups are active in some areas of biophysical chemistry. For example, the nature of the interaction of regulatory, recombination, and transcription proteins with nucleic acids is currently of great interest. This work involves crystallographic and computer graphics studies, thermodynamic binding studies, and genetic analysis. The general problem of the nature of the forces that determine protein stability is approached from both structural and thermodynamic points of view; it includes the use of mutant forms to probe specific contributions to overall stability.

Another area of general interest is the nature of the excited electronic states of biopolymer components. This includes the use of the optical properties of biopolymers, such as their circular dichroism, as a probe of their conformational state; the relationship of excited state conformation changes to their resonance Raman spectra; and a fundamental interest in the nature of excited states.

Materials Science

The discipline of materials science seeks to understand the properties of solid and liquid materials. It is by nature interdisciplinary, combining expertise from the basic fields of physics, chemistry, geophysics, and molecular biology. Nearly all areas of chemistry can make an important contribution to materials science in the synthesis and characterization of various materials. Here the word "materials" generally means solids but also includes lower-dimensional condensed phases such as polymer chains, solid films, and certain aspects of liquids. Much of the excitement of the research in this area derives from the discovery and improved understanding of new materials that have possible technological applications.

The Materials Science Institute was created to foster collaboration among the materials-oriented research groups. Members of the institute are active in the study of the structure, reactivity, and thermodynamics of these materials in addition to the characterization of their electronic and optical properties. The chemistry and physics departments are currently the dominant participants in the program. A variety of courses and seminars on the physics and chemistry of materials are available to foster the educational and research aspects of the chemistry degree. The list of active research topics includes the characterization of electronic materials and devices, solid-state chemistry, ultra-high vacuum surface science, laser-induced dynamics at surfaces, nonlinear optics at interfaces, properties of amorphous and glassy systems, organic conductors, optical studies of polymers and polymer films, biotechnological materials, fundamental limits of microelectronic devices, and ion modification of materials. Collaboration between institute members and industrial research laboratories is a common and important dimension of the program. In the area of materials fabrication, capabilities for crystal growth, chemical vapor deposition, inorganic solid-state synthesis, ion implantation, and vacuum deposition are accessible. Characterization of these materials by a variety of techniques is possible. Sharing of facilities and expertise among the various research groups is an important and valued aspect of the program.

Neuroscience

The Institute of Neuroscience is a research facility at the university whose staff members hold joint appointments in the institute and in the biology, chemistry, computer and information science, physical education and human movement studies, or psychology departments. The objective of the institute is to foster research and training in neuroscience by providing a formal structure that encourages collaboration among individual scientists and students from the five departments.

The focus of the institute is on experimental neuroscience with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. This unusual interdisciplinary approach to problems allows the collaboration of scientists from different disciplines with differing viewpoints about neuroscience. Within the institute a group of developmental neurobiologists is pursuing questions on the establishment of nervous system patterning during the growth of individual embryonic systems. Other areas of research interest include visual neurobiology, auditory physiology, learning and memory, sites and mechanisms of central nervous system drug action, biochemistry of endogenous opiates, and the control of motor function.

See the **Neuroscience** section of this bulletin for more information about the study of neuroscience at the university.

Organic, Organotransition Metal, Inorganic, Materials Chemistry

The synthesis of new chemical substances and the study of their fundamental chemical and physical properties is at the heart of organic, organotransition metal, inorganic, and materials chemistry. Research and teaching in these traditionally distinct subareas is unified through a single, cohesive organic-inorganic division within the chemistry department.

Undergraduate students, graduate students, and postdoctoral researchers in organic-inorganic chemistry enjoy an especially broad education emphasizing the fundamental aspects of chemical synthesis, structural characterization, and mechanisms of chemical reactions and processes. Formal course work is organized around these interdisciplinary themes. Many research projects are interdisciplinary.

Weekly organic-inorganic seminars cover the breadth of recent advances in organic, organotransition metal, inorganic, and materials research. Of foremost importance is the contiguous location of all research laboratories. This proximity results in an open and active atmosphere that encourages spontaneous discussions of day-to-day research activities and problems, providing a chemical education unsurpassed by any textbook or formal course.

Organic-inorganic researchers have direct access to necessary instrumentation in the shared organic-inorganic instrumentation facility adjoining the research laboratories. Most faculty members in organic-inorganic chemistry have multiple research interests and expertise at the frontiers of organic, organotransition metal, inorganic, and materials chemistry.

Physical Chemistry, Chemical Physics, Theoretical Chemistry

The thrust of physical chemistry research is to reach a fundamental understanding of molecular structure and reactivity. By combining elements from traditional approaches in chemistry, physics, and biology, this inquiry becomes strongly interdisciplinary in nature. The blending of disciplines, greatly enhancing the development of new experimental and theoretical methods, is achieved in part by the participation of physical chemists in the Chemical Physics Institute, the Institute of Theoretical Science, the Materials Science Institute, and biophysical chemistry program discussed earlier.

Using sophisticated experimental and theoretical techniques, the research areas of this group investigate the structure and dynamics of molecular systems and their relation to interfacial and condensed phase phenomena. Projects of current interest include theoretical and experimental studies of molecular clusters and intermolecular forces. Advanced group theoretical techniques and high-resolution microwave, infrared laser, and visible laser spectroscopic experiments are used in this effort; the laboratory work typically uses molecular beam technology. Laser Raman and resonance Raman techniques, including novel far-ultraviolet development, are used to attack problems that range from small molecule to macromolecule vibrational structure and dynamics. Related picosecond laser fluorescence studies supply additional information about dynamics. New methods developed here for generating radicals and ions in the 1K environment of a supersonic molecular beam allow the spectra and structure of important chemical intermediates to be studied. Nonlinear optical techniques such as second harmonic generation are the subject of interesting new studies of surfaces and interfaces. Equilibrium and nonequilibrium problems are studied with statistical mechanics approaches. The application of Lie groups is used to understand electron correlation effects in atoms and molecules.

The close interactions of physical chemists in the Institute of Theoretical Science, the Chemical Physics Institute, and the Materials Science Institute provide students and postdoctoral fellows additional avenues for research with faculty members from other departments. Examples include theoretical studies of Rydberg states of atoms, particularly in plasmas; theoretical and experimental work on electronic inner-shell processes of atoms; photoelectron spectroscopy of surfaces; laser spectroscopy of ions; and quantum optics research. The Shared Laser Facility operated by the Chemical Physics Institute provides a convenient mechanism for sharing and supporting major laser systems used in much of this work. Another example of this cooperative atmosphere is an undergraduate summer research program, also sponsored by the Chemical Physics Institute.

CHEMISTRY COURSES (CH)

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R) R when topic changes.

200 Innovative Education: [Term Subject] (1–3R)

211, 212, 213 Introductory General Chemistry (4,4,4) First-year university chemistry for students without extensive chemical or mathematics backgrounds: atomic and molecular structure, equilibrium dynamics, physical properties, and the chemical reactions of the elements. Pre- or coreq: MATH 95, 111, or 112. Concurrent CH 227, 228, 229 recommended.

220 General Chemistry Tutorial (1R) P/N only. Small-group discussion of topics emphasized in CH 221, 222, 223. Coreq: CH 221, 222, or 223

221, 222, 223 General Chemistry (3,3,3) First-year university chemistry: atomic and molecular structure, equilibrium, dynamics, physical properties, and the chemical reactions of the elements. Lectures. Prereq: high school chemistry; coreq: MATH 111, 112 or equivalent. Concurrent calculus and CH 220 recommended.

224, 225, 226 (H) Honors General Chemistry (3,3,3) First-year university chemistry for students with excellent backgrounds in high school chemistry, physics, and mathematics. For science majors and Clark Honors College students. Chemical structure, equilibrium dynamics, reactions, thermodynamics, and an introduction to quantum chemistry. Lectures. Pre- or coreq: calculus. Concurrent CH 237, 238, 239 (preferred) or CH 227, 228, 229 recommended.

227, 228, 229 General Chemistry Laboratory (2,2,2) Teaches laboratory skills through chemical reactions and writing equations, phase diagrams, equilibrium constants, acid-base titrations, volumetric analyses, voltaic cells, exercises in kinetics and inorganic chemistry. Lecture, laboratory. Pre-or coreq: CH 211, 212, 213 or CH 221, 222, 223 or instructor's consent.

237 Advanced General Chemistry Laboratory (3) Experiments in chemistry with emphasis on the separation and identification of cations and anions by semi-micro methods. Laboratories, lecture. Limited to selected students; primarily for prospective chemistry and other science majors and for Clark Honors College students. Coreq: CH 224 or instructor's consent.

238, 239 Quantitative Analysis (3,3) The quantitative estimation of selected molecular and ionic species by titrimetric, gravimetric, and instrumental procedures. Laboratories, lecture. Primarily for prospective chemistry and other science majors and for Clark Honors College students. Coreq for 238: CH 225; coreq for 239: CH 226; or instructor's consent.

310 Tutorial Organic Chemistry (1R) P/N only. Discussion of topics emphasized in CH 334, 335, 336.

331, 332 Introductory Organic Chemistry (3,3) For biology majors and students in prehealth sciences, environmental sciences, and programs that do not require additional chemistry courses. Carbon compounds, their nomenclature, synthesis, and reactions using examples of biological interest. Prereq: CH 213, 223, or 226. Concurrent CH 337, 338 recommended.

334, 335, 336 Organic Chemistry (3,3,3) Comprehensive treatment of the chemistry of carbon compounds. For chemistry majors and premedical and predental students. Prereq: CH 213, 223, or 226. Concurrent CH 337, 338, 339 recommended.

337, 338 Organic Chemistry Laboratory (2,2) Principles and techniques of laboratory practice in organic chemistry. Lecture, laboratory. Prereq: CH 229 or 239; pre- or coreq: CH 331, 332 or CH 334, 335.

339 Organic Analysis (3) Qualitative analysis and structure determination. For chemistry majors and others who require a year of organic laboratory. Laboratory, lecture. Pre- or coreq: CH 337, 338 and CH 334, 335, 336 or equivalents or instructor's consent.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R) Introduction to the methods of chemical investigation. For advanced undergraduates by arrangement with individual faculty members.

403 Thesis (1–21R) Open to students eligible to work for the bachelor's degree with honors in chemistry.

405 Reading and Conference: [Term Subject] (1–21R)

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–5R) P/N only. Biochemistry seminar for undergraduates who have completed or are enrolled in CH 461, 462, 463. No graduate credit 1991–92.

408/508 Workshop: [Term Subject] (1–21R)

409 Special Laboratory Problems: [Term Subject] (1–21R) Nonresearch-oriented laboratory instruction; laboratory work covered in other courses is not duplicated. Prereq: instructor's consent.

410/510 Experimental Course: [Term Subject] (1–5R)

411/511, 412/512, 413/513 Physical Chemistry (4,4,4) Theoretical aspects of physical-chemical phenomena; chemical thermodynamics, rate processes, and quantum chemistry. Prereq: two years of college chemistry (except for physics majors), PHYS 211, 212, 213 (preferred) or PHYS 201, 202, 203; MATH 253; MATH 256, 281, 282 strongly recommended.

417/517, 418/518, 419/519 Physical Chemistry Laboratory (4,4,4) Experiments in thermodynamics, chemical kinetics, and molecular spectroscopy to illustrate theoretical principles. Laboratories, discussions. Prereq: PHYS 204, 205, 206; pre- or coreq: CH 411/511, 412/512, 413/513.

429 Instrumental Analysis (4–5) Lectures and laboratory in the use of instrumental methods for quantitative determinations of unknown chemical samples. Prereq: CH 417 or instructor's consent.

431/531, 432/532, 433/533 Inorganic Chemistry (4,3,3) 431/531: introduction to chemical bonding and group theory for molecular symmetry. Multielectron approximations, valence bond and molecular orbital theories, and crystal field theory of transition metal compounds. **432/532, 433/533:** syntheses, structures, reactions, and reaction mechanisms of coordination complexes, solid state materials, and bioinorganic molecules. Prereq: CH 413. Concurrent CH 441/541 recommended.

438/538 Advanced Organic-Inorganic Synthesis (4) Methods of organic and inorganic synthetic chemistry and solid state chemistry from the perspective of Nobel Prize-winning research. Lecture and laboratory. Prereq: CH 336, 339.

441/541 Quantum Chemistry (3) The principles of time-dependent quantum mechanics and their application to model atomic and molecular systems. Prereq: CH 413/513 or equivalent.

442/542, 443/543 Quantum Chemistry and Spectroscopy (3,3) 442/542: molecular structure theory, perturbation theory, time-dependent quantum mechanics, theory of spectra, selection rules. **443/543:** experimental spectra of atomic and molecular systems and surfaces. Prereq: CH 413/513 or equivalent.

444/544 Chemical Thermodynamics (3) The laws of thermodynamics and their applications, including those to nonideal chemical systems. Prereq: CH 413/513 or equivalent.

445/545 Statistical Mechanics (3) The molecular basis of thermodynamics. Applications to the calculations of the properties of noninteracting and weakly interacting systems. Prereq: CH 413/513 or equivalent.

446/546 Chemical Kinetics (3R) Description and interpretation of the time evolution of chemical systems. Prereq: CH 413/513 or equivalent.

461/561 Biochemistry (4S) Structure and function of macromolecules. Prereq: CH 332 or 335 or equivalent. Prior exposure to calculus and physical chemistry recommended. S with CH 462/562, 463/563.

462/562 Biochemistry (4S) Metabolism and metabolic control processes. Energy and sensory transduction mechanisms. Prereq: CH 461/561 or instructor's consent.

463/563 Biochemistry (4S) Mechanisms and regulation of nucleic acid and protein biosynthesis. Other current topics in biochemical genetics. Prereq: CH 461/561, 462/562 or instructor's consent.

467/567 Biochemistry Laboratory (4) Methods of modern molecular biology and protein purification. Two laboratory sessions, two lectures a week. Prereq: instructor's consent.

470/570 Research Instruments (1–3R) Advanced experimental and theoretical concepts and the operation of instrumentation used in chemical research. Topics include Fourier transform nuclear magnetic resonance (FT-NMR), Fourier transform infrared spectroscopy (FT-IR), electron pair magnetic resonance (EPR), and computers. Prereq: instructor's consent.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Field Studies (1–16R)

607 Seminar: [Term Subject] (1–5R) Seminars offered in biochemistry, chemical physics, materials science, molecular biology, neuroscience, organic-inorganic chemistry, and physical chemistry.

608 Workshop: [Term Subject] (1–16R)

609 Terminal Project: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

613 Topics in Organic-Inorganic Chemistry (1–4R) Topics include catalysis, surface chemistry, organometallic chemistry, free radical chemistry, natural products, alkaloid chemistry, materials science, photochemistry, bioinorganic-organic chemistry, synthetic methods, electrochemistry. R when topic changes.

614 Topics in Physical Chemistry (1–4R) Topics include thermodynamics of nonideal systems, group theory, rotational spectroscopy, vibrational spectroscopy, magnetic resonance spectroscopy, electronic spectroscopy, statistical mechanics, kinetics of complex systems, solution thermodynamics, magnetic resonance spectroscopy. R when topic changes.

616 Topics in Biochemistry (1–4R) Topics include enzyme mechanisms, stability and conformation of macromolecules, nucleic acids and nucleic acid protein complexes, conformational analysis of macromolecules, protein and nucleic acid biosynthesis. R when topic changes.

631, 632, 633 Advanced Organic-Inorganic Chemistry (4,4,4) 631: 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. **632:** principles and applications of stereochemistry with examples from organic, organometallic, and inorganic chemistry; stereochemical applications of computer graphics and computational chemistry; asymmetric synthesis and catalysis. **633:** strategies and tactics for the synthesis of complex organic molecules.

634 Physical Methods of NMR Spectroscopy (4) Principles of pulsed Fourier transform nuclear magnetic resonance, Bloch equations, density matrix formalism, spin relaxation, one- and multidimensional methods, data analysis, and analysis of both small and macromolecules. Offered alternate years with CH 635. Not offered 1991–92.

635 Physical Methods of Spectroscopy (4) Theory and practice of infrared spectroscopy, electron absorption spectroscopy, electron spin resonance spectroscopy, magnetism, and mass spectroscopy with applications to organic, organometallic, inorganic, and solid state chemistry. Offered alternate years with CH 634. Not offered 1991–92.

662, 663 Advanced Biochemistry (4,4) Detailed consideration of enzyme mechanisms, macromolecular structure, protein-nucleic acid interactions, biological oxidation neurochemistry, and selected aspects of biological synthesis. Offered 1991–92 and alternate years with CH 664, 665.

664, 665 Physical Biochemistry (4,4) The physical chemical properties of biological macromolecules. Topics include the forces and interactions to establish and maintain macromolecular conformations and the physical bases of the spectroscopic, hydrodynamic, and rapid reaction techniques used to investigate these conformations. Prereq: calculus and a knowledge of the elements of thermodynamics. Offered alternate years with CH 662, 663; not offered 1991–92.

CLASSICS

307 Prince Lucien Campbell Hall
Telephone (503) 346-4069
John Nicols, Department Head

FACULTY

Jeffrey M. Hurwit, professor. See **Art History** for credentials.

Mary K. Jaeger, visiting assistant professor (Latin literature). B.A., 1982, Gustavus Adolphus; M.A., 1984, Ph.D., 1991, California, Berkeley. (1990)

Mary E. Kuntz, assistant professor (Greek and Latin literature). A.B, 1979, Washington (St. Louis); M.A., 1982, M.Phil, 1984, Ph.D., 1985, Yale. (1986)

Steven Lowenstam, associate professor (literary criticism, archaic epic, linguistics). B.A., 1967, Chicago; M.A., 1969, Ph.D, 1975, Harvard. (1975)

John Nicols, professor. See **History** for credentials.

C. Bennett Pascal, professor (Latin and Greek literature, Roman religion) B.A., 1949, M.A., 1950, California, Los Angeles; M.A., 1953, Ph.D., 1956, Harvard. (1960)

Steven Shankman, associate professor. See **English** for credentials.

Malcolm Wilson, acting assistant professor (ancient philosophy). B.A., 1985, Western Ontario; M.A., 1986, Toronto. (1990)

Emeritus

Frederick M. Combellack, professor emeritus (Greek literature). B.A., 1928, Stanford; Ph.D., 1936, California, Berkeley. (1937)

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

Participating

Martha J. Bayless, English
Marianne S. Nicols, history

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

UNDERGRADUATE STUDIES

The field of classics embraces all aspects of Greek and Roman culture from the prehistoric to the medieval period. The study of the Greek and Latin languages is essential to the discipline. In addition, the Department of Classics occasionally offers courses in Ancient Hebrew and Modern Greek.

The undergraduate's primary aim in studying classics at the university is to learn Greek or Latin (or both) well enough to read the ancient authors in their original languages.

Through the study of classical literature in the original and in English translation, and through the study of other areas encompassed by the classics, such as ancient history, philosophy, art history, mythology, and rhetoric, a student gains an understanding of the culture and ideals of the classical world and their influence on the language and institutions of Western civilization.

Students who intend to major in classics begin the study of one or both of the classical languages as early as possible in their undergraduate careers. Those who expect to do graduate work should take French or German while they are undergraduates.

Careers. A bachelor's degree in classics prepares students for entry into graduate programs in classics, linguistics, comparative literature, ancient history, and archaeology, eventually leading to careers in college teaching, field work, or the editorial professions.

Many prestigious professional schools look upon broad and thorough schooling in the humanities with greater favor than upon narrow preprofessional undergraduate training. Accordingly, students graduating from classics departments throughout the country have had notable success in schools of law, medicine, and business.

Major Requirements

The department offers the bachelor of arts (B.A.) degree in four majors. Students may choose to focus on Latin language and literature (Latin major), Greek language and literature (Greek major), or a combination of Greek and Latin (classics major). Students may also choose to study the literature and culture of the ancient civilizations through courses that use secondary sources and translated texts (classical civilization major).

Greek. In preparation, students must complete one year of college Greek (GRK 101, 102, 103) or demonstrate proficiency at the introductory level. For the major, students must complete the following.

Greek Major Requirements — *45 credits*

- Greek courses beyond the first-year level, selected from GRK 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses; GRK 411 — 24
- Ancient Greece (HIST 412, 413) — 6
- Three courses in classical literature in translation or related courses in other departments (e.g., ENG 416; PHIL 421; ARH 322, 323) — 9
- Six credits in upper-level Greek courses, Latin courses beyond the first year, courses in translation or from related departments, or Greek or Latin composition — 6

Majors in Greek are encouraged to take electives in ancient literature in translation and in ancient art, religion, or mythology. They are also urged to take course work in Latin.

Latin. In preparation, students must complete one year of college Latin (LAT 101, 102, 103) or demonstrate proficiency at the introductory level. For the major, students must complete the following.

Latin Major Requirements — *45 credits*

- Latin courses beyond the first-year level, selected from LAT 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses except LAT 421; LAT 411 — 24
- Any two courses from Ancient Rome (HIST 414, 415) and Roman Society and Early Christianity (HIST 416) — 6
- Three courses in classical literature in translation or related courses in other departments — 9
- Six credits in upper-level Latin courses, Greek courses beyond the first year, courses in translation or from related departments, or Greek or Latin composition — 6

Majors in Latin are encouraged to take electives in ancient literature in translation and in ancient art, religion, or mythology. They are also urged to take course work in Greek.

Classics. In preparation, students must complete one year of college Greek and one year of college Latin or demonstrate a proficiency in both languages at the introductory level. For the major, students must complete the following.

Classics Major Requirements — *48 credits*

- Courses in Latin and Greek beyond the first-year level with no fewer than 9 credits devoted to either language — 27
- Three courses from Ancient Greek (HIST 412, 413), Ancient Rome (HIST 414, 415), Roman Society and Early Christianity (HIST 416) — 9
- Three classics courses in literature in translation or related courses in other departments — 9
- Three credits in upper-level Greek or Latin courses, courses in translation or from related departments — 3

Majors in classics are also encouraged to take electives in ancient literature in translation and in ancient art, religion, or mythology.

Classical Civilization. In preparation, students must demonstrate second-year proficiency in Greek or Latin. Students whose Greek or Latin was taken entirely in high school must take one year of second- or third-year Greek or Latin (301, 302, 303, or 411) at the University of Oregon in works not read in their high school courses.

For the major, students must complete 45 credits, distributed as follows:

Classical Civilization Major Requirements — *45 credits*

- Ancient Greece (HIST 412, 413) and Ancient Rome (HIST 414, 415) — 9
- Three courses in classical literature in translation, selected from CLAS 301, 302, 303, 304, 305, 321, or, with department head's consent, HUM 101 — 9
- Three courses in ancient art, selected from ARH 323, 422, 423, 424, 425, 420 — 9
- Chosen in consultation with a classics department adviser, electives in Greek (GRK), Latin (LAT), classics (CLAS), or relevant courses in art history (ARH), English (ENG), history (HIST), philosophy (PHIL), religious studies (REL), or rhetoric and communication (RHCM) — 18

Undergraduate Program

The four-year program below is an example of how a student with no previous training in Latin and Greek may meet the minimum requirements for a major in classics and even take courses beyond the minimum. (This model presumes an emphasis on Latin, but the student may choose to emphasize Greek or devote equal effort to both languages.) Programs for majors in Greek or Latin, which require fewer credits, are much more flexible.

Sample Classics Program

Freshman Year — *45 credits*

- First-Year Latin (LAT 101, 102, 103) — 12
- Social science cluster (three courses) — 9
- College Composition I (WR 121) — 3
- Arts and letters cluster (three courses) — 9
- Electives — 12

Sophomore Year — *44 credits*

- Authors (LAT 301, 302, 303) or comparable lower-division courses — 9
- First-Year Greek (GRK 101, 102, 103) — 12
- Science cluster (three courses) — 9
- College Composition II or III (WR 122 or 123) — 3
- Latin Composition (LAT 347, 348, 349) or comparable lower-division sequence — 3
- Electives — 8

Junior Year	*45 credits*
Authors (LAT 411) (three courses)	9
Latin Prose Composition (LAT 447, 448, 449) (three courses)	3
Authors (GRK 301, 302, 303)	9
Ancient Greece (HIST 412, 413)	3
Ancient Rome (HIST 414, 415)	6
Science cluster (three courses)	9
Electives or additional Latin (LAT 301, 405, or 407)	6

Senior Year	*46 credits*
Authors (LAT 411) (one course)	3
Authors (GRK 411) (three courses)	9
Literature in English translation (CLAS 301–305, 321) (three courses)	9
Electives, Greek Prose Composition (GRK 347, 348, 349), additional Greek or Latin	25

Minor Requirements

The minor in classics requires 24 credits distributed as follows:

9 credits in 400-level courses in either Greek (GRK) or Latin (LAT)

15 credits—including at least 6 in upper-division courses—in classics (CLAS) courses or in related courses in other departments, e.g., art history (ARH), English (ENG), history (HIST), religious studies (REL), philosophy (PHIL).

A list of courses that may be counted toward a classics minor is available in the department office.

Secondary School Teaching

The Department of Classics offers work for preparation to teach Latin in Oregon public secondary schools. Certification as a secondary teacher requires completion of a graduate-level teacher preparation program at the University of Oregon. All work for the Latin endorsement should be completed prior to entering the teacher education program. For specific information about departmental requirements for the Latin endorsement, students should contact the departmental adviser for teacher education and the staff in the College of Education's Office of Student Support Services, 117 Education Building. Preparation for the standard endorsement is also offered through this department; students should meet with staff members in the Office of Student Support Services to plan their program.

Interdisciplinary Program in Classical Archaeology

With the existing curricular resources of the university, it is possible to arrange an undergraduate program that provides sound preparation for graduate study and an eventual career in Greek and Roman archaeology. A student would most profitably fulfill major requirements in one of the three departments contributing to the program with the addition of courses selected from the other two departments. The following are the three programs recommended for a specialization in classical archaeology.

Art History. Departmental major, with an option in Greek and Roman art, to include Art of Ancient Rome (ARH 323), Aegean Art (ARH 422), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427), Roman Architecture (ARH 428), and a seminar in Greek and Roman art (ARH 407).

Courses recommended in addition to the major: Ancient Greece (HIST 412, 413), Ancient Rome (HIST 414, 415), seminar in Greek or Roman history (HIST 407), two years of Greek or Latin.

Classics. Departmental major in Latin, Greek, or classics (Latin and Greek) beyond the second year. Ancient Greece (HIST 412, 413), Ancient Rome (HIST 414, 415).

Courses recommended in addition to the major: seminar in Greek or Roman history (HIST 407), Aegean Art (ARH 422) ***or*** Art of Ancient Rome (ARH 323), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427), Roman Architecture (ARH 428), a seminar in Greek or Roman art (ARH 407).

History. Departmental major, with an option in the history of Greece and Rome, to include Ancient Greece (HIST 412, 413), Ancient Rome (HIST 414, 415), and a seminar in Greek or Roman history (HIST 407).

Courses recommended in addition to the major: Art of Ancient Rome (ARH 323), Aegean Art (ARH 422), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427), Roman Architecture (ARH 428), a seminar in Greek or Roman art (ARH 407), two years of Greek or Latin.

Students who plan to pursue a career in classical archaeology are reminded that most graduate departments require familiarity with both classical languages and a reading knowledge of French and German.

An interdisciplinary master of arts (M.A.) degree is available for students interested in advanced study or careers in classical archaeology.

GRADUATE STUDIES

The Department of Classics offers the master of arts (M.A.) in classics with an option in Latin, Greek, or classics (Greek and Latin). The degree may be earned with thesis, with a comprehensive examination, or through course work alone.

The option in Greek or Latin is earned with a concentration in one of the classical languages, but students concentrating in one language ordinarily take some work in the other.

The option in classics is earned with work approximately evenly divided between Greek and Latin.

Programs of study are arranged in consultation with two advisers, at least one of whom is a member of the Department of Classics, and are selected from graduate courses in Latin, Greek, classics, history, art history, religion, philosophy, rhetoric, and English. Ideally, the design of the program is not random but reflects in part the student's specialized interests or helps to prepare the student for a field of specialization related to the classics.

Master of Arts Degree

Applications for admission should be accompanied by two letters of recommendation, including at least one from an undergraduate teacher.

All candidates must complete at least 45 credits of graduate-level course work, to include at least one seminar in the candidate's major (GRK, LAT, or CLAS 507 or 607). Students who have not already had a year of course work in ancient history are expected to include Ancient Greece (HIST 512, 513) and Ancient Rome (HIST 514, 515) in their graduate programs. All candidates must demonstrate proficiency in French or German sufficient for conducting research in classical subjects.

The master of arts (M.A.) degree with thesis is awarded upon completion of 45 credits of course work, to include 9 credits of Thesis (GRK, LAT, or CLAS 503, whichever is appropriate to the candidate's area of concentration).

The M.A. degree by examination is awarded upon completion of 45 credits of course work and a comprehensive written and oral examination. The examination is based in part on an outside reading list, drawn up in consultation with the candidate's advisers. The reading list is composed substantially of literature in the original languages.

The M.A. degree by course work alone is awarded upon completion of 10 credits of graduate courses in addition to the 45-credit minimum required for the M.A.

Interdisciplinary Program in Classical Civilization

The Department of Classics administers an interdisciplinary master of arts degree in classical civilization to provide predoctoral training for prospective candidates in classical archaeology and ancient history, or for students interested in a general program in ancient studies at the graduate level. Consult a departmental adviser for a description of the program.

CLASSICS IN ENGLISH TRANSLATION (CLAS)

196 Field Studies (1–2R)

198 Colloquium: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

301 Greek and Roman Epic (3) Analysis of the heroic tradition and epic themes in the Homeric poems, the works of Hesiod, and the *Aeneid*. Emphasis on literary criticism and intellectual history.

302 Greek and Roman Tragedy (3) Examination of Aeschylus, Sophocles, Euripides, and perhaps Seneca from the viewpoint of literary criticism and intellectual history. Kuntz.

303 Literature: Greek Philosophy (3) Introduction to the philosophies of Plato and Aristotle from the viewpoint of Greek intellectual history. Lowenstam.

304 Classical Comedy (3) Analysis of Old Comedy (Aristophanes), Middle Comedy (Aristophanes), and New Comedy (Menander, Roman drama) in juxtaposition with Euripidean satyr drama and "melodrama."

305 Latin Literature (3) Representative selections from major authors of Republican and Imperial Rome: epic, comedy, and satire. Jaeger.

307, 308, 309 Classical World (3,3,3) Origins and development of the main social, economic, political, religious, and intellectual systems of the Classical Age of the West. **307:**

ancient Greece; **308:** Hellenistic civilization; **309:** ancient Rome. The important Greek and Latin authors as well as some documentary sources. Offered irregularly.

320 Introduction to Classical Archaeology (3) Rationale and aims of classical archaeology, day-to-day processes of a major continuous excavation, problems concerning the religion, culture, and history of the ancient world. Offered irregularly.

321 Classic Myths (3) The major mythological cycles of the ancient world: Troy, Thebes, and heroes. Literary and mythographic sources.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R)

408/508 Colloquium: [Term Subject] (1–21R)

409 Supervised Tutoring (1–21R)

410/510 Experimental Course: [Term Subject] (1–5R)

503 Thesis (1–16R) P/N only. Prereq: second-year proficiency in Greek or Latin.

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R)

608 Colloquium: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

GREEK COURSES (GRK)

101, 102, 103 First-Year Greek (4,4,4) Fundamentals of the Attic Greek language; readings in Attic Greek and in *koiné*.

MGRK 101, 102, 103 Modern Greek (3–4, 3–4,3–4) Modern Greek conversation and reading. Offered irregularly.

196 Field Studies (1–2R)

198 Colloquium: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

231 New Testament Readings (1–4) Selected readings from the New Testament.

301, 302, 303 Authors: [Term Subject] (3R) Second-year Greek: selections from major Greek authors with focus on reading and syntax. **301:** Plato. **302:** Greek tragedy. **303:** Homer. **R** when reading material changes.

347, 348, 349 Greek Prose Composition (1–3,1–3,1–3) **347, 348:** extensive practice in composing Attic Greek prose with emphasis on syntax and idiom. **349:** study of Lysias, Isocrates, and Demosthenes leading to practice in their styles.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Greek Seminar: [Term Subject] (1–5R)

408/508 Colloquium: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–21R)

410 Experimental Course: [Term Subject] (1–5R)

411/511 Authors: [Term Subject] (3R) Each term devoted to a different author or literary genre: Euripides, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes, Herodotus, lyric poetry, comedy, pastoral. **R** when topic changes.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

607 Greek Seminar: [Term Subject] (1–5R)

608 Colloquium: [Term Subject] (1–16R)

609 Terminal Project: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

HEBREW COURSES (HBR)

50, 51, 52 Biblical Hebrew (4,4,4) Offered irregularly.

LATIN COURSES (LAT)

101, 102, 103 First-Year Latin (4,4,4) Fundamentals of Latin grammar; selected readings from classical and medieval authors.

196 Field Studies (1–2R)

198 Colloquium: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

301, 302, 303 Authors: [Term Subject] (3R) Second-year Latin: selections from major Roman authors with focus on reading and syntax. **301:** Cicero. **302:** Virgil. **303:** Roman comedy. **R** when reading material changes.

347, 348, 349 Latin Composition (1,1,1) Survey of Classical Latin syntax; extensive practice in prose composition. Designed for majors and prospective teachers.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

407/507 Latin Seminar: [Term Subject] (1–5R)

408/508 Colloquium: [Term Subject] (1–21R)

409 Supervised Tutoring: [Term Subject] (1–21R)

410 Experimental Course: [Term Subject] (1–5R)

411/511 Authors: [Term Subject] (3R) Each term is devoted to a different author or literary genre: Catullus, Tacitus, Juvenal, Pliny, Lucretius, comedy, philosophy, elegy, epic, satire. **R** when topic changes.

414/514 Readings in Medieval Latin (1–3R) Representative selections from medieval authors with analysis of the period and its institutions.

421/521 Latin Grammar Review (3) Formal grammar review. For students with previous exposure to Latin who want to renew skills and for beginning students who want an accelerated pace. Offered irregularly.

447/547, 448/548, 449/549 Latin Prose Composition (1–3,1–3,1–3) Composition of continuous Latin prose based on an intensive study of stylistic models from classical literature. Prereq: LAT 347, 348, 349.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R)

608 Colloquium: [Term Subject] (1–21R)

609 Terminal Project: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

COMPARATIVE LITERATURE

215 Friendly Hall
Telephone (503) 346-3986
Stephen Rendall and Wolfgang F. Sohlich, Program Codirectors

Program Committee

Stephen W. Durrant, East Asian languages and literatures
Linda Kintz, English
Wendy Larson, East Asian languages and literatures
Elke Liebs, Germanic languages and literatures
Steven Rendall, Romance languages
James L. Rice, Russian
Wolfgang F. Sohlich, Romance languages
Irving Wohlfarth, comparative literature
Alan S. Wolfe, East Asian languages and literatures

FACULTY

Irving Wohlfarth, professor (19th-century French literature, contemporary European criticism, sociology of literature). B.A., 1961, Cambridge; Ph.D., 1970, Yale. (1976)

Alan S. Wolfe, associate professor; coordinator, undergraduate studies. See **East Asian Languages and Literatures** for credentials.

Emeritus

Thomas R. Hart, professor emeritus (medieval and Renaissance literature); editor, *Comparative Literature*. B.A., 1948, Ph.D., 1952, Yale. (1964)

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

Participating Faculty

Kenneth S. Calhoon, Germanic languages and literatures
Richard H. Desroches, Romance languages
Sylvia B. Giustina, Romance languages
Wendy Larson, East Asian languages and literatures
Roger A. Nicholls, Germanic languages and literatures
F. Regina Psaki, Romance languages
Forest Pyle, English
Steven Rendall, Romance languages
James L. Rice, Russian
Karla L. Schultz, Germanic languages and literatures
Wolfgang F. Sohlich, Romance languages
Richard L. Stein, English

The University of Oregon Comparative Literature Program offers programs leading to the bachelor of arts (B.A.), master of arts (M.A.), and doctor of philosophy (Ph.D.) degrees. The graduate program in comparative literature, established in 1962, is well known both in the United States and abroad. Every year the program invites several distinguished scholars to deliver lectures and discuss their work with faculty members and students participating in the Comparative Literature Colloquium. Past visitors include Hazel Barnes, Stephen Booth, Didier Coste, Page Dubois, Terry Eagleton, Jean Franco, Gerald Gillespie, Geoffrey Hartman, Anselm Haverkamp, Robert Hullot-Kentor, Wolfgang Iser, Fredric Jameson, Hans Robert Jauss, Martin Jay, Christopher Norris, Gayatri Spivak, Samuel Weber, and Hayden White. Library holdings are strong in all areas of research in literature. They include an outstanding collection of journals, many of which come to the university in exchange for *Comparative Literature*, which is published at the university.

UNDERGRADUATE PROGRAM

The undergraduate program leading to the bachelor of arts (B.A.) degree enables students to pursue an organized course of study transcending the limitations of a departmental major. It provides suitable training for advanced study in literature as well as a general liberal arts background.

Students in the program study three or more literatures, of which one is typically English or American. Work is required in two foreign literatures read in the original languages. Literature read in translation may also be included as part of the student's program; courses on Chinese, German, Japanese Russian, Scandinavian, and other literatures are offered regularly.

The undergraduate program offers many opportunities for small-group study with faculty members. Working with an adviser, the student develops a plan of study suited to his or her individual interests; this may focus on a period, a genre, a theme, or the relations between two or more national literatures. The program also offers opportunities for study of issues in literary theory and criticism.

In addition to the regular program, an honors option is available. It is particularly valuable for students intending to do advanced work in comparative literature or related fields.

Students with interests in non-Western literatures are welcome in the undergraduate program.

Major Requirements

Lower Division. Satisfaction of the university language requirements for the B.A. degree

Comparative Literature: Epic, Drama, Fiction (COLT 201, 202, 203) or equivalents

Western Civilization (HIST 101, 102, 103) or History (Honors College) (HIST 107H, 108H, 109H). Students with sufficient background may take three advanced history courses to fulfill this requirement

Upper Division. 45 credits in literature, including:

Approaches to Comparative Literature (COLT 301)

15 credits in a foreign literature, read in the original language

9 credits in a second foreign literature, read in the original language

18 additional credits in literature, read either in the original language or in translation. At least 6 of these credits must be in comparative literature courses

Honors in Comparative Literature. The requirements for honors in comparative literature include all of the above in addition to a senior essay written under the direction of a faculty member. Students choosing this option enroll for two terms of Thesis (COLT 403), the senior essay to be presented at the end of the second term.

GRADUATE PROGRAM

The university offers a program of graduate study leading to the master of arts (M.A.) and doctor of philosophy (Ph.D.) degrees in comparative literature.

For admission to the program, a candidate should have an undergraduate major in one literature and competence in two of the following languages: Chinese, French, German, Greek, Italian, Japanese, Latin, Russian, Spanish.

Master of Arts Degree

Before receiving the M.A. degree, the candidate must demonstrate competence in two languages, in addition to English, by completing graduate-level literature courses in the languages. The student's course program typically contains five graduate-level comparative literature courses including at least one term of Graduate Studies in Comparative Literature (COLT 614, 615, or 616). Candidates must qualify in three fields (periods, genres, or special fields) involving two or three literatures. The M.A. program is typically completed within two years.

Doctor of Philosophy Degree

In addition to the requirements for the M.A. degree, doctoral candidates must complete course work and an examination on three or more literatures in a fourth field.

After completing all the above requirements, the candidate must submit a prospectus of a doctoral dissertation on a comparative topic. The dissertation is typically completed within three years of advancement to candidacy and must be defended in a final oral presentation.

COMPARATIVE LITERATURE COURSES (COLT)

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201, 202, 203 Comparative Literature: Epic, Drama, Fiction (3,3,3) A comparative approach to the major works and genres of Western literature.

210 Topics in General Literature (3R) Introductory studies in literary themes, periods, and methods of literary study. Topics vary from year to year but are typically offered as a series of related courses. R when topic changes.

301 Approaches to Comparative Literature (3) Introduction to methods in comparative literature and practical literary criticism.

350 Topics in Comparative Literature (3R) Recent topics include American Novel and European Philosophy, Fantasy and Reality in 17th- and 18th-Century Literature, Golden Age Literature, Political Theater, Theater and Illusion. R when topic changes.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–5R) Recent topics include *Brothers Karamazov*, Readings from Modern Japanese literature, 20th-Century Women Writers.

408/508 Workshop: [Term Subject] (1–21R)

409 Supervised Tutoring: [Term Subject] (1–21R)

410/510 Experimental Course: [Term Subject] (1–5R) All readings may be done in translation. Recent topics include African Women Writers, Florence in the Renaissance, Interpretation, Legal Fictions, Suicide Literature and Politics.

420/520 Picaresque Novel (3) The picaresque novel as a genre, its transformations, and its use as a means of social criticism. Readings include works by Grimmelshausen, Defoe, Thomas Mann, and Joyce Cary. Offered rarely.

421/521 Modern Scandinavian Fiction (3) Major trends in Scandinavian literary techniques and themes, analyzed within the contexts of European literature and Scandinavian social and cultural developments. Authors from all five Nordic countries. Not offered 1991–92.

425/525 Autobiography (3) History, theory, and problems of autobiographical writing. Examination of works by St. Augustine, Cellini, Montaigne, Rousseau, Gibbon, Gorky, Leiris, Sartre, C. S. Lewis, Nabokov, Nin, and others. Not offered 1991–92.

460/560 Experimental Fiction (3) Study of formal deviations from the norms of fictional realism. Authors likely to be read include Beckett, Borges, Fowles, and Robbe-Grillet. Not offered 1991–92.

461 Experimental Drama (3) Contributions of some of the major experimental playwrights of the 20th century such as Strindberg, Jarry, Brecht, Kaiser, Ionesco, Genet, Dürrenmatt, Handke, and Pinter. May include experimental theater. Offered rarely.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Field Studies (1–16R)

607 Seminar: [Term Subject] (1–5R) Recent topics include Autobiography in 20th-Century China; Contemporary Narrative; Eternal Return: Baudelaire, Nietzsche, and Bianqui; Ibsen vs. Brecht; Literature of Fascism; 19th-Century Drama; Romanticism; Theory of Narrative.

608 Colloquium (1–16R)

609 Terminal Project: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R) Recent titles include Chinese Canon, Dialogue, Feminism in China, Ideology and Critique, Medieval Poetics, Persuasion in Literature, Romance and Novel.

614, 615, 616 Graduate Studies in Comparative Literature (4,4,4) 614: history and present state of the discipline as practiced by selected major figures. **615:** intensive study of current issues in literary theory. **616:** problems and methods in practical criticism. Hart, Rendall, Wohlfarth.

Courses in Translation from Other Departments

The following courses might be used to fulfill up to 12 credits of the 18 additional credits in literature required for the major.

Chinese. Introduction to Chinese Literature (CHN 305), Seminar: Chinese Literature (CHN 407/507)

Classics. Greek and Roman Epic (CLAS 301), Greek and Roman Tragedy (CLAS 302), Literature: Greek Philosophy (CLAS 303), Classic Myths (CLAS 321), Seminar: Classical Literature (CLAS 407/507)

German. Genres in German Literature (GER 350), Periods in German Literature (GER 351), Authors in German Literature (GER 352), German Gender Studies (GER 354)

Italian. Dante and His Times (ITAL 444/544, 445/545, 446/546)

Japanese. Introduction to Japanese Literature (JPN 305, 306, 307), Seminar: Japanese Literature (JPN 407/507)

Russian. Introduction to Russian Literature (RUSS 204, 205, 206), Russian Folklore (RUSS 420/520), Modern Russian Poetry (RUSS 422/522), Dostoevsky (RUSS 424/524), Tolstoy (RUSS 425/525), Gogol (RUSS 426/526), Turgenev (RUSS 427/527), Chekhov (RUSS 428/528), 20th-Century Russian Literature (RUSS 429/529)

Scandinavian. Introduction to Scandinavian Culture and Society (SCAN 350), Periods in Scandinavian Literature (SCAN 351), Topics in Scandinavian Literature (SCAN 352), Scandinavian Women Writers (SCAN 353), Genres in Scandinavian Literature (SCAN 354)

Spanish. *Don Quixote* (SPAN 460/560)

COMPUTER AND INFORMATION SCIENCE

120 Deschutes Hall
Telephone (503) 346-4408
Eugene M. Luks, Department Head

FACULTY

William D. Clinger, assistant professor (programming languages). B.S., 1975, Texas at Austin; Ph.D., 1981, Massachusetts Institute of Technology. (1988)

John S. Conery, associate professor (logic programming, parallel computer architecture). B.A., 1976, California, San Diego; Ph.D., 1983, California, Irvine. (1983)

Sarah A. Douglas, associate professor (artificial intelligence, user interfaces). A.B., 1966, California, Berkeley; M.S., 1979, Ph.D., 1983, Stanford. (1983)

Arthur M. Farley, associate professor (artificial intelligence, graph algorithms). B.S., 1968, Rensselaer Polytechnic Institute; Ph.D., 1974, Carnegie-Mellon. (1974)

Stephen F. Fickas, associate professor (artificial intelligence, expert systems, software engineering). B.S., 1971, Oregon State; M.S., 1973, Massachusetts; Ph.D., 1982, California, Irvine. (1982)

Michael Hennessy, instructor. B.S., 1982, M.S., 1984, Oregon. (1984)

Virginia M. Lo, assistant professor (distributed systems, operating systems). B.A., 1969, Michigan; M.S., 1977, Pennsylvania State; Ph.D., 1984, Illinois, Urbana-Champaign. (1984)

Eugene M. Luks, professor (computational complexity, algebraic algorithms). B.S., 1960, City College (New York); Ph.D., 1966, Massachusetts Institute of Technology. (1983)

Gary Meyer, assistant professor (computer graphics, computer-aided design, visual perception). B.S., 1974, Michigan; M.S., 1975, Stanford; Ph.D., 1986, Cornell. (1986)

Andrzej Proskurowski, professor (algorithmic graph theory, computational complexity). M.S., 1967, Warsaw Technical University; Ph.D., 1974, Royal Institute of Technology, Stockholm. (1975)

Jane M. Ritter, instructor. B.S., 1975, M.E., 1983, Wisconsin, La Crosse; Ph.D., 1987, Oregon.(1987)

Kent A. Stevens, professor (visual perception, artificial intelligence). B.S., 1969, M.S., 1971, California, Los Angeles; Ph.D., 1979, Massachusetts Institute of Technology. (1982)

Evan M. Tick, assistant professor (logic programming, parallel computer architecture). B.S., M.S., 1982, Massachusetts Institute of Technology; Ph.D., 1987, Stanford. (1990)

Christopher B. Wilson, associate professor (computational complexity, models of computation). B.S., 1978, Oregon; M.S., 1980, Ph.D., 1984, Toronto. (1984)

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

GENERAL INFORMATION

Computer science offers students the challenge and excitement of a dynamically evolving science whose discoveries and applications affect every arena of modern life. Computer science is the study of the computer as a machine, both concrete and abstract; it is the study of the management of information; and it involves the design and analysis of algorithms, programs, and programming languages.

The Department of Computer and Information Science is committed to both a strong research program and a rewarding educational experience at the undergraduate and graduate levels.

The department offers instruction and opportunities for research in the following areas:

- artificial intelligence (natural language processing, expert systems, human interfaces, logic programming, vision)
- theoretical computer science (computational complexity, models of computation, algorithm design)
- architecture and VLSI design
- operating systems, parallel processing, distributed systems
- graphics
- software engineering
- information processing and data-base systems
- programming languages and compilers

In addition, the department offers a stimulating minor program and an expanding selection of service courses for students who want introductory exposure to computers and computer applications. The computer and information science programs at the university are continually evolving as the discipline matures and as students' needs change. More information can be obtained from the department office.

Facilities. The Department of Computer and Information Science is housed in Deschutes Hall. This three-story, 27,000-square-foot science facility, which opened in 1989, holds faculty and graduate student offices and extensive laboratory space for research and instruction.

Departmental facilities include a local area network of several work stations for instruction, research, and administration. The instructional environment consists of several UNIX work stations (Sun 4/60 and Tektronix 4300) and Macintosh IIcx and IIsi work stations. Research laboratories operate several more UNIX work stations (Sun 3/50s and 3/60s, HP 9000/835s, a Silicon Graphics Iris 3030, and a Tektronix 4132) and Symbolics 3600-series LISP machines. Work stations are supported by Sun 3/260 and HP 9000/370 servers and laser printers. Individual laboratories use specialized research equipment: video cameras, recorders, and editors in the Knowledge-Based Interface Laboratory; a digital convolver and frame grabber in the Computational Vision Laboratory; two small parallel processors (a nonshared memory INMOS transputer network and a Multibus shared memory system) in the Parallel Processing and Distributed Systems Laboratories; and advanced color graphics equipment in the Computer Graphics Laboratory. The department's local network has a gateway to the campus fiber-optic network, giving access to University Computing's VAX 8800 systems and machines on local networks in other departments. The university is connected to the Internet via a 56Kbps link to NorthWestNet.

Careers. The CIS undergraduate program is designed to prepare students for professional careers or for further study at the graduate level. Students with a B.A. or a B.S. degree in computer science face an ever-expanding set of career opportunities. Possibilities include the development of software tools; the application of computer science techniques to fields such as medicine, law, and architecture; or even the design of the next generation of computers. The CIS program prepares students for these challenges by emphasizing the fundamental concepts needed to survive as a computer scientist in the face of continuously evolving technology. Hence, our graduates come away with confidence that they can specify, design, and build large software systems; analyze the effectiveness of computing techniques for a specific problem; and, at the most pragmatic level, recommend which software package or computer to buy. A master of arts (M.A.) or master of science (M.S.) degree program prepares students for higher-level positions in the areas described above as well as for teaching positions in community colleges. The Ph.D. degree program trains students as scientists for advanced research in a specialized area of computer science and for teaching in universities.

UNDERGRADUATE STUDIES

The Department of Computer and Information Science (CIS) offers the bachelor of arts (B.A.) and bachelor of science (B.S.) degrees. Major and minor degree requirements are listed below.

While it is hoped that students can complete the major in six terms, the necessity of sequential completion of the required courses may make it difficult for some transfer students or students working toward a second bachelor's degree to do this. See the Sample Program for Transfer Students later in this section.

Preparation. High school students planning to major or take substantial course work in computer and information science should pursue a strong academic program, including substantial work in mathematics and science. Students with a strong high school mathematics background typically begin with Computer Science I (CIS 210) if they intend to major or minor in computer and information science.

Transfer students from two-year colleges and other schools should attempt to complete as many of the general education requirements as they can before entering the university. In addition, they should complete at least one year of mathematics (including the calculus requirement) and lower-division courses in a field in which they intend to fulfill the related concentration requirement. Students should call or write the department to determine if computer courses they have taken can be counted toward CIS major requirements.

Major Requirements

Computer and Information Science. 55 credits, of which 24 must be completed in residence at the University of Oregon. The program for majors begins with Computer Science I,II,III (CIS 210, 211, 212) and Computer Science Laboratory I,II,III (CIS 220, 221, 222). These courses and laboratories introduce students to the principles of computation and the fundamental concepts of hardware and software. In addition, students receive training in the techniques and tools needed for advanced courses. The following courses are also required: Introduction to Information Structures (CIS 313), Computer Organization (CIS 314), Algorithms (CIS 315), Software Methodology I (CIS 422), and Survey of Programming Languages (CIS 425). The additional 20 credits are satisfied with upper-division electives, which allow students to explore areas beyond the core courses and to probe into areas of particular interest.

Mathematics. 30 credits, including the following courses: Calculus I,II,III (MATH 251, 252, 253) and Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233) ***or*** Mathematical Structures I,II,III (MATH 271, 272, 273). The additional 6 credits must be in upper-division mathematics courses approved by a CIS adviser.

Writing. In addition to the two terms of writing required of all undergraduate majors, the Department of Computer and Information Science requires a third course chosen from Expository Writing (WR 216), Scientific and Technical Writing (WR 320), or Business Communications (WR 321).

Science. The requirement is 12 credits selected from one of the following four options:

1. General Physics with Calculus (PHYS 211, 212, 213) or General Physics (PHYS 201, 202, 203). Although only 12 credits in general physics are required, students are encouraged to complete the accompanying laboratory courses as well
2. Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223) ***and*** 3 additional credits in chemistry. It is recommended that these additional credits be satisfied by completing laboratory courses accompanying general chemistry
3. General Biology I: Cells (BI 101), General Biology II: Organisms (BI 102), and General Biology III: Populations (BI 103), and 3 additional credits in biology. It is recommended that these additional credits be satisfied by completing laboratory courses accompanying general biology
4. Mind and Brain (PSY 201), Mind and Society (PSY 202), and one course chosen from Statistical Methods in Psychology (PSY 302), Biopsychology (PSY 304), or Thinking (PSY 330)

Related Concentration for CIS Majors. CIS majors are required to complete a 12-credit concentration in a field related to computing. Consult the department receptionist for more information.

Major Verification. CIS majors must file a Major Verification Form with the CIS department after completing CIS 212 and 222 and before registering for CIS 315. Enrollment in some 400-level courses requires that this form be on file. The student must consult an adviser at the time the form is filed.

Program for Majors

A student may meet university and departmental requirements by taking courses according to the following sample program. Individual programs may vary according to each student's preparation, interests, and needs; students should consult an academic adviser for

assistance in designing a program that achieves both breadth and depth.

Grading Policies. CIS core courses—CIS 210–212, 220–222, 313–315, 422, and 425—must be passed with letter grades of mid-C or better. Core courses in mathematics—Calculus I,II,III (MATH 251, 252, 253) and Elements of Discrete Mathematics (MATH 231, 232, 233) or Mathematical Structures I,II,III (MATH 271, 272, 273)—must be passed with letter grades of C– or better. Other courses required for the degree and the 20 elective credits in CIS courses may be taken for letter grades or pass/no pass (P/N). Grades of at least C– or P must be earned in these courses.

The instructor's consent is required before prerequisites for a course may be waived. Prerequisites for CIS core courses must be completed with the minimum grades listed above. If minimum grade requirements are not met, a student must submit a petition to the CIS department to continue in the major sequence. The petition must include support from the instructor who gave the low grade. Consultation with the student's adviser is recommended before a petition is submitted. Students may request exceptions to requirements by written petition. Factors such as faculty recommendations and improved performance are considered. Petitions are available in the department office.

Sample Program

Freshman Year	*42–45 credits*
Calculus I,II,III (MATH 251, 252, 253)	12
College Composition I (WR 121)	3
Science, arts and letters, or social science cluster	9–12
Electives	18

Entering freshmen with a strong background in mathematics and a firm commitment to computer and information science may be interested in an alternate program in which they take Introduction to Computer Science I,II,III (CIS 210, 211, 212) and Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233) in their freshman year. More information is available in the Department of Computer and Information Science

Sophomore Year	*48–54 credits*
Introduction to Computer Science I,II,II (CIS 210, 211, 212) and Computer Science Laboratory I, II,III (CIS 220, 221, 222)	15
Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233) *or* Mathematical Structures I,II,III (MATH 271, 272, 273)	12
College Composition II or III (WR 122 or 123)	3
Science, arts and letters, or social science cluster	9–12
Lower-division courses in related concentration	6
Electives	3–6

Junior Year	*47–53 credits*
Introduction to Information Structures (CIS 313), Computer Organization (CIS 314), Algorithms (CIS 315), Survey of Programming Languages (CIS 425), and one upper-division CIS elective	20
Expository Writing (WR 216), Scientific and Technical Writing (WR 320), or Business Communications (WR 321)	3
Science, arts and letters, or social science cluster	9–12
Upper-division courses in related concentration	6
Electives or upper-division mathematics courses	9–12
Senior Year	*45–50 credits*
Software Methodology I (CIS 422)	4
Four upper-division CIS electives	16
Upper-division electives	9–12
Electives	16–18

The sample program for transfer and for students working toward a second bachelor's degree is much more intensive than the program for beginning freshmen. A seven-term sample program follows:

Sample Program for Transfer Students

First Year	*39 credits*
Computer Science I,II,III (CIS 210, 211, 212) and Computer Science Laboratory I,II,III (CIS 220, 221, 222)	15
Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233) *or* Mathematical Structures I,II,III (MATH 271, 272, 273)	12
Calculus I,II,III (MATH 251, 252, 253)	12
Second Year	*37 credits*
Introduction to Information Structures (CIS 313), Computer Organization (CIS 314), Algorithms (CIS 315), Software Methodology I (CIS 422), Survey of Programming Languages (CIS 425), and two upper-division electives in CIS	28
Upper-division mathematics	6
Expository Writing (WR 216), Scientific and Technical Writing (WR 320), or Business Communications (WR 321)	3
Third Year	*12 credits*
Three upper-division electives in computer science	12

Everyone associated with the discipline recognizes the dynamic nature of computer science. It is likely, then, that occasional curricular modifications will be necessary. While every effort is made to avoid disruption of the programs of students who are actively pursuing degrees, substitutions and improvements in CIS courses should be anticipated.

Honors Program

Students with a 3.50 grade point average (GPA) in computer and information science and a cumulative GPA of 3.00 are encouraged to apply to the department honors program when they have completed Introduction to Information Structures (CIS 313), Computer Organization (CIS 314), and Algorithms (CIS 315). To graduate with honors a student must write a thesis under the supervision of a faculty member. This thesis must be completed at least one term before the term of graduation. An honors committee reviews the courses taken during the senior year before making a final decision on the granting of the honors distinction.

Minor Requirements

The minor in computer and information science requires completion of 27 credits, of which 12 must be in upper-division courses. The following courses are required: Computer Science I,II,III (CIS 210, 211, 212), Computer Science Laboratory I,II,III (CIS 220, 221, 222), and Introduction to Information Structures (CIS 313). The core courses—CIS 210–212, 220–221, 313—must be completed with grades of mid-C or better. Electives may be completed with grades of at least C–.

Students who want a CIS minor should register their intention on applications available in the CIS office before enrolling in CIS 313 or other upper-division CIS courses. This allows the students to consult a faculty adviser and prepare a minor program.

Before graduating, the student must supply the Department of Computer and Information Science with an up-to-date transcript.

GRADUATE STUDIES

The Department of Computer and Information Science offers programs leading to the degrees of master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.).

The department also coordinates interdisciplinary master's degrees in other fields, including a computer science degree program for teachers. The latter can be completed during summer sessions.

Doctorates specializing in numerical analysis and combinatorics are available through the Department of Mathematics. A doctorate with an option in computer science education is available through the College of Education.

Cognitive Science

By association with the Institute of Cognitive and Decision Sciences, the department offers graduate degrees with an option in that area. Specific research within the department includes visual perception (in conjunction with the Department of Psychology) and issues in artificial intelligence and expert systems. For more information, see the **Institute of Cognitive and Decision Sciences** section of this bulletin.

Master's Degree Program

Admission. Admission to the master of science (M.S.) degree program in computer and information science is competitive. It is based on prior academic performance, Graduate Record Examinations (GRE) scores, and computer science background. Minimum requirements for admission (G8 status) are:

1. Documented knowledge of the following:
   a. Principles of computer organizations
   b. Assembly and structured programming languages
   c. Program development and analysis
   d. Data structures
2. GRE score on the general test is required; the computer science test is recommended, especially for applicants seeking graduate teaching or research assistantships
3. A score of at least 575 on the Test of English as a Foreign Language (TOEFL) is required for applicants who have not spent at least three years in an English-speaking institution of higher learning. Applicants may be required to study one or more terms at the university's American English Institute (AEI) or elsewhere before taking any graduate work in the department. International applicants for teaching assistantships must also take the Test of Spoken English (TSE)

Application materials should be submitted by March 1 for admission fall term.

Admission to the M.S. degree program requires the substantive equivalent of an undergraduate degree in computer science. The second bachelor's degree program can be used to gain the required level of computer science background.

Basic Degree Requirements. The 60-credit M.S. degree program consists of core-area depth and breadth requirements (28 credits) and electives (32 credits).

Core Areas. The graduate curriculum contains five core areas:

1. Theoretical computer science
2. Architecture and operating systems
3. Programming languages
4. Software systems and methodology
5. Artificial intelligence

Each area consists of a series of related courses. An M.S. candidate must achieve breadth by taking the first course in each area (20 credits) and depth by completing two additional courses (8 credits) in one of these areas.

Electives. Of the 32 elective graduate-level credits, 12 may be taken outside the department in an area closely related to the student's professional goals, subject to approval by the department's graduate affairs committee; options include courses in linguistics, mathematics, physics, and psychology. Elective options within the department include:

1. Up to 8 credits in Reading and Conference (CIS 605), with prior approval by the adviser
2. Up to 12 credits in Thesis (CIS 503) or Final Project (CIS 609)
3. Experimental Courses (CIS 610), which are new courses pending permanent approval
4. A related physics course, Digital Electronics (PHYS 563)

Grade Requirements. All 28 core-area credits must be passed with grades of B– or better. Up to 12 of the 32 elective credits may be taken pass/no pass (P/N); graded elective courses must be passed with grades of mid-C or better. A 3.00 grade point average (GPA) must be maintained for all courses taken in the program.

M.S. Thesis. The research option requires a written thesis and enrollment for 9–12 credits in Thesis (CIS 503). Thesis research, usually occupying at least one year, should be undertaken with a supervising faculty member and a reviewing committee of, typically, two other faculty members. The M.S. thesis is expected to be scholarly and to demonstrate mastery of the practices of computer science. This option is strongly recommended for students who plan subsequent Ph.D. research.

M.S. Project. The project option requires a master's degree project and enrollment for up to 12 credits in Final Project (CIS 609).

Supervised by a faculty member, the project may entail a group effort involving several M.S. students. The project is subject to approval by the department's graduate affairs committee.

Doctoral Degree Program

The doctor of philosophy in computer and information science is above all else a degree of quality that is not conferred simply for the successful completion of a specified number of courses or years of study. It is a degree reserved for students who demonstrate both a comprehensive understanding of computer and information science and an ability to do creative research.

Admission. Qualified applicants are granted conditional admission to the Ph.D. program for the period during which they are preparing for the comprehensive examination that tests their experience at the level equivalent to the department's M.S. degree. This examination tests the candidate's competency in theory of computation, architecture and operating systems, and programming languages. During the one-day examination, two hours of testing are devoted to each of the three areas. Questions emphasize the candidate's analytic and critical abilities and comprehension of basic material rather than computational skills or memorization. A diagnostic examination may be taken the first time it is offered after the candidate's admission. The comprehensive examination should be passed within the first two successive attempts.

Application materials should be submitted by March 1 for admission fall term.

Advisory Committee. After passing the comprehensive examination and being admitted to the Ph.D. program, a student must select a Ph.D. faculty adviser. The faculty adviser is usually someone who has expertise in one or more areas of research in which the student expects to concentrate. The student and the Ph.D. adviser then form a Ph.D. advisory committee, usually headed by the faculty adviser.

Together the student and the advisory committee formulate a plan of study to complete the remaining requirements for the Ph.D. degree.

Degree Requirements. Candidates for the Ph.D. degree must complete the following requirements:

1. Meet all requirements set by the Graduate School as listed in that section of this bulletin
2. Complete a course of study in a secondary area consisting of at least three related courses, either inside the department or outside, with the approval of the student's advisory committee. These courses must carry graduate credit and must be outside the student's major area of research
3. Students entering the program without an M.S. degree in computer science must complete, in residency, five core courses plus two depth courses in the department's master's degree program. The depth courses, if outside the student's major area of research, satisfy the secondary area requirement listed above
4. Take an area qualifying examination, administered by the student's advisory committee, that emphasizes the basic material in the student's area or areas of research concentration
5. Select a dissertation adviser to direct the Ph.D. dissertation research. The student, the dissertation adviser, and the Graduate School then form a dissertation committee
6. Submit a satisfactory thesis proposal and pass an oral examination on it. Passing this examination advances the student to candidacy
7. Complete a written dissertation containing substantial, original research in computer and information science and present it to the dissertation committee. The dissertation must be approved by this committee. The student must then make a formal oral presentation of the dissertation. The course of study leading to a Ph.D. degree typically requires four or five years beyond the bachelor's degree

Research Areas. It is important that a Ph.D. student be able to work effectively with at least one dissertation adviser. Hence, the student should identify, at an early stage, one or more areas of research to pursue. The student should also find a faculty member with similar interests to supervise the dissertation.

COMPUTER AND INFORMATION SCIENCE COURSES (CIS)

120 Concepts of Computing: Information Processing (3) Introduction to the science of information representation and manipulation. Laboratories use word processors, spreadsheets, and graphics packages to illustrate issues. Discussion of communication networks. Prereq: MATH 111.

121 Concepts of Computing: Computers and Computation (3) Introduces elements of the design of computers, provides an understanding of basic elements of programming, surveys applications and discusses their effects on society. Prereq: MATH 111.

122 Concepts of Computing: Algorithms and Programming (4) Introduction to algorithm design and complexity analysis, data structures and programming. Surveys approximation and sorting algorithms. Introduces techniques for program testing. Uses the programming language Pascal. Prereq: CIS 121. *Students may not receive credit for both CIS 122 and 134.*

131 Introduction to Business-Information Processing (4) Introduction to information systems technology and the role of business-information processing systems in organizations. Application of software tools (spreadsheet data manager and word processor) to business problem solving. Prereq: MATH 111 or two years of high school algebra.

133 Introduction to Numerical Computation with FORTRAN (4) Basic concepts of problem analysis, computation, and solution. Programming a computer using the language FORTRAN. Prereq: MATH 111 and a CIS course or equivalents.

134 Problem Solving in Pascal (4) Basic concepts of problem analysis and computation; programming a computer using the language Pascal. Prereq: MATH 111 and a CIS course or equivalents. *Students may not receive credit for both CIS 122 and 134.*

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies in Computer Science: [Term Subject] (1–3) Topics vary with the interests and needs of students and faculty members. Typical subjects have included programming in various languages and problem solving with microcomputers.

200 Innovative Education: [Term Subject] (1–3R)

210, 211, 212 Computer Science I,II,III (3,3,3S) Basic concepts of computer science for majors and others wanting a strong introduction to computer science fundamentals.

Computability, algorithms, data structures, design principles, system organization. Prereq: four years of high school mathematics or MATH 111 or instructor's consent; coreq: CIS 220, 221, 222 and MATH 231, 232, 233.

220, 221, 222 Computer Science Laboratory I,II,III (2,2,2S) Laboratory building on and consolidating concepts from CIS 210, 211, 212. Programming exercises and increasingly sophisticated projects in a functional and procedural programming language; assembly language. No prior programming experience assumed. Coreq: CIS 210, 211, 212.

234 Advanced Numerical Computation (4) Problem solving for scientific computing using FORTRAN. Topics include data representation, algorithm development, numerical computation, string manipulation, and programming language issues. Prereq: CIS 133 or 210.

242 Business-Data Processing (4) Introduction to the programming language COBOL and fundamentals of business-information processing. Prereq: a prior CIS course in programming, or CIS 131 and departmental consent.

313 Introduction to Information Structures (4) Concepts of information organization, methods of representing information in storage, techniques for operating upon information structures. Prereq: CIS 212, MATH 232.

314 Computer Organization (4) Introduction to computer organization and instruction-set architecture—digital logic design, binary arithmetic, design of central processing unit and memory, microprogramming, machine-level programming, virtual memory, and semaphores. Prereq: CIS 212, MATH 231.

315 Algorithms (4) Algorithm design, worst-case and average-behavior analysis, correctness, computational complexity. Prereq: CIS 313, MATH 233.

342 File Processing (4) Approaches to file design, methods of representing data on external devices, techniques for operating on different file structures. Prereq: CIS 313.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–12R) P/N only

405 Reading and Conference: [Term Subject] (1–12R)

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–5R) Opportunity to study in greater depth specific topics arising out of other courses. Typical subjects include computers for laboratory control, computer installation management, and computer simulation.

408/508 Workshop: [Term Subject] (1–21R)

409 Supervised Consulting: [Term Subject] (1–2R) P/N only. The student assists other students who are enrolled in introductory programming classes. For each four hours of scheduled weekly consulting the student is awarded 1 credit. Prereq: departmental consent. R for maximum of 4 credits.

410/510 Experimental Course: [Term Subject] (1–5R) New regular courses are offered under this number the first year or two, before final definition of the courses and pending permanent university and Oregon State Board of Higher Education approval.

413 Information Structures (4) Second course in information structures; complex structures, storage management, sorting and searching, hashing, storage of texts, and information compression. Prereq: CIS 315 or instructor's consent.

415 Operating Systems (4) Introduction to basic operating systems concepts: memory management, central processing, unit scheduling, file systems, protection, resource management, process management, synchronization, and concurrency. Prereq: CIS 314, 315.

420 Introduction to Theory of Computation (4) Provides a mathematical basis for computability and complexity. Models of computation, formal languages, Turing machines, solvability. Nondeterminism and complexity classes. Prereq: CIS 315 or instructor's consent, MATH 233.

422/522 Software Methodology I (4) Analysis and structured design specification, system testing. Advanced development environments designed to make students aware of system engineering concepts and tools. Student teams complete three analysis, design, and programming projects. Departmental approval required for nonmajors. Coreq: CIS 315.

423 Software Methodology II (4) Application of concepts and methodologies covered in CIS 422/522. Student teams complete a large system design and programming project. Final system specification, test plan, user documentation, and system walk-throughs required. Prereq: CIS 422/522.

425 Survey of Programming Languages (4) History, design, implementation of programming languages, emphasizing principles of evaluation. Survey of current and modern programming languages: FORTRAN, ALGOL-60, Pascal, Ada, LISP, Smalltalk, PROLOG. Prereq: CIS 313.

429 Computer Architecture (4) RISC (Reduced Instruction-Set Computer) and CISC (Complex Instruction-Set Computer) design, high-performance processor design, storage hierarchies, pipelining, vector processing, networks, performance analysis. Prereq: CIS 313, 314.

435 Business-Information Systems (4) Designs of the most common organizational information processing systems, including batch-processing, interactive, and data base. The systems development process; systems analysis and design. Prereq: CIS 242 and 313.

441/541 Computer Graphics (4) Introduction to the hardware, geometrical transforms, interaction techniques, and shape representation schemes that are important in interactive computer graphics. Programming assignments using contemporary graphics hardware and software systems. Prereq: CIS 313; pre- or coreq: CIS 314.

443/543 User Interfaces (4) Introduction to user interface software engineering. Emphasis on theory of interface design, understanding the behavior of the user, and implementing programs on advanced systems. Prereq: CIS 313, 314.

445/545 Modeling and Simulation (4) Theoretical foundations and practical problems for the modeling and computer simulation of discrete and continuous systems. Simulation languages, empirical validation, applications in computer science. Prereq: CIS 422/522, 425.

451/551 Data-Base Processing (4) Introduction to the theory and application of data-base management. File and data-base organization, structured programming languages and embedded data-base instructions. Relational and entity-relationship modeling. Prereq: CIS 315.

461/561 Introduction to Compilers (4) Lexical analysis, parsing, attribution, code generation. Prereq: CIS 314, 420 or 620, 425 or 624.

462/562 Implementation of Programming Languages (4) Advanced topics in compiler construction, storage management, or programming environments. Prereq: CIS 461/561.

471 Introduction to Artificial Intelligence (4) Theory and specific examples of knowledge-based computer systems. Weak and strong methods of problem solving. Knowledge-representations: predicate logic, semantic nets, frames. Prereq: CIS 314, 315, 422/522; CIS 425 strongly recommended.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Field Studies (1–16R)

607 Seminar: [Term Subject] (1–5R) Seminars vary according to the interests and needs of students and availability of faculty members. Typical subjects include computer graphics, analysis of business systems, computer logic design, computers in education, scene analysis, microprogramming, artificial intelligence.

608 Colloquium (1R) P/N only

609 Final Project: [Term Subject] (1–16R) Final project for master's degree without thesis.

610 Experimental Course: [Term Subject] (1–5R) New graduate courses are offered under this number the first year or two before final definition of the courses and pending permanent university and Oregon State Board of Higher Education approval.

613 Advanced Information Structures (4) Information structures in various areas of computing such as graphics, picture processing, simulation, modeling; storage problems, linkage between structures, and automatic implementation of structures. Prereq: CIS 413 or equivalent.

620 Formal Languages and Machines (4) Introduction to formal models of computation; presents formal languages by their generators (grammars) and acceptors (sequential machines). Turing machines. Prereq: CIS 420.

621 Theory of Computation: Complexity (4) Concrete and abstract complexity of computation; analyzing complexity using different models of computation; design strategies for efficient algorithms; polynomial time reducibility among problems; approximate algorithms for "hard" problems. Prereq: CIS 413, 620.

622 Theory of Computation: Computability (4) Properties of algorithmic computation. Formal models of computation: Turing computability, recursive functions, computability and decidability. Prereq: CIS 621.

624 Structure of Programming Languages (4) Syntax and semantics, comparison and design of programming languages. Includes readings about features of Pascal, ALGOL, Ada, LISP, Smalltalk, PROLOG, and FP.

629 Computer Architecture (4) Advanced readings in computer architecture research. Topics may include storage hierarchies, input-output subsystems, instruction- and data-level parallelism, symbolic computation, multiprocessor networks and consistency algorithms, performance modeling. Prereq: CIS 415.

630 Advanced Operating Systems (4) Principles of operating systems for multiprocessor and distributed computer systems: concurrent programming, synchronization, communication, reaching agreement, deadlock, scheduling. Prereq: CIS 629.

631 Parallel Processing (4) Review of computer science from a parallel processing point of view; parallel models of computation, parallel computer architecture; parallel programming languages, parallel algorithms. Prereq: instructor's consent.

632 Computer and Information Networks (4) Basic technology, components, and functioning of computer and information networks. Topological considerations, routing and control of information flow in networks; methods of transmission, error control, and message protocols. Prereq: CIS 629.

641 Advanced Computer Graphics (4) Computer graphics techniques for realistic image synthesis: scan conversion, clipping, hidden surface algorithms, illumination modeling, and color perception. Prereq: CIS 441/541 or instructor's consent.

650 Software Engineering (4) Examines recent models and tools in software engineering including modifications to the traditional software life-cycle model, development environments, and speculative view of the future role of artificial intelligence.

651 Data-Base Systems (4) Evaluation of overall performance of data-base systems. Design, access methods, and interfaces between users and data-base management systems. Designs for fast query response versus easy updating. Prereq: CIS 451/551.

671 Artificial Intelligence (4) Basic ideas and goals of artificial intelligence. Heuristic problem-solving search; learning and theorem-proving techniques; rule-based systems. Prereq: CIS 315 or instructor's consent.

674 Visual Information Processing (4) Computer extraction and identification of objects in visual scenes. Fundamental techniques, current topics, and contemporary systems. Prereq: CIS 671, instructor's consent.

675 Natural Language Processing (4) Technical and theoretical problems of natural language understanding and generation. Articulation, representation, and utilization of prior knowledge (conceptual, episodic, lexical), cognitive context, and discourse assumptions. Prereq: CIS 671 or instructor's consent.

676 Expert Systems (4) Fundamentals of expert systems. Topics include knowledge acquisition and representation, metaknowledge, control of problem-solving systems, process explanation, plausible reasoning. Students implement an expert system using the Oregon Rule-Based System (ORBS). Prereq: CIS 671.

677 Knowledge-Based Interfaces (4) Examination of research knowledge-based user interface with particular attention to cognitive modeling. Topics include intelligent tutoring systems, natural language interfaces, and expert systems explanation. Prereq: CIS 671, graduate standing in computer and information science, psychology, or linguistics.

EAST ASIAN LANGUAGES AND LITERATURES

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Stephen W. Durrant, Department Head

FACULTY

Stephen W. Durrant, associate professor (classical Chinese language, early Chinese literature). B.A., 1968, Brigham Young; Ph.D., 1975, Washington (Seattle). (1990)

Michael B. Fishlen, associate professor (T'ang and earlier Chinese literature). B.A., 1965, Knox; M.A., 1968, Ph.D., 1973, Indiana; J.D., 1987, Oregon. (1970)

Noriko Fujii, assistant professor (Japanese language and linguistics). B.A., 1973, Wakayama University; M.A., 1978, Ph.D., 1985, Michigan. (1984)

Hiroko C. Kataoka, associate professor (Japanese language and pedagogy). B.A., 1974, Kobe College; M.A., 1975, Ph.D., 1979, Illinois, Urbana-Champagne. (1989)

Stephen W. Kohl, associate professor (modern Japanese literature). B.A., 1967, Ph.D., 1974, Washington (Seattle). (1972)

Wendy Larson, associate professor (modern Chinese language and literature). B.A., 1974, Oregon; M.A., 1978, Ph.D., 1984, California, Berkeley. (1985)

Yoko M. McClain, professor (modern Japanese language and literature). Diploma, 1950, Tsuda College; B.A., 1956, M.A., 1967, Oregon. (1968)

Scott McGinnis, assistant professor (Chinese language, pedagogy, linguistics). B.S., 1980, State University of New York; M.A., 1984, Ph.D., 1990, Ohio State. (1990)

Alan S. Wolfe, associate professor (Japanese and comparative literature). B.A., 1966, M.A., 1971, Columbia; Ph.D., 1985, Cornell. (1980)

Emerita

Angela Jung-Palandri, professor emerita (classical and modern Chinese literature). B.A., 1946, Catholic University, Peking; M.A., 1949, M.L.S., 1954, Ph.D., 1955, Washington (Seattle). (1962)

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

UNDERGRADUATE STUDIES

The Department of East Asian Languages and Literatures offers undergraduate programs in Chinese and Japanese languages and literatures.

Each program enables students to achieve proficiency in reading, writing, and speaking the language and to acquire a fundamental knowledge of the literature of the country.

Students must receive a grade of C– or better to advance to the next course in Chinese or Japanese language sequences.

Preparation. Students considering a major in Chinese or Japanese should decide their major at the earliest possible stage so that they can satisfy the requirements in the standard four years of undergraduate study. Background in languages, literature, or history at the high school or community college level constitutes good preparation for the student majoring in Chinese or Japanese.

Careers. A major in Chinese or Japanese prepares a student for graduate study in the humanities, social sciences, and professional schools and also for careers in business, teaching, law, journalism, and government agencies. Career options for people with knowledge of Chinese or Japanese are steadily increasing.

MAJOR REQUIREMENTS

Chinese. Forty-five graded credits are required in courses beyond the second-year level including Third-Year Chinese (CHN 301, 302, 303), Introduction to Chinese Literature (CHN 305, 306, 307), Fourth-Year Chinese (CHN 411, 412, 413), and Literary Chinese (CHN 436, 437, 438). The remaining 3 credits may be earned in another upper-division Chinese language, literature, and linguistics courses or in a comparative literature course when the topic is Chinese literature. Students are encouraged to take courses involving Chinese culture in other disciplines such as history, religious studies, and art history.

Japanese. Forty-five graded credits are required in courses beyond the second-year level, including Third-Year Japanese (JPN 301, 302, 303), Introduction to Japanese Literature (JPN 305, 306, 307), Contemporary Japanese (JPN 411, 412, 413), and Fourth-Year Reading and Writing Japanese (JPN 414, 415, 416). The remaining 3 credits may be earned in any other upper-division Japanese language and literature course or in a comparative literature course when the topic is Japanese literature. Students are encouraged to take courses involving Japanese culture in other disciplines such as history, religious studies, and art history.

Any course for which a grade less than C– is received does not count toward the major.

Scholarship and Honors

The department administers the Japanese American Friendship Scholarship for a student majoring in Japanese. Additional information may be obtained in the department office.

Graduation with departmental honors is approved for students who:

1. Earn a cumulative GPA of 3.50 or better in all university work
2. Earn a cumulative GPA of 3.75 or better in major course work
3. Complete, under the supervision of a faculty member, a senior thesis to be judged by the thesis director and one other faculty member in the department

Students must enroll for at least 6 pass/no pass (P/N) credits in Thesis (CHN or JPN 403) in addition to meeting the standard major requirements. Transfer work and P/N credits are not included in determining the GPA.

Overseas Study

The University of Oregon has two overseas study programs in China and four in Tokyo, Japan. Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Special Studies** section of this bulletin.

EAST ASIAN LANGUAGES AND LITERATURES COURSES (EALL)

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

210 China: A Cultural Odyssey (3) Introduction to the distinctive features of China's linguistic, literary, artistic, and religio-philosophical heritage. Includes guest lectures, films.

211 Japan: A Cultural Odyssey (3) Introduction to distinctive features of Japan's linguistic, literary, artistic, and religio-philosophical heritage. Includes guest lectures, films.

212 Modern East Asia: A Cultural Odyssey (3) Introduction to the distinctive features of China's and Japan's linguistic, literary, artistic, and religio-philosophical heritage. Includes guest lectures and focuses on modern developments. Strongly recommended for all students of both Chinese and Japanese.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Field Studies (1–21R)

407 Seminar: [Term Subject] (1–5R)

408/508 Workshop:[Term Subject] (1–21R)

409 Supervised Tutoring: [Term Subject] (1–3R)

410 Experimental Course: [Term Subject] (1–5R)

CHINESE COURSES (CHN)

101, 102, 103 First-Year Chinese (5,5,5) Thorough grounding in listening, reading, and writing Chinese. Emphasis on aural-oral skills. For beginners.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201, 202, 203 Second-Year Chinese (5,5,5) Training in aural-oral skills designed to build listening comprehension and fluency. Development of proficiency in written Chinese. Prereq: one year of Chinese or equivalent.

301, 302, 303 Third-Year Chinese (5,5,5) Continued training in listening, speaking, reading, and writing. Prereq: two years of Chinese or equivalent.

305, 306, 307 Introduction to Chinese Literature (3,3,3) Survey ranging from early Confucian and Daoist classics through T'ang and Song poetry, short fiction and novels, the 1919 May Fourth Movement writers, and into the contemporary period. All readings in English.

350 Women in Chinese Literature (3) Major works in Chinese literature, past and present, in terms of women's roles and their social milieu. Special emphasis on women writers. All readings in English.

399 Special Studies: [Term Subject] (1–4R) Topic varies from term to term. R for maximum of 12 credits.

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–4R)

403 Thesis (1–6R) Departmental honors students only. Prereq: instructor's consent. R for maximum of 6 credits.

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's consent.

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–3R) Studies and projects in Chinese literature, linguistics, or pedagogy. Sources are in Chinese, English, or both. R when topic changes.

408/508 Workshop: [Term Subject (1–21R)

409 Practicum: [Term Subject] (1–3R) P/N only. Prereq: instructor's consent. R for maximum of 18 credits.

410 Experimental Course: [Term Subject] (1–5R)

411/511, 412/512, 413/513 Fourth-Year Chinese (3,3,3R) Study of contemporary Chinese using written and spoken forms. Prereq: three years of Chinese or instructor's consent.

414/514, 415/515, 416/516 Contemporary Chinese (3,3,3) Study of contemporary Chinese writing styles including selections from journalistic, literary, and documentary sources.

436/536, 437/537, 438/538 Literary Chinese (3,3,3) Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.

440/540 Structure of Chinese Language (3) Historical development of the Chinese language in different linguistic aspects: phonological, morphological, syntactic, and orthographic. Prereq: two years of Chinese or instructor's consent.

450/550 Chinese Bibliography (2) Reference works in Chinese studies covering Western sinology, major sources in Chinese, and training in research methods. Prereq: two years of Chinese or instructor's consent.

609 Terminal Project: [Term Subject] (1–3R) P/N only

JAPANESE COURSES (JPN)

101, 102, 103 First-Year Japanese (5,5,5) Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills. For beginners or by placement.

104, 105, 106 Accelerated Japanese (8,8,8) Intensive course in all basic Japanese language skills with stress on acquisition of grammatical patterns and reading proficiency. Prereq: previous study of Japanese or instructor's consent.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201, 202, 203 Second-Year Japanese (5,5,5) Continuation of JPN 101, 102, 103. Additional training in oral-aural skills designed to build listening comprehension and fluency. Development of basic proficiency in reading and writing Japanese.

301, 302, 303 Third-Year Japanese (5,5,5) Provides a solid foundation in listening, speaking, reading, and writing. Prepares students for advanced study. Prereq: two years of Japanese or equivalent.

305, 306, 307 Introduction to Japanese Literature (3,3,3) Historical survey of Japanese literature from the 8th century to the present. Analysis and appreciation of major works, authors, and genres such as *The Tale of Genji*, Haiku, Kawabata, and Mishima. All readings in English.

399 Special Studies: [Term Subject] (1–3R) Prereq: instructor's consent. **R** for maximum of 12 credits.

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–4R) Prereq: instructor's consent. **R** for maximum of 12 credits.

403 Thesis (1–6R) Departmental honors students only. Prereq: instructor's consent. **R** for maximum of 6 credits.

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's consent.

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–3R) Japanese literature both in Japanese and in English translation. Recent topics have been The Aftermath of War: Japanese Film and Literature under the U.S. Occupation, Contemporary Fiction, and Women in Japanese Literature. **R** when topic changes.

408/508 Workshop:[Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–3R) P/N only. Prereq: instructor's consent. **R** for maximum of 18 credits.

410 Experimental Course: [Term Subject] (1–5R)

411/511, 412/512, 413/513 Contemporary Japanese (3,3,3) Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills. Prereq: three years of Japanese or instructor's consent.

414/514, 415/515, 416/516 Fourth-Year Reading and Writing Japanese (3,3,3) Development of reading skills, vocabulary, and knowledge of *kanji*. Writing exercises include message writing, letter writing, and short essays. Prereq: three years of Japanese or instructor's consent.

421/521, 422/522, 423/523 Japanese Advanced Reading and Translation (3,3,3) Development of reading and translation skills by studying a variety of texts. Intensive grammar review, stylistic analysis, and *kanji* or vocabulary acquisition. Prereq: three years of Japanese or equivalent.

431/531, 432/532, 433/533 Advanced Spoken Japanese (3,3,3) For students with advanced level of proficiency in speaking. Practice in speaking and listening at different speech levels on a variety of topics. Prereq: JPN 413/513 or instructor's consent.

434/534, 435/535, 436/536 Advanced Readings in Japanese Literature (3,3,3) Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature. Prereq: JPN 416/516 or instructor's consent.

441/541 The Structure of the Japanese Language (3) General characteristics of Japanese grammar. Topics include word order, typological characteristics, morphology, ellipsis, passives, and causatives.

442/542 Japanese Discourse Structure (3) Examination of Japanese discourse structure. Topics include paragraph and thematic structure, cohesion, ellipsis, and sentence styles. Prereq: JPN 441/541 or instructor's consent.

443/543 Teaching Japanese as a Foreign Language: Methodology (3) Discussion and examination of instructional materials, techniques, and methods. Activities include class observation, practice teaching, writing short papers. Application of teaching theories in classroom environments. Prereq: JPN 441/541, LING 444, three years of Japanese language study.

450/550 Japanese Bibliography (2) Bibliography for Japanese studies: examination of basic reference works in both Western languages and Japanese; training in research methods. Prereq: two years of Japanese or instructor's consent.

471 The Japanese Cinema (3) Major filmmakers and works are introduced. Comparative analysis of Japanese cinema as narrative form and artists' efforts to grapple with the Japanese experience of modernity. All readings, films, and discussions in English.

472 Japanese Film and Literature (3) Contemporary Japanese culture examined via film and fiction. Focus on writers' and filmmakers' efforts to define an autonomous art. Topics vary. All readings, films, and discussions in English.

601 Research (1–4R)

609 Terminal Project: [Term Subject] (1–3R) P/N only

ECONOMICS

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FACULTY

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Christopher J. Ellis, associate professor (economic theory). B.A., 1978, Essex University; M.A., 1979, Ph.D., 1983, Warwick University. (1983)

Henry N. Goldstein, professor (international finance). B.A., 1950, North Carolina at Chapel Hill; M.S., 1953, Ph.D., 1967, Johns Hopkins. (1967)

Jo Anna Gray, professor (macroeconomic theory). B.A., 1971, Rockford; A.M., 1973, Ph.D., 1976, Chicago. (1989)

Charles C. Griffin, associate professor (economic development, health economics). B.A., 1975, Iowa; M.A., 1981, Duke; Ph.D., 1983, North Carolina at Chapel Hill. On leave 1991–92. (1986)

Myron A. Grove, professor (economic theory, mathematical economics). B.S., 1957, M.S., 1959, Oregon; Ph.D., 1964, Northwestern. (1963)

Stephen E. Haynes, professor (international finance, econometrics); associate department head. B.A., 1968, Ph.D., 1976, California, Santa Barbara. (1978)

Lisa Takeyama Johnson, assistant professor (industrial organization, microeconomics). B.A., 1984, San Francisco State. (1990)

Paul A. Johnson, assistant professor (macroeconomics, econometrics, mathematical economics). B.Econ., 1982, University of Queensland; Ph.D., 1989, Stanford. (1990)

Chulsoon Khang, professor (pure theory of international trade). B.A., 1959, Michigan State; M.A., 1962, Ph.D., 1965, Minnesota. (1966)

Van W. Kolpin, assistant professor (game theory, microeconomic theory). B.A., 1981, Coe; M.A., 1984, Ph.D., 1986, Iowa. (1986)

Daniel P. McMillen, assistant professor (urban economics, public finance, econometrics). B.A., 1981, M.A., 1982, Illinois—Chicago Circle; Ph.D., 1986, Northwestern. (1986)

Raymond Mikesell, professor (economic development, international economics). B.A., 1935, M.A., 1935, Ph.D., 1939, Ohio State. (1957)

Barry N. Siegel, professor (monetary theory); director of undergraduate studies. B.A., 1951, Ph.D., 1957, California, Berkeley. (1961)

Larry D. Singell, Jr., assistant professor (labor, public finance). B.A., 1983, M.A., 1984, Ph.D., 1988, California, Santa Barbara. (1988)

Robert E. Smith, professor (industrial organization, public policy and the multinational corporation). B.A., 1943, Southern California; Ph.D., 1963, California, Los Angeles. (1962)

Joe A. Stone, W.E. Miner Professor of Economics (labor economics, international trade). B.A., 1970, Texas at El Paso; M.A., 1974, Ph.D., 1977, Michigan State. (1979)

Mark A. Thoma, assistant professor (macroeconomics, econometrics). B.A., 1980, California State, Chico; Ph.D., 1985, Washington State. (1987)

W. Ed Whitelaw, professor (urban economics). B.A., 1963, Montana; Ph.D., 1968, Massachusetts Institute of Technology. (1967)

Wesley W. Wilson, assistant professor (industrial organization, transportation economics). B.S.,

B.A., 1980, North Dakota; M.A., 1984, Ph.D., 1986, Washington State. (1989)

Adjunct

Cathleen S. Leué, adjunct assistant professor (labor, econometrics); director, Social Science Instructional Laboratory. B.A., 1978, California State, Chico; Ph.D., 1985, Washington State. (1987)

Emeriti

Robert Campbell, professor emeritus (history of thought). B.A., 1947, California, Berkeley; B.S., 1950, U.S. Merchant Marine Academy; Ph.D., 1953, California, Berkeley. (1952)

Richard M. Davis, professor emeritus (economic theory). B.A., 1939, Colgate; M.A., 1941, Ph.D.,1949, Cornell. (1954)

Paul L. Kleinsorge, professor emeritus (labor economics). A.B., 1927, Stanford; M.B.A., 1929, Harvard; Ph.D., 1939, Stanford. (1948)

H. T. Koplin, professor emeritus (economic theory, public finance) B.A., 1947, Oberlin; Ph.D., 1952, Cornell. (1950)

Paul B. Simpson, professor emeritus (mathematical economics). B.A., 1936, Reed; Ph.D., 1949, Cornell. (1949)

Marshall D. Wattles, professor emeritus (economic theory). B.A., 1938, Southwest Missouri State; M.A., 1941, Missouri; Ph.D., 1950, Ohio State (1950)

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

UNDERGRADUATE STUDIES

Economics is the social science that studies 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 should allocate resources; it applies to public policy in such areas as urban, environmental, health, and labor economics. Macroeconomics considers such questions as the causes of inflation and unemployment; it applies to such areas as monetary, developmental, and international economics.

The Department of Economics offers undergraduate work leading to a bachelor's degree. Students doing outstanding work in their major program may be eligible for departmental honors. The undergraduate courses in economics provide broad knowledge of the field as a part of the program of liberal education offered by the College of Arts and Sciences. They also give a substantial foundation in economics to students interested in professional graduate training in economics or in careers in business, law, government, or secondary school teaching.

Students interested in more detailed information are encouraged to inquire at the department's peer advising office, 431 Prince Lucien Campbell Hall.

Preparation. Suggested preparation for entering freshmen is four years of high school mathematics. Prospective majors are strongly urged to satisfy their science group requirement with an introductory calculus sequence, to be taken in the freshman or sophomore year. Suggested preparation for two-year college transfers is (a) the equivalents of Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202) and (b) the equivalents of either Calculus I,II,III (MATH 251, 252, 253) or Calculus for Business and Social Science I,II (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH 243).

Careers. Career opportunities for graduates in economics are found in federal, state, and local government agencies; various nonprofit organizations; and private industry. A bachelor's degree in economics provides an excellent background for admission to both law school and business school. Students with outstanding undergraduate academic records frequently go on to graduate work in economics, which leads to careers in higher education and economic research organizations.

Major Requirements

1. Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202). Should be completed by the end of the sophomore year
2. Calculus for Business and Social Science I,II (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH 243) *or* Calculus I,II,III (MATH 251, 252, 253). Should be completed by the end of the sophomore year
3. Intermediate Microeconomic Theory I,II (EC 311, 312) and Intermediate Macroeconomic Theory (EC 313) *or* Advanced Microeconomic Theory I,II (EC 411, 412) and Advanced Macroeconomic Theory (EC 413). Should be completed by the end of the junior year
4. Introduction to Econometrics (EC 420, 421) or Econometrics (EC 423, 424). Should be completed by the end of the junior year
5. 27 additional credits in economics courses numbered 300 or above, with no more than 3 credits in Supervised Tutoring Practicum (EC 409) and at least 21 credits in courses numbered 400 or above (excluding EC 409). At least 12 of the 27 credits must be taken at the UO
6. Grades of C– or P or better in all courses taken to satisfy the major requirements
7. No student who has previously received credit for a 400-level course will receive credit toward the economics major for a corresponding 300-level course. For example, if a student has previously received credit for one of the 400-level courses in international economics (EC 480, 481, 482), the student cannot use Introduction to International Economic Issues (EC 380) to satisfy part of the major course requirements

Program Suggestions for Majors

1. Majors planning graduate study in economics and others with an appropriate mathematical background should satisfy the theory requirement with Advanced Microeconomic Theory I,II (EC 411, 412) and Advanced Macroeconomic Theory (EC 413) instead of Intermediate Microeconomic Theory I,II (EC 311, 312) and Intermediate Macroeconomic Theory (EC 313)
2. The department offers at least ten fields of specialization including money, urban and regional, public economics, resource and environmental, labor, international, economic development, and industrial organization. For most fields, one 300-level introductory course and several 400-level courses are offered (the 300-level courses are not generally prerequisites for the associated 400-level courses). To provide depth, it is recommended that the student take at least three courses in each of two fields
3. Interested students should be aware of the university's five-year program combining an undergraduate departmental major and a master of business administration. Students should plan their programs early to meet the requirements of this combined program. More information is available in the College of Business Administration

Minor Requirements

A minor in economics requires 24 credits distributed as follows:

	24 credits
Introduction to Economic Analysis: Microeconomics (EC 201)	3
Introduction to Economic Analysis: Macroeconomics (EC 202)	3
Intermediate Microeconomic Theory I (EC 311)	3
Intermediate Macroeconomic Theory (EC 313)	3
Four additional upper-division 3-credit courses in economics (excluding EC 409 Practicum)	12

The four upper-division 3-credit courses must be taken at the UO. All courses applied toward the economics minor must be completed with grades of C– or P (pass) or better.

No student who has previously received credit for a 400-level course will receive credit toward the economics minor for a corresponding 300-level course.

Graduation with Honors

Qualified students may apply for graduation 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 3 credits in Research (EC 401). A copy of the completed paper, approved by the faculty adviser, must be presented to the department by Friday of the week before final examinations during the term the student plans to graduate

Students who intend to satisfy these requirements should notify the director of undergraduate studies early in the term in which they plan to graduate.

GRADUATE STUDIES

The Department of Economics offers graduate work leading to the degrees of master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.). General information about graduate work at the University of Oregon is available in the **Graduate School** section of this bulletin. A detailed description of departmental degree requirements may be obtained from the department office.

Applicants for admission must submit the following to the department:

1. Scores on the Graduate Record Examinations (GRE)

2. Three letters of recommendation
3. Complete transcripts of previous work sent from the issuing institution

Applicants whose native language is not English and who have not matriculated from an American university must also submit their scores on the Test of English as a Foreign Language (TOEFL).

Master's Degree

The Department of Economics offers a master's degree program for students planning to teach in two-year colleges, seeking research careers in government or private industry, or pursuing advanced study in economics prior to additional graduate studies.

The program requires a minimum of 45 graduate credits, and students must meet other university and Graduate School requirements for the master of arts (M.A.) or the master of science (M.S.) degree. In addition, students must meet the following departmental requirements:

1. Knowledge of mathematics equivalent to Calculus for Business and Social Science I,II (MATH 241, 242), a prerequisite for master's-level study
2. Econometrics (EC 523, 524, 525), to be taken within the first full academic year
3. Advanced Microeconomic Theory I,II (EC 511, 512) and Advanced Macroeconomic Theory (EC 513), to be taken within the first full academic year
4. Four elective graduate courses in economics, at least two of which must be at the 600 level. EC 601, 605, or 609 do not count as electives
5. A minimum of 45 graduate credits, at least 39 of which must be in economics. Any credits taken outside the economics department must be approved by the master's degree adviser before they can be counted toward the 45-credit minimum. No more than 12 credits in EC 503, 601, 605, or 609 may be applied to the 45-credit minimum

Master's degree candidates must complete either a thesis or a research paper approved by two department members on a topic from the area of economics in which a 600-level field course has been taken. A prospectus for the thesis or research paper, for a minimum of 3 credits in Research (EC 601), must be approved by the candidate's committee prior to the term in which the thesis or research paper is approved. In addition to the 3 credits for the prospectus, a minimum of 6 credits of EC 601 is required for the research paper or 9 credits of EC 503 for the thesis.

All courses taken to satisfy the master's degree requirements (except EC 503, 601, 605, and 609), must be taken for letter grades with at least a 3.00 overall grade point average.

The master's degree typically requires five to six terms of full-time work. A few well-qualified students have completed requirements for the degree in four terms, including a term spent completing the research paper or thesis.

Interdisciplinary Program in Environmental Studies

An interdisciplinary master's degree focusing on environmental studies is available through the Interdisciplinary Studies: Individualized Program (IS:IP) in the Graduate School. The program requires graduate courses in geography; planning, public policy and management; biology; and economics, among others.

Address inquiries to the Director, Environmental Studies Program, 104 Condon Hall, University of Oregon, Eugene OR 97403. See also the **Environmental Studies** and **Graduate School** sections of this bulletin.

Doctor of Philosophy Degree

Graduate students seeking the Ph.D. degree in economics at the University of Oregon must complete the following departmental requirements as well as all university requirements. All economics courses except EC 601, 603, 605, and 609 must be taken for letter grades.

1. Core requirements must be completed in the first year and must include three terms each of microeconomic theory, macroeconomic theory, and econometrics (with at least a 2.67 GPA). At the end of the first year the student must pass a comprehensive examination offered in early July in micro- and macroeconomic theory. Students who fail may be permitted to retake the examination early the next September
2. Three-term 600-level sequences in two fields of economics must be completed with a 3.00 GPA or better. By winter term of the third year, a research paper for at least 6 credits of Research (EC 601) must be completed in one of the fields and approved by two members of the faculty with specialties in that field
3. Six elective 600-level courses in economics must be taken outside of the two fields

   Advancement to candidacy may be requested after the student has completed the above requirements and orally defended a prospectus for the dissertation, which must include a minimum of 6 credits in Research (EC 601). Students must be enrolled for at least 3 credits during the term of their advancement
4. A Ph.D. dissertation of significant contribution to the field must be completed within three calendar years of advancement to candidacy and must include at least 18 credits of Dissertation (EC 603). A formal, public defense must take place on the UO campus at a date set by the committee chair and approved by the Graduate School

Courses other than those described above or courses taken at other schools may not be substituted without the approval of the Ph.D. program committee and the department head. In no instance shall the comprehensive examination be waived.

The doctorate in economics at the University of Oregon is designed as a four-year program for full-time students. Students in the Ph.D. program may apply to be awarded a master's degree upon advancement to candidacy.

More detailed information is given in the department's pamphlet, *Graduate Studies in Economics*.

ECONOMICS COURSES (EC)

101 Economics of Current Social Issues (3) Examines social issues with the aid of a few basic economic concepts. May include film series presented by well-known economists.

199 Special Studies: [Term Subject] (1–3R) P/N only. Optional tutorial sections that may be taken in conjunction with EC 201, 202.

201 Introduction to Economic Analysis: Microeconomics (3S) First term of introductory sequence in principles of economics. MATH 111 recommended.

202 Introduction to Economic Analysis: Macroeconomics (3S) Second term of introductory sequence in principles of economics.

203 Introduction to Economic Analysis: Applications to Current Issues (3S) Third term of introductory sequence in principles of economics. Policy applications.

204, 205 (H) Microeconomics and Macroeconomics (Honors) (3,3) Supply and demand in a decentralized market economy; the behavior of aggregate output, employment, and inflation; and countercyclical monetary and fiscal policy.

311, 312 Intermediate Microeconomic Theory I,II (3,3S) 311: consumer and firm behavior, market structures. *Students may not receive credit for both EC 311 and FINL 311.* **312:** general equilibrium theory, welfare economics, collective choice, rules for evaluating economic policy. Prereq: EC 201, MATH 111.

313 Intermediate Macroeconomic Theory (3) Determination of aggregate income, employment, and unemployment; evaluation of macroeconomic policies. Prereq: EC 311.

330 Urban and Regional Economic Problems (3) Topics may include urban and metropolitan growth, land use, race and poverty, education systems, slums and urban renewal, transportation, crime, and pollution and environmental quality. Prereq: EC 201, 202. McMillen, Whitelaw.

340 Issues in Public Economics (3) Principles and problems of government financing. Expenditures, revenues, debt, and financial administration. Production by government versus production by the private sector. Tax measures to control externalities. Prereq: EC 201, 202. Ellis, McMillen, Singell.

350 Labor Market Issues (3) Topics may include the changing structure of employment, the minimum wage, the dual labor market hypothesis, collective bargaining, discrimination, and health and safety regulation. Prereq: EC 201, 202. Singell, Stone.

360 Issues in Industrial Organization (3) Topics may include analysis of market power, trends in industrial structure, the role of advertising, pricing policies and inflation, impact of social regulation (e.g., OSHA, EPA), and international comparisons. Prereq: EC 201, 202. Eakin, L. Johnson, Wilson.

370 Money and Banking (3) Operations of commercial banks, the Federal Reserve System, and the Treasury that affect the United States monetary system. Prereq: EC 201, 202. Goldstein, Siegel. *Students may not receive credit for both EC 370 and FINL 314.*

380 International Economic Issues (3) Exchange across international boundaries, theory of comparative advantage, balance of payments and adjustments, international financial movements, exchange rates and international financial institutions, trade restrictions and policy. Prereq: EC 201, 202. Goldstein, Haynes.

390 Problems and Issues in the Developing Economies (3) Topics may include the role of central planning, capital formation, population growth, agriculture, health and education, interaction between economic and cultural change, and the "North-South debate." Prereq: EC 201, 202. Griffin.

401 Research (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

407/507 Seminar: [Term Subject] (1–5R) The seminars offered vary from year to year depending on interests and needs of students and on availability of faculty members.

408/508 Workshop: [Term Subject] (1–21R)

409 Supervised Tutoring Practicum: [Term Subject] (1–3R) P/N only. Credit may be given for participation in the department's peer advising program.

410/510 Experimental Course: [Term Subject] (1–5R)

411/511, 412/512 Advanced Microeconomic Theory I,II (3,3) 411: advanced theory of consumer and firm behavior, market structures. **412:** advanced general equilibrium theory, welfare economics, collective choice, rules for evaluating economic policy. Prereq: calculus, instructor's consent for undergraduates. Eakin, Grove, Khang.

413/513 Advanced Macroeconomic Theory (3) Advanced theory about the determination of aggregate income, employment, unemployment; evaluation of macroeconomic policies. Prereq: EC 411/511. P. Johnson, Thoma.

420/520, 421/521 Introduction to Econometrics (4,4S) Application of classical statistical techniques of estimation, hypothesis testing, and regression to economic models. Includes a two-hour laboratory section in the Social Science Instructional Laboratory. Prereq: MATH 241, 242, 243 or equivalents. Grove, Haynes, L. Johnson, Wilson.

423/523, 424/524, 425/525 Econometrics (3,3,3) Regression problems of autocorrelation, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; the identification problem in a simultaneous equation setting; development of simultaneous equation estimating procedures; the properties of these estimators; applications of these procedures to the problem of obtaining estimates of structural parameters in economic models containing many equations. Prereq: statistics and instructor's consent. Grove, Haynes, McMillen.

HIST 424/524, 425/525 Economic History of Modern Europe (3,3) See description under **History.**

429/529 Topics in Mathematical Economics (3) Mathematical formulations of economic theory. Linear programming, elementary growth models, matrices, stability analysis and equilibrium behavior under uncertainty, production functions, and Slutsky equation analysis of consumer demand. Prereq: EC 201, 202 and elementary calculus. Grove, Khang, Kolpin.

430/530 Urban and Regional Economics (3) Location theory; regional analysis; urbanization and metropolitan growth; intra-urban rent, location and land use, size distribution of urban areas; welfare economics, political economy, and urban problems. Prereq: EC 201 and MATH 111, 112 or equivalents. EC 311, 312 recommended. McMillen, Whitelaw.

431/531 Issues in Urban and Regional Economics (3) Race and poverty; education systems, de facto segregation; housing, residential segregation, slums and urban renewal; transportation, financing local government; crime; environmental quality; urban planning. Prereq: EC 201 and MATH 111, 112 or equivalents; EC 311, 312 recommended. McMillen, Whitelaw.

432/532 Economy of the Pacific Northwest (3) Locational factors influencing development of the region's major industries; recent changes in income and population; problems and governmental policies in the areas of taxation, environment, and planning. Prereq: EC 201 or 202. Whitelaw.

433/533 Resource and Environmental Economics (3) Appropriate time pattern of harvest for a replenishable resource and appropriate rate of exhaustion of a nonreplenishable resource. Issues in natural resource and environmental policies. Prereq: EC 311, 312. Khang, Mikesell.

440/540 Public Economics (3) Theory of public goods and their optimal provision. Collective choice versus private choice and implications for resource allocation and efficiency. Prereq: EC 201, 202. Ellis, McMillen.

441/541 Public Finance (3) Public budgeting, detailed consideration of the principles of taxation and expenditure, analysis and comparison of various forms of taxation, government enterprises. Prereq: EC 201, 202. Kolpin, McMillen.

450/550 Labor Economics (3) Supply and demand for labor wage determination under various market structures, low-wage labor markets, segmentation, the role of trade unions, wage differentials, discrimination, and the nature of work. Prereq: EC 201, 202; EC 311 recommended. Singell, Stone.

451/551 Topics in Labor Economics (3) Theories of unemployment, alienation, inequality, human resources, and the impact of unions. Economic policy affecting labor markets, particularly policies and institutions relating to unemployment. Prereq: EC 201, 202. Singell, Stone.

460/560 Theories of Industrial Organization (3) Theories, quantitative measures, and institutional descriptions of the structure, conduct, and results that characterize American industry. Emphasis is on the determinants and consequences of market power. Prereq: EC 201, 202. Eakin, L. Johnson, Smith, Wilson.

461/561 Industrial Organization and Public Policy (3) Major policy instruments that have been developed to cope with social problems created by market power. The two principal instruments are antitrust and income policies. Prereq: EC 201, 202. Eakin, L. Johnson, Smith, Wilson.

462/562 Multinational Corporations (3) Analysis of market power in international trade covering cartels, licensing arrangements, multinational corporations, and relevant national and international policy considerations. Smith.

HIST 463/563, 464/564, 465/565 American Economic History (3,3,3) See description under **History.**

470/570 Monetary Policy (3) Federal Reserve System strategies and methods of monetary and credit control. Effects of federal policies on prices, output, and employment. Prereq: EC 370 or FINL 314. Siegel.

471/571 Monetary Theory (3) Monetary theories of income, employment, and the price level. Critiques of Keynesian and classical analysis. Prereq: EC 311, 313 or EC 411, 413. Siegel.

480/580 International Finance (3) Foreign exchange markets, interaction between spot and forward markets, speculation and interest arbitrage, balance-of-payments accounting, measures of deficits and surpluses, "open-economy" macroeconomic issues. Prereq: EC 201, 202; EC 311, 313 recommended. Goldstein, Haynes.

481/581 International Trade (3) Theories of international trade, direction of trade flows, determination of prices and volumes in international trade, tariffs, quotas, customs, unions, free versus restricted trade. Prereq: EC 201, 202; EC 311, 313 recommended. Goldstein, Stone.

482/582 Issues in International Economic Policy (3) International financial and goods markets, economic relationships between developed and developing countries, international institutions (International Monetary Fund, World Bank, General Agreement on Tariffs and Trade). Prereq: EC 380 or 480/580. Goldstein, Haynes, Mikesell.

483/583 Economics of the Pacific Rim (3) A case-study approach focusing on particular countries, on specific goods or commodities, and on specific types of government intervention. Prereq: EC 201, 202 or instructor's consent. Smith.

490/590 Economic Growth and Development (3) Experience of developed countries and theories of development. Analysis of specific development programs, role of agriculture, sources of investment, techniques and strategies of investment planning. Prereq: EC 201, 202. Griffin.

491/591 Issues in Economic Growth and Development (3) Economic issues in developing countries, including use of central planning or markets, capital formation, agriculture, population growth, health and education systems, and the "North-South debate." Prereq: EC 201, 202. Griffin.

493/593 The Evolution of Economic Ideas (3) Economic thought from the ancient world to the 20th century. Major schools of economic thought and their relationship to other social ideas of their times. Prereq: EC 201, 202, 311, 312. Campbell, Siegel.

494/594 Issues in Modern Economic Thought (3) Contemporary works that have been, or are, influential in shaping economic policy. Linkages among current comprehensive social theories and their relationship to earlier ideas. Prereq: EC 201, 202. Campbell, Siegel.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

607 Seminar: [Term Subject] (1–5R) Recent topics include Applied Econometrics, Economic Growth and Development, Industrial Organization, International Trade and Finance, Labor Economics, Macroeconomic Theory, Microeconomic Theory, Operations Research, Public Finance, and Urban and Regional.

608 Workshop: [Term Subject] (1–16R)

609 Practicum: [Term Subject (1–3R) P/N only. Graduate teaching fellows may receive 3 credits a term; available to other graduate students with department head's permission.

ENGLISH

118 Prince Lucien Campbell Hall
Telephone (503) 346-3911
Richard L. Stein, Department Head

FACULTY

Diana G. Abu-Jaber, assistant professor (creative writing, fiction). B.A., 1980, State University of New York, Oswego; M.A., 1982, Windsor; Ph.D., 1986, State University of New York, Binghamton. (1990)

Paul B. Armstrong, professor (modern fiction, literary theory). B.A., 1971, Harvard; M.A., 1974, Ph.D., 1977, Stanford. On leave winter and spring 1992. (1986)

Lyell Asher, assistant professor (Renaissance literature). B.A., 1980, Vanderbilt; M.A., 1984, Ph.D., 1990, Virginia. (1990)

Martha J. Bayless, assistant professor (Middle English literature). B.A., 1980, Bryn Mawr; M.A., 1984, Cambridge. (1989)

James L. Boren, associate professor (Old and Middle English language and literature); director, undergraduate studies. B.A., 1965, San Francisco State; M.A., 1967, Ph.D., 1970, Iowa. (1970)

Suzanne Clark, associate professor (pedagogy, rhetoric, women writers); director, graduate studies. B.A., 1961, M.A., 1965, Oregon; Ph.D., 1980, California, Irvine. (1990)

Edwin L. Coleman II, professor (Afro-American literature). B.A., 1961, M.A., 1962, San Francisco State; Ph.D., 1971, Oregon. (1971)

James R. Crosswhite, assistant professor (rhetoric and composition); director, composition. B.A., 1975, California, Santa Cruz; M.A., 1979, Ph.D., 1987, California, San Diego. (1989)

Dianne M. Dugaw, associate professor (18th-century literature). B.A., University of Portland; M.A., 1976, Ph.D., 1982, California, Los Angeles. (1990)

James W. Earl, associate professor (Anglo-Saxon literature). B.A., 1967, Bucknell; Ph.D., 1971, Cornell. (1987)

Marilyn Farwell, associate professor (women writers, literary criticism and theory). A.B., 1963, MacMurray; M.A., 1966, Ph.D., 1971, Illinois. (1971)

John T. Gage, professor (rhetoric, writing, modern poetry). B.A., 1969, M.A., 1971, Ph.D., 1976, California, Berkeley. (1980)

Robert Grudin, professor (Renaissance literature). B.A., 1960, Harvard; M.A., 1963, Ph.D., 1969, California, Berkeley. (1971)

Garrett K. Hongo, associate professor (creative writing, poetry); director, creative writing. B.A., 1973, Pomona; M.F.A., 1980, California, Irvine. On leave fall 1991. (1989)

Joseph A. Hynes, Jr., professor (modern literature and fiction). A.B., 1951, Detroit; A.M., 1952, Ph.D., 1961, Michigan. (1957)

Linda Kintz, assistant professor (20th-century literature). B.A., 1967, Texas Tech; M.A., 1969, Southern Methodist; Ph.D., 1982, Oregon. (1988)

Glen A. Love, professor (American literature, rhetoric). B.A., 1954, M.A., 1959, Ph.D., 1964, Washington (Seattle). (1965)

Richard M. Lyons, professor (creative writing, fiction). B.A., 1957, Brooklyn; M.F.A., 1962, Iowa. (1969)

Forest Pyle, assistant professor (Romanticism, literary theory). B.A., 1980, M.A., 1983, Ph.D., 1988, Texas at Austin. (1988)

William Rockett, associate professor (Renaissance literature). B.A., 1961, M.A., 1963, Oklahoma; Ph.D., 1969, Wisconsin, Madison. (1966)

William J. Rossi, assistant professor (19th-century American literature). B.A., 1972, M.A., 1979, Missouri; Ph.D., 1986, Minnesota. (1989)

George Rowe, professor (Renaissance literature). B.A., 1969, Brandeis; M.A., 1971, Ph.D., 1973, Johns Hopkins. (1985)

Steven Shankman, associate professor (18th-century literature, the classical tradition, comparative literature). B.A., 1969, Texas at Austin; B.A., 1971, M.A., 1976, Cambridge; Ph.D., 1977, Stanford. (1984)

Sharon R. Sherman, associate professor (folklore). Ph.B., 1965, Wayne State; M.A., 1971, California, Los Angeles; Ph.D., 1978, Indiana. (1976)

Richard L. Stein, professor (Victorian literature, literature and the fine arts). B.A., 1965, Amherst; A.M., 1966, Ph.D., 1970, California, Berkeley. (1976)

Richard C. Stevenson, associate professor (English novel, Victorian literature). A.B., 1961, A.M., 1963, Ph.D., 1969, Harvard. (1968)

William C. Strange, professor (Romanticism, lyric, native American literature). B.A., 1952, Whitman; M.A., 1953, Montana; Ph.D., 1963, Washington (Seattle). (1960)

Nathaniel Teich, associate professor (Romanticism, writing, criticism). B.S., 1960, Carnegie-Mellon; M.A., 1962, Columbia; Ph.D., 1970, California, Riverside. On leave 1991–92. (1969)

Louise Westling, associate professor (20th-century American literature). B.A., 1964, Randolph-Macon Woman's; M.A., 1965, Iowa; Ph.D., 1974, Oregon. On leave 1991–92. (1985)

George Wickes, professor (modern literature); director, English honors. B.A., 1944, Toronto; M.A., 1949, Columbia; Ph.D., 1954, California, Berkeley. On leave fall 1991 and spring 1992. (1970)

Daniel N. Wojcik, acting assistant professor (folklore). B.A., 1978, California, Santa Barbara; M.A., 1986, Ph.D., 1991, California, Los Angeles. (1991)

Mary E. Wood, assistant professor (19th-century American literature). B.A., 1978, Yale; M.A., 1980, Ph.D., 1987, Stanford. (1987)

Claudia Yukman, assistant professor (19th-century American literature). B.A., 1977, Mills; M.A., Ph.D., 1985, Brandeis. (1986)

Emeriti

Roland Bartel, professor emeritus (English education, Romanticism). B.A., 1947, Bethel; Ph.D., 1951, Indiana. (1951)

Constance Bordwell, associate professor emerita (writing, applied linguistics). B.A., 1931, Oregon; M.A., 1932, Washington State; diploma in linguistics, 1970, University College, London. (1947)

Thelma Greenfield, professor emerita (Renaissance drama). B.A., 1944, M.A., 1947, Oregon; Ph.D., 1952, Wisconsin, Madison. (1963)

Clark Griffith, professor emeritus (American literature). A.B., 1947, Central Missouri State; M.A., 1948, Southern Methodist; Ph.D., 1952, Iowa. (1970)

John A. Haislip, professor emeritus (poetry writing). B.A., 1950, Ph.D., 1965, Washington (Seattle). (1966)

Ruth F. Jackson, senior instructor emerita. B.A., 1929, M.A., 1933, Oregon. (1955)

Gloria E. Johnson, professor emerita (English drama). B.A., 1944, Barnard; M.A., 1946, Ph.D., 1954, Columbia. (1959)

Edward D. Kittoe, assistant professor emeritus. B.A., 1931, M.A., 1936, Oregon. (1936)

Albert A. Kitzhaber, professor emeritus (rhetoric, teacher education). B.A., 1939, Coe; M.A., 1941,

Washington State; Ph.D., 1953, Washington (Seattle). (1962)

Waldo F. McNeir, professor emeritus (Renaissance literature). B.A., 1929, Rice; M.A., 1932, Ph.D., 1940, North Carolina. (1961)

Ernest G. Moll, professor emeritus (Romanticism). A.B., 1922, Lawrence; A.M., 1923, Harvard. (1928)

Carlisle Moore, professor emeritus (Victorian and modern literature). B.A., 1933, M.A., 1934, Ph.D., 1940, Princeton. (1946)

Ralph J. Salisbury, professor emeritus (creative writing). B.A., 1949, M.F.A., 1951, Iowa. (1961)

John C. Sherwood, professor emeritus (18th-century literature). B.A., 1941, Lafayette; M.A., 1942, Ph.D., 1945, Yale. (1946)

Donald S. Taylor, professor emeritus (18th-century literature). B.A., 1947, M.A., 1948, Ph.D., 1950, California, Berkeley. (1968)

A. Kingsley Weatherhead, professor emeritus (modern poetry and fiction). M.A., 1949, Cambridge; M.A., 1949, Edinburgh; Ph.D., 1958, Washington (Seattle). (1960)

Christof A. Wegelin, professor emeritus (modern fiction, American literature). Dip. Tech., 1933, Winterthur; M.A., 1942, North Carolina; Ph.D., 1947, Johns Hopkins. (1952)

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

UNDERGRADUATE STUDIES

The Department of English offers instruction in English literature, American literature, writing, English linguistics, folklore, and the literature of ethnic minorities. Its lower-division courses provide training in writing and introduce the student to literature as a humanistic discipline. Its upper-division courses emphasize the humanistic values that emerge from studying literature and allied disciplines analytically and in depth.

Careers. The study of English opens doors to many careers. All fields of endeavor place a high value on the ability to read intelligently and to write clearly. The English major may lead most directly to careers in education, journalism, or communications; it is also highly regarded as undergraduate training for law, government, social work, community service, and business. Indeed, the ability to handle the language with clarity and cogency is the one skill most frequently cited by business professionals as desirable. A major in English, with judiciously selected electives, prepares students not only to find that essential first job but also to possess the breadth of outlook and depth of perspective that become increasingly important in subsequent phases of their careers.

Major Requirements

The Department of English expects its majors to acquire knowledge of English and American literature. In addition, it expects its majors to gain a sense of history and a reading knowledge of at least one foreign language. Majors should construct their programs in consultation with an adviser. The major requirements for the degree of bachelor of arts (B.A.) in the Department of English are as follows:

1. Satisfaction of the university language requirement for the B.A. degree
2. A three-course lower-division survey (9 credits) chosen from ENG 107, 108, 109 or ENG 204, 205, 206 or ENG 253, 254, 255
3. 6 credits in Shakespeare courses chosen from ENG 201, 202, 203
4. 3 credits in lower-division literature (excluding ENG 104, 105, 106), which may include a third term of Shakespeare or a course from 2 above
5. The courses above must be passed with grades of C– or P (pass) or better
6. 36 credits in upper-division courses with grades of C– or better, distributed as follows:
   a. 3 credits of early English literature (pre-1500)
   b. 9 credits of literature from 1500 to 1789
   c. 9 credits of literature from 1789 to the present
   d. 3 credits of literary theory or criticism (not limited to ENG 300). ENG 491 does not fulfill this requirement
   e. 3 credits in folklore, ethnic literature, or women's literature
   f. 9 additional credits of upper-division electives in literature or writing or a combination of both. No more than 6 credits of ENG 401, 403, 405; WR or CRWR 405, 408; or CRWR 451, 452, 453 can be used to fulfill this requirement

Minor Requirements

The minor in English requires 24 credits of course work in American or English literature and writing, 15 of which must be upper division. ENG 200, 400, 401, 403, 408 (but not WR 408), 409, credit for the College-Level Examination or Advanced Placement, and courses taken to fulfill the university composition requirement may not be used to satisfy requirements for the minor.

The 24 credits must include a university-approved three-course English cluster and at least one more literature course for a minimum of 12 credits in literature.

Lower-division courses must be passed with grades of C– or P (pass) or better, upper-division courses with grades of C– or better.

Honors Program in English

This program is designed to provide qualified undergraduate majors with special educational opportunities. During the sophomore and junior years, honors students participate in honors seminars on topics announced at the beginning of each academic year. During the senior year, honors students work on an extended writing project of their own choosing, under the direction of one or two faculty members. The honors program is fully compatible with courses and requirements in the department.

Honors Program Admission. Students are recommended by a faculty member for admission to the honors program during their sophomore year. However, admission is possible as late as the junior year. Entry into the program is determined by the honors program director after a review of the student's achievement in literature courses and other evidence of superior academic ability.

Honors Degree Requirements. Two or three honors seminars should be taken during the sophomore and junior years.

By the end of the junior year, a prospectus for the senior honors project should be submitted to the program chair. Honors seniors enroll in Thesis (ENG 403) during the first two terms of their senior year. The senior honors project consists of a thirty- to forty-page essay, creative work, or the equivalent, and is due at the end of the second term of ENG 403. The project is evaluated, along with the rest of the student's work, to determine if he or she is to receive the degree of bachelor of arts with honors in English.

GRADUATE STUDIES

The Department of English offers graduate work in English literature, American literature, and creative writing. It offers the master of arts (M.A.) and doctor of philosophy (Ph.D.) degrees in English as well as a master of fine arts (M.F.A.) degree in creative writing. An interdisciplinary studies M.A. degree in teaching English is also available through the Graduate School. A detailed description of these programs is sent with the Graduate Admission Application form.

Master of Arts Degrees

The Department of English offers an M.A. in English and American literature for students who want to study beyond the B.A. but who do not plan to complete a Ph.D. Students whose goal is a doctorate in English and American literature should apply for admission to the department's doctoral program (described below). Students who complete the M.A. program at the University of Oregon and want to enter the Ph.D. program must reapply to the department for admission into that program.

Admission Requirements

1. An undergraduate grade point average (GPA) of 3.30 (B+) or, if the student has 12 or more credits of graduate work in English, a 3.30 graduate GPA
2. A combined minimum Graduate Record Examinations (GRE) score of 1100 on the verbal section of the general test and the literature in English test. The quantitative part of the general test is optional
3. For nonnative speakers: a minimum score of 600 on the Test of English as a Foreign Language (TOEFL)

Admission Procedures

1. Obtain a Graduate Admission Application from the graduate secretary, Department of English
2. Send the first copy to the university Office of Admissions with a $40 fee and the remaining copies to the graduate secretary, Department of English
3. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the university Office of Admissions, the other to the graduate secretary
4. Submit or have sent to the graduate secretary, Department of English:
   a. An official record of GRE scores
   b. Letters of recommendation from three people familiar with the applicant's academic background and intellectual abilities
   c. A 200-word statement of background and objectives in pursuing the course of study

d. A copy of a course paper that demonstrates the applicant's ability in literary studies

The application deadline for fall-term admission is February 1.

The completed file is reviewed by the department's graduate admissions committee, which notifies the applicant of its decision. All admissions are conditional. After the candidate has completed four to six courses at the university, his or her academic record is reviewed for clearance toward the degree.

Degree Requirements

Completion of the degree requires reading knowledge of a foreign language (a Graduate Student Foreign Language Test, or GSFLT, score of 25th percentile or its equivalent). The language is typically French, German, Russian, Spanish, Italian, Latin, or Greek, although in special circumstances another language may be allowed.

Students must take the following:

1. Introduction to Graduate Studies in English (ENG 690)
2. Fourteen formal courses (excluding Research, Thesis, and Reading and Conference), at least five of which must be at the 600 level. Each student, in consultation with the director of graduate studies, develops a plan of study based on the statement of objectives submitted with that student's application to the M.A. program.

A minimum cumulative GPA of 3.30 in all graduate course work at the UO is required for completion of the M.A. degree. At least ten courses must be taken in residence at the University of Oregon.

Interdisciplinary M.A. For information see the description of the Interdisciplinary Studies: Individualized Program (IS:IP) in the **Graduate School** section of this bulletin under Interdisciplinary Master's Degree Programs.

Master of Fine Arts Degree

Admission Requirements

1. Bachelor's degree
2. Other materials submitted for admission that give evidence that the applicant will be able to complete the prescribed course of study satisfactorily

Admission Procedures

1. Obtain a Graduate Admission Application from the director of creative writing, Department of English
2. Send the first copy to the university Office of Admissions with a $40 fee and the remaining copies to the director of creative writing
3. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the university Office of Admissions and the other to the director
4. Submit or have sent to the director:
   a. Letters of recommendation from three people familiar with the applicant's potential as a writer
   b. A sample of the applicant's creative writing

Application materials must be received by February 1 for admission to the program the next academic year.

Degree Requirements

The candidate for the M.F.A. degree must complete 72 credits of graduate work in six consecutive terms in residence at the university. Of the 72 credits, 36 must be in graduate creative writing (CRWR) courses, 18 in Thesis (CRWR 503) or Writing and Conference (CRWR 605) or both, and 18 in literature or literature in translation. The candidate must also pass a written examination on a reading list of works of fiction or poetry.

Doctor of Philosophy Degree

All students who want to pursue a Ph.D. at the University of Oregon should apply directly to the doctoral program. Students in the doctoral program who have not earned an M.A. prior to being admitted may receive the M.A. at the appropriate stage of their course of study, typically at the end of the second year (subject to the fulfillment of department and university M.A. requirements listed in the **Graduate School** section of this bulletin.)

The number of places in the Ph.D. program are limited, and admission is competitive.

Admission Requirements

1. A bachelor of arts (B.A.) or a master of arts (M.A.) in English or a related field, with at least a 3.50 graduate grade point average (GPA)
2. A combined minimum Graduate Record Examinations (GRE) score of 1250 on the verbal section of the general test and the literature in English test. The quantitative part of the general test is optional
3. For nonnative speakers: a minimum score of 600 on the Test of English as a Foreign Language (TOEFL)

Admission procedures are the same as for M.A. degrees. The application deadline for fall term is February 1.

Residency Requirements

The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate with at least one year spent in continuous residence on the Eugene campus. The Department of English interprets this latter requirement to mean an academic year in continuous residence with enrollment in at least two formal English graduate courses (excluding 601, 603, 605) or seminars per term for one academic year, and enough of a second to ensure a total minimum of six classroom courses or seminars completed on this campus. This on-campus requirement must be satisfied during the first year for which the student has been admitted; candidates should not apply for admission unless they are prepared to meet this requirement. Note that Graduate School regulations insist on a minimum of 9 credits a term for three consecutive terms to fulfill the doctoral year of residency requirement, and that two courses a term may or may not equal this minimum. Note also that although the Graduate School allows the inclusion of a summer session among these consecutive terms, the department's regulation is for a fall-through-spring academic year.

Degree Requirements

Foreign Language. The candidate must demonstrate by examination or course work a reading knowledge of two languages (minimum Graduate Student Foreign Language Test, or GSFLT score, of 25th percentile or completion of a second-year sequence) or very high competence in one language (minimum GSFLT score of 70th percentile or completion of a third-year sequence). Typically the languages are French, German, Greek, Italian, Latin, Russian, or Spanish, although in special circumstances another language may be allowed. Old English I,II,III (ENG 627, 628, 629) with grades of B– or better can be used to satisfy one of the two language requirements unless the candidate specializes in the medieval area.

Teaching. Doctoral candidates must have experience as classroom teachers in the department before they receive the degree.

Courses. The student must take:

1. Introduction to Graduate Studies in English (ENG 690) the first term it is available
2. A 600-level seminar in literary theory
3. One of the following: History of the English Language (ENG 522), English Grammar (ENG 595), or Old English I (ENG 627). Equivalency may be granted for undergraduate or graduate work done elsewhere if it was completed within seven years of entering the Ph.D. program.
4. Eighteen additional courses in English, at least nine of which must be at the 600 level (excluding ENG 611, 612, 613, and 614). With prior approval from the director of graduate studies, graduate courses in related departments may be substituted for some of these courses. Courses used to meet the first three requirements above do not count toward these eighteen courses. The eighteen courses must be distributed as follows:
   a. Distribution requirements: one course in each of seven areas listed below; at least three of the areas must be in groups i through iv
      i. Literature and language before 1500
      ii. Renaissance literature
      iii. English literature from 1660 to 1780
      iv. English literature from 1780 to 1900
      v. American literature to 1900
      vi. Modern British and American literature
      vii. Folklore and ethnic literature
      viii. Women and literature
      ix. History and theory of criticism
      x. Rhetoric and theory of composition
   b. Specialization requirement: Of the remaining eleven courses, six must be in a single area or in two related areas of specialization, which must be different from the seven areas used to fulfill the distribution requirement
5. A cumulative GPA of 3.30 or better in all graduate work at the University of Oregon is the minimum requirement for satisfactory progress toward the Ph.D.

Formal Review of Progress

The English department faculty evaluates each student's work after the student has been enrolled in the program for an appropriate number of terms (typically the third term for students who enter with the M.A., or nine to twelve transfer courses, and the sixth term for students who enter with the B.A.). The review considers the student's GPA in all English and related course work at the University of Oregon and faculty evaluations of the student's potential for undertaking advanced research.

Students whose work at this stage is judged satisfactory may complete remaining course work during the next three terms and begin preparing for the Ph.D. oral examination. Those who have completed fifteen graduate-level English courses (ten taken at the university), attained reading knowledge of one foreign language, completed requirements 1 and 2 above, and maintained a cumulative GPA of 3.30 or better may apply for the M.A. degree in English and American literature.

Students whose work at this stage does not demonstrate sufficient potential for successful completion of the Ph.D. may not continue in the graduate program in English. If they have completed fifteen graduate-level English courses (ten taken at the university) and attained reading knowledge of one foreign language, they may apply for the M.A. degree.

Ph.D. Oral Examination

After students in the Ph.D. program have completed their course work, they must take a two-and-a-half-hour oral examination. This examination tests students' comprehensive knowledge of a topic and field of their choice as well as their understanding of the general outline of English and American literary history. It is divided into three parts:

1. A prepared presentation by the student on a topic or problem of the student's choice, followed by a discussion of that topic
2. A discussion of a relatively broad field that provides a context for the topic or problem examined in part 1
3. A general discussion of representative works and issues covering the historical development of English and American literature

The topic and areas covered by parts 1 and 2 are defined by the student in consultation with an adviser or advisers and must be approved by the English department graduate committee. As a supplement to the Ph.D. oral examination, a student may choose to complete a one- to two-hour written examination on either part 2 or part 3. The Ph.D. oral examination may be retaken only once.

Ph.D. Dissertation

After completing all other degree requirements, the candidate should consult with a faculty adviser willing to work in the area of the student's interest and submit a dissertation prospectus for approval by the student's dissertation committee. Once the prospectus is approved by the committee and the director of graduate studies, the student is advanced to candidacy. A three-year period for completion of the dissertation begins when the Graduate School approves the advancement to candidacy. The department requires a considerably faster rate of progress toward completion of the degree for students holding graduate teaching fellowships. See the English department's Appointment and Reappointment of Graduate Teaching Fellows regulations, available in the office.

The dissertation may be a work of literary or linguistic scholarship or, with the approval of the committee, a collection of three substantial essays exhibiting internal coherence though not necessarily treating a single subject. The candidate gives an oral presentation or defense of the dissertation when it is completed and found acceptable by the committee.

WRITING

Creative Writing

The department offers creative writing courses for nonmajors and majors. Undergraduate English majors planning a program emphasizing creative writing are advised to complete at least 6 credits of Introduction to Imaginative Writing (CRWR 241, 242, 243). For information on the graduate program leading to the M.F.A. degree, consult the director of the creative writing program.

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. All students must fulfill the university writing requirement of 6 credits of composition or be cleared according to established waiver and exemption policies. The requirement is WR 121 and either WR 122 or 123, or their approved equivalents.

Exemption from the first term of writing is given to students who score 650 and above on the verbal section of the College Entrance Examination Board (CEEB) Scholastic Aptitude Test (SAT) or on the achievement test in English composition (EN). Students should submit official copies of their scores to the composition office, English department, if not granted exemption at the time of admission. No credit is awarded for this exemption. Students with CEEB Advanced Placement (AP) test scores in English composition of 4 or 5 clear the requirement and receive 6 transfer credits in writing.

Waiver examinations for WR 121 and 122 are offered regularly at the University Counseling Center Testing Office, 238 Student Health Center, and should be considered by students who are highly competent writers. In addition, students who earn an A– or better in WR 121 at the university may select any advanced expository writing course to fulfill the requirement.

Students for whom English is the native language are placed in their first writing course on the basis of the Test of Standard Written English (TSWE), which is required of all new students and of transfer students who have not satisfied the writing requirement. Students should sign up for the TSWE at the University Counseling Center Testing Office before registration. Students for whom English is not the native or primary language are placed in their first writing course on the basis of a placement test, which is administered before registration. Nonnative speakers should inquire at the American English Institute, 107 Pacific Hall, for placement test dates. Depending on TSWE scores or placement test results, students may be required to satisfy additional prerequisites for placement in WR 121. These may include WR 40, 49, or LING 91, 92, 93 (taught in the Department of Linguistics). Transfer students in doubt about the equivalency of courses taken elsewhere should bring transcripts and catalogue descriptions to the composition office, Department of English, for evaluation.

ENGLISH COURSES (ENG)

Not every course listed here can be offered every year; students are advised to consult the current UO Schedule of Classes.

104, 105, 106 Introduction to Literature (3,3,3) Works representing the principal literary genres. **104:** fiction. **105:** drama. **106:** poetry.

107, 108, 109 World Literature (3,3,3) Reading and analysis of selected works from ancient to modern. **107:** ancient to medieval. **108:** Renaissance to Neoclassic. **109:** 19th and 20th centuries. Teich.

151 Introduction to Afro-American Literature (3) Reading and critical analysis of Afro-American fiction, poetry, and drama in historical and thematic perspective; examination of the black experience that influenced the literature. Coleman.

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201, 202, 203 Shakespeare (3,3,3) The major plays in chronological order. Asher, Boren, Grudin, Rockett, Rowe, Westling, Wickes.

204, 205, 206 Survey of English Literature (3,3,3) The principal works of English literature selected to represent major writers, literary forms, and significant currents of thought. **204:** Anglo-Saxon beginnings to the Renaissance. **205:** 17th and 18th centuries. **206:** 19th and 20th centuries. Bayless, Rockett, Stein, Strange.

240 Introduction to Native American Literature (3) The nature and function of oral literature; the traditional literature as background for a study of contemporary native American writing. Strange.

244 American Detective Fiction (3) The literary and cultural significance of the narrative tradition shaped by the works of such writers as Dashiell Hammett, Raymond Chandler, and Ross Macdonald. Boren.

250 Introduction to Folklore and Myth (3) The process and genres of traditional (i.e., folk) patterning; the relations between these forms of expression and other arts, especially English and American literature. Sherman, Wojcik.

253, 254, 255 Survey of American Literature (3,3,3) American literature from its beginnings to the present. **253:** Colonial period to American Renaissance. **254:** Civil War period to 1914. **255:** 1914 to present. Gage, Westling, Wood, Yukman.

Sophomore standing or above is a prerequisite for 300-level courses.

300 Introduction to Literary Criticism (3) Various techniques and approaches to literary criticism (such as historical, feminist, formal-

ist, deconstructionist, Freudian, Marxist, Semiotic) and their applications. Farwell, Pyle, Teich.

301, 302, 303, 304, 305 Studies in Genre (3,3,3,3,3) Examination of the history and nature of major literary genres. **301:** tragedy. **302:** romance. **303:** epic. **304:** comedy. **305:** satire. Rockett, Strange, Yukman.

310 Afro-American Prose (3) Forms, themes, and styles in the fictional and nonfictional prose of Africa, the West Indies, and Afro-America. Novels, short stories, essays, autobiographies, and other narratives. Coleman.

311 Afro-American Poetry (3) The study of African, West Indian, and Afro-American poetry. Coleman.

312 Afro-American Drama (3) Major achievements in African, West Indian, and Afro-American drama. Coleman.

317, 318 Women Writers (3,3) Selected women writers studied in the context of current feminist literary theories. **317:** prose. **318:** poetry and drama. Dugaw, Farwell, Kintz, Westling, Wood.

321, 322, 323 English Novel (3,3,3) 321: rise of the novel from Defoe to Austen. **322:** Scott to Hardy. **323:** Conrad to the present. Hynes, Stevenson.

325 Literature of the Northwest (3) Survey of significant Pacific Northwest literature as set against the principles of literary regionalism. Love.

326 Western American Literature (3) Major literary works of the American West from frontier times to the present. Love.

391, 392, 393 American Novel (3,3,3) Development of the American novel from its beginnings to the present. **391:** beginnings to 1859. **392:** 1860–1920. **393:** 1921 to the present. Love, Rossi, Wickes, Wood, Yukman.

394, 395, 396 20th-Century Literature (3,3,3) British, American, and some European literature from 1890 to the present; significant works of poetry, drama, and fiction in relation to intellectual and historical developments. Armstrong, Hynes, Kintz, Stein.

399 Special Studies: [Term Subject] (1–3R) **R** when topic changes.

Junior standing or above is a prerequisite for 400-level courses.

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

407/507 Seminar: [Term Subject] (1–5R) Selected seminars offered each year.

408/508 Workshop (1–21R)

410/510 Experimental Course: [Term Subject] (1–5R) Selected topics offered each year.

416/516, 417/517, 418/518 History of Literary Criticism (3,3,3) Studies in the theory and practice of literary criticism from Plato and Aristotle to the present. Armstrong, Shankman.

419/519 Contemporary Literary Theory (3) Major movements or problems in recent critical thinking. Armstrong, Pyle.

421/521 The Bible and Literature (3) The Bible, Old and New Testaments, as a model for and influence on secular literature. Yukman.

422/522 History of the English Language (3) Origins and development of English from medieval to modern times. Study of syntactic, morphological, and semantic changes in the word stock. Development of British and American English. Prereq: LING 290. Bayless.

423 Early Medieval Literature (3) Survey of Old English literature and its backgrounds, from the *Confessions of St. Augustine* to the Vikings. Earl.

424/524 The *Gawain* Poet (3) Linguistic and literary study of the works of the *Gawain* poet with concentration on *Gawain* and *Pearl* in their intellectual and social contexts. Boren.

425 Medieval Romance (3) Study of selected romances in the context of European intellectual and social history. May include elementary linguistic introduction to Middle English. Boren.

426/526 *Troilus and Criseyde* (3) Close textual study of Chaucer's poem with consideration of *The Book of the Duchess* and *The Parlement of Foules*. Instruction in grammar and pronunciation of Chaucer's English. Bayless.

427 Chaucer (3) Close textual study of selected *Canterbury Tales* in Middle English and instruction in the grammar and pronunciation of Chaucer's language. Bayless, Boren, Earl.

431/531 Renaissance Thought (3) Major Continental and British theorists in aesthetics, metaphysics, theology, and statecraft such as Petrarch, Pico della Mirandola, Machiavelli, Castiglione, Boccaccio, Erasmus, Montaigne, More, and Francis Bacon. Asher, Grudin, Rowe.

432/532 16th-Century Poetry and Prose (3) Development of Tudor poetry and prose from Wyatt and Surrey to Sir Philip Sidney. Asher, Rowe.

434/534 Spenser (3) Examines the works of Edmund Spenser. Rowe.

436/536 Advanced Shakespeare (3) Detailed study of selected plays. When offered spring term or summer session, the course may concentrate on the plays to be presented in Ashland that summer. Asher, Grudin.

437/537, 438/538, 439/539 English Drama (3,3,3) Development of English drama from its medieval origins through the 19th century with emphasis on the growth of genres and connections with cultural history. **437/537:** medieval and Tudor drama. **438/538:** Jacobean drama. **439/539:** Restoration and 18th- and 19th-century drama. Dugaw, Kintz, Rowe.

440/540 17th-Century Poetry and Prose (3) Poetry from the Metaphysicals and Jonson to the Restoration; prose from Burton and Bacon to Hobbes and Milton. Rockett, Rowe.

442/542 Milton (3) *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Rockett.

446/546, 447/547, 448/548 Restoration and 18th-Century Literature (3,3,3) 446/546: Restoration. **447/547:** primarily Swift and Pope. **448/548:** primarily Johnson and his circle. Dugaw, Shankman.

451/551 19th-Century British Studies (3R) Comparative studies of selected problems and figures from the Romantic and Victorian periods, treating topics in literature, the fine arts, and social history. **R** when topic changes. Pyle, Stein, Stevenson, Strange, Teich.

452/552, 453/553 19th-Century British Fiction (3,3) Close study of selected novels, 1789–1901. Stevenson.

454/554, 455/555, 456/556 English Romantic Writers (3,3,3) Romantic thought and expression. **454/554:** Blake, Burns, and other writers of the age of gothic and sensibility. **455/555:** Wordsworth, Coleridge, Hazlitt, and other writers of theage of revolution. **456/556:** Byron, Shelley, Keats, and other writers of the second generation. Pyle, Strange, Teich.

457/557, 458/558 Victorian Literature and Culture (3,3) Survey of major works, 1837–1901. Readings primarily in Victorian poetry and nonfictional prose: study of selected works of drama, fiction, and visual arts. Stein.

459/559 Major 19th-Century Writers (3R) Two or three authors studied in depth. Content varies and is chosen to complement other offerings in the 19th-century period. **R** when topic changes. Pyle, Strange, Stein, Stevenson, Teich.

461/561 Early American Literature (3) Readings in American poetry and nonfiction prose; some study of selected works of drama and fiction, 1620–1789. Rossi.

462/562 American Romanticism (3) Readings primarily in American poetry and nonfiction prose; some study of selected works of fiction, 1789–1865. Rossi, Wood.

466/566 American Realism and Naturalism (3) Development of realism and naturalism in American literature, 1860–1920. Writers may include Twain, Howells, James, Norris, Crane, Chopin, Wharton, Dreiser. Love, Wood, Yukman.

467/567 Modern American Literature (3) American writing from 1920 to the present; encompasses both internationalist-modernist and American influences. Love, Westling, Wickes, Yukman.

468/568 Major American Writers (3R) Detailed study of one to three major authors each term. Crosswhite, Gage, Love, Westling, Wickes, Wood, Yukman.

471/571 Modern British Literature (3) Historical survey of dominant British genres, movements, works, and authors from the late 19th century to the present.

475/575 Modern Poetry (3) Modernist movements and representative poets in English, American, and Continental literatures, e.g., symbolism, futurism, Eliot, Rimbaud, Verlaine, Rilke, Mallarmé, Lorca. Yukman.

476/576 Modern Fiction (3) Representative modern fiction writers in English, American, and Continental literatures, such as Joyce, Woolf, Faulkner, Stein, Proust, Kafka, and Mann. Armstrong, Wickes.

477/577 Modern Drama (3) Growth of the modern theater in Europe, development of European and American drama, and experimental theater from an international perspective. Kintz.

478/578 Modern Nonfiction Prose (3) Study of modern creative nonfiction, e.g., nature writing, travel literature, biography and autobiography, occasional essays, the essay of place. Crosswhite, Love, Rossi, Westling.

479/579 Major British Writers (3R) Detailed study of one to three British authors, e.g., Johnson and Boswell, Austen, the Brontës, Dickens, Yeats and Joyce; varies from term to term. **R** when topic changes. Hynes, Rockett, Rowe, Wickes.

482/582 Studies in Mythology (3) Survey of comparative mythologies of many cultures through time; emphasis on world views, theoretical schools of interpretation, and myth in literature. Sherman.

483/583 Folklore and Mythology of the British Isles (3) Basic folk traditions in the British Isles (e.g., ballads, folktales, legends, myths) and their treatment in the written literature of major British authors. Dugaw, Sherman.

484/584 American Folklore (3) American folklore; its connections in American history and culture; its role in the development of the writings of selected American authors, e.g., Hawthorne, Melville. Sherman, Wojcik.

485/585 Film and Folklore (3) The developmental use of film by folklorists. Folklore genres, theories, and field-work methods are related to filmmakers' techniques. Analysis includes documentary and ethnodocumentary films. Sherman.

486/586 Afro-American Folklore (3) Analysis of Afro-American customs, language, beliefs, sayings, and tales expressed through oral tradition. Coleman.

487/587 American Popular Literature and Culture (3) Surveys cultural aesthetics reflected in historical romances, dime novels, detective fiction, westerns, and new journalism as expressions of popular and folk culture and the American experience. Sherman.

491 Practical Criticism (2–3) For prospective teachers of English in junior and senior high schools. Training in analyzing and teaching fiction, drama, poetry. Clark. Not offered 1991–92.

492/592 History of Rhetoric and Composition (3) History of rhetoric as related to the theory and practice of writing, relations between rhetoric and poetics, and rhetorical criticism through the 19th century. Crosswhite, Gage.

493/593 Modern Rhetorical Criticism (3) Issues in theory addressed by 20th-century rhetorical critics. Varieties of rhetorical interpretation, from neo-Aristotelian to reader-response, postmodernist views of metaphor. Clark, Crosswhite, Gage.

494/594 Teaching Writing (2–3) Theories and methods of teaching composition to secondary and postsecondary students. Analysis of writing process and product, making assignments, evaluation, and motivation. Crosswhite, Gage, Love.

495/595 English Grammar (3) Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria.

497/597 Feminist Literary Theory (3) Current and/or historical schools of literary theory that depend primarily on gender analysis. Farwell, Kintz, Wood.

498/598 Studies in Women and Literature (3R) Topics vary from year to year. The following list is representative: American Women Writers, Encoding the Feminine, Modern Women Poets, Renaissance Women, Women's Autobiography. Clark, Farwell, Kintz, Westling, Wood.

Instructor's consent is required for all 600-level courses.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–16R) P/N only.

603 Dissertation (1–21R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Term Subject] (1–16R)

607 Seminar: [Term Subject] (1–5R) Selected seminars offered each year.

608 Workshop (1–16R) P/N only.

610 Experimental Course: [Term Subject] (1–5R)

611 Composition Graduate Teaching Fellow Seminar I (1–3) Issues in pedagogy related to the university's writing requirement. Offered fall term only. Crosswhite.

612 Composition Graduate Teaching Fellow Seminar II (1–3) Discussions designed to increase the effectiveness of first-year graduate teaching fellows as teachers of courses that fulfill the university's writing requirement. Offered fall term only. Crosswhite.

613 Graduate Teaching Fellow Composition Apprenticeship (1–3) Supervised practical experience in all aspects of teaching WR 121, 122. Prereq: ENG 611 or equivalent. Crosswhite.

614 Composition Tutoring Practicum (1–3R) Supervised tutoring in conjunction with the Center for Academic Learning Services for English department teaching assistants and graduate students who are not graduate teaching fellows. Prereq: composition director's consent. Crosswhite.

615 Advanced Studies in Literary Theory: [Term Subject] (5R) Intensive study of one to three major theorists or a significant theoretical problem. **R** when topic changes. Armstrong, Earl, Kintz, Pyle, Shankman, Yukman.

620 Topics in Medieval Literature: [Term Subject] (5R) Recent offerings include *The Canterbury Tales*, Old English Poetry. **R** when topic changes. Bayless, Boren, Earl.

627, 628, 629 Old English I,II,III (4–5,4–5,4–5) 627: introduction to Old English language. **628:** continued study of Old English language. **629:** study of *Beowulf* in Old English. Earl.

630 Topics in Renaissance Literature: [Term Subject] (5R) Recent offerings include Gender and Renaissance, Ideas of the Renaissance, Jacobean Comedy, Shakespeare. **R** when topic changes. Asher, Farwell, Rockett, Rowe.

645 Topics in 18th-Century Literature: [Term Subject] (5R) Intensive study of one to three major authors or selected topics from the 18th century. Recent offerings include Augustan Poetry, John Gay and Popular Culture. **R** when topic changes. Dugaw, Shankman.

650 Topics in 19th-Century Literature to 1855: [Term Subject] (5R) Recent offerings include Romantic Lyric, Romanticism and Gender, Victorian Cities. **R** when topic changes. Pyle, Stein, Stevenson, Strange, Teich.

660 Topics in American Literature to 1865: [Term Subject] (5R) Recent offerings include Edwards and Taylor, Thoreau and Scientific Authority. **R** when topic changes. Rossi, Wood.

665 Topics in American Literature from 1865 to the Present: [Term Subject] (5R) Recent offerings include Afro-American Writers, The American 1890s, Americans in Paris, The Southern Renaissance. **R** when topic changes. Coleman, Love, Westling, Wickes, Yukman.

670 Topics in Modern Literature: [Term Subject] (5R) Recent offerings include Contemporary British Fiction, Poetic Modernism. **R** when topic changes. Armstrong, Hynes, Kintz, Wickes.

680 Topics in Folklore: [Term Subject] (5R) Intensive study of selected topics in folklore. A recent offering is Film and Folklore Field Work. **R** when topic changes. Coleman, Sherman, Wojcik.

681 Folklore Theory, Bibliography, and Research Methods (3) Theory and bibliography. Includes the techniques of research necessary for serious folklore study. Sherman.

690 Introduction to Graduate Studies in English (3) Examination of selected professional, methodological, and theoretical issues. Clark.

691 Topics in Composition Theory: [Term Subject] (5R) Intensive study of topics related to rhetorical theory and the teaching of writing. **R** when topic changes. Crosswhite, Gage.

696 Topics in Women and Literature: [Term Subject] (5R) Recent offerings include Hurston and Walker, Woolf and Welty. **R** when topic changes. Clark, Farwell, Westling, Wood.

CREATIVE WRITING COURSES (CRWR)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

241, 242, 243 Introduction to Imaginative Writing (3,3,3) For students interested in the techniques of writing fiction, drama, and poetry and in the development of a critical appreciation of the art of writing. **241:** fiction. **242:** drama. **243:** poetry. 242 not offered 1991–92.

324, 325, 326 Short Story Writing (3,3,3) Examination of the basic techniques and structure of the short story; extensive analyses of student work and established models. Prereq: instructor's consent. Abu-Jaber, Lyons.

331, 332, 333 Play Writing (3,3,3) Creative experiment in the writing of plays with incidental study of models. Analysis and discussion of student work. Prereq: instructor's consent. Not offered 1991–92.

341, 342, 343 Poetry Writing (3,3,3) Verse writing; study of various verse forms as media of expression. Analysis of class work. Prereq: instructor's consent. Hongo.

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–21R)

405 Writing and Conference: [Term Subject] (1–21R)

407 Seminar: [Term Subject] (1–5R)

410 Experimental Course: [Term Subject] (1–5R)

430, 431, 432 Senior Creative Writing (3,3,3) Advanced sequence in short story and poetry. Prereq: instructor's consent. Abu-Jaber, Hongo, Lyons.

451/551, 452/552, 453/553 Projects in Writing (3,3,3) For students wanting advanced instruction and practice in writing short stories, novels, television, dramas, or nonfiction. Prereq: instructor's consent. Abu-Jaber, Hongo, Lyons.

503 Thesis (1–16R) P/N only. Prereq: instructor's consent.

601 Research (1–16R) P/N only

605 Writing and Conference: [Term Subject] (1–16R) Prereq: instructor's consent.

607 Seminar: [Term Subject] (1–5R) Selected seminars offered each year. R when topic changes. Prereq: instructor's consent.

630, 631, 632 Graduate Creative Writing (3,3,3S) Concentration on student writing in a workshop setting. Primarily for M.F.A. candidates but open to other graduate students with interest and talent. Prereq: instructor's consent. Abu-Jaber, Hongo, Lyons.

EXPOSITORY WRITING COURSES (WR)

WR 40 and 49 are self-support courses offered through the Continuation Center, 333 Oregon Hall. A separate fee that is assessed for all students enrolled in these courses must be paid in addition to regular tuition. These courses carry credit for enrollment (eligibility) but not toward graduation; they satisfy no university or college requirement.

40 Developmental Composition I (3) Basic writing course that focuses on sentence construction, grammar, mechanics, and punctuation. Depending on performance, students who pass are advised by their instructors to advance to WR 49 or 121 the following term. Recommended for students with Test of Standard Written English (TSWE) scores of 20 to 29.

49 Developmental Composition II (3) Concentrates on sentences and paragraphs with emphasis on organization, structure, punctuation, and usage. Not primarily a course in grammar, but students deal with grammatical problems as they arise within the context of their writing. Recommended for students with Test of Standard Written English (TSWE) scores of 30 to 37.

LING 91, 92, 93 English as a Second Language (3,3,3) See description under **Linguistics.**

121 College Composition I (3) Nonfiction prose composition as discovery and inquiry. Frequent essays explore relationship of thesis to structure, critical reading, audience, and revision. Work on fundamental writing skills as needed. Prereq: Test of Standard Written English (TSWE) score of 38, WR 49, or equivalent.

122 College Composition II (3) Nonfiction prose composition as a process of argument. Supporting a thesis in response to a question, logical forms of development, critical reading in an academic setting. Prereq: WR 121 or equivalent.

123 College Composition III (3) Techniques for researching and writing academic papers. Practice in writing documented essays based on the use of library resources. Prereq: WR 121 or equivalent.

185 Practical Grammar (3) Focuses on the sentence and its components: parts of speech, phrases, clauses, verbals, and sentence patterns and classifications.

198 Independent Writing Project: [Term Subject] (1–3R) Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent.

199 Special Studies: [Term Subject] (1–3R)

320 Scientific and Technical Writing (3) Emphasis on form and style of scientific, professional, and technical writing; weekly writing assignments include reports, proposals, instructions, and correspondence. Use of graphics and documentation in publication. Prereq: completion of university writing requirement, upper-division standing.

321 Business Communications (3) Practice in writing and analyzing internal and external messages common to business, industry, and professions. Suggested for business and management students. Prereq: completion of university writing requirement and upper-division standing.

405 Writing and Conference: [Term Subject] (1–21R)

407 Seminar: [Term Subject] (1–18R) R when topic changes. Selected seminars offered each year.

408/508 Independent Writing Projects: [Term Subject] (1–3R) Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent.

409 Supervised Tutoring Practicum: [Term Subject] (1–3R)

423/523 Advanced Composition (3) Continues emphases of WR 121, 122. Special attention to writing in relation to modes of inquiry in different academic disciplines. Prereq: WR 122 or equivalent. Crosswhite, Gage, Teich.

ENVIRONMENTAL STUDIES

Environmental Studies Center
104 Condon Hall
Telephone (503) 346-4557 or -5006
Alvin W. Urquhart, Program Director

Program Committee

Michael D. Axline, law
John H. Baldwin, planning, public policy and management
C. A. Bowers, teacher education
Stanton A. Cook, geography
Matthew Dennis, history
Irene Diamond, political science
John S. Dryzek, political science
Richard P. Gale, sociology
Daniel Goldrich, political science
Russell S. Lande, biology
Glen A. Love, English
Galen Martin, international studies
Patricia F. McDowell, geography
Gregory McLauchlan, sociology
Alexander B. Murphy, geography
Mark H. Reed, geological sciences
Robert G. Ribe, landscape architecture
Alvin W. Urquhart, geography
David H. Wagner, biology

The interdisciplinary field of environmental studies investigates the relations of humans with their environment. The Environmental Studies Program is designed to combine theory and practice about environmental systems from the sciences, the social sciences, the humanities, and the fields of management, public policy, and design. The program's students compare and integrate these separate perspectives and develop comprehensive, well-reasoned approaches to environmental issues, problems, and thought.

UNDERGRADUATE STUDIES

The undergraduate Environmental Studies Program offers an interdisciplinary minor.

Minor Requirements

The interdisciplinary minor in environmental studies includes four required courses and six electives. It requires a minimum of 30 credits, of which at least 21 must be upper division.

Required Courses ***12–15 credits***

Choose one course from:

Geography and Environment (GEOG 104), Global Ecology (BI 124), Population and Global Resources (INTL 251), or Introduction to Environmental Studies (PPPM 331)

One of the following science clusters:

The Natural Environment (GEOG 101), and two from Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323) ***or*** Physics of Energy and Environment (PHYS 161), Solar Energy (PHYS 162), Electric Power Generation (PHYS 163) ***or*** General Biology I: Cells (BI 101), General Biology II: Organisms (BI 102), General Biology III: Populations (BI 103) ***or*** Introduction to Ecology (BI 130), Introduction to Evolution (BI 131), Animal Behavior (BI 132) ***or*** Introduction to Ecology (BI 130) and two from Forest

Biology (BI 307), Freshwater Biology (BI 308), Marine Ecology (BI 309)

Electives ***18–30 credits***

Natural science: choose any three courses from the following list:

Anthropology. Human Ecology (ANTH 360)

Biology. Ecology (BI 370), Marine Field Studies (BI 412), Systematic Botany (BI 442), Field Botany (BI 448), Population Ecology (BI 471), Community Ecology (BI 472), Quantitative Ecology (BI 473), Marine Ecology (BI 474), Freshwater Ecology (BI 475), Behavioral Ecology (BI 476), Microbial Ecology (BI 477), Microbial Ecology Laboratory (BI 478), Conservation Biology (BI 483), Paleobiology and Paleoecology (BI 485), Methods of Pollen Analysis (BI 495)

Geography. The Natural Environment (GEOG 101), Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323), Advanced Climatology (GEOG 421), Advanced Geomorphology (GEOG 422), Advanced Biogeography (GEOG 423), Soil Genesis and Geography (GEOG 424), Hydrology and Water Resources (GEOG 425), Hydrology Analysis (GEOG 426), Fluvial Geomorphology (GEOG 427)

Geological Sciences. The Fossil Record (GEOL 304), Volcanoes and Earthquakes (GEOL 306), Oceanography (GEOL 307), Earth Resources and the Environment (GEOL 310), Geology of Ore Deposits (GEOL 425), Petroleum Geology (GEOL 427)

Physics. Physics of Energy and Environment (PHYS 161), Solar Energy (PHYS 162), Electric Power Generation (PHYS 163), Physicist's View of Nature (PHYS 301, 302, 303)

Social science and humanities: choose any three courses from the following list:

Architecture. Architectural Form and Urban Quality (ARCH 439), Solar Heating (ARCH 493), Passive Cooling (ARCH 494)

Economics. Urban and Regional Economics (EC 430), Issues in Urban and Regional Economics (EC 431), Resource and Environmental Economics (EC 433)

English. Experimental Courses: Nature and American Literature, Writing about Nature (ENG 410)

Geography. Urban Geography (GEOG 442), Cultural Landscapes (GEOG 460), Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463)

History. American Environmental History (HIST 473, 474)

International Studies. Seminar: Science and Development (INTL 407), International Community Development (INTL 420), World Value Systems (INTL 430)

Landscape Architecture. Site Analysis (LA 361), Landscape Architectural Design (LA 389), Urban Farm (LA 390), Introduction to Landscape Planning Analysis (LA 440), Landscape Preservation (LA 480), National Parks (LA 482), Landscape Perception (LA 484), Site Planning and Design (LA 489)

Leisure Studies and Services. Leisure and Natural Resources (LSS 320)

Planning, Public Policy and Management. Public Service Policies and Programs (PPPM 323), Innovative Education: Oregon Environmental Issues (PPPM 400), Natural Resource Policy (PPPM 443), Political Participation (PPPM 461)

Political Science. Ocean Politics (PS 423), Environmental Politics (PS 497)

Sociology. World Population and Social Structure (SOC 303), Sociology of the Environment (SOC 416)

Excluding the required cluster courses, no more than two courses may be taken in any one department. Courses in a student's major department do not count for minor course requirements. Students should plan their programs as early in their undergraduate careers as possible with the aid of a faculty adviser chosen from the Environmental Studies Committee. With the adviser's consent, a course numbered 407, 408, or 410 can be substituted for one of the elective courses. Grades of mid-C or better must be earned in all courses applied toward the minor. At least five of the courses must be taken at the University of Oregon. Other courses that are appropriate as environmental studies minor electives may be offered occasionally. For information inquire at the Environmental Studies Center.

GRADUATE STUDIES

A flexible master's degree focusing on environmental studies can be earned through the Interdisciplinary Studies: Individualized Program of the Graduate School. This program allows students to choose among the courses offered at the university to design their own areas of concentration based on their individual goals and backgrounds.

The two-year interdisciplinary graduate degree requires completion of 68 credits. To develop considerable breadth and substance in knowledge, the student must take a minimum of 15 credits in each of the three areas of concentration. There are 15 credits of required core courses, 9 credits of which can be applied to the concentration areas, in the following fields of study: ecology, environmental law and politics, resource policy management and planning, environment and society, and physical environment. Applied project skills are developed through a 6-credit internship, a 9-credit thesis or terminal project, and two 1-credit research seminars, distributed across three concentration areas. For electives, the student may select from more than fifty university courses related to environmental studies.

Admission to the interdisciplinary master's degree program in environmental studies is competitive. Once admitted, each student must meet with his or her adviser each term to evaluate progress and plan subsequent academic work.

Graduate Courses

Graduate students typically choose courses that contribute to their individual environmental focus from the Departments of Anthropology; Architecture; Biology; Chemistry; Economics; English; Geography; Geological Sciences; History; Landscape Architecture; Leisure Studies and Services; Philosophy; Physics; Planning, Public Policy and Management; Political Science; and Sociology and from the International Studies Program and the School of Law. Consult the individual department listings in this bulletin for course descriptions.

FOLKLORE AND ETHNIC STUDIES

466 Prince Lucien Campbell Hall
Telephone (503) 346-3539
Edwin L. Coleman II and Sharon R. Sherman, Program Codirectors

Participating Faculty

Edwin L. Coleman II, English
Dianne M Dugaw, English
Robert T. Jiménez, teacher education
Robert Proudfoot, teacher education
Mary Romero, sociology
Sharon R. Sherman, English
Carol W. Silverman, anthropology
Clarence Spigner, school and community health
Quintard Taylor, Jr., history
Daniel N. Wojcik, English

The interdisciplinary Folklore and Ethnic Studies Program offers perspectives on ethnic, regional, occupational, age, gender, and other traditional identities of individuals in specific societies and cultures. Students in the program study the extent to which tradition continues to enrich and express the dynamics of human behavior throughout the world. Folklore courses examine the historical, cultural, social, and psychological dimensions of such expressive forms of behavior as myth, legend, folktale, music, folk song, dance, art, and architecture; delve into specific cultures; and make cross-cultural comparisons. Theoretical analysis, research methods, and field-work techniques, with emphasis on film and video documentation and presentation, are integral parts of the program offerings in folklore.

The ethnic studies component focuses on theoretical and practical issues of political, philosophical, cultural, social, economic, and technological realities of life in a multicultural country. Such factors provide the backdrop for the identities of ethnic, national, and traditional groups and are related to patterns of exclusion, exploitation, suppression, and discrimination.

RESOURCES

Film and Folklore

Among its many approaches to the study of folklore, a major strength of the University of Oregon folklore program is its emphasis on the use of film and video. Students who want to use film and video in their study of folklore receive the theoretical and practical training necessary to document and present folklore visually through film and folklore courses and field-work seminars. Special tutorial training in equipment use, field-work methodologies, and editing is available. The program has equipment for 16mm bench editing and complete resources for the making of videotapes—from shooting raw data to editing a polished videotape program for cablecast and distribution. Although the program encourages shooting in the field, studio training is obtainable through the telecommunication and film area of the speech department and the off-campus Community Cable Access Center.

Folklore Archive

The Randall V. Mills Archive of Northwest Folklore, the largest facility of its kind in the Northwest, is a research repository available to folklore scholars and students. It houses raw field data, student and faculty research projects, and audio and visual materials, which include audio tapes, videotapes, and more than 7,000 slides. A six-part indexing and cross-referencing system makes the archive data easily retrievable. The archive is open to the public as well as to the university community.

Resource Room

The Lorenzo West Ethnic Studies Resource Room contains books, periodicals, and other resource materials related to ethnic studies, particularly American minority groups. The resource room is open to the public, and materials can be checked out.

UNDERGRADUATE STUDIES

Students may earn a certificate in folklore and ethnic studies while completing a degree in another department or school. A primary goal of the program is to encourage students to become more aware of the ethnic and culture-based dimensions and applications of their particular major fields. Students in literature, social sciences, education, urban planning, art history, humanities, and Asian or other international studies—to name only a few—find that related folklore and ethnic studies courses can enrich their degree programs.

See Group Requirements in the **Registration and Academic Policies** section of this bulletin for folklore and ethnic studies courses that satisfy stand-alone and cluster requirements.

Certificate in Folklore and Ethnic Studies

Students may satisfy requirements for a folklore and ethnic studies certificate by completing (grades of mid-C or better):

1. 21 credits of related upper-division courses and 15 credits of required lower-division courses **or**
2. 21 credits of related upper-division courses, 6 credits of Practicum (ES 409) in field experience or 6 credits in field-work-based courses, and 9 credits of lower-division courses in folklore and ethnic studies

Students seeking to qualify for a certificate must consult a codirector two terms before graduation for course work approval and transcript evaluation and to arrange the field experience. Students must complete major and degree requirements in another department or school of the university.

Minor in Ethnic Studies

The interdisciplinary minor in ethnic studies requires 24 or more credits, with a minimum of 15 upper-division credits, distributed as follows:

Course Requirements — *24 credits*

Introduction to Ethnicity and Ethnic Communities (ES 101, 102) 6

Ethnic Groups and the American Experience (ES 103) 3

Related upper-division courses from areas such as anthropology (ANTH), dance (DAN), English (ENG), folklore and ethnic studies (ES), geography (GEOG), history (HIST), political science (PS), religious studies (REL), sociology (SOC), Spanish (SPAN), or speech: rhetoric and communication (RHCM) 15

The minor program must be planned in consultation with a folklore and ethnic studies adviser at least two terms before graduation.

With the consent of folklore and ethnic studies faculty members, students may use appropriate courses numbered 405, 406, 407, and 410, taught in participating departments, as electives. A grade of mid-C or better must be earned in any course applied toward the minor; at least four of the courses must be taken at the University of Oregon.

GRADUATE STUDY IN FOLKLORE

Folklore may be chosen as an area of concentration in a master's or doctoral degree program in the English or anthropology departments. Students may also create their own plan of study for a master's degree through the Interdisciplinary Studies: Individualized Program (IS:IP) offered by the Graduate School. With the approval of the Graduate School, students typically select courses taught by folklorists in the English and anthropology departments and combine these with a third interest area such as history, dance, telecommunication and film, or music. A thesis or field-work project is required for completion of the degree. Students working toward M.A. degrees must also demonstrate competence in a foreign language.

FOLKLORE AND ETHNIC STUDIES COURSES (ES)

101, 102 Introduction to Ethnicity and Ethnic Communities (3,3) History and traditions of minority groups (both nonwhite and white) in the United States: contemporary issues.

103 Ethnic Groups and the American Experience (3) Voices of the ethnic experience in America: literature, autobiography, and oral history.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R) By arrangement with instructor and approval of program director.

200 Innovative Education: [Term Subject] (1–3R)

315 Introduction to the Asian-American Experience (3) Histories of Asian-American groups in the United States: Chinese, Filipino, Japanese, Korean, and others.

320 Problems and Issues in the Native American Community (3) Cultural conflict between native American and white-frontier world views. Legal status of native people, treaty rights, and the Bureau of Indian Affairs. The philosophy and effects of termination, reservations, tribal traditions, and unity.

330 Minority Women: Issues and Concerns (3) The status, problems, and styles of nonwhite women—native American, Afro-American, Chicana, Chinese, and Japanese—in contemporary American society.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–5R)

409 Practicum: [Term Subject] (1–21R)

410/510 Experimental Course: [Term Subject] (1–5R)

Additional Courses

Other upper-division and graduate courses with related subject matter may be included in individual folklore and ethnic studies certificate programs by arrangement with the instructors and the codirectors of folklore and ethnic studies. For descriptions of the following courses, see departmental sections of this bulletin.

Anthropology. Selected Topics in Ethnology (ANTH 210), Oregon Native Americans (ANTH 230), Ethnology of Hunters and Gatherers (ANTH 301), Ethnology of Tribal Societies (ANTH 302), Ethnology of Peasant Societies (ANTH 303), Native North Americans (ANTH 320), Pacific Basin: Polynesia and Micronesia (ANTH 323), Pacific Basin: Melanesia and Australia (ANTH 324), Cultural Dynamics (ANTH 415/515), Anthropology of Religion (ANTH 418/518), Anthropology and Folklore (ANTH 419/519), Anthropology of Art (ANTH 420/520), Topics in Pacific Ethnology (ANTH 425/525), Peoples of South Africa (ANTH 426/526), Peoples of Central and East Africa (ANTH 427/527), Peoples of West Africa and the Sahara (ANTH 428/528), Jewish Folklore and Ethnology (ANTH 429/529), Peoples of East Asia (ANTH 431/531), Peoples of Southeast Asia (ANTH 432/532), Native Central Americans (ANTH 433/533), Native South Americans (ANTH 434/534), Race, Culture, and Sociobiology (ANTH 468/568)

Dance. Dance and Folk Culture (DAN 301), Dance Cultures of the World (DAN 452/552)

English. Introduction to Afro-American Literature (ENG 151), Introduction to Native American Literature (ENG 240), Introduction to Folklore and Myth (ENG 250), Afro-American Prose (ENG 310), Afro-American Poetry (ENG 311), Afro-American Drama (ENG 312), Reading and Conference (ENG 405 or 605), Seminar (ENG 407/507), Experimental Course: Native American Literature (ENG 410/510), Studies in Mythology (ENG 482/582), Folklore and Mythology of the British Isles (ENG 483/583), American Folklore (ENG 484/584), Film and Folklore (ENG 485/585), Afro-American Folklore (ENG 486/586), American Popular Literature and Culture (ENG 487/587)

Geography. Geography of Languages (GEOG 444/544), Culture, Ethnicity, and Nationalism (GEOG 445/545)

History. Afro-American History (HIST 250, 251, 252), American Indian History (HIST 469/569)

Music. Music in World Cultures (MUS 258)

Political Science. Politics of Multi-Ethnic Societies (PS 443/543)

Religious Studies. Great Religions of the World (REL 201, 202, 203), Religions of India (REL 301), Chinese Religions (REL 302), Japanese Religions (REL 303), Judaism and Christianity since C.E. 70 (REL 306), Religions of the Islamic World (REL 307), History of Eastern Christianity (REL 324, 325), Buddhism and Asian Culture (REL 330, 331)

Romance Languages. Introduction to Spanish-American Literature (SPAN 325, 326)

Sociology. Race, Class, and Ethnic Groups in America (SOC 212), Sociology of Race Relations (SOC 445/545)

Speech. Background of Black Protest Rhetoric (RHCM 426/526)

GENERAL SCIENCE

309 Fenton Hall
Telephone (503) 346-5634
John V. Leahy, Director

Program Committee Faculty

Ralph J. Barnhard, chemistry
Jacob Beck, psychology
Gordon G. Goles, geological sciences
Amit Goswami, physics
Richard M. Koch, mathematics
John V. Leahy, mathematics
John R. Lukacs, anthropology
Nancy Miller, academic advising and student services
Karen U. Sprague, biology
David H. Wagner, biology
Cathy Whitlock, geography
Robert L. Zimmerman, physics

The general science curriculum allows students to design academic programs that satisfy the requirements for a bachelor of science degree and provide more breadth than traditional science programs. Many exciting areas of scientific inquiry, such as the neurosciences, environmental sciences, and biophysical sciences, require broad science backgrounds and encompass several science disciplines. Students planning graduate study or seeking technical careers in one of these areas as well as students preparing for careers in the health sciences, in science education, or in a science-related business or social service might be best served by a well-designed multidisciplinary science program.

One strength of the General Science Program is its diversity and flexibility. To exploit that strength, students need to design their programs carefully, consulting frequently with the general science adviser and taking advantage of the expertise of faculty members who serve on the program committee. Course sequences that meet requirements of professional schools and training programs should be selected in consultation with program advisers or committee members. Students should seek assistance in program planning when they identify or change career goals, because successful application to professional schools and training programs may require them to complete additional courses beyond those required for the general science major.

Some examples of cross-disciplinary fields, and the subject matter areas that might be combined in designing a program, are given below:

Animal behavior and ethology: biology, psychology, anthropology

Biophysical sciences: biology, chemistry, physics

Cognitive sciences: psychology, computer science, mathematics

Environmental sciences: biology, chemistry, geography, geology, physics

Neurosciences: biology, chemistry, psychology

All general science majors are encouraged to consult with their advisers during the junior year to ensure that their remaining course work is structured to meet all requirements of the major. General science majors must meet

the major requirements of the general bulletin in effect the year they are accepted as majors or the major requirements of a subsequent unexpired bulletin. A student should notify the general science adviser of the intention to graduate at least one term before the proposed graduation date.

Preparation. High school students planning to major in general science should take as much mathematics as possible, including two years of algebra and trigonometry. They should also take science courses in their areas of interest. Students planning to transfer into the General Science Program after two years at a community college or at another college or university should complete courses equivalent to the lower-division requirements listed below and as many as possible of the general university graduation requirements for the bachelor's degree. Acceptance of transfer courses and credits is determined by evaluators in the Office of Admissions in consultation with general science advisers or committee members.

Upon admission, transfer students should consult a general science adviser in the Office of Academic Advising and Student Services, 164 Oregon Hall. Decisions about which UO courses to take are based partially on the number of transferred credits.

Careers. Students planning careers as high school teachers may work toward certification with the science endorsements while earning a bachelor's degree in general science.

The General Science Program allows prehealth science students preparing for careers in medicine, dentistry, or related fields to meet professional school admission requirements while completing the bachelor's degree. General science might also be the best major for students planning careers in science-related business, public relations, and human services.

Graduate Studies. Students interested in graduate studies in science should choose carefully courses that will meet admission requirements. Most graduate programs in science require a year of physics and organic chemistry.

Degree Requirements

Lower Division

The following lower-division courses must be completed with grades of C– or P (pass) or better. Courses graded N (no pass) or F may be repeated for credit.

1. Calculus I,II (MATH 251, 252)
2. One course in computer science (CIS 131, 133, 134, or 210)
3. Three of the sequences or three-term combinations listed below. At least two of the sequences must be accompanied by the corresponding laboratory sequence:

Anthropology. Introduction to Human Evolution (ANTH 101), Evolution of Monkeys and Apes (ANTH 102), Human Evolution (ANTH 361) or Human Adaptation (ANTH 367)

Biology. General Biology I: Cells (BI 101), General Biology II: Organisms (BI 102), and General Biology III: Populations (BI 103) with laboratories (BI 211, 212, 213) ***or*** three from Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222), Cellular Physiology (BI 223) with laboratories (BI 225, 226, 227, 228)

Chemistry. Introduction to General Chemistry (CH 211, 212, 213) with laboratories (CH 227, 228, 229) ***or*** General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) ***or*** Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)

Computer and Information Science. Computer Science I,II,III (CIS 210, 211, 212) with laboratories (CIS 220, 221, 222)

Geography. The Natural Environment (GEOG 101) and two from Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323)

Geological Sciences. Introduction to Geology: The Dynamic Earth (GEOL 101), Introduction to Geology: The Face of the Earth (GEOL 102), Introduction to Geology: The Evolving Earth (GEOL 103) with laboratories (GEOL 104, 105, 106) ***or*** General Geology: Earth's Interior Heat and Dynamics (GEOL 201), General Geology: Earth's Surface Processes and Morphology (GEOL 202), General Geology: Evolution of the Earth (GEOL 203)

Physics. Physics of Energy and Environment (PHYS 161), Solar Energy (PHYS 162), Electric Power Generation (PHYS 163) ***or*** General Physics (PHYS 201, 202, 203) ***or*** General Physics with Calculus (PHYS 211, 212, 213) with Introductory Physics Laboratory (PHYS 204, 205, 206)

Upper Division

1. In addition to the lower-division requirements, students must complete a minimum of 30 credits in science courses numbered 300 and above. At least 24 of these credits must be taken for letter grades and passed with grades of C– or better. While BI 220, 221, 222, 223 do not count as upper-division credits, students who complete three of these courses with grades of mid-C or better need to take only 24 upper-division credits
2. 300-level courses used to meet lower-division requirements may not be used to satisfy the upper-division credit requirement
3. At least 12 credits must be completed in one field of study and at least 9 credits in a second field
4. Tutorials and courses numbered 400–410, 507, 508, or 510 may not be included unless approved by the general science adviser
5. Only 4 upper-division credits from courses having fewer than two prerequisites may be applied to the degree without prior approval from the general science adviser
6. Upper-division credits used to satisfy minimum requirements of another major may not be used to satisfy the upper-division requirements in general science

Upper-division courses may be selected from:

Anthropology. Courses in human and primate anatomy and evolution (ANTH 360–367, 460–467)

Biology. All upper-division courses

Chemistry. All upper-division courses

Computer and Information Science. All upper-division courses

Geography. Physical geography courses (GEOG 321–323, 421–427, 430, 431)

Geological Sciences. All upper-division courses

Mathematics. All upper-division courses

Physics. All upper-division courses

Psychology. Courses in the experimental and physiological areas (PSY 302, 430–450)

Program Planning

Information about program planning and detailed examples of programs are available from the general science adviser, Office of Academic Advising and Student Services, 164 Oregon Hall. Prehealth science students who choose the general science major should design their programs to meet the admissions requirements of the professional school of their choice. See also the **Preparatory Programs** section of this bulletin.

Students interested in science education can complete certification requirements for two or more sciences while earning the bachelor's degree in general science. Information about fifth-year teacher education programs offered in Oregon may be obtained from the College of Education's Office of Student Support Services, 117 Education Building.

GEOGRAPHY

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Everett G. Smith, Jr., Department Head

FACULTY

Patrick J. Bartlein, associate professor (climatology, quantitative methods, water resources). B.A., 1972, M.S., 1975, Ph.D., 1978, Wisconsin, Madison. (1982)

Stanton A. Cook, professor (ecology, biogeography). A.B., 1951, Harvard; Ph.D., 1960, California, Berkeley. (1960)

David E. Greenland, professor (climatology, air quality, alpine environments). B.Sc., 1963, M.Sc., 1965, Birmingham, England; Ph.D., Canterbury, New Zealand, 1971. (1991)

William G. Loy, professor (cartography, interpretation of aerial imagery, place-name studies). B.A., 1958, Minnesota at Duluth; M.S., 1962, Chicago; Ph.D., 1967, Minnesota. (1967)

Patricia F. McDowell, associate professor (geomorphology, soils, Quaternary environments). B.A., 1971, M.A., 1977, Illinois Institute of Technology; Ph.D., 1980, Wisconsin, Madison. (1982)

Alexander B. Murphy, assistant professor (cultural geography, political geography, law and geography). B.A., 1977, Yale; J.D., 1981, Columbia; Ph.D., 1987, Chicago. (1987)

Risa I. Palm, professor (urban, housing in American cities, natural hazards); dean, arts and sciences. B.S., 1964, M.A., 1969, Ph.D., 1972, Minnesota. (1991)

Gary H. Searl, adjunct assistant professor (geographic education, Oregon). B.B.A., 1959, M.S., 1966, Oregon. (1968)

Everett G. Smith, Jr., professor (social geography, urban geography). B.A., 1953, M.A., 1956, Illinois; Ph.D., 1962, Minnesota. (1965)

Alvin W. Urquhart, professor (cultural geography, geographic landscapes, environmental alteration). B.A., 1953, M.A., 1958, Ph.D., 1962, California, Berkeley. (1960)

Cathy Whitlock, associate professor (biogeography, Quaternary paleoecology). B.A., 1975, Colorado College; M.S., 1979, Ph.D., 1983, Washington (Seattle). (1990)

Ronald Wixman, professor (Soviet Union, eastern Europe, cultural geography). B.A., 1968, Hunter; M.A., 1972, Columbia; Ph.D., 1978, Chicago. (1975)

Emeriti

Carl L. Johannessen, professor emeritus (biogeography, cultural geography, Central America). B.A., 1950, M.A., 1953, Ph.D., 1959, California, Berkeley. (1959)

Clyde P. Patton, professor emeritus (climatology, western Europe, cultural geography). A.B., 1948, M.A., 1950, Ph.D., 1953, California, Berkeley. (1958)

Edward T. Price, professor emeritus (North America, cultural geography, historical geography). B.S., 1937, California Institute of Technology; Ph.D., 1950, California, Berkeley. (1963)

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

UNDERGRADUATE STUDIES

Undergraduate students in the Department of Geography develop an awareness of the natural and cultural landscapes of several regions of the world and investigate the processes that form them. Any lower-division course is open to any student at the university; none have prerequisites or require particular high school background. For students transferring to the university in their third year, preparation in introductory college geography courses is desirable.

An undergraduate major in geography follows a broadly based general degree program or one that emphasizes environmental studies. Both bachelor of arts (B.A.) and bachelor of science (B.S.) degrees are offered in the department. A grade of at least C– or P (pass) is required in each of the sixteen geography courses used to fulfill a major in geography. A grade point average (GPA) of 2.25 or better in graded geography courses is required for majors. At least ten courses in the major must be taken for letter grades.

All geography majors are required to complete College Algebra (MATH 111) and Elementary Functions (MATH 112) as well as demonstrate proficiency in a foreign language either by passing a second-year university foreign language course or an examination indicating an equivalent level of proficiency.

The B.A. degree is recommended for students planning to emphasize cultural or regional geography. The B.S. degree, which requires completion of three selected mathematics courses, is recommended for students planning to emphasize physical geography or environmental studies. All students planning graduate studies in geography should take a three-term sequence in calculus (MATH 241, 242, 243 or MATH 251, 252, 253).

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 systems.

Group Requirements. All undergraduates must satisfy group requirements, consisting of approved stand-alone courses and clusters, for graduation. For details see Group Requirements in the **Registration and Academic Policies** section of this bulletin.

Students majoring in geography should consult their advisers to determine which clusters will best support their major. The three approved clusters for students not majoring in geography are:

Social Science. GEOG 103, 104, 105 ***or*** two courses from GEOG 103, 104, 105 and one from GEOG 201, 202, 203, 204, 206, 207

Science. GEOG 101 and two courses selected from GEOG 321, 322, 323

Major Requirements

Sixteen courses, of which ten must be upper division, are required as follows:

Introductory Geography. Five courses to include The Natural Environment (GEOG 101), Natural Environments Laboratory (GEOG 111), Human Geography Laboratory (GEOG 112), and two courses selected from Cultural Geography (GEOG 103), Geography and Environment (GEOG 104), Urban Environment (GEOG 105)

Techniques of Geographers. Two courses selected from Cartographic Methods (GEOG 311), Air Photo Interpretation and Remote Sensing (GEOG 312), Geographic Field Studies (GEOG 313), Geographic Data Analysis (GEOG 314), Advanced Cartography (GEOG 411), Advanced Geographic Data Analysis (GEOG 414), Applied Geographic Problems (GEOG 415)

Physical Geography. Three courses selected from Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323), Advanced Climatology (GEOG 421), Advanced Geomorphology (GEOG 422), Advanced Biogeography (GEOG 423)

Cultural Geography. Three courses selected from Historical Geography (GEOG 440), Political Geography (GEOG 441), Urban Geography (GEOG 442), Economic Geography (GEOG 443), Geography of Languages (GEOG 444), Culture, Ethnicity, and Nationalism (GEOG 445), Geography of Religion (GEOG 446), Cultural Landscapes (GEOG 460), Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463)

Regional Geography. Three courses selected from World Regional Geography (GEOG 201), Geography of Europe (GEOG 202), Geography of Asia (GEOG 203), Geography of the Soviet Union (GEOG 204), Geography of Oregon (GEOG 206), Geography of the United States (GEOG 207), Geography of European-American Regions (GEOG 470), The American West (GEOG 471), Geography of Non-European-American Regions (GEOG 475)

Geography Major with an Environmental Studies Minor. The basic requirements of the geography major are the following:

The Natural Environment (GEOG 101), Geography and Environment (GEOG 104), Cultural Geography (GEOG 103) or Urban Environment (GEOG 105), Natural Environments Laboratory (GEOG 111), Human Geography Laboratory (GEOG 112)

Two geographic techniques courses

Four upper-division cultural geography courses including two from Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463)

Three upper-division physical geography courses

Two regional geography courses. One or two upper-division physical geography courses or environmental geography courses selected from GEOG 460–463, but not used to satisfy the cultural geography requirement, may be substituted for one or both of the regional geography courses

Other requirements for the minor outlined by the Environmental Studies Program

Environmental studies minors should request advice about recommended courses from their major advisers.

Minor Requirements

Students who minor in geography must complete eight geography courses, five of which must be upper division, with grades of C– or better and with a GPA in geography courses of 2.25 or better. At least six geography courses The Natural Environment (GEOG 101)

One upper-division physical geography course

Two geographic techniques courses

One cultural geography course selected from Cultural Geography (GEOG 103), Geography and Environment (GEOG 104), Urban Environment (GEOG 105)

One upper-division cultural geography course

Two additional geography courses. GEOG 111, 112 count as one course when applied to the minor

Teaching

For specific information about requirements for primary and secondary school teaching, students should consult Gary H. Searl, the department's endorsement adviser for teacher education, and the staff in the College of Education's Office of Student Support Services, 117 Education Building.

Honors College Program

The Clark Honors College student majoring in geography must design a course of study in consultation with a major adviser in geography.

GRADUATE STUDIES

Graduate work leading to both the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees is offered. The department also supervises an interdisciplinary master of science (M.S.) degree program that emphasizes geography and education. The department's graduate programs emphasize cultural geography, physical geography with an emphasis on Quaternary studies, and environmental studies. The master's program may be a more generalized study of cultural, physical, or environmental geography. The Ph.D. program closely follows the research interests of the geography faculty. Because of the small size of the faculty, most students follow an individualized program that includes courses and seminars in related disciplines.

Although the department requires knowledge of the fundamentals of geography, it welcomes students whose undergraduate work has been in other disciplines and who can apply their training to geographic problems.

Admission

To apply for admission, send to the university Office of Admissions the original copy of the Graduate Admission Application form and the application fee and transcripts as explained in the **Graduate School** section of this bulletin. Applicants whose application materials are received by March 1 are given preference for fall admission.

The applicant should also send the following application materials directly to the Department of Geography:

1. The four carbon copies of the admission application
2. Official transcripts of all undergraduate and graduate college work
3. Three letters of reference from people familiar with the applicant's academic background or relevant professional experience
4. A score from the Graduate Record Examinations (GRE) general test
5. A statement about interests to be pursued at the university. Applicants to the Ph.D. program must include in the statement specific research directions or possible dissertation topics
6. If appropriate, the application for a graduate assistantship or fellowship award
7. All international applicants must submit a score from the Test of English as a Foreign Language (TOEFL)

General Requirements

All graduate degrees in geography require reading skill in one foreign language, which may be met either by passing a second-year university foreign language course during the seven-year period prior to the receipt of the master's or doctor's degree or by passing the Graduate Student Foreign Language Test (GSFLT) at a level equivalent to a grade of C– or better.

To ensure breadth of knowledge in the discipline, the department requires all Ph.D. and M.A. candidates to complete the following courses or their equivalents: Cartographic Methods (GEOG 311); Geographic Data Analysis (GEOG 314); Climatology (GEOG 321); Geomorphology (GEOG 322); Biogeography (GEOG 323); Political Geography (GEOG 541), Urban Geography (GEOG 542), or Economic Geography (GEOG 543); Geography of Religion (GEOG 546), Geography of Languages (GEOG 544), or Culture, Ethnicity, and Nationalism (GEOG 545); Historical Geography (GEOG 540) or Cultural Landscapes (GEOG 560); Environmental Alterations (GEOG 561), Views of the Environment (GEOG 562), or Geography, Law, and the Environment (GEOG 563).

Theory and Practice of Geography (GEOG 620) must be taken during the first fall term the graduate student is in residence. Each graduate student must take 1 credit of Workshop (GEOG 608) every winter and spring term that student is in residence.

Master's Degree Program

The M.A. degree in geography emphasizes general proficiency in physical and cultural geography and basic skills in the use of geographic techniques and methods as well as the specialized research presented in the thesis.

Requirements

Beyond the general requirements for all graduate students in geography, two graduate seminars in geography (GEOG 607) are required of each M.A. candidate. A committee of two geography faculty members supervises the research and writing of a master's thesis that shows evidence of original research and writing. The student must enroll for 9 credits of Thesis (GEOG 503), at least 3 of which must be taken during the term the degree is granted. Every master's thesis must be presented at a public lecture.

Interdisciplinary Program in Geography

This program is designed to relate the research methods and viewpoint of geography to the teaching of social studies at all levels of instruction. The interdisciplinary M.S. degree program requires 36 credits of work in geography and 9 to 15 credits in education. Course and seminar requirements parallel those for the M.A. program in geography. Teaching skills are substituted for foreign language competence. A final written examination administered by a departmental committee is required. A learning activity project is substituted for the thesis. Consult the department's interdisciplinary program adviser for more information.

Doctoral Program

The Ph.D. program requires more specialization of the student, who must demonstrate thorough knowledge of the geography of a major region of the world and competent understanding of one of the systematic fields of geography. While this program is designed to suit each individual's background and interests, prospective candidates should pay particular attention to the systematic specialization and regional interests of the department's faculty members before applying for admission.

The candidate may use the flexibility of Research (GEOG 601) and Reading and Conference (GEOG 605) to follow specific interests with individual members of the faculty. The Ph.D. program, planned with faculty committee approval, is measured by achievement of the stated goals rather than by any specific number of credits.

Ph.D. Requirements

In addition to completing all Graduate School requirements and a master's degree in geography or equivalent study that includes courses required for the M.A. degree in geography at the University of Oregon, the geography Ph.D. program requires at least two graduate seminars in geography (GEOG 607) and the completion of a second language or technical skill. The second language or skill requirement may be met in any of the following ways:

1. Proficiency in a foreign language at the level required for the M.A. degree
2. Advanced foreign language training to the level required to pass a third-year university-level course in composition and conversation
3. Mastery of a technique or method of geographic research by passing at least three approved advanced-level courses from outside the department

After completing the appropriate course work, graduate seminars, and language or technical skills requirement, advancement to candidacy is achieved by passing comprehensive written examinations in three areas: a world region, a systematic field of geography, and geographic thought and methodology. The student, in consultation with a faculty committee, writes four questions in each area for the comprehensive examination. Two or three questions in each area are then selected by the advisory committee, and the student prepares written answers to them during a six-week period.

Within nine months of completing the comprehensive examination, the student must present a dissertation proposal for approval by the student's dissertation committee. The completed dissertation, the capstone of the doctoral program, presents the results of substantive and original research on a significant geographic problem. It is defended in a public oral presentation.

Financial Assistance

A limited number of graduate teaching fellowships (GTFs) are available. Fellows receive a modest stipend and are exempt from tuition but must pay a small fee each term. GTFs usually register for 15 credits of course work a term

and are assigned duties of 87.5 hours a term for each 0.20 full-time equivalency of their fellowship. Applications for fellowships should be received by March 1.

The College Work-Study Program (under federal funding for students from low-income families) provides an alternative means of financial assistance. The Department of Geography has several positions under this program. For work-study certification and for applications for loans or grants, a separate request for forms should be made to the Office of Student Financial Aid, 260 Oregon Hall, University of Oregon, Eugene OR 97403.

GEOGRAPHY COURSES (GEOG)

101 The Natural Environment (3) The earth's physical landscapes, vegetational patterns, weather, and climate; emphasis on the dynamic interactions among climate, landforms, vegetation, and soils. Loy, McDowell, Whitlock.

103 Cultural Geography (3) Ways in which various cultures have evaluated and used their environments. Discussion of the changing distributions of major cultural elements. Murphy, Wixman.

104 Geography and Environment (3) Ways in which the major physical systems and ecosystems of the earth have been modified by human actions. Cook, Urquhart.

105 Urban Environment (3) The character of cities and ways of life in urban locations around the world. Smith.

111 Natural Environments Laboratory (2) Techniques of physical geography including interpretation and use of maps and air photos; measurement, data analysis, and graphing; field techniques. Coreq: GEOG 101.

112 Human Geography Laboratory (2) Study and application of techniques such as map reading, statistics, and field methods that are used by human geographers. Coreq: GEOG 103, 104, or 105.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201 World Regional Geography (3) Introduction to the world's cultural regions. Study of the cultural and environmental factors that make different parts of the world distinctive. Smith, Urquhart.

202 Geography of Europe (3) Physical and cultural processes that have shaped the rural and urban landscapes of Europe.

203 Geography of Asia (3) The physical and cultural processes that have shaped the rural and urban landscapes of Asia. Wixman.

204 Geography of the Soviet Union (3) Natural regions, major population groups, and the economic development of the USSR. Wixman. Not offered 1991–92.

206 Geography of Oregon (3) Development of Oregon's natural and cultural landscapes, its natural and human resources, and its economic development and environmental problems. Searl.

207 Geography of the United States (3) Natural and cultural landscapes, settlement patterns and urban systems, regional divisions and integration. Smith. Not offered 1991–92.

311 Cartographic Methods (3) Theory and laboratory production of thematic maps; study of the nature of map data, symbols, design, layout, and the history of cartography. Loy.

312 Air Photo Interpretation and Remote Sensing (3) Principles of aerial photography, image interpretation, and satellite imaging systems. Laboratory exercises in use and interpretation of air photos and satellite imagery. Loy.

313 Geographic Field Studies (3) Research techniques in geography applied to local areas and problems. Field trip fee. Majors only.

314 Geographic Data Analysis (3) Nature of geographical data sets, description and summarization of patterns, distributions, and relationships among geographical data. Majors only. Bartlein.

321 Climatology (3) Energy and moisture in the atmosphere, atmospheric circulation, controls of regional and microclimates, applied climatology, climatic variations, past and future climates. Prereq: GEOG 101. Bartlein, Greenland.

322 Geomorphology (3) Landforming processes in the physical landscape with emphasis on processes and resulting landforms. Prereq: GEOG 101 or GEOL 102. McDowell.

323 Biogeography (3) Relation of plants and animals to the environment, distribution of individual species, historical changes in plant distribution. Prereq: GEOG 101. Cook, Whitlock.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R) P/N only

403 Thesis (1–21R) P/N only

405 Reading and Conference: [Term Subject] (1–21R) P/N only

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–5R)

408 Workshop: [Term Subject] (1–21R) P/N only

409 Practicum: [Term Subject] (1–21R) P/N only

410/510 Experimental Course: [Term Subject] (1–5R)

411/511 Advanced Cartography (3) Cartographic problem solving; the construction of various maps, cartograms, diagrams, and graphs using manual and computer-aided techniques; use of cartographic geographic information systems. Prereq: GEOG 311. Loy.

414/514 Advanced Geographic Data Analysis (3R) Advanced topics in the analysis of spatial data. Prereq: GEOG 314. Bartlein. Offered alternate years; not offered 1991–92.

415/515 Applied Geographic Problems (6) Geographic analysis of selected, practical local or regional problems. Geographic methods of integrating and presenting data from archives, field work, libraries, interviews, and surveys, Prereq: one upper-division course in geographic techniques, one in physical geography, and one in human geography. Cook, Urquhart.

421/521 Advanced Climatology: [Term Subject] (3R) Topics in climatology, including physical climatology, dynamic and synoptic climatology, and paleoclimatology. R when topic changes. Topic selected for 1991–92 is Global Climate Change. Prereq: GEOG 321. Bartlein, Greenland.

422/522 Advanced Geomorphology: [Term Subject] (3R) Study of one principal landforming process, its characteristics in time and space, and the resulting landforms. R when topic changes. Topic selected for 1991–92 is Arid Lands. Prereq: GEOG 322. McDowell.

423/523 Advanced Biogeography: [Term Subject] (3R) Selected topics in biogeography, including relation of plants and animals to their environment, historical changes in plant distribution, and palynological analysis. R when topic changes. Topic selected for 1991–92 is Terrestrial Ecology. Prereq: GEOG 323. Cook.

424/524 Soil Genesis and Geography (3) Pedogenic processes; description of soil profiles, soil classification; Quaternary soil stratigraphy and geomorphology; applications of soil information. Required field trips. Special fee. Prereq: GEOG 322 or instructor's consent. McDowell.

425/525 Hydrology and Water Resources (3) Emphasis on surface water including precipitation, evapotranspiration, surface runoff, and streamflow. Understanding and analysis of processes. Management for water supply and quality. Prereq: GEOG 321 or 322 and MATH 111, 112 or instructor's consent. McDowell. Not offered 1991–92.

426/526 Hydrologic Analysis (2) Techniques of hydrologic analysis with emphasis on surface water. Coreq: GEOG 425/525. McDowell. Not offered 1991–92.

427/527 Fluvial Geomorphology (4) Hydraulics and hydrology of stream channels; channel morphology and processes; drainage network development; fluvial deposits and landforms; field and analytical methods. Required field trips. Prereq: GEOG 322; MATH 111, 112. McDowell. Offered alternate years; not offered 1991–92.

430/530 Quaternary Environments (3) Evolution of the physical landscape during the Quaternary. Elements of paleoclimatology, paleoecology, and geomorphology. Required field trips. Prereq: GEOG 321, 322, 323 or instructor's consent. Whitlock.

431/531 Quaternary Vegetation History (3) Vegetation change through the Quaternary period as it appears in the paleoecological record; implications for modern ecology and biogeography. Prereq: GEOG 323 or BI 130 or 370 or instructor's consent. Whitlock.

440/540 Historical Geography (3) Ways in which environment and landscape reflect and influence the development of society. Emphasis on evolving spatial processes and patterns in the United States. Prereq: GEOG 103. Murphy. Not offered 1991–92.

441/541 Political Geography (3) Spatial perspectives on global political patterns and processes. Relationship of political territories to resources, ethnic patterns, and ideological communities. Impact of political arrangements on landscapes. Prereq: GEOG 103 or instructor's consent. Murphy.

442/542 Urban Geography (3) 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. Prereq: GEOG 105 or instructor's consent. Smith.

443/543 Economic Geography (3) Description and analysis of economic locations in different parts of the world. Smith. Not offered 1991–92.

444/544 Geography of Languages (3) Present distribution of languages in the world—who, where, and how many. Historical evolution of present linguistic patterns. The significance of other cultural phenomena to languages. Prereq: GEOG 103 or instructor's consent. Wixman.

445/545 Culture, Ethnicity, and Nationalism (3) Relationship of ethnic groups and nationality to landscapes, perception, and cultural geographic phenomena. Distribution of ethnic and national groups. Prereq: GEOG 103 or instructor's consent. Murphy, Wixman. Not offered 1991–92.

446/546 Geography of Religion (3) Origin and diffusion of religions; religion, world view, and environmental perception and alteration; religion, territory, and the organization of space. Prereq: GEOG 103 or instructor's consent. Wixman.

460/560 Cultural Landscapes (3) Systematic study of geographic concepts applied to the landscapes of various cultural groups; study of rural and urban settlements, forms, buildings, and land uses. Prereq: GEOG 103 or 105 or instructor's consent. Urquhart.

461/561 Environmental Alteration (3) Human alterations of the earth's major ecosystems. Consequences of human activity at different times and places with respect to soils, atmosphere, vegetation, landforms, and water. Prereq: GEOG 101, 104 or instructor's consent. Urquhart.

462/562 Historical and Contemporary Views of the Environment (3) Ways in which humans have thought about their place in nature. Environmental ideas that emphasize concepts of ecology. Prereq: upper-division standing and instructor's consent. Urquhart.

463/563 Geography, Law, and the Environment (3) Values underlying American legal approaches to environmental issues; the role of laws in reflecting and shaping human understanding and use of the environment. Prereq: GEOG 104 or PPPM 331 or instructor's consent. Murphy.

470/570 Geography of European-American Regions: [Term Subject] (3R) Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the European-American world. **R** when region changes. Regions selected for 1991–92 are western Europe (Murphy) and Canada (Smith). Prereq: GEOG 201, another course on the region of study, or instructor's consent.

471/571 The American West (3) Growth of areas of major attraction and aversion in western North America. The emergence of agricultural, mining, forestry, metropolitan, and industrial regions and centers. Prereq: GEOG 201 or 207 or instructor's consent. Smith. Not offered 1991–92.

475/575 Geography of Non-European-American Regions: [Term Subject] (3R) Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the non-European and American world. **R** when region changes. Prereq: GEOG 201, another course on the region of study, or instructor's consent. Johannessan.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R) P/N only

606 Field Studies (1–16R) P/N only

607 Seminar: [Term Subject] (1–5R) The following seminars are offered in 1991–92: Geographical Issues in Modern Europe, Global Environmental Change, Quaternary Environments.

608 Workshop: [Term Subject] (1–16R) P/N only

609 Practicum: [Term Subject] (1–16R) P/N only

610 Experimental Course: [Term Subject] (1–5R)

620 Theory and Practice of Geography (5) Methods of geographic investigation; theory and practice of developing geographic theses and problems. Prereq: graduate standing in geography. McDowell, Murphy.

GEOLOGICAL SCIENCES

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FACULTY

Sam Boggs, professor (sedimentation, sedimentary petrology). B.S., 1956, Kentucky; Ph.D., 1964, Colorado. (1965)

Katharine Venable Cashman, associate professor (volcanology, igneous petrology, crystallization kinetics). B.A., 1976, Middlebury College; M.S., 1979, Victoria, New Zealand; Ph.D., 1987, Johns Hopkins. (1991)

M. Darby Dyar, assistant professor (mineralogy-spectroscopy, petrology, geochemistry). B.A., 1980, Wellesley; Ph.D., 1985, Massachusetts Institute of Technology. (1986)

Gordon G. Goles, professor (geochemistry). A.B., 1956, Harvard; Ph.D., 1961, Chicago. On leave 1991–92. (1966)

Eugene D. Humphreys, associate professor (seismology, regional tectonics). B.S., 1974, M.S., 1978, California, Riverside; Ph.D., 1985, California Institute of Technology. (1985)

A. Dana Johnston, assistant professor (experimental petrology, geochemistry). B.S.,1976, Bates;M.S., 1978, Ph.D., 1983, Minnesota at Minneapolis-St. Paul. (1986)

M. Allan Kays, professor (metamorphic and igneous petrology). B.A., 1956, Southern Illinois; M.A., 1958, Ph.D., 1960, Washington (St. Louis). (1961)

William N. Orr, professor (micropaleontology, biostratigraphy). B.S., 1961, Oklahoma; M.A., 1963, California, Riverside and Los Angeles; Ph.D., 1967, Michigan State. (1967)

Mark H. Reed, professor (mineral deposits, hydrothermal geochemistry). B.A., 1971, Carleton; M.S., 1974, Ph.D., 1977, California, Berkeley. (1978)

Gregory J. Retallack, associate professor (paleobotany, paleosols). B.A., 1973, Macquarie; Ph.D., 1978, New England University, Australia. (1981)

Jack M. Rice, professor (geochemistry, petrology). A.B., 1970, Dartmouth; M.S., 1972, Ph.D., 1975, Washington (Seattle). (1977)

Norman M. Savage, professor (Paleozoic paleontology, stratigraphy). B.Sc., 1959, Bristol; Ph.D., 1968, Sydney. (1971)

Douglas R. Toomey, assistant professor (seismicity, tectonics). B.S., 1981, Pennsylvania State; Ph.D., 1987, Massachussetts Institute of Technology and Woods Hole Oceanographic Institution. (1990)

Harve S. Waff, professor (tectonophysics, electromagnetic depth sounding). B.S., 1962, William and Mary; M.S., 1966, Ph.D., 1970, Oregon. (1978)

Ray J. Weldon, assistant professor (structural geology, neotectonics, Quaternary geology). B.A., 1977, Pomona; Ph.D., 1986, California Institute of Technology. (1987).

Courtesy

Arthur J. Boucot, courtesy professor (paleontology, evolution). A.B., 1948, A.M., 1949, Ph.D., 1953, Harvard. (1989)

Jane Gray, courtesy professor (evolution, paleoecology). See **Biology** for credentials.

Allan B. Griggs, courtesy professor (regional and economic geology); research geologist. B.S., 1932, Oregon; Ph.D., 1952, Stanford. (1980)

David Krinsley, courtesy professor (electron microscopy). Ph.B., 1948, S.B., 1950, S.M., 1950, Ph.D., 1956, Chicago. (1991)

John M. Logan, courtesy professor (rock mechanics). B.S., 1956, Michigan State; M.S., 1962, Ph.D., 1965, Oklahoma. (1990)

Gerald J. Wasserburg, courtesy professor (geochronology and radioisotopes). B.S., 1951, M.S., 1952, Rutgers; Ph.D., 1954, Chicago. (1990)

Cathy Whitlock, courtesy associate professor (biogeography, Quaternary paleoecology). See **Geography** for credentials.

Special Staff

Elise Mezger, research assistant (Quaternary geology, geomorphology). B.A., 1982, Pomona; M.S., 1986, Southern California. (1988)

C. Patrick Ryan, senior research assistant (seismic array). B.S., 1981, M.S., 1985,Oregon. (1982)

Michael B. Shaffer, research assistant (electron beam microanalysis). B.S., 1978, Oregon. (1978)

Emeriti

Ewart M. Baldwin, professor emeritus (stratigraphy, regional geology). B.S., 1938, M.S., 1939, Washington State; Ph.D., 1943, Cornell. (1947)

William T. Holser, professor emeritus (geochemistry). B.S., 1942, M.S., 1946, California Institute of Technology; Ph.D., 1950, Columbia. (1970)

Alexander R. McBirney, professor emeritus (igneous petrology, volcanology). B.S., 1946, United States Military Academy, West Point; Ph.D., 1961, California, Berkeley. (1965)

Lloyd W. Staples, professor emeritus (mineralogy, economic and engineering geology). A.B., 1929, Columbia; M.S., 1930, Michigan; Ph.D., 1935, Stanford. (1939)

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

UNDERGRADUATE STUDIES

The Department of Geological Sciences undergraduate program is designed to provide an understanding of the materials of the earth and the processes that have shaped the earth and generated our surface environment and mineral and energy resources. Geology is a science that applies all the basic sciences—biology, chemistry, mathematics, and physics—to the understanding of earth processes in a historical context of geologic time. It is a science that explores problems by combining field investigations with laboratory experiments and theoretical studies.

Preparation. High school students planning to major in geology should include in their high school program algebra, geometry, trigonometry, geography, and science (physics, chemistry, biology, earth science, or general science).

Students transferring to the Department of Geological Sciences following two years of college work should have completed a year of general chemistry, a year of general physics, and a year of calculus. If available to the student, a year of general geology with laboratory is also recommended. In addition, transfer students should have completed as many as possible of the university requirements for undergraduate degrees.

Careers. Career opportunities for geologists are best for students holding advanced degrees. A variety of professional positions are open to students with master of science degrees, including work in applied geology with petroleum and mining companies, environmental consulting firms, and state and federal agencies. Geologists and geophysicists with doctor of philosophy degrees have opportunities in university and college teaching and research positions in federal agencies and private industry. Students are therefore advised to obtain a graduate degree for most professional positions. Graduates with bachelor's degrees can qualify for positions as laboratory technicians or field assistants and for limited professional positions as junior geologists or geophysicists.

Geology Curriculum

Core Requirements ***66–75 credits***

Introduction to Geology: The Dynamic Earth, The Face of the Earth, The Evolving Earth (GEOL 101, 102, 103) with Introductory Geology Laboratory (GEOL 104, 105, 106) *or* General Geology: Earth's Interior Heat and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (GEOL 201, 202, 203) 12–15

Calculus I,II,III (MATH 251, 252, 253) 12

Introductory General Chemistry (CH 211, 212, 213) *or* General Chemistry (CH 221, 222, 223) 9–12

General Physics (PHYS 201, 202, 203) *or* General Physics with Calculus (PHYS 211, 212, 213) *or* General Biology I,II,III (BI 101, 102, 103) 9–12

Mineralogy I: Physics and Chemistry of Minerals (GEOL 311), Mineralogy II: Systematic Mineralogy (GEOL 312) 10

General Petrology (GEOL 313) 5

Field Geology (GEOL 450) 9

Set I Requirements ***14–16 credits***

Four courses selected from:

Sedimentology and Stratigraphy (GEOL 334)

Structural Geology (GEOL 350)

Geology of Ore Deposits (GEOL 425)

Paleontology I: Paleozoic Marine Fossils (GEOL 431), Paleontology II: Mesozoic and Cenozoic Marine Fossils (GEOL 432), or Paleontology III: Nonmarine Fossils (GEOL 433)

Physics of the Earth's Interior (GEOL 463)

Not more than two courses from Introduction to Geochemistry (GEOL 470), Thermodynamic Geochemistry (GEOL 471), Aqueous Geochemistry (GEOL 472), Isotope Geochemistry (GEOL 473)

Set II Requirements ***20 credits***

Students must take 20 credits of additional course work from the following list of 3- or 4-credit courses. At least 9 of the required 20 credits must be taken in the Department of Geological Sciences. Some courses not on this list may be accepted by petition.

Biology. Biology courses numbered 221 or above

Chemistry. Quantitative Analysis (CH 238, 239), Organic Chemistry (CH 334, 335, 336), Physical Chemistry (CH 411, 412, 413), Inorganic Chemistry (CH 432, 433), Chemical Thermodynamics (CH 444), Statistical Mechanics (CH 445)

Computer and Information Science. Introduction to Numerical Computation with FORTRAN (CIS 133), Computer Science I,II,III (CIS 210, 211, 212)

Geography. Geomorphology (GEOG 322)

Geology. The Fossil Record (GEOL 304), any Set I course not taken to satisfy Set I requirements, and any 400-level course offered by the Department of Geological Sciences

Mathematics. Several-Variable Calculus I,II (MATH 281, 282), Differential Equations I,II (MATH 420, 421), Statistical Methods I,II (MATH 425, 426)

Physics. Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413), X-ray Crystallography (PHYS 427)

Grade Options and Standards. Geology undergraduates must take for letter grades (pass/no pass not acceptable) all geology courses required in their program for graduation. Required courses taken outside the Department of Geological Sciences (e.g., mathematics, chemistry, physics, biology) must also be taken for letter grades. All required courses must be completed with grades of mid-C or better.

Minor Requirements

Students with majors in other departments who want a minor in geological sciences must begin with either Introduction to Geology: The Dynamic Earth, The Face of the Earth, The Evolving Earth (GEOL 101, 102, 103) with laboratories (GEOL 104, 105, 106) or General Geology: Earth's Interior Heat and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (GEOL 201, 202, 203). In addition, a minimum of 15 credits must be earned in other geological sciences courses numbered 300–400. Any five 300- to 400-level geological sciences courses listed in the *UO General Bulletin* may be used to meet this requirement, except that no more than three courses may be selected from GEOL 304, 305, 306, 307, 308, 309, 310. Some possible choices of courses are offered below. A grade of mid-C or better is required in all courses.

Suggested Minor Curricula for Science Majors

Biology. General Geology (GEOL 201, 202, 203) plus at least 15 credits of course work selected from: The Fossil Record (GEOL 304), Oceanography (GEOL 307), Geology of Oregon and the Pacific Northwest (GEOL 308), Sedimentology and Stratigraphy (GEOL 334), Paleontology I,II,III (GEOL 431, 432, 433)

Chemistry. General Geology (GEOL 201, 202, 203) plus at least 15 credits of course work selected from: Mineralogy I (GEOL 311), Igneous Petrology (GEOL 414), Metamorphic Petrology (GEOL 415), Mineral Spectroscopy (GEOL 418), Introduction to Geochemistry (GEOL 470), Thermodynamic Geochemistry (GEOL 471), Aqueous Geochemistry (GEOL 472), Isotope Geochemistry (GEOL 473)

Physics. General Geology (GEOL 201, 202, 203) plus a minimum of 15 credits of course work selected from: Structural Geology (GEOL 350), Neotectonics and Quaternary Geology (GEOL 452), Tectonics (GEOL 453), Physics of the Earth's Interior (GEOL 463), and Exploration Geophysics (GEOL 464)

Suggested Minor Curricula for Nonscience Majors

Introduction to Geology (GEOL 101, 102, 103) with laboratories (GEOL 104, 105, 106) or General Geology (GEOL 201, 202, 203), and at least 15 credits of course work compatible with the student's interests. Students with minimal mathematics and science backgrounds may want to select three courses from: The Fossil Record (GEOL 304), Mountains and Glaciers (GEOL 305), Volcanoes and Earthquakes (GEOL 306), Oceanography (GEOL 307), Geology of Oregon and the Pacific Northwest (GEOL 308), Geology of Moons and Planets (GEOL 309), Earth Resources and the Environment (GEOL 310). Two additional geological sciences courses

must also be chosen. Students with stronger science backgrounds may choose from Sedimentology and Stratigraphy (GEOL 334), Structural Geology (GEOL 350), Paleontology I,II,III (GEOL 431, 432, 433), Paleopedology (GEOL 435), Pacific Coast Geology (GEOL 446), Geometrics (GEOL 493)

Group Requirements

Fourteen stand-alone geological sciences courses and several geological sciences clusters are approved to satisfy university science group requirements. For details see the Group Requirements section of this bulletin under **Registration and Academic Policies.**

Secondary School Teaching

Students interested in obtaining a teaching endorsement in integrated science (earth science or general science) valid for Oregon's public secondary schools (grades five through twelve) must complete a bachelor's degree and demonstrate satisfactory performance on a State of Oregon prescribed subject-matter test before seeking admission to a teacher preparation program. Students may major in geology or general science and should include in their programs a broad representation of the natural sciences.

Teachers who have endorsements in integrated science and who seek standard certification may satisfy the subject-matter part of their requirements with graduate course work in geological sciences or other science departments.

More information may be obtained from the College of Education's Office of Student Support Services, Room 117 Education Building.

GRADUATE STUDIES

The Department of Geological Sciences offers programs of graduate study leading to master of science (M.S.), master of arts (M.A.), and doctor of philosophy (Ph.D.) degrees with opportunity for research in a wide variety of specialty fields. Course work is designed to meet individual needs, and students may pursue independent research in mineralogy, petrology, geochemistry, volcanology, paleontology, stratigraphy, sedimentary petrology, geophysics, structural geology, and economic geology. The master's degree program requires two years or more for completion.

Admission to the graduate program is competitive and based on academic records, scores on the Graduate Record Examinations (GRE), and letters of recommendation. International students must also submit scores for the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Applications are welcome from students who are interested in using their background in related fields, such as physics, chemistry, and biology, to solve geologic or geophysical problems.

Responsibility for advising graduate students lies with a guidance committee consisting of three faculty members. This committee meets with each student shortly after he or she arrives on campus and as often thereafter as necessary for planning purposes.

Requirements

Incoming graduate students are expected to have undergraduate preparation equivalent to that required for a bachelor's degree in geology at the University of Oregon as indicated in this bulletin. Deficiencies are determined by a student's guidance committee, which also assists in designing a course of study appropriate to that student's needs and interests. Course work taken to correct deficiencies may be taken pass/no pass (P/N) or for letter grades or, with the approval of the student's guidance committee, by registered audit or by challenge examination. The basic university requirements for graduate degrees are described in the **Graduate School** section of this bulletin. The department sets additional examination, course work, seminar, foreign language (for M.A. and Ph.D.), and thesis requirements. Applicants should write directly to the Department of Geological Sciences for details.

Programs

Graduate study in geology may be pursued in one or more of four broad areas: mineralogy-petrology-geochemistry, stratigraphy-sedimentary petrology-paleontology, structural geology-geophysics, and economic geology (mineral deposits). Students are encouraged to sample course work from all of these areas. Independent thesis research may be pursued in any area with the consent of a faculty thesis adviser and after circulating a thesis proposal to the full geological sciences faculty for comment.

Mineralogy-Petrology-Geochemistry. The department has good analytical and other research facilities for petrologic and geochemical studies, and the volcanic and metamorphic terranes of the Northwest offer an unsurpassed natural laboratory for research and graduate instruction in the broad field of igneous and metamorphic processes.

Active research programs are diverse. They include field and analytical study of igneous and metamorphic rocks in the Cascade Mountains and various parts of the Cordillera in western North America; experimental and theoretical study of igneous silicate systems (e.g., phase equilibria, trace-element partitioning, and rheological properties); studies of igneous petrogenesis; calculations of multicomponent equilibria in aqueous systems and volcanic gases; and geochemistry and tectonics of the lithosphere and the asthenosphere.

Stratigraphy-Sedimentary Petrology-Paleontology. The research interests of faculty members in this group encompass a broad range of geologic problems related to sedimentary rocks. Current research programs include study of coastal and oceanic sediments; provenance and depositional environments of Tertiary sedimentary rocks of Oregon; provenance and diagenesis of deep-sea sands from the Japan sea; regional stratigraphy of the Pacific Northwest; Paleozoic brachiopod and conodont biostratigraphy of Australia, western North America, and northwest Europe; evolution of major kinds of soils and terrestrial ecosystems through geological time; Cretaceous and Cenozoic foraminifera; and Cenozoic diatoms and silicoflagellates. Opportunities for research in palynology are also available through cooperation with the Departments of Biology and Geography.

Structural Geology-Geophysics. Graduate work in the structural geology-geophysics area involves the study of the earth's dynamic processes on all scales. Laboratory and theoretical studies address both the microscopic and macroscopic nature of partial melting in the upper mantle. Complementary field studies using electromagnetic soundings probe deep lithospheric structure as well as the location of magma bodies and geothermal sources in the Oregon Cascades and other regions of the West.

Seismic imaging techniques using regional arrays (e.g., tomography) provide powerful tools for understanding regional tectonics. Studies of upper-mantle and lithospheric structure in and around the Basin and Range province in California and the Pacific Northwest subduction zone are resulting in essential constraints, unavailable from surface geology, for detailed dynamical models of plate-lithospheric deformation. The more general study of mantlewide convection, particularly the large-scale role of subduction, is a rapidly developing field. Geophysical observations including long wavelength gravity, seismic studies of large-scale mantle heterogeneity, and plate tectonic reconstructions are being combined with theoretical fluid mechanics to map roughly the global pattern of convection and plate motions.

Structural geology focuses on applying modern field and analytical techniques to solving problems in the Cenozoic tectonics of the western United States. Detailed field mapping, trench logging, and geomorphic analysis are combined with seismic array data, land- and space-based geodetic data, electromagnetic imaging, and theoretical modeling to address problems including Oregon coastal deformation, active tectonics of the San Andreas fault system, the dynamics of the Basin and Range province, and seismic risk along the Pacific margin of the United States.

Geophysical experiments conducted at sea investigate the nature of sea-floor spreading including the segregation, transport, and storage of melt; the rifting of oceanic lithosphere; and the spatial and temporal connectivity between magmatic, tectonic, and hydrothermal processes. Seismic tomography, gravimetric, and magnetic methods are being used to explore the three-dimensional structure of the axial magma chamber beneath the fast-spreading East Pacific Rise. Expeditions to the slow-spreading Mid-Atlantic Ridge will study seismicity associated with lithospheric rifting.

Mineral Deposits. Current research on ore deposits includes studies of porphyry copper deposits, epithermal veins, sediment-hosted base metal deposits, and active geothermal systems. These research efforts combine field mapping, petrography, and chemical analyses with theoretical chemical modeling of processes of ore fluid generation, alteration, and mineralization (e.g.,red bed-brine reaction, boiling epithermal solutions, effects of cooling hydrothermal solutions).

Related Research Activities

The Center for Volcanology consists of an informal, voluntary group of departmental faculty members who are interested in promoting research in the fields of igneous processes and volcanic geology. Oregon and the Pacific Northwest provide exceptional opportunities for field study of volcanic rocks and structures.

The Condon Museum of Geology, administered by the geological sciences department, contains an extensive collection of vertebrate fossils, paleobotanical specimens, and recent vertebrates, which are available to interested researchers for study.

Research Facilities

Students may use a variety of analytical facilities and equipment including a three-component broad-band (0.03–50HZ) seismic array, an electron microprobe, a scanning electron microscope, X-ray diffraction, atomic absorption and emission, and wet-chemical analysis. Four piston-cylinder apparatus with pressure-temperature capability to 60 kilobars and 1500°C are available for studying crystalline, partially molten, and molten silicates under mantlelike conditions. Other equipment measures transport properties and viscosity in melts and rocks at high temperatures.

An experimental petrology laboratory covers a wide range of crustal temperatures and pressures and includes equipment for doing experiments in controlled atmospheres.

Computers are used for much of the research in the department including acquisition of analytical and magnetotelluric data, acquisition and processing of seismic and gravity data, and numerical modeling of geophysical processes and geochemical reactions. Two geochemistry laboratories are equipped with various sophisticated computer programs for thermodynamic calculations of gas-liquid-solid equilibria and reaction processes important in metamorphic volcanic gas and hydrothermal and diagenetic systems. The department houses a local network of SunSPARC stations and a SPARC server 4/370, which supports the seismic array, as well as a Novell network for PCs and Macintosh computers. Bitnet and Internet can be accessed through the UONet fiber optic link. A student computer facility, equipped with five IBM Model 70 computers and a laser printer, is also connected to the networks.

The sedimentological and paleontological laboratories have, in addition to standard laboratory equipment, an electronic particle-size analyzer, an X-radiography unit, photomicroscopes, a Leitz Aristophot unit, a fully maintained catalogue of foraminifera, an acid room, and a conodont-processing laboratory.

Financial Aid for Graduate Students

The department provides support to a limited number of graduate students through graduate teaching fellowships. Other students receive research assistantships from individual faculty members whose research is supported by grant funds. Sponsors of grant-funded research include the American Chemical Society, Murdock Foundation, National Aeronautics and Space Administration, National Science Foundation, Office of Naval Research, Oregon State Department of Geology and Mineral Industries, United States Geological Survey, and the Western Mining Corporation, Australia.

Approximately one-half of the department's graduate students are fully or partially supported through teaching and research assistantships. More information about financial assistance and department policies for awarding and renewing teaching and research fellowships may be obtained by writing to the department.

GEOLOGY COURSES (GEOL)

101 Introduction to Geology: The Dynamic Earth (4) Volcanoes, earthquakes, mountain building, generation of the earth's crust; plate tectonics. Internal structure and processes responsible for these phenomena. Comparison with other planets in the solar system.

102 Introduction to Geology: The Face of the Earth (4) Surface materials, landforms, and processes. Rocks and minerals; weathering, erosion, sedimentation; groundwater, streams, glaciers, deserts, oceans, and coastlines.

103 Introduction to Geology: The Evolving Earth (4) Origin and early history of the earth; time scales; fossilization; correlation; sedimentary environments; sea-floor spreading; orogenesis;stratigraphic history of North America; evolution of plants and animals.

104, 105, 106 Introductory Geology Laboratory (1,1,1) Properties of minerals and rocks; reading topographic and geologic maps; use of aerial photographs; model simulations of geologic processes; fossils.

198 Laboratory Projects: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R) Studies of special geologic topics combine background lectures with guided field trips to areas of particular geologic interest.

201 General Geology: Earth's Interior Heat and Dynamics (4) Origin and differentiation of the earth. Internal processes, including heat, gravity, magnetism, and plate tectonics. Internal structure, seismology, earthquakes, volcanism, mountain building, and deformation of the crust. Designed for science majors, Clark Honors College students, and students with science backgrounds. Includes a weekly two-hour laboratory.

202 General Geology: Earth's Surface Processes and Morphology (4) Chemical and physical processes that shape the face of the earth. Topics include classification of crustal materials; rocks and minerals; evolution of the crust through metamorphism and plutonism; weathering. Designed for science majors, Clark Honors College students, and students with science backgrounds. Includes a weekly two-hour laboratory.

203 General Geology: Evolution of the Earth (4) Origin, early history, and physical evolution of the earth; origin and evolution of plant and animal life on earth; geologic time scales, development of the global stratigraphic section. For science majors, Clark Honors College students, and students with science backgrounds.

211 Rocks and Minerals (3) Common minerals and rocks; origin and properties of precious, semiprecious, and ornamental stones; economically important rocks and minerals. For nonmajors. Prereq: high school chemistry.

304 The Fossil Record (3) Origin of life in Precambrian; evolution of plants and invertebrate animals; evolution of early chordates, fish, amphibians, reptiles, dinosaurs, birds, and mammals; speciation and extinction. Intended for junior and senior nonmajors but also open to geology majors.

305 Mountains and Glaciers (3) Nature and origins of Alpine and Andean mountain ranges; types of glaciers that shape their topography.

306 Volcanoes and Earthquakes (3) Mechanisms that cause earthquakes and volcanoes, relation to plate tectonics, associated hazards, examples in Oregon and the western United States.

307 Oceanography (3) 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.

308 Geology of Oregon and the Pacific Northwest (3) The region's geologic and tectonic history and the plate tectonic processes responsible for its evolution.

309 Geology of Moons and Planets (3) Results of exploration of the lunar surface and observations of the planets and satellites; inferences from the studies of meteorites; the early history of the earth.

310 Earth Resources and the Environment (3) 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.

311 Mineralogy I: Physics and Chemistry of Minerals (5) Basic and compound symmetry, Miller indices, crystal structure, chemical bonding, optics. Prereq: GEOL 201, 202 or GEOL 101, 102, 104, 105; concurrent or previous enrollment in CH 104, 105, 106; or instructor's consent.

312 Mineralogy II: Systematic Mineralogy (5) Silicates and nonsilicates in hand samples and under petrographic microscopes. Prereq: GEOL 311 or instructor's consent.

313 General Petrology (5) Introduction to igneous, metamorphic, and sedimentary petrology with laboratory. Prereq: GEOL 311, 312.

334 Sedimentology and Stratigraphy (4) Sedimentary processes; characteristic properties of sedimentary rocks and their use in interpreting depositional environments; principles of lithostratigrraphy, magnetostratigraphy, seismic stratigraphy, and chronostratigraphy. Prereq: GEOL 101–106 or GEOL 201–203; GEOL 311, 312, 313.

350 Structural Geology (4) Description, analysis, and origin of geologic structures; solution of problems by orthographic and stereographic projections; collection and interpretation of field and map data. Prereq: GEOL 101–105 or GEOL 201, 202; GEOL 311, 312, 313.

401 Research (1–21R) P/N only

405 Reading and Conference: [Term Subject] (1–21R) P/N only

406 Field Studies (1–3R)

407/507 Seminar: [Term Subject] (1–5R)

408/508 Laboratory Projects: [Term Subject] (1–3R)

409 Practicum: [Term Subject] (1–3R)

410/510 Experimental Course: [Term Subject] (1–5R) Recent topics include Geodynamics and Geochemistry of Natural Waters.

414/514 Igneous Petrology (5) Origin, occurrence, and classification of igneous rocks. Emphasis on the effects of tectonic setting and physical conditions on the evolution of magmatic liquids. Laboratory work in both. Prereq: CH 221, 222, 223; GEOL 311, 312. PHYS 201, 202, 203 recommended.

415/515 Metamorphic Petrology (5) Origin, occurrence, and classification of metamorphic rocks; emphasizes petrologic principles and assemblages of major facies series. Includes laboratory microscopic examination of assemblage textures and fabrics. Prereq: CH 221, 222, 223; GEOL 311, 312.

416/516 Sedimentary Petrology (5) Petrologic properties, classification, origin, and occurrence, of sedimentary rocks. Laboratory work emphasizes microscopic examination of sandstones and limestones. Prereq: GEOL 311, 312, 334.

418/518 Mineral Spectroscopy (3) Applications of Mössbauer, visible, ultraviolet, and infrared spectroscopy data to petrologic problems. Prereq: CH 221, 222, 223; GEOL 311, 312; or instructor's consent.

419/519 Electron Beam Analysis in Mineralogy and Petrology (4) Electron probe microanalysis and scanning electron microscopy for analyzing minerals and rocks. Instrumental functions and beam-sample interactions. Correction procedures for quantitative X-ray analysis. Prereq: GEOL 311, 312, and first-year physics or instructor's consent.

425/525 Geology of Ore Deposits (4) Magmatic segregation, porphyry copper-molybdenum, epithermal, massive sulfides in volcanic rocks, and base and precious metals in sedimentary rocks. Geologic setting, tectonic setting, and geochemistry of ore formation. Prereq: CH 221, 222, 223; GEOL 311, 312; GEOL 313.

427/527 Petroleum Geology (3) Petroleum occurrence, distribution, reserves; chemical and physical properties; geologic framework of petroleum entrapment and accumulation; origin and migration; exploration and drilling techniques. Prereq: GEOL 334, 350.

431/531 Paleontology I: Paleozoic Marine Fossils (3) Biostratigraphy, evolution, and paleoecology of life on earth: Paleozoic and some Mesozoic marine invertebrates. Lectures and laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203, GEOL 106, or instructor's consent.

432/532 Paleontology II: Mesozoic and Cenozoic Marine Fossils (3) Mesozoic and Cenozoic marine invertebrates. Lectures and laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203, GEOL 106, or instructor's consent.

433/533 Paleontology III: Nonmarine Fossils (3) Fossil plants, fish, amphibians, reptiles, and mammals. Lectures and laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203, GEOL 106, or instructor's consent.

435/535 Paleopedology (3) Soil formation; mapping and naming fossil soils; features of soils in hand specimens and petrographic thin sections; interpretations of ancient environments from features of fossil soils. Prereq: GEOL 311, 312.

446/546 Pacific Coast Geology (3) Special problems in the geological interpretation of the western United States. Prereq: GEOL 101, 102, 103 or GEOL 201, 202, 203.

450 Field Geology (9) Geological field work in selected parts of Oregon; emphasizes mapping at several scales in sedimentary, igneous, and metamorphic areas. Mapping on topographic and air-photo bases. Offered summer session only; meets in the field for six weeks immediately after spring term. Prereq: GEOL 334, 350. A course in mineralogy and lithology recommended.

452/552 Neotectonics and Quaternary Geology (3) Interpretation of active structures from deformed Quaternary sediments and surfaces using case histories. Field project uses air photos and field techniques. Prereq: GEOL 350, GEOL 334 or 463.

453/553 Tectonics (3) Tectonic processes and examples. Global kinematics of plates and the forces that drive them. Continental deformation in compressional, shear, and extensional settings. Prereq: GEOL 350 and calculus or instructor's consent.

463/563 Physics of the Earth's Interior (4) Origin and composition of the earth, gravity and isostasy, geomagnetism, seismic wave propagation and deep seismic structure, heat flow, and plate tectonics. Prereq: one year of calculus and physics or instructor's consent.

464/564 Exploration Geophysics (3) Theory and methods used in geophysical mapping and resource exploration; exploration seismology; gravity and magnetic surveys and their interpretation; electrical and electromagnetic methods. Prereq: one year of calculus and physics; GEOL 350,463 or instructor's consent.

470/570 Introduction to Geochemistry (3) Analytical techniques of geochemistry; distributions of elements; lunar and planetary geochemistry; overview of terrestrial igneous, metamorphic, and sedimentary geochemistry; oceans and atmosphere. Prereq: GEOL 311, 312 or CH 411/511, 412/512, 413/513 or instructor's consent.

471/571 Thermodynamic Geochemistry (4) Introduction to geologic application of classical chemical thermodynamics. Gibbs free energy and its temperature, pressure, and composition derivatives; fugacity, activity, and chemical potential. Solutions, ideal and nonideal. Prereq: GEOL 311, 312; CH 221, 222, 223; MATH 251, 252, 253.

472/572 Aqueous Geochemistry (3) Principles of aqueous chemistry and their application to natural waters (geothermal, diagenetic, continental brines). Application of equilibrium calculations. Prereq: GEOL 471/571 or equivalent.

473/573 Isotope Geochemistry (3) Introduction to nuclear physics and isotopic systematics; techniques of isotopic analysis; applications of stable (nonradiogenic and radiogenic) and radioactive isotopes in geochronology and as tracers for geological processes. Prereq: GEOL 470/570 or equivalent.

BI 485/585 Paleobiology and Paleoecology (3) See description under **Biology**.

490/590 Perspective Overview of Geology (2) Lectures by various department faculty members on the development and present trends of geological research. Lectures and reading combined with preparation of written and oral reports. Prereq: geology major with upper-division standing.

493/593 Geometrics (3) Analytical techniques for the study of geologic data. Techniques include stratigraphic comparisons, compositional data analysis, contouring geological data, and paleontologic study. Prereq: GEOL 312 or two upper-division geology courses; MATH 251, 252, 253 or instructor's consent. CIS 133 or 210 or some computing background strongly recommended.

BI 495/595 Methods of Pollen Analysis (5) See description under **Biology**.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Field Studies (1–3R) Geologic field work principally in connection with graduate thesis or dissertation. Emphasis on individual problems. Prereq: graduate standing, thesis or dissertation adviser's consent.

607 Seminar: [Term Subject] (1–5R)

608 Laboratory Projects: [Term Subject] (1–3R)

609 Practicum: [Term Subject] (1–3R)

610 Experimental Course: [Term Subject] (1–5R)

620 Advanced Igneous Petrology (3) Igneous rocks of the ocean basins, continental margins, and stable continental interior including basalts, calcalkaline series, and granites. Content varies according to research interests. Prereq: GEOL 414/514, 471/571 or equivalents.

621 Advanced Metamorphic Petrology (3) Advanced topics in metamorphic petrology. Thermodynamics of heterogeneous equilibria involving silicate minerals and fluids. Quantitative formulation of intensive variables governing metamorphism. Prereq: GEOL 415/515, 471/571.

622 Petrology of Metamorphic Terranes (3) Structures, fabrics, and petrologic equilibria of metamorphic assemblages in high pressure-temperature and high temperature-pressure Cordilleran terranes. Laboratory for petrographic examination of rock suites. Field project. Prereq: GEOL 415/515.

626 Advanced Topics in Ore Genesis: [Term Subject] (3R) Geologic setting and geochemical conditions of ore formation involving metal source-transport-trap configurations. Particular ore types and geologic environments vary. **R** when topic changes. Prereq: GEOL 425/525, 472/572.

636 Advanced Paleontology I: Topics in Evolution (3R) Examination of recent developments in paleontology and evolution theory. Readings of current literature followed by group discussions. **R** when topic changes. Prereq: GEOL 431/531, 432/532, or 433/533, or instructor's consent.

637 Advanced Paleontology II: Topics in Paleoecology (3R) Examination of recent developments in paleontology and paleoecological theory. Readings from current literature followed by group discussion. **R** when topic changes. Prereq: GEOL 431/531, 432/532, or 433/533, or instructor's consent.

638 Advanced Paleontology III: Micropaleontology (3) Biology, taxonomy, ecology, and bio-stratigraphy of important microfossil groups. Prereq: GEOL 103 or 203 or GEOL 431/531, 432/532, or 433/533 or instructor's consent.

639 Advanced Paleontology IV: Topics in the Fossil Record of Soils (3R) Selected topics in the geologic history of life and soils on

land; origin of life, advent of land plants, early forests, appearance of grasslands. Student lecture and term project required. **R** when topic changes. Prereq: instructor's consent.

640 Topics in Global Stratigraphy: [Term Subject] (3R) Stratigraphic record in different parts of the world. Global events, major paleontological changes and evolutionary outbursts, extinctions, faunal provinces, and migrations. **R** when topic changes. Seniors and graduate students only.

641 Advanced Topics in Clastic Sedimentology: [Term Subject] (3R) Recent developments in study of the provenance, depositional environments, and diagenesis of clastic sedimentary rocks. Topics may change from year to year. **R** when topic changes. Prereq: GEOL 334, 416/516, or instructor's consent.

642 Advanced Topics in Carbonate Sedimentology: [Term Subject] (3R) Recent developments in study of the characteristics, depositional environments, and diagenesis of carbonate sedimentary rocks. Topics may change from year to year. **R** when topic changes. Prereq: GEOL 334,416/516,or instructor's consent.

657 Advanced Structural and Geophysical Field Geology (1–3) Structural mapping and analysis or field techniques in seismology, gravity, and electrical methods applied to solving geologic problems. Several projects; each project can be taken for partial credit. Prereq: GEOL 350 or instructor's consent.

658 Metamorphic Field Geology (4) Field observations of metamorphic rocks. Recognition of fabrics, facies, and structures that provide the basis for understanding chronologies of metamorphic terranes. Field project and report.

666 Electromagnetic Methods (3) Mathematical treatment of electromagnetic wave theory. Emphasis on natural and controlled-source methods such as self-potential (SP),magnetotellurics, controlled-source audio-magnetotellurics (CSAMT), and geomagnetic depth sounding, and on the electrical properties of rocks. Prereq: PHYS 414 or instructor's consent.

667 Advanced Seismology (3) Mathematical treatment of waves in solids; rays, body and surface waves, head waves. Methods discussed include WKBJ, Kirchoff migration, Caniard-D'Hoop, tomography, and finite difference wave-field continuation. Prereq: partial differential equations and PHYS 211,212 or instructor's consent.

675 Hydrothermal Geochemistry (3) Calculation of simultaneous mineral-gas-aqueous equilibria. Applications to boiling, water-rock reactions, fluid-fluid mixing, and evaporation in relation to ore genesis, diagenesis, weathering. Prereq: GEOL 471/571.

676 Cosmochemistry (3) Origin of elements and the solar system; petrological and geochemical characteristics, ages, and origins of meteorites; lunar petrology, geochemistry, structure, and origin; geochemical features of extraterrestrial planets and satellites. Prereq: CH 412/512, 470/570, or instructor's consent.

677 Topics in Terrestrial Igneous Geochemistry and Tectonics (3R) Distribution of minor and trace elements among igneous phases; earth's upper mantle; origins of magmas and their differentiation and contamination; tectonic settings of and controls on magmatism. Topics vary. **R** when topic changes. Prereq: GEOL 470/570 and either GEOL 414/514 or 473/573.

681 Archaeological Geology (3) Principles of mineralogy, petrology, stratigraphy, and geochronology; materials of lithic industries and ceramics; paleoenvironment and paleodiet. Two lectures plus laboratory and field work. Primarily for archaeology graduate students. Prereq: graduate standing or instructor's consent; previous course work in a physical science recommended. Offered intermittently.

692 Volcanology (2) Products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to orogeny and tectonic processes.

GERMANIC LANGUAGES AND LITERATURES

202 Friendly Hall
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Elke Liebs, Department Head

FACULTY

Susan C. Anderson, assistant professor (20th-century German and Austrian literature, critical theory, baroque literature). B.A., 1978, North Carolina, Asheville; M.A., 1981, Ph.D., 1985, North Carolina, Chapel Hill. (1986)

Kenneth S. Calhoon, assistant professor (enlightenment, romanticism, literary theory). B.A., 1979, Louisville; M.A., 1981, Ph.D., 1984, California, Irvine. (1987)

Jan S. Emerson, assistant professor (medieval literature, feminist literature and theory, pedagogy). B.A., 1971, Indiana; M.A., 1975, Massachusetts; Ph.D., 1990, Brown. (1990)

Peter B. Gontrum, professor (20th-century literature, poetry). A.B., 1954, Haverford; M.A., 1956, Princeton; Ph.D., 1958, Munich. (1961)

Elke Liebs, professor (18th- to 20th-century literature and theory, feminist literature and theory, popular literature). B.A., 1964, Heidelberg; M.S., 1968, Ph.D., 1975, Stuttgart; Habilitation, 1984, Münster. (1989)

Karla L. Schultz, associate professor (literary theory, 20th-century German and comparative literature, German film). B.A., 1967, Alma; M.A., 1968, Washington (Seattle); M.A., 1980, Ph.D., 1984, Oregon. (1987)

Virpi Zuck, professor (Scandinavian literature). B.A., 1964, M.A., 1965, University of Helsinki; Ph.D., 1977, Wisconsin, Madison. (1974)

Emeriti

Walther L. Hahn, professor emeritus (romanticism, 19th-century novel and *Novelle*). Dip., Teachers College, Berlin, 1949; M.A., 1954, Rice; Ph.D., 1956, Texas at Austin. (1961)

Edmund P. Kremer, professor emeritus. J.U.D., 1924, Frankfurt am Main. (1928)

Wolfgang A. Leppmann, professor emeritus (Goethe, 18th-century literature). B.A., 1948, M.A., 1949, McGill; Ph.D., 1952, Princeton. (1954)

Beth E. Maveety, associate professor emerita (teacher training, German literature). B.A., 1937, M.A., 1966, San Jose State; Ph.D., 1969, Oregon. (1970)

James R. McWilliams, associate professor emeritus (19th- and 20th-century literature). B.A., 1951, M.A., 1957, Ph.D., 1963, California, Berkeley. (1960)

Roger A. Nicholls, professor emeritus (drama, 19th-century literature). B.A., 1949, Oxford; Ph.D., 1953, California, Berkeley. (1963)

Helmut R. Plant, associate professor emeritus (Germanic philology, paleography). B.A., 1957, Fairmont; M.A., 1961, Ph.D., 1964, Cincinnati. (1966)

Ingrid A. Weatherhead, senior instructor emerita (Norwegian language, literature). B.A., 1950, M.A., 1951, Puget Sound. (1962)

Astrid M. Williams, professor emerita. B.S., 1921, M.A., 1932, Oregon; Ph.D., 1934, Marburg. (1935)

Jean M. Woods, professor emerita (16th-century, baroque, and 18th-century literature). B.A., 1948, Wellesley; M.A., 1965, Ph.D., 1968, Oregon. (1965)

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

UNDERGRADUATE STUDIES

The Department of Germanic Languages and Literatures offers three options leading to the bachelor of arts (B.A.) degree in German: German language and literature, German area studies, and German and Scandinavian. All three options require fifteen courses at the upper-division level (300–499) of at least 3 credits each, as listed below, in addition to proficiency in the German language, typically demonstrated by satisfactory completion of at least the third term of Second-Year German (GER 203) or Intensive Second-Year German (GER 205).

The department does not accept a grade of D in any course used to fulfill requirements for a major in German.

Honors. To earn a bachelor of arts with honors, a student must maintain a 3.50 grade point average (GPA) and write an honors essay or thesis approved by the departmental honors committee for 3 credits in Thesis (GER 403).

Preparation. The Department of Germanic Languages and Literatures has no particular requirements for high school students beginning the language. However, it is recommended that students with one or two years of high school German take a placement examination during registration week to help with proper placement.

Undergraduate students preparing for graduate work in German are advised to begin a second foreign language. They should also take related courses either in English or in another European literature, or both, or in philosophy or history.

Careers. A bachelor's degree in German enables students to pursue careers in college and secondary teaching, international business, government and foreign service, and translation and editorial work. Graduates of the department have been especially successful in being accepted into graduate programs in German, Scandinavian, linguistics, history, and comparative literature. Many professional schools look favorably on a student with a degree in the language and literature option. Recent graduates of the department have had considerable success being admitted to schools of law and business.

Major Requirements

The following courses do not count toward the major: German for Reading Knowledge (GER 327, 328, 329), Special Studies (GER 199), Innovative Education (GER 200, 400), German literature in translation (GER 350, 351, 352, 354), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), Practicum (GER 409).

German Language and Literature Option

1. Six upper-division German language courses of at least 3 credits each (18 total credits)
2. Nine upper-division German literature courses of at least 3 credits each (27 total credits); these courses must include Introduction to German Literature (GER 360, 361, 362)
3. Of these fifteen courses, at least three must be 400-level GER-prefix courses taken at the UO campus

German Area Studies Option

1. Six upper-division German language courses of at least 3 credits each (18 total credits)
2. Nine upper-division courses distributed as follows:
   a. Three courses of at least 3 credits each in upper-division German literature
   b. Three courses of at least 3 credits each in upper-division German culture and civilization
   c. Three courses of at least 3 credits each chosen from appropriate courses in other departments, e.g., art history, history, music, philosophy, political science. To fulfill major requirements, these courses must be approved by an undergraduate adviser in German
3. Of these fifteen courses, at least three must be 400-level GER-prefix courses taken at the UO campus

German and Scandinavian Option

1. 6 credits in one Scandinavian language
2. 9 upper-division credits in another Scandinavian language
3. 9 credits in upper-division Scandinavian literature or culture
4. 12 credits in upper-division German language or literature

Minor Requirements

The Department of Germanic Languages and Literatures offers a minor in German and one in Scandinavian.

The following courses do not count toward the German minor: German for Reading Knowledge (GER 327, 328, 329), Special Studies (GER 199), Innovative Education (GER 200, 400), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), Practicum (GER 409).

German Minor. The German minor correlates especially well with areas involving international or European concentration. It is particularly useful for students of international studies, international business, European history, sociology, political science, journalism, linguistics, art history, music history, other foreign languages, theater, and related fields.

The German minor requires eight courses in German, of at least 3 credits each, at the upper-division level. These may include courses in language, literature, and culture and civilization. No courses from other departments count toward 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.

Since not all courses are offered every year, plans should be made well in advance so that students can take prerequisites for 400-level courses. Specific questions should be addressed to departmental undergraduate advisers in German.

Scandinavian Minor. The Scandinavian minor correlates well with areas involving international or European concentration. It is particularly useful for students of international business, European history, sociology, political science, theater, and art history.

Twenty-four credits in Scandinavian are required, of which 18 must be upper division (9 in language, 9 in literature). SCAN 400–410 ***do*** count toward the Scandinavian minor. Grades of at least C– or P (pass) must be earned in all courses used to satisfy requirements for the minor.

Specific questions about the Scandinavian minor should be addressed to departmental undergraduate advisers in Scandinavian.

Study Abroad

The department encourages students in German to study in Germany on one of the three University of Oregon-sponsored exchange programs—the year-long Baden-Württemberg program, the spring intensive German language program in Tübingen, or the spring-term program in Cologne. Another opportunity is to study for six weeks during the summer at the *Deutsche Sommerschule am Pazifik* in Portland.

Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Special Studies** section of this bulletin.

For more information students should consult departmental representatives and the Office of International Services. All students majoring or minoring in Germanic languages and literatures must consult them about their proposed courses of study in the Baden-Württemberg program before beginning their year abroad. Special Studies: Study in Germany (GER 399) is also recommended in preparation for the German university language-qualifying examination and for general orientation.

All German majors are required to complete three courses at the 400 level on the Eugene campus unless they intend to graduate *in absentia* while enrolled through the Baden-Württemberg program. (See **International Services** in the **Services for Students** section of this bulletin.) Students are reminded that the German major and minor requirements are in terms of courses rather than credits. All students working toward a German major or minor must consult an undergraduate adviser before beginning any study-abroad program in order to ensure that departmental requirements can be met.

Students may submit petitions to the Germanic languages and literatures department requesting exceptions to the above.

Norway and Sweden. Students in Scandinavian are strongly encouraged to spend a year studying in an exchange program at the University of Bergen in Norway or at the University of Linköping in Sweden. For more information consult departmental advisers in Scandinavian.

Secondary School Teaching

Students interested in certification as an Oregon secondary teacher with the German endorsement may obtain information from the College of Education's Office of Student Support Services, 117 Education Building.

GRADUATE STUDIES

The graduate program in German, which offers both the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees, concentrates on the analysis of literary and critical discourses, such as romanticism, idealism, historicism, psychoanalysis, expressionism, and criticism of ideology, that have helped shape the European intellectual tradition.

The purpose of the graduate curriculum is to acquaint students with the history of German letters, to situate this history in the European context, and to provide tools for a critical analysis of the discourses involved. This flexible program encourages comparative, theoretically oriented work.

The core curriculum consists of six courses offered as Seminar (GER 607), one each term. These courses are grouped according to common themes to give the program a topical and critical coherence. The core courses are paired with seminars of related or complementary content, and students are encouraged to explore connections between courses.

In the first year the core courses are genre oriented (narrative, drama, and lyric), and, 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 the core courses have less traditional themes and present a broader concept of textuality:

1. Critical and Philosophical Prose acquaints students with important aspects of German philosophical discourse since Kant
2. Translations-Transformations 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. Experimental and Extra-Canonical Writing addresses writing that has traditionally been excluded from the literary canon—autobiography, letters, travelogues, diaries, children's literature, and popular literature

Students should consult the appropriate adviser in the Germanic languages and literatures department for information about the M.A. degree in teaching German.

GERMAN COURSES (GER)

Because every course listed here cannot be offered every year, students are advised to consult the most recent UO Schedule of Classes.

101, 102, 103 First-Year German (4,4,4S) Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language.

104, 105 First-Year German (6,6S) A two-term sequence covering the work of GER 101, 102, 103. For students who want to begin German winter term.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201, 202, 203 Second-Year German (4,4,4S) Grammar and composition, reading of selections from representative authors, conversation. Prereq: GER 103, GER 105, or the equivalent.

204, 205 Intensive Second-Year German (6,6S) Covers in two terms the work of GER 201, 202, 203. Prereq: one year of college German or equivalent or instructor's consent. Not offered 1991–92.

311, 312, 313 Intermediate Language Training (3,3,3) Extensive practice in speaking and writing German; complex grammatical structures in writing. Prereq: GER 203 or equivalent.

314, 315, 316 Intermediate German Language Study (3,3,3) Not offered 1991–92.

327, 328, 329 German for Reading Knowledge (3,3,3S) Intensive practice in grammar; reading of texts in the student's own field. Primarily for graduate students in other disciplines; recommended for students who want extra training in translation.

340, 341 Introduction to German Culture and Society (3,3) Writings by such figures as Kant, Marx, Freud, and Weber. Readings, discussion, and written assignments in German. **340:** the emergence of Germany as a cultural and political entity explored through literature, film, and art. **341:** the German crisis of modernization. Prereq: two years of college German or instructor's consent.

342, 343 *Landeskunde* (3,3) Not offered 1991–92.

350 Genres in German Literature (3) Studies on such genres in German literature as *Novelle*, 20th-century drama, political poetry. No knowledge of German required; all readings and discussions in English.

351 Periods in German Literature (3) Studies on such topics as romanticism, expressionism, postwar literature. No knowledge of German required; all readings and discussions in English.

352 Authors in German Literature (3) Representative works by writers such as Lessing, Schiller, Hoffmann, Brentano, Droste-Hülshoff, and Nietzsche. No knowledge of German required; all readings and discussions in English.

354 German Gender Studies (3) 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; all readings and discussions in English.

360, 361, 362 Introduction to German Literature (3,3,3) Concepts and methods of explication of German literary texts. Analysis of poetry, drama, and prose. Recommended for majors. Prereq: two years of college German or instructor's consent.

363, 364, 365 Elements of German Literature (3,3,3) Not offered 1991–92.

366, 367, 368 Representative Works of German Literature (3,3,3) Significant texts of the German literary tradition in their sociohistorical contexts. Organized by themes such as crime and society, relationships between the sexes, the Nazi past. Prereq: two years of college German or instructor's consent.

399 Special Studies: [Term Subject] (1–4R) New topics or approaches appropriate for third-year German proficiency level. Content varies; focus may be on different aspects of German language, literature, or culture and civilization. **R** when topic changes.

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–16R)

403 Thesis (1–16R)

405 Reading and Conference: [Term Subject] (1–16R)

406 Special Problems (1–16R)

407/507 Seminar: [Term Subject] (1–5R) Recent topics include Advanced Composition and Conversation, Comedy and Tragicomedy, Enzensberger, Kleist and Büchner, 19th-Century Drama, and Schnitzler.

408/508 Workshop: [Term Subject] (1–16R)

409 Practicum: [Term Subject] (1–3R)

410/510 Experimental Course: [Term Subject] (1–16R) Recent titles include Literature into Film: The Turn of the Century and the 1920s, Topics in Business German.

411, 412, 413 Advanced Language Training (3,3,3) Constant practice in speaking and writing with emphasis on complex syntactic structures as well as idiomatic nuances in German. Prereq: GER 311, 312, 313 or instructor's consent.

414, 415, 416 Advanced German Language Study (3,3,3) Not offered 1991–92.

420/520 German Philology (3R) Introduction to German language and writings of the Middle Ages. Topics include Middle High German, Old High German and Old Saxon, Gothic, and history of German. Prereq: fluency in modern German or instructor's consent. **R** when topic changes.

425 Play Performance (3R) Extensive practice in effective oral communication with emphasis on correct pronunciation. Reading of the play and scene rehearsals in class; public performance at end of term. Prereq: two years of college German or instructor's consent.

440/540 Topics in German Culture and Society (3R) Cultural and sociopolitical aspects of Germany. Typical topics are the cultural history of the German forest, the politics of unification, women and German film, peace movements. Prereq: GER 340 or 341 or instructor's consent. **R** when topic changes.

450/550 German Literature to the End of Enlightenment (3) German literature from the medieval period, the Reformation, the baroque, and the Enlightenment. Literary history of these periods. Prereq: GER 360, 361, 362 or instructor's consent.

452 Goethe and His Contemporaries (3R) Readings from the German literary revival in the late 18th century. Works of representative authors such as Lessing, Goethe, Schiller, Hölderlin, and others. Prereq: GER 360, 361, 362 or instructor's consent. **R** when topic changes.

454/554 19th-Century German Literature (3) Significant texts from romanticism to naturalism; works by writers such as Novalis, Gotthelf, Fontane, Büchner, and Grillparzer. Prereq: GER 360, 361, 362 or instructor's consent.

460/560 Special Topics in German Literature (3R) Representative writers (e.g., Lessing,

Heine, Kafka, Brecht, Bachmann, or Wolf) or pervasive themes (e.g., peace movements, art and illusion, family and society, history and literature, the political imagination). Prereq: GER 360, 361, 362 or instructor's consent. **R** when topic changes.

498/598 Applied German Phonetics (3) The articulatory basis of German pronunciation; analytic comparison of the sounds of German and English; diagnosis and remedy of common errors in American pronunciation of German. Prereq: three years of college German or instructor's consent.

503 Thesis (1–16R) P/N only

601 Research (1–6R) P/N only

602 Supervised College Teaching (1–5R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R) Topics vary. See Graduate Studies in this section of the bulletin.

608 Colloquium: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R) P/N only

610 Experimental Course: [Term Subject] (1–5R)

656 German Literature of the 16th Century (4) Humanism and the Reformation as reflected in German literature; the influence of Luther. Readings in Hans Sachs, Fischart, and Brant; typical *Volksbücher*. Not offered 1991–92.

662 Periods of German Literature (3R) Generally focuses on a single period in the history of German literature. Typical topics include baroque literature, romanticism, and contemporary German literature. Prereq: graduate standing or instructor's consent. **R** when topic changes.

664 Authors of German Literature (3R) Generally focuses on one or two significant authors such as Catharina von Greiffenberg, Kleist and Büchner, Rilke, Kafka, brothers Mann, Lasker-Schüler, or Weiss. Prereq: graduate standing or instructor's consent. **R** when topic changes.

666 Genres of German Literature (3R) Generally focuses on a single genre such as drama, poetry, or prose. Further limited by a time frame or subgenre such as historical drama, ballad, or *Novelle*. Prereq: graduate standing or instructor's consent. **R** when topic changes.

690 Literary Studies (3R) Research methods, literary theory, history of German literature, and advanced methodology. Typical topics include contemporary theory, major German critics, literature and nonliterary forms. Prereq: graduate standing or instructor's consent. **R** when topic changes.

SCANDINAVIAN COURSES (SCAN)

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

350 Introduction to Scandinavian Culture and Society (3) Presentation of Scandinavian life and achievement in art, music, science, architecture, theater, and film in the context of social and political developments. Readings and discussions in English.

351 Periods in Scandinavian Literature (3) Student discussion, oral presentations, and written papers. Possible topics are modern breakthrough and modernism in Scandinavian literature. All readings and discussions in English.

352 Topics in Scandinavian Literature (3) Student discussion, oral presentations, and written papers. Possible topics are war and peace in Scandinavian literature, domestic conflict. All readings and discussions in English.

353 Scandinavian Women Writers (3) Interaction between literature and society in fiction written by women. Readings range from 13th-century Icelandic sagas to works by contemporary authors. All readings and discussions in English.

354 Genres in Scandinavian Literature (3) Student discussion, oral presentations, and written papers. Possible genres are short narrative fiction and Scandinavian drama. All readings and discussions in English.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407 Seminar: [Term Subject] (1–5R)

408 Workshop: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–3R)

410 Experimental Course: [Term Subject] (1–5R)

DANISH COURSES (DANE)

101, 102, 103 First-Year Danish (4,4,4S) Thorough grammatical foundation in idiomatic Danish with emphasis on both reading and speaking the language.

201, 202, 203 Second-Year Danish (4,4,4S) Review of grammar; composition; conversation; selections from representative texts in Danish.

399 Special Studies: [Term Subject] (1–4R)

401 Research (1–16R)

403 Thesis (1–16R)

405 Reading and Conference: [Term Subject] (1–16R)

409 Practicum: [Term Subject] (1–16R)

NORWEGIAN COURSES (NORW)

101, 102, 103 First-Year Norwegian (4,4,4S) Thorough grammatical foundation in idiomatic Norwegian with emphasis on both reading and speaking the language.

201, 202, 203 Second-Year Norwegian (4,4,4S) Review of grammar; composition; conversation; readings from various texts in Norwegian.

301, 302, 303 Third-Year Norwegian (3,3,3S) Introduction to the history of the language; reading of literary texts; spoken and written practice. Conducted in Norwegian. Prereq for 301: NORW 203 or instructor's consent.

399 Special Studies: [Term Subject] (1–4R)

401 Research (1–16R)

403 Thesis (1–16R)

405 Reading and Conference: [Term Subject] (1–16R)

409 Practicum: [Term Subject] (1–16R)

SWEDISH COURSES (SWED)

101, 102, 103 First-Year Swedish (4,4,4S) Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking.

201, 202, 203 Second-Year Swedish (4,4,4S) Review of grammar; composition, conversation. Readings from contemporary texts in Swedish.

301, 302, 303 Third-Year Swedish (3,3,3S) Historical survey of Sweden; reading of modern Swedish texts; spoken and written practice. Conducted in Swedish. Prereq for 301: SWED 203 or instructor's consent.

399 Special Studies: [Term Subject] (1–4R)

401 Research (1–16R)

403 Thesis (1–16R)

405 Reading and Conference: [Term Subject] (1–16R)

409 Practicum: [Term Subject] (1–16R)

HISTORY

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Mavis Howe Mate, Department Head

FACULTY

Raymond Birn, professor (Europe: 1600–1815). A.B., 1956, New York; M.A., 1957, Ph.D., 1961, Illinois. (1961)

Howard Brick, assistant professor (20th-century America). B.A., 1975, M.A., 1976, Ph.D., 1983, Michigan. (1987)

Cynthia J. Brokaw, assistant professor (premodern China). B.A., 1972, Wellesley; M.A., 1974, Ph.D., 1984, Harvard. (1987)

Richard Maxwell Brown, Beekman Professor of Northwest and Pacific History (American West). B.A., 1952, Reed; A.M., 1955, Ph.D., 1959, Harvard. (1977)

Roger P. Chickering, professor (20th-century Germany). B.A., 1964, Cornell; M.A., 1965, Ph.D., 1968, Stanford. (1968)

Matthew Dennis, assistant professor (early America). B.A., 1977, California, Irvine; M.A., 1979, Ph.D., 1986, California, Berkeley. (1988)

G. Ralph Falconeri, associate professor (Japan, modern China). B.A., 1949, Nevada; M.A., 1958, Ph.D., 1967, Michigan. (1963)

Andrew E. Goble, assistant professor (premodern Japan, East Asia,). B.A., 1975, M.A., 1981, Queensland; Ph.D., 1987, Stanford. (1990)

Robert S. Haskett, assistant professor (Latin America). B.A., 1975, California, Long Beach; M.A., 1978, Ph.D., 1985, California, Los Angeles. (1988)

Bryna Goodman, assistant professor (modern China). B.A., 1978, Wesleyan; M.A., 1982, Ph.D., 1990, Stanford. (1991)

Paul S. Holbo, professor (American foreign relations); vice-provost, academic affairs. B.A., 1951, Yale; M.A., 1955, Ph.D., 1961, Chicago. (1959)

R. Alan Kimball, associate professor (modern Russia). B.A., 1961, Kansas; M.A., 1963, Ph.D., 1967, Washington (Seattle). (1967)

Robert G. Lang, associate professor (Tudor and Stuart England). A.B., 1955, Columbia; D.Phil., 1963, Oxford. (1964)

Jack P. Maddex, professor (Civil War). B.A., 1963, Princeton; Ph.D., 1966, North Carolina. (1966)

Mavis Howe Mate, professor (medieval, women). B.A., 1956, M.A., 1961, Oxford; Ph.D., 1967, Ohio State. (1974)

Glenn A. May, professor (American foreign relations, Southeast Asia). B.A., 1966, M.Phil., 1971, Ph.D., 1975, Yale. (1983)

Randall E. McGowen, associate professor (modern Britain, India). B.A., 1970, American; M.A., 1971, Ph.D., 1979, Illinois. (1982)

John Nicols, professor (ancient Greece and Rome). A.B., 1966, California, Berkeley, M.A., 1968, Ph.D., 1974, California, Los Angeles. (1980)

Marianne S. Nicols, acting assistant professor (ancient Greece and Rome). B.A., 1977, Freiburg; M.A., 1977, C.Phil., 1986, California, Berkeley. (1982)

Jeffrey Ostler, assistant professor (American West). B.A., 1979, Utah; M.A., 1984, Ph.D., 1990, Iowa. (1990)

Stanley A. Pierson, professor (cultural and intellectual European). B.A., 1950, Oregon; A.M., 1951, Ph.D., 1957, Harvard. (1957)

Daniel A. Pope, associate professor (American economic). B.A., 1966, Swarthmore; M.A., 1968, Ph.D., 1973, Columbia. (1975)

George J. Sheridan, Jr., associate professor (France, European socioeconomic). B.A., 1969, Princeton; M.A., 1974, Ph.D., 1978, Yale. (1976)

Quintard Taylor, Jr., professor (African-American). B.A., 1969, St. Augustine, M.A., 1971, Ph.D., 1977, Minnesota, Twin Cities. (1990)

John Theibault, assistant professor (early Germany). B.A., 1979, California, Santa Cruz; M.A., 1981, Ph.D., 1986, Johns Hopkins. (1988)

Louise Carroll Wade, professor (U.S. social, urban, and labor). B.A., 1948, Wellesley; Ph.D., 1954, Rochester. (1975)

Emeriti

Gustave Alef, professor emeritus (medieval Russia). B.A., 1949, M.A., 1950, Rutgers; M.A., 1952, Ph.D., 1956, Princeton. (1956)

Edwin R. Bingham, professor emeritus (American cultural, Pacific Northwest). B.A., 1941, M.A., 1942, Occidental; Ph.D., 1951, California, Los Angeles. (1949)

Leslie Decker, professor emeritus (American economic). B.A., 1951, Maine; M.A., 1952, Oklahoma State; Ph.D., 1961, Cornell. (1969)

William S. Hanna, professor emeritus (Colonial America). A.B., 1949, M.A., 1954, Ph.D., 1959, California, Berkeley. (1965)

Earl Pomeroy, Beekman Professor Emeritus of Northwest and Pacific History (20th-century American). B.A., 1936, San Jose State; M.A., 1937, Ph.D., 1940, California, Berkeley. (1949)

Robert W. Smith, professor emeritus (modern Britain). B.A., 1937, Chicago; M.A., 1940, Ph.D., 1942, California, Los Angeles. (1947)

Lloyd Sorenson, professor emeritus (history of civilization). B.A., 1938, North Dakota; M.A., 1945, Ph.D., 1947, Illinois. (1947)

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

Participating

Joseph G. Fracchia, honors college
Barbara Corrado Pope, women's studies
Alexander Rueger, philosophy
Catherine W. Wilson, philosophy

UNDERGRADUATE STUDIES

The study of history offers both a framework for a liberal education and the background that is essential to an understanding of the contemporary world. Through analyzing interpretive studies, accounts by witnesses to past events, and historical records, students come to appreciate more fully the complexity of human experience. By examining changes in the past, they develop a broad perspective and the ability to weigh evidence and argument.

Preparation. Students planning to major in history should include in their high school courses four years of social studies, four years of English, and as much preparation as possible in a foreign language. It is recommended that students transferring to the university at the end of their sophomore year should have completed a year of Western civilization, a year of United States history, and at least one year of a foreign language.

Careers. History provides a broad foundation for a variety of careers in teaching and research, law, journalism, international endeavors, foreign service, business, government, the ministry, librarianship, museum and archival work, and historic preservation. Work beyond the bachelor's degree is required in many of these fields.

Entering the Major. Upon deciding to major in history, the student consults the undergraduate advising coordinator. The advising coordinator assigns a faculty adviser from whom approval of a program of courses must be obtained. The faculty adviser is available for periodic review of the program and of progress in the major. A staff of undergraduate peer advisers is available in the history peer advising office to help majors and prospective majors at any stage of their academic careers. They are trained in university and history major requirements, and they serve as a resource on graduate programs in history, careers in history, and history-related activities in the university and the community.

Major Requirements

The history major requirements that follow apply to students entering the history major after the end of summer session 1990. Students enrolled as history majors prior to that time may fulfill the requirements in effect at the time they declared the major. Specific information may be obtained from the undergraduate adviser.

The Department of History offers a bachelor of arts (B.A.) and a bachelor of science (B.S.), but all history majors must fulfill the foreign language requirement of the university's bachelor of arts degree. They must demonstrate proficiency in a foreign language by (a) satisfactory completion (C– or P or better) of at least the third term, second year of a foreign language or by (b) an examination, administered by the appropriate department, showing a language competence equivalent to that attained at the end of two years of college study. History courses that satisfy major requirements must be taken for letter grades. Seventeen upper-division credits, including three courses of at least 3 credits each numbered 410–499, and all courses taken to fulfill the research paper requirement must be taken at the University of Oregon. Specific requirements follow:

1. 47 graded credits in history courses; 29 must be upper division and 20 must be at the 400 level
2. 6 upper-division credits in history before 1800
3. 6 upper-division credits in each of the following three fields:
   a. European history
   b. United States history
   c. Asian or Latin American history (all 6 credits must be taken in one of the two areas)
4. A research paper written in a seminar (HIST 407). In exceptional circumstances a term paper written in a colloquium (HIST 408) or in a 400-level lecture course may be expanded into a research paper. Students who have secured approval from the director of undergraduate studies for this option are to enroll in Reading and Conference (HIST 405) for 2 graded credits

   The arrangement for writing a research paper based on the term paper is one that requires not only the approval of the director of undergraduate studies but also the agreement of the instructor in the relevant 400-level course to teach the reading and conference course and to supervise the writing of

the research paper. This procedure for writing a research paper does not duplicate the seminar experience. It should not be used to compensate for a student's lack of planning or preparation. It should be permitted only when there are strong pedagogical reasons for pursuing it in particular cases.

5. A grade point average (GPA) of 2.50 or higher in history courses taken at the University of Oregon. A = 4.00, A– = 3.70, B+ = 3.30, B = 3.00, B– = 2.70, C+ = 2.30, C = 2.00, C– = 1.70, D+ = 1.30, D = 1.00, D– = 0.70

Secondary School Teaching

The Department of History participates with other departments and the College of Education in the joint venture of preparation and certification of teachers in social studies for Oregon public secondary schools. The history department offers subject-matter courses in the social sciences vital to both basic and standard Oregon certification, while the College of Education administers a fifth-year professional training program in teaching. In addition to a bachelor's degree, admission to the College of Education's Secondary Teacher Education Program requires work in American history, government, and economy; global and intercultural issues; and some exposure to classroom teaching. For specific information about admission to and completion of certification programs in the social studies subject area, students should consult the subject-matter endorsement adviser in the history department and staff members in the Office of Student Support Services in the College of Education, 117 Education Building.

Minor in History

The 26 credits required for the history minor must be taken for letter grades. Of these credits 20 must be upper division and 11 must be in 400-level courses. The minor program must include one upper-division course in history before 1800 in any field.

Students may choose between two options to meet the minor requirement:

General Option. This option is for students who want a broad minor in history. Students must complete a seminar (HIST 407) and at least five other graded upper-division courses including work in each of the following fields: European history, United States history, and Asian or Latin American history.

Supporting Option. This option is designed for students who want a minor program in history composed of courses closely related to and supportive of their majors. Students must take a seminar (HIST 407) and five upper-division history courses at the University of Oregon in one of the following areas:

1. European history
2. United States history
3. African, Asian, or Latin American history
4. Another field chosen in consultation with the history department undergraduate advising coordinator

Information about the seminar (HIST 407) requirement is given under Major Requirements in this section of the bulletin.

Students must have a grade point average (GPA) of 2.50 or higher earned in history courses taken at the University of Oregon.

History Honors Program

The honors program in history provides an opportunity for capable and highly motivated history majors to develop their interests in historical research by writing a thesis in the senior year. To be eligible for admission to the program, students must have completed at least 27 credits in history, of which at least 18 must have been taken at the University of Oregon. The 18 credits must include The Study of History (HIST 307) and 9 other upper-division credits. 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. More information about the honors program may be obtained from the history department staff.

GRADUATE STUDIES

The department offers graduate instruction leading to the degrees of master of arts (M.A.) and doctor of philosophy (Ph.D.) in the United States, European, East and Southeast Asian, and Latin American history.

Admission

Procedures for admission to do graduate work in history include the following:

1. A completed Graduate Admission Application
2. Transcripts of all college work
3. Three letters of recommendation
4. Scores on the verbal and quantitative sections of the Graduate Record Examinations (GRE)
5. Test of English as a Foreign Language (TOEFL) scores are required for international students
6. A sample of written work and a statement of academic purpose

A number of graduate awards in the form of graduate teaching fellowships are available each year for entering graduate students.

Fields of Study

The primary fields are ancient history, medieval Europe, Europe 1400–1815, Europe since 1789, Britain and its empire, Russia, German-speaking world, United States, East Asia, Southeast Asia, and Latin America. The secondary field may be any of the following:

1. Broad overview of a second primary field
2. Limited but significant aspect of a second primary field
3. Field encompassing primary fields devised by the student
4. Work outside the history department related to the primary field

Master of Arts

Applicants are expected to have completed an undergraduate degree in the liberal arts with emphasis on history. The M.A. program is typically completed in two years of full-time study. Students in their first year take Historical Methods and Writings (HIST 612, 613) and the first-year graduate seminar (HIST 607). They must take at least 5 additional seminar credits (HIST 507 or 607). Before receiving their degree, they must demonstrate competence in a foreign language.

Option One. Students must write a master's thesis in the primary field and take at least 9 credits in their secondary field. They must pass a written examination in their primary field and defend the thesis in an oral examination.

Option Two. This option is designed for students interested in history-related jobs. They do not usually continue into a history doctoral program. They must pass a written examination in their primary field and prepare a research paper approved by their adviser. They must take 30 credits in graduate-level history courses, at least 9 of which must be in their secondary field of history. Students in option two must take at least 9 graduate credits outside the history department in a field related to their vocational objectives. Examples of those fields are archives, architecture and historic preservation, public policy and management, industrial relations, and international relations.

Interdisciplinary Master's Degree for Secondary Teachers. The history department administers this program for the Graduate School, and candidates are subject to departmental requirements that differ from those described above. It is possible to take up to 36 credits in history under this program. See the **Graduate School** section of this bulletin for specific interdisciplinary requirements.

Doctor of Philosophy

Applicants are expected to have completed a master's degree in history or a closely allied field. All first-year doctoral students without equivalent training must take Historical Methods and Writings (HIST 612, 613) and the first-year graduate seminar (HIST 607). They must take two additional seminars or colloquia (HIST 507 or 607, HIST 508 or 608). They must pass an oral examination in a primary field in history and a written examination in a secondary field in history. A second secondary field, in history or in a discipline other than history, is satisfied by completing at least 9 graded credits of course work in that field. Before advancing to candidacy, students must demonstrate competence in either (a) two foreign languages or (b) one foreign language and, with approval of the graduate committee, a computer-quantification skill or an analytical skill such as literary criticism, symbolic anthropology, or linguistics. Upon satisfactory completion of the field requirements and demonstration of language or skill competence, the doctoral student advances to candidacy. The doctoral candidate must then write a dissertation showing evidence of originality and ability in independent investigation. The candidate finally defends the dissertation in a formal, public session.

HISTORY COURSES (HIST)

101, 102, 103 Western Civilization (4,4,4) Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. **101:** ancient and medieval societies. **102:** from the Renaissance to Napoleon. **103:** 19th and 20th centuries.

104, 105, 106 World History (4,4,4) World civilizations and their historical interaction.

Political, religious, and social thought, institutions, and developments. **104:** origins of civilizations in the Middle East, the Mediterranean area, the Indian subcontinent, and China to the end of the ancient era. **105:** modern civilizations during the era of Western imperialism. **106:** modern civilizations during the present century of world crisis.

107, 108, 109 (H) History (Honors College) (3,3,3) Significant events, ideas, and institutions in the development of Western civilization.

150, 151, 152 The United States (4,4,4) Economic and social change in America; the development of political, diplomatic, and cultural traditions; and the rise of urbanization and industrialization. **150:** native Americans, settlement, Puritanism, Enlightenment, Revolution, Republic. **151:** Jacksonian era, expansion, slavery, disunion, reconstruction, Gilded Age. **152:** progressivism, the 1920s, New Deal, World Wars and Cold War, social and intellectual change.

199 Special Studies [Term Subject] (1–3R) Problem-oriented course designed for students interested in history who may or may not become majors.

200 Innovative Education: [Term Subject] (1–3R)

211 War and the Modern World (3) Evolution of the conduct of war in the 19th and 20th centuries as a reflection of social, political, and technological developments.

245 U.S.A.-USSR Shared History (3) U.S.A.-USSR shared historical experiences that extend far beyond diplomacy, trade, and international adversity or alliance. Focus includes frontier expansion, revolution, industrialization, imperialism, ways of seeing the world. Kimball.

250, 251, 252 Afro-American History (3,3,3) 250: the African background of ancestors of the present black population. **251:** the American South as a society dependent upon bonded black labor. **252:** Reconstruction through the Reagan era.

288 Modern Southeast Asian History (3) Social, economic, and political transformations since 1800.

290 Foundations of East Asian Civilization (4) Comparison of traditional Chinese and Japanese civilizations; contrast of both to the West. Confucian ethics to bureaucratic empire in China, feudalism and roots of modern Japan.

291 China, Past and Present (4) Traditional and contemporary China focusing on continuity and change since the Communist revolution. Topical approach: values, social structure, family, village, economy, politics, art.

292 Japan, Past and Present (4) Introduction to Japanese culture emphasizing persistence and change in value and social behavior. Topical and analytical approach stressing interdependence of Japanese institutions and processes. Falconeri.

301, 302, 303 Europe since 1789 (3,3,3) Political, social, economic, and cultural trends from the French Revolution to the present. **301:** 1789 to 1870. **302:** 1870 to 1918. **303:** 1918 to the present. Pierson.

307 The Study of History (3) Introduction to historical reasoning and research methods.

310 Perceptions and Roles of Women from the Greeks through the 17th Century (3) The ways in which perceptions about women's role in society partially reflected and partially contrasted with their actual role. Mate.

311 Women and Social Movements in Europe from 1750 to the Present (3) Methods used by women to improve their position in society, e.g., participation in revolution and voting. Reasons for success or failure of these methods. Mate.

313 Science and Society in the Ancient World (3) Survey of the development of the scientific theory; relationships between scientific investigation, religious and cultural beliefs, philosophical foundations, and the role of experiment and observation. HIST 313 continues as PHIL 370, 371. All three courses offered 1991–92 as HUM 399. J. Nicols.

318, 319, 320 Europe in the Middle Ages (3,3,3) Social, political, and economic conditions in Western Europe from 476 to 1450. **318:** 476–1000—the collapse of the Roman Empire and the rise of Carolingian Europe. **319:** 1000–1250—the development of the French and English monarchies, the growth of towns and trade, and the flowering of the 12th-century renaissance. **320:** 1250–1450—the growth of parliament, changes in religious and intellectual life, and the effects of war and the Black Death on 14th-century economy and society. Mate.

322, 323, 324 Byzantium and the Slavs (3,3,3) 322: from Rome to Byzantium, 284–610. **323:** the Byzantine Apogee, 610–1071. **324:** Byzantium and the Slavs. Not offered 1991–92.

327 The Age of Discoveries (3) European exploration and seaborn empires, 1270–1600. Motives, technology, and institutions of the Italian and Iberian empires. Medieval travels to Asia; Venetian and Genoese empires; Spanish conquest of Mexico. HIST 101,102 or equivalents recommended. Not offered 1991–92.

328 The Crisis of the 17th Century (3) 17th-century Europe in crisis. Economic depression, warfare, social dislocation, mid-century revolutions; the plight of peasants and townspeople; traditional culture, science and rationalism. Birn, Theibault.

329 Enlightenment to Revolution: Europe, 1715–1789 (3) 18th-century Europe: the Golden Age of aristocratic society, the liberal-bourgeois challenge, the origins of the French Revolution; the Enlightenment and its effects on elite and popular culture. HIST 102 recommended. Birn. Not offered 1991–92.

331, 332, 333 England (3,3,3) British history from Roman times to the 20th century. **331:** institutional, constitutional, and economic development of England from the Romano-British period to the 16th century. **332:** political, religious, economic, and social change from the Tudor age to the Industrial Revolution. **333:** the Victorian age and the 20th century with emphasis on the background of modern Britain's social and economic problems and position in Europe and the world. Lang, McGowen.

335, 336, 337 France (3,3,3) 335: the Middle Ages to the French Revolution—establishment of centralized monarchy; society in *l'ancien régime*; 17th-century classicism; collapse of the old order. **336:** 1789–1870—French Revolutions of 1789, 1830, and 1848; Napoleonic Empire; monarchy, republicanism, and dictatorship; society, art, and religion in post-Revolutionary France. **337:** 1870 to the present—the Paris Commune and Third Republic; the Dreyfus affair; popular front, fall of France and Resistance; Algeria, de Gaulle, the 1968 student movement. Birn, Sheridan.

340, 341, 342 Germany (3,3,3) 340: Germany in the late Middle Ages and Reformation from 1410 to 1648. **341:** Germany in the Old Regime and Age of Revolutions from 1648 to 1848. **342:** modern Germany from 1848 to 1945. Chickering, Theibault.

345, 346, 347 Russia and the Soviet Union (3,3,3) 345: the Kievan state and the emergence of Muscovy, **346:** creation of the Russian Empire, political, social, and economic developments. **347:** revolutionary Russia, 1861 to the present. Alef, Kimball.

350, 351 American Radicalism (3,3) Motives, strategies, successes, and failures of radical movements and their significance for American society. **350:** American Revolution, slave revolts, abolitionism, utopian communities. **351:** Populism, workers' movements, Socialism, Communism, African-American freedom struggle, nationalist movements of people of color, women's rights and feminism, student activism. Brick, Pope.

353, 354 American Foreign Relations since 1933 (3,3) 353: World War II and background of the Cold War, 1941–45; military, political, and diplomatic developments. **354:** origins of the Cold War; diplomacy and politics, 1945–49; and the Korean War. May.

357 The South (3) Regional history of the South and of successive Southern ways of life. Evolution of the South as a slaveholding society, its bid for independence, and its subsequent redefinitions and adaptations to national norms. Maddex.

359 Religious Life in the United States (3) Planting, adaptation, development, and social role of religious groups and traditions in the United States from the Colonial period to the present. Maddex.

360 The American City: To 1900 (3) Settlement and growth of urban centers; port, river, canal, and railroad towns; role of municipal government; city boss versus reformers; opportunities for rural Americans and immigrants. Wade.

361 The American City: 20th Century (3) Municipal and social reforms; urban planning; the Depression and federal involvement in cities; urban experiences of blacks, immigrants, and rural Americans; suburban expansion and the urban prospect. Wade.

363 American Business History (3) American businesses from their Colonial origins to the present. Focus on interaction between the political, social, economic, and ideological environment and the internal structure and activities of business enterprises. Pope. Not offered 1991–92.

364 Canada (3) Growth of Canada from colony to nation. Emphasis on British and French influences, relations with the United States, the backgrounds of constitutional, economic, and cultural problems of Canada today. Not offered 1991–92.

380, 381, 382 Latin America (3,3,3) Major economic, political, and cultural trends and continuities. **380:** pre-Columbian and Iberian history, the colonial period up to 1715. **381:** transition from late colonial mercantilism to political independence and national definition, 1750–1910. **382:** reform and revolution in modern Latin American history, 1910 to the present. Sophomore standing recommended. Haskett.

384 South Africa (3) The development of the modern South African state beginning with the indigenous populations and concluding with the evolution of the 20th-century apartheid state. Not offered 1991–92.

385, 386 India (3,3) 385: from ancient times to 1800, including the development of Hinduism, the Gupta and Mughal empires, and India in the world system. **386:** the British in India, the struggle for independence, and India in the nuclear age.

388 The United States and Vietnam (3) Vietnamese society and history: the First Indochina War, origins and escalation of United States involvement in Vietnam; de-escalation and defeat. May.

390, 391, 392 East Asia in Modern Times (3,3,3) Political, social, and diplomatic history of China and Japan, with some attention to Korea and Southeast Asia, from 1800 to the present. Falconeri. Not offered 1991–92.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–9R) P/N only

403 Thesis (1–9R) P/N

405 Reading and Conference: [Term Subject] (1–6R)

407/507 Seminar: [Term Subject] (5R) Recent topics include American Revolution, Chinese Revolution, 19th-Century U.S. Policy, and Roman Society.

408/508 Colloquium [Term Subject] (1–6R) Recent topics include American Radicalism, Europe and the World, French Enlightenment.

409 Supervised Tutoring Practicum: [Term Subject] (1–3R)

410/510 Experimental Course: [Term Subject] (1–6R) Upper-division problem-oriented courses.

411/511 Topics in Social History (3R) Variable topics include popular culture, peasants, family history, elites, popular uprisings, and popular movements.

412/512, 413/513 Ancient Greece (3,3) 412/512: Political, social, and cultural history of Greece from the Bronze Age to the end of the classical period (2000 to 350 B.C.). **413/513:** Greece from the rise of Macedon through the Roman conquest (350 B.C. to A.D. 200). J. Nicols. Offered 1991–92 and alternate years.

414/514, 415/515 Ancient Rome (3,3) 414/514: Political, social, and cultural history of Rome from its foundation to the death of Caesar (44 B.C.). **415/515:** from Augustus to the Age of Justinian (44 B.C. to A.D. 540). J. Nicols.

416/516 Roman Society and Early Christianity (3) Social, ethical, and religious background for the development of Christianity; polytheism, superstition, philosophical religion, and mystery cults; the roots of Christianity in the classical tradition. J. Nicols. Not offered 1991–92.

418/518 Social and Economic History of Medieval Europe, 1050–1500 (3) Detailed studies of selected topics such as towns, women and family, demography, impact of war on society. Prereq: HIST 318, 319, 320 or instructor's consent. Mate. Not offered 1991–92.

424/524, 425/525 Economic History of Modern Europe (3,3) 424/524: 1500–1830—economies in preindustrial Europe; growth of trade, overseas discoveries, and their impact on mercantilism, capitalism, and religion; the Industrial Revolution in Britain. **425/525:** 1800–present—industrialization, imperialism and capitalism, the Depression of the 1930s, Nazi and Soviet economics, Common Market, multinational corporations, economic planning in postwar Europe. Sheridan.

426/526, 427/527 Modern European Thought and Culture (3,3) Major issues in the cultural and intellectual life of Europe. **426/526:** 1790–1850. **427/527:** 1870–1920. Pierson.

428/528, 429/529, 430/530 Europe in the Era of Total War (3,3,3) 428/528: comprehensive survey of European society and politics on the eve of war. Prereq: HIST 103 or 302 or equivalent. **429/529:** The Great War and its impact on society and politics; revolution in Russia and Central Europe; temporary stabilization in the 1920s. Prereq: HIST 103 or 303 or equivalent. **430/530:** effect of the Great Depression on society and politics; fascism in Germany and Eastern Europe; the international crisis; military aspects of the Second World War; the Nazi imperium, resistance. Prereq: HIST 103 or 303 or equivalent. Chickering. Not offered 1991–92.

431/531 Tudor England (3) The political, social, economic, and intellectual development of England through the reigns of the Tudor sovereigns, 1485–1603. Lang.

432/532 Stuart England (3) England in the period 1603–1714 with attention to political, economic, social, and intellectual change. Special emphasis on the English Revolution of 1640–60. Lang.

433/533 Social and Economic History of England, 1500–1700 (3) Social and cultural consequences of rising population, inflation, a changing agricultural economy, expanding market economy, and urban growth in the 16th and 17th centuries. Prereq: HIST 102 or 332 or equivalent. Lang.

434/534 Topics in Modern British History (3R) Selected topics in modern British history from 1750 to the present. Emphasis varies.

435/535 The French Revolution and Era of Napoleon (3) The crisis of *l'ancien régime*, the revolution of 1789–92; radicalism and terror; the Thermidorian Reaction, Directory, international revolutionary ideology; Napoleonic Empire, Waterloo, and reconstruction of Europe in 1815. Prereq: HIST 102 or equivalent. Birn. Not offered 1991–92.

436/536 Society and Culture of France (3R) Variable topics include bourgeois society and culture of the 18th and 19th centuries, religious culture and politics, women in culture and society. Prereq: HIST 335, 336, 337 or equivalents. Birn, Sheridan. Not offered 1991–92.

439/539 Renaissance Italy (3) Renaissance culture and its social foundations from ca. 1350 to ca. 1530. Humanism from Petrarch to Machiavelli. Not offered 1991–92.

441/541 Germany in the Age of Reformation (3) The German Reformation as a religious and social movement; the revolt of Luther; the Peasants' War; Anabaptism; the urban reform; the rise of Protestantism. Theibault.

442/542 Topics in Early Modern German History (3R) Variable topics include peasant society, the foundations of absolutism, the German Enlightenment, protoindustrialization.

443/543 Topics in Modern German History (3R) Variable topics include class formation, revolutionary movements, the socialist tradition, the Third Reich.

446/546, 447/547 The Russian Revolution (3,3) Origins of the Revolution; transition and instability in pre-Revolutionary Russia. The consequences of the Revolution; the place of the 1917 Revolution in the European and world revolutionary traditions. Kimball.

450/550 Topics in American History (3R) Reviews current scholarly literature on American history. Selected major problems may include Oregon, California, or New York history and culture, crime and violence. Not offered 1991–92.

451/551, 452/552, 453/553 American Foreign Relations (3,3,3) American foreign policy from the Revolution through World War II; America's wars, peace negotiations, diplomacy, major treaties, expansion, economic and political influence, Presidential leadership, Congress and the public, arms limitation, isolation and involvement. May. Not offered 1991–92.

455/555 Colonial American History (3) Native Americans; motives, methods, implications of European colonization; origins of American slavery; interaction of diverse peoples in shaping colonial North American societies, economies, polities. Dennis.

456/556 Revolutionary America (3) Origins, consequences, meanings of American Revolution; changing social, economic, and political context; intellectual, religious, and ideological trends; Constitution, institutional, and mythic legacy. Dennis.

457/557 The Era of Jacksonian Democracy (3) United States politics and society from the War of 1812 to the Mexican War, focusing on the rise of Jacksonian democracy and of sectionalism. Maddex.

458/558 The Era of the Civil War (3) Sectional controversies in United States politics from 1846 until disunion in 1861; the war between the Union and the Southern Confederacy, 1861–65. Maddex.

459/559 The Era of Reconstruction (3) Reconstruction of the Union after 1865; emphasis on sectional and racial conflicts until the arrival of political and cultural equilibrium in the 1880s and the eclipse of Reconstruction issues. Maddex.

460/560 Origins of American Culture, 1740–1830 (3) From European settlement to the early United States: world views of Europeans, Africans, and indigenous peoples; colonial religion and society; impact of the Enlightenment; political philosophy in revolutionary

and early national period; nationalism; ideas about slavery, freedom, and equality. Brick.

461/561, 462/562 Modern American Thought and Culture (3,3) Leading thinkers and prevalent modes of thought in the 19th- and 20th-century United States. **461/561:** republicanism and democratic ideology, Transcendentalism, the impact of Darwin, definitions of race and gender, utopianism, and social Christianity. **462/562:** pragmatism and the social sciences, the meaning of culture, the Harlem Renaissance, modernism, liberalism and social reform, the New Left, and the revival of feminism. Brick.

463/563, 464/564, 465/565 American Economic History (3,3,3) Economic development of the United States. **463/563:** European settlement to 1861—Colonial America as a preindustrial society; economic significance of independence; growth in the pre-Civil War era; economics of slavery and sectional conflict. **464/564:** 1861–1914—causes, costs, and benefits of rapid industrialization, economic development, and social conflicts; government regulation and coordination. **465/565:** growth, cycles, and crises; impact of war; the Great Depression; post-World War II boom; current problems in historical perspective. Pope.

466/566, 467/567 The American West (3,3) The American frontier. **466/566:** the early American frontier. **467/567:** the Great Plains and the Far West. Brown.

468/568 The Pacific Northwest (3) 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. Brown.

469/569 American Indian History (3) American Indian peoples from aboriginal times to the present; the diversity of native North America; the impact of European and American colonialism; Indian cultural vitality and adjustment. Dennis.

470/570, 471/571 American Social History (3,3) Population changes; race and ethnicity; religious conflict; adaptation to industrialization and urbanization; distribution of wealth; class structure; changing status of women; social reform movements and social legislation. **470/570:** 19th century. **471/571:** 20th century. Wade.

472/572 American Workers and Unions (3) Trade unions from the 1870s to the present; philosophies of labor leaders; causes of major strikes; state and federal legislation; political activities of labor; relationship to unorganized workers. Wade.

473/573, 474/574 American Environmental History (3,3) The relationship between nature and culture on the North American continent from late aboriginal times to the present. **473/573:** to the mid-19th century. **474/574:** 1865 to the present. Dennis.

475/575, 476/576, 477/577 The United States in the 20th Century (3,3,3) Society, politics, and culture during the 20th century. **475/575:** imperialism and the Progressive era, World War I and its aftermath. **476/576:** 1920s, the Great Depression and the New Deal, World War II and Cold War origins. **477/577:** postwar era, 1950s–1980s. Brick, Ostler.

480/580 Mexico (3) Mexican history from 1810 to 1946. Special attention to nationhood, economic development, church-state relations, the Mexican identity, and the Revolution of 1910. Haskett.

481/581 The Caribbean and Central America (3) The Caribbean and Central America since the late 18th century, focusing on Cuba, Haiti, and Nicaragua. Topics include the impact of monoculture, struggles for independence, slavery and peonage. Sophomore standing and HIST 380, 381, 382 recommended. Haskett.

482/582 Latin America's Indian Peoples (3) Impact of Iberian conquest and settlement on the lives of the indigenous peoples of the Caribbean, Mexico, Central America, and South America. Haskett.

483/583 Topics in Latin American History (3R) Variable topics include the experience of blacks and Indians; the struggle for land, reform, and revolution. Haskett. Not offered 1991–92.

485/585, 486/586 Thought and Society in East Asia (3,3) Intellectual life of China and Japan or both with emphasis on the interaction between ideas and beliefs and their social, political, and economic context. **485/585:** the premodern period. **486/586:** the modern period.

487/587, 488/588, 489/589 China (3,3,3) **487/587:** from Neolithic times to the Song dynasty—the development of Confucianism, Daoism, and Buddhism; the growth of bureaucracy and the early imperial state. **488/588:** from the Song through the later imperial period—the growth of autocracy; neo-Confucianism and popular culture; Qing dynastic decline and confrontation with the West. **489/589:** the modern period—imperialism in China; the revolutions of the 20th century; contemporary government and society.

490/590, 491/591, 492/592 Japan (3,3,3) **490/590:** early Japan to 1333—origins, formation of Imperium, growth of higher culture, transition from aristocratic to warrior rule. **491/591:** medieval and early modern to 1800—warrior culture, Zen institutions, age of the samurai, growth of urban centers, emergency of common man as cultural definer, popular arts. **492/592:** to the present—democracy, ultranationalism and the New Order, World War II disaster, United States Occupation, and postwar surge to superstate status. Falconeri.

493/593 The Chinese Revolution (3) Origins of the revolution; developmental stages of the revolutionary process; nationalism, class struggle, and party organization; consequences of revolution; prototype for other peasant revolutions.

498/598 Topics in Asian History (3R) Variable topics include elites in society, peasants, revolution, feudalism, the family, education. Not offered 1991–92.

503 Thesis (1–12R) P/N only

601 Research (1–9R) P/N only

602 Supervised College Teaching (1–6R) P/N only

603 Dissertation (1–12R) P/N only

605 Reading and Conference (1–9R)

607 Seminar: [Term Subject] (5R)

608 Colloquium: [Term Subject] (1–6R)

609 Supervised Tutoring Practicum: [Term Subject] (1–3R) P/N

610 Experimental Course: [Term Subject] (1–4R)

612, 613 Historical Methods and Writing (5,3S) Exploration of the historiography, bibliographical aids, research tools, and methods of professional historians. For history graduate students only.

HONORS COLLEGE

320 Chapman Hall
Telephone (503) 346-5414
Barbara Corrado Pope, Director

FACULTY

Henry M. Alley, associate professor (creative writing, 19th-century British fiction). B.A., 1967, Stanford; M.F.A., 1969, Ph.D, 1971, Cornell. (1982)

Frances B. Cogan, associate professor (Victorian, 19th-century literature). B.A., 1969, M.A., 1970, Ph.D., 1981, Oregon. (1981)

Joseph G. Fracchia, assistant professor (European intellectual history). B.A., 1972, California, Davis; M.A., 1975, California, Santa Barbara; Ph.D., 1985, California, Davis. (1986)

Adjunct

Edward C. Sargent, adjunct assistant professor. B.A., 1973, Oregon; M.D., 1976, Case Western Reserve. (1985)

Dennis Todd, adjunct assistant professor (ecology, evolution). B.S., 1969, Oregon; M.S., 1971, Scripps; Ph.D., 1984, Oregon. (1984)

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

Participating

Deborah Baumgold, political science
Raymond Birn, history
William E. Bradshaw, biology
Françoise Calin, Romance languages
Roger P. Chickering, history
Stephen W. Durrant, East Asian languages and literatures
Micheal N. Dyer, mathematics
Marion Sherman Goldman, sociology
Gordon G. Goles, geological sciences
Thelma Greenfield, English
Micha Grudin, English
M. Allan Kays, geological sciences
Van W. Kolpin, economics
Mary E. Kuntz, classics
John Lie, sociology
James W. Long, chemistry
John Nicols, history
John M. Orbell, political science
William N. Orr, geological sciences
Michael I. Posner, psychology
Geraldine L. Richmond, chemistry
Mary K. Rothbart, psychology
Cheyney C. Ryan, philosophy
George J. Sheridan, Jr., history
Richard C. Stevenson, English
Donald S. Taylor, English
John Theibault, history
Mark A. Thoma, economics
Douglas R. Toomey, geological sciences
Robert L. Zimmerman, physics

Departmental Advisers

Anthropology: Vernon R. Dorjahn
Architecture: Arthur W. Hawn
Art history: Esther Jacobson
Arts and letters: John Nicols
Asian studies: William S. Ayres
Biology: Dennis Todd
Business administration: Donald E. Lytle
Chemistry: John F. W. Keana
Classics: John Nicols
Comparative literature: Wolfgang F. Sohlich
Computer and information science: Alan L. Eliason
East Asian languages and literatures: Stephen W. Kohl
Economics: Mark A. Thoma
English: Richard C. Stevenson
Fine and applied arts: Kenneth R. O'Connell
General science: Dennis Todd
Geography: Carl L. Johannessen
Geological sciences: William N. Orr
Germanic languages and literatures: Peter B. Gontrum
History: George J. Sheridan, Jr.
International studies: Gerald W. Fry
Journalism: Kenneth T. Metzler
Linguistics: Derry Malsch
Mathematics: Richard M. Koch
Music: Edward W. Kammerer
Philosophy: Cheyney C. Ryan
Physics: Kwangjai Park
Political science: John M. Orbell
Psychology: Marjorie Taylor
Religious studies: Hee-Jin Kim
Romance languages. French: Richard H. Desroches, Italian: Sylvia B. Giustina, Spanish: Robert M. Jackson
Russian and East European studies: Albert Leong
Sociology: Marion Sherman Goldman
Speech. Rhetoric and communication: David A. Frank, Telecommunication and film: Ronald E. Sherriffs, Theater arts: Grant F. McKernie
Predentistry: James A. Weston
Prelaw: Marilyn M. Bradetich
Premedicine: William E. Bradshaw and Dennis Todd

ROBERT DONALD CLARK HONORS COLLEGE

The Robert Donald Clark Honors College is a small liberal arts college of close to 400 students. The purpose of the college is to bring together excellent students and specially selected faculty members in a challenging and supportive academic program. Carefully designed small classes, a collegial environment, and close advising prepare students for advanced study in the university departments or professional schools of their choice. Reaching beyond professional or specialized training and beyond the university years, the Clark Honors College seeks to inspire students to a full lifetime of broad intellectual curiosity and continuing self-sustained inquiry and personal growth.

Clark Honors College courses are taught by its own faculty as well as by faculty members from other campus departments. Two writing specialists are on the college staff.

Clark Honors College courses provide an alternative to university group requirements with a balanced curriculum of humanities, social sciences, and sciences including mathematics. Survey courses taken in the first two years are supplemented with special colloquia and seminars in the junior and senior years. Course enrollments rarely exceed twenty-five students.

Each Clark Honors College student selects a major from the academic departments or professional schools of the university.

Work in the major begins by the first term of the junior year. The student's undergraduate education culminates in an advanced research project in the major field of study. The senior thesis, which results from this work, is presented to an oral examination committee made up of faculty members from the major department and the Clark Honors College. In this way, each student is given the opportunity to join the virtues of a liberal arts education with those of professional and specialized learning in departments.

Students and Faculty

Those who study and teach in the Clark Honors College share an openness to new ideas, a commitment to the energetic pursuit of excellence, and a concern for the full, harmonious development of the individual. Clark Honors College students represent interests in all the scholarly disciplines and come from all over the nation and beyond.

Clark Honors College students participate in a wide range of campus and community activities: student and university government and committees; the student newspaper, the *Oregon Daily Emerald;* University Theatre; *The Honors College Literary Journal;* the Honors College Student Community Board; School of Music productions; debate; and intramural and varsity athletics.

Many Clark Honors College graduates continue their education in graduate schools around the country and the world. They study such diverse fields as law, architecture, medicine, molecular biology, and English language and literature. Other graduates go on to a wide variety of endeavors in such areas as public service, private enterprise, or the Peace Corps.

Honors College Facilities

The Clark Honors College is located on the third floor of Chapman Hall on the west side of the University of Oregon campus, near both the Knight Library and the UO Bookstore.

The Clark Honors College area consists of a classroom, a seminar room, faculty and administrative offices, the Clark Honors College Lounge, a kitchen, the Robert D. Clark Library, and a computer laboratory.

ENTERING THE HONORS COLLEGE

High school seniors and students currently enrolled in the university or elsewhere are encouraged to consider entering the Clark Honors College.

Application Procedure

Application must be made to both the university and the Clark Honors College. Information on applying to the university is available from the university's Office of Admissions.

Clark Honors College application materials are contained in a brochure that may be obtained from the college office. A complete application consists of the following parts, all of which must be sent directly to the Clark Honors College office:

1. Completed application form
2. A concise, well-organized essay of 300 to 600 words that critically evaluates one important aspect of the applicant's education to date and explains, in terms of this evaluation, the important ways the Clark Honors College might affect his or her future education can offer

3. Two letters of recommendation from two of the applicant's current teachers
4. High school grade transcripts and results of the College Board Scholastic Aptitude Test (SAT) or American College Test (ACT). The Clark Honors College also requires the Test of Standard Written English (TSWE) score

Students who have attended another higher education institution, or who are currently enrolled in the university but not in the Clark Honors College, may apply for admission if they (a) have a sound academic record; (b) have faculty sponsorship in the form of two letters of recommendation from faculty members who can speak pointedly to the applicant's qualities; and (c) have a strong desire for a challenging liberal arts education in addition to specialized work in a major.

Transfer students should forward to the Clark Honors College transcripts of all college work to date.

Applications and questions concerning the Clark Honors College may be addressed to: Director, Robert D. Clark Honors College, University of Oregon, Eugene OR 97403; telephone (503) 346-5414.

ACADEMIC REQUIREMENTS

Requirements for the bachelor of arts degree in the Clark Honors College substitute for the group requirements that other University of Oregon students must meet for graduation. Although carefully structured, Clark Honors College requirements have inherent flexibility and may be adjusted appropriately to suit individual needs and backgrounds. In consultation with advisers, students take full responsibility for understanding and shaping their study programs within the broad context provided by these requirements. This process is itself a significant part of the education offered at the Clark Honors College.

Full-Year Sequences

History. History (Honors College) (HIST 107H, 108H, 109H): an examination, through close study of secondary and primary source materials, of institutions and ideas that have shaped the modern world

Literature. Honors College Literature (HC 101H, 102H, 103H): a study of literature and the nature of literary experience through the reading of great works drawn from English and world literatures

Arts and Letters. Honors College Arts and Letters (HC 311H, 312H, 313H): selected topics—major writers, artists, philosophers, and composers.

Mathematics. Topics in Modern Mathematics I,II,III (Honors College) (MATH 171H, 172H, 173H): a course in such topics as logic and set theory, topology, game theory, theory of numbers, probability, nonstandard geometry, and computers; ***or*** calculus (MATH 241, 242, 243 or MATH 251, 252, 253); ***or*** three other approved courses such as College Algebra (MATH 111), Elementary Functions (MATH 112), or computer and information science courses numbered CIS 210 and higher

Science. Three approved courses: for example, Honors General Chemistry (CH 224H, 225H, 226H): first-year college chemistry for selected students with excellent backgrounds in high school chemistry, mathematics, and physics; or Introduction to Psychology (PSY 211H, 212H): some of the major concepts and areas of research in modern psychology; ***or*** Honors College Science (HC 207H, 208H, 209H): the origins of the universe, the chemical origins of life, and evolution taught by representatives from several science departments; or other approved courses

Social Science. Approved courses. For example, Honors College Social Science (HC 304H, 305H, 306H): the thought, works, and methods of the social sciences ***or*** Microeconomics and Macroeconomics (Honors) (EC 204H, 205H); ***or*** approved courses in one of the social science departments

Additional Courses

Cultural Diversity. Students must take one approved course that deals with a non-European-American topic or an issue of race or gender.

Colloquia (generally taken in the junior or senior year). Topics and fields are diverse and should be outside the student's major. Recent topics include Frontiers of Medicine and Science; the History of Sexuality; International Perspectives; Life Histories; Narcissism, Self, and Society; New Religious Movements; Rivers and Wetlands; Russian Literature and the West; and the Short Story Renaissance.

Senior Seminar. Coordinated with major departments. Senior Seminar (HC 407H) aids students in the preparation of the senior thesis or creative project.

Other Requirements. Clark Honors College requirements represent roughly one-third of a student's total four-year schedule, leaving time for general university requirements, major requirements, and electives.

The Clark Honors College is especially committed to excellence in writing. The program integrates instruction and practice in fundamental rhetorical skills—writing, reading, speaking, and listening—with the subject matter of the core courses, particularly in Honors College Literature (HC 101H, 102H, 103H), History (Honors College) (HIST 107H, 108H, 109H), and the Senior Seminar (HC 407H). Students who graduate in the Clark Honors College ordinarily do not take separate required writing courses. Students who transfer out of the Clark Honors College before completing their degree work must satisfy the university composition requirement.

The general university requirements for a bachelor of arts (B.A.) degree include demonstration of second-year competence in a foreign language by completing at least the third term, second year of a foreign language course taught in the language or by a waiver examination.

Before graduating, Clark Honors College students must also meet the particular requirements listed elsewhere in this bulletin, of their major department or professional school, and they must have a 3.00 or better cumulative grade point average (GPA) at graduation.

HONORS COLLEGE COURSES (HC)

101, 102, 103 (H) Honors College Literature (3,3,3) Literature and the nature of literary experience through reading great works drawn from English and other literatures.

HIST 107, 108, 109 (H) History (Honors College) (3,3,3) See description under **History**.

MATH 171, 172, 173 (H) Topics in Modern Mathematics (Honors College) (4,4,4) See description under **Mathematics.**

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 (H) Special Studies: [Term Subject] (1–3R) Topics of current interest.

200 Innovative Education: [Term Subject] (1–3R)

GEOL 201, 202, 203 General Geology: Earth's Interior Heat and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (4,4,4) See description under **Geological Sciences.**

EC 204, 205 (H) Microeconomics and Macroeconomics (Honors) (3,3) See description under **Economics.**

207, 208, 209 (H) Honors College Science (4,4,4) On the origins of the universe, the chemical origins of life, and evolution. Taught by science department faculty members and designated for nonscience students.

PSY 211, 212 (H) Introduction to Psychology (4,4) See description under **Psychology.**

CH 224, 225, 226 (H) Honors General Chemistry (3,3,3) See description under **Chemistry.**

The following courses are open to sophomores, juniors, and seniors.

304, 305, 306 (H) Honors College Social Science (3,3,3) The thought, works, and methods of the social sciences.

311, 312, 313 (H) Honors College Arts and Letters (3,3,3R) Intensive study in several areas of arts and letters: topics and areas change each term.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

402 Independent Study (1–17R) Open only to students accepted in the Independent Study Program described below.

403 Thesis (1–21R)

405 (H) Reading and Conference: [Term Subject] (1–21R)

406 (H) Special Problems (1–21R)

407 (H) Seminar: [Term Subject] (1–5R) The 3-credit Sophomore and Junior Seminar explores basic research methods and initiates work on the senior thesis or project. The 2-credit Senior Seminar supports early work on the senior thesis or independent scholar project.

408/508 (H) Colloquium (1–21R) Offered in a wide range of topics.

409 (H) Practicum: [Term Subject] (1–21R)

410 Experimental Course: [Term Subject] (1–5R)

INDEPENDENT STUDY PROGRAM

In addition to the curriculum designed for students who have been admitted to the Clark Honors College, the university has created a special program, administered by the Clark Honors College but not limited to students enrolled in it. The undergraduate Independent Study Program is designed for students who want to pursue extended scholarly studies in an area not represented within established academic departments or schools.

Students working for a bachelor of arts (B.A.) in independent study are usually juniors or seniors. In addition to Independent Study (HC 402), these students must complete basic university B.A. requirements including group requirements, two years of college-level foreign language study, and writing. They must also have specific, coherent plans for independent work. A proposal of these plans demonstrating that this program of study is not available through any other department or school must be presented to a faculty committee. In consultation with the committee, each student sets individual goals and designs a schedule of courses and research that culminates in a senior thesis or project.

HUMANITIES

154 Prince Lucien Campbell Hall
Telephone (503) 346-3934
John J. Stuhr, Humanities Center Director

Participating Faculty

Susan C. Anderson, Germanic languages and literatures
Margaret Z. Brand, philosophy
Michael D. Bybee, English
James W. Earl, English
Mary E. Kuntz, classics
C. Anne Laskaya, English
Glen A. Love, English
Mavis Howe Mate, history
Kathleen D. Nicholson, art history
John Nicols, history
Forest Pyle, English
Alexander Rueger, philosophy
Clarence Spigner, school and community health
Richard L. Stein, English
John J. Stuhr, philosophy
Catherine W. Wilson, philosophy

GENERAL INFORMATION

The Humanities Center administers a nonmajor undergraduate humanities program. The curriculum seeks to provide opportunities for intellectual coherence and integration, self-examination, awareness of cultural contexts and traditions, and the connection of humanistic theory to practice. In order to meet these goals, the humanities program is pluralistic and multicultural in its vision and interdisciplinary in its approach. The program is designed to provide essential skills and understanding for intelligent action in today's global society. As an added benefit, these courses provide effective preparation for a wide range of careers.

The former major in humanities was renamed **Arts and Letters** in 1988. See that section of this bulletin for a description of the arts and letters major and its requirements.

HUMANITIES COURSES (HUM)

Many new lower- and upper-division courses have been developed to supplement course offerings in humanities. These courses are described in publications distributed prior to registration. For more information, interested students should inquire at the Humanities Center, which is described in the ***Research Institutes*** *section of this bulletin.*

101 Introduction to the Humanities I (3) 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. Kuntz.

102 Introduction to the Humanities II (3) Ideas and modes of vision Western culture has inherited from the medieval to the Renaissance periods. Readings and discussions focus on literature, philosophy, history, the arts, and religion.

103 Introduction to the Humanities III (3) Ideas and modes of vision Western culture has inherited from the Age of Enlightenment to the modern period. Readings and discussions focus on literature, philosophy, the arts, and science. Pyle.

199 Special Studies (1–3R) Recent topics are Ancient Science and Culture, Asian Odyssey, Heroism and Humanity.

210 Special Topics in the Humanities: [Term Subject] (3R) Content varies from term to term; focus may be on different aspects of a particular culture. A recent topic is Venice: Melting Pot of the East and West.

250 Crossdisciplinary Studies in the Humanities: [Term Subject] (3R) Topics vary from term to term and may include the study of problems or ideas that cross traditional disciplinary boundaries in the humanities.

350 Multicultural Studies in the Humanities: [Term Subject] (3R) Addresses non-European-American issues that cross cultural boundaries. Specific topics vary.

351 Studies in Medieval Culture: [Term Subject] (3R) Interdisciplinary survey of medieval culture with focus on literature, art and architecture, philosophy, music, and daily life. Geographic areas or motifs vary. Typical offerings are Medieval History as Drama, Women's Voices in Medieval Culture. **R** twice when topic changes.

352 Studies in Renaissance Culture: [Term Subject] (3R) Interdisciplinary survey of the Renaissance with focus on literature, art and architecture, music, philosophy, and daily life. Geographic areas or motifs vary. Typical offerings are Revival of Greek in Renaissance Florence, Venice: Cultural Anatomy, Renaissance Music and Culture. **R** twice when topic changes.

354 Studies in Modern Culture: [Term Subject] (3R) Interdisciplinary survey of modern culture with focus on literature, art and architecture, music, philosophy, and social problems. Geographic areas or motifs vary. Typical offerings are Contemporary Germany, Culture against Capitalism, *Sho-gun* and Modern Japan. **R** twice when topic changes.

399 Special Studies: [Term Subject] (1–3R) Problem-oriented course designed to explore new topics or approaches to studies in the humanities. Recent topics include Myth, Symbol, and Landscape; Relativism and Interpretation.

407 Seminar: [Term Subject] (1–5R) Recent topics are Art and Literature of Ancient Greece, Freud and Theories of Culture; Russian History and Literature; Writing, Feminism, and Subjective Agency.

410 Experimental Course: [Term Subject] (1–5R) Recent topics are Reconsidering "The Subject" of the Humanities, Time and the Human Experience, What is Humanism?

413 Contemporary Issues in the Humanities: [Term Subject] (3R) Topics vary from term to term; may include the analysis of current issues and critical methodologies in the study of the humanities.

INTERNATIONAL STUDIES

837 Prince Lucien Campbell Hall
Telephone (503) 346-5051
Gerald W. Fry, Program Director

University Committee on International Studies

Gerald S. Albaum, marketing (international marketing, marketing research)
Kathleen G. Bowman, international affairs (*ex officio*)
Samuel K. Coleman, anthropology (cultural anthropology, Japan)
Colette G. Craig,* linguistics (language and culture, Latin America)
Vernon R. Dorjahn, anthropology (Africa, political development, Liberia)
Gerald W. Fry,* associate professor (Pacific regional studies, Thailand, development theory). See **Political Science** for credentials.
Linda O. Fuller, sociology (political economy of developing areas, comparative socialism)
Maradel K. Gale, planning, public policy and management (environmental and resource planning, Micronesia)
Peter B. Gontrum, Germanic languages and literatures (20th-century literature, Germany)
Michael G. Huelshoff, political science (international political economy, Germany)
Jon L. Jacobson, law (international law, law of the sea)
Kenneth M. Kempner, educational policy and management (comparative and international education, Brazil)
R. Alan Kimball, history (modern Russia)
Elke Liebs, Germanic languages and literatures (modern German literature)
Glenn A. May,* history (U.S. foreign policy, Philippines, Southeast Asian studies)
Thomas Mills, international services (*ex officio*)
Geraldine Moreno-Black, anthropology (human ecology, nutritional anthropology, Southeast Asia)
Alexander B. Murphy,* geography (cultural and political geography, Western Europe)
Deanna M. Robinson, speech (communication and cultural change)
Clarence Spigner, school and community health (international public health)
H. Leslie Steeves, journalism (public relations, international journalism, East Africa)
Richard P. Suttmeier,* political science (comparative politics, science policy, China and Japan)
Ann Tedards, music (Western Europe)
Ronald Wixman, geography (cultural geography, Soviet Union, Eastern Europe)
M. George Zaninovich, political science (Yugoslavia, East Europe)

FACULTY

Galen Martin, research associate (international community development, north-south relations, environment and development). B.A., 1980, Goshen; M.A., 1985, Oregon. (1985) Oregon.
Anita Weiss,* assistant professor (South and Southeast Asia, Islamic studies, women in development). B.A., 1975, Rutgers; M.A., 1976, Ph.D., 1983, California, Berkeley. (1987)

*Executive Committee

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

UNDERGRADUATE STUDIES

The undergraduate International Studies Program offers an interdisciplinary bachelor of arts (B.A.) degree to students who want a rigorous education in the basic elements of the field. The program provides a sound general education for the student interested in the complex interrelationships (political, economic, social, and cultural) that exist among nations in the highly interdependent modern world.

The program also provides preprofessional training for careers in government, communications, law, business, philanthropic foundations, and voluntary organizations.

Advising. The role of the faculty adviser is central to the program. Students admitted as majors in international studies should consult their advisers at least once each term. Students interested in applying to the program should seek a faculty member with whom they have a common area of interest to act as their adviser, generally one of the committee members named above.

Admission. Students must apply for admission during their sophomore or junior year at the university. A grade point average (GPA) of 3.00 or better is required. Pass/no pass (P/N) grades are not considered in computing the GPA. With the adviser, the student draws up a proposed course of study. The curricular proposal and a statement of academic and career objectives are then submitted to the committee through the International Studies Program office. If the proposed course of study is accepted, the student must adhere to it unless revisions are approved in the program office. Applications are accepted at the midpoint of each term.

Core Program and Major Requirements

The major consists of work in three core blocks: international relations, regional cultures and area studies, and global perspectives and issues. A minimum of 45 credits, 24 of which must be upper-division, are required in these blocks. Courses must be passed with grades of C– or better to satisfy the major requirements. In addition, three years of a foreign language or the equivalent is required.

The core program may include courses from a number of departments. The minimum requirement is 15 credits in each block. All courses taken for the major, with the exception of the language requirement and up to 9 credits in INTL 406 or 409, must be graded.

A maximum of 9 credits in courses taken to fulfill the university group requirements may be applied toward the international studies major.

A maximum of 21 credits in courses taken in a single department may be applied toward the international studies major, exclusive of the language requirement. This is to permit an appropriate degree of specialization as well as to encourage double majors.

The program does not offer a minor.

Block A: International Relations. The student concentrates on the basic features of the international system including international governmental relations and foreign policy, international law and organizations, international trade and finance, economic development and transnational corporations, and international communications.

Suggested Block A courses are listed later in this section.

Block B: Regional Cultures and Area Studies. This block pertains to groups of nations sharing common historical, geographic, linguistic, and religious experiences. In satisfying the Block B requirement students are expected to concentrate on one regional culture or area. The foreign language should coincide with the region chosen.

Areas of focus may include Asia, Southeast Asia, the USSR and Eastern Europe, and Latin America, in which the university has programs with curricular offerings from various departments. (See **Asian Studies, Latin American Studies, Russian and East European Studies,** and **Southeast Asian Studies** sections of this bulletin.) In developing a program of study, a student may want to consult committee members for these programs.

For Western European Studies, Pacific Region Studies, or African Studies, the student may develop a program of courses by consulting an academic adviser with experience in the area of interest.

Suggested Block B courses are listed later in this section.

Block C: Global Perspectives and Issues. To fulfill the requirements for Block C, students are strongly encouraged to take a series of introductory courses as follows: Introduction to World Value Systems (INTL 250), Population and Global Resources (INTL 251), and Rich Nations and Poor Nations: Conflict and Cooperation (INTL 252). After this overview of global perspectives and issues, students should take two or more specialized classes that will enable them to concentrate on one of the following: (a) world cultures, (b) population and resources, or (c) problems of development. Students are encouraged to take most of their Block C courses in only one of these subareas.

Suggested Block C courses are listed later in this section.

Senior Seminar Paper. Graduating seniors must submit a twenty- to thirty-page research paper previously written for a university seminar or other course. The content and format must meet the approval of the International Studies Program director, use foreign language sources, and address an international or cross-cultural topic.

International Studies Honors Thesis. Students who have a minimum grade point average (GPA) of at least 3.50 and want to graduate with program honors are required to write a thirty- to fifty-page thesis. An adviser must be selected and a proposal approved by the program director two terms prior to graduation. Students may receive up to 6 credits toward the appropriate block of the 45 credits required for the international studies degree.

The completed thesis must be awarded a grade of mid-B or better by the adviser (P, or pass, for an Clark Honors College thesis) and be approved as meeting thesis guidelines by the director of the program. This includes using

foreign language sources for all projects including the Clark Honors College thesis.

Language Requirement. Students must achieve proficiency in a single foreign language at a level associated with three years of study. The language should coincide with the regional area chosen in Block B. Proficiency in the language may be demonstrated by passing the third term of a 300-level language sequence or by an advanced placement examination. A grade of D+ or lower does not demonstrate proficiency. The student must be currently proficient in a single foreign language in order to satisfy this requirement.

Overseas Experience. At least one term of study or work in a foreign country is required of students majoring in international studies. The international studies internship office serves as a resource for opportunities abroad. For information about study abroad see the **International Services** section of this bulletin and index entries under "Overseas study." Advice is available from the Office of International Services, 330 Oregon Hall.

Internship Option. Students may receive P/N credit for work done as interns. Interested students should inquire at the International Studies Program office.

Suggested Core Block Courses

The courses listed below are illustrative only and should not be considered comprehensive. These lists usually include only the first term of recommended sequences and generally reflect courses being offered during the current academic year. With prior approval from an adviser, other courses—including those numbered 407 and 410—may be selected from these and other departments.

Block A: International Relations

International Studies. Rich Nations and Poor Nations: Conflict and Cooperation (INTL 252), Seminar: Americans and the Third World (INTL 407), Aid to Developing Countries (INTL 422)

Business Administration. International Management (MGMT 420), International Finance and Investment (FINL 463), International Transportation and Distribution Management (TRN 453), International Marketing Management (MKTG 475)

Economics. International Economic Issues (EC 380), Multinational Corporations (EC 462), International Finance (EC 480), International Trade (EC 481), Issues in International Economic Policy (EC 482)

Geography. Political Geography (GEOG 441), Economic Geography (GEOG 443), Geography of European-American Regions (GEOG 470)

History. War and the Modern World (HIST 211), U.S.A.-USSR Shared History (HIST 245), American Foreign Relations since 1933 (HIST 353, 354), American Foreign Relations (HIST 451)

Journalism. International Journalism (J 492)

Political Science. Modern World Governments (PS 101), Crisis and Response in International Politics (PS 105), Introduction to Comparative Politics (PS 204), International Relations (PS 205), United States Foreign Policy I (PS 326), Communist Political Systems (PS 335), International Political Economy (PS 340), International Protection of Human Rights (PS 419), International Organization (PS 420), Irenology: The Study of Peace (PS 421), International Law (PS 422), Theories of International Politics (PS 455), National Security Policy (PS 496)

Sociology. Systems of War and Peace (SOC 464)

Speech. Political Economies of Communication (TCF 460)

Block B: Regional Cultures and Area Studies

AFRICAN STUDIES

Anthropology. Ethnology of Hunters and Gatherers (ANTH 301), Ethnology of Tribal Societies (ANTH 302), Ethnology of Peasant Societies (ANTH 303), Experimental Courses: African-American Anthropology, Problems in Modern Africa (ANTH 410), Political Anthropology (ANTH 411), Peoples of South Africa (ANTH 426), Peoples of Central and East Africa (ANTH 427), Peoples of West Africa and the Sahara (ANTH 428), Topics in Old World Prehistory (ANTH 440)

English. Afro-American Prose (ENG 310), Afro-American Folklore (ENG 486)

History. Afro-American History (HIST 250), Africa (HIST 325), South Africa (HIST 384)

ASIAN STUDIES

See the **Asian Studies** section of this bulletin.

CANADIAN STUDIES

See the **Canadian Studies** section of this bulletin.

LATIN AMERICAN STUDIES

See the **Latin American Studies** section of this bulletin.

PACIFIC REGION STUDIES

International Studies. The Pacific Challenge (INTL 440)

Anthropology. Pacific Basin: Polynesia and Micronesia (ANTH 323), Pacific Basin: Melanesia and Australia (ANTH 324), Pacific Islands Archaeology (ANTH 343), Topics in Pacific Ethnology (ANTH 425)

Economics. Economics of the Pacific Rim (EC 483)

RUSSIAN AND EAST EUROPEAN STUDIES

See the **Russian and East European Studies** section of this bulletin.

SOUTHEAST ASIAN STUDIES

See the **Asian Studies** section of this bulletin.

WESTERN EUROPEAN STUDIES

Geography. Geography of Europe (GEOG 202)

History. Europe since 1789 (HIST 301), Economic History of Modern Europe (HIST 424), Modern European Thought and Culture (HIST 426), Europe in the Era of Total War (HIST 428)

Political Science. Politics of Western Europe (PS 424), Politics of the European Community (PS 425)

Students who want to focus on one Western European country should see related course offerings in the **Economics, Germanic Languages and Literatures, History,** and **Romance Languages** sections of this bulletin.

Block C: Global Perspectives and Issues

WORLD CULTURES

International Studies. Special Studies: Becoming International (INTL 199), Introduction to World Value Systems (INTL 250), Seminar: Americans and the Third World (INTL 407), World Value Systems (INTL 430), Cross-Cultural Communication and Comparative Bureaucracy (INTL 431)

Anthropology. Introduction to Cultural Anthropology (ANTH 106), Introduction to Language and Culture (ANTH 108), Ethnology of Hunters and Gatherers (ANTH 301), Women and Culture II: Creativity and Symbols (ANTH 315), Food and Culture (ANTH 365), Culture and Personality (ANTH 413), Cultural Dynamics (ANTH 415), Race, Culture, and Sociobiology (ANTH 468), Anthropological Perspectives of Health and Illness (ANTH 469)

Dance. Dance and Folk Culture (DAN 301), Dance Cultures of the World (DAN 452)

Education. Values and Human Behavior (CPSY 493)

English. World Literature (ENG 107), Studies in Mythology (ENG 482)

Geography. Cultural Geography (GEOG 103), Urban Environment (GEOG 105), World Regional Geography (GEOG 201), Geography of Languages (GEOG 444), Culture, Ethnicity, and Nationalism (GEOG 445), Geography of Religion (GEOG 446), Cultural Landscapes (GEOG 460)

Humanities. Multicultural Studies in the Humanities (HUM 350)

Linguistics. Introduction to Linguistics (LING 290), Language, Culture, and Society (LING 295), Second-Language Acquisition and Language Teaching (LING 444)

Music. Music in World Cultures (MUS 258)

Philosophy. Social and Political Philosophy (PHIL 307), Philosophy of Religion (PHIL 320)

Political Science. Introduction to the Tradition of Political Theory (PS 202), Introduction to Contemporary Political Theory (PS 207), Art and the State (PS 301), Political Theory: Modern and Contemporary (PS 432), Politics of Multi-Ethnic Societies (PS 443)

Psychology. Psycholinguistics (PSY 440)

Religious Studies. Great Religions of the World (REL 201)

Sociology. America's Peoples (SOC 305), Marxist Sociological Theory (SOC 375), Political Economy (SOC 420), Sociology of Race Relations (SOC 445), Comparative Class Systems (SOC 452), Sociology of Education (SOC 491)

Speech. Introduction to Human Communication (RHCM 235), Nonverbal Communication (RHCM 434), International Communication Systems and Regulations (TCF 451), Political Economies of Communication (TCF 460), Race and Representation (TCF 496)

POPULATION AND RESOURCES

International Studies. Population and Global Resources (INTL 251)

Anthropology. Human Ecology (ANTH 360), Human Biological Variation (ANTH 362),

Food and Culture (ANTH 365), Human Adaptation (ANTH 367)

Biology. Global Ecology (BI 124), Ecology (BI 370)

Economics. Resource and Environmental Economics (EC 433)

Geography. The Natural Environment (GEOG 101), Geography and Environment (GEOG 104), Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463)

Geological Sciences. Oceanography (GEOL 307), Earth Resources and the Environment (GEOL 310)

Physics. Physics of Energy and Environment (PHYS 161)

Planning, Public Policy and Management. Introduction to Environmental Studies (PPPM 331), Environmental Planning (PPPM 426), Natural Resource Policy (PPPM 443)

Political Science. Introduction to Environmental Politics (PS 297), Ocean Politics (PS 423), Politics and Ecology (PS 474), Environmental Politics (PS 497)

Sociology. Communities, Population, and Resources (SOC 210), World Population and Social Structure (SOC 303), Sociology of the Environment (SOC 416)

PROBLEMS OF DEVELOPMENT

International Studies. Rich Nations and Poor Nations: Conflict and Cooperation (INTL 252), Seminar: Development and the Muslim World (INTL 407), International Community Development (INTL 420), Women and Development in the Third World (INTL 421), Aid to Developing Countries (INTL 422)

Anthropology. Economic Anthropology (ANTH 412), Cultural Dynamics (ANTH 415)

Economics. Problems and Issues in the Developing Economies (EC 390), Economic Growth and Development (EC 490)

Geography. Urban Geography (GEOG 442)

Political Science. Communist Political Systems (PS 335), Marxist Political Theories (PS 433), Political Development and Revolution (PS 475), Political Economy of Developing Societies (PS 451), Environmental Politics (PS 497)

Sociology. Social Change (SOC 349), Urbanization and the City (SOC 442), Sociology of Migration (SOC 444), Sociology of Developing Areas (SOC 450), Bureaucracy, Power, and Society (SOC 470)

GRADUATE STUDIES

An interdisciplinary master of arts (M.A.) degree program in international studies is offered for students who contemplate careers in foreign affairs, international organizations, or domestic organizations with international activities. A minimum of 63 credits must be completed for the degree. In addition, students without prior international experience are expected to complete a relevant 12-credit internship.

The M.A. degree program in international studies can be tailored to meet the unique professional needs of each student, and it provides the flexibility of interdisciplinary study. In close consultation with his or her adviser, the student develops a program of study that combines expertise in a specific professional area with interdisciplinary training in international studies. Areas of professional concentration include, for example, planning, public policy and management; journalism; international communications; health education and nutrition; international business; and international education. Concentrations in other professional areas, such as community development, can also be arranged.

Graduates of the International Studies Program serve as international technical advisers, career diplomats, international business and trade experts, analysts in Third World countries, educators, community development professionals, and administrators of international programs.

Graduate Curriculum

Of the 63 credits needed to complete the degree, students are required to take a minimum of 27 graded credits: 12 in the interdisciplinary core and 15 in the professional concentration area. A maximum of 21 credits may be taken in any one department in order to permit an appropriate degree of specialization.

Interdisciplinary Core. All students take 18 credits of interdisciplinary courses in international studies that form the common core of the curriculum. The core is comprised of four major competence areas: cross-cultural understanding and communication; understanding the dynamics of relations between the United States and developing countries; understanding major development theories and approaches; and cross-cultural research methods. Students may select from a range of specified courses to satisfy this requirement. A minimum of one course must be taken from each competence area.

Professional Concentration Area. All students take approximately 24 credits in their area of professional concentration. Courses in the concentration area are chosen in consultation with an adviser from the relevant cooperating department or professional school. Concentration areas vary according to student interests and needs. For example, given the rapid influx of international students into United States universities, counseling is likely to become an increasingly important professional concentration area. For students interested in agricultural extension and rural development, courses may be taken at Oregon State University. (For information on concurrent enrollment, see the **Registration and Academic Policies** section of this bulletin.) With both the United States and the state of Oregon turning greater attention to export expansion, professional concentration in international economics and trade in the Pacific region represents another area of expanding opportunities.

Students interested in a general international studies program (for example, in preparation for the United States Foreign Service) may satisfy this requirement by taking 24 credits emphasizing international political, historical, economic, and cultural factors. Students interested in international communications and journalism might also concentrate on this area.

The International Studies Program conducts a required 1-credit proseminar each fall term in which students and faculty members explore the field of international studies.

Geographic Focus. All students take a minimum of 12 credits in their area of geographic specialty (e.g., East Asia, Africa, Latin America, the Pacific region). An area specialty is also possible as a professional concentration.

Language Study and Competence. Students must demonstrate a third-year level of proficiency in a foreign language relevant to their professional or geographic focus prior to completion of the program. Students who want to improve their language skills as part of their M.A. program may take second- and third-year Chinese, Japanese, or Russian, or they may take third- and fourth-year Romance- or Germanic-language courses in lieu of up to 6 credits in the geographic focus, 6 credits in the professional concentration area, or 12 credits of the field internship. No more than 15 total credits of foreign language study may be applied toward fulfillment of program requirements. Through completion of their master's degree requirements, international students whose high school or university instruction was not in English demonstrate proficiency in English as a second language.

Field Internship. A 12-credit internship is required of students without prior international working experience and of those changing their professional focus. Internships in the Pacific region are currently being emphasized. The program helps students locate internships. Students who believe they have had sufficient international experience may submit a petition to the director of the International Studies Program to have the internship requirement waived. If granted, such a waiver does not reduce the 63-credit requirement for the degree.

Exit Project. To complete requirements, each student is required to write a thesis or policy paper or have an article accepted for publication in an approved refereed journal. Nine credits are awarded for a thesis and 3 to 6 credits for a policy paper or published article.

International Students. International as well as United States students are encouraged to apply. Their study programs are individually designed to meet their professional needs and those of the home country.

INTERNATIONAL STUDIES COURSES (INTL)

196 Field Studies (1–2R)

198 Colloquium: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–4R)

200 Innovative Education: [Term Subject] (1–3R)

250 Introduction to World Value Systems (3) Origin, diffusion, evolution, and present distribution of some of the major belief systems in the world and their implications for harmony and discord.

251 Population and Global Resources (3) The world ecosystem from a global perspective, including qualitative and quantitative aspects of human populations and their resources and alternative strategies for coping with global imbalance.

252 Rich Nations and Poor Nations: Conflict and Cooperation (3) Compares differences in national economics, politics, social structures, cultures, and world outlook. The central theme is how people seek to improve their quality of life.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–16R) P/N only. Prereq: instructor's consent.

403 Thesis (1–16R) Prereq: instructor's consent. Majors only.

405 Reading and Conference: [Term Subject] (1–16R) Prereq: instructor's consent.

406 Field Studies (1–16R) P/N only. Prereq: instructor's consent.

407/507 Seminar: [Term Subject] (1–5R) Current topics include Americans and the Third World; Current Issues in Peacemaking; Global Perspectives and Issues; Development in South and Southeast Asia; Global Environmental Issues. R when topic changes.

408/508 Workshop: [Term Subject] (1–16R)

409 Practicum: [Term Subject] (1–16R) P/N only. Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: instructor's consent.

410/510 Experimental Course: [Term Subject] (1–5R) R when topic changes.

420/520 International Community Development (3) Introduction to village communities and their development. Examines the critical skills necessary for effective community development work. Emphasis on values and alternative development strategies.

421/521 Women and Development in the Third World (3) Analysis of the changing roles, opportunities, and expectations of Third World women as their societies undergo social upheavals associated with the problematic effects of development.

422/522 Aid to Developing Countries (3) Survey of the origins, growth, and present status of private, bilateral, and multilateral aid to developing countries. Discusses ideological issues, absorptive capacity, and administration problems.

430/530 World Value Systems (3) Comparison and contrast of the evolution of major value systems during the past 100 years, the years of "global civilization."

431/531 Cross-Cultural Communication and Comparative Bureaucracy (3) Focuses on practical cross-cultural skills needed by professionals working overseas or in other cross-cultural settings. Discusses issues of cross-cultural management and case studies of successful organization abroad.

440/540 The Pacific Challenge (3) Introduction to developments and trends in the dynamic and increasingly interdependent Pacific region. Evaluates prospects for an emerging Pacific community.

441/541 Southeast Asian Political Novels and Films: Changing Images (3) Critical review of political novels and films that have distorted images of Southeast Asia. Discussion of strategies for developing genuine understandings of Southeast Asia.

503 Thesis (1–16R) P/N only. Prereq: exit project committee's consent. Majors only.

601 Research (1–16R) P/N only. Prereq: instructor's consent.

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Term Subject] (1–16R) Prereq: instructor's consent.

606 Field Studies (1–16R) P/N only. Prereq: graduate standing and exit project committee's consent.

607 Seminar: [Term Subject] (1–5R)

608 Special Topics: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R) P/N only. Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: program director's consent.

610 Experimental Course: [Term Subject] (1–5R)

650 International Research Methods (3) Survey of quantitative and qualitative research approaches relevant to international research. Emphasis on practical applications and strategies for linking research to policy in international settings.

655 Proseminar (1) Introduction to the field of international studies and the international studies graduate program.

LATIN AMERICAN STUDIES

940 Prince Lucien Campbell Hall
Telephone (503) 346-4864
Daniel Goldrich, Committee Chair

Participating Faculty

C. Melvin Aikens, anthropology
Jorge R. Ayora, Romance languages
Colette G. Craig,* linguistics
David J. Curland, Romance languages
Don E. Dumond, anthropology
Juan A. Epple,* Romance languages
Linda O. Fuller, sociology
Maradel K. Gale, planning, public policy and management
Richard P. Gale, sociology
Leonardo García-Pabón, Romance languages
Daniel Goldrich,* political science
Robert S. Haskett,* history
Robert M. Jackson,* Romance languages
Carl L. Johannessen, geography
Barbara D. May, Romance languages
Raymond Mikesell, economics
George W. Shipman, library
*Executive Committee

The University of Oregon offers undergraduate and graduate programs in Latin American studies under the auspices of the interdisciplinary Committee on Latin American Studies. No degree in Latin American studies is available at the university. An emphasis on Latin America is available both at the bachelor of arts (B.A.) and at the master of arts (M.A.) levels in anthropology, international studies, and in history and Spanish. See the **International Studies** and **History** sections of this bulletin.

Study Abroad

See index entries in this bulletin under "Overseas study."

In addition, individuals may make arrangements to study in Spain (see Barbara D. May).

Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Special Studies** section of this bulletin.

UNDERGRADUATE STUDIES

Preparation. High school students who have taken courses in political science, economics, history, or other approaches to international affairs, or who have participated in extracurricular activities (such as the Oregon High School International Relations League) may well be interested in Latin American studies.

Community college students who have taken courses in international relations may be interested in specializing in Latin American studies.

Careers. Career opportunities for students completing Latin American studies are available through such avenues as the Peace Corps, the United States Foreign Service (including U.S. Information Service), the foreign aid programs of the American government, the United Nations, and through private foundations,

international businesses, and international church organizations.

Program Requirements

The undergraduate program in Latin American studies requires the following course work:

1. Latin America (HIST 380, 381, 382)
2. The equivalent of two years of college-level Spanish or Portuguese or both
3. A major in one of the following (requirements for each are listed below): anthropology, history, or Spanish
4. A minimum of 12 credits in Latin American area courses (listed below)

Anthropology. Students choosing a major in anthropology must complete the following courses:

Introduction to Human Evolution (ANTH 101), Introduction to Cultural Anthropology (ANTH 106), Introduction to Archaeology (ANTH 107)

9 credits in physical anthropology courses numbered 300–499

9 credits in cultural anthropology courses numbered 300–499 including Native Central Americans (ANTH 433) and Native South Americans (ANTH 434)

9 credits in prehistory courses including Middle American Prehistory (ANTH 444) and South American Prehistory (ANTH 445)

6 additional credits in Latin American anthropology chosen from Research: Latin America (ANTH 401), Reading and Conference: Latin America (ANTH 405)

The adviser for Latin American anthropology is Don E. Dumond.

History. Students choosing a major in history must complete a minimum of 36 additional credits in history, of which 18 must be in courses numbered 400–499. Specific requirements include the following:

Western Civilization (HIST 101, 102, 103)

The Study of History (HIST 307), to be completed before enrolling in HIST 407

Seminar (HIST 407) research paper. In exceptional circumstances a term paper written in a Colloquium (HIST 408) or in a 400-level lecture course may be expanded into a research paper. Students expanding a term paper are to enroll in Reading and Conference (HIST 405) for 2 credits

6 additional credits in Latin American history chosen from Research: Latin America (HIST 401), Reading and Conference: Latin America (HIST 405), Seminar: Latin America (HIST 407), Mexico (HIST 480), The Caribbean and Central America (HIST 481), Latin America's Indian Peoples (HIST 482), Topics in Latin American History (HIST 483)

The adviser for Latin American history is Robert S. Haskett.

Spanish Literature. Students choosing a major in Spanish must complete a minimum of 45 upper-division credits as outlined in the **Romance Languages** section of this bulletin. Offerings include Introduction to Spanish-American Literature (SPAN 326), Chicano Literature (SPAN 328), Spanish-American Short Story (SPAN 435), Novel of the Mexican Revolution (SPAN 436)

The advisers for Spanish are Jorge Ayora, David J. Curland, Juan A. Epple, Leonardo García-Pabón, and Robert M. Jackson.

Latin American Area Courses. In addition to courses in a student's major concentration, a minimum of 12 credits are required, chosen from the following courses:

International Community Development (INTL 420), Native Central Americans (ANTH 433), Native South Americans (ANTH 434), Middle American Prehistory (ANTH 444), South American Prehistory (ANTH 445), Geography of European-American Regions (GEOG 470), Mexico (HIST 480), The Caribbean and Central America (HIST 481)

GRADUATE STUDIES

Specialization in Latin American studies at the graduate level is possible in a number of departments in the College of Arts and Sciences. Anthropology, economics, history, international studies (an interdisciplinary master's degree program), political science, sociology, and Spanish (in the Romance languages department) have faculty members competent and interested in the area. It is possible to arrange graduate programs in these fields with a concentration in Latin American studies.

LINGUISTICS

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Telephone (503) 346-3906
Colette G. Craig, Department Head

FACULTY

Kathie L. Carpenter, assistant professor (Thai, psycholinguistics, child language acquisition). B.A., 1975, California, San Diego; M.A., 1983, Ph.D., 1987, Stanford. (1989)

Colette G. Craig, professor (syntax, semantics, language typology, language contact and bilingualism, language and culture, Latin American studies; Romance and Amerindian languages). License, 1968, Maîtrise, 1969, Université de Paris-Nanterre; Ph.D., 1975, Harvard. (1974)

Scott DeLancey, associate professor (phonology, syntax, semantics; Sino-Tibetan and East Asian languages). B.A., 1972, Cornell; Ph.D., 1980, Indiana. (1982)

T. Givón, professor (syntax, semantics, discourse pragmatics, syntactic change, syntactic typology and language universals, language contact, pidgins and creoles, lexicography, philosophy of language; Indo-European, Amerindian, Austronesian, Semitic, African, and Sino-Tibetan languages). B.Sc., 1959, Jerusalem; M.S., 1962, M.A., 1966, Ph.D., 1969, California, Los Angeles. (1981)

Derry Malsch, associate professor (historical and comparative linguistics, language and culture, sociolinguistics, phonology; Germanic languages). B.A., 1965, M.A., 1967, Chicago; Ph.D., 1971, Wisconsin, Madison. (1971)

Doris L. Payne, assistant professor (morphology, syntax, semantics, discourse; Amerindian languages). B.S., 1974, Wheaton; M.A., 1976, Texas at Arlington; Ph.D., 1985, California, Los Angeles. (1987)

Russell S. Tomlin, associate professor (discourse analysis, syntax, semantics, second-language acquisition, English as a second language, typology and language universals). B.A., 1973, Knox; M.A., 1975, Ph.D., 1979, Michigan. (1979)

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

Participating

James L. Boren, English
Sarah A. Douglas, computer and information science
Noriko Fujii, East Asian languages and literatures
Morton Ann Gernsbacher, psychology
Kenneth B. Liberman, sociology
Michael I. Posner, psychology
Patricia Rounds, American English Institute
Theodore Stern, anthropology

GENERAL INFORMATION

The Department of Linguistics offers instruction inlinguistics leading to abachelor of arts (B.A.), a master of arts (M.A.) in two options—general linguistics and applied linguistics—and a doctor of philosophy (Ph.D.) degree in linguistics with interdisciplinary emphasis.

UNDERGRADUATE STUDIES

The program offers instruction in the nature of human language, the structural variety of individual languages, and the methodology of conducting a linguistic investigation. The primary aim of linguistics as a science is to study the use and organization of human language in coding and communicating knowledge. Although linguists may study specific facts of many languages, they do so to gain insight into the properties and

processes common to all languages. Such common features may in turn reflect universals of human cognitive, cultural, and social organization.

Language occupies a central position in the human universe, so much so that it is often cited as a major criterion for defining humanity. Its use in the coding and processing of knowledge makes it relevant to psychology. As a tool of reasoning it verges on logic and philosophy. As a computational system it relates to computer science and language-data processing. As a repository of one's cultural world view, it is a part of anthropology. As an instrument of social intercourse and a mark of social identity, it interacts with sociology. As a biological subsystem lodged in the brain, it is highly relevant to neurology. As the primary vehicle of learning and maturation it is important for education. As an expressive medium it is the crux of literature and rhetoric.

Careers. To gain understanding into the complexities of human language is thus to gain entrance into numerous fields of academic investigation and practical use. Indeed, computer programmers, conflict mediators, cryptologists, elementary school teachers, language teachers, lawyers, psychiatrists, speech therapists, and translators all depend heavily on understanding the nature and use of language.

The bachelor's degree in linguistics provides a solid foundation for graduate studies in anthropology, communication, computer science education, journalism, linguistics, literature and languages, philosophy, psychology, sociology, or speech pathology. It is also a strong entry point into the various practical applied fields listed above.

Bachelor of Arts Requirements

1. Two years of one foreign language and one year of another
2. The following required courses in linguistics:

	30 credits
Introduction to Linguistics (LING 290)	4
Languages of the World (LING 311)	3
Phonetics (LING 411)	4
Introduction to Phonology (LING 450)	4
Syntax and Semantics I,II (LING 451, 452)	8
Historical and Comparative Linguistics (LING 460)	4
Sociolinguistics (LING 490)	3

3. At least 12 additional credits selected either from linguistics courses or from courses in other departments listed as relevant to linguistics. At least 6 of these must be upper-division credits, including at least one undergraduate Proseminar (LING 407)
4. All courses applied toward the major in linguistics must be taken for letter grades. A course in which a grade of D+ or lower is earned cannot count toward the major
5. The study program of linguistics undergraduate majors must be approved by the departmental undergraduate adviser

Advising

Undergraduate students in linguistics consult the departmental undergraduate adviser each term about their study program.

Minor Requirements

The Department of Linguistics offers a minor in linguistics that gives the student a grounding in the basics of linguistic analysis and the opportunity to pursue areas of special interest. The minor in linguistics requires a total of at least 26 credits in linguistics course work. Under special circumstances substitutions to the courses listed below are possible. Students should obtain permission from the undergraduate adviser to pursue an alternative program of study.

Minor Requirements	*26 credits*
Introduction to Linguistics (LING 290) *or* Elements of Linguistics (LING 421)	4
Language, Culture, and Society (LING 295)	3
Languages of the World (LING 311)	3
Phonetics (LING 411)	4
Introduction to Phonology (LING 450)	4
Syntax and Semantics I,II (LING 451, 452)	8

Certification in Foreign Language Teaching

Second-Language Acquisition and Language Teaching (LING 444/544) and Second-Language Teaching Methods (LING 445/545) can be applied toward state certification in foreign language teaching. Students who take either course for this purpose must complete their field research in the targeted language.

GRADUATE STUDIES

Solid preparation in linguistics is an indispensable requirement for any specialization at the graduate level, applied as well as theoretical. Although the faculty and courses deal with a wide variety of linguistic topics and issues, four facets of linguistics are strongly emphasized in the graduate program:

1. A functional approach to the study of language structure and use
2. An empirical, live-data, field work, experimental, and cross-linguistic approach to the methodology of linguistic research
3. Interdisciplinary emphasis on the place of human language in its wider natural context
4. Second-language acquisition, at both the teaching-methodology and research levels, and applied linguistics in general

Advising and Review Practices

Graduate students meet each term with the departmental graduate adviser. In addition, some students may be assigned a faculty member to advise them in the areas of their academic interest. The performance of each graduate student is reviewed at the end of each academic term by the faculty. In case a student falls below what the faculty considers minimal standards of performance in the graduate program, a representative of the faculty notifies the student and suggests appropriate remedial steps.

Financial Aid

The department offers several graduate teaching fellowships (GTFs) in linguistics and at the American English Institute (AEI) as well as a number of graduate research fellowships. Other types of support are occasionally available. Qualified applicants for graduate admission are eligible to apply for support.

Master of Arts

The master of arts (M.A.) program in linguistics offers two options—one in linguistics, the other in applied linguistics (AL) with emphasis on second-language acquisition and teaching (SLAT). Both options require solid course work in language structure, function, and use. Students in the AL-SLAT option are expected to take most of their elective courses within the SLAT curriculum; other students may pursue a variety of electives in both linguistics and related disciplines.

Admission Requirements. Admission into the M.A. program assumes the completion of the equivalent of the courses required for the B.A. in linguistics. Students may be admitted into the program without having previously completed such courses, but they are then required to take and pass (with at a grade of B– or better) the following courses: Introduction to Phonology (LING 550), Syntax and Semantics I (LING 551), Syntax and Semantics II (LING 552).

Required Courses. The following courses are required for an M.A. in linguistics:

One Proseminar (LING 507) or Seminar (LING 607)

Linguistic Theory: Phonology (LING 614)

Linguistic Theory: Syntax (LING 615)

Linguistic Theory: Semantics (LING 616)

Elective Courses. Students working toward an M.A. degree must take an additional 32 credits in graduate-level courses, excluding LING 550, 551, or 552, chosen either from linguistics or from relevant related disciplines and approved by the departmental graduate adviser. M.A. students pursuing the AL-SLAT option must include the following:

Second-Language Acquisition and Language Teaching (LING 544)

Second-Language Teaching Methods (LING 545)

English Grammar (ENG 595)

Teaching English as a Second Language: Practicum (LING 609)

Advanced Teaching English as a Second Language (LING 645)

Foreign Language Requirement. Candidates for the M.A. must have completed two years of a foreign language during the previous seven years.

M.A. Examination. The M.A. degree in linguistics is granted upon successful completion of required course work, maintenance of the university-prescribed grade point average, and the passing of a written examination. M.A. examinations are administered twice a year, at the end of the fall and spring terms. No course with a grade lower than C– can be counted to satisfy degree requirements.

M.A. Thesis. Students in good standing in the program may be invited by the faculty to write an M.A. thesis rather than take the written M.A. examination. The faculty sitting as a committee of the whole must approve such an option, and one linguistics department faculty member must be willing to serve as thesis adviser. The thesis adviser makes recommendations to the faculty about the acceptability of

the M.A. thesis, and the faculty either accepts or rejects the thesis.

Doctor of Philosophy

The doctor of philosophy (Ph.D.) program in linguistics is individually tailored to meet the needs and professional goals of the student, drawing strong interdisciplinary support from related fields on the university campus. These may include—but are not limited to animal communication, anthropological linguistics, applied linguistics, cognitive science, discourse and text analysis, English linguistics, first- and second-language acquisition, language-data processing, neurolinguistics, psycholinguistics, sociolinguistics, and speech pathology and speech therapy.

Admission Requirements. Applicants must have an M.A. in linguistics or its equivalent. Applicants without an M.A. may be admitted conditionally and must complete all prerequisite M.A.-level linguistics courses before they receive unconditional doctoral status. Each applicant is required to submit, along with the graduate application, a sample graduate research paper (or M.A. thesis) at least thirty pages in length.

Residency Requirement. The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate, with at least one year spent in continuous residence on the Eugene campus. The Department of Linguistics interprets the latter requirement to mean that at least six courses, including seminars, must be taken in the program while the student is in continuous residence for three academic terms.

Foreign Language Requirement. Students in the Ph.D. program must demonstrate proficiency in two foreign languages, either by examination or through course work. These languages are typically Chinese, French, German, Japanese, Russian, or Spanish, but the student may submit a petition to substitute another language for one of the above if the student's study program or other special circumstances justify such a substitution.

Required Courses. A student must complete at least 32 credits of graduate courses in linguistics or related fields approved by a doctoral adviser. No courses required for the M.A. can count toward Ph.D. course requirements.

The 32-credit doctoral program must include (1) and either (2) or (3):

1. At least two seminars, one of which must be in syntax, semantics, or pragmatics
2. Field Methods I,II,III (LING 617, 618, 619)
   or
3. Applied and experimental linguistics sequence consisting of a course in statistics approved by the doctoral adviser, a cognitive science laboratory course, and Empirical Methods in Linguistics (LING 621)

Doctoral Adviser. The department head appoints a doctoral adviser for each student upon admission into the Ph.D. program.

Doctoral Examination. Upon completion of all preceding requirements, the candidate may submit a petition to the department to take the doctoral examination. The examination consists of three original research papers of substantial length on topics approved by the faculty. At least two of the papers must be in two separate subfields of linguistics; the third may be in a related field. The linguistics faculty accepts or rejects the papers. Upon successful completion of this examination, the student is advanced to candidacy.

Doctoral Dissertation. The Ph.D. is 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. A student may submit a petition to the department to waive the oral examination under special circumstances. The doctoral committee must include at least three linguistics faculty members, and it must be either chaired or cochaired by the student's doctoral adviser in linguistics. The student must submit a dissertation prospectus in writing, and it must be approved by the doctoral committee before the student begins writing the dissertation.

Linguistics Colloquium

The linguistics colloquium convenes once a week, usually in the afternoon, to hear presentations on special topics of general interest by invited speakers from other departments or universities or by faculty members or graduate students from the linguistics department. All graduate students are expected to attend regularly.

American English Institute

The American English Institute (AEI), directed by linguistics department faculty members, provides English as a second language (ESL) instruction to nonnative speakers of English. It offers teaching, training, and employment opportunities for graduate linguistics students in ESL methodology, second-language acquisition, and curriculum development as well as research opportunities in the acquisition and teaching of language and related fields.

Cognitive and Decision Sciences

Several linguistics faculty members are associated with the Institute of Cognitive and Decision Sciences. For more information, see that section of this bulletin.

Neuroscience

See the **Neuroscience** section of this bulletin for more information about the study of neuroscience at the university.

Southeast Asian Languages

The Southeast Asian Languages Program offers Thai and Indonesian at the first- and second-year levels. Students can make arrangements with linguistics faculty members for more advanced study. The program stresses proficiency in all four basic skills—listening, speaking, reading, and writing—through use of dialogues, exercises, communication games, and discussions. Most class time is spent in communicative interaction with native speakers. Once a week a linguist specializing in Southeast Asian languages discusses grammatical and stylistic points. Classes are offered sequentially beginning fall term. See also the **Southeast Asian Studies** section of this bulletin.

INDONESIAN COURSES (INDO)

101, 102, 103 First-Year Indonesian (5,5,5S) Basic grammar of Indonesian; practice in conversation, reading, and writing.

201, 202, 203 Second-Year Indonesian (5,5,5S) Intermediate Indonesian grammar, conversation, reading, and composition. Prereq: INDO 103 or equivalent.

THAI COURSES (THAI)

101, 102, 103 First-Year Thai (5,5,5S) Provides essentials of grammar, basic conversational skills, and a thorough grounding in the writing system.

201, 202, 203 Second-Year Thai (5,5,5S) Additional grammatical patterns, practice in speaking, reading, and writing Thai. Prereq: THAI 103 or equivalent.

LINGUISTICS COURSES (LING)

81 English Pronunciation for Foreign Students (2) Practice in the pronunciation of English; diagnosis of pronunciation problems; practice in accurately producing English sounds, sound sequences, stress, and intonation.

82 Listening Comprehension for Foreign Students (3) Practice in developing listening comprehension and in note taking; practice in listening to spoken English with emphasis on identifying main ideas and relationships.

83 Oral Communication for Foreign Students (3) Participation in conversation groups aimed at developing expository and expressive oral skills: emphasis on improving conversational skills dealing with academic subject matter.

84 Reading and Vocabulary Development for Foreign Students (3) Development of reading and vocabulary skills in academic subjects. Readings selected from areas of student interest.

91, 92, 93 English as a Second Language (3,3,3) Written and spoken English for students whose native language is not English. Emphasis is on written English to prepare students for other writing courses. Students are placed in these courses based on examinations administered by the university Testing Office.

150 Structure of English Words (3) Word structure and derivation in English Greek- and Latin-derived vocabulary; Germanic- and Romance-derived derivational rules. Understanding the dynamic structure of the English lexicon; prefixes, suffixes, and morphology.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R) Survey of various topics in linguistics. Recent topics are Coptic and Writing Systems.

200 Innovative Education: [Term Subject] (1–3R)

211 Articulatory Phonetics (4) Transcription and production of the sounds of natural language. *Offered only at Summer Institute of Linguistics.*

290 Introduction to Linguistics (4) Study of human language and linguistics as a scientific and humanistic discipline. Basic concepts of the lexicon, phonology, syntax, semantics, and language change. *Students may not receive credit for both LING 290 and 421/521.*

295 Language, Culture, and Society (3) Ways in which language reflects culture and in

turn determines cultural world view interaction between language and social structure, social relations and interpersonal communication.

311 Languages of the World (3) A survey of the variability and distribution of the languages of the world in terms of linguistic typology, genetic relationships, and geographic location. Prereq: LING 290 or 421/521.

350 Analytical Methods in Phonology (4) Methods for determining the phonological pattern of a language. *Offered only at Summer Institute of Linguistics.*

351 Analytical Methods in Morphology and Syntax (4) Methods of determining the morphological and syntactic patterns of natural language data. Prereq: LING 290 or 421/521.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R) Individual research supervised by a faculty member. Prereq: instructor's consent.

403 Honors Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R) Individual reading and bibliographic work supervised by a faculty member. Prereq: instructor's consent.

406 Field Studies (1–21R)

407/507 Proseminar: [Term Subject] (1–5R) Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis, acoustic phonetics, psycholinguistics, language acquisition, and applied linguistics. Prereq: LING 452/552.

408/508 Workshop:[Term Subject] (1–21R)

409 Supervised Tutoring: [Term Subject] (1–21R)

410/510 Experimental Course: [Term Subject] (2–5R) Recent topics are Classical Tibetan, First-Language Acquisition, Old Irish, and Translation Theory.

411/511 Phonetics (4) The articulatory acoustic basis for the classification and description of speech sounds; relevance of this phonetic base to phonological analysis. Pre- or coreq: LING 290.

421/521 Elements of Linguistics (4) Basic elements of language structure, function, and use including basic concepts of the lexicon, phonology, morphology, syntax, semantics, and language change. Primarily for nonmajors. *Students may not receive credit for both LING 290 and 421/521.*

426/526 Analysis of Language Structure: [Term Subject] (3R) Structure of individual languages, language subfamilies, or families. Specific languages vary, with selection most likely from Arabic, Austronesian, Bantu, Chinese, Greek, Hebrew, Hindi, Japanese, Latin. Prereq: LING 450/550, 451/551, 452/552 or instructor's consent. **R** when topic changes.

444/544 Second-Language Acquisition and Language Teaching (4) Introduction to second-language acquisition and the teaching of English and other modern languages as second languages. One extra hour per week of field research, research paper. Prereq: LING 290 or 421/521.

445/545 Second-Language Teaching Methods (4) Introduction to methods and techniques of teaching English and other modern languages as second languages. Curriculum design, testing, development and evaluation of materials, practice of specific teaching techniques. Prereq: LING 444/544.

450/550 Introduction to Phonology (4) Study of sound systems in language. Phonemic contrasts, allophonic variation, and complementary distribution in relation to lexical coding of words, sound production, and sound perception. Prereq: LING 411/511 or equivalent.

451/551 Syntax and Semantics I (4) Syntax within grammar; its interaction with lexical meaning, propositional semantics, and discourse pragmatics; syntactic structure; case roles; word order; grammatical morphology; tense, aspect, modality, and negation; definiteness and referentiality. Prereq: LING 290 or 421/521.

452/552 Syntax and Semantics II (4) Complex syntactic structures and their discourse function; embedded, coordinate, and subordinate clauses; nondeclarative speech acts, topicalization, contrast, and focusing; transitivization and detransitivization. Data from various languages. Prereq: LING 451/551.

460/560 Historical and Comparative Linguistics (4) Principles of language change and the methods of comparative and internal reconstruction; typological change in phonology, morphology, and syntax; language families and protolanguages. Prereq: LING 450/550, 451/551.

490/590 Sociolinguistics (3) Language in relation to social and interpersonal interaction. Topics may include dialect geography, social and ethnic dialects, language contact, bilingualism and multilingualism, pidgins and creoles, or conversational analysis. Prereq: LING 450/550, 452/552 or instructor's consent.

503 Thesis (1–16R) P/N only. Individual research on M.A. thesis supervised by a faculty member. Prereq: instructor's consent.

601 Research (1–16R) P/N only. Individual research on a specific topic supervised by a faculty member. Prereq: instructor's consent.

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only. Individual work on Ph.D. dissertation supervised by a faculty member.

605 Reading and Conference: [Term Subject] (1–16R) Individual reading and bibliographic work supervised by a faculty member. Prereq: instructor's consent.

606 Field Studies (1–16R)

607 Seminar: [Term Subject] (1–5R) Topics include syntax, semantics, discourse pragmatics, stylistics, psycholinguistics, neurolinguistics, language contact, pidgins and creoles, first- or second-language acquisition, language and culture. Prereq: LING 450/550, 452/552 or instructor's consent.

608 Workshop: [Term Subject] (1–16R)

609 Teaching English as a Second Language: Practicum: [Term Subject] (3) Supervised practicum in teaching English as a second language (TESL) either to adults or to children. Prereq: LING 444/544, 445/545.

610 Experimental Course: [Term Subject] (1–5R)

614 Linguistic Theory: Phonology (4) Detailed investigation of issues in phonological theory. Topics may include sound systems and their typology, morphophonology, and the acquisition of phonological structures. Prereq: LING 450/550, 460/560.

615 Linguistic Theory: Syntax (4) Issues in syntactic theory. Topics may include universals of semantic, pragmatic, and discourse function and their relation to syntax, syntactic typology and universals, formal models in syntactic description. Prereq: LING 452/552.

616 Linguistic Theory: Semantics (4) Detailed investigation of issues in semantic and pragmatic theory. Topics may include universals of lexical semantics and discourse pragmatics and their interaction. Prereq: LING 452/552.

617, 618, 619 Field Methods I,II,III (5,5,5S) Supervised linguistics field work with language informants, both in and out of class. Application of language universals to the elicitation, analysis, and evaluation of data from particular languages; the writing of phonological, lexical, and grammatical descriptions; sentence versus text elicitation. Prereq: LING 450/550, 452/552.

621 Empirical Methods in Linguistics (4) Empirical quantified methods of data collection and analysis; statistical evaluation of results. Data derived from discourse, conversation, psycholinguistics, first- and second-language acquisition, speech pathology, speech and writing deficiencies. Prereq: LING 450/550, 452/552 or instructor's consent.

622 Discourse Analysis (4) Language beyond the sentence level; elicitation and analysis of oral and written texts; quantitative text analysis. Information structure of discourse, discourse and syntax, conversational analysis, discourse pragmatics, discourse processing. Prereq: LING 452/552.

645 Advanced Teaching English as a Second Language (4) Current issues and research—both theoretical and applied—in second-language acquisition and teaching as related to teaching English as a second language (TESL). Prereq: LING 445/545.

660 Historical Syntax (4) Topics in the study of syntactic change. Prereq: LING 552, LING 560 or equivalent.

MATHEMATICS

218 Fenton Hall
Telephone (503) 346-4705
Frank W. Anderson, Department Head

FACULTY

Frank W. Anderson, professor (algebra). B.A., 1951, M.S., 1952, Ph.D., 1954, Iowa. (1957)

Bruce A. Barnes, professor (Banach algebras, operator theory). B.A., 1960, Dartmouth; Ph.D., 1964, Cornell. (1966)

Charles W. Curtis, professor (algebra). B.A., 1947, Bowdoin; M.A., 1948, Ph.D., 1951, Yale. (1963)

Micheal N. Dyer, professor (algebraic topology). B.A., 1960, Rice; Ph.D., 1965, California, Los Angeles. (1967)

Robert S. Freeman, associate professor (partial differential equations, operator theory). B.A.E., 1947, New York; Ph.D., 1958, California, Berkeley. (1967)

Peter B. Gilkey, professor (global analysis, differential geometry). B.S., 1966, M.A., 1967, Yale; Ph.D., 1972, Harvard. (1981)

David K. Harrison, professor (algebra). B.A., 1953, Williams; Ph.D., 1956, Princeton. (1963)

James A. Isenberg, associate professor (mathematical physics, differential geometry, nonlinear partial differential equations). A.B., 1973, Princeton; Ph.D., 1979, Maryland. (1982)

Jens C. Jantzen, professor (Lie theory and algebraic groups). Ph.D., 1973, Bonn. (1988)

Rong-Qing Jia, assistant professor (numerical analysis). B.A., 1968, Zhejiang; Ph.D., 1983, Wisconsin, Madison. (1989)

William M. Kantor, professor (finite geometries, finite groups, combinatorics). B.S., 1964, Brooklyn; M.A., 1965, Ph.D.,1968, Wisconsin, Madison. (1971)

Richard M. Koch, professor (differential geometry). B.A., 1961, Harvard; Ph.D.,1964, Princeton. (1966)

John V. Leahy, professor (algebraic and differential geometry). Ph.D., 1965, Pennsylvania. (1966)

Shlomo Libeskind, professor (mathematics education). B.S., 1962, M.S., 1965, Technion-Israel Institute of Technology; Ph.D., 1971, Wisconsin, Madison. (1986)

Theodore W. Palmer, professor (analysis). B.A., 1958, M.A., 1958, Johns Hopkins; A.M., 1959, Ph.D., 1966, Harvard. (1970)

N. Christopher Phillips, assistant professor (functional analysis). A.B., 1978, M.A., 1980, Ph.D., 1984, California, Berkeley. (1990)

Kenneth A. Ross, professor (harmonic analysis). B.S., 1956, Utah; M.S., 1958, Ph.D., 1960, Washington (Seattle). (1964)

Gary M. Seitz, professor (group theory). A.B., 1964, M.A., 1965, California, Berkeley; Ph.D., 1968, Oregon. (1970)

Brad S. Shelton, associate professor (Lie groups, harmonic analysis, represenrations). B.A., 1976, Arizona; M.S., Ph.D., 1982, Washington (Seattle). (1985)

Allan J. Sieradski, professor (algebraic topology, homotopy theory). B.S., 1962, Dayton; M.S., 1964, Ph.D., 1967, Michigan. (1967)

J. Nicholas Spaltenstein, associate professor (algebra and algebraic geometry). Diplôme, 1974, École Polytechnique Fédérale, Lausanne; M.Sc., 1975, Ph.D., 1978, University of Warwick. (1986)

Stuart Thomas, instructor; assistant to department head. A.B., 1965, California State, Long Beach; M.A., 1967, California, Berkeley. (1990)

Donald R. Truax, professor (statistics). B.S., 1951, M.S., 1953, Washington (Seattle); Ph.D., 1955, Stanford. (1959)

James M. Van Buskirk, professor (topology, knot theory). B.S., 1954, Wisconsin, Superior; M.S., 1955, Ph.D., 1962, Wisconsin, Madison. (1962)

Marie A. Vitulli, associate professor (algebraic geometry). B.A., 1971, Rochester; M.A., 1973, Ph.D., 1976, Pennsylvania. (1976)

Paul W. Vos, assistant professor (statistics). B.A., 1983, Calvin; M.S., 1986, Ph.D., 1987, Chicago. (1987)

Marion I. Walter, professor (mathematics education). B.A., 1950, Hunter; M.S., 1954, New York; D.Ed., 1967, Harvard. (1977)

Jerry M. Wolfe, associate professor (numerical analysis). B.S., 1966, Oregon State; M.A., 1969, Ph.D., 1972, Washington (Seattle). (1970)

Charles R. B. Wright, professor (group theory). B.A., 1956, M.A., 1957, Nebraska; Ph.D., 1959, Wisconsin, Madison. (1961)

Daming Xu, assistant professor (statistics). B.A., 1965, University of Science and Technology of China; Ph.D., 1988, Chicago. (1988)

Sergey Yuzvinsky, professor (representation theory, combinatorics, multiplication of forms). M.A., 1963, Ph.D., 1966, Leningrad. (1980)

Emeriti

Fred C. Andrews, professor emeritus (statistics). B.S., 1946, M.S., 1948, Washington (Seattle); Ph.D., 1953, California, Berkeley. (1957)

Richard B. Barrar, professor emeritus (applied mathematics, differential equations). B.S., 1947, M.S., 1948, Ph.D., 1952, Michigan. (1967)

Glenn T. Beelman, senior instructor emeritus. B.S., 1938, South Dakota State; A.M., 1962, George Washington. (1966)

Paul Civin, professor emeritus (Banach algebras). B.A., 1939, Buffalo; M.A., 1941, Ph.D., 1942, Duke. (1946)

Kenneth S. Ghent, professor emeritus (number theory). B.A., 1932, McMaster; S.M., 1933, Ph.D., 1935, Chicago. (1935)

Henry L. Loeb, professor emeritus (numerical analysis, approximation theory). B.S., 1949, Wisconsin, Madison; M.A., 1958, Columbia; Ph.D., 1965, California, Los Angeles. (1966)

Ivan M. Niven, professor emeritus (number theory). B.A., 1934, M.A., 1936, British Columbia; Ph.D., 1938, Chicago. (1947)

Paul Olum, professor emeritus (algebraic topology); president emeritus, Oregon. A.B., 1940, Harvard; M.A., 1942, Princeton; Ph.D., 1947, Harvard. (1976)

Robert F. Tate, professor emeritus (statistics). B.A., 1944, California, Berkeley; M.S., 1949, North Carolina; Ph.D., 1952, California, Berkeley. (1965)

Lewis E. Ward, Jr., professor emeritus (topology). A.B., 1949, California, Berkeley; M.S., 1951, Ph.D., 1953, Tulane. (1959)

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

UNDERGRADUATE STUDIES

Courses offered by the University of Oregon 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 also provide basic mathematical and statistical training for students in the social, biological, and physical sciences and in the professional schools; prepare teachers of mathematics; and provide advanced and graduate work for students specializing in the field.

Preparation. Students planning to major in mathematics at the university should take three or four years of high school mathematics including a year of mathematics as a senior. Courses in algebra, geometry, trigonometry, and more advanced topics should be included whether offered as separate courses or as a unit.

College transfer students who have completed a year of calculus should be able to complete the major requirements in mathematics at the University of Oregon in two years.

Science Group Requirement. The department offers a variety of courses that satisfy the science group requirement. These courses are MATH 150–154; MATH 211, 212, 213; MATH 231, 232, 233; MATH 241, 242, 243; MATH 251, 252, 253; MATH 271, 272, 273. The courses numbered 150–154 present ideas from areas of important mathematical activity in an elementary setting, stressing concepts more than computation. They do not provide preparation for other mathematics courses but are compatible with further study in mathematics.

Enrollment in Courses

To enroll in a lower-division mathematics course, students must take the prescribed placement examination or present a grade report showing completion of the prerequisite course with a grade of C– or P or better.

Courses are not open for credit to students whose competence in that area exceeds the scope of the particular course. For example, a student with credit in Calculus for Business and Social Science I (MATH 241) cannot later receive credit for College Algebra (MATH 111). For more information about credit restrictions contact a mathematics adviser.

The department offers two calculus sequences to meet students' needs. Calculus I,II,III (MATH 251, 252, 253) is the standard sequence recommended to most students in the physical sciences and mathematics. Calculus for Business and Social Science I,II (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH 243) form a sequence that is designed to serve the mathematical needs of students in the business, managerial, and social sciences. The choice between these two sequences is an important one; the choice of MATH 241, 242, 243 effectively closes the door to most advanced mathematics courses. Students need to consult an adviser in mathematics or their major field about which sequence to take.

Major Requirements

The department offers undergraduate preparation for graduate work in mathematics and statistics; for mathematics teaching at the secondary level; and for positions in government, business, and industry. Each student's major program is individually constructed in consultation with an adviser.

To qualify for a bachelor's degree with a major in mathematics, a student must satisfy the requirements in one of the nine options listed below or receive explicit approval in writing for an alternate program from the head adviser for undergraduate mathematics prior to the beginning of the last full year of study.

Lower-division requirements include Calculus I,II,III (MATH 251, 252, 253). In addition,

every mathematics major must take a course that focuses primarily on mathematical structures. This requirement is generally met by taking Mathematical Structures I (MATH 271) as a freshman or sophomore. Students with a computer science emphasis can satisfy this requirement by taking Elements of Discrete Mathematics I (MATH 231). Students may also meet this requirement by taking one of the following courses: Applied Algebra I (MATH 442), Mathematical Logic (MATH 483), or a course approved by the head adviser. Students choosing the precollege teaching option automatically satisfy the structures requirement by taking Fundamentals of Abstract Algebra I (MATH 391) and Geometries from an Advanced Viewpoint I (MATH 394). Most options for majors require Introduction to Differential Equations (MATH 256) and Several-Variable Calculus I,II (MATH 281, 282), and most majors take these courses during the sophomore year.

Upper-division courses used to satisfy these 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.

Among the upper-division requirements, all majors must take Elementary Analysis (MATH 315) and Elementary Linear Algebra (MATH 341, 342), except students choosing the precollege teaching option who take Fundamentals of Analysis (MATH 397). Statistical Methods I,II (MATH 425, 426), Multivariate Statistical Methods (MATH 427), and Matrix Algebra (MATH 440) cannot be used to complete the options listed below.

Option One: Standard. Required: MATH 256; MATH 281, 282; 25 upper-division mathematics credits including MATH 315; MATH 341, 342; at least two of the following five pairs of courses: MATH 351, 352; MATH 420, 421; MATH 442, 443; MATH 454, 455; MATH 461, 462

Recommended: MATH 422, 423, 463

Option Two: Graduate Preparatory. Required: MATH 256; MATH 281, 282; 26 upper-division mathematics credits including MATH 315; MATH 341, 342; at least two courses selected from each of two of the following sequences: MATH 413, 414, 415; MATH 431, 432, 433; MATH 444, 445, 446; MATH 451, 452, 453; MATH 464, 465, 466

Recommended: MATH 411, 412; MATH 420, 421; MATH 441

Option Three: Statistics. Required: MATH 256; MATH 281, 282; 25 upper-division mathematics credits including MATH 315; MATH 341, 342; MATH 442; MATH 455; MATH 461, 462, 463 or MATH 464, 465, 466

Recommended: MATH 351, 352; MATH 411, 412; MATH 420, 421; MATH 443; MATH 454

Option Four: Biological Science. Required: MATH 256; MATH 281, 282; 19 upper-division mathematics credits including MATH 315; MATH 341, 342; MATH 420; MATH 461, 462.

Also required: general or honors chemistry and BI 291, 292, 293 (with laboratories, BI 294, 295, 296)

Recommended: MATH 351, 421, 454, 455, 463, general or honors physics

Option Five: Computer Science. Required: MATH 231, 232, 233; MATH 256; MATH 281, 282; 19 upper-division mathematics credits including MATH 315; MATH 341, 342; MATH 454; two courses selected from the following: MATH 351 or 451; MATH 442; MATH 455; MATH 461, 462; MATH 483

Also required: CIS 313, 314, 315

Recommended: CIS 445; MATH 420, 441, 443

Option Six: Physical Science. Required: MATH 256; MATH 281, 282; 22 upper-division mathematics credits including MATH 315; MATH 341, 342; four courses from the following: MATH 351, 352 or MATH 451, 452, 453; MATH 411, 412; MATH 420, 421; MATH 422; MATH 423; MATH 461, 462; MATH 463

Also required: any two of the following three sets of sequences—general or honors chemistry, general geology, general or honors physics. An upper-division two-term sequence in chemistry or physics may be substituted for one of these sequences. Upper-division geology sequences must have prior approval

Recommended: MATH 413, 414, 415; MATH 111; MATH 445, 446; appropriate upper-division physics, chemistry, and geology courses

Option Seven: Precollege Teaching. Required: 31 upper-division mathematics credits including MATH 341; MATH 346; MATH 391, 392, 393; MATH 394, 395, 396; MATH 397; MATH 315 or 461

Also required: a programming course from the Department of Computer and Information Science

Recommended: MATH 398

Option Eight: Social Science or Business. Required: MATH 256; MATH 281, 282; 22 upper-division mathematics credits including MATH 315; MATH 341, 342; MATH 442; MATH 461, 462, 463

Recommended: MATH 351, 352; MATH 420, 421; MATH 443; MATH 454; MATH 455

Because this option covers such diverse areas, it is essential for students to obtain explicit guidance from a mathematics adviser and an adviser in one of the social science departments or in the College of Business Administration

Option Nine: Actuarial Science. Required: MATH 256; MATH 281, 282; 28 upper-division mathematics credits including MATH 315; MATH 341, 342; MATH 351, 352 or MATH 451, 452; MATH 454; MATH 455; MATH 461, 462 or MATH 464, 465.

Recommended: MATH 463 or 466; courses in computer and information science and accounting

Minor Requirements

The minor program is intended for any student, regardless of major, with a strong interest in mathematics. While students in such closely allied fields as computer and information science or physics often complete double majors, students with more distantly related majors such as psychology or history may find the minor useful.

To earn a minor in mathematics, a student must complete at least 30 credits in mathematics at the 200 level or higher, with at least 15 upper-division mathematics credits; MATH 425, 426, 427 and MATH 440 cannot be used. A minimum of 15 credits must be taken at the University of Oregon.

Only one D grade (D+ or D or D–) may be counted toward fulfilling the upper-division requirement. All upper-division courses must be taken for letter grades. The flexibility of the mathematics minor program allows each student, in consultation with a mathematics adviser, to tailor the program to his or her needs.

Secondary School Teaching

The Department of Mathematics offers work for preparation to teach mathematics in Oregon public secondary schools. Certification as a secondary teacher requires completion of a teacher preparation program, available at the University of Oregon in a graduate-level program. Students must complete a bachelor's degree, and all work for the mathematics endorsement should be completed prior to entering the teacher education program.

For specific information about departmental requirements for the mathematics endorsement, students should contact Stuart Thomas, the department adviser for teacher education, and the staff in the College of Education's Office of Student Support Services, 117 Education Building. Students should meet with a staff member in the student support services office to begin the process of planning a program leading to the standard endorsement.

Honors and Awards

Students preparing to graduate with honors in mathematics should notify the chair of the undergraduate affairs committee not later than the first term of their senior year. They must complete two of the following four sets of courses with at least a B average (3.00 grade point average): MATH 413, 414; MATH 431, 432; MATH 440, 441 or 445, 446; MATH 461, 462 or 464, 465. They must also write a thesis covering advanced topics assigned by their advisers. The honors degree is awarded to students whose work is judged truly exceptional.

The William Lowell Putnam examination, a competitive, nationally administered mathematics examination, is given early each December. It contains twelve very challenging problems, and prizes are awarded to the top finishers in the nation. Interested students should consult the chair of the undergraduate affairs committee at the beginning of fall term.

Facilities

The department office and the Mathematics Library, a branch of the Science Library, are located in Fenton Hall. A reading and study area is located in the Moursund Reading Room of the Mathematics Library.

GRADUATE STUDIES

The university offers graduate study in mathematics leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees.

Master's degree programs are available to suit the needs of students with various objectives. There are programs for students who intend to continue toward the doctorate and for those who plan to conclude their formal study of pure or applied mathematics at the master's level. A teachers' master's degree program gives intensive preparation to students planning careers in secondary school or community college teaching. An interdisciplinary master's degree program in teaching and mathematics serves teachers who already hold a basic teaching certificate; this program may be pursued conveniently during summer sessions. Applicants for summers-only admission must satisfy the graduate admission requirements.

Admission depends on the student's previous academic record—both overall academic quality and adequate mathematical background for the applicant's proposed degree program. Application forms for admission to the Graduate School may be obtained by writing to the head of the Department of Mathematics. Prospective applicants should take note of the general university requirements for graduate admission that appear in the **Graduate School** section of this bulletin.

Transcripts from all undergraduate and graduate institutions attended and copies of Graduate Record Examinations (GRE) scores in the verbal, quantitative, and mathematics tests should be submitted to the department.

In addition to general Graduate School requirements, the specific graduate program courses and conditions listed below must be fulfilled. More details can be found in the Department of Mathematics *Graduate Student Handbook*, available in the department office. All mathematics courses applied to degree requirements, including associated reading courses, must be taken for letter grades. A final written or oral examination or both is required for master's degrees except under the pre-Ph.D. option outlined below. This examination is waived under circumstances outlined in the departmental *Graduate Student Handbook*.

Master's Degree Programs

Pre-Ph.D. Master's Degree Program. Of the required 45 credits, at least 18 must be in 600-level mathematics courses; at most,15 may be in graduate-level courses other than mathematics.

Students must complete two 600-level sequences acceptable for the qualifying examinations in the Ph.D. program. In addition, they must complete either one other 600-level sequence or a combination of three terms of 600-level courses approved by the master's degree subcommittee of the graduate affairs committee.

Master's Degree Program. Of the required 45 credits, at least 9 must be in 600-level mathematics courses, excluding MATH 605; at most, 15 may be in graduate-level courses other than mathematics.

Students must take a minimum of two of the following sequences and one 600-level sequence, or two 600-level sequences and one of the following: MATH 513, 514, 515; MATH 531, 532, 533; MATH 544, 545, 546; MATH 564, 565, 566

Students should also have taken a three-term upper-division or graduate sequence in statistics, numerical analysis, computing, or other applied mathematics.

Teachers' Master's Degree Program. Of the required 45 credits, at least 9 must be in 600-level mathematics courses.

Students must take at least 36 credits in mathematics courses at either the 500 or the 600 level, to include the following or their equivalents: (a) MATH 513, 514, 515; (b) MATH 544, 545, 546; (c) two courses from one of the following sequences: MATH 531, 532, 533; MATH 564, 565, 566; MATH 656, 657, 658.

Students should also have taken, at some time, one-term or longer courses in introductory linear algebra, set theory and mathematical logic, and differential equations or functions of several variables.

Interdisciplinary Studies:Teaching and Mathematics. This program is intended for secondary school teachers of mathematics. To be admitted, an applicant must have had at least 18 undergraduate credits in mathematics and a reasonable background in education courses as evidenced by holding a basic Oregon certificate for secondary teaching or an equivalent credential. The program may be coordinated with work toward the standard teaching certificate.

Of the required 45 credits, at least 9 must be in 600-level courses.

Students must take a minimum of 9 credits of planned graduate-level education courses and 36 credits of planned graduate-level mathematics courses (500 and 600 levels).

Planned courses are selected and approved at the start of the program of study and may not be altered except with the permission of the student's adviser.

Doctor of Philosophy

The Ph.D. is a degree of quality not to be conferred in routine fashion after completion of any specific number of courses or after attendance in Graduate School for a given number of years.

The department offers programs leading to the Ph.D. degree in the areas of algebra, analysis, applied mathematics, combinatorics, geometry, mathematical physics, numerical analysis, probability, statistics, and topology. Advanced graduate courses in these areas are typically offered in Seminar (MATH 607); see the course description for a list of current seminar topics. Each student, upon entering the graduate degree program in mathematics, reviews previous studies and objectives with the graduate advising committee. On the basis of this consultation, conditional admission to the master's degree program or the pre-Ph.D. program is granted. A student in the pre-Ph.D. program may also be a candidate for the master's degree.

Pre-Ph.D. Program. To be admitted to the pre-Ph.D. program, an entering graduate student must have completed a course of study equivalent to the graduate preparatory bachelor's degree program described above. Other students are placed in the master's degree program and may apply for admission to the pre-Ph.D. program following a year of graduate study. Students in the pre-Ph.D. program must take the qualifying examination at the beginning of their second year during the week before classes begin fall term. The qualifying examination consists of examinations on two basic 600-level graduate courses, one each from two of the following three categories: (a) algebra; (b) analysis; (c) numerical analysis, probability, statistics, topology, or geometry.

Ph.D. Program. Admission to the Ph.D. program is based on the following criteria: satisfactory performance on the qualifying examination, completion of three courses at a level commensurate with study toward a Ph.D., and satisfactory performance in seminars or other courses taken as a part of the pre-Ph.D. or Ph.D. program. Students who are not admitted to the Ph.D. program because of unsatisfactory performance on the fall-term qualifying examination may retake the examination at the beginning of winter term.

A student in the Ph.D. program is advanced to candidacy after passing two language examinations and the comprehensive examination. To complete the requirements for the Ph.D., candidates must submit a dissertation, have it read and approved by a dissertation committee, and defend it orally in a formal public meeting.

Language Requirement. The department expects Ph.D. candidates to be able to read mathematical material in two foreign languages selected from French, German, and Russian. Other languages are acceptable in certain fields. Language requirements may be fulfilled by (a) passing a departmentally administered examination, (b) satisfactorily completing a second-year college-level language course, or (c) passing an Educational Testing Service (ETS) examination.

Comprehensive Examination. This is an oral examination emphasizing the basic material in the student's general area of interest. A student is expected to take this examination during the first three years in the combined pre-Ph.D. and Ph.D. programs. To be eligible to take this examination, a student must have completed the language examinations and nearly all the course work needed for the Ph.D.

Dissertation. Ph.D. candidates in mathematics must submit a dissertation containing substantial original work in mathematics. Requirements for final defense of the thesis are those of the Graduate School.

MATHEMATICS COURSES (MATH)

70 Elementary Algebra (4) P/N only. Basics of algebra, including arithmetic of signed numbers, order of operations, arithmetic of polynomials, linear equations, word problems, factoring, graphing lines, exponents, radicals. Credit for enrollment (eligibility) but not toward graduation; satisfies no university or college requirement. *Additional fee required.*

95 Intermediate Algebra (4) Topics include problem solving, linear equations, systems of equations, polynomials and factoring techniques, rational expressions, radicals and exponents, quadratic equations. Credit for enrollment (eligibility) but not toward graduation; satisfies no university or college requirement. Prereq: MATH 70 or satisfactory placement test score. *Additional fee required.*

111 College Algebra (4) Algebra needed for calculus including graph sketching, algebra of functions, polynomial functions, rational functions, exponential and logarithmic functions, linear and nonlinear functions. Prereq: MATH 95 or satisfactory placement test score.

112 Elementary Functions (4) Exponential, logarithmic, and trigonometric functions; mathematical induction. Intended as preparation for MATH 251. Prereq: MATH 111 or satisfactory placement test score.

150 Introduction to Probability (3) Elementary survey emphasizing basic concepts of probability; applications to problems in many fields. Prereq: MATH 95 or satisfactory placement test score. *Students may not receive credit for both MATH 150 and 243.*

151 Combinatorics (3) Various techniques of enumeration; applications to a variety of areas such as economics, statistics, and computer programming. Prereq: MATH 95 or satisfactory placement test score.

152 Mathematical Symmetry (3) A mathematical investigation of geometric symmetry, with applications to ornamental design. Prereq: MATH 95 or satisfactory placement test score.

153 Introduction to Game Theory (3) Study of decision making in a competitive environment. Restricted to games of strategy with two participants where the gains of one are the other's losses. Prereq: MATH 95 or satisfactory placement test score.

154 Elementary Number Theory (3) Basic properties of whole numbers. Topics include prime numbers, congruences, Fermat's theorem, equations in integers, and famous unsolved problems. Prereq: MATH 95 or satisfactory placement test score.

171, 172, 173 (H) Topics in Modern Mathematics I,II,III (4,4,4) Selected topics chosen to illustrate broad streams of mathematical thought, interwoven with an introduction to a programming language and personal computers. Does not provide preparation for calculus. Prereq: MATH 95 or satisfactory placement test score.

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

211, 212, 213 Fundamentals of Elementary Mathematics I,II,III (3,3,3S) 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. These courses treat the mathematics needed to teach grades K–8. Prereq for MATH 211: high school algebra and geometry and satisfactory placement test score. Prereq for MATH 212: MATH 211 with grade of C– or better. Prereq for MATH 213: MATH 212 with grade of C– or better.

231, 232, 233 Elements of Discrete Mathematics I,II,III (4,4,4S) 231: sets, mathematical logic, induction, sequences, and functions. **232:** relations, theory of graphs and trees with applications, permutations and combinations. **233:** discrete probability, Boolean algebra, elementary theory of groups and rings with applications. Prereq: MATH 111 or satisfactory placement test score. *Students may not receive credit for both MATH 231 and 271, MATH 232 and 272, MATH 233 and 273.*

241, 242 Calculus for Business and Social Science I,II (4,4S) Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. For students in the social and managerial sciences whose programs do not require additional courses in calculus. Prereq: MATH 111 or satisfactory placement test score. *Students may not receive credit for both MATH 241 and 251, MATH 242 and 252.*

243 Introduction to Methods of Probability and Statistics (4) Discrete and continuous probability; data description and analysis; binomial and other distributions; sampling distributions. Prereq: MATH 111 or satisfactory placement test score. *Students may not receive credit for both MATH 150 and 243.*

251, 252, 253 Calculus I,II,III (4,4,4S) Standard sequence for students of physical, biological, and social sciences and of mathematics. **251:** differential calculus and applications. **252:** integral calculus. **253:** introduction to improper integrals, infinite sequences and series, Taylor series, and multiple integrals. Prereq for MATH 251: MATH 112 or satisfactory placement test score. *Students may not receive credit for both MATH 241 and 251, MATH 242 and 252.*

256 Introduction to Differential Equations (4) Introduction to differential equations and applications. Linear algebra is introduced as needed. Prereq: MATH 253 or instructor's consent.

271, 272, 273 Mathematical Structures I,II,III (3,3,3S) Survey of structures that pervade modern mathematics; foundational material in logic, set theory, number theory, structure of real numbers, discrete probability, group theory, and topology. Prereq: MATH 251 or instructor's consent. *Students may not receive credit for MATH 231 and 271, MATH 232 and 272, MATH 233 and 273.*

281, 282 Several-Variable Calculus I,II (3,3S) Introduction to calculus of functions of several variables including partial differentiation; gradient, divergence, and curl; line and surface integrals; Green's and Stokes's theorems. Linear algebra introduced as needed. Prereq for MATH 281: MATH 256 or instructor's consent.

315 Elementary Analysis (4) Rigorous treatment of certain topics introduced in calculus including continuity, differentiation and integration, sequences and series, uniform convergence and continuity, power series. Prereq: MATH 253 or equivalent. *Students may not receive credit for both MATH 315 and 397.*

341, 342 Elementary Linear Algebra (3,3S) Vector and matrix algebra; *n*-dimensional vector spaces; systems of linear equations; linear independence and dimension; linear transformations; rank and nullity; determinants; eigenvalues; inner product spaces; theory of a single linear transformation. Prereq: MATH 253 or instructor's consent.

346 Number Theory (3) Topics include congruences, Chinese remainder theorem, Gaussian reciprocity, basic properties of prime numbers. Prereq: MATH 253 or instructor's consent.

351, 352 Elementary Numerical Analysis I,II (3,3S) Basic techniques of numerical analysis and their use on computers. Topics include root approximation, linear systems, interpolation, integration, and differential equations. Prereq: MATH 253, CIS 210.

391, 392, 393 Fundamentals of Abstract Algebra I,II,III (3,3,3) Complex numbers, the theory of equations, and an introduction to algebraic structures including groups, rings, fields, and polynomial rings. For prospective secondary teachers. Prereq: MATH 253 or instructor's consent.

394 Geometries from an Advanced Viewpoint I (3S) Topics in Euclidean geometry in two and three dimensions including constructions. Emphasizes investigations, proofs, and challenging problems. For prospective secondary and middle school teachers. Prereq: one year of high school geometry, one year of calculus.

395, 396 Geometries from an Advanced Viewpoint II,III (3,3S) 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. Prereq: Grade of C– or better in MATH 394.

397 Fundamentals of Analysis (4) Analysis of theoretical topics introduced in calculus such as limits, continuity, differentiation and integration, sequences and series. For prospective secondary teachers. Prereq: MATH 253 or equivalent. *Students may not receive credit for both MATH 315 and 397.*

398 Problem Posing and Solving (3) Techniques for posing and solving mathematical problems. Critical analysis of student solutions. Prospective or certified teachers only. Prereq: MATH 391, 394 or instructor's consent.

399 Special Studies: [Term Subject] (1–4R)

401 Research (1–21R)

403 Thesis (1–4R)

405 Reading and Conference: [Term Subject] (1–4R)

407/507 Seminar: [Term Subject] (1–4R)

408/508 Workshop:[Term Subject] (1–21R)

410/510 Experimental Course: [Term Subject] (1–4R)

411/511, 412/512 Functions of a Complex Variable I,II (3,3S) Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, harmonic functions, contour integration, conformal mapping, infinite products. Prereq: MATH 281 or instructor's consent.

413/513, 414/514, 415/515 Introduction to Analysis I,II,III (4,4,4S) Differentiation and integration on the real line and in *n*-dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Prereq: MATH 282, 315 or instructor's consent.

420/520 Differential Equations I (3) Linear differential equations, applications, series solutions of differential equations. Prereq: MATH 256.

421/521 Differential Equations II (3) Systems of equations, boundary value problems, Green's functions, special functions. Prereq: MATH 256, 420/520.

422/522 Fourier Series and Orthogonal Functions (3) Convergence and summability of Fourier series, Hilbert spaces and orthogonal

sets, Legendre polynomials and Bessel functions, applications to differential equations. Prereq: MATH 282.

423/523 Fourier and Laplace Integrals (3) Convergence and summability of Fourier transforms, Laplace transforms, applications of initial and boundary value problems, and fundamental solutions. Prereq: MATH 282.

425/525, 426/526 Statistical Methods I,II (3,3S) Statistical methods for upper-division and graduate students anticipating research in non-mathematical disciplines. Presentation of data; sampling distributions; tests of significance; confidence intervals; linear regression; analysis of variance; correlation; statistical software. Prereq: MATH 111 or satisfactory placement test score. *Students may not receive credit for both MATH 243 and 425/525. Only nonmajors may receive upper-division or graduate credit.*

427/527 Multivariate Statistical Methods (3) Multiple linear regression; analysis of variance; correlation techniques; applications to problems and data from various fields; use of statistical software. Prereq: MATH 426/526. *Only nonmajors may receive upper-division or graduate credit.*

431/531, 432/532 Introduction to Topology (4,4S) Elementary point-set topology with an introduction to combinatorial topology and homotopy. Prereq: upper-division mathematics sequence or instructor's consent.

433/533 Introduction to Differential Geometry (4) Plane and space curves, Frenet-Serret formula, surfaces. Local differential geometry, Gauss-Bonnet formula, introduction to manifolds. Prereq: MATH 432/532.

440/540 Matrix Algebra (3) Computational aspects of matrix algebra. Systems of linear equations; independence and dimension; linear transformations; determinants; eigenvalues; applications. Prereq: one term of calculus or instructor's consent. *Only nonmajors may receive upper-division or graduate credit.*

441/541 Linear Algebra (4) Theory of vector spaces over arbitrary fields; theory of a single linear transformation; minimal polynomials; Jordan and rational canonical forms; quadratic forms; quotient spaces. Prereq: MATH 342.

442/542, 443/543 Applied Algebra I,II (3,3S) Topics include modular arithmetic, elementary properties of groups, polynomial ideals, finite fields. Applications to combinatorial designs, coding theory, computational algorithms. Prereq: MATH 233 or 273.

444/544, 445/545, 446/546 Introduction to Abstract Algebra I,II,III (4,4,4) Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory. Prereq: MATH 342.

450/550 Applied Linear Algebra (3) Linear equalities and convex sets in Euclidean space. Linear programming with applications to economic models, transportation problems, game theory. Stochastic matrices with applications to Markov processes, random walks. Prereq: MATH 342 or 440/540.

451/551, 452/552, 453/553 Introduction to Numerical Analysis I,II,III (3,3,3) Methods of numerical analysis with applications. Elementary theory of numerical solutions of differential equations, splines, and fast Fourier transform. Prereq: CIS 210; pre- or coreq: MATH 282.

454/554 Mathematics of Algorithms (3) Combinatorial, number theoretic and graph theoretic algorithms. Prereq: MATH 233 or 273 or instructor's consent. *Only nonmajors may receive graduate credit.*

455/555 Mathematical Modeling (3) Introduction to discrete and continuous models for various problems arising in the application of mathematics to other disciplines, e.g., biological and social sciences. Prereq: MATH 341. MATH 256 recommended. *Only nonmajors may receive graduate credit.*

461/561, 462/562 Introduction to Mathematical Methods of Statistics I,II (3,3S) Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates. Prereq: MATH 253.

463/563 Mathematical Methods of Regression Analysis and Analysis of Variance (3) Multinomial distribution and chi-square tests of fit; simple and multiple linear regression; analysis of variance and covariance; methods of model selection and evaluation; use of statistical software. Prereq: MATH 462/562.

464/564, 465/565, 466/566 Mathematical Statistics I,II,III (4,4,4S) Random variables; generating functions and characteristic functions; weak law of large numbers and central limit theorem; point and interval estimation; Neyman-Pearson theory and likelihood tests; sufficiency and exponential families; linear regression, and analysis of variance. Pre- or coreq: MATH 282, 341, 342.

483/583 Mathematical Logic (3) Set theory. Putting natural-language statements into the language of logic, propositional calculus, interpretations and models, compactness, first-order predicate calculus. Prereq: MATH 233 or 253 or 273 or equivalent. *Only nonmajors may receive graduate credit.*

503 Thesis (1–12R) P/N only

601 Research (1–9R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–5R)

607 Seminar: [Term Subject] (1–5R) Topics include Classical Groups, Fields, Functional Analysis, Graded Commutative Rings, Hearing the Shape of a Drum, Knot Theory, Lie Groups, Low-Dimensional Topology, Noncommutative Rings, Nonlinear Approximation Theory.

608 Workshop: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

616, 617, 618 Real Analysis (4–5,4–5,4–5S) Measure and integration theory, differentiation, and functional analysis with point-set topology as needed.

619 Complex Analysis (4–5) The theory of Cauchy, power series, contour integration, entire functions, and related topics.

634, 635, 636 Algebraic Topology (4–5, 4–5,4–5S) Development of homotopy, homology, and cohomology with point-set topology as needed.

637, 638, 639 Differential Geometry (4–5,4–5,4–5S) Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration. Offered alternate years; not offered 1991–92.

647, 648, 649 Abstract Algebra (4–5,4–5, 4–5S) Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras.

656, 657, 658 Numerical Analysis (4–5, 4–5,4–5S) Analysis of numerical methods for solving a variety of mathematical problems including the solution of linear and nonlinear equations, the computation of eigenvalues and eigenvectors, interpolation, integration, and the solution of differential equations. Rates of convergence and numerical stability. Prereq: MATH 413/513, 421/521, 441/541.

659 Approximation Theory (4–5) Theory of approximation of a function by members of a given family of functions. Questions of existence, uniqueness, and rates of convergence. Prereq: MATH 342, 616, 619.

667, 668, 669 Theory of Estimation and Testing Hypotheses (4–5,4–5,4–5S) Point estimation of parameters including exact (small-sample) theory and asymptotic (large-sample) theory. Uniformly most powerful tests, unbiased tests, theory of invariance as applied to testing hypotheses, univariate and multivariate linear-hypotheses tests.

671, 672, 673 Theory of Probability (4–5,4–5,4–5S) Measure and integration, probability spaces, laws of large numbers, central-limit theory, conditioning, martingales, random walks.

681, 682, 683 Advanced Topics in Algebra (4–5,4–5,4–5R) Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

684, 685, 686 Advanced Topics in Analysis (4–5,4–5,4–5R) Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

687, 688, 689 Advanced Topics in Differential Equations and Mathematical Physics (4–5,4–5,4–5R) Topics selected from the theory of ordinary and partial differential equations; boundary-value problems; elliptic, parabolic, and hyperbolic systems; inverse problems; general relativity and Yang-Mills theory; fluids; quantum field theory.

690, 691, 692 Advanced Topics in Geometry and Topology (4–5,4–5,4–5R) Topics selected from classical and local differential geometry; symmetric spaces; low-dimensional topology; differential topology; global analysis; homology, cohomology, and homotopy; differential analysis and singularity theory; knot theory.

693, 694, 695 Advanced Topics in Probability and Statistics (4–5,4–5,4–5R) Topics selected from Markov chains, random walks, martingale theory, analysis of variance and design of experiments, nonparametric statistics, multivariate analysis, large-sample theory, sequential analysis.

696, 697, 698 Advanced Topics in Numerical Analysis (4–5,4–5,4–5R) Topics selected from interpolation theory, spline theory, numerical linear algebra, numerical approximations, error analysis. Applications to differential equations, Fourier analysis, and computer graphics.

MEDIEVAL STUDIES

175 Prince Lucien Campbell Hall
Telephone (503) 346-4802
Mavis Howe Mate, Committee Chair

Steering Committee

Barbara K. Altmann, Romance languages
James L. Boren, English
Mary-Lyon Dolezal, art history
James W. Earl, English
Jan S. Emerson, Germanic languages and literatures
Mavis Howe Mate, history
F. Regina Psaki, Romance languages
Richard A. Sundt, art history
Augustine C. A. Thompson, religious studies

Western medieval studies gives students an interdisciplinary background that is an excellent general education and provides a solid base for graduate work in a more specialized area.

Arts and Letters Major Medieval Studies Specialization

Although there is no major in medieval studies at the University of Oregon, a bachelor's degree with a specialization in medieval studies is available through the Arts and Letters Program. The degree requirements listed below must be passed with grades of C– or better.

Lower-Division Requirements — *19 credits*

Introduction to the Humanities (HUM 101, 102, 103) 9
Western Civilization I (HIST 101) 4
Survey of English Literature I (ENG 204) 3
History of Western Art II (ARH 205) 3

Satisfaction of the university language requirement for the bachelor of arts (B.A.) degree in one of the following languages: Latin, Greek, French, Spanish, Italian, German

Upper-Division Requirements — *45 credits*

Europe in the Middle Ages (HIST 318, 319, 320) 9
Early Medieval Literature (ENG 423), Medieval Romance (ENG 425), Chaucer (ENG 427) 9
Comparative literature seminars (COLT 407) about medieval literature in translation (one in each of three different languages) 9
One course chosen from Romanesque Architecture (ARH 437), Gothic Architecture I,II (ARH 438, 439) 3
Two courses chosen from Early Christian Art (ARH 430), Byzantine Art (ARH 431), Medieval Sculpture I,II (ARH 432, 433), Medieval Painting I,II (ARH 434, 435) 6
Additional credits of which 3 credits must be in literature, 3 credits in history or art history, and 3 credits in philosophy or religious studies. An approved list of courses is available in the arts and letters office 9

Minor Requirements

This minor may be substituted for one arts and letters cluster.

The interdisciplinary minor in Western medieval studies requires 31–36 credits, as follows:

Course Requirements — *31–36 credits*

History of Western Art II (ARH 205) 3
Chaucer (ENG 427) 3
Europe in the Middle Ages (HIST 318, 319, 320) .. 9
Dante and His Times (ITAL 444) 4
One art history course selected from the list below 3
Additional electives chosen from list below 9–14

Electives

History majors must take four courses from the following list of electives, and other majors must take three, excluding courses that count for the major.

Art History. History of Western Architecture II (ARH 312), Early Christian Art (ARH 430), Byzantine Art (ARH 431), Medieval Sculpture I,II (ARH 432, 433), Medieval Painting I,II (ARH 434, 435), Romanesque Architecture (ARH 437), Gothic Architecture I,II (ARH 438, 439)

English. Early Medieval Literature (ENG 423), The *Gawain* Poet (ENG 424), Medieval Romance (ENG 425), *Troilus and Criseyde* (ENG 426)

History. The Age of Discoveries (HIST 327), Social and Economic History of Medieval Europe, 1050–1500 (HIST 418)

Humanities. Studies in Medieval Culture (HUM 351)

Philosophy. History of Ancient Philosophy (PHIL 303)

Religious Studies. History of Christianity (REL 322)

Romance Languages. Dante and His Times (ITAL 445, 446), Medieval Spanish Literature (SPAN 322)

Two years of Latin are also recommended.

Students should plan their programs as early as possible with the aid of a steering committee faculty adviser. With the adviser's consent, a course numbered 407, 408, or 410 may be substituted for one of the elective courses. Grades of mid-C or better must be earned in all courses applied toward the minor; at least five of the courses must be taken at the University of Oregon. For more information, contact the committee chair.

NEUROSCIENCE

222 Huestis Hall
Telephone (503) 346-4556
Monte Westerfield, Institute Director

Participating Faculty

Judith S. Eisen, biology
Russell D. Fernald, biology
Barbara Gordon-Lickey, psychology
Marvin Gordon-Lickey, psychology
Philip Grant, biology
Jeri Janowsky, psychology
Steven Keele, psychology
Daniel P. Kimble, psychology
Charles B. Kimmel, biology
Gary A. Klug, physical education and human movement studies
Richard Marrocco, psychology
Peter M. O'Day, biology
Michael I. Posner, psychology
William Roberts, biology
Kent A. Stevens, computer and information science
Terry Takahashi, biology
Nathan J. Tublitz, biology
Tadmiri R. Venkatesh, chemistry
Janis C. Weeks, biology
Monte Westerfield, biology
James A. Weston, biology
Marjorie Woollacott, physical education and human movement studies

GRADUATE STUDY IN NEUROSCIENCE

Neuroscience is an interdisciplinary study concerned with neural function, development, and behavior. At the University of Oregon the graduate training program in neuroscience is centered in the Institute of Neuroscience, housed in modern quarters in the science complex. The participating faculty members come from five departments: biology, chemistry, computer and information science, physical education and human movement studies, and psychology.

Curriculum

In order to obtain essential background in neuroscience, most first-year graduate students choose to take a sequence of core courses that are taught cooperatively by the faculty. The core consists of a comprehensive series of lectures and laboratories in neuroanatomy and cellular neurophysiology. Most students also take lecture courses in neurochemistry, neuroethology, or developmental neurobiology. Elective courses are available in a large variety of subjects (see Neuroscience Courses below).

Faculty-Student Seminars. Faculty members and graduate students participate in weekly informal seminars that feature lively discussion of research papers in specific areas of neuroscience. Faculty members and students also participate in the Neuroscience Seminar, a weekly series featuring visiting scientists. The purpose of the Neuroscience Seminar is to keep both the faculty and students abreast of current developments within the broad field of neuroscience.

Research. Students are encouraged to begin participating in laboratory research at the very beginning of their graduate training. A laboratory rotation program is directed toward this objective. In the rotation program new students take part in the activities of a different laboratory group during each of the three terms of the first year. Participation may include a research project, ongoing experiments, or other activities. This program allows students to learn firsthand about different approaches to the study of neuroscience before choosing an area of concentration.

Doctoral Study

Students wanting to enter the neuroscience program should apply to the Ph.D. program of a participating department and indicate their interest in neuroscience. Such applications are reviewed by the neuroscience faculty as well as the departmental admission committee. Specific questions about prerequisites and deadlines may be obtained by writing directly to one of the participating departments, University of Oregon, Eugene OR 97403. Additional information about the Institute of Neuroscience may be obtained by writing to: Graduate Secretary, Institute of Neuroscience, University of Oregon, Eugene OR 97403. See also the **Research Institutes** section of this bulletin.

NEUROSCIENCE COURSES

Biology. Neurobiology (BI 360), Systems Neuroscience (BI 461/561), Systems Neuroscience Laboratory (BI 462/562), Cellular Neuroscience (BI 463/563), Cellular Neuroscience Laboratory (BI 464/564), Developmental Neurobiology (BI 466/566), Hormones and the Nervous System (BI 467/567), Neuroethology (BI 468/568), Neurochemistry (BI 469/569)

Chemistry. Biochemistry (CH 461/561, 462/562, 463/563), Biochemistry Laboratory (CH 467/567), Advanced Biochemistry (CH 662, 663), Physical Biochemistry (CH 664,665)

Computer and Information Science. Artificial Intelligence (CIS 671), Visual Information Processing (CIS 674)

Physical Education and Human Movement Studies. Physical Growth and Motor Development (PEP 331), Motor Learning (PEP 332), Neurological Mechanisms underlying Human Movement (PEP 634), Theory of Motor Control and Learning (PEP 635), Motor Skill Learning (PEP 636), Advanced Motor Skill Learning (PEP 637), Motor Development (PEP 638)

Psychology. Learning and Memory (PSY 433/533), Cognition (PSY 435/535), Human Performance (PSY 436/536), Perception (PSY 438/538), Brain Mechanisms of Behavior (PSY 445/545), Human Neuropsychology (PSY 449/549), Hormones and Behavior (PSY 450/550)

PACIFIC ISLANDS STUDIES

131 Gilbert Hall
Telephone (503) 346-5087 or -5119
William S. Ayres, Chair

Program Committee

William S. Ayres, anthropology
Aletta Biersack, anthropology
Shirley Ann Coale, special education and rehabilitation
Steven P. Courtney, biology
Gerald W. Fry, political science
Maradel K. Gale, planning, public policy and management
Gordon G. Goles, geological sciences
Richard G. Hildreth, law
Ray E. Hull, teacher education
Larry L. Neal, leisure studies and services
Deanna M. Robinson, speech
Richard A. Sundt, art history
Richard W. Zeller, special education and rehabilitation

The Pacific Islands studies program, in the Center for Asian and Pacific Studies, offers individualized programs of study and research emphasizing Pacific Island cultures. The University of Oregon has a long-standing educational and scholarly interest in the Pacific Islands involving active researchers and teachers in many fields. The committee began as a formal body in 1987 and has worked since to coordinate instruction, research, and exchange programs at the university that are related to the Pacific Islands. Interdisciplinary perspectives essential for understanding natural and cultural environments, cultural history and change, and educational and modern socioeconomic issues in the Pacific are stressed.

Courses on Pacific subjects cover a wide range of topics. Students can enroll in undergraduate courses and advanced degree programs in various departments and through the Asian Studies Program. Pacific Islands studies participates in the Asian studies B.A. and M.A. degree programs by providing courses that may be used to satisfy degree requirements, e.g., in developing a secondary cultural or geographical area with Southeast Asia. Undergraduate- and graduate-level courses are available in anthropology and archaeology, art history, biology, geological sciences, international studies, and political science.

The Pacific Islands Archaeological Project, directed by William S. Ayres and Rufino Mauricio, offers students opportunities to participate in archaeological and anthropological study in the Pacific. The University of Oregon Micronesia Program, directed by Maradel K. Gale, enables students to visit Micronesia and to carry out consulting and research projects in a variety of areas.

COURSES

Anthropology. Pacific Basin: Polynesia and Micronesia (ANTH 323), Pacific Basin: Melanesia and Australia (ANTH 324), Asian Archaeology (ANTH 341), Pacific Islands Archaeology (ANTH 343), Topics in Pacific Ethnology (ANTH 425/525), Topics in Old World Prehistory (ANTH 440/540), Seminar: Micronesian Culture and Language (ANTH 407/507), Experimental Course: Pacific Perspective (ANTH 410/510), Seminar: Pacific Prehistory (ANTH 607)

Art History. Art of the Pacific Islands I (ARH 391), Art of the Pacific Islands II (ARH 392)

Biology. Experimental Course: Island Biogeography (BI 410/510)

Geological Sciences. Oceanography (GEOL 307), Archaeological Geology (GEOL 681)

History. Seminar: The Japanese Presence in the Pacific (HIST 407/507)

Interdisciplinary Studies. Seminar: Pacific Islands Studies (IST 607)

International Studies. The Pacific Challenge (INTL 440/540)

Political Science. Ocean Politics (PS 423/523)

PEACE STUDIES

817 Prince Lucien Campbell Hall
Telephone (503) 346-2545
Cheyney C. Ryan, Committee Chair

STEERING COMMITTEE

William Cadbury, speech
Irene Diamond, political science
Sarah A. Douglas, computer and information sciences
David A. Frank, speech
Galen Martin, international studies
Gregory McLauchlan, sociology
Cheyney C. Ryan, philosophy
Diana B. Sheridan, Center for the Study of Women in Society

The peace studies program offers students the opportunity to study, systematically, the problem of peace—what it means and how it is achieved. Interdisciplinary in its orientation, peace studies encourages students to approach the problem of peace from a variety of viewpoints. The focus of the program is threefold: it addresses the conditions that give rise to violence, and how to prevent them; the conditions that constitute alternatives to violence, and how to promote them; and the strategies for achieving peace in its various forms.

The peace studies minor is available to all university undergraduate students. There are no requirements for admission to the program.

Graduate students who want to concentrate in peace studies should contact a member of the steering committee. Most 400-level courses, including courses numbered 407 and 410, are offered for graduate credit under 500-level numbers.

Minor Requirements

The interdisciplinary minor in peace studies requires a minimum of 27 credits, 15 of which must be upper division. A grade of mid-C or better must be earned in each of the nine courses taken to fulfill requirements for the peace studies minor. Course requirements consist of three 3-credit core courses and two 3-credit courses selected from each of the three groups listed below.

Core

Choose three courses for a total of 9 credits:

Introduction to World Value Systems (INTL 250) ***or*** World Value Systems (INTL 430)

Social and Political Philosophy (PHIL 307)

Seminar: Conflict and Negotiation (RHCM 407)

Seminar: Current Issues in Peacemaking (INTL 407)

Seminar: Nonviolence and Peacemaking (TCF 407)

Irenology: The Study of Peace (PS 421)

Group I: Conditions that Give Rise to Violence

Choose two courses for a total of 6 credits:

History. War and the Modern World (HIST 211), American Foreign Relations since 1933 (HIST 353, 354)

International Studies. Rich Nations and Poor Nations: Conflict and Cooperation (INTL 252)

Political Science. Crisis in Central America (PS 235), National Security Policy (PS 496)

Psychology. Attitudes and Social Behavior (PSY 456)

Sociology. Race, Class, and Ethnic Groups in America (SOC 212), Sociology of Race Relations (SOC 445), Comparative Class Systems (SOC 452), Systems of War and Peace (SOC 464)

Group II: Values and Arrangements Necessary to Transcend Violence

Geography. Political Geography (GEOG 441)

International Studies. Introduction to World Value Systems (INTL 250), Population and Global Resources (INTL 251)

Philosophy. Law and Society (PHIL 446)

Planning, Public Policy and Management. Introduction to Public Service Management (PPPM 322), Introduction to Environmental Studies (PPPM 331), Communities and Regional Development (PPPM 445), Environmental Health Planning (PPPM 459), Political Participation (PPPM 461)

Political Science. Political Ideologies (PS 225), Feminist Theory (PS 483), Environmental Politics (PS 497)

Sociology. Sociology of Developing Areas (SOC 450)

Women's Studies. History and Development of Feminist Theory (WST 412)

Group III: Strategies for Achieving Peace

Anthropology. Women and Culture I: Politics, Production, and Power (ANTH 314)

History. American Radicalism (HIST 350, 351)

International Studies. International Community Development (INTL 420), Women and Development in the Third World (INTL 421/521), Cross-Cultural Communication and Comparative Bureaucracy (INTL 431)

Planning, Public Policy and Management. Seminar: Environmental Planning (PPPM 407), Socioeconomic Development Planning (PPPM 446)

Political Science. Seminars: Sustainable Development, Women and Peace Politics (PS 407), International Protection of Human Rights (PS 419), International Organizations (PS 420), International Law (PS 422), Community Politics (PS 490)

Sociology. Social Issues and Social Movements (SOC 215)

Speech. Seminar: Conflict and Negotiation (RHCM 407), Nonviolence and Peacemaking (TCF 407)

Internships are offered through some of the departments listed above.

Students may take a maximum of 9 credits of courses in any one department. With an adviser's consent, students may substitute a course numbered 199, 407, 408, or 410 for one group course.

For more information about peace studies, write or call the Department of Philosophy, 338 Prince Lucien Campbell Hall; telephone (503) 346-5547; or the International Studies Program office, 837 Prince Lucien Campbell Hall, University of Oregon, Eugene OR 97403; telephone (503) 346-5051.

PHILOSOPHY

338 Prince Lucien Campbell Hall
Telephone (503) 346-5547
Catherine W. Wilson, Department Head

FACULTY

Henry A. Alexander, Jr., associate professor (epistemology, history of philosophy). B.A., 1947, Princeton; M.A., 1951, Ph.D., 1955, California, Berkeley. (1964)

Margaret Z. Brand, assistant professor (aesthetics, feminist theory). B.A., 1973, Ph.D., 1985, Illinois, Chicago. (1989)

Myles Brand, professor (philosophy of mind, metaphysics); president, Oregon. B.S., 1964, Rensselaer Polytechnic Institute; Ph.D., 1967, Rochester. (1989)

William E. Davie, associate professor (ethics, Wittgenstein, history of philosophy). B.A., 1964, Washington (Seattle); Ph.D., 1969, California, Irvine. (1968)

Robert T. Herbert, professor (metaphysics, philosophy of religion). B.A., 1952, M.A., 1954, Ph.D., 1962, Nebraska. (1966)

Don S. Levi, associate professor (logic, philosophy of mathematics). B.A., 1956, Wisconsin, Madison; M.A., 1961, Ph.D., 1962, Harvard. (1964)

Alexander Rueger, assistant professor (philosophy of science). Diploma, 1986, Ph.D., 1989, Konstanz. (1989)

Cheyney C. Ryan, professor (political philosophy, philosophy of social science, philosophy of law). M.A., 1973, Ph.D., 1974, Boston. (1974)

John J. Stuhr, professor (American philosophy, contemporary Continental philosophy, political philosophy). B.A., 1973, Carleton; M.A., 1975, Ph.D., 1976, Vanderbilt. (1987)

Catherine W. Wilson, professor (history of modern philosophy, philosophy of literature). B.A., 1972, Yale; B.Phil., 1974, Oxford; Ph.D., 1977, Princeton. (1978)

Arnulf Zweig, professor (Kant, philosophy of law, history of philosophy). B.A., 1952, Rochester; Ph.D., 1960, Stanford. (1956)

Emeritus

John Wisdom, professor emeritus (philosophical methods). B.A., 1923, M.A., 1934, Cambridge. (1968)

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

UNDERGRADUATE STUDIES

The study of philosophy offers students an opportunity to evaluate critically human experiences and institutions. Philosophical texts of the past and present can help students formulate and revise their own beliefs. Most of the department's courses use primary sources, and the ability to write precise, analytical, coherent essays is essential in most philosophy courses.

The department offers the bachelor of arts (B.A.) and the bachelor of science (B.S.) degrees. University degree requirements are given in the **Registration and Academic Policies** section of this bulletin, in the schedule of classes, and in *The Green Book: Your Guide to Graduation Requirements*, which is available from the Office of Academic Advising and Student Services.

Students declaring a philosophy major after the end of summer session 1990 must satisfy the university's bachelor of arts degree require-

ments in order to graduate with a bachelor's degree in philosophy. These requirements include competence in a foreign language. Philosophy majors may still choose to earn a bachelor of science in philosophy, but in that case they must fulfill requirements for both the B.A. and the B.S. degrees.

Major Requirements

The minimum major requirement is 45 credits of course work in philosophy with grades of C– or P (pass) or better, including 36 credits in upper-division courses. No more than 9 credits may be taken pass/no pass. The 45-credit requirement must include either three terms of the History of Ancient Philosophy (PHIL 301, 302, 303) or three terms of the History of Modern Philosophy (PHIL 304, 305, 306), one term of Symbolic Logic (PHIL 461) or History of Logic (PHIL 455), and 6 credits in courses on the works of specific authors, e.g., PHIL 421, 432, 433, 453, or 463. The two history of philosophy sequences are prerequisites for these philosophers courses, which are open only to juniors and seniors. Peer advising is available.

Minor Requirements

The minimum requirement for a philosophy minor is 24 credits in philosophy with grades of C– or P (pass) or better, including 15 upper-division credits. No more than 6 credits of the required 24 may be taken pass/no pass. The 15 credits must include either three terms from the History of Ancient Philosophy (PHIL 301, 302, 303) or the History of Modern Philosophy (PHIL 304, 305, 306) and 3 credits on the work of a specific philosopher.

Honors

Any philosophy major may, by fulfilling the requirements described below, graduate with honors.

Grade Point Average. To enter the honors program, the student must have a grade point average (GPA) of at least 3.00 in philosophy courses at the end of the junior year; to complete the program the student must have a GPA of at least 3.50 in philosophy courses at the end of the senior year.

Courses. Besides the courses required of all philosophy majors, a candidate for honors must take 15 of the 45 credits in philosophy at the 400 level.

Senior Thesis. The candidate must write an honors thesis under the guidance of a member of the philosophy faculty chosen as thesis adviser. The thesis must be a substantial piece of work, and it may be a revised and expanded version of a term paper. The thesis requires approval by the thesis adviser only.

Upon fulfilling these requirements, the candidate is then approved to receive a bachelor's degree with honors.

GRADUATE STUDIES

The department offers a graduate program leading to the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees. The program is designed for students preparing for a teaching career in philosophy or preparing to do interdisciplinary work in a related subject area.

The department's graduate program offers the possibility of concentration in various areas of philosophy, e.g., ethics, philosophy of mind, metaphysics, aesthetics, social and political philosophy, philosophy of language, history of philosophy, philosophy of science, and philosophy of religion. Each student's graduate program is individually determined in consultation with an advisory committee.

Applicants for admission to graduate studies are asked to write a brief letter explaining their philosophical background and their specific philosophical interests. This helps the department's admissions committee decide whether this is the most appropriate philosophy department for the applicant's goals. They should also submit a writing sample, a college transcript, and a notification of their scores on the Graduate Record Examinations (GRE). International students must provide proof of competence in English. A score of 600 on the Test of English as a Foreign Language (TOEFL) is required of international students unless the native language is English.

In addition to general university regulations governing graduate admission (see the **Graduate School** section of this bulletin), the Department of Philosophy also requires applicants to submit three confidential report forms completed by teachers (preferably philosophy teachers) familiar with the applicant's academic background. Applicants should write to the department, explaining their interest in graduate studies at the university and requesting a Graduate Admission Application. The first copy and one complete set of transcripts, together with the $40 application fee, should be sent to the Office of Admissions, 240 Oregon Hall. The other four copies of the application, along with another set of transcripts, should be forwarded to the Department of Philosophy. Confidential report forms should be sent directly to the department by the faculty members recommending the applicant. Graduate teaching fellowships (GTFs) are the only form of financial aid available in the philosophy department. An application form is provided upon request. Two or more years are generally required to complete the master's degree and four years for the doctorate. A list of requirements for the M.A. and Ph.D. degrees is available from the department office.

PHILOSOPHY COURSES (PHIL)

101 Philosophical Problems (3) Introduction to philosophy based on classical and modern texts from Plato through Russell. Sample topics include free will, the mind-body problem, the existence of an external world.

102 Ethics (3) Philosophical study of morality, e.g., ethical relativism; justification of moral judgments; concepts of duty, right, and wrong.

103 Critical Reasoning (3) Introduction to the study of reasoning. How to recognize, analyze, criticize, and construct the main types of argument and proof.

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

212 Existentialism (3) Basic ideas of the Christian and atheistic divisions of the existentialist movement; some attention to the philosophical situation that generated the existentialist rebellion.

213 Eastern Philosophy (3) Non-Western and comparative East-West approaches to some philosophical problems.

215 Philosophy and Feminism (3) Feminism's contribution to the philosophical analysis of problems of justice, equality, and identity.

301, 302, 303 History of Ancient Philosophy (3,3,3) Survey of the history of philosophy from the pre-Socratic through the medieval period, with particular attention to Plato and Aristotle. Must be taken in sequence.

304, 305, 306 History of Modern Philosophy (3,3,3) Survey of the history of Western philosophy from Descartes through the 20th century. Must be taken in sequence.

307, 308 Social and Political Philosophy (3,3) Major social and political theorists from Plato through Marx. Inquiry into such ideas as justice, natural law, natural rights, and the social contract.

320 Philosophy of Religion (3) Philosophical analysis and justification of religious claims and concepts, e.g., God, the soul, immortality. Prereq: one philosophy course.

321 Theory of Knowledge (3) The source, certainty, and limits of human knowledge; the ground and nature of belief. Rationalism, empiricism, and skepticism; theories of perception; the problem of abstraction; the nature of truth. Prereq: one philosophy course.

322 Philosophy of the Arts (3) Study of aesthetic fact and value and of the relation of aesthetic interest to other human interests such as the moral, the intellectual, and the religious.

323 Moral Theory (3) Study of the most important traditional ethical theories; modern philosophical analysis of moral terms and statements. Prereq: one philosophy course.

331 Philosophy in Literature (3) Selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America. Prereq: one philosophy course.

339 Introduction to Philosophy of Science (3) Analysis of basic concepts of science such as "explanation," "chance," and "causation." The nature of mathematics and its relation to science. Prereq: one philosophy course.

350 Metaphysics (3) Traditional issues in metaphysics selected from among such topics as substance, existence, time, causation, God, the nature of persons, and the meaningfulness of metaphysics. Prereq: one philosophy course or instructor's consent.

360 Philosophy in the 20th Century (3) Main currents in 20th-century philosophy. May include pragmatism, logical positivism, ordinary-language philosophy, existentialism, and phenomenology as represented by Russell, Moore, Ayer, Wittgenstein, Merleau-Ponty, and Sartre.

370, 371 Foundations of Modern Science (3,3S) Survey of the development of scientific theory; relationships between scientific investigation, religious and cultural beliefs, philosophical foundations, and the role of experiment and observation. S with HIST 313. Offered 1991–92 as HUM 399.

399 Special Studies: [Term Subject](1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

407/507 Seminar: [Term Subject] (1–5R) Recent topics include Heidegger, History and Philosophy of Science, Omniscience and Freedom, Private Language, Problems of Knowledge, Rationalism, Theory of Action, Theory of Knowledge. Prereq: three philosophy courses.

410/510 Experimental Course: [Term Subject] (1–5R)

415/515 Continental Philosophy (3) The theory and writings of Heidegger, Husserl, Derrida, Foucault, and others. Prereq: junior, senior, or graduate standing.

420/520 American Philosophy (3) Theory and writings of James, Pierce, Dewey, Quine, Rorty, and others. Prereq: junior, senior, or graduate standing.

421/521 Ancient Authors: [Term Subject] (3R) Concentrates on the work of a single author, typically Plato or Aristotle. Prereq: PHIL 301, 302; junior, senior, or graduate standing. **R** when philosopher changes.

425/525 Philosophy of Language (3) Philosophic theories of language and meaning; ideals and methods of clarification; definition analysis; philosophy as study of language. Selected readings. Prereq: junior, senior, or graduate standing.

432/532 Medieval and Renaissance Philosophers: [Term Subject] (3R) Concentrates on the work of a single philosopher, typically Augustine or Bacon. Prereq: PHIL 303; junior, senior, or graduate standing. **R** when philosopher changes.

433/533 17th- and 18th-Century Philosophers: [Term Subject] (3R) Concentrates on the work of a single philosopher, typically Descartes, Locke, Hume, Leibniz, Berkeley, or Kant. Prereq: PHIL 304, 305; junior, senior, or graduate standing. **R** when philosopher changes.

439/539 Topics in the Philosophy of Religion (3) Study of issues such as the nature of faith, proofs for the existence of God, the nature of divine attributes, the problem of evil, and religious ethics. Prereq: junior, senior, or graduate standing.

441/541 Topics in the Philosophy of the Arts (3) Systematic study of the meaning and value of aesthetic experience in everyday life and in the arts: painting, music, literature. Prereq: junior, senior, or graduate standing.

446/546 Law and Society (3) Major philosophical and political issues raised by the institution of law. Topics include the justification of the legal order, the nature of legal reasoning, and the legitimacy of punishment. Prereq: junior, senior, or graduate standing.

453/553 19th-Century Philosophers: [Term Subject] (3R) Concentrates on the work of a single philosopher, typically Hegel, Nietzsche, Marx, or Kierkegaard. Prereq: PHIL 306; junior, senior, or graduate standing. **R** when philosopher changes.

455/555 History of Logic (3) Writers in the philosophy of logic, e.g., Plato, Aristotle, the Stoics, Ockham, Frege, and Strawson. Prereq: junior, senior, or graduate standing.

458/558 Philosophy of Mind (3) Analysis of some basic concepts of psychology such as "mind" and "behavior"; discussion of the mind-body problem and of methodological issues in psychology. Prereq: junior, senior, or graduate standing.

461/561 Symbolic Logic (3) The critical results of mathematical logic, e.g., the completeness and undecidability of the predicate calculus, the essential incompleteness of elementary number theory, set and recursive function theory.

463/563 20th-Century Philosophers: [Term Subject] (3R) Concentrates on the work of a single philosopher, typically Wittgenstein, Moore, Quine, Murdoch, or Foucault. Prereq: junior, senior, or graduate standing.**R** when philosopher changes.

468/568 Problems in Philosophy of Science (3) Concepts important to the development of natural science including natural law, explanation, scientific method, reduction, and causation. Readings from classical and modern sources. Prereq: junior, senior, or graduate standing.

480/580 Philosophy of the Social Sciences (3) Inquiry into the possibility of a science of society. Holism and methodological individualism; behaviorism; value neutrality. Selected special topics such as ideology, relativity of concepts, and ethnolinguistics. Prereq: junior, senior, or graduate standing.

490/590 Physics and Philosophy (3) Philosophical problems in the interpretation of concepts in the theories of space and time, quantum theory, and cosmology. Prereq: one year of physics or mathematics; junior, senior, or graduate standing.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

607 Seminar: [Term Subject] (1–5R)

610 Experimental Course: [Term Subject] (1–5R)

611 Epistemology (4) Examination of attempts at philosophical analysis and justifications of knowledge; perception, memory, induction, the self and other selves. Prereq: graduate standing in philosophy.

614 Advanced Ethics (4) Examination of contemporary ethical theory. Prereq: graduate standing in philosophy.

624 Advanced Philosophy of Mind (4) Current literature on perception, action, intention, motives and causes, other minds. Prereq: graduate standing in philosophy.

640 Advanced Social and Political Philosophy (4) Examination of classical and current problems in social and political philosophy. These include the nature of justice, legitimacy of the state, conditions of war and peace. Prereq: graduate standing in philosophy.

670 Advanced Metaphysics (4) Discussion of current controversies in metaphysics, e.g., essentialism, identity, future contingency. Prereq: graduate standing in philosophy.

680 History of Philosophy (4) Discussion of problems of interpretation in philosophical texts and current controversies. Prereq: graduate standing in philosophy.

PHYSICS

120 Willamette Hall
Telephone (503) 346-4751
David K. McDaniels, Department Head

FACULTY

Dietrich Belitz, associate professor (condensed matter theory). Dip.Phys., 1980, Dr.rer.nat., 1982, Technical University of Munich. (1987)

Gregory D. Bothun, associate professor (astronomy). B.S., 1976, Ph.D., 1981, Washington (Seattle). (1990)

James E. Brau, professor (experimental elementary particle physics). B.S.,1969, United States Air Force Academy; M.S., 1970, Ph.D., 1978, Massachusetts Institute of Technology. (1988)

Howard J. Carmichael, professor (optical sciences). B.S., 1971, M.S., 1973, University of Auckland; Ph.D., 1977, University of Waikato. (1989)

J. David Cohen, professor (solid state physics). B.S., 1968, Washington (Seattle); Ph.D., 1976, Princeton (1981)

Paul L. Csonka, professor (elementary particle theory). Ph.D., 1963, Johns Hopkins. (1968)

Nilendra G. Deshpande, professor (elementary particle theory); director, Institute of Theoretical Science. B.Sc., 1959, M.Sc., 1960, University of Madras; Ph.D., 1965, Pennsylvania. (1975)

Russell J. Donnelly, professor (physics of fluids, superfluidity, astrophysics). B.Sc., 1951, M.Sc., 1952, McMaster University; M.S., 1953, Ph.D., 1956, Yale. (1966)

Raymond E. Frey, assistant professor (experimental elementary particle physics). B.A., 1978, California, Irvine; M.S., 1981, Ph.D., 1984, California, Riverside. (1989)

Marvin D. Girardeau, professor (many-body theory, statistical mechanics). B.S., 1952, Case Institute of Technology; M.S., 1954, Illinois; Ph.D., 1958, Syracuse. (1963)

Amit Goswami, professor (theoretical nuclear physics). M.Sc., 1960, Ph.D., 1964, Calcutta. (1968)

Roger Haydock, professor (solid state theory); director, Materials Science Institute. B.A., 1968, Princeton; M.A., Ph.D., 1972, Sc.D., 1989, Cambridge. (1982)

Rudolph C. Hwa, professor (elementary particle theory). B.S., 1952, M.S., 1953, Ph.D., 1957 (electrical engineering), Illinois; Ph.D., 1962, Brown. (1971)

James N. Imamura, associate professor (astrophysics). B.A., 1974, California, Irvine; M.A., 1978, Ph.D., 1981, Indiana. (1985)

Stephen D. Kevan, professor (solid state physics). B.A., 1976, Wesleyan; Ph.D., 1980, California, Berkeley. (1985)

Harlan W. Lefevre, professor (nuclear physics). B.A., 1951, Reed; M.S., 1957, Idaho; Ph.D., 1961, Wisconsin, Madison. (1961)

Brian W. Matthews, professor (protein crystallography); director, Institute of Molecular Biology. B.Sc., 1959, B.Sc., (Honors, 1st class), 1960, Ph.D., 1964, University of Adelaide. (1969)

David K. McDaniels, professor (nuclear physics). B.S., 1951, Washington State; M.S., 1958, Ph.D., 1960, Washington (Seattle). (1963)

Stanley J. Micklavzina, instructor (physics education), B.S., 1982, M.S., 1985, Oregon. (1985)

Gerard F. Moseley, professor (radio astronomy); vice-provost, academic support and student services. B.S., 1962, Randolph-Macon; M.S., 1964, Ph.D., 1969, Yale. (1978)

John T. Moseley, professor (molecular physics); vice-president for research. B.S., 1964, M.S., 1966, Ph.D., 1969, Georgia Institute of Technology. (1979)

Thomas W. Mossberg, professor (quantum optics). A.B., 1973, Chicago; M.A., 1975, Ph.D., 1978, Columbia. (1987)

Jack C. Overley, professor (nuclear physics). B.S., 1954, Massachusetts Institute of Technology; Ph.D., 1960, California Institute of Technology. (1968)

Kwangjai Park, professor (physics of fluids, solid state physics). B.A., 1958, Harvard; Ph.D., 1965, California, Berkeley. (1966)

George W. Rayfield, professor (biophysics, low-temperature physics). B.S., 1958, Stanford; Ph.D., 1964, California, Berkeley. (1967)

Michael G. Raymer, professor (quantum optics and chemical physics). B.A., 1974, California, Santa Cruz; Ph.D., 1979, Colorado. (1988)

Stephen J. Remington, assistant professor (protein crystallography). B.S., 1971, Oregon State; Ph.D., 1977, Oregon. (1985)

David R. Sokoloff, associate professor (physics education). B.A., 1966, City University of New York, Queens; Ph.D., 1972, Massachusetts Institute of Technology. (1978)

Davison E. Soper, professor (elementary particle theory). B.A., 1965, Amherst; Ph.D., 1971, Stanford. (1977)

David M. Strom, assistant professor (experimental elementary particle physics). B.A., 1980, St. Olaf; Ph.D., 1986, Wisconsin, Madison. (1991)

James M. Valles, Jr., assistant professor (solid state physics). B.S., 1981, Dartmouth; Ph.D., 1988, Massachusetts, Amherst. (1989)

Martin Wybourne, associate professor (condensed matter physics); director, Technology Transfer Services. B.Sc., 1976, Ph.D., 1980, University of Nottingham. (1987)

Robert L. Zimmerman, professor (astrophysics, general relativity). B.A., 1958, Oregon; Ph.D., 1963, Washington (Seattle). (1966)

Special Staff

John Hardwick, senior research associate (molecular physics). A.B., 1966, Princeton; Ph.D., 1972, Georgia Institute of Technology. (1985)

Ira G. Nolt, senior research associate (atmospheric physics, infrared astronomy). B.S., 1960, Franklin and Marshall; Ph.D., 1967, Cornell. On leave 1991–92. (1970)

J. V. Radostitz, research associate (scientific instrumentation). (1966)

Frank Vignola, senior research associate (solar energy). B.A., 1967, California, Berkeley; M.S., 1969, Ph.D., 1975, Oregon. (1977)

Emeriti

Shang-Yi Ch'en, professor emeritus (atomic spectroscopy). B.S., 1932, M.S., 1934, Yenching; Ph.D., 1940, California Institute of Technology. (1949)

Bernd Crasemann, professor emeritus (atomic physics). A.B., 1948, California, Los Angeles; Ph.D.,1953, California, Berkeley. (1953)

Joel W. McClure, Jr., professor emeritus (solid state theory). B.S., 1949, M.S., 1951, Northwestern; Ph.D., 1954, Chicago. (1954)

John L. Powell, professor emeritus (theoretical physics). B.A., 1943, Reed; Ph.D., 1948, Wisconsin. (1955)

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

UNDERGRADUATE STUDIES

Physics, the most basic of the natural sciences, is concerned with the discovery and development of the laws that describe our physical universe. Because of its fundamental nature, the study of physics is essential for all who work in the natural sciences and for all students who want to comprehend our technological world. The Department of Physics offers a variety of courses for nonmajors as well as for prehealth science students.

Preparation. Entering freshmen should have taken as much high school mathematics as possible, planning to start calculus in their freshman year. High school study of one of the scientific languages—French, German, or Russian—is desirable, as is study of physics and chemistry.

Because of the sequential nature of the physics curriculum, transfer students from two-year colleges should try to transfer to the university as early in their studies as possible. Those who transfer after two years should prepare themselves for upper-division course work in physics by taking one year of differential and integral calculus (the equivalent of MATH 251, 252, 253), one year of general physics with laboratory (the equivalent of either PHYS 201, 202, 203 or PHYS 211, 212, 213 ***and*** PHYS 204, 205, 206), one year of general chemistry with laboratory (the equivalent of CH 221, 222, 223 or CH 211, 212, 213 ***and*** CH 227, 228, 229), and, if possible, one term of differential equations and two terms of multivariable calculus (the equivalents of MATH 256 and MATH 281, 282). Transfer students should also have completed as many as possible of the university requirements for the bachelor's degree (see Bachelor's Degree Requirements under **Registration and Academic Policies**).

Careers. Students who earn an undergraduate degree may continue their studies toward a graduate degree, leading to a career in either teaching or research or both at a university, at a government laboratory, or in industry. Alternatively, students with bachelor's degrees in physics may be employed in a variety of technical jobs or as secondary school teachers. Students who have demonstrated their ability with a good record in an undergraduate physics program are generally considered very favorably for admission to medical and other professional schools.

Major Requirements

Because of the sequential nature of physics courses, it is imperative to start planning a major program in physics early. Interested students should consult the advising coordinator in the Department of Physics near the beginning of their studies. Requirements for the bachelor's degree are outlined below.

Complete requirements are listed under Bachelor's Degree Requirements in the **Registration and Academic Policies** section of this bulletin. In addition, for the B.A. degree, the language requirement must be completed. One of the scientific languages— French, German, or Russian—is recommended for students planning graduate study in physics.

Complete the following required lower-division courses or their equivalents:

Foundations of Physics I (PHYS 251, 252, 253)

Calculus I,II,III (MATH 251, 252, 253)

General chemistry with laboratories (CH 221, 222, 223 or CH 211, 212, 213 ***and*** CH 227, 228, 229)

Introduction to Differential Equations (MATH 256)

Several-Variable Calculus I,II (MATH 281, 282)

Complete the following required upper-division courses or their equivalents:

Foundations of Physics II (PHYS 351, 352, 353)

Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413)

Quantum Physics (PHYS 414, 415, 416)

Any combination of Intermediate Physics Laboratory (PHYS 390), Modern Optics Laboratory (PHYS 426), Electronics (PHYS 431), Physics of Semiconductors (PHYS 432), Advanced Physics Laboratory (PHYS 490) to total 6 credits

A grade point average of 2.00 or better must be earned in all required physics courses. Courses beyond the minimum requirement may be taken pass/no pass (P/N). At least 20 of the upper-division credits must be completed in residence at the University of Oregon. Exceptions to these requirements must be approved by the physics advising coordinator.

Sample Program

The following sample program is designed for students preparing for graduate study in physics and prepared to take calculus in their freshman year. Students should consult the physics advising coordinator for assistance in planning programs adapted to their individual needs. In addition to general graduation requirements, a foreign language, and electives, students should plan to take the following courses:

Freshman Year	*39 credits*
General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229)	15
Foundations of Physics I (PHYS 251, 252, 253)	12
Calculus I,II,III (MATH 251, 252, 253)	12
Sophomore Year	***25 credits***
Foundations of Physics II (PHYS 351, 352, 353)	12
Intermediate Physics Laboratory (PHYS 390), three terms	3
Introduction to Differential Equations (MATH 256)	4
Several-Variable Calculus I,II (MATH 281, 282)	6
Junior Year	***27 credits***
Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413)	12
Advanced Physics Laboratory (PHYS 490), three terms	3
Mathematics or physics electives or both	12
Senior Year	***31 credits***
Quantum Physics (PHYS 414, 415, 416)	12
Advanced Physics Laboratory (PHYS 490), three terms	3
Physics or mathematics electives or both	16

Sample Program for Transfer Students

The following sample program is for transfer students who have completed two years of college work elsewhere including one year of calculus, one year of general physics with laboratories, one year of general chemistry with laboratories, and as many as possible of the university requirements for the bachelor's degree. In addition to general graduation requirements for the bachelor's degree, transfer students should plan to take the following courses:

Junior Year	*25 credits*
Foundations of Physics II (PHYS 351, 352, 353)	12
Intermediate Physics Laboratory (PHYS 390), three terms	3
Introduction to Differential Equations (MATH 256)	4
Several-Variable Calculus I,II (MATH 281, 282)	6
Senior Year	***39 credits***
Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413)	12
Quantum Physics (PHYS 414, 415, 416)	12
Advanced Physics Laboratory (PHYS 490), three terms	3
Physics or mathematics electives or both	12

Engineering

Students interested in engineering may complete preparatory course work at the University of Oregon before enrolling in a professional engineering program at Oregon State University (OSU) or elsewhere. The Department of Physics coordinates a three-plus-two program that allows a student to earn a bachelor's degree in physics or chemistry from the UO and one in engineering from OSU. For more information, see the **Engineering, Preparatory** section of this bulletin.

Minor Requirements

Students seeking a physics minor must complete a minimum of 24 credits in physics, of which at least 15 must be upper division. These credits must include Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413). All course work must be completed with grades of C– or P or better. At least 12 of the upper-division credits must be completed in residence at the University of Oregon.

Foundations of Physics I (PHYS 251, 252, 253), General Physics (PHYS 201, 202, 203), or General Physics with Calculus (PHYS 211, 212, 213) is prerequisite to all upper-division physics courses and should constitute part of the minor program. Substitutions may be made with the permission of the physics advising coordinator.

Secondary School Teaching

Students who want to teach physics in public secondary schools should complete the physics undergraduate major and then continue their studies in a fifth-year endorsement program. For more information, students should consult the physics advising coordinator.

Honors

To be recommended by the faculty for graduation with honors, a student must complete at least 46 credits in upper-division physics courses and earn at least a 3.50 grade point average in these courses.

GRADUATE STUDIES

The Department of Physics offers graduate programs leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees, with a variety of opportunities for research. Current research areas include astronomy and astrophysics, atomic and molecular physics, biophysics, chemical physics, condensed matter theory, elementary particle physics, nuclear physics, quantum optics, solid state physics, statistical mechanics, superfluid mechanics, and areas of applied physics. The interdisciplinary Institute of Theoretical Science houses theoretical research in some of the above areas as well as in areas of overlapbetween chemistry and physics.

The Chemical Physics and Materials Science Institutes provide facilities, support, and research guidance for graduate students and postdoctoral fellows in the interdisciplinary application of concepts and techniques from both physics and chemistry to the understanding of atomic and molecular systems and solids, respectively.

Cooperative programs of study are possible in biophysics through the Institute of Molecular Biology.

Pine Mountain Observatory

The Department of Physics operates the Pine Mountain Observatory for research and advanced instruction in astronomy. The observatory is located thirty miles southeast of Bend, Oregon, off Highway 20 near Millican, at an altitude of 6,300 feet above sea level. The observatory has three telescopes—fifteen inches, twenty-four inches, and thirty-two inches in diameter—the largest governed by computer. All are Cassegrain reflectors. The site has an astronomers' residence building and a caretaker's house. Professional astronomical research is in progress at the observatory on every partially or totally clear night of the year, and the site is staffed year-round.

Admission and Financial Aid

For admission to graduate study, a bachelor's degree in physics or a related area is required with a minimum undergraduate grade point average (GPA) of 3.00 (B) in advanced physics and mathematics courses. Submission of scores on the Graduate Record Examinations (GRE), including the physics test, is recommended and strongly urged for international students. Students from non-English speaking countries are required to demonstrate proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL). Each applicant must submit to the Department of Physics one copy of a completed Graduate Admission Application, one copy of official transcripts of all prior academic work, and three letters of reference from persons well acquainted with the applicant's ability and recent work in physics.

Financial aid in the form of graduate teaching or research fellowships (GTFs) is available on a competitive basis to Ph.D. students. Both require approximately eighteen hours of work a week and provide a stipend and tuition waiver. New students are eligible only for teaching fellowships.

The sequential nature of most physics courses makes it difficult to begin graduate study in terms other than fall. Furthermore, financial aid is usually available only to students who begin their studies in the fall.

The deadline for fall admission is August 15, but financial aid applicants must submit all application materials by March 1 to ensure consideration.

Degree Requirements

Entering students should consult closely with their assigned advisers. Students showing a lack of preparation are advised to take the necessary undergraduate courses in order to remedy their deficiencies.

Students should consult the **Graduate School** section of this bulletin for general university admission and degree requirements. Departmental requirements are outlined in a handbook for incoming students, available in the department office, and are summarized below.

Master of Science or Arts

Course requirements for a master of science (M.S.) in physics typically include, in addition to the equivalent of the undergraduate physics degree, at least one three-term physics sequence taken at the 600 level and three 500- or 600-level mathematics courses selected from a list of approved courses, or others with the preregistration approval of the director of graduate studies.

A total of 45 graduate credits must be completed, including 32 in graded physics courses. Courses other than physics or approved mathematics courses must be in related fields approved by the director of graduate studies. A maximum of 15 credits earned at another accredited graduate school may be applied, and a minimum GPA of 3.00 (B) must be maintained.

Candidates must either pass a master's final examination or submit a written thesis. The master's examination, given each spring, covers undergraduate physics (mechanics, electricity and magnetism, optics, modern physics, thermodynamics). The thesis option requires a minimum of 9 credits in Thesis (PHYS 503) or 3 credits in Research (PHYS 601) and 6 credits in Thesis (PHYS 503).

In addition to all the preceding requirements, candidates for the master of arts (M.A.) degree must demonstrate foreign-language proficiency.

The master's degree program can be completed in four terms.

Doctor of Philosophy

The physics department has few course requirements for the doctor of philosophy (Ph.D.) degree, relying primarily on demonstrated competence in the qualifying examination, comprehensive examination, and doctoral-dissertation research.

Qualifying Examination. The master's final examination constitutes part of the qualifying examination. The remainder is a written examination given each fall; it covers the graduate physics core (theoretical mechanics, statistical mechanics, quantum mechanics, electromagnetic theory, methods of mathematical physics). After rectifying any deficiencies in undergraduate background, students typically prepare for the qualifying examination by taking 600-level courses in the core areas. Students are encouraged to take the examination as early as possible. The examination may be taken several times but must normally be passed by the beginning of the fourth year of graduate study.

Within one year of passing the master's and qualifying examinations, students should secure a dissertation research adviser.

Before taking the comprehensive examination, students must round out their personal knowledge of physics, pursue advanced studies in at least three specialized fields, and present a lecture in one of the research seminars or a research group meeting. Typically, the advanced studies requirement is satisfied by taking eight courses in three of the following groups:

1. Condensed matter physics
2. Nuclear and particle physics
3. Atomic, molecular, and optical physics
4. Astronomy and general relativity
5. Experimental and theoretical techniques
6. Other sciences

Foreign-Language Requirement. The department encourages students to have foreign-language proficiency, but it has no foreign-language requirement for the Ph.D. degree. All incoming graduate students are expected to be fluent in English. Deficiencies must be rectified before the student takes the comprehensive examination.

Comprehensive Examination. The comprehensive examination should be taken within three years of passing the qualifying examination. It is usually an oral examination in which a student presents an hour-long discussion of a current problem in physics and proposes an idea for a research project. The student is expected to understand the background and fundamental physics of the problem and to communicate this knowledge to physicists in other fields.

Dissertation. The dissertation is the most important Ph.D. requirement. Every degree candidate must submit a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must be a real contribution to knowledge and based on the candidate's own investigations. It must show a mastery of the literature on the subject and be written in creditable prose style. Candidates must receive approval of the dissertation within seven years of passing the qualifying examination.

PHYSICS COURSES (PHYS)

101, 102, 103 Essentials of Physics (3,3,3) Fundamental physical principles for nonscience majors. **101:** mechanics. **102:** heat, waves, and sound; electricity and magnetism. **103:** modern physics.

108, 109 Elementary Astronomy (3,3) 108: naked eye astronomy, development of astronomical concepts, and the solar system. **109:** the structure and evolution of stars. For nonscience students.

119 Physics of Science Fiction (3) Basic physics that leads to an appreciation of science fiction. Gravitation; energy and entropy; special relativity; the curvature of space; possibilities of space and time travel. Not offered 1991–92.

120 Frontiers in Astronomy (3) Galaxies and the universe. For nonscience students.

151 Waves, Sound, and Light (3) Nature of vibrations and waves. Descriptions of various waves in our surroundings; mechanical, water, sound, and electromagnetic waves. For nonscience students.

152 Physics of Sound and Music (3) Introduction to the wave nature of sound; hearing; musical instruments and scales; auditorium acoustics; and the transmission, storage, and reproduction of sound. For nonscience students. Prereq: PHYS 151.

153 Physics of Light and Color (3) Light and color, their nature, how they are produced, and how they are perceived and interpreted. For nonscience students.

154 Lasers (3) Physics and technology of lasers. General concepts of waves, optics, and atomic physics. Lasers as devices, and present and planned applications of lasers. For nonscience students. Prereq: PHYS 151. Not offered 1991–92.

161 Physics of Energy and Environment (3) Physical aspects of human energy use and accompanying environmental changes. Present and future needs and sources of energy, pollution problems. Primarily for nonscience majors.

162 Solar Energy (3) Introduction to current topics in solar energy applications; solar radiation, passive solar buildings, and hot water heating. Primarily for nonscience majors.

163 Electric Power Generation (3) Introduction to methods of electric power generation. Reviews basic principles of thermodynamics. Covers coal- and oil-fired plants, nuclear power, photovoltaic and solar thermal. Primarily for nonscience major.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201, 202, 203 General Physics (4,4,4S) Introductory sequence for science, prehealth, and architecture students. **201:** mechanics and fluids. **202:** thermodynamics, waves, optics. **203:** electricity, magnetism, modern physics. Prereq: MATH 111, 112 or equivalents.

204, 205, 206 Introductory Physics Laboratory (2,2,2S) Practical exploration of the principles studied in general-physics lecture. Measurement and analysis methods applied to experiments in mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics. Pre- or coreq: PHYS 201, 202, 203 or PHYS 211, 212, 213 or instructor's consent.

207, 208, 209 Introduction to Astronomy and Astrophysics (3,3,3S) 207: structure and evolution of stars, including the endpoints of stellar evolution—white dwarfs, neutron stars, black holes. **208:** stellar systems. **209:** large-scale structure of the universe, the origin and evolution of the universe and the solar system. Prereq: MATH 111, 112 or equivalents.

211, 212, 213 General Physics with Calculus (4,4,4S) Introductory sequence for science majors and preengineering and prehealth science students. Covers roughly the same topics as PHYS 201, 202, 203 but in greater mathematical depth. Coreq: MATH 251, 252, 253 or equivalents.

251, 252, 253 Foundations of Physics I (4,4,4S) 251: mechanics and special relativity. **252:** electricity and magnetism. **253:** quantum phenomena. Lectures and associated laboratory. Prereq: major status or instructor's consent; coreq: MATH 251, 252, 253 or equivalent.

301, 302, 303 Physicists' View of Nature (3,3,3S) Physics concepts illustrated by the work of prominent physicists. **301:** the classical view—mechanics, electrical science. **302:** thermal physics and the transition to the mod-

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ern view. **303:** the 20th-century view—relativity, cosmology, and quantum physics. For nonscience students. Prereq: junior or senior standing.

351, 352, 353 Foundations of Physics II (4,4,4S) The study of wave motion in diverse branches of physics, including mechanical, electrical, optical, and quantum systems. Equations of state, laws of thermodynamics, phase changes, entropy, kinetic theory, collisions, transport, statistical physics. Prereq: major status or instructor's consent; coreq: MATH 256, 281, 282.

390 Intermediate Physics Laboratory (1–2R) Project modules demonstrate phenomena, instrumentation, and experimental technique. Coreq: PHYS 351, 352, 353.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–16R) P/N only

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–16R) P/N only

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–4R)

408/508 Workshop:[Term Subject] (1–21R)

409 Supervised Tutoring: [Term Subject] (1–3R) P/N only

410/510 Experimental Course: [Term Subject] (1–4R)

411, 412, 413 Mechanics, Electricity, and Magnetism (4,4,4S) Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena. Prereq: MATH 256, 281, 282.

414, 415, 416 Quantum Physics (4,4,4S) Planck's and de Broglie's postulates, the uncertainty principle, Bohr's model of the atom, the Schroedinger equation in one dimension, the harmonic oscillator, the hydrogen atom, molecules and solids, nuclei and elementary particles. Pre- or coreq: PHYS 411, 412, 413.

421/521 Topics in Mechanics (4) Rigid bodies, orbit problems, coupled oscillators, perturbation techniques. Prereq: PHYS 411.

422/522 Electromagnetism (4) Study of electromagnetic waves. Topics include Maxwell's equations, wave equation, plane waves, guided waves, antennas, and other related phenomena. Prereq: PHYS 412, 413.

424/524 Classical Optics (4) Wave motion, geometrical optics, polarization, interference, Fraunhofer diffraction. Prereq: PHYS 351, 352 or equivalents; MATH 281, 282.

425/525 Modern Optics (4) Fresnel diffraction, Fourier optics, propagation of optical beams, optical resonators, laser theory. Prereq: PHYS 424/524 or equivalent.

426/526 Modern Optics Laboratory (4) A series of experiments with a variety of lasers and modern electro-optical instrumentation. Prereq: PHYS 425/525.

427/527 X-ray Crystallography (4) X-ray diffraction, Bragg's law, crystal symmetry, the reciprocal lattice, structure factors and Fourier syntheses, the phase problem, small and macromolecular crystal structures. Laboratory work included. Prereq: instructor's consent. Not offered 1991–92.

431/531 Electronics (4) Electronics background for scientists. Passive and active discrete components and circuits. General circuit concepts and theorems. Equivalent circuits and black box models. Electronic measuring techniques and instruments. Prereq: general physics or equivalent; MATH 251, 252, 253.

432/532 Physics of Semiconductors (4) Digital electronics including digital logic, measurement, signal processing and control. Applications to scientific instrumentation and computer interfacing. Prereq: general physics or equivalent; MATH 251, 252. 253.

462/562 Analog Electronics (4) Integrated circuit operational amplifiers. Control, simulation, generation, and processing of analog signals; physical and other scientific measurement problems. Prereq: general physics, calculus, and a knowledge of comples numbers; familiarity with discrete electronics at the level of PHYS 431/531. Elementary differential equations recommended. Not offered 1991–92.

490/590 Advanced Physics Laboratory (1–2R) Project modules demonstrate phenomena, instrumentation and experimental technique. Prereq: instructor's consent.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R) P/N only

606 Field Studies (1–16R)

607 Seminar: [Term Subject] (1–4R) P/N only. Topics for 1991–92 include: Astrophysics and Gravitation, Atomic and Chemical Physics, Condensed Matter, High Energy Physics, Molecular Biology, Physics Colloquium, Theoretical Physics.

608 Workshop: [Term Subject] (1–16R)

609 Supervised Tutoring: [Term Subject] (1–3R) P/N only

610 Experimental Course: [Term Subject] (1–4R)

611, 612 Theoretical Mechanics (4,2) Lagrangian and Hamiltonian mechanics, small oscillations, rigid bodies.

613, 614 Statistical Physics (2,4) Thermodynamics, statistical mechanics, kinetic theory, application to gases, liquids, solids, atoms, molecules, and the structure of matter.

621, 622, 623 Electromagnetic Theory (4,4,4) Microscopic form of Maxwell's equations, derivation and solution of the wave equation, Lorentz covariant formulation, motion of charges in given fields, propagation and diffraction, radiation by given sources, coupled motion of sources and fields, the electromagnetic field in dense media.

631, 632, 633 Quantum Mechanics I,II,III (4,4,4S) 631: formulation of wave mechanics, central force problems, hydrogen atom, harmonic oscillator. **632:** matrix mechanics and spin, approximation methods, scattering theory, time-dependent perturbation. **633:** group theory in quantum mechanics, rotation symmetry and spin, identical particles, second quantization, Dirac theory of the electron.

651, 652, 653 Nuclear Physics (4,4,4S) Properties of nuclei, the deuteron, nuclear forces, electromagnetic transitions, beta decay, single-particle and collective aspects of nuclear structure, nuclear reactions, neutron physics. Prereq: PHYS 414/514, 415/515, 416/516 or equivalents. Not offered 1991–92.

661, 662, 663 Elementary Particle Phenomenology (4,4,4S) Classification and quantum numbers of elementary particles; elements of group theory, Lorentz group and spin; discrete and continuous symmetries; phenomenology of weak, electromagnetic, and strong interactions; quark model of hadron structure. Prereq: PHYS 631, 632, 633. Offered 1991–92 and alternate years.

664, 665, 666 Quantum Field Theory (4,4,4S) Quantum field theory and its application to elementary particle physics. Feynman rules for perturbation theory, renormalization, gauge theories of the strong and electro-weak interactions. Depending on interest, such topics as renormalization group, spontaneous symmetry breaking, dispersion theory, or nonrelativistic many-body physics may be covered. Prereq: PHYS 631, 632, 633. Offered alternate years; not offered 1991–92.

671, 672, 673 Solid State Physics (4,4,4S) Crystallography; thermal, electrical, optical, and magnetic properties of solids; band theory; metals, semiconductors, and insulators; defects in solids. Prereq: PHYS 631, 632, 633.

674, 675, 676 Theory of Condensed Matter (4,4,4S) Advanced statistical mechanics and many-particle quantum mechanics, including collective effects such as superfluidity, superconductivity, and magnetism. Prereq: PHYS 671, 672, 673. Offered 1991–92 and alternate years.

681, 682, 683 Atomic and Molecular Physics (4,4,4S) Survey of atomic and molecular physics including angular momentum and multiplet theory, atomic collisions, relativistic and quantum-electrodynamic effects, the spectroscopy and structure of simple molecules, and selected applied topics. Not offered 1991–92.

684, 685, 686 Quantum Optics and Laser Physics (4,4,4S) Nonlinear optical processes and quantum statistical properties of light produced by such processes, laser theory, wave mixing processes, optical Bloch equations, field quantization, photon statistics, cooperative emissions. Prereq for 684: undergraduate quantum mechanics; coreq for 685, 686: PHYS 631, 632. Offered 1991–92 and alternate years.

694, 695, 696 General Relativity (4,4,4S) Tensor analysis and Riemannian geometry, Einstein's field equations, experimental observations, symmetries and conservation laws, gravitational radiation other theories of gravity, applications to astrophysics and cosmology. Prereq: PHYS 611, 612. Offered alternate years; not offered 1991–92.

POLITICAL SCIENCE

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John S. Dryzek, Department Head

FACULTY

William H. Baugh, associate professor (international relations, research methodology, arms control and national security). S.B., 1963, Massachusetts Institute of Technology; M.S., 1965, Rochester; M.A., 1971, Ph.D., 1973, Indiana. (1978)

Deborah Baumgold, associate professor (history of political thought, philosophy of social science). B.A., 1971, Oberlin; M.A., 1975, Ph.D., 1980, Princeton. (1987)

Irene Diamond, associate professor (feminist theory, U.S. politics). B.A., 1968, Douglass; Ph.D., 1975, Princeton. (1987)

John S. Dryzek, associate professor (public policy, political theory, political economy). B.A., 1974, University of Lancaster; M.Sc., 1976, University of Strathclyde; Ph.D., 1980, Maryland. (1986)

Gerald W. Fry, associate professor (Pacific regional studies, Thailand, development theory); director, international studies. B.A., 1964, Stanford; M.P.A., 1966, Princeton; Ph.D., 1977, Stanford. (1981)

Daniel Goldrich, professor (environmental politics, sustainable development, U.S. and Latin American politics) B.A., 1955, Antioch; M.A., 1957, Ph.D., 1959, North Carolina at Chapel Hill. (1963)

Arthur M. Hanhardt, Jr., professor (comparative politics, Europe). B.A., 1953, Rochester; M.A, 1958, Colgate; Ph.D, 1963, Northwestern. (1963)

Michael G. Huelshoff, assistant professor (international relations and international political economy, comparative politics of advanced industrial societies and comparative public policy, methodology). B.A., 1979, Oregon; M.A., 1981, Ph.D., 1984, Michigan. (1985)

David Jacobs, professor (public policy, political economy and political sociology, organizations). B.A., 1968, Georgia; M.A., 1972, Ph.D., 1975, Vanderbilt. (1986)

James R. Klonoski, professor (American government, presidency, constitutional law and politics). B.S., 1947, M.A., 1948, Minnesota; Ph.D., 1958, Michigan. (1961)

Richard C. Kraus, professor (comparative politics, Chinese politics, politics of culture). B.A., 1966, Grinnell; certificate (East Asian Institute), 1969, M.A., 1969, Ph.D., 1974, Columbia. (1983)

Jerry F. Medler, associate professor (political theory, research methods, environmental policy). B.A., 1963, Northwestern; M.A., 1965, Ph.D., 1966, Oregon. (1968)

William C. Mitchell, professor (democratic institutions, public policy). B.A., 1950, Michigan State; M.A., 1951, Illinois; Ph.D., 1960, Harvard. (1960)

John M. Orbell, professor (choice theory). B.A.,1957, M.A., 1960, New Zealand; Ph.D., 1965, North Carolina at Chapel Hill. (1967)

Priscilla Southwell, associate professor (American politics, political behavior and theory). B.A., 1974, M.A., 1977, Colorado; Ph.D., 1983, North Carolina at Chapel Hill. (1981)

Richard P. Suttmeier, professor (comparative politics; Chinese and Japanese politics; science, technology, and public policy); director, Center for Asian and Pacific Studies. A.B., 1963, Dartmouth; Ph.D., 1969, Indiana. (1990)

M. George Zaninovich, professor (political theory, Eastern Europe). B.A., 1953, M.A., 1959, Ph.D., 1964, Stanford. (1966)

Emeriti

James C. Davies, professor emeritus (political psychology, political development and revolution, political fiction). A.B., 1939, Oberlin; Ph.D., 1952, California, Berkeley. (1963)

Joseph R. Fiszman, professor emeritus (comparative politics). B.A., 1948, St. John's, Shanghai; M.A., 1956, Emory; Ph.D., 1964, Michigan State. (1959)

Charles Schleicher, professor emeritus (international relations). A.B., 1928, College of Pacific; M.A., 1931, Hawaii; Ph.D., 1936, Stanford. (1947)

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

The Department of Political Science at the University of Oregon offers a variety of approaches to understanding politics and government. Students may study political science with an emphasis on the history of political thought, contemporary critical approaches, public policy, public choice, behavioral analysis, or political economy. The department encourages students to become involved in internships and research projects focusing on the political problems and issues besetting local, state, and national communities.

Careers. Political science majors follow many paths after receiving their undergraduate degrees. Roughly a quarter apply for admission to law schools throughout the country. Others go on to graduate work in political science or public administration. With the bachelor's degree, political science graduates may find jobs in federal, state, and local government agencies; nonprofit organizations; private industry; teaching; and self-employment. Recent surveys indicate that students who combine university studies with either work or internships in local governmental agencies are more likely to obtain governmental employment after receiving their degrees.

UNDERGRADUATE STUDIES

The undergraduate program in political science is designed (1) to provide a systematic understanding of the political process; (2) to provide a basic background for students preparing for careers in local, state, and national government as well as in law, journalism, and the teaching of social studies; (3) to prepare students for graduate work leading to professional careers in political science.

Review of Courses Offered

Courses at the 100 and 200 levels in the department are introductory, basic to building a major in political science. Courses at the 300 level introduce the chief areas and concerns of political science. Advanced and specialized courses are at the 400 level.

At the discretion of the instructor, there may be prerequisites for taking certain 400-level courses. It is recommended that students have at least 9 credits in political science before taking 400-level courses.

Major Requirements

Credits Required. Students majoring in political science are required to complete a minimum of 42 credits in undergraduate political science courses leading to a bachelor of arts (B.A.) or a bachelor of science (B.S.) degree. At least 30 credits must be upper division and must be taken for letter grades; 12 credits may be lower division and taken pass/no pass. Of the 42 credits, 9 must be taken in each of three subfields chosen from the following six subfields: classical and contemporary political theory, comparative politics, international relations, public policy, research methodology, United States government and politics. A complete list of courses in each of the subfields is available in the political science department office. Work completed in Seminar (PS 407) may be included in the 42-credit requirement and counted toward the subfield of concentration. Courses passed with grades of D+, D, or D– may not be used to satisfy political science major requirements.

A total of no more than 15 credits in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), Field Studies (PS 406), Workshop (PS 408), and Practicum (PS 409) may be applied toward the 42 credits for a political science degree.

No more than 10 credits of Field Studies (PS 406) may be applied toward the 42 credits. This work must be done under the direction of a faculty member who, prior to registration, has approved and set up academic criteria to evaluate the work. The student must be registered at the university to earn credit.

Graduating with Honors. In order to graduate with honors in political science, a student who has obtained a 3.50 grade point average (GPA) by the end of the junior year must sign up for 3 credits of Thesis (PS 403) under supervision of a faculty member. The thesis must be completed at least one term before the term of graduation. An honors committee reviews the student's performance on the thesis and on courses taken during the senior year before making a final decision about granting the honors distinction.

Freshmen and Transfer Students. There are no departmental requirements for entering freshmen. Students planning to transfer to the university from two-year colleges should take the basic introductory political science courses offered at those institutions. At least 18 credits in upper-division graded political science courses must be completed in residence at the University of Oregon to qualify for a B.A. or B.S. degree in political science. Transfer students must meet the subfield distribution requirement.

Personal Course Programs

The Department of Political Science recognizes that different career goals may merit different course programs. The department places responsibility on each student to plan carefully a program that is most useful to his or her career goals. A career goal may well involve incorporating relevant courses from other university departments into a program in political science. Because the courses students choose affect their career opportunities, it is extremely important that decisions about a course program be carefully considered.

Before beginning their studies, all students should, with the help of faculty advisers, plan

course programs. The following sample two-year program is a guide for students undertaking a general program in political science. It is essential that each student consult a faculty adviser, preferably before registering, so that this general program can be tailored to specific interests and career objectives.

Sample Program

A sample program for the first two years of study is shown below to provide an idea of a typical course load. Mathematics is required for the B.S. degree, foreign language for the B.A. degree.

Freshman Year

Fall Term	*16 credits*
United States Politics (PS 201)	3
Science elective	3
Arts and letters elective	3
College Composition I (WR 121)	3
College Algebra (MATH 111) *or* foreign language	4

Winter Term	*16 credits*
International Relations (PS 205)	3
Introduction to Sociology (SOC 201)	3
Science elective	3
Arts and letters elective	3
Calculus for Business and Social Science I (MATH 241) *or* foreign language	4

Spring Term	*16 credits*
Introduction to Contemporary Political Theory (PS 207) or equivalent	3
Social science elective	3
Science elective	3
Elective	3
Calculus for Business and Social Science II (MATH 242) *or* foreign language	4

Sophomore Year

Fall Term	*18 credits*
Political Ideologies (PS 225) or equivalent	3
Appropriate 200-level course	3
Arts and letters elective	3
College Composition II or III (WR 122 or 123)	3
Elective	3
Introduction to Economic Analysis: Microeconomics (EC 201)	3

Winter Term	*15 credits*
Introduction to the Tradition of Political Theory (PS 202) or equivalent	3
Appropriate 200-level course	3
Arts and letters elective	3
Science elective	3
Elective	3

Spring Term	*15 credits*
State and Local Government (PS 203) or equivalent	3
Political science 300-level elective or comparable lower-division course	3
Arts and letters elective	3
Science elective	3
Elective	3

Second Bachelor's Degree. For the student wanting to obtain a second bachelor's degree in political science, 42 credits in political science, as outlined above under Credits Required, must be earned.

Special Opportunities

Students majoring in political science may take advantage of several special educational opportunities. They may use the twenty-four microcomputers and associated equipment in the department's social science laboratory.

Students may learn to use computers to analyze a variety of data sets on American politics that the university receives from the Inter-University Consortium for Political and Social Research at the University of Michigan.

Secondary School Teaching

The Department of Political Science offers work for preparation to teach social studies in public secondary schools. For specific information about requirements for a social studies endorsement, students should consult staff members in the College of Education's Office of Student Support Services, 117 Education Building.

Minor Requirements

The minor in political science requires 24 credits including 15 upper-division graded credits. Only 6 of these credits may be in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), Field Studies (PS 406), Workshop (PS 408), or Practicum (PS 409). Up to 9 credits may be transferred from another institution. Courses passed with grades of D+, D, or D– may not be used to satisfy political science minor requirements.

GRADUATE STUDIES

The Department of Political Science offers a graduate program of studies leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees. The program is designed to prepare students for teaching, research, and governmental or other public service and enables them to understand and participate in public affairs.

Regular members of the department and occasional visiting faculty members offer advanced courses and seminars in most fields of political science. Joint faculty-student studies, interdepartmental research projects, and individual research are being conducted in such diverse areas as controlling arms races, environmental politics, failure of public programs, international political economy, laboratory study of rational choice, north-north and north-south issues in economic and political development, political parties, the structure of politics in Eastern Europe, and the theory of democratic institutions.

Admission

Admission requirements for the master's and doctoral degree programs include the following:

1. Official transcript of previous academic work with a grade point average (GPA) of 3.00 or higher for undergraduate and graduate studies
2. Recommendations from at least three teachers from whom courses have been taken
3. Scores on the Graduate Record Examinations (GRE): combined verbal and quantitative scores of 1000 are required. Students with degrees from overseas institutions where English is not spoken must also attain a score of 550 on the Test of English as a Foreign Language (TOEFL)
4. A statement of career plans prepared by the student
5. Other evidence that may be helpful in reaching a decision. Although an undergraduate major in political science is not a prerequisite for admission, the committee takes into consideration previous academic work in political science. Students with less than the equivalent of an undergraduate political science major typically need to take more than the minimum 48 credits required for the master's degree, possibly including undergraduate courses for which they can receive no academic credit

Application forms, recommendation forms, and additional information about the graduate program and graduate teaching fellowships may be obtained by visiting or writing the Department of Political Science. Students may be admitted to the program at the beginning of each term. Fellowship awards are made only once a year for the fall term.

Master's Degree Programs

Students may choose from two options for a master's degree in political science.

The standard master's degree program prepares students for promotion to the doctoral program and professional careers in teaching and research. Students complete 48 credits of course work, pass an examination by the third term after enrolling, and complete the master's degree thesis. Each student must demonstrate competence in social science methodology. Two years is a typical period for completing the standard master's degree program.

The department also offers a master's degree in political science with emphasis on public policy. This two-year program prepares students for professional careers as policy analysts in federal, state, and local government and in other policy research institutes. The program has the following requirements:

1. Completion of 48 credits of graduate course work
2. Completion of seven required courses as specified by the department
3. Completion of a first-year examination by the third term after enrolling
4. Completion of a field research project or internship under the supervision of one or more faculty members
5. Preparation and defense of a policy paper presenting the results of the student's field research project or internship

Doctoral Program

Students who have earned a bachelor's degree in political science may be admitted to the doctoral program. This program is designed to allow the well-prepared student to complete all course requirements for the Ph.D. in two years of full-time study. Students take comprehensive examinations at the beginning of their third year, followed by preparation of a dissertation. Requirements for the Ph.D. in political science include:

1. Completion of 81 credits (18 credits are for dissertation) beyond the bachelor's degree, of which a maximum of 9 credits may be in PS 601–606 and 608–610 and taken P/N (pass/no pass). PS 607 may not be taken P/N
2. At least 21 credits in Seminar (PS 607) including:
   a. Seminar: State of the Discipline, to be taken the first time it is offered

b. Three seminars in the three area subfields in which the student takes the comprehensive examination. Students should take the area subfield seminars as early as possible

3. Demonstrated proficiency in research methods
4. After completion of course work, passing a comprehensive examination in one primary field and two subfields selected from:
   a. Classical and contemporary political theory
   b. Comparative politics
   c. International relations
   d. Public policy
   e. Research methodology
   f. American government
5. An oral and a written examination are taken on material from the primary field. The examination for one subfield may be satisfied by a research paper and an oral examination; a written examination covers material from the other subfield
6. Students may use a customized subfield as one of the two subfields. The content of this subfield is decided by consensus of the student and at least three faculty members
7. Completion of the 18 credits of Dissertation (PS 603), as required by the Graduate School. These credits must be taken while completing the Ph.D. dissertation, which is written after passing the comprehensive examination
8. Defense of the written dissertation in an oral examination. A student should be able to complete all doctoral requirements in three years of work beyond the bachelor's degree

POLITICAL SCIENCE COURSES (PS)

Because not every course listed here can be offered every year, students are advised to consult the most recent UO Schedule of Classes *or inquire at the Department of Political Science.*

101 Modern World Governments (3) Introduction to the political systems, practices, and institutions of leading contemporary nations including Britain, France, the Soviet Union, China, and selected nations within Africa and Latin America. Hanhardt.

104 Problems in United States Politics (3) Current policy issues in American politics, e.g, unemployment, education, crime. Jacobs, Klonoski, Medler.

105 Crisis and Response in International Politics (3) International crises examined in terms of the collective responses made by nation-states and international organizations. Open only to freshmen, sophomores. Hanhardt.

199 Special Studies: [Term Subject] (1–3R) Topics to be arranged.

201 United States Politics (3) Theoretical introduction to American institutions, political doctrines, and ideology as these affect the course of politics and public policy in the United States. Fiszman, Klonoski, Medler, Southwell.

202 Introduction to the Tradition of Political Theory (3) Selected political theorists, past and present; the problem of knowledge as it relates to politics; the nature of political experience; the relationship between political knowledge and activity. Baumgold, Zaninovich.

203 State and Local Government (3) Linkage between elites and masses with attention to values, beliefs, participation, and process. Topics include mass participation, state and community elites, violence, public policy. Diamond.

204 Introduction to Comparative Politics (3) Major concepts and approaches in the study of comparative government and politics. Hanhardt, Huelshoff, Kraus.

205 International Relations (3) Introduction to intellectual tools for analysis of world politics. Baugh, Huelshoff, Kraus.

207 Introduction to Contemporary Political Theory (3) Theories, concepts, and research methods appropriate to understanding how conflicts among people are resolved; political analysis in the behavioral sciences; institutions and organizations that operate to resolve conflict. Dryzek, Medler, Orbell, Southwell, Zaninovich.

225 Political Ideologies (3) Origins, functions, and political implications of several ideologies such as liberalism, fascism, communism, feminism, environmentalism, and nationalism. Dryzek, Kraus, Zaninovich.

230 Introduction to Urban Politics (3) Conflict in cities; power structures; protest movements and political participation; urban political institutions; critiques of urban politics; black politics. Diamond, Orbell, Southwell.

235 Crisis in Central America (3) Provides basis for understanding current political crisis. Emphasizes Guatemala, Nicaragua, El Salvador. Focus on contemporary struggles in post-World War II historical context. Goldrich.

240 Introduction to Public Policy and Administration (3) Alternative means of explaining the process of policy making and alternative strategies of decision making in the policy process applied to contemporary issues. Dryzek.

280 Introduction to Political Psychology (3) Parallels between the life span of an individual and the development of political institutions. Orbell. Not offered 1991–92.

297 Introduction to Environmental Politics (3) Growth-driven modern economy and environmental limits in Western, East European, and Third World countries; United States environmental policy; alternative environmental political futures. Diamond, Dryzek, Goldrich. Not offered 1991–92.

301 Art and the State (3) Comparative analysis of issues raised by state intervention in production and distribution of art: censorship, artistic freedom, ideological domination, regulation of artistic marketplace, cultural imperialism. Kraus.

308 United States Political Thought (3) Development of United States political thought from the Revolution through the 20th century. Includes writings of Jefferson, Paine, Madison, Tocqueville. Baumgold. Not offered 1991–92.

321 Introduction to Political Economy (3) Basic scope and methods of contemporary political science including philosophy of social science, political ethics, empirical theory, and political methodology. Baugh, Medler, Mitchell, Orbell, Southwell.

326 United States Foreign Policy I (3) Basic concepts underlying the formulation and implementation of United States foreign policy; relationships between American society and foreign policy; the relationship of the U.S. to its international environment. Baugh, Huelshoff, Kraus, Southwell.

330 Freedom, Authority, Obligation (3) Relates the problems of individual freedom and development as well as community experience to the uses made of power by political authorities. Zaninovich. Not offered 1991–92.

335 Communist Political Systems (3) Introduction to the general nature of communist political systems viewed within the context of comparative politics. Hanhardt, Zaninovich.

336 Political Systems of Postwar Germany (3) Establishment and development of the Federal Republic of Germany and the German Democratic Republic. Hanhardt.

338 Southeast Asia in Modern Times (3) Historical background, contemporary political systems, and major problems of Burma, Thailand, Malaysia, Singapore, Laos, Cambodia, Vietnam, the Philippines, and Indonesia. Not offered 1991–92.

340 International Political Economy (3) Linkages between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, and development. Micro- and macroeconomics recommended. Huelshoff, Kraus. Not offered 1991–92.

342 Politics of China I (3) Survey of the politics of the People's Republic of China. Emphasis on political sociology and group conflict: elites, ideology, social change, and organization. Kraus.

344 Public Policy and Citizen Action (3) Ways interest groups affect the formation and execution of public policy. Emphasis on theories of pressure groups, lobbying, and the rise of public-interest activities. Jacobs.

347 Political Power, Influence, and Control (3) Survey of the use of the concept of power in the social sciences, stressing diverse theoretical perspectives and empirical studies of political institutions. Baumgold, Medler.

348 Women and Politics (3) Examines the treatment of women in the classic works of political philosophy. Links this body of thought to contemporary views on women. Diamond, Southwell. Not offered 1991–92.

349 Mass Media and American Politics (3) The role of the mass media in contemporary American politics; the effect of the media on such institutions as political parties, elections, and the presidency. Medler.

353 Campaigning (3) Strategic issues for politicians and others interested in winning votes. Theoretical materials from political science and related disciplines cast light on these practical questions. Medler.

355 Oregon Government and Politics (3) 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. Not offered 1991–92.

360 Asking and Answering Political Questions I (3) Formulating explanations for phenomena as process models; drawing conclusions

to test the models; revising and refining models. Applications from many sociopolitical processes. Prereq: MATH 111 or equivalent or instructor's consent. Baugh. Not offered 1991–92.

361 Asking and Answering Political Questions II (3) Use of digital computers to test hypotheses and models. Several exercises test student hypotheses against data sets. Prereq: PS 360 or instructor's consent. Baugh. Not offered 1991–92.

401 Research (1–15R) P/N only

403 Thesis (1–15R) P/N only

405 Reading and Conference: [Term Subject] (1–15R)

406 Field Studies (1–5R) R for maximum of 10 credits.

407/507 Seminar: [Term Subject] (1–3R) Offerings vary from year to year, depending on student interests and needs and on availability of faculty.

408/508 Workshop:[Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–3R) P/N only

410/510 Experimental Course: [Term Subject] (1–3R)

412/512 Administrative Organization and Behavior (3) Theories of bureaucratic organization. Organization theory including groups, the nature of authority, organizational control, and decision making. Research findings from several social sciences. Dryzek, Jacobs.

414/514 Political Parties and Elections (3) The primary function of parties in the United States as compared with the other systems: socialization and recruitment, political identification, voting behavior, and party organization. Southwell.

415/515 Comparative Political Parties (3) Comparison of various party systems of the world. Emphasis on voting systems, recruitment, party organization, coalition governments, and one-party versus multiparty systems. Klonoski, Southwell. Not offered 1991–92.

416/516 Comparative Labor Movements (3) Types of labor movements in relation to the political-economic systems in which they function. Not offered 1991–92.

418/518 Literature and Politics of the USSR and Eastern Europe (3) Soviet and East European life-styles, social relations, values, standards, and politics as seen through the works of native novelists, poets, and dramatists. Prereq: instructor's consent. Fiszman.

419/519 International Protection of Human Rights (3) The diplomatic instruments, international institutions, and international customs that have developed to promote and protect human rights and fundamental freedoms. Not offered 1991–92.

420/520 International Organization (3) The organization of interaction among nations in institutional arrangements. Huelshoff. Not offered 1991–92.

421/521 Irenology: The Study of Peace (3) Peace examined as a dynamic concept. How has peace been defined, studied, advocated, and achieved? What are the factors relevant in maintaining peace? Not offered 1991–92.

422/522 International Law (3) Introduction to international public law as an aspect of international organization, international law, and the political process; the International Court of Justice. Not offered 1991–92.

423/523 Ocean Politics (3) The politics of states in controlling and developing the resources of the oceans; special attention to efforts to adopt a law-of-the-sea treaty. Not offered 1991–92.

424/524 Politics of Western Europe (3) Governmental institutions and political processes of Great Britain, France, and the Federal Republic of Germany. Special attention to interest groups, parties, and voting behavior since World War II. Prereq: PS 204 or instructor's consent. Hanhardt, Huelshoff.

425/525 Politics of the European Community (3) Governmental institutions and political processes of the smaller western European democracies: Italy, Belgium, the Netherlands, and the Scandinavian countries. Hanhardt, Huelshoff.

426/526 United States Foreign Policy II (3) Processes by which United States foreign policy is made and executed; problems leading to suboptimal results; predicting future policy problems and outcomes. Prereq: PS 326 or instructor's consent. Baugh.

427/527, 428/528 Government and Politics of the Soviet Union (3,3) Governmental institutions and political processes in the Soviet Union. Not offered 1991–92.

430/530 Political Theory: Ancient and Medieval (3) Greek, Roman, and medieval political thought covering Socrates, Plato, Aristotle, Cicero, Augustine, and Aquinas. Baumgold, Zaninovich.

431/531 Political Theory: Renaissance, Reformation, and Early Modern (3) Development of political theory. Primary figures are Machiavelli, Hobbes, Locke, Rousseau, and Hegel; also Luther, Calvin, Bodin, Hooker, Harrington, Montesquieu, Kant, and Hume. Baumgold, Zaninovich.

432/532 Political Theory: Modern and Contemporary (3) Political theory during the 19th century and first half of the 20th; utilitarianism and liberalism, radical and revolutionary traditions, beginning of social science, critiques of mass democracy. Baumgold, Dryzek, Zaninovich.

433/533 Marxist Political Theories (3) Variations in Marxist theorizing. Survey of different schools. How Marxist theoretical expression and adaptation in one environment might compare to that in another. Baumgold, Zaninovich.

436/536 Why Government? (3) Why do we have government? What can justify government and its extension? How much government is enough? Orbell.

438/538 Urban Politics (3) Theoretical perspectives, the dispute about power structures, the political context, community conflict, political participation, urban protest movements, new political forms, community control, black politics in the city. Diamond, Orbell, Southwell. Not offered 1991–92.

440/540 Comparative Foreign Policies (3) The international behavior of selected states; systemic and societal variables influencing their behavior; quality and content of international behavior. Huelshoff. Not offered 1991–92.

442/542 Politics of China II (3) Recent trends in the study of the modern Chinese state. PS 342 or a course in modern Chinese history or society recommended. Kraus.

443/543 Politics of Multi-Ethnic Societies (3) Politics of racially and ethnically plural societies, e.g., Nigeria, Austro-Hungary, United States, Switzerland, South Africa, Yugoslavia, Canada. Effects of different races and ethnic groups on domestic political institutions. Zaninovich. Not offered 1991–92.

444/544 Methods and Theory Construction (3) Introduction to the art of theory and model construction in social science. Five brief exercises required. Huelshoff, Jacobs, Orbel. Not offered 1991–92.

445/545 Methods for Politics and Policy Analysis I (3) Introduction to quantitative analysis, concepts and methods of empirical research in political science. Emphasis on developing and testing models, research design, data analysis, and computer literacy. Baugh, Medler.

446/546 Methods for Politics and Policy Analysis II (3) Introduction to applied statistical methods; descriptive statistics, bivariate correlation, and regression techniques. Emphasis on analysis of problems and data commonly used in political science. Prereq: PS 445/545 or instructor's consent. Baugh, Medler.

447/547 Methods for Politics and Policy Analysis III (3) Survey of multivariate model building for political analysis. Multiple regression, discrete variable techniques, recursive systems, and cross-level analysis. Students apply these techniques to concrete political problems. Prereq: PS 445/545, 446/546 or instructor's consent. Baugh, Huelshoff, Medler.

450/550 Political Economy of Advanced Industrial Societies (3) Politics and economics among First World states. Examines theories of hegemony and regimes. Huelshoff.

451/551 Political Economy of Developing Societies (3) Politics and economics in Third World states. Examines theories of imperialism, neoimperialism, and dependence. Huelshoff, Kraus. Not offered 1991–92.

453/553 Geopolitics of Empire (3) Geopolitical nature of expanding-territorial or imperial state systems as a prevalent feature of international politics and political economy in the contemporary world setting. Zaninovich.

455/555 Theories of International Politics (3) Basic features of the international political system, the goals and objectives of its members, and the strategies whereby the members of the system seek to obtain their goals. Baugh, Huelshoff.

456/556 Democratic Processes (3) Application of formal rational models to democratic institutions and processes with particular reference to voters, voting, interest groups, and elections. Elementary economics recommended. Mitchell. Not offered 1991–92.

457/557 Democratic Processes (3) Application of formal rational models to democratic institutions and processes with particular reference to politicians (elections, campaigns, policy choices) and bureaucrats (budgets, wages, political power). PS 456/556 or elementary economics recommended. Mitchell.

458/558 Democracy and Public Policy (3) Criteria for the assessment of policy involving resource allocation, distribution of benefits and costs, and the design of controls in a democracy. PS 456/556, 457/557, or elementary economics recommended. Mitchell.

459/559 Chinese Foreign Policy (3) Examines the sources and consequences of China's foreign policies since 1949. Kraus.

460/560 Soviet Foreign Policy (3) Survey of economic, political, and military dimensions of the foreign relations of the Union of Soviet Socialist Republics. Not offered 1991–92.

463/563 Government and Politics of Latin America (3) Inter-American political-economic history; Cuban revolution; national security states; liberation theology, Christian base-communities, reaction; futures; case studies: Argentina, Chile, Uruguay, Brazil, Central America. Goldrich.

464/564 Government and Politics of Latin America (3) Intensive inquiry into special topics in Latin American politics. PS 235 or 463/563 recommended. Goldrich.

465/565 Government and the Economy (3) The relationship between government and market economy. The politics of fiscal and monetary policy, government budgeting, and the regulation of economic activity. Dryzek, Huelshoff, Jacobs. Not offered 1991–92.

467/567 The United States Presidency (3) 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. Klonoski.

468/568 Congress (3) The 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. Southwell. Not offered 1991–92.

472/572 Inequality and Public Policy (3) Surveys the literature on inequality and vertical mobility and its relevance to political science. Jacobs. Not offered 1991–92.

473/573 Criminal Justice (3) Surveys the literature on criminology and the available policy options that can be used to alleviate problems in criminal justice. Jacobs.

474/574 Politics and Ecology (3) Examines the "fit" of different kinds of political systems with ecological problems; explores how each system copes with ecological problems. Strengths and weaknesses associated with each system. Dryzek.

475/575 Political Development and Revolution (3) Examination of the ideological, economic, psychological, and sociological origins and evolution of revolutions. Examples drawn from the English, French, American, Russian, and Chinese revolutions. Dryzek. Not offered 1991–92.

476/576 Interest Groups (3) Analysis of interest groups in democracies, done from the perspective of economics. Mitchell.

479/579 The Politics of the United States Ruling Class (3) A political-sociological approach focusing on the controllers of private wealth as a central force in United States politics. Kraus. Not offered 1991–92.

483/583 Feminist Theory (3) Overview of central concepts and issues in 20th-century feminist thought with particular emphasis on the treatment of reason, autonomy, difference, and nature. Diamond. Not offered 1991–92.

484/584 United States Supreme Court (3) 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. Klonoski.

485/585 Civil Rights and Civil Liberties (3) The Supreme Court's rulings on civil liberties and civil rights, freedom and equality, especially under Chief Justices Warren and Burger. Klonoski.

488/588 The Politics of Public Policy (3) Political, institutional, and economic constraints on policymaking. Emphasis on the setting of domestic priorities, the politics of regulatory agencies, and program implementation. Not offered 1991–92.

489/589 Comparative Public Policies (3) Comparison of public policies in local, national, and cross-national settings. Comparative theories about policymaking in terms of political, social, and environmental factors. Dryzek, Huelshoff. Not offered 1991–92.

490/590 Community Politics (3) Local politics and political economic processes, institutions, and structure; democratic theory context; experiments in democratization. Goldrich, Medler. Not offered 1991–92.

492/592 Decision Making I (3) Introduces problems of collective decision making and modern theories of individual decision making under risk and uncertainty. Orbell.

493/593 Decision Making II (3) Behavioral decision theory and its bearing on "economic" theories of collective decision making. Orbell. Not offered 1991–92.

494/594 Political Sociology (3) Concentrates on the interaction between government and society with emphasis on theories of the state and movements directed at political change. Jacobs. Not offered 1991–92.

496/596 National Security Policy (3) Factors in the development of national security policy, with emphasis on decision making, and the implications and consequences of such policies, nationally and abroad. Baugh.

497/597 Environmental Politics (3) The international political economy's impact on the world environment. Alternative, environmentally sustainable political economies, especially the decentralizing of responsibility and power for environmental citizenship. Emphasis on politics of transition. Diamond, Dryzek, Goldrich.

503 Thesis (1–15R) P/N only

601 Research (1–15R) P/N only

603 Dissertation (1–15R) P/N only

605 Reading and Conference: [Term Subject] (1–15R)

606 Field Studies (1–15R)

607 Seminar: [Term Subject] (1–3R)

608 Workshop: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–3R) P/N only

610 Experimental Course: [Term Subject] (1–3R)

648 Philosophy of Social Science (3) Survey of several models of explanation in the social sciences, principally nomological versus interpretive models, and their application in the study of politics. Baumgold, Dryzek, Zaninovich. Not offered 1991–92.

PSYCHOLOGY

131 Straub Hall
Telephone (503) 346-4921
Daniel P. Kimble, Department Head

FACULTY

Jacob Beck, professor (perception, computer vision, psychophysics). B.A., 1950, Yeshiva; M.A., 1951, Ph.D., 1957, Cornell. (1966)

Beverly Fagot, professor (developmental, early childhood). B.A., 1960, Occidental; Ph.D., 1967, Oregon. (1965)

Jennifer J. Freyd, associate professor (perception, cognition). B.A., 1979, Pennsylvania; Ph.D., 1983, Stanford. (1987)

Deborah Frisch, assistant professor (decision making, probabilistic reasoning). B.S., 1983, Union; M.A., 1984, Ph.D., 1988, Pennsylvania. (1988)

Morton Ann Gernsbacher, associate professor (cognition, psycholinguistics). B.S., 1976, North Texas State; M.S., 1980, Texas at Dallas; Ph.D., 1983, Texas at Austin. (1983)

Lewis R. Goldberg, professor (personality assessment). A.B., 1953, Harvard; M.A., 1954, Ph.D., 1958, Michigan. (1960)

H. Hill Goldsmith, associate professor (emotions, behavioral genetics, psychometrics). B.A., 1972, Texas at Austin; Ph.D., 1978, Minnesota. (1985)

Barbara Gordon-Lickey, professor (sensory physiology, visual system development). A.B., 1963, Radcliffe; Ph.D., 1966, Massachusetts Institute of Technology. (1969)

Marvin Gordon-Lickey, professor (physiological, circadian rhythms learning). A.B., 1959, Oberlin; M.A., 1962, Ph.D., 1965, Michigan. (1967)

Douglas L. Hintzman, professor (human learning and memory, computer simulation of cognitive processes). B.A., 1963, Northwestern; Ph.D., 1967, Stanford. (1969)

Ray Hyman, professor (cognitive processes, thinking, human error). A.B., 1950, Boston; M.A., 1952, Ph.D., 1953, Johns Hopkins. (1961)

Jeri Janowsky, assistant professor (developmental neuropsychology). B.A., 1978, Reed; Ph.D., 1985, Cornell. (1988)

Steven Keele, professor (human learning, human performance, motor skills). B.S., 1962, Oregon; M.S., 1965, Ph.D., 1966, Wisconsin, Madison. (1968)

Carolin Keutzer, professor (alternative paradigms of scientific research, transpersonal psychology and psychotherapy, epistemics) B.A., 1960, M.A., 1963, Ph.D., 1967, Oregon. (1967)

Daniel P. Kimble, professor (physiological, memory). B.A., 1956, Knox; Ph.D., 1961, Michigan. (1963)

Shinobu Kitayama, assistant professor (social judgments, cognitive processes). B.A., 1976, M.A., 1981, Kyoto; Ph.D., 1988, Michigan. (1988)

Edward Lichtenstein, professor (clinical-community, smoking cessation and prevention). B.A., 1956, Duke; M.A., 1957, Ph.D., 1961, Michigan. (1966)

Richard Marrocco, professor (visual sensory physiology). B.A., 1965, California, Los Angeles; Ph.D., 1971, Indiana. (1973)

Robert Mauro, professor (social, emotions, psychology and law). A.B., 1979, Stanford; M.S., 1981, Yale; Ph.D., 1984, Stanford. (1984)

Scott M. Monroe, associate professor (psychopathology, affective disorders, stress measurement). B.A., 1972, Saint Olaf; M.A., 1975, Southern Illinois; Ph.D., 1979, State University of New York, Buffalo. (1989)

Michael I. Posner, professor (cognition, neuropsychology of attention); director, Institute of Cognitive and Decision Sciences. B.S., 1957,

M.S., 1959, Washington (Seattle); Ph.D., 1962, Michigan. (1965)

Mary K. Rothbart, professor (social development, temperament). B.A., 1962, Reed; Ph.D., 1967, Stanford. (1969)

Myron Rothbart, professor (social, cognitive, intergroup processes). B.A., 1962, Reed; Ph.D., 1966, Stanford. (1969)

Elizabeth Schaughency, assistant professor (clinical child psychology, child psychopathology, parent training). B.S., 1981, Pittsburgh; M.A., 1984, Ph.D., 1986, Georgia. (1986)

Anne D. Simons, assistant professor (affective disorders, psychotherapy, cognitive processes in depression). B.A., 1974, Stanford; Ph.D., 1982, Washington (St. Louis). (1989)

Paul Slovic, professor (judgment, decision making, risk assessment). B.A., 1959, Stanford; M.A., 1962, Ph.D., 1964, Michigan. (1986)

Marjorie Taylor, assistant professor (cognitive development, perspective taking, children's drawings). B.S., 1979, M.S., 1981, Acadia; Ph.D., 1985, Stanford. (1985)

Don M. Tucker, professor (emotion, cognition, neuropsychology). B.A., 1969, Colorado; M.S., 1972, Ph.D., 1974, Pennsylvania State. (1984)

Robert L. Weiss, professor (clinical, marital and family therapy research). B.A., 1952, Ph.D., 1958, State University of New York, Buffalo. (1966)

Emeriti

Fred Attneave, professor emeritus (perception, learning). B.A., 1942, Mississippi; Ph.D., 1950, Stanford. (1958)

Robert F. Fagot, professor emeritus (measurement theory, choice theory, psychophysics). B.S., 1946, Massachusetts Institute of Technology; Ph.D., 1956, Stanford. (1956)

Peter M. Lewinsohn, professor emeritus (clinical, depression, neuropsychology). B.S., 1951, Allegheny; M.A., 1953, Ph.D., 1955, Johns Hopkins. (1965)

Richard A. Littman, professor emeritus (experimental, systematic, developmental). A.B., 1943, George Washington; Ph.D., 1948, Ohio State. (1948)

Norman D. Sundberg, professor emeritus (clinical, cross-cultural, personality assessment). B.A., 1947, Nebraska; M.A., 1949, Ph.D., 1952, Minnesota. (1952)

Leona Tyler, professor emerita (individual differences, interest development). B.S., 1925, M.S., 1939, Ph.D., 1941, Minnesota. (1940)

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

UNDERGRADUATE STUDIES

Undergraduate courses in psychology at the university provide a sound basis for later professional or graduate training in psychology. They also satisfy the needs of students, majors and nonmajors, who are interested in psychology primarily as a part of a broad liberal education. In addition, they provide a background in psychological principles and techniques as intellectual tools for work in other social and biological sciences and in such professional fields as education, business, law, and journalism.

Preparation. High school preparation should include courses in social sciences as well as the natural sciences (physics, biology, chemistry). Both language and mathematical skills are also highly desirable. In general, the broad liberal arts training that prepares students for college studies is appropriate for majoring in psychology at the university.

Careers. Students often major in psychology to prepare for graduate training and careers in related fields such as personnel relations, vocational and personal counseling, medicine and dentistry, social and case work, marketing, administration, the legal profession, or counseling and teaching in the public schools. Others plan on graduate work in psychology which prepares students for careers as academic psychologists (teaching and research), clinical psychologists (mental health centers, institutions, and private practice), industrial and organizational psychologists, and government psychologists (testing, research, and administration).

Additional career information is available from the American Psychological Association, 1200 17th Street Northeast, Washington DC 20036.

Review of Courses

Among lower-division courses, PSY 201 and 304 offer instruction in psychology as a natural science. PSY 202, 330, and 375 introduce psychology as a social science. Introduction to Psychology (PSY 211H, 212H) is also available.

Transfer students should plan to take not more than two courses at the lower-division level before starting uppet-division work. The introductory courses should be chosen with an eye toward suggested prerequisites of upper-division courses and toward providing a broad background in the field.

Upper-division courses fall into three categories:

1. PSY 302 and 303 are designed to teach research skills and methodologies
2. 300-level courses and courses numbered 400 to 429 are of broad interest to many different majors throughout the university as well as to psychology majors
3. Area courses, numbered 430 to 487, are designed for psychology majors but are also open to other students who fulfill the prerequisites

Curriculat planning aids ate more fully explained in the *Psychology Undergraduate Handbook* available in the Department of Psychology, 131 Straub Hall.

Group Requirements. For psychology courses approved to fulfill social science or science group requirements, see Group Requirements in the **Registration and Academic Policies** section of this bulletin.

Major Requirements

Psychology majors must fulfill the following requirements:

1. A minimum of 36 credits in psychology—at least 28 upper-division and at least 12 taken at the University of Oregon—including the following courses:
   a. Mind and Brain (PSY 201) and Mind and Society (PSY 202) **or** Introduction to Psychology (PSY 211, 212) (must be taken prior to PSY 302, 303)
   b. Statistical Methods in Psychology (PSY 302) or other apptopriate methodological preparation, e.g., Statistical Methods I ot II (MATH 425 or 426) ot Introduction to Methods of Statistics I or II (MATH 461 or 462)
   c. Research Methods in Psychology (PSY 303) or other appropriate methodological preparation
   d. 12 credits in psychology courses numbered 430–487
      i. At least 6 of these 12 credits must be in courses numbered 430–450
      ii. At least 6 of these 12 credits must be in courses numbered 451–487
   e. College Algebra (MATH 111)
   f. One year of college biology, chemistry, or physics
2. All required courses must be taken for letter grades and passed with grades of C– or better. A course in which a student receives a grade of D+, D, or D– cannot be counted toward the major requirements. Elective psychology courses may be taken pass/no pass.

Fot psychology majors, PSY 302 and 303 or other appropriate methodological preparation (or instructor's consent) are prerequisites for all area courses, numbered 430 to 487. In addition, students should examine carefully the prerequisites for all 400-level courses.

Planning a Program

As well as attending lecture courses, students may participate in seminats, reading courses, laboratory work, field work, and other means of gaining experience. With the aid of advisers, students design programs directed toward one of four options: liberal arts, professional, honors, or secondary education certification.

Sample Program

The sample program below ptovides an idea of a typical course load during the freshman year.

Fall Term	*14–15 credits*
Arts and letters elective	3
College Composition I (WR 121)	3
Mathematics	3
Physical education	3
Science elective	3–4

Winter Term	*17–18 credits*
Arts and letters elective	3
College Composition II or III (WR 122 or 123)	3
Mathematics	4
Physical education	1
Science elective	3–4
Social science elective	3

Spring Term	*18–19 credits*
Arts and letters elective	3
Mind and Brain (PSY 201) **or** Mind and Society (PSY 202)	4
Mathematics	4
Physical education	1
Science elective	3–4
Social science elective	3

The depattmental requirements for a psychology majot are designed to maximize individual curriculum planning. This should be done in close and frequent consultation with the adviset.

Peer Advising. The psychology department uses a peer advising system in an attempt to make academic advising more effective, humane, and efficient. At the beginning of New Student Week, each freshman and transfer psychology major must make an appointment

to see one of the peer advisers for an informal yet informative advising session.

Questions about any aspect of the university system—how to read the schedule of classes, grading procedures, where to seek financial assistance, how to plan a course schedule, and similar matters—and specific inquiries about the department's norms, opportunities, facilities, and faculty members are welcome at these sessions. After meeting with a peer adviser and designing a tentative term course schedule as well as a concise list of more technical questions, students make appointments with their assigned faculty advisers.

The peer advising stations are open eight hours a day during New Student Week for both drop-in visitors and scheduled appointments. During the school year, the peer advising office in 141 Straub Hall has regularly scheduled hours. All psychology students are invited to use the facilities (a small library, test file, journals, and graduate school brochures) and to talk informally with afriendly peer adviser who is knowledgeable about departmental and university regulations and opportunities.

Liberal Arts Curriculum

Some students are interested in studying psychology with a view toward understanding the diversity of human nature; its relation to literature, science, and the arts; and its contribution to general intellectual currents. They place less emphasis on technical skills in giving tests, running experiments, or analyzing data, and more emphasis on the theories and ideas that serve as a background for research. It is difficult to design any single recommended curriculum for such students. However, the curriculum should combine psychology with a strong emphasis on work in the humanities in addition to courses in science that stress the relation of psychology to philosophy and human concerns. Different courses would, of course, be advisable in programs that stress the relation between psychology and the natural sciences. For more information consult the *Psychology Undergraduate Handbook*.

Professional Curriculum

The professional curriculum is designed for students not planning to do graduate work in psychology but who might want to work in counseling, social work, or school psychology. It is also for students who plan to enter government or business administration. It stresses a broad knowledge of psychology as well as experience in a variety of different settings in which psychology is applied. Special emphasis is on statistics, writing, computer programming, and other skills that make the student a more attractive job candidate or give an advantage once employment is begun.

Of special importance are opportunities to work on applied psychological projects or papers. These opportunities may be gained through special courses in Research (PSY 401), Reading and Conference (PSY 405), or Seminar (PSY 407). By the time of graduation, the student should have prepared a number of papers applying psychology in real settings. The exact curriculum designed depends upon the setting or the department in which advanced study is sought.

Preparation for Graduate Study

A bachelor's degree is seldom sufficient qualification for professional work in psychology; at least a master's degree is required for most positions. Students should not undertake graduate work unless their grades in undergraduate psychology and related courses have averaged mid-B or better.

Prospective graduate students in psychology are advised not to take a large number of psychology credits beyond the minimum of 36, but to leave time for work in related fields such as anthropology, biology, computer science, chemistry, mathematics, physics, and sociology. Strong preparation in quantitative methods is advisable and might include mathematical statistics. A reading knowledge of at least one foreign language appropriate to psychology (German, French, Japanese, Russian) may be useful.

Honors Curriculum

Students with good records who plan to pursue a career in psychology may consider applying to the departmental honors program at the end of their sophomore year. The honors program centers around an independent research project, which the student develops and carries out under the supervision of a departmental committee. Information about admission criteria and how to apply is available from the department.

Secondary School Teaching

The department offers work toward basic and standard certification to teach in public secondary schools. For information about departmental requirements for psychology, students should see the department's adviser for teacher education as well as the staff in the College of Education's Office of Student Support Services, 117 Education Building.

Minor Requirements

The Department of Psychology offers a psychology minor in two options: psychology or psychology with cognitive science emphasis. All courses must be passed with grades of C– or P or better. Special Studies (PSY 199) does not count toward the minor. The psychology option requires 25 credits in psychology; the cognitive science option requires 35–39 credits in psychology, to be distributed as follows:

Psychology Option	*25–29 credits*
Mind and Brain (PSY 201) and Mind and Society (PSY 202) **or** Introduction to Psychology (PSY 211, 212)	8
Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303) **or** equivalents from other departments	8
Three upper-division courses, at least one from PSY 430–450 and one from 451–487	9–13

At least 16 of the 25–29 credits must be taken for letter grades, and at least 16 must be upper division.

Cognitive Science Option	*35–39 credits*
Any two courses in computer and information science	8
Introduction to Linguistics (LING 290) or Elements of Linguistics (LING 421)	4
Mind and Brain (PSY 201) **or** Introduction to Psychology (PSY 211, 212)	4–8
Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303)	8
Cognitive Science with Laboratory (PSY 430)	5
Brain Mechanisms of Behavior (PSY 445) or Human Neuropsychology (PSY 449)	3
One additional course from PSY 451–487	3

At least 20 of the 35–39 credits must be taken for letter grades and at least 15 must be upper division.

In addition, a list of recommended electives is available in the department office.

GRADUATE STUDIES

The department emphasizes graduate work at the doctoral level and at a specialized master's level. The five major Ph.D. programs are cognitive; physiological psychology, which emphasizes an interdisciplinary neuroscience program with biology and chemistry; clinical; developmental; and social-personality.

A master of arts (M.A.) or master of science (M.S.) degree is available for a limited number of students not in the Ph.D. program.

The department maintains a psychology clinic; specialized facilities for child and social research; experimental laboratories for human research, including a variety of large and small computers for on-line experimental control; and well-equipped animal laboratories.

All students applying for admission to a Ph.D. program in psychology must take the aptitude test and submit the score from the Graduate Records Examinations (GRE) and provide three letters of recommendation on special forms provided by the department. Detailed information on admission, including application forms and information about awards and graduate teaching fellowships (GTFs), may be obtained from the department.

During the first year of graduate work, students acquire a broad background in psychology and are introduced to research. The student's specific program is planned in relation to prior background, current interests, and future goals. Research experience and a dissertation are required of all Ph.D. candidates; teaching experience is recommended, and opportunities to teach are made available. For general regulations governing graduate work at the university, see the **Graduate School** section of this bulletin.

Clinical Program

A clinical psychologist, in the department's view, is both a scientist and a professional. The graduate program stresses the interaction and integration of theory, research, and application in clinical psychology and related community activities. The program seeks to improve students' conceptual understanding of clinical problems and emphasizes a data-oriented approach to solving problems. It also places importance on psychological development throughout the human life span.

The first year of graduate study includes courses the department requires of all students: a year-long sequence surveying all areas of psychology, a statistics sequence, and a research project. In addition, clinical students get an introductory overview of clinical work and research in the first-year Practicum (PSY 609).

Program requirements include eight courses: Psychopathology (PSY 620), Clinical Psychobiology (PSY 621), three assessment courses, two behavior-change courses, and one elective. In consultation with their advisers, students may develop specialties or supporting areas through their choice of course work, practica, and research. Some areas of specialization are developmental-clinical studies, neuropsychology, behavioral health, and the community.

By the end of the third year, the typical student has completed all course work and a preliminary examination in psychopathology. The fourth year is devoted mainly to research for the Ph.D. dissertation. In the fifth year, students typically take a year-long clinical internship approved by the American Psychological Association and receive their degrees.

Neurosciences

Neuroscientists in the biology, chemistry, computer and information science, physical education and human movement studies, and psychology departments have formed an interdisciplinary program in the neurosciences. The focus of the program is on experimental neuroscience with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A coordinated graduate degree-granting program of instruction and research is available to students through any of the participating departments. For more information see the **Neuroscience** section of this bulletin.

Cognitive Science

Cognitive science is an interdisciplinary field concerned with the study of natural and artificial intelligence, culture, and communication.

Psychology faculty members in cognitive psychology have joined with those in other departments to offer work in this field. Psychology undergraduate and graduate students can receive training in cognitive science while pursuing studies within the psychology department. For more information see the **Institute of Cognitive and Decision Sciences** section of this bulletin.

Master's Program in Psychology

A special master's degree program not leading to a Ph.D. is available in psychology. The degree—either a master of arts (M.A.) or a master of science (M.S.)—requires 45 credits of course work. Applicants to the program must provide a letter from a psychology faculty sponsor indicating willingness to serve as the applicant's advisor, grade transcripts of all undergraduate and graduate work, and a sample of written work. Completed applications received by May 15 are given preference for fall admission. Applications submitted after August 15 are accepted only in exceptional circumstances. Application materials and additional information may be obtained from the department's graduate secretary.

PSYCHOLOGY COURSES (PSY)

Please go to the psychology department office for evaluation of courses taken at another institution that might duplicate these courses. Credit is not given for repeating equivalent courses.

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R) P/N only

201 Mind and Brain (4) Introduction to perception, memory, learning, and cognition. With laboratory.

202 Mind and Society (4) Introduction to topics in personality, social, and developmental psychology. With discussion.

211 (H) Introduction to Psychology (4S) Introduction to perception, memory, learning, and cognition. With laboratory.

212 (H) Introduction to Psychology (4S) Introduction to the psychological processes affecting social perception and behavior as well as personality development. With discussion.

302 Statistical Methods in Psychology (4) Probability and statistics applied in psychological research. Topics include descriptive statistics, hypothesis testing, correlation, regression, and design of experiments. With laboratory. Prereq: MATH 111, PSY 201, 202.

303 Research Methods in Psychology (4) Use of library and bibliographic methods, handling of survey data, coding, interviews, standardized tests, and experiments. Pre- or coreq: PSY 302.

304 Biopsychology (3) Relationships between brain and endocrine activity and behavior. Topics include sensation, perception, sexual behavior, drug effects, eating, drinking, sleeping, dreaming, and learning.

330 Thinking (3) Psychological methods involved in problem solving, complex learning, and various forms of rational and irrational reasoning and belief systems.

375 Development (3) Survey of social, intellectual, and personality development.

383 Psychoactive Drugs (3) Physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and excitants. The psychology of use and overuse; therapies for correcting drug problems.

388 Human Sexuality (3) The nature of human sexuality; hormonal, instinctual, and learned factors in sexuality; psychosexual development; frequency and significance of various types of sexual behavior; sexual inadequacy; homosexuality; sexual deviation.

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R) P/N only

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–5R)

408 Laboratory Projects (1–9R)

409 Practicum: [Term Subject] (1–9R) P/N only

410/510 Experimental Course [Term Subject] (1–5R)

411/511 Theories of Personality (3) Main phenomena of personality; critical comparison of the outstanding conceptual systems developed to account for these phenomena. *Not available for credit to psychology Ph.D. candidates.*

413/513 Humanistic Psychology (3) Philosophy and theories of personality of the "Third Force" school of psychology; what distinguishes humanistic psychology from behavioristic, psychoanalytic, and cognitive theories of personality. Prereq: PSY 411/511 or instructor's consent. *Not available for credit to psychology Ph.D. candidates.*

420/520 Psychology and Law (3) Introduction to topics of concern to both psychology and the law. Includes eyewitness identification, legal decision making, criminal defenses, profiling, polygraphy, and mental-health law. Prereq: PSY 202, 303 or instructor's consent. *Not available for credit to psychology Ph.D. candidates.*

421/521 Psychology of Visual Art (3) Perceptual, cognitive, and affective bases of pictorial art. Topics include perception of space, color, form; the function of images; effects of learning; anamorphic painting; cartoons and caricatures. Prereq: PSY 438/538 or instructor's consent. *Not available for credit to psychology Ph.D. candidates.*

427/527 Abnormal Psychology (3) Unusual behavior including anxiety states, hysteria, hypnotic phenomena, and psychoses. Normal motives and adjustments considered in their exaggerations in the "neurotic" person. Prereq: PSY 201 or 202 or PSY 211, 212. PSY 302 recommended. *Psychology majors may not receive credit for both PSY 427/527 and 469/569. Not available for credit to psychology Ph.D. candidates.*

430/530, 431/531 Cognitive Science with Laboratory (5,5S) Psychological approaches to topics in mental representation, language, and other mental processes. Taught in a laboratory environment; includes experiments and simulations of human information processing. Prereq: PSY 302, 303.

433/533 Learning and Memory (3) Processes underlying learning and memory, including evolution. Topics range from simple forms of behavior change to the acquisition, retention, forgetting, and retrieval of symbolic information. Prereq: PSY 302, 303.

435/535 Cognition (3) Issues of memory; coding for storage, control processes for storage; attention and cognitive control; analysis of more complex cognitive tasks; approaches to problem solving. Prereq: PSY 302, 303.

436/536 Human Performance (3) Motor and intellectual capacities; analysis of the flow of information within the nervous system; applications of performance principles to human-machine systems. Prereq: PSY 302, 303.

438/538 Perception (3) Topics covered are color, size, shape, depth, distance, and movement. Examines the relationships between stimuli and perception, stimuli and the neural response, and the neural response and perception. Prereq: PSY 302, 303 or instructor's consent.

440/540 Psycholinguistics (3) Processes and structures underlying language use. Methods of studying language processing. Relationships between psycholinguistic data and observations from linguistics and neurophysiology. Prereq: PSY 302, 303.

445/545 Brain Mechanisms of Behavior (3) Organization of the mammalian brain. Structure and function of the neuronal systems underlying vision, perception, motivation, coordinated movement, learning and memory, sleep-wakefulness, and affective disorders. Prereq for majors: PSY 302, 303, 304.

449/549 Human Neuropsychology (3) Integrative neural mechanisms of normal and abnormal processes in systems, e.g., selective at-

tention, language, memory, object recognition, and emotion. Prereq for majors: PSY 302, 303.

450/550 Hormones and Behavior (3) Relationships among brain, endocrine systems, and behavior. Developmental effects of hormones on the brain, puberty, sexuality, aggression, stress. Prereq for majors: PSY 302, 303.

456/556 Attitudes and Social Behavior (3) The origins and maintenance of social beliefs and attitudes; the role of attitudes and situational forces in human altruism and aggression. Prereq: PSY 302, 303.

457/557 Group Processes (3) Topics in intergroup and intragroup relations with emphasis on intergroup hostility and social conflict. Prereq: PSY 302, 303.

458/558 Decision Making (3) Psychological processes involved in judgment and decision making. Normative theories of ideal behavior contrasted with descriptive analysis of actual behavior. Prereq: PSY 302, 303.

468/568 Motivation and Emotion (3) Adaptive human behavior; considers biological processes involved in emotions, how emotions interact with cognition, and social influences. Prereq: PSY 302, 303.

469/569 Psychopathology (3R) Major descriptive and theoretical approaches to etiological, developmental, and social factors in emotion and personality disorders. Includes assessment, diagnosis, treatment, and special topics. Prereq: PSY 302, 303. *Majors may not receive credit for both PSY 427/527 and 469/569.*

470/570 Psychological Assessment (3) Application of psychological methods to the study of the individual; rationale of test construction and interpretation; problems in the prediction of human behavior; psychological assessment techniques.

471/571 Personality (3) Theory and methods for studying human traits, including personality measures and tests, studies of age, gender, and culture; current research in personality. Prereq: PSY 302, 303.

473/573 Marital and Family Therapies (3) Behavioral basis of dyadic interactions; adult intimacy and love relationships. Clinical-counseling approaches: assessment, marital therapies, and evaluation. Models of marital adjustment and assessment of interpersonal relationships. Prereq: PSY 302, 303.

475/575 Cognitive Development (3) Intellectual development in children from infancy to adolescence with a focus on early childhood. Topics covered include perception, attention, memory, reasoning, conceptual structure, social cognition. Prereq: PSY 302, 303.

476/576 Language Acquisition (3) How children acquire language from the earliest speech sounds to full sentences. Topics include babbling, first words, word combinations, the relationship between cognition and language development. Prereq: PSY 302, 303.

478/578 Social Development (3) Theoretical issues and empirical studies of social-emotional development. Topics may include attachment, temperament, moral development, family interaction, self-image, aggression, and sex-role development. Prereq: PSY 302, 303.

490, 491, 492 Honors in Psychology (1,1,1) Reading and conference for honors psychology majors only.

495 History of Psychology (3) The development of modern psychology. Comprehensive theoretical systems (behaviorism, stimulus-response, Gestalt, psychoanalysis, and mathematical models) developed to help deal with methodological and substantive problems in psychology. Prereq: 12 credits in upper-division psychology.

503 Thesis (1–21R) P/N only

601 Research (1–21R) P/N only

602 Supervised College Teaching (1–5R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–21R) P/N only

607 Seminar: [Term Subject] (1–5R)

609 Practicum: [Term Subject] (1–9R)

610 Experimental Course: [Term Subject] (1–21R)

611 Data Analysis I (4S) Introduction to probability, hypothesis testing, and analysis of variance with applications. Includes training in the statistical analysis of data by computer. With laboratory. Prereq: graduate standing in psychology or instructor's consent.

612 Data Analysis II (4S) Multiple regression and advanced topics in analysis of variance. Includes training in the statistical analysis of data by computer. With laboratory. Prereq: PSY 611, graduate standing in psychology or instructor's consent.

613 Data Analysis III (4S) Multivariate techniques including MANOVA, factor analysis, principal components. Includes training in the statistical analysis of data by computer. With laboratory. Prereq: PSY 612, graduate standing in psychology or instructor's consent.

614 Cognitive and Neural Foundations of Behavior (5) Examination of major issues in the psychological study of cognitive and physiological processes. Theory, research, and application discussed and placed in historical perspective. Prereq: graduate standing in psychology or instructor's consent.

615 Personality and Social Foundations of Behavior (5) Examination of major issues in the psychological study of personality and social processes. Theory, research, and application discussed and placed in historical perspective. Prereq: graduate standing in psychology or instructor's consent.

616 Development of Behavior (5) Examination of major issues in the psychological study of development. Theory and research discussed and placed in historical perspective. Prereq: graduate standing in psychology or instructor's consent.

620 Psychopathology (3) Definition, measurement, and diagnosis of deviant behavior; includes critical reviews of research on the etiology, intervention, and outcome of major mental disorders. Prereq: graduate standing in psychology or instructor's consent.

621 Clinical Psychobiology (3) Research and theory from the neurosciences applied to clinical problems and biological therapies. Prereq: graduate standing in psychology or instructor's consent.

622 Psychometrics (3) Quantitative and inferential issues in designing and interpreting assessment procedures. Prereq: PSY 612 or equivalent, graduate standing in psychology or instructor's consent.

623 Personality Assessment (3) Theory, methods, and related research in approaches to personality assessment; includes projective and objective techniques. Prereq: graduate standing in clinical psychology or instructor's consent.

624 Neuropsychological Assessment (3) Theory, methods, and related research in neuropsychological assessment of mental disorders. Prereq: graduate standing in clinical psychology or instructor's consent.

625 Individual Psychotherapy (3) Research and major theoretical perspectives in dyadic psychotherapy. Ethics of individual psychotherapy. Prereq: graduate standing in clinical psychology or instructor's consent.

626 Marital and Group Therapy (3) Theory and research in behavior change from an interpersonal interaction perspective. Ethics of interpersonal therapy. Prereq: graduate standing in clinical psychology or instructor's consent.

627 Child and Family Therapy (3) Modification of deviant child behaviors, particularly in the family setting. Ethics of child and family therapy. Prereq: graduate standing in clinical psychology or instructor's consent.

RELIGIOUS STUDIES

223 Chapman Hall
Telephone (503) 346-4971
Benton Johnson, Department Head

FACULTY

Aletta Biersack, associate professor. See **Anthropology** for credentials.

Robert T. Herbert, professor. See **Philosophy** for credentials.

Benton Johnson, professor. See **Sociology** for credentials.

Hee-Jin Kim, professor (Asian religions). B.A., 1957, M.A., 1958, California, Berkeley; Ph.D., 1966, Claremont. (1973)

Kenneth B. Liberman, associate professor. See **Sociology** for credentials.

Jack P. Maddex, professor. See **History** for credentials.

J. T. Sanders, professor (biblical studies). B.A., 1956, Texas Wesleyan; M.Div., 1960, Emory; Ph.D., 1963, Claremont. On leave 1991–92. (1969)

Sharon R. Sherman, associate professor. See **English** for credentials.

Augustine C. A. Thompson, assistant professor (history of Christianity). B.A., 1976, M.A., 1976, Johns Hopkins; B.A., 1980, M.Div., 1985, Dominican School of Philosophy and Theology; Ph.D., 1988, California, Berkeley. (1990)

Kyoko Tukuno, acting assistant professor (East Asian religions). B.A., 1977, B.A., 1979, M.A., 1983, California, Berkeley. (1992)

Anita Weiss, assistant professor. See **International Studies** for credentials.

Emeritus

G. Douglas Straton, professor emeritus (philosophy of religion and ethics). B.A., 1938, Harvard; B.D., 1941, Andover Newton; Ph.D., 1950, Columbia. (1959)

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

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The Department of Religious Studies offers courses concerning the religious beliefs and practices of the world's major religions. The department does not represent the viewpoint of any religious group, nor does it acknowledge any religion to be superior to others. Rather, courses focus on the history and philosophy of religions including their origins, sacred texts, rituals and practices, beliefs, and subgroups. The courses provide a broad understanding of the nature and role of religion in the world's different cultures, both present and past, for students in all fields, as well as integrated programs for majors in religious studies.

The department annually sponsors a distinguished visiting lecturers program, which brings outstanding scholars in various fields of religious studies to the campus for several days of lectures and meetings.

Preparation. The best high school or community college preparation for an undergraduate program in religious studies is a good general background in social science and literature.

Careers. An undergraduate major in religious studies can lead to graduate work in preparation for teaching religious studies or to religious education at a seminary in preparation for a career as a religious leader. Other career opportunities in education include teaching religious studies in public schools and religious education work. Social service organizations such as the YMCA, YWCA, Red Cross, community services, and international relief agencies provide additional career possibilities. A major in religious studies constitutes one type of broad training and enrichment for any of the humanitarian professions.

UNDERGRADUATE STUDIES

Major Requirements

The major requirement includes 45 credits in religious studies courses, not all of which carry the REL prefix. (See Additional Courses at the end of the departmental course listings.) Of the 45 credits, 9 must be in Great Religions of the World (REL 201, 202, 203) and 27 must be upper division.

All courses satisfying the major requirement must be taken for letter grades. A grade of D+ or lower is not accepted as a passing grade in more than one course.

Minor Requirements

The minor in religious studies requires 24 credits, including 9 in Great Religions of the World (REL 201, 202, 203) and 15 upper-division credits in religious studies. All courses must be taken for letter grades. Grade requirements for the minor are the same as those for the major.

Honors Program in Religious Studies

Requirements for a degree with honors in religious studies include the following:

1. Satisfaction of the requirements for a major
2. A cumulative grade point average of 3.50 in courses taken to satisfy the major requirements
3. Satisfactory completion of an honors thesis. The candidate for honors normally registers for 3 credits of Research (REL 401) winter term of the senior year, in order to prepare for writing the thesis, and for 3 credits of Thesis (REL 403) spring term, when writing the thesis. A faculty committee of two supervises the thesis project. A first draft of the thesis must be submitted six weeks before the end of the term in which the student expects to graduate and the final draft four weeks before the end of the term

GRADUATE STUDIES

At present the University of Oregon does not offer formal graduate degrees through the Department of Religious Studies. However, students may work with faculty members from religious studies as well as other university departments toward an Interdisciplinary Studies: Individualized Program (IS:IP) master's degree (M.A. or M.S.) focusing on religious studies, offered through the Graduate School. Information is available in the **Graduate School** section of this bulletin.

Advanced Degrees in Other Departments

Another possibility for students interested in graduate work in religious studies is to fulfill requirements for an advanced degree in another university department or program. After each department below are listed the available degrees in a relevant study area and names of participating faculty members (in the given department, unless specified otherwise). Each faculty member's areas of specialization are provided in his or her home department's section of this bulletin. Additional information is available from the listed departments.

Anthropology, Ph.D. (general anthropology M.A. presupposed). Comparative religions, religion and symbol in particular cultures. William S. Ayres, Aletta Biersack, Richard P. Chaney, Carol W. Silverman, Paul E. Simonds, Theodore Stern

Art History, M.A., Ph.D. Medieval Christian art. A. Dean McKenzie, Richard A. Sundt

Asian Studies, M.A. East Asian religions. Hee-Jin Kim (religious studies)

Classics, M.A. in Classical Civilization. Ancient religions in or related to ancient Greece and Rome. Jeffrey M. Hurwit (art history), Mary E. Kuntz, Steven Lowenstam, John Nicols (history), C. Bennett Pascal, J.T. Sanders (religious studies), Steven Shankman (English)

History, M.A., Ph.D. History of Christianity. Gustav Alef, A. Dean McKenzie (art history), Jack P. Maddex, Mavis Howe Mate, J. T. Sanders (religious studies), Augustine C.A. Thompson (religious studies)

Philosophy, M.A., Ph.D. Philosophy of religion. Henry A. Alexander, Jr.; William E. Davie; Robert T. Herbert; Arnulf Zweig

Sociology, M.A., Ph.D. Sociology of religion. Marion Sherman Goldman, Benton Johnson

RELIGIOUS STUDIES COURSES (REL)

111 Introduction to the Study of the Bible (3) Content and organization of the various Jewish and Christian scriptures; scholarly method and standard research tools used in the study of the Bible. Not for upper-division students; seniors may be required to meet a higher grade standard than other students.

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201, 202, 203 Great Religions of the World (3,3,3) Hinduism, Buddhism, Confucianism, Taoism, Shinto; Judaism, Christianity, and Islam. Examination of their beliefs, practices, and institutions in history and culture.

230 Varieties of Eastern Meditation (3) Classical yogic-meditational methods and philosophies of various Eastern religious traditions. Kim.

301 Religions of India (3) Historical survey from most ancient to modern times. Primary emphasis on Hinduism including Vedas, Brahmanism, and sectarian Hinduism. Attention to Buddhism, Sikhism, Jainism, and Sufism.

302 Chinese Religions (3) Prehistoric roots of Chinese religion, Confucius and his followers, philosophical Taoism, Han Confucianism, religious Taoism, Chinese Buddhism, Neo-Confucianism, religion in China today.

303 Japanese Religions (3) Early Shinto and its developments, Japanese Buddhism, transformation of Taoism and Confucianism, medi-

eval Shinto, religion in the Tokugawa period, Nationalistic Shinto, folk religion, new religions.

306 Judaism and Christianity since 70 C.E. (3) Postbiblical developments, medieval and modern Jewish philosophy, separation of Christianity from Judaism, Christian Hellenism, patristic synthesis, East-West rift in Christianity, medieval reform movements, Reformation and post-Reformation. Not offered 1991–92.

307 Religions of the Islamic World (3) Historical survey from origin of Islam to modern times, including expansion, theology, philosophy, and mysticism. Attention to non-Muslim religious communities within the Muslim world. Not offered 1991–92.

314, 315, 316 Background and Beginnings of Christianity (3,3,3S) Study of the beginnings of Christianity within its religious context. **314:** pagan religions (Greece, Italy, Oriental religions in Roman paganism). **315:** Judaism of the Second Temple period. **316:** history of Christianity from the time of Jesus until 200 C.E. Sanders.

321, 322, 323 History of Christianity (3,3,3) The course of Christian history in East and West; the relations between spirituality, doctrine, and institutional forms. **321:** from the New Testament period to the Iconoclastic Controversy. **322:** the Middle Ages, the schism between East and West, and the reform movement in the West. **323:** the Reformation and the modern period. Thompson.

324, 325 History of Eastern Christianity (3,3) **324:** the church in the Eastern Roman Empire and its expansion in Europe, the Eastern churches and Islam. **325:** the Eastern churches from the 15th century to the present. Prereq: REL 321 or equivalent. Not offered 1991–92.

330, 331 Buddhism and Asian Culture (3,3) Beliefs, symbols, values, and practices of Buddhism. **330:** Theravada Buddhism. **331:** Mahayana Buddhism.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–4R)

403 Thesis (1–4R)

405 Reading and Conference: [Term Subject] (1–4R)

407/507 Seminar: [Term Subject] (1–4R)

408/508 Colloquium:[Term Subject] (1–4R)

409 Supervised Tutoring: [Term Subject] (1–4R)

410/510 Experimental Course: [Term Subject] (1–4R)

430/530 Zen Buddhism (3) Some salient aspects of Ch'an and Zen Buddhism. Historical development, koan and zazen, Zen classics, enlightenment and philosophy, cultural impact. Kim.

431/531 Readings in Zen Classics (3) Selected Ch'an and Zen works in English translation such as *Pi-yen-lu (The Blue Cliff Record)*, *Wu-men-kuan (The Gateless Gate)*, and *Shobogenzo (The Treasury of the True Dharma Eye)*. Kim.

605 Reading and Conference: [Term Subject] (1–16R)

608 Colloquium: [Term Subject] (1–16R)

609 Supervised Tutoring: [Term Subject] (1–16R)

Additional Courses

For descriptions of the following courses, see the listed departmental sections of this bulletin.

Anthropology. Anthropology of Religion (ANTH 418), Anthropology and Folklore (ANTH 419)

English. Studies in Mythology (ENG 482)

History. Religious Life in the United States (HIST 359), Germany in the Age of Reformation (HIST 441)

Philosophy. Philosophy of Religion (PHIL 320), Topics in the Philosophy of Religion (PHIL 439)

Sociology. Sociology of Religion (SOC 461)

ROMANCE LANGUAGES

101 Friendly Hall
Telephone (503) 346-4021
Françoise G. Calin, Department Head

FACULTY

Barbara K. Altmann, assistant professor (Old French literature and language). B.A., 1978, Alberta; M.A., 1982, Ph.D., 1988, Toronto. (1989)

Jorge R. Ayora, associate professor (Spanish-American literature). B.A., 1962, M.A., 1964, Washington (Seattle); Ph.D., 1969, Vanderbilt. (1970)

Randi M. Brox, professor (contemporary French literature). Cand. Philol., 1960, Oslo; Ph.D., 1965, Illinois. (1965)

Françoise G. Calin, professor (modern French novel and poetry). Licence, 1963, Diplôme d'Études Supérieures, 1964, CAPES, 1966, Sorbonne; Ph.D., 1972, Stanford. (1973)

David J. Curland, senior instructor (Spanish); director, Foreign Language Resource Center. B.A., 1950, California, Los Angeles; M.A., 1963, Oregon. (1966)

Elizabeth B. Davis, assistant professor (Spanish Golden Age literature). B.A., 1969, Arizona; M.Phil., 1972, Ph.D., 1975, Yale. (1987)

Richard H. Desroches, associate professor (18th-century French literature). B.A., 1947, Clark; Ph.D., 1962, Yale. (1957)

Juan A. Epple, associate professor (Spanish-American literature). Licenciate, 1971, Chile; M.A., 1977, Ph.D., 1980, Harvard. (1980)

Robert L. Davis, acting assistant professor (second-language acquisition). B.A., 1983, Southern Mississippi; M.A., 1987, North Carolina at Chapel Hill. (1991)

Leonardo García-Pabón, assistant professor (colonial Spanish-American literature). B.S., 1980, Universidad Mayor de San Andrés; M.A., 1981, Université Catholique de Louvain; Ph.D., 1990, Minnesota, Twin Cities. (1990)

Sylvia B. Giustina, senior instructor (Italian). B.A., 1956, Marylhurst; M.A., 1966, Oregon. (1968)

Evlyn Gould, associate professor (19th-century French literature, theory of the theater). B.A., 1975, California, Irvine; M.A., 1977, Ph.D., 1983, California, Berkeley. (1983)

Robert M. Jackson, associate professor (Spanish narrative). B.A., 1963, Dartmouth; M.A., 1964, Ph.D., 1968, Harvard. (1969)

Elisabeth A. Marlow, associate professor (French 17th-century literature and civilization). Diplôme, 1953, Hautes Études Commerciales, Paris; M.A., 1958, Ph.D., 1966, Oregon. (1958)

Barbara D. May, associate professor (modern Spanish poetry, modern Spanish woman writers). B.A., 1972, M.A., 1973, Ph.D., 1975, Utah. (1976)

F. Regina Psaki, assistant professor (Italian literature, medieval literature). B.A., 1980, Dickinson College; M.A., 1986, Ph.D., 1989, Cornell. (1989)

Steven Rendall, professor (French literature, literary theory); editor, *Comparative Literature*; codirector, Comparative Literature Program. B.A., 1961, Colorado; Ph.D., 1967, Johns Hopkins. (1967)

H. Jay Siskin, associate professor (second-language acquisition). B.A., 1975, Wooster; M.A., 1979, Ph.D., 1981, Cornell. (1990)

Wolfgang F. Sohlich, associate professor (modern French poetry, theater); codirector, Comparative Literature Program. B.A., 1959, Johns Hopkins; M.A., 1970, Ph.D., 1971, Emory. (1970)

Luis E. Verano, senior instructor (Spanish Golden-Age literature); supervisor, lower-division Spanish. B.A., 1971, Portland State; M.A., 1974, Ph.D., 1982, Oregon. (1983)

Catherine Wiebe, senior instructor, Diplôme, 1978, École Supérieure des Arts Appliquées, Paris; M.A., 1982, Oregon. (1985)

Emeriti

Chandler B. Beall, professor emeritus; editor emeritus, *Comparative Literature*. B.A., 1922, Ph.D., 1930, Johns Hopkins. (1929)

Perry J. Powers, professor emeritus. B.A., 1941, Oregon; Ph.D., 1947, Johns Hopkins. (1946)

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

The Department of Romance Languages offers an extensive range of courses and degree programs, from instruction in beginning languages through the study of the literature and cultures of French-, Italian-, and Spanish-speaking countries. Students can earn a bachelor of arts (B.A.) degree in French, Italian, Spanish, or Romance languages; the master of arts (M.A.) is also available in these areas. The doctor of philosophy (Ph.D.) is awarded in Romance languages, encompassing a primary language and literature and a supporting area. Romance languages is a liberal arts major, providing a solid background for students interested in professional graduate work, teaching, and, increasingly, other professional careers.

Preparation. The department recommends the following preparation for a course of study leading to a major in Romance languages:

1. As much work as possible in French, Spanish, or both
2. Knowledge of European or Latin American history and geography
3. Familiarity with literature in any language that helps provide critical tools useful in advanced study of a Romance literature
4. Communication skills, speech, and essay or theme writing. These skills enable the student to convey ideas logically. In literature courses, papers or essay examinations are generally required

Careers. Students who graduate with a B.A. degree in Romance languages enter a wide variety of occupations. Language teaching is an obvious possibility. Proficiency in a foreign language and knowledge of other cultures enhances study and career opportunities in other areas as well. Students who have a B.A. in Romance languages or who have a second major in another discipline—art history, economics, finance, history, international studies, journalism, management, marketing, music, or political science—find positions in communications media, government foreign service, international business and law, libraries, social work organizations, and travel and tourist-related agencies, among others.

UNDERGRADUATE STUDIES

Major programs leading to undergraduate degrees are provided in French, Italian, Spanish, and Romance languages (two languages). Departmental majors concentrate on Romance languages, literatures, and cultures. Attention is given to developing the skills of understanding, speaking, and writing the modern idiom. The new Yamada Language Center, in 122 Pacific Hall, provides a valuable complement to classroom exercises.

Students who intend to do graduate work in Romance languages are advised to begin a second Romance language and to take a year's work in Latin. Courses in English and other literatures are also recommended. One of the goals of the department is to give students a general view of the cultures of the countries where Romance languages are spoken. The department encourages students to study, at some point in their undergraduate careers, in a country where their target language is spoken.

Major Requirements

Romance Languages. This major requires three courses in literature beyond the survey level and taken on the Eugene campus. Two of these courses must be at the 400 level. Courses passed with grades of D+ or lower are not countedtoward the fulfillment of major requirements.

Readings in courses for the major must be in the original language.

For the B.A. degree in Romance languages, students must have 30 graded credits in one language beyond the second-year sequence, of which at least 18 must be in literature and 9 in composition and conversation, in addition to 15 graded credits beyond the second-year sequence in a second Romance language.

Sample Program

The sample program below shows a typical one-term course load for first-year students in Romance languages.

Fall Term	*15 credits*
Romance language (1st-, 2nd-, or 3rd-year level, depending on previous preparation)	4
Writing	3
Science elective	4
Social science elective	3
Physical education	1
Other Possibilities	
Second Romance language	4
English literature	3

French. Forty-five graded credits in French are required beyond second-year French, distributed as follows:

	45 credits
Introduction to French Literature (FR 321, 322, 323) or the equivalent	9
Upper-division French composition	9
Upper-division French literature beyond FR 321, 322, 323 and taken on the Eugene campus, at least two of these courses at the 400 level	18
Additional upper-division French composition or literature	9

Additional work in related fields is recommended (e.g., another Romance language, English, linguistics, art history, philosophy, history). Students are urged to consult their advisers in order to create balanced programs.

Italian. Forty-five graded credits in Italian are required beyond second-year Italian, distributed as follows:

	45 credits
Survey of Italian Literature (ITAL 321, 322, 323) or Introduction to Italian Literature (ITAL 337, 338, 339)	9
Italian Composition and Conversation (ITAL 311, 312, 313)	9
Six upper-division courses in Italian literature; two of these must be at the 400 level	18
Three courses in one or more related fields (e.g., another Romance literature, history, art history) to be determined in consultation with adviser	9

Spanish. Forty-five graded credits beyond second-year Spanish, distributed as follows:

	45 credits
Introduction to the Reading of Spanish Literature (SPAN 321)	3
Four courses chosen from Medieval Spanish Literature (SPAN 322), The Golden Age (SPAN 323), Modern Spanish Literature (SPAN 324), Introduction to Spanish-American Literature (SPAN 325, 326), Chicano Literature (SPAN 328)	12
Don Quixote (SPAN 460)	4
Two courses numbered 407 or above	8
Four courses in Spanish composition and conversation chosen from SPAN 311, 312, 313, 411, 412, 413	12
Two upper-division courses in related areas, e.g., art history, Latin American art or geography, Spanish history, Hispanic history or culture and civilization, Chicano literature	6

Minor Requirements

Students may earn a minor in French, Italian, or Spanish (not in Romance languages) by completing 24 graded credits in upper-division courses in one language area. At least 9 credits must be in composition and conversation and 9 in literature. In addition, two 400-level courses must be completed on the University of Oregon campus. All readings in courses taken for the minor must be in the original language.

Foreign Language Resource Center

Serving as a source of information on the latest methods of teaching foreign languages, the Foreign Language Resource Center provides a focal point for innovations and current developments including the use of film and video materials, computerized instruction, and flexible course organization. The center also coordinates the development of printed materials used in teaching foreign languages with film and video—a field in which the university is nationally recognized. Finally, the center serves as a liaison between university language departments and Oregon public school systems. Additional information is available from the director, David J. Curland, in 209 Friendly Hall.

Scholarships and Honors

The department administers scholarships for undergraduate students of foreign languages. The Perry J. Powers Scholarship is awarded annually to an outstanding senior in a Romance languages major. The Charles Stickles Endowment Scholarship is usually awarded to a number of selected participants each summer in the Mexican study program. The Leona M. Kail Scholarship is awarded every other year to an outstanding student with financial need. Additional information may be obtained in the department office.

Approval for graduation with departmental honors is given to students who (1) earn a cumulative grade point average (GPA) of 3.50 or better in the major work beyond the second-year language, and (2) complete a senior thesis, which is supervised by a departmental faculty member and judged by the thesis director

and one other faculty member in the department. Students must enroll for at least 6 pass/no pass (P/N) credits in Thesis (FR, ITAL, SPAN 403) in addition to meeting the standard major requirements. Transfer work and P/N credits are not included in determining the GPA.

Study Abroad

Students are encouraged to study abroad during their tenure at the university. Before going abroad students should consult an appropriate language adviser about the selection of a program and the courses to be taken within that program.

Courses taken in which the readings or lectures or both are in English do not count toward the major, the minor, or the B.A. language requirement. With prior approval from the student's departmental adviser, these courses may be counted as related area work for Spanish. For courses offered in another language, the number of credits that apply toward the foreign-language requirement is subject to departmental approval (see the appropriate language adviser).

Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Special Studies** section of this bulletin.

France. The Oregon State System of Higher Education provides opportunities for a year's study in France at the universities of Poitiers and Lyon. Although the programs are primarily intended for undergraduates, some graduate credit may be obtained if proper arrangements are made with the department.

In Poitiers, students with two years of college French take courses at the Oregon Study Center. More advanced students may also attend a few classes at the University of Poitiers. Not all courses taken at Poitiers satisfy major requirements. Students should consult a major adviser before leaving for Poitiers.

In Lyon, students with two years of college French take intensive courses in French language, literature, and history in an institute for foreigners during the first semester. During the second semester they continue to study in the institute and, in addition, attend three regular classes at the Universities of Lyon. Students who have three years of college French and have passed an entrance examination take all their courses from the regular curriculum of the Lyon universities alongside native students.

French majors and Romance language majors with an emphasis in French must complete at least three upper-division French literature courses beyond FR 321, 322, 323 in residence on the Eugene campus.

Italy. Since 1970 the university has had a summer program (July 1–August 15) in Italy, at the Università Italiana per Stranieri, Perugia, open to both graduate and undergraduate students. No previous knowledge of Italian is required, but participants with one or more years of instruction in the language have a wider choice of courses because, with the exception of one offered in English by the director, all others are taught in Italian by faculty members of the host university. All participants must take at least 12 credits. Applications received before April 1 receive priority consideration.

The university participates in a consortium program in Siena, Italy. Students may enroll for one or more terms during the fall-through-spring academic year. The curriculum includes work at all levels in intensive Italian language and courses taught in English on Italian art history, culture, literature, politics, history, and other subjects.

Mexico. The department runs intensive language programs in Mexico in which students may complete an entire year's work in one term. There is also a summer program offering courses in Mexican literature and civilization as well as language training at second-, third-, and fourth-year levels.

Spain. A two-term program in Seville winter and spring terms offers courses in Spanish history, art, and literature as well as language work. The program is designed for students who have done previous study at the 300 level.

GRADUATE STUDIES

The Department of Romance Languages offers programs of study leading to the degree of master of arts (M.A.) in Romance languages (specializing in French, Italian, Spanish, or a combination) and to the degree of doctor of philosophy (Ph.D.) in Romance languages.

Admission. Procedures for admission to graduate study in the department include:

1. Equivalent of an undergraduate major in Romance literature with a minimum grade point average of 3.00 in the major and proficiency in one or two Romance languages. Students with a degree in another discipline may apply, provided they have a good knowledge of at least one Romance language and are well acquainted with one Romance literature
2. A completed Graduate Admission Application, three letters of recommendation, official transcripts of college-level work to date of application, a candidate's statement of purpose, and the Graduate Records Examinations (GRE) general and language scores should be submitted prior to March 1 for fall admission. Application for a graduate teaching fellowship (GTF), included in the graduate application packet, is optional

Graduate Teaching Fellows. Graduate students in the department who hold graduate teaching fellowships (GTFs) must enroll each term in at least two graduate seminars or other courses leading toward the graduate degree.

Workshop: Teaching Methods (FR, ITAL, or SPAN 608), required for all beginning GTFs, is a departmental M.A. requirement in addition to 45 graded credits. No more than 15 credits may be taken outside the department; to count toward the degree, they must form part of a coherent program approved by the student's adviser and the graduate committee.

A number of GTFs are available each year for new graduate students in the department. Students are encouraged to apply to the department by March 1 for fall admission and appointment priority. Each GTF teaches one language course a term.

Overseas Study and Teaching. Several opportunities for study and teaching abroad are available each year, including a scholarship from the French government for advanced studies at a French university by students with an M.A.; a position as graduate assistant to the director of the Oregon Study Center at the University of Lyon, France, concurrent with studies at the University of Lyon; and an assistantship to teach English in a French secondary institution while pursuing studies at a French university, whenever the appointment location allows.

Comparative Literature

The Comparative Literature Program is administered by a committee representing the East Asian languages and literatures, English, Germanic languages and literatures, Romance languages, and Russian departments. It provides opportunity for advanced study of several literatures in their original languages. For more information, see the **Comparative Literature** section of this bulletin.

The resources of the UO Library for research in French, Italian, and Spanish are fully adequate for the department's graduate programs; in some fields they are outstanding. The library's holdings of learned periodicals are extensive.

Master of Arts Program

The M.A. is primarily a degree in the study of literature, although the student typically takes course work to improve linguistic skills as well. Courses are offered in French, Italian, Peninsular Spanish, and American Spanish languages and literatures. The student's program may include work in two of these fields, and it must include a second field if the first is Italian or Spanish-American literature.

The minimum requirements for this degree are:

1. The completion of 48 graduate credits with grades of mid-B or higher
2. Enrollment in Workshop: Teaching Methods (FR or SPAN 608)
3. Successful completion of a comprehensive examination

The written M.A. comprehensive examination covers three areas in literature and requires explication of a text. One question must be answered in the foreign language and a second in English. The program does not include a thesis. Completion of the M.A. typically requires more than one academic year. Admission to the doctoral program is not automatic upon completion of the M.A. Students wanting to continue toward the Ph.D. degree must complete a petition to the graduate committee for admission to the program.

Alternative programs in French and Italian are available to M.A. candidates. Upon petition from the student, the graduate committee may, with the adviser's approval, authorize the granting of the M.A. after the student has completed 56 graded graduate credits with grades of mid-B or higher and with no comprehensive examination. This option is not available to students who have failed the M.A. examination. Students who are successful in their petition for this

alternative are not expected to continue toward the Ph.D. degree; they may not do so unless they pass the M.A. comprehensive examination and are accepted into the Ph.D. program by the graduate committee.

Interdisciplinary Master's Degree Program in French

The department supervises an interdisciplinary program designed particularly for the preparation of secondary school teachers. The program requires 36 graded graduate credits in French and a minimum of 9 graded credits in education as well as a comprehensive examination. Students may apply to the department's graduate committee to complete the degree without the examination by taking an increased number of courses (47 credits in French and 9 in education). Many courses taken to meet the requirements for the degree may be valid for certification. Completion of this course of study in conjunction with the professional program partially fulfills the requirements for the Oregon standard certificate. In any case, no interdisciplinary master's degree is granted to anyone who does not have basic teaching certification. For more information, consult the director of the program, Elisabeth A. Marlow.

Doctor of Philosophy

This degree program permits the student to choose among a variety of approaches to advanced study in Romance literatures. Principal fields of study include a national literature; a period (e.g., the Renaissance); and a genre (e.g., the novel).

Candidates must complete a minimum of fifteen graduate courses including at least three courses in the literature of one or more Romance languages other than the principal one. Upon completion of required course work, the candidate takes a comprehensive examination covering the principal field, text explication, and literary theory or criticism. A doctoral thesis is required to complete the degree. Students entering the doctoral program with an M.A. degree from another institution have their previous work evaluated by the graduate committee. Credit may be given for not more than three graduate courses taken elsewhere to apply toward the required fifteen courses.

In addition to command of the languages and familiarity with the chosen literatures, the student is expected to develop skill in critical writing and competence in individual research. Students interested in doctoral study should request a description of the program from the department.

ROMANCE LANGUAGES COURSES (RL)

200 Innovative Education: [Term Subject] (1–3R)

400 Innovative Education: [Term Subject] (1–3R)

407/507 Seminar: [Term Subject] (1–5R)

410/510 Experimental Course: [Term Subject] (1–5R)

503 Thesis (1–16R) P/N only

603 Dissertation (1–16R) P/N only

620 Graduate Study in Romance Languages (4) Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, and scholarly writing. Psaki, Rendall.

625 Modern Criticism (4) Study of selected modern critics such as Barthes, Genette, Foucault, Derrida, and Lyotard. Rendall.

627 Literature and Ideology (4R) Introduction to literary theories that inscribe texts into the contexts of cultural power structures. Readings may be selected from Marx, Lukács, Adorno, Foucault, Barthes, Habermas, and others. **R** when topic changes. Sohlich.

628 Literature and Psychoanalysis (4) Introduction to psychoanalytic theory in its specific relation to the study of literature. Readings selected from Freud, Lacan, Laplanche and Pontalis, O. Mannoni, Baudry, Kristeva, Metz, and others. Gould.

641, 642 Medieval Lyric Poetry (4,4) Introduction to Old Provençal through the reading of easy prose texts and selected lyrics. Stress on the diversity of Provençal poetry and its contribution to Renaissance and later conceptions of relationships between men and women. Prereq: reading knowledge of French, Italian, or Spanish. Altmann, Psaki.

FRENCH COURSES (FR)

Native speakers of French or students whose competence in the language already exceeds the scope of the course may not enroll in lower-division courses.

101, 102, 103 First-Year French (5,5,5) Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Taught in French.

104, 105 Intensive First-Year French (6,6) Covers in two terms the work of FR 101, 102, 103. *Cannot be taken in any combination with FR 101, 102, 103 to total more than 15 credits of first-year French.*

199 Special Studies: [Term Subject] (1–3R)

201, 202, 203 Second-Year French (4,4,4) Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language.

204, 205 Intensive Second-Year French (6,6) Covers in two terms the work of FR 201, 202, 203. *Cannot be taken in any combination with FR 201, 202, 203 to total more than 12 credits of second-year French.*

311, 312, 313 French Composition and Conversation (3,3,3) Exercises in pronunciation, comprehension, and composition in cultural or literary context. Opportunities for conversation. Conducted in French. Prereq: two years of college French or equivalent.

315 French Pronunciation and Phonetics (3) Introduction to French phonetics designed to help students develop better pronunciation and to introduce them to the French sound system. Special attention to individual difficulties.

321, 322, 323 Introduction to French Literature (3,3,3) Representative works from the Middle Ages to the present. **321:** Middle Ages and 16th century. **322:** 17th and 18th centuries. **323:** 19th and 20th centuries. Prereq: two years of college French or equivalent. May be taken in any order.

330 French Poetry (3) Poems from the Middle Ages to the 20th century, literary movements, introduction to textual analysis and modern critical approaches. Prereq: two years of college French or equivalent. Calin, Desroches, Gould, Sohlich.

331 Contemporary French Theater (3) Major trends and movements in modern French drama. Prereq: two years of college French or equivalent. Brox, Gould, Sohlich.

332 Short Fiction (3) Selected short fiction by such authors as Voltaire, Diderot, Mérimée, Maupassant, Camus, Aymé, Beckett, Robbe-Grillet. Some attention given to the evolution of the short story as a genre. Prereq: two years of college French or equivalent. Desroches, Rendall.

335, 336, 337 The French Novel (3,3,3) Selected novels from the 17th century to the present. Prereq: two years of college French or equivalent. Brox, Calin.

370, 371 Intermediate French Grammar (3,3) Not offered 1991–92.

372, 373 Exercises in French Style (3,3) Not offered 1991–92.

374, 375 Introduction to French Civilization (3,3) Not offered 1991–92.

376, 377 Masterworks of French Literature (3,3R) Not offered 1991–92.

378, 379 Readings in Modern French Literature (3,3R) Not offered 1991–92.

380 Intensive Conversational French (3) Not offered 1991–92.

381 Orientation for Study in France (3) Not offered 1991–92.

382 Contemporary France via Television (3) Not offered 1991–92.

399 Special Studies: [Term Subject] (1–4R) **R** when topic changes.

403 Thesis (3–6R) Departmental honors students only.

405 Reading and Conference: [Term Subject] (1–6R)

407/507 Seminar: [Term Subject] (2–6R)

409 Practicum: [Term Subject] (1–4R) P/N only

410/510 Experimental Course: [Term Subject] (2–4R)

411/511, 412/512, 413/513 Advanced French Composition and Conversation (3,3,3) Review of advanced French grammar, writing of original themes, and translations of modern literary or cultural texts into French. Discussion of topics taken from current issues of French magazines. Conducted in French. Prereq: FR 311, 312, 313 or equivalents. Marlow.

415/515 French Culture and Civilization (3) Political and social backgrounds of French literature; introduction to French music and art. Prereq: FR 311, 312, 313 or 321, 322, 323 or equivalents. Marlow, Sohlich.

435/535 Autobiographical Writings by Women (4) Autobiographical works by authors such as George Sand, Colette, Simone de Beauvoir, Marguerite Duras, and Nathalie Sarraute. Specific works and writers vary. Brox.

438/538 Novel and History (4) Flaubert, Zola, Gracq. Studies of themes and structures. Emphasis on textual and contextual analysis. Calin.

450/550 17th-Century Literature (4R) Changing topics concerning either trends or

particular authors representative of 17th-century French literature. Prereq: FR 321, 322, 323 or equivalents. **R** when topic changes. Marlow, Sohlich.

452/552 Molière (4) Intensive study of representative plays by Molière with emphasis on modern criticism. Prereq: FR 321, 322, 323 or equivalents. Marlow.

455/555 Racine (4) Intensive study of representative plays by Racine with emphasis on modern criticism. Prereq: FR 321, 322, 323 or equivalents. Marlow, Rendall.

460/560 18th-Century Literature (4R) Changing topics concerning either trends or particular authors representative of 18th-century French literature. Prereq: FR 321, 322, 323 or equivalents. **R** when topic changes. Desroches.

461/561 18th-Century French Novel (4) Evolution of the French novel in the 18th century and its various forms: picaresque, epistolary, autobiographical, sentimental, and psychological. Prereq: FR 321, 322, 323 or equivalents. Desroches.

462/562 *Les Philosophes* (4) Evolution and triumph of the philosophical movement in 18th-century France through close study of key works of the major *philosophes*. Prereq: FR 321, 322, 323 or equivalents. Desroches.

480/580 19th-Century Literature (4R) Changing topics concerning either trends or particular authors representative of 19th-century French literature. Recent topics include Poetry and Violence, The Romantic Hero in a Realist World, and Decadence. **R** when topic changes. Gould.

490/590 20th-Century Literature (4R) Changing topics concerning either trends or particular authors representative of 20th-century French literature. **R** when topic changes. Brox, Calin, Sohlich.

RL 503 Thesis (1–16R) P/N only

601 Research (2–6R) P/N only. Prereq: instructor's consent.

RL 603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–6R)

607 Seminar: [Term Subject] (2–6R)

608 Workshop: [Term Subject] (2–12R) Teaching Methods is offered annually. Other workshops may be offered.

609 Practicum: [Term Subject] (1–4R) P/N only

631 Modern French Poetry (4) Study of several major modern poets. Calin, Sohlich.

633 Topics in Modern French Drama (4) Topics may include dramatic theory, modes of critical inquiry, and trends in contemporary theater such as the avant-garde, metatheater, or political theater. Sohlich.

637, 638 Narrative Technique (4,4) The novel questioning itself. Emphasis on narratology; narrators, focalization, reflexivity, intertextuality. Writers studied include Gide, Alain-Fournier, Gracq, Faulkner, Robbe-Grillet, Sarraute, and Modiano. Calin.

639 Modern Women Writers (4) Analysis of works by a variety of French women writers of the 20th century; emphasis on the interrelationship between theory and text. Prereq: reading knowledge of French. Brox.

640 Introduction to Medieval French Literature (4) Initiation to reading texts in Old French. Study of works representing a range of genres including lyric poetry, *chansons de geste*, romance, and theater. Altmann.

641 Medieval French Narrative (4) Emphasis on medieval narrative genres. Critical analysis of several major works including examples of romance, epic, allegory, and the *dit*. Prereq: FR 640 or instructor's consent. Altmann.

643 Rabelais (4) The great Renaissance writer's comic masterpiece generally known as *Gargantua et Pantagruel* studied in the context of modern criticism. Rendall.

645 Montaigne (4) Perhaps the most influential French writer of all time, the creator of the modern essay and a model for most subsequent autobiographical writing and reflection on philosophical and moral topics. Rendall.

646 16th- and 17th-Century Narrative (4) Study of French narrative fiction from Marguerite de Navarre to Mme. de Lafayette. Rendall.

650 Topics in 17th-Century Literature (4R) Selected topics in 17th-century French literature. **R** when topic changes. Marlow.

660 Topics in 18th-Century Literature (4R) Selected topics in 18th-century French literature. **R** when topic changes. Desroches.

661 Voltaire (4) Detailed study of Voltaire's major writings. Desroches.

662 Rousseau (4) Detailed study of Rousseau's major writings. Desroches.

663 Diderot (4) Detailed study of Diderot's major writings: philosophy, art criticism, drama. Desroches.

680 Topics in 19th-Century Literature (4R) Changing topics in 19th-century French literature complemented by essays in critical theory. Recent topics include Baudelaire and Rimbaud, Virtual Theater, and the Birth of Realism. **R** when topic changes. Gould.

683 Mallarmé (4) Study of Mallarmé's poetry, prose, and critical essays; his position on the threshold of modernism; and his influence on modern critical theorists including Sartre, Barthes, and Derrida. Gould.

690 Topics in 20th-Century Literature (4R) Selected topics in 20th-century French literature. **R** when topic changes. Brox, Calin, Sohlich.

693, 694 Surrealism (4,4) Development of the surrealistic movement in art and literature. Analysis of works—prose, poetry, paintings, films—by Apollinaire, Breton, Aragon, Desnos, Eluard, Gracq, Dali, and Buñuel. Prereq: graduate standing or instructor's consent. Calin.

695 Proust (4) Study of *À la recherche du temps perdu*. Brox.

ITALIAN COURSES (ITAL)

Native speakers of Italian or students whose competence in the language already exceeds the scope of the course may not enroll in lower-division courses.

101, 102, 103 First-Year Italian (5,5,5S) Introduction to Italian stressing speaking, reading, writing, and comprehension skills.

104, 105 Intensive First-Year Italian (6,6) Covers in two terms the work of ITAL 101, 102, 103. *Cannot be taken in any combination with ITAL 101, 102, 103 to total more than 15 credits of first-year Italian.*

199 Special Studies: [Term Subject] (1–3R)

201, 202, 203 Second-Year Italian (4,4,4) Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Conducted in Italian.

204, 205 Intensive Second-Year Italian (6,6) Covers in two terms the work of ITAL 201, 202, 203. *Cannot be taken in any combination with ITAL 201, 202, 203 to total more than 12 credits in second-year Italian.*

311, 312, 313 Italian Composition and Conversation (3,3,3) Italian grammar and idioms; extensive work in oral communication and written composition based on cultural or literary themes. Conducted in Italian. Prereq: two years of college Italian or equivalent. Giustina.

321, 322, 323 Survey of Italian Literature (3,3,3) Major literary works from the Middle Ages to the present with attention to techniques of literary analysis. Prereq: two years of college Italian or equivalent. Conducted in Italian. Psaki.

337, 338, 339 Introduction to Italian Literature (3,3,3) 337: analysis of poetic texts. **338:** Italian short fiction. **339:** Italian theater. Conducted in Italian. Giustina, Psaki.

387 Reading Italian (3) Italian for students or scholars in other disciplines who need to be able to read Italian texts in their field. Conducted in English. Psaki.

399 Special Studies: [Term Subject] (1–4R) **R** when topic changes.

403 Thesis (3–6R) Departmental honors students only.

405 Reading and Conference: [Term Subject] (1–6R) Guided reading.

407/507 Seminar: [Term Subject] (2–6R) Recent topics include the *Decameron*, Fascism in Fiction and Film, Italian Poetry, Literature of the Italian Enlightenment, Pirandello.

408 Workshop: [Term Subject] (2–12R) Special group activities such as production of Italian plays. Prereq: two years of college Italian or instructor's consent.

409 Practicum [Term Subject] (1–4R) P/N only

410/510 Experimental Course: [Term Subject] (2–4R)

441/541 Boccaccio and His Influence (4) Focuses on the *Decameron*; also covers familiar adaptations by Marguerite deNavarre, Chaucer, Voznesenskaya, Pasolini. Psaki.

442/542 Revival of Greek in Renaissance Florence (4) Explores how the revival, imitation, and emulation of ancient Greek writers broadened the contents and enriched the forms of existing genres and gave rise to new ones in Renaissance Florence.

443/543 Politics and Literature in Renaissance Italy (4) Study of the literary treatment of significant sociopolitical events in the works of several writers, particularly Machiavelli, Guicciardini, and Castiglione.

444/544, 445/545, 446/546 Dante and His Times (4,4,4) Historical and literary background of the *Divine Comedy*; study of the poem and of Dante's minor works; Petrarch and Boccaccio. Psaki.

447/547 Petrarch's Poetry and Its Influence on Western Lyric (4) Petrarch's poems: their themes and formal features; their influence on some of the major poets of Western Europe, particularly Italy, France, Spain, and England. Prereq: previous work in literature, instructor's consent.

483/583 19th-Century Italian Fiction (4) Development of the Italian novel and its indebtedness to European ideological and formal trends; detailed analysis of Foscolo's, Manzoni's, and Verga's narrative. Prereq: previous work in literature.

484/584 19th-Century Italian Poetry (4) Selected Italian texts by Romantic and post-Romantic poets. Emphasis on works by Foscolo, Manzoni, Leopardi, Carducci, and Pascoli. Prereq: reading knowledge of Italian.

496/596 20th-Century Italian Poetry (4) Major poetic figures and movements from D'Annunzio to the present including the futurists, Saba, Ungaretti, and Montale. Psaki.

497/597 20th-Century Italian Fiction (4) Major trends in the novel from Svevo to Verga, Moravia, Pavese, Bassani, and Calvino. Psaki.

498/598 Italian Women's Writing (4) Women's polemical engagement with established genres of poetry and fiction from Gaspara Stampa to Dacia Maraini. Psaki.

RL 503 Thesis (1–16R) P/N only

601 Research (2–6R) P/N only. Prereq: instructor's consent.

RL 603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–6R)

607 Seminar: [Term Subject] (2–6R) Recent topics include Dante, Petrarch, and Boccaccio; The Italian Lyric; Verga's Narrative.

608 Workshop: [Term Subject] (2–12R) Teaching Methods is offered annually fall term only.

609 Practicum: [Term Subject] (1–4R) P/N only

SPANISH COURSES (SPAN)

Native speakers of Spanish or students whose competence in the language already exceeds the scope of the course may not enroll in lower-division courses.

101, 102, 103 First-Year Spanish: *Zarabanda* (5,5,5) Multimedia course in basic Spanish that employs a film series, *Zarabanda*, produced by the British Broadcasting Corporation in Spain. Text specially developed at the University of Oregon to accompany films. Full laboratory tape program, other supporting materials. Meets five days a week.

104, 105 First-Year Spanish: *Zarabanda* (6,6) Covers in two terms the work of SPAN 101, 102, 103. *Cannot be taken in any combination with SPAN 101, 102, 103 to total more than 15 credits of first-year Spanish.*

199 Special Studies: [Term Subject] (1–3R)

201, 202, 203 Second-Year Spanish (4,4,4) Oral and written exercises designed to help the student acquire correct and fluent use of Spanish. Selections from representative authors.

204, 205 Intensive Second-Year Spanish (6,6) Covers in two terms the work of SPAN 201, 202, 203. *Cannot be taken in any combination with SPAN 201, 202, 203 to total more than 12 credits of second-year Spanish.*

311, 312, 313 Spanish Composition and Conversation (3,3,3) Oral and written practice; review of fundamentals of grammar. Cultural and literary examples of the language. Relative emphasis on grammar, composition, and conversation. Prereq: two years of college Spanish or equivalent.

315 Spanish Pronunciation and Phonetics (3) Scientific study of Spanish sounds, rhythms, and intonation. Supervised practice with individual use of recording equipment. Prereq: instructor's consent. Curland.

321 Introduction to the Reading of Spanish Literature (3) Interpretation of literary texts; introduction to critical writing.

322 Medieval Spanish Literature (3) *Cantar de Mio Cid*, the *Libro de buen amor*, and *La Celestina*. Topics include medieval epic, comedy, and parody; courtly love. Spanish social and intellectual history. Prereq: SPAN 321. E. Davis, Jackson, May.

323 The Golden Age (3) Lyric poetry, prose, and theater of the Spanish Renaissance and Baroque. Works by Garcilaso de la Vega, Fray Luis de León, Cervantes, Lope de Vega, and Calderón. Prereq: SPAN 321. E. Davis, Jackson.

324 Modern Spanish Literature (3) Major themes and forms of 19th- and 20th-century Spanish literature. Training in the application of basic critical concepts to selected modern works. Prereq: SPAN 321. Ayora, Jackson,May.

325 Introduction to Spanish-American Literature (3) Readings and discussions of Spanish-American literature from the 16th to the 19th century. Prereq: SPAN 321. Ayora, Epple, García-Pabón.

326 Introduction to Spanish-American Literature (3) Basic currents and movements in the Spanish-American novel, poetry, and short story. Readings and discussions center almost exclusively on the 19th and 20th centuries. Prereq: SPAN 321. Ayora, Epple, García-Pabón.

328 Chicano Literature (3) Novels, essays, dramas, and poems of Chicano writers in Spanish and English; their relationship to Hispanic and Anglo-American tradition. SPAN 321 recommended. Epple.

361, 362, 363 Hispanic Culture and Civilization (3,3,3) Intellectual, cultural, and historical backgrounds of the Spanish-speaking world. **361:** Spain. *Open only to students enrolled in the Seville Study Program.* **362:** Mexico. **363:** Latin America.

399 Special Studies: [Term Subject] (1–4R) R when topic changes.

403 Thesis (3–6R)

405 Reading and Conference: [Term Subject] (1–6R)

407/507 Seminar: [Term Subject] (2–6R) Recent topics include Central American Literature, Contemporary Poetry, Galdos, Love in the Golden Age, Mexican Literature, Modern Narrative, New Spanish-American Novel, Pacific Region Writers, Spanish Naturalism.

408 Workshop: [Term Subject] (1–12R) Special on campus activities in Spanish.

409 Practicum: [Term Subject] (1–4R) P/N only

410/510 Experimental Course: [Term Subject] (2–4R) Recent topics include Creative Writing in Spanish, The Essays of Mariano Jose de Larra and Lidia Falcon, Spanish-American Novel, Spanish-American Theater.

411/511, 412/512, 413/513 Advanced Spanish Composition and Conversation (3,3,3) Prereq: SPAN 311, 312, 313 or equivalents.

435/535 Spanish-American Short Story (4) The short story in Latin American literature. Readings from major Spanish-American authors such as Quiroga,Borges, Cortázar,Donoso, Garcia Márquez, Arreola, Rulfo. Prereq: SPAN 326. Ayora, Curland, Epple, García-Pabón.

436/536 Novel of the Mexican Revolution (4) The Mexican novel, 1910–1930. Readings from works by Mariano Azuela, Lopez y Fuentes, Martin Guzmán, Ruben Romero, and others. Prereq: SPAN 326. Ayora, Curland, Epple, García-Pabón.

438/538 Spanish Romantic Poetry (4) Major poets and movements from Romanticism to the present. May.

451/551 Spanish Prose of the Golden Age (4) Critical reading in several prose genres of the 16th and 17th centuries: dialogues, *libros de caballerias*, pastoral and picaresque novels, the *novela ejemplar*. Prereq: SPAN 323. E. Davis, Powers.

452/552 Renaissance and Baroque Poetry (4) Petrarchism of Garcilaso and Herrera; traditional forms, especially the *romance*; poetry of Fray Luis de León, San Juan de la Cruz, Santa Teresa, Góngora, Lope de Vega, and Quevedo.Prereq: SPAN 323. E. Davis, Powers.

453/553 Introduction to the Drama of the Golden Age (4) Readings in Cervantes, Lope de Vega,Tirso de Molina, Ruiz de Alarcón, and Calderón de la Barca. Prereq: SPAN 323 or previous work in Spanish literature. E. Davis, Powers.

460 *Don Quixote* (3) *Don Quixote*'s importance in the development of the modern novel. The text may be read either in Spanish or in English translation, but Spanish majors must do the reading in Spanish. Prereq for students who want to do the reading in Spanish: SPAN 321. E. Davis, Jackson, Verano.

481/581 The 19th-Century Spanish Novel (4) Development of realism in Spanish narrative and its relationship to social and political change of the period. Naturalism in its Spanish form. Galdós, Clarin, Valera, Pardo, Bazán. Prereq: previous work in Spanish literature. Jackson.

495/595 20th-Century Novel (4) Major novels and short stories and their relationship to social and political conditions of the period. Prereq: previous work in Spanish literature. Jackson.

497/597, 498/598, 499/599 Spanish Women Writers (4,4,4) Developments in literature written by women; the woman writer in Spanish society. Poetry, drama, and narrative fiction. Literary foremothers and contemporary writers. Prereq: previous work in Spanish literature. May.

RL 503 Thesis (1–16R) P/N only

601 Research (2–6R) P/N only. Prereq: instructor's consent.

RL 603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–6R)

607 Seminar: [Term Subject] (2–6R) Recent topics include *La Celestina*; Garcia Márquez, Neruda, Latin American Naturalism, Lope de Vega, Poetry of the Generation of 1927, Testimonial Literature, and Quevedo.

608 Workshop: [Term Subject] (2–12R) Teaching Methods is offered fall term only. Other workshops may be offered.

609 Practicum: [Term Subject] (1–4R) P/N only

650, 651 Cervantes (4,4) Principal works of Cervantes with particular attention to criticism. **650:** *Novelas ejemplares, entremeses,* and *comedias*. **651:** *Don Quijote*. Prereq: previous work in Golden Age literature; qualified undergraduates admitted with instructor's consent. E. Davis, Jackson, Powers.

RUSSIAN

227 Friendly Hall
Telephone (503) 346-4078
Joseph A. Hynes, Jr., Acting Department Head

FACULTY

John Fred Beebe, associate professor (language, linguistics). B.A., 1946, Wabash; M.A., 1954, Indiana at Bloomington; Ph.D., 1958, Harvard. (1968)

Joseph A. Hynes, Jr., professor. See **English** for credentials.

Albert Leong, professor (comparative and Russian literature, culture, film). A.B., 1961, A.M., 1966, Ph.D., 1970, Chicago. On leave 1991–92. (1966)

Marina Lukanova, visiting instructor (language, culture); American Council of Teachers of Russian (ACTR)-USSR Russian language consultant. Diploma, 1979, Ph.D., 1987, Moscow State University. (1991)

Vladimir Mukhin, visiting instructor (language, culture); American Council of Teachers of Russian (ACTR)-USSR Russian language consultant. Diploma, 1974, Moscow Pedogogical Institute. (1991)

James L. Rice, professor (folklore; 18th-, 19th-, and 20th-century literature; comparative literature). A.B., 1960, Harvard; M.A., 1964, Ph.D., 1965, Chicago. (1967)

Ilya Z. Serman, Marjorie Lindholm Professor of Russian Language, Literature, and Culture (Russian literature). M.A., 1939, Leningrad State University; Ph.D., 1944, Central Asian State University, Tashkent. (1992)

Fruim Yurevich, senior instructor (language, literature, culture). Diploma, 1959, Astrakhan State Pedagogical Institute; M.A., 1976, Oregon. (1975)

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

UNDERGRADUATE STUDIES

Russian is one of the most important world languages today. The University of Oregon Department of Russian offers both major and minor programs in Russian language, literature, and culture. Each program enables students to achieve proficiency in reading, writing, and speaking the language and to acquire a fundamental knowledge of the literature and culture of Russia and the Soviet Union.

The undergraduate program in Russian prepares the student for graduate studies in the Russian and East European field as well as for growing employment opportunities in teaching, private industry, and government service. UO students of Russian take part in the Russian *Kruzhok* and in the activities of the UO Russian and East European Studies Center, which sponsors scholarly symposia, distinguished guest lecturers, art exhibits, concerts, films, and other cultural events. As part of the bachelor's degree program, most majors in Russian study abroad at Leningrad State University or at the Pushkin Institute in Moscow for a summer or a semester. A number of students who major or minor in Russian also complete the requirements for an undergraduate area certificate in Russian and East European studies to enhance their employment opportunities.

The new Yamada Language Center, in 122 Pacific Hall, houses state-of-the-art audio-video and computer laboratories that enhance the learning of Slavic and East European languages.

The department has hosted eight Soviet Russian-language teachers since 1987 and recently established the Marjorie Lindholm Professorship in Russian Language, Literature, and Culture. Students and faculty members actively participate in the Eugene-Irkutsk Sister City Committee and its programs.

Preparation. Students considering a major or minor in Russian should declare their interest as early as possible in their academic careers in order to satisfy the requirements within four years of undergraduate study. A background in foreign languages, literature, history, and international or global studies at the high school or community college level is recommended for students preparing to major in Russian.

Major Requirements

Candidates for the bachelor of arts (B.A.) degree in Russian are required to take 48 credits of course work beyond the second-year language sequence (RUSS 201, 202, 203) or its equivalent.

The 48 credits must include the following sequences:

Introduction to Russian Literature (RUSS 204, 205, 206)

Third-Year Russian (RUSS 316, 317, 318)

Russia and the Soviet Union (HIST 345, 346, 347)

In addition, 18 credits or more must be taken from the following electives in Russian literature, linguistics, and culture:

Special Studies: Soviet Life and Culture (RUSS 199), Great Russian Novels, Short Stories, Plays (RUSS 207, 208, 209), Topics in Russian Culture (RUSS 240, 241, 242), Russian Phonetics (RUSS 324), Seminar (RUSS 407), Experimental Course (RUSS 410), Fourth-Year Russian (RUSS 416, 417, 418), Pushkin (RUSS 419), Modern Russian Poetry (RUSS 422), Dostoevsky (RUSS 424), Tolstoy (RUSS 425), Gogol (RUSS 426), Turgenev (RUSS 427), Chekhov (RUSS 428), 20th-Century Russian Literature (RUSS 429), Contemporary Russian Literature (RUSS 430), Vladimir Nabokov (RUSS 431), Structure of Russian (RUSS 440, 441, 442)

Students preparing for graduate work in Russian are advised to take either French or German and to complete a balanced program of related courses in the social sciences and humanities.

Honors. To earn a bachelor of arts with honors in Russian, a student must maintain a 3.50 grade point average (GPA) and submit a 3-credit honors project or thesis approved by the departmental honors committee.

Sample Program

New students considering a major in Russian may want to enroll in the following courses during their first year at the university:

Fall Term	*18 credits*
First-Year Russian (RUSS 101)	5
Geography of the Soviet Union (GEOG 204)	3
Introduction to Russian Literature (RUSS 204)	3
Western Civilization (HIST 101)	4
College Composition I (WR 121)	3

Winter Term *18 credits*
First-Year Russian (RUSS 102) 5
Introduction to Russian Literature (RUSS 205) 3
Science elective 3
Western Civilization (HIST 102) 4
College Composition II (WR 122) 3

Spring Term *17 credits*
First-Year Russian (RUSS 103) 5
Introduction to Russian Literature (RUSS 206) 3
Special Studies: Soviet Life and Culture (RUSS 199) 2
Western Civilization (HIST 103) 4
Great Religions of the World (REL 203) 3

Minor Requirements

The Russian department offers a minor in Russian for students who want to combine Russian studies with international or Russian and East European studies. The Russian minor is particularly useful for students majoring in international studies, marketing: international business, history, art history, music, speech: theater arts, speech: telecommunication and film, journalism, arts and letters, sociology, political science, and other foreign languages and literatures.

The minor in Russian requires 26–27 credits (15 of which must be upper division) in Russian language, literature, and culture, distributed as follows:

Core Courses *26–27 credits*
Introduction to Russian Literature (RUSS 204, 205, 206) or Great Russian Novels, Short Stories, Plays (RUSS 207, 208, 209) 9
Third-Year Russian (RUSS 316, 317, 318) 12
Approved departmental lower-division elective in Russian culture such as Special Studies: Soviet Life and Culture (RUSS 199) or Topics in Russian Culture (RUSS 240, 241, 242) 2–3
Approved departmental upper-division elective in Russian literature or culture 3

Courses numbered 400–410, and first- and second-year Russian, may not be applied toward the minor. All courses submitted for the Russian minor must be completed with grades of mid-C or better. At least 15 credits must be earned at the University of Oregon.

A minor in Russian may be substituted for one cluster in the general education group requirements.

Russian and East European Studies Certificate. A Russian major or minor fulfills many of the requirements for a certificate in Russian and East European studies. For more information, see the **Russian and East European Studies** section of this bulletin.

Study Abroad in the USSR and Eastern Europe. Qualified students of Russian have the opportunity to spend a summer, semester, or academic year in the Soviet Union—either in the Council on International Educational Exchange (CIEE) Cooperative Russian Language Program, of which the University of Oregon is an affiliate, at Leningrad Gornyi Institute, Leningrad State University, Tver' State University, or Novosibirsk State University; or in the Russian program at Moscow's Pushkin Institute, sponsored by the American Council of Teachers of Russian (ACTR). Opportunities also exist for study in Czechoslovakia, Hungary, and Poland, and limited fellowship aid is available for these programs.

Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Special Studies** section of this bulletin. Students interested in study in the USSR or Eastern Europe should write or call Mark Levy, Office of International Services, 330 Oregon Hall; telephone (503) 346-3206.

Secondary School Teaching

The Department of Russian offers work toward both basic and standard Oregon certification as a teacher of Russian in public secondary schools. For information about current requirements for teacher certification with a Russian endorsement, students should consult the department's adviser for teacher education, John Fred Beebe, and the staff in the College of Education's Office of Student Support Services.

GRADUATE STUDIES

Master of Arts Requirements

The master of arts (M.A.) degree program in Russian provides substantive training and experience in Russian language, literature, and linguistics for students who want to prepare for careers in teaching, research, translation, business, or government service. Creative imagination, a spirit of commitment to the Slavic field, and a knowledge of Russian sufficient for graduate work are the principal prerequisites for admission. Promising students with insufficient preparation in either Russian language or literature may be admitted conditionally.

New Students. A combined advisory conference and qualifying examination is conducted during the first term of residence for each new graduate student in Russian. Before the middle of the first term of study, each new student takes a diagnostic placement examination in written and spoken Russian.

Course Requirements

At least 45 credits beyond the bachelor's degree, of which at least 15 must be in Russian literature, 15 in Slavic linguistics, and—for students electing to write a master's degree thesis or to complete projects—9 credits of Thesis (RUSS 503) and 6 credits of electives in Slavic language and culture approved by the department faculty. Fifteen credits of approved departmental electives in Slavic language and culture are required for students submitting two acceptable graduate research papers or projects instead of a thesis. To develop and demonstrate research and writing skills, graduate students are required to produce a term paper for each literature course or seminar taken.

Of the 45 credits, at least 24 must be taken for letter grades, including at least 9 at the 600 level, and in residence at the university.

Sample Program

The sample program below shows a typical two-year M.A. program in Russian.

First Year *27 credits*
Old Church Slavonic (RUSS 640), History of Russian (RUSS 641, 642) 9
Russian literature (three courses) 9
Electives (three courses) 9

Second Year *36 credits*
Structure of Russian (RUSS 540, 541, 542) 9
Russian literature (three courses) 9
Electives (three courses) 9
Thesis 9

Foreign Language. The student must pass a reading examination in French, German, or another relevant foreign language before taking the M.A. examinations.

Reading List. The student is responsible for all primary sources on the M.A. reading list, available in the department office. Secondary materials, which place the primary sources in historical or literary contexts, are highly recommended.

Examinations. Based on the M.A. reading list and on course work completed by the student, the M.A. examinations are written and oral:

1. Written (four to five hours)
   a. Russian literature (three hours) — questions covering folklore; 11th- through 20th-century literature; and Russian literary theory, history, and criticism ***and***
   b. Linguistics (one to two hours)—questions covering Old Church Slavonic and the history and structure of the Russian language
2. Oral (one and one-half to two and one-half hours)
   a. Defense of M.A. thesis, project or seminar papers
   b. Discussion of written examination, course work, and related matters

Secondary School Teaching

The master of arts degree in Russian provides the present or prospective secondary school teacher an opportunity to achieve professional competence in speaking, understanding, reading, and writing Russian. Degree candidates study Russian language, literature, linguistics, and culture at the graduate level and learn effective teaching strategies for presenting classroom material. Promising students with insufficient preparation may be admitted conditionally. For information about Oregon certification requirements, contact the department's adviser for teacher education, John Fred Beebe, and the staff in the College of Education's Office of Student Support Services.

RUSSIAN COURSES (RUSS)

101, 102, 103 First-Year Russian (5,5,5) Elementary Russian grammar, reading, conversation, and composition. Beebe.

104, 105 Intensive Elementary Russian (8,8) Covers in two terms the work of RUSS 101, 102, 103.

121, 122, 123 Spoken Russian (1–2,1–2,1–2)

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R) Russian on Computers and Soviet Life and Culture are current topics. R when topic changes.

200 Innovative Education: [Term Subject] (1–3R) R when topic changes.

201, 202, 203 Second-Year Russian (5,5,5) Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works. Lukanova.

204, 205, 206 Introduction to Russian Literature (3,3,3) Survey of Russian literature from its origins to the present; special emphasis on Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. All readings, lectures, and discussions in English. Rice.

207, 208, 209 Great Russian Novels, Short Stories, Plays (3,3,3) Masterpieces of Russian literature. **207:** novels. **208:** short stories. **209:** plays. All readings, lectures, and discussions in English. Not offered 1991–92.

240, 241, 242 Topics in Russian Culture (3,3,3) Comparative aesthetics and development of art, film, architecture, music, and literature within the context of Russian intellectual history. All readings, lectures, and discussions inEnglish. A recent topic is Russian Culture in Film. Leong. Not offered 1991–92.

316, 317, 318 Third-Year Russian (4,4,4) Intensive study in Russian of literary works by representative 19th- and 20th-century writers; extensive practice in speaking, writing, and comprehension. Prereq: two years of college Russian or equivalent. Mukhin.

324 Russian Phonetics (3) Scientific study of Russian sounds, rhythms, and intonation; supervised individual practice.

399 Special Studies: [Term Subject] (1–4R) R when topic changes.

400 Innovative Education: [Term Subject] (1–3R) R when topic changes.

401 Research (2–6R) Prereq: instructor's consent.

403 Thesis (3–6R)

405 Reading and Conference: [Term Subject] (1–6R) Prereq: instructor's consent. R when topic changes.

406 Field Studies (1–21R) Prereq: instructor's consent. R when topic changes.

407/507 Seminar: [Term Subject] (2–4R) Prereq: instructor's consent. R when topic changes.

408/508 Workshop (1–12R) Special on-campus activities in Russian. R when topic changes.

409 Supervised Tutoring Practicum: [Term Subject] (1–3R) P/N only

410/510 Experimental Course: [Term Subject] (2–6R) Topics for 1991–92 include Lermontov, Mandel'shtam, and Reading Dostoevsky. R when topic changes.

416/516, 417/517, 418/518 Fourth-Year Russian (4,4,4) Stylistic analysis of advanced Russian literary texts with extensive practice in conversation, composition, and comprehension. Prereq: RUSS 316,317,318 or equivalent. Mukhin.

419/519 Pushkin (3) Pushkin's narrative and lyric poetry, dramas, prose fiction, folk stylizations, and *Evgenii Onegin*, with emphasis on his aesthetics and its influence on the development of modern Russian literature. Bilingual readings; lectures and discussions in English. Rice.

420/520 Russian Folklore (3) Russian folklore in its social and aesthetic functions. The paradigmatic 18th-century collection attributed to Kirsha Danilov and various literary adaptations of folklore forms. Rice. Not offered 1991–92.

422/522 Modern Russian Poetry (3) Detailed study of Russian symbolism, acmeism, futurism, and contemporary poetry. All readings in Russian. Leong, Rice. Not offered 1991–92. Serman.

424/524 Dostoevsky (3) Dostoevsky's intellectual and artistic development; context and structure of *The House of the Dead, Notes from the Underground, Crime and Punishment, The Idiot, The Brothers Karamazov*, and other works. Readings in English. Rice.

425/525 Tolstoy (3) Development and context of Tolstoy's art; analysis of *War and Peace, Anna Karenina*, representative short novels, stories, plays, and essays. Readings in English. Not offered 1991–92.

426/526 Gogol (3) Comprehensive study of Gogol's works; critical analysis of *Evenings on a Farm near Dikanka, Mirgorod, Petersburg Tales, The Inspector General, Dead Souls*, and other works. Readings in English. Beebe, Leong, Rice. Not offered 1991–92.

427/527 Turgenev (3) Literary development and context of Turgenev's art; analysis of the novels *Rudin, A Nest of Gentlefolk, On the Eve, Fathers and Sons, Smoke, Virgin Soil* as well as stories, plays, and critical essays. Readings in English. Rice. Not offered 1991–92.

428/528 Chekhov (3) Chekhov's art: structure, style, and development of representative prose fiction and plays including *The Seagull, Uncle Vanya, Three Sisters, The Cherry Orchard.* Readings in English. Not offered 1991–92.

429/529 20th-Century Russian Literature (3) Major developments in Russian literature since 1917; theory and practice of "socialist realism"; representative works by Babel, Gorky, Olesha, Shukshin, Trifonov, Rasputin, Zamiatin and others. Readings in English. Not offered 1991–92.

430/530 Contemporary Russian Literature (3) Discussion of works by Solzhenitsyn, Mandel'shtam, Tertz-Siniavskii, Zinov'ev, Pasternak, Tsvetaeva, Voinovich, Sokolov, Akhmatova, and Brodskii. Readings and discussions in English. Not offered 1991–92.

431/531 Vladimir Nabokov (3) Nabokov's creative work; special emphasis on the Russian roots of his prose fiction, literary criticism, memoirs, poetry, and translations. Readings and discussions in English. Not offered 1991–92.

440/540, 441/541, 442/542 Structure of Russian (3,3,3) Phonetics, grammatical and syntactic patterns of standard contemporary Russian. Beebe. Not offered 1991–92.

503 Thesis (3–6R) P/N only. Prereq: instructor's consent.

601 Research (2–6R) P/N only. Prereq: instructor's consent.

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Term Subject] (1–6R) Prereq: instructor's consent.

606 Field Studies (1–16R)

607 Seminar: [Term Subject] (1–5R) A recent topic is Russian Modernism.

608 Colloquium (2–4R) Rwhen topic changes.

609 Supervised Tutoring Practicum: [Term Subject] (1–3R) P/N only

610 Experimental Course: [Term Subject] (1–5R)

620 Research Methods in Russian (5) Bibliography and research methods in the graduate study of Russian literature. Not offered1991–92.

621 Old Russian Literature (5) The system of literary genres in Kievan Rus', its development, its bonds with oral poetry and other aesthetic forms, and its significance for modern Russian civilization. Conducted in English with selected close readings in Old Russian. Rice. Not offered 1991–92.

623 18th-Century Russian Literature (5) The refashioning of Russian poetic imagination in response to the discoveries of classical antiquity, the Renaissance, French neoclassicism, the Enlightenment, Russian history, and new aesthetic values. Conducted in English with selected close readings in Russian. Not offered 1991–92.

640 Old Church Slavonic (3) History and grammar of Old Church Slavonic sound system, morphology, and elements of syntax; reading of texts. Beebe. Not offered 1991–92.

641, 642 History of Russian (3,3) East Slavic phonology and morphology from Common Slavic to the present. Dialectal divergence in Old Russian and the modern literary languages. Dialects of East Slavic. Reading of Old and Middle Russian texts Beebe. Not offered 1991–92.

EAST EUROPEAN COURSES (SLAV)

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R) R when topic changes.

200 Innovative Education: [Term Subject] (1–3R) R when topic changes.

399 Special Studies: [Term Subject] (1–4R) R when topic changes.

400 Innovative Education: [Term Subject] (1–3R)

401 Research (2–6R) Prereq: instructor's consent.

403Thesis (3–6R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (1–6R) R when topic changes.

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (2–4R) R when topic changes.

408/508 Colloquium:[Term Subject] (2–4R) R when topic changes.

409 Supervised Tutoring Practicum: [Term Subject] (1–3R) Prereq: instructor's consent.

410/510 Experimental Course: [Term Subject] (2–6R) A current topic is Great Polish Plays. R when topic changes.

420/520 Slavic Civilization (3) Introduction to the Slavic cultures and civilizations of Russia, the Union of Soviet Sovereign Republics, and East Europe and their contributions to world culture.

451/551, 452/552, 453/553 Basic Romanian (4,4,4) Elementary Romanian grammar, conversation, reading, and composition. Emphasis on pronunciation. Reading of literary texts third term. Offered irregularly.

454/554, 455/555, 456/556 Advanced Romanian (4,4,4) Reading of Romanian literary texts; composition and discussion in Romanian. Active development of vocabulary.

Prereq: SLAV 453/553 or equivalent. Offered irregularly.

470/570, 471/571, 472/572 First-Year Bulgarian (4,4,4) Elementary grammar, conversation, reading, and composition. Offered irregularly.

480/580, 481/581, 482/582 First-Year Serbo-Croatian (4,4,4) Elementary Serbo-Croatian grammar, conversation, reading, and composition. Offered irregularly.

483/583, 484/584, 485/585 First-Year Polish (4,4,4) Elementary Polish grammar, conversation, reading, and composition. Offered irregularly.

486/586, 487/587, 488/588 First-Year Czech (4,4,4) Czech grammar, conversation, reading, and composition. Offered irregularly.

490/590, 491/591, 492/592 First-Year Ukrainian (4,4,4) Elementary Ukrainian grammar, conversation, reading, and composition. Offered irregularly.

503 Thesis (3–6R) P/N only. Prereq: instructor's consent.

601 Research (2–6R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Term Subject] (1–6R) Prereq: instructor's consent.

606 Field Studies (1–16R)

607 Seminar: [Term Subject] (1–5R)

608 Colloquium: [Term Subject] (1–16R)

609 Terminal Project: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

RUSSIAN AND EAST EUROPEAN STUDIES

227 Friendly Hall
Telephone (503) 346-4078
Carol W. Silverman, Program Director

Participating Faculty

Gustave Alef, history
John H. Baldwin, planning, public policy and management
Lisa Codman Arkin, dance
John Fred Beebe, Russian
Norma Comrada, foundation
Steven Deutsch, sociology
Mary-Lyon Dolezal, art history
Joseph R. Fiszman, political science
John B. Foster, sociology
Gerald W. Fry, political science
Charles C. Griffin, economics
Arthur M. Hanhardt, Jr., political science
Esther Jacobson, art history
Cheryl Kern-Simirenko, library
R. Alan Kimball, history
Albert Leong, Russian
Marina Lukanova, Russian
Mark Levy, international services
A. Dean McKenzie, art history
Vladimir Mukhin, Russian
James L. Rice, Russian
Howard W. Robertson, library
Karla L. Schultz, Germanic languages and literatures
Ilya Z. Serman, Russian
Carol W. Silverman, anthropology
W. Sherwin Simmons, art history
Ronald Wixman, geography
Fruim Yurevich, Russian
M. George Zaninovich, political science

Russia, the Soviet Union, and East Europe comprise one of the most dynamic and important world regions today. The undergraduate and graduate area certificate programs in Russian and East European studies prepare the student for significant careers in teaching, research, private industry, and government service.

Russian and East European Studies Center

The Russian and East European Studies Center (REESC) brings together specialists from departments and professional schools who are engaged in the study of the cultures, history, languages, and contemporary problems of the Soviet Union and East Europe.

The center emphasizes its undergraduate and graduate area programs. The undergraduate program prepares university students for significant careers and lifelong expert interest in the Russian and East European area—a territory extending across half the world's time zones and inhabited by more than 350 million people. Solid training is offered in Russian and, occasionally, in other East European languages and cultures.

The center supports basic training and interdisciplinary study on all levels in the university community, brings students and faculty members with mutual interests together to share their works-in-progress, and helps students plan their curricula in language and area studies.

Visiting Faculty Members. The center sponsors extended stays by visiting Fulbright and International Research and Exchange Board (IREX) scholars from the USSR and East Europe, enabling them to be in residence at the university for one or more terms. The REESC program has hosted eight Soviet Russian-language teachers since 1987 and recently established the Marjorie Lindholm Professorship in Russian Language, Literature, and Culture.

Career Counseling. The center maintains close contact with university graduates in Russian and East European language and area studies and with professional colleagues around the country who supply current news on the job market. The center also provides individual counseling about careers and about the choice of graduate programs at the university or other major area-studies centers.

Overseas Study. Staff members have extensive experience in research and study exchange programs abroad. Every year several university undergraduate and graduate students are placed in such programs.

Cultural Programs. The REESC program sponsors lectures, panel discussions, symposia, films, exhibitions, concerts, and festivals. These presentations involve scholars from other institutions in the United States and Europe as well as specialists on the university faculty. In addition, the REESC faculty engages in outreach activities with local schools, community groups, and organizations such as the Eugene-Irkutsk Sister City Committee.

Resources. The University of Oregon Library contains more than 100,000 volumes in the Russian language, a growing collection of Serbo-Croatian, Polish, and other Slavic-language materials, an extensive collection of Western titles relating to Russia and East Europe, a large collection of Russian and East European films, and a satellite television down link.

The new Yamada Language Center, in 122 Pacific Hall, houses state-of-the-art audio-video and computer laboratories that enhance the learning of Slavic and East European languages.

Programs of Study. The university offers bachelor of arts (B.A.) and master of arts (M.A.) degrees in Russian and graduate and undergraduate Russian and East European area studies certificates. Advanced degree candidates in arts and letters, social sciences, sciences, and professional schools may arrange individual programs with special emphasis on Russian and East European topics. Students interested in pursuing specialized area studies are encouraged to seek assistance from the REESC staff.

Fields currently represented in REESC programs and courses include anthropology, art history, business, dance, economics, education, geography, history, language, literature, music, political science, religious studies, and sociology. An introduction to the interdisciplinary program in Russian and East European studies is Slavic Civilization (SLAV 420/520).

Russian and East European Area Studies Certificate Program

Since Russian and East European studies is an area-studies program rather than a department, it offers undergraduate and graduate certificates in Russian and East European studies to supplement departmental degree programs. This program encourages the integration of course material and degree requirements from various departments, and the certificates give formal recognition of the interdisciplinary work accomplished. With the approval of the program director, students majoring in fields not represented in the center may be admitted to a certificate program. Upon successful completion of the program, a student receives the certificate in addition to a degree in another discipline. The majority of certificate recipients continue their education after completing their degrees in preparation for careers in government service and teaching. Combining the program certificate with a departmental degree significantly enhances the opportunity for employment in those fields and others, such as international trade, tourism, translation, and research.

Requirements

In addition to general university requirements for graduation and degree requirements in the student's home department, the following three requirements must be met for a Russian and East European area studies certificate, either undergraduate or graduate:

1. ***Language:*** three years of college study (or equivalent) of East European languages, usually Russian. Serbo-Croatian, Polish, Bulgarian, Czech, Hungarian, Ukrainian, and Romanian are also offered occasionally. Option 1: three years of Russian. Option 2: two years of Russian and one year of another East European language
2. ***Core program*** (two courses): Slavic Civilization (SLAV 420/520), an introductory course offered each year, and one Reading and Conference (SLAV 405 or 605), Seminar (SLAV 407/507 or 607), or Research (SLAV 401 or 601), conducted by an REESC faculty member (3 credits)
3. ***Electives*** (five courses): including seminars and courses in substantive Russian and East European area studies and covering at least three nonlanguage disciplines of the Russian and East European studies curriculum (e.g., anthropology, art history, geography, history, literature, political science). Such courses are usually offered by REESC faculty members; other courses may be approved by the director

Undergraduate elective courses may be chosen from, but are not limited to, the following:

Anthropology and Folklore. Ethnology of Peasant Societies (ANTH 303), Jewish Folklore and Ethnology (ANTH 429)

Art History. Seminar: Early Russian Icons (ARH 407), Byzantine Art (ARH 431)

Dance. International Folk Dance I (DANC 178), Balkan and Central European Folk Dance (DANC 179)

Economics. Theories of Industrial Organization (EC 460)

Geography. Geography of the Soviet Union (GEOG 204)

History. U.S.A.-USSR Shared History (HIST 245), Byzantium and the Slavs (HIST 322, 323, 324), Russia and the Soviet Union (HIST 345, 346, 347), Seminar: Early Russia (HIST 407), Colloquium (HIST 408), Economic History of Modern Europe (HIST 424, 425), The Russian Revolution (HIST 446, 447)

Political Science. Communist Political Systems (PS 335); Seminars: Geopolitics of Empire, USSR and Eastern Europe (PS 407); Comparative Labor Movements (PS 416); Literature and Politics of the USSR and Eastern Europe (PS 418); Government and Politics of the Soviet Union (PS 427, 428); Marxist Political Theories (PS 433); Politics of Multi-Ethnic Societies (PS 443)

Religious Studies. Great Religions of the World (REL 201, 202, 203), History of Christianity (REL 321, 322, 323), History of Eastern Christianity (REL 324, 325)

Russian and East European Language, Literature, and Culture

LANGUAGE. First-, Second-, Third-, and Fourth-Year Russian (RUSS 101–103 or 104–105, 201–203, 316–318, 416–418); Russian Phonetics (RUSS 324); Structure of Russian (RUSS 440, 441, 442). Romanian, Hungarian, Bulgarian, Serbo-Croatian, Polish, Czech, and Ukrainian are offered irregularly

LITERATURE. Introduction to Russian Literature (RUSS 204, 205, 206); Great Russian Novels, Short Stories, Plays (RUSS 207, 208, 209); Seminars: Old Russian Literature, Soviet Women's Literature (RUSS 407); Pushkin (RUSS 419); Modern Russian Poetry (RUSS 422); Dostoevsky (RUSS 424); Tolstoy (RUSS 425); Gogol (RUSS 426); Turgenev (RUSS 427); Chekhov (RUSS 428); 20th-Century Russian Literature (RUSS 429); Contemporary Russian Literature (RUSS 430); Vladimir Nabokov (RUSS 431)

CULTURE. Special Studies: Soviet Life and Culture (RUSS 199); Topics in Russian Culture: Great Russian Films, Medieval Russian Culture, Russian and East European Film, Russian Culture in Film, Russian Literature and Music (RUSS 240, 241, 242); Experimental Courses: Reading Dostoevsky (RUSS 410); Russian Folklore (RUSS 420); Slavic Civilization (SLAV 420)

Sample Undergraduate Program

New students considering an undergraduate certificate in Russian and East European studies may want to enroll in the following courses during their first year at the university:

Fall Term	*18 credits*
First-Year Russian (RUSS 101)	5
Western Civilization (HIST 101)	4
College Composition I (WR 121)	3
Introduction to Russian Literature (RUSS 204)	3
Geography of the Soviet Union (GEOG 204)	3
Winter Term	***18 credits***
First-Year Russian (RUSS 102)	5
Western Civilization (HIST 102)	4
Introduction to Russian Literature (RUSS 205)	3
Social science elective	3
Science elective	3
Spring Term	***18 credits***
First-Year Russian (RUSS 103)	5
Western Civilization (HIST 103)	4
College Composition II (WR 122)	3
Introduction to Russian Literature (RUSS 206)	3
Slavic Civilization (SLAV Z420)	3

Graduate Certificate Requirements

In addition to the undergraduate requirements for the Russian and East European studies certificate, graduate certificate students must take the fourth year of an East European language; Seminar (RUSS 507 or 607) or Colloquium (RUSS 608); another 3-credit elective; Research (SLAV 601) for 3 credits and, in conjunction with Slavic Civilization (SLAV 520), complete a research paper or project under the supervision of an REESC faculty member.

Graduate elective courses include the following:

Anthropology and Folklore. Jewish Folklore and Ethnology (ANTH 529)

Art History. Seminar: Early Russian Icons (ARH 507), Byzantine Art (ARH 531)

Economics. Theories of Industrial Organization (EC 560)

History. Seminar: Early Russia (HIST 507), Colloquium (HIST 508), Economic History of Modern Europe (HIST 524, 525), The Russian Revolution (HIST 546, 547)

Political Science. Seminars: Geopolitics of Empire, USSR and Eastern Europe (PS 507); Comparative Labor Movements (PS 516); Literature and Politics of the USSR and Eastern Europe (PS 518); Government and Politics of the Soviet Union (PS 527, 528); Marxist Political Theories (PS 533); Politics of Multi-Ethnic Societies (PS 543)

Russian and East European Language, Literature, and Culture

LANGUAGE. Fourth-Year Russian (RUSS 516–518); Structure of Russian (RUSS 540, 541, 542); Research Methods in Russian (RUSS 620); Old Church Slavonic (RUSS 640); History of Russian (RUSS 641, 642); Romanian, Bulgarian, Serbo-Croatian, Polish, Czech, and Ukrainian are offered irregularly

LITERATURE. Seminars: Old Russian Literature, Soviet Women's Literature (RUSS 507); Experimental Course: Great Polish Plays (SLAV 507); Pushkin (RUSS 519); Modern Russian Poetry (RUSS 522); Dostoevsky (RUSS 524); Tolstoy (RUSS 525); Gogol (RUSS 526); Turgenev (RUSS 527); Chekhov (RUSS 528); 20th-Century Russian Literature (RUSS 529); Contemporary Russian Literature (RUSS 530); Vladimir Nabokov (RUSS 531); Old Russian Literature (RUSS 621); 18th-Century Russian Literature (RUSS 623)

CULTURE. Experimental Courses: Lermontov, Mandel'shtam (RUSS 510); Russian Folklore (RUSS 520); Slavic Civilization (SLAV 520)

Sample Graduate Program

New students considering a graduate certificate in Russian and East European studies may want to enroll in the following courses during their first year of graduate study at the university:

Fall Term	*15 credits*
Fourth-Year Russian (RUSS 516)	4
Literature and Politics of the USSR and Eastern Europe (PS 518)	5
Modern Russian Poetry (RUSS 522)	3
Russian Revolution (HIST 546)	3
Winter Term	***13 credits***
Fourth-Year Russian (RUSS 517)	4
Government and Politics of the Soviet Union (PS 527)	3
Russian Revolution (HIST 547)	3
Research (SLAV 601)	3

Spring Term *13 credits*
Fourth-Year Russian (RUSS 518) 4
Slavic Civilization (SLAV 520) 3
Government and Politics of the Soviet Union (PS 528) 3
Seminar: Russian and East European Studies (RUSS 507) 3

Graduate Transfer Credit. Graduate credit earned while a graduate student in another accredited graduate school may be transferred to the graduate certificate in Russian and East European studies under the following conditions:

1. The total credits transferred may not exceed 15
2. The courses transferred must be relevant to the certificate program as a whole
3. The courses must be approved by the student's home department and by the director of the Russian and East European Studies Center
4. The grades earned must be P (pass), B–, or better
5. Transferred credit cannot count toward the requirement of 24 credits in University of Oregon graded graduate courses

Baccalaureate Transfer Credit. Undergraduates who have passed graduate-level courses during their senior year at the University of Oregon—beyond all bachelor's degree requirements—may apply up to 9 credits toward the graduate certificate in Russian and East European studies (within the 15-credit maximum for transfer credit).

Credits in Thesis (RUSS 503), Research (RUSS 601), Reading and Conference (RUSS 605), Colloquium (RUSS 608), and Supervised Tutoring Practicum (RUSS 609) do not qualify.

Work in courses graded B– or better, and P/N courses accompanied by the instructor's statement that the work was of graduate quality, can count toward the requirements of the graduate certificate in Russian and East European studies, with departmental and REESC approval. A Transfer of Baccalaureate Credit form, available at the Graduate School, must be filed within two terms of acceptance into the graduate Russian and East European studies certificate program and within two years of earning the bachelor's degree.

SCANDINAVIAN STUDIES

409 Friendly Hall
Telephone (503) 346-4054
Virpi Zuck, Committee Chair

Steering Committee Faculty

Fred C. Andrews, mathematics
Marian Card Donnelly, art history
James W. Earl, English
Gunilla K. Finrow, architecture
J. Richard Heinzkill, library
Val Hempel, Germanic languages and literatures
Paul S. Holbo, history
Sergio Koreisha, decision sciences
Thomas Mills, international services
Andrzej Proskurowski, computer and information science
Michael G. Raymer, physics
Virpi Zuck, Germanic languages and literatures

UNDERGRADUATE STUDIES

The University of Oregon does not have a formal Scandinavian studies program at this time. However, the Scandinavian Studies Committee endeavors to stimulate interest on campus in Scandinavian culture, society, languages, and history. The committee serves as a focal point for faculty members and students who want to teach or take courses related to Scandinavia or to do research on the Scandinavian countries. Students can get a minor in Scandinavian or a major in German under a German and Scandinavian option.

Overseas Study

Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Special Studies** section of this bulletin.

The university has student exchange programs with the University of Copenhagen in Denmark, the University of Tampere in Finland, the University of Bergen in Norway, and the Universities of Linköping and Upsala in Sweden. Area studies courses that are not offered by the University of Oregon can often be taken at one of the Nordic universities. The courses count toward a Scandinavian minor or the German and Scandinavian option for the German major at the University of Oregon.

Faculty members associated with Scandinavian studies have close ties to the information services of the Nordic governments. As a result, the Scandinavian Studies Committee regularly receives books, periodicals, and newspapers from the Nordic countries.

The University of Oregon Friends of Scandinavian Studies, a community-based support group, annually awards scholarship assistance to students who are seriously engaged in some aspect of Scandinavian studies.

Curriculum

In the past, courses appropriate for Scandinavian studies have been offered by the anthropology, art history, English, Germanic languages and literatures, political science, sociology, and speech departments. New courses offered by these and other departments provide more opportunities to students who want a Scandinavian focus in their studies.

SOCIOLOGY

736 Prince Lucien Campbell Hall
Telephone (503) 346-5002
Jack Whalen, Department Head

FACULTY

Joan R. Acker, professor (women and feminist theory, stratification and work, the welfare state). B.A., 1946, Hunter; M.A., 1948, Chicago; Ph.D., 1967, Oregon. (1964)

Vallon L. Burris, associate professor (theory, political sociology, stratification). B.A., 1969, Rice; Ph.D., 1976, Princeton. (1977)

Lawrence R. Carter, associate professor (demography, statistical research methods, urban sociology). B.S., 1958, Howard; M.A., 1970, Ph.D., 1973, Oregon. (1973)

John P. Clark, professor (formal organizations, criminology and deviance, comparative social organization). B.A., 1949, M.A., 1957, Ph.D., 1960, Ohio State. (1990)

Steven Deutsch, professor (sociology of labor, technology, work environment); director, Center for the Study of Work, Economy, and Community. B.A., 1958, Oberlin; M.A., 1959, Ph.D., 1964, Michigan State. (1966)

John B. Foster, associate professor (Marxism, political economy, and historical and comparative sociology). B.A., 1975, Evergreen State; M.A., 1977, Ph.D., 1984, York. On leave winter, spring 1992. (1985)

Linda O. Fuller, assistant professor (comparative socialism, work, development and social change). B.A., 1966, M.A., 1977, Ph.D., 1985, California, Berkeley. (1989)

Richard P. Gale, professor (environmental sociology, natural resources, community). B.A., 1960, Reed; M.A., 1962, Washington State; Ph.D., 1968, Michigan State. On leave fall 1991. (1967)

Marion Sherman Goldman, associate professor (deviance, gender, new religious movements). A.B., 1967, California, Berkeley; M.A., 1970, Ph.D., 1977, Chicago. On leave 1991–92. (1973)

Patricia A. Gwartney-Gibbs, associate professor (social demography, methods, stratification). A.B., 1973, California, Berkeley; M.A., 1979, Ph.D., 1981, Michigan. (1981)

Benton Johnson, professor (sociology of religion, theory); department head, religious studies. B.A., 1947, North Carolina; M.A., 1953, Ph.D., 1954, Harvard. (1957)

Miriam M. Johnson, professor (sex and gender, the family, socialization). B.A., 1948, North Carolina; M.A., 1953, Ph.D., 1955, Harvard. (1959)

Kenneth B. Liberman, associate professor (ethnomethodology, race and ethnic relations, phenomenology and postmodernism). B.A., 1970, State University of New York at Old Westbury; M.A., 1976, Ph.D., 1981, California, San Diego. On leave fall, winter 1991–92. (1983)

John Lie, assistant professor (social theory, Third World development, East Asia). A.B., 1982, A.M., 1984, Ph.D., 1988, Harvard. (1989)

Gregory McLauchlan, assistant professor (political sociology, peace and war, science and technology). B.A., 1974, M.A., 1978, Ph.D., 1988, California, Berkeley. (1989)

Sandra L. Morgen, associate professor (women and health care, women and work, social movements); director, Center for the Study of Women in Society. B.A., 1972, Texas at Austin; M.A., 1975, Ph. D., 1982, North Carolina. (1991)

Robert M. O'Brien, professor (criminology, methodology and statistics, stratification). B.S., 1967, Pomona; M.S., 1970, Ph.D., 1973, Wisconsin. (1981)

Mary Romero, associate professor (race, class, and gender; women and work). B.A., 1974, Regis; Ph.D., 1980, Colorado at Boulder. (1990)

Jean Stockard, professor (sociology of education, sociology of gender, methodology). B.A., 1969, M.A., 1972, Ph.D., 1974, Oregon. (1974)

Donald R. Van Houten, professor (complex organizations, work). B.A., 1958, Oberlin; Ph.D., 1967, Pittsburgh. On leave 1991–92. (1968)

Jack Whalen, associate professor (social psychology, ethnomethodology and conversation analysis, social movements). B.A., 1973, Temple; M.A., 1980, Ph.D.,1984, California, Santa Barbara. (1983)

Emeriti

Theodore B. Johannis, Jr., professor emeritus (sociology of time and leisure, socialization, marriage and the family). B.A., 1948, M.A., 1948, Washington State; Ph.D., 1955, Florida State. (1953)

Walter T. Martin, professor emeritus (population, deviance, urban sociology). B.A., 1943, M.A., 1947, Ph.D., 1949, Washington (Seattle). (1947)

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

Participating

Paul Goldman, educational policy and management

Judith H. Hibbard, school and community health

David Jacobs, political science

Anita Weiss, international studies

UNDERGRADUATE STUDIES

Sociology is the analytical study of the development, structure, and function of human groups and societies. It is concerned with the scientific understanding of human behavior as it relates to, and is a consequence of, interaction within groups. The undergraduate program in the Department of Sociology is intended to provide a broad understanding of human society for students in all fields as well as integrated programs for majors in sociology.

Preparation. High school students planning to major in sociology should take courses in history and social studies. Substantial work in mathematics, English composition, and foreign languages is also desirable. Two-year transfer students are advised to come with a year's work in introductory-level sociology courses as well as courses that fulfill university group requirements.

Careers. Recent graduates with bachelor's degrees in sociology are found in all the pursuits normally open to liberal-arts graduates—especially beginning positions in social work, personnel work, recreation, and social studies teaching. Some graduates get additional training in graduate professional schools of social work, business administration, and law. A bachelor's degree alone is seldom sufficient to allow a person to enter a professional career as a sociologist. Students who seek careers as social scientists enter graduate programs in sociology or related fields.

Departmental Offerings

Undergraduate courses in sociology are given on three levels. Courses at the 200 level provide an introduction to the field . The basic course is the one-term Introduction to Sociology (SOC 201). Students should take SOC 201 and at least two additional courses from the SOC 206, 210–217 range before moving on to upper-division courses.

Courses at the 300 level extend the student's knowledge of subjects covered in the 200-level courses and provide an introduction to social research methods and social theory.

Courses at the 400 level are the advanced and specialized courses in the department. Most build on background obtained in the 200- and 300-level courses. Upper-division (300- and 400-level) classes are usually smaller in size than the lower-division classes and provide more opportunity for faculty-student interaction. Students should have at least 9 credits in sociology before taking 400-level courses.

Interest Areas

The Community, Urban Affairs, Population, and Resources. Communities, Population, and Resources (SOC 210), World Population and Social Structure (SOC 303), The Community (SOC 304), America's Peoples (SOC 305), Social Demography (SOC 415), Sociology of the Environment (SOC 416), Urbanization and the City (SOC 442), The Urban Community (SOC 443), Sociology of Migration (SOC 444), Sociology of Developing Areas (SOC 450)

Criminology and Delinquency. Social Deviancy and Social Control (SOC 211), Introduction to Criminology and Criminal Justice (SOC 340), Theories of Deviance (SOC 439), Criminology (SOC 440), Juvenile Delinquency (SOC 441), Social Organization of Criminal Justice (SOC 471)

Methodology. Introduction to Social Research (SOC 325), Quantitative Methods in Sociology (SOC 326), Sociological Research Methods (SOC 411, 412, 413)

Organizations and Occupations. Organizations and Occupations (SOC 213), Sociology of Work (SOC 446), Industrial Sociology (SOC 447), Sociology of Occupations (SOC 448), Women and Work (SOC 449), Social Stratification (SOC 451), Comparative Class Systems (SOC 452), Bureaucracy, Power, and Society (SOC 470), Changing Organizations (SOC 472)

Social Institutions. Education and Society (SOC 214), Sociology of the Family (SOC 423), Issues in Family Sociology (SOC 425), Sociology of Religion (SOC 461), Political Sociology (SOC 465), Sociology of Knowledge (SOC 466), Sociology of Education (SOC 491)

Social Issues and Movements. Race, Class, and Ethnic Groups in America (SOC 212), Social Issues and Social Movements (SOC 215), Introduction to the Sociology of Women (SOC 216), American Society (SOC 301), Political Economy (SOC 420), Sociology of Race Relations (SOC 445), Social Stratification (SOC 451), Comparative Class Systems (SOC 452), Sociology of Women (SOC 455), Systems of War and Peace (SOC 464), Sociology of Social Welfare (SOC 467)

Social Psychology. Introduction to Social Psychology (SOC 206), Socialization and Society (SOC 314), Social Psychology of the Family (SOC 424), Social Psychology (SOC 428), Social Self and Identity (SOC 429), Language and Social Interaction (SOC 435), Sex and Identity: Theoretical Perspectives (SOC 456)

Social Theory. Social Change (SOC 349), Development of Sociology (SOC 370), Contemporary Sociological Perspectives (SOC 371, 372), Marxist Sociological Theory (SOC 375)

Major Requirements

1. A minimum of 42 credits in undergraduate sociology courses
2. At least 24 of these 42 credits must be passed with grades of C– or better. No credits of D+, D, or D– are counted toward the 42-credit requirement
3. A minimum of 30 of these 42 credits must be upper division, excluding SOC 400 and 409. Of these 30, at least 21 credits must be in courses other than SOC 401, 403, 405, or 406. Of these 21, at least 12 credits must be taken at the university
4. Completion of the following courses:
   a. Introduction to Social Research (SOC 325)
   b. Quantitative Methods in Sociology (SOC 326)
   c. Development of Sociology (SOC 370)

Planning a Program

An adviser is assigned to each student at the time the major is declared. The department also maintains an active peer advising program. Undergraduate students can receive a variety of advising services from the peer advisers, who maintain regular office hours. With the help of peer advisers and the faculty adviser, the student should set out a model program that emphasizes those experiences most useful for the student's educational and career objectives. Several suggested model programs are listed below. It is essential, however, that students consult their advisers concerning the selection of specific courses. Students with specific career plans may also consult the Career Planning and Placement Service, 244 Hendricks Hall, for advice on suitable course programs.

General Sociology. Students who want a broad liberal-arts education should begin with SOC 201 and several other 200-level courses in their freshman and sophomore years. These lower-division courses provide an introduction to the discipline with emphasis on how sociology can be applied to contemporary social issues.

In their junior and senior years, students specializing in general sociology may choose from courses that provide more depth in the study of social institutions. Courses on social stratification, social psychology, and social change help to tie these diverse areas together by providing perspectives that are useful in the study of any institutional area. Finally, courses in sociological theory and methodology provide general analytical and research skills that are useful both in sociology courses and in whatever activities the student pursues after graduation.

Social Service Professions. The social service professions are those that help people. They include social work, counseling, community relations, housing, labor relations, and human resources. Students majoring in sociology who want to enter one of the helping professions should take at least one course in sociological methodology, at least two courses in social psy-

chology, and several courses dealing with social issues and problems.

Students may also supplement their programs with courses in the psychology, political science, and human services departments and in the College of Education. Many of these occupations require graduate or field training. Students can get more detailed information from the Career Planning and Placement Service.

Business or Government Service. Many sociology majors find employment with business or government organizations. These organizations typically require general human relations skills, some awareness of organizations and the surrounding social environment, and an ability to analyze and understand basic social data. Students interested in possible employment with such organizations should include in their programs courses in methodology, social psychology, and organizations and occupations.

They may also supplement their programs with courses in the College of Business Administration and in the Department of Economics.

Students with career goals in governmental service should include course work covering the community, urban affairs, population, and resources; social psychology; organizations and occupations; and methodology. They might also want to include related courses in the planning, public policy and management; political science; and economics departments.

Minor Requirements

To earn a minor in sociology a student must complete the following requirements:

1. A minimum of 24 credits in undergraduate sociology courses
2. At least 12 of these 24 credits must be taken for letter grades and passed with grades of C– or better. No credits of D+, D, D– are counted toward the 24-credit requirement
3. A minimum of 15 of these 24 credits must be upper division, excluding SOC 400 and 409. Of these 15, at least 12 credits must be in courses other than SOC 401, 403, 405, or 406. Of these 12, at least 9 credits must be taken at the university
4. Completion of the following courses:
   a. Introduction to Social Research (SOC 325). This requirement may be waived if the student has equivalent course work in other areas
   b. Development of Sociology (SOC 370)

Secondary School Teaching

The Department of Sociology offers work for preparation to teach social studies in Oregon public secondary schools. The sociology department offers work toward both basic and standard teaching certificates. For specific information about departmental requirements for the social studies endorsement, students should consult the endorsement adviser in sociology and the staff in the College of Education's Office of Student Support Services, 117 Education Building.

Honors Program

The honors program in sociology provides qualified students a challenging academic experience, opportunities for independent work, and close contact with faculty members. The program's bachelor's degree with honors centers around an independent research project developed by the student and carried out under the supervision of a departmental committee.

Students may apply to the honors program at any time during or after the third term of their sophomore year but no later than the first term of their senior year. The program is open not only to students enrolled in the university's Clark Honors College but also to any outstanding and highly motivated student who wants a rewarding intellectual experience. While the program may be especially important for students planning advanced training in sociology, it may also be of interest to qualified students who eventually plan to enter other professional fields.

More information about the honors program, including how to apply, is available in the department office.

Preparing for Graduate Study

Students planning to do graduate work in sociology should have a strong background in sociological theory and social research methods well beyond the required courses. Besides taking advanced courses in areas of special interest to them, students planning graduate study should take a substantial number of upper-division courses in the other social sciences.

Applications to graduate school should be made in fall or winter the year before the student plans to enter a graduate program. Students considering graduate school should talk to their faculty advisers about programs at various schools, experiences to increase the chances of admission, and requirements for students in graduate programs in sociology.

GRADUATE STUDIES

The graduate program of the Department of Sociology is intended primarily to lead to the doctor of philosophy (Ph.D.) degree.

Students seeking an advanced degree in sociology should have achieved a grade point average (GPA) of 3.00 or better in their undergraduate work in the social sciences. Admission is not restricted to students with undergraduate majors in sociology, although the chance of admission is considerably reduced for someone without any undergraduate work in sociology.

Students admitted to the graduate program with a bachelor's degree are required to complete 54 credits of graduate-level work—all graded except work in Research (SOC 601), Dissertation (SOC 603), Reading and Conference (SOC 605), or Supervised Field Study (SOC 606). Students should be able to complete the 54-credit requirement in their first six terms of enrollment. Those maintaining a GPA of 3.00 or better are awarded either a master of arts (M.A.) or a master of science (M.S.) degree upon completion of this requirement.

Prior to being admitted to the doctoral program, students must pass the departmental qualifying examination in theory and methods. After passing this examination, the student defines at least two fields of specialization and prepares for comprehensive examinations in these areas. Upon passing the comprehensive examinations, the student is advanced to Ph.D. candidacy and begins work on the doctoral dissertation, which must embody the results of research and show evidence of originality and ability in independent investigation. Early in their graduate work, students should begin defining the general topic to be covered in the dissertation research.

Many students receive some type of financial assistance. In addition, some graduate students hold part-time teaching or research appointments outside the department.

A booklet, *Information for Graduate Students*, may be obtained from the department. It describes the graduate program, specifies the materials needed to apply for admission, and includes a current list of faculty members and their research interests. Students applying for graduate admission should submit all necessary materials by March 1.

SOCIOLOGY COURSES (SOC)

Because not every course can be offered every year, students are advised to consult the most recent UO Schedule of Classes *or inquire at the Department of Sociology.*

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201 Introduction to Sociology (3) The sociological perspective with emphasis on fundamental concepts, theories, and methods of research.

206 Introduction to Social Psychology (3) Processes of interaction, the social origin of psychological processes, group membership and reference processes, analysis of everyday social phenomena, the structure and process of role relations. Prereq: SOC 201 or equivalent.

210 Communities, Population, and Resources (3) Interrelationship of population and resources in the structuring of human communities, processes of community change, alternatives to the traditional community. Prereq: SOC 201.

211 Social Deviancy and Social Control (3) Concepts of deviance, theories explaining deviant behavior, mechanisms for the social control of deviance. Prereq: SOC 201.

212 Race, Class, and Ethnic Groups in America (3) Major class, racial, and ethnic groups in the United States with special attention to the culture and experience of minority groups. Prereq: SOC 201.

213 Organizations and Occupations (3) Nature and consequences of bureaucracies and bureaucratization in modern society, work and careers, technology and alienation. Prereq: SOC 201.

214 Education and Society (3) Examination of schools as institutions of socialization; the relationship between education and social inequality; the social functions of higher education; educational alternatives and social change. Prereq: SOC 201.

215 Social Issues and Social Movements (3) Contemporary social issues viewed in relation to the social structure of American society. Social movements and ideologies related to these issues. Prereq: SOC 201.

216 Introduction to the Sociology of Women (3) Position of women in contemporary society; its relation to the family structure and the economic system; the special position of minority women; development of the feminist movement. Prereq: SOC 201.

217 Special Topics in Sociology (3R) A selection of topics applying the concepts and skills developed in SOC 201 and 210–216 to current major sociological issues and problems. Prereq: SOC 201. **R** when topic changes.

301 American Society (3) Selected aspects of American culture and institutions and the ways in which they are changing. Prereq: SOC 201.

303 World Population and Social Structure (3) Introduction to population studies. Comparative analysis of historical, contemporary, and anticipated demographic change. Emphasis on demographic transitions between and within developed and underdeveloped countries. Prereq: SOC 201.

304 The Community (3) The structure and organization of human communities. Prereq: SOC 201.

305 America's Peoples (3) Examines how the size, composition, and distribution of America's ethnic and racial subpopulations have shaped social structure, social culture, and social change in the United States. Prereq: SOC 201.

314 Socialization and Society (3) Nature and processes of socialization during the life cycle, effects of socialization on individuals, and effects of societal and cultural influences on socialization processes. Prereq: SOC 201.

325 Introduction to Social Research (3) The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative sociological studies from the standpoint of methodology. Prereq: 9 credits in sociology or instructor's consent.

326 Quantitative Methods in Sociology (3) Construction and interpretation of tables and graphs, descriptive statistics, measures of association and contingency relationships, basic ideas of probability, and elementary statistical inference applied to nonexperimental research. Prereq: SOC 325.

340 Introduction to Criminology and Criminal Justice (3) Origins of rules nad laws; patterns of reactions to their violation demonstrated by informal controls and formal actions by justice organizations; includes contemporary topics. Prereq: 9 credits in sociology or instructor's consent.

349 Social Change (3) The processes, characteristics, and conditions of change in large social systems; systematic examination of various theoretical perspectives. Prereq: 9 credits in sociology or instructor's consent.

370 Development of Sociology (3) Starting with Plato, analysis of the major writers and ideas that have shaped contemporary sociology. Focus on recurrent concepts and issues that continue to challenge sociological inquiry. Prereq: 9 credits in sociology or instructor's consent.

371, 372 Contemporary Sociological Perspectives (3,3) The major sociological theories and perspectives in current use, including an examination of the critical issues being debated. Prereq: 9 credits in sociology or instructor's consent. Not offered 1991–92.

375 Marxist Sociological Theory (3) Basic concepts, theory, and social analysis in the works of Marx and Engels. Topics include dialectical and historical materialism, class, historical development, political economy, and imperialism. Prereq: SOC 201.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis for Honors Candidates (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Supervised Field Study (1–21R)

407/507 Seminar: [Term Subject] (1–5R) Offerings vary from year to year depending on student needs and faculty interests. Recent topics include Conversation Analysis, Economic Sociology, Feminist Theory, New Religious Movements, Sex and Society, Social Science and Technology.

408/508 Workshop: [Term Subject] (1–21R)

409 Supervised Tutoring Practicum: [Term Subject] (1–21R) P/N only

410/510 Experimental Course: [Term Subject] (1–5R)

411/511, 412/512, 413/513 Sociological Research Methods (3,3,3S) 411/511: design; the use of theory and models; modes of data collection such as experiments, surveys, field observations, and documents. **412/512:** elementary statistical concepts and applications such as hypothesis testing, confidence intervals, nonparametric statistics, and chi-square. **413/513:** aspects of the general linear model such as analysis of variance, analysis of covariance, and dummy variable multiple regression. Prereq: SOC 325, 326 or equivalents.

415/515 Social Demography (3) Causes and consequences of demographic change in racial or ethnic groups in the United States. Techniques of demographic analysis. Prereq: SOC 303 or equivalent or 9 credits in sociology.

416/516 Sociology of the Environment (3) Sociological approach to the study of society and its relationship with the natural environment. Topics include the environmental movement and the uses of sociology in dealing with environmental problems. Prereq: 9 credits in sociology or instructor's consent.

420/520 Political Economy (3) Survey of the fundamentals of political economy. Readings from both the Marxian and mainstream traditions introduce contemporary debates on socioeconomic crisis. Prereq: 9 credits in sociology or instructor'sconsent. Notoffered 1991–92.

423/523 Sociology of the Family (3) The family in historical perspective. Introduction to the family as a social institution and small-group association. Prereq: 9 credits in sociology.

424/524 Social Psychology of the Family (3) The dynamics of family interaction throughout the family life cycle. Prereq: SOC 423/523 or equivalent. Not offered 1991–92.

425/525 Issues in Family Sociology (3) Analysis of selected topics in the sociology of the family. Topics include the sociology of parenthood, feminist perspectives on the family, and the family in cross-cultural perspective. Prereq: SOC 423/523 or equivalent.

428/528 Social Psychology (3) Theoretical formulations in the field of social psychology with emphasis on sociological perspectives. Analysis of major research problems from various theoretical positions. Prereq: SOC 206 and 9 credits in sociology, or instructor's consent. Not offered 1991–92.

429/529 Social Self and Identity (3) Consideration of the various theories of self and identity in social psychology. Prereq: introductory social psychology and upper-division status. Not offered 1991–92.

435/535 Language and Social Interaction (3) The ethnography of speaking; microanalysis using analyzed transcripts of conversations; problems of communication in intercultural contexts; the relationships among language, thought, and society. Prereq: 9 credits in sociology or instructor's consent. Not offered 1991–92.

439/539 Theories of Deviance (3) Major sociological theories about the structural causes and effects of deviance; empirical studies testing those theories. Prereq: SOC 211. Not offered 1991–92.

440/540 Criminology (3) Advanced study of contemporary explanations of criminal behavior and reactions to it. Emphasis on special topics and empirical evidence. Prereq: SOC 340. Not offered 1991–92.

441/541 Juvenile Delinquency (3) Delinquency as part of youth studies, crime, and social control of deviance. Definition of delinquency; social reaction and juvenile-justice processing mechanisms. Prereq: SOC 340. Not offered 1991–92.

442/542 Urbanization and the City (3) Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Prereq: 9 credits in sociology. Not offered 1991–92.

443/543 The Urban Community (3) Cities as social systems, problems of integration and social order; organization to modify the nature of cities and to plan for their future. SOC 442/542 strongly recommended. Not offered 1991–92.

444/544 Sociology of Migration (3) The dynamics of migration as related to the dynamics of social change. Prereq: 9 credits in sociology. Not offered 1991–92.

445/545 Sociology of Race Relations (3) Racial oppression as a structural and ideological feature in American life. Prereq: introductory course in sociology, anthropology, or psychology; SOC 212 or instructor's consent.

446/546 Sociology of Work (3) Work life and change in the work experience; emphasis on understanding the effect of work on other aspects of life and experience. Prereq: SOC 213 or instructor's consent.

447/547 Industrial Sociology (3) Process of transformation in the post-Industrial Revolution period; shaping of the labor force, labor history, labor union structure and organization; current directions in the labor force. Prereq: SOC 213 or instructor's consent.

448/548 Sociology of Occupations (3) Relationships of occupation to other aspects of life, the significance of work for the various forms of social organization, impact of change on in-

dividual occupations and occupational categories. Prereq: 9 credits in sociology.

449/549 Women and Work (3) Sex segregation of occupation, bureaucratic structure and sex stratification, housework as occupation, the relationship between paid and unpaid labor. Perspectives explaining sex inequality in the labor force. Prereq: SOC 216. Acker.

450/550 Sociology of Developing Areas (3) Social and economic structures and processes promoting or inhibiting change within Third World nations in Africa, Asia, Latin America. Topics include urbanization, industrialization, cultural change, world poverty and dependence. Prereq: 9 credits in sociology.

451/551 Social Stratification (3) The interrelations among class, race, and sex. Historical origins and development of class and class systems including slavery. Prereq: 9 credits in sociology.

452/552 Comparative Class Systems (3) Comparison of socialist societies including the USSR, China, Cuba, and Yugoslavia, with emphasis on degree of equality. Historical origins and causes of inequality; nature of socialism; human rights. Prereq: 9 credits in sociology. Not offered 1991–92.

455/555 Sociology of Women (3) Sociological analysis of sex differentiation and sex stratification with major focus on industrial society. Relationships between ideologies concerning women, changes in socioeconomic organization, socialization, and sexuality. Prereq: SOC 216. Not offered 1991–92.

456/556 Sex and Identity: Theoretical Perspectives (3) Theories of the origin and perpetuation of sex differences and sex inequality. Synthesizing findings from biology, psychology, sociology, and anthropology from a feminist perspective. Prereq: social science background and one course in women's studies.

461/561 Sociology of Religion (3) Sociological analysis of religious belief and behavior; special attention to the relation between religious institutions and the larger societies of which they are a part. Prereq: 9 credits in sociology or instructor's consent.

464/564 Systems of War and Peace (3) Violence and nonviolence as functions of social structures and as instruments of social change. Systems of international threat, their supporting institutions, and the ideology of nationalism. Prereq: 9 credits in sociology.

465/565 Political Sociology (3) Analysis of political theory and behavior, social bases of power and policy determination, institutional interrelationships, intellectuals and ideologies, political trends and change, political participation and membership. Prereq: 9 credits in sociology.

466/566 Sociology of Knowledge (3) The relationships between society and thought. Types of knowledge considered in terms of the social settings in which they were produced and received. Prereq: 9 credits in sociology. Not offered 1991–92.

467/567 Sociology of Social Welfare (3) Interrelationships between social welfare programs and other sectors of the socioeconomic system. Development of the welfare state in industrial capitalist society. Problems of clients and professionals. Prereq: 9 credits in sociology.

470/570 Bureaucracy, Power, and Society (3) Distribution and exercise of power in organizations, the linkages between organizations and larger societal structures and processes, especially national and international power structures. Prereq: 9 credits in sociology or instructor's consent. Not offered 1991–92.

471/571 Social Organization of Criminal Justice (3) Critical examination of informal and formal control organizations. Emphases on contemporary issues and special topics. Prereq: SOC 340. Not offered 1991–92.

472/572 Changing Organizations (3) Theoretical and empirical work on organizational change with particular attention to strategies of elite and nonelite change agents. Prereq: 9 credits in sociology or instructor's consent. Not offered 1991–92.

491/591 Sociology of Education (3) The relationship between education and other social institutions, the school and the community, the school as a social system, social change and education. Prereq: 9 credits in sociology. Not offered 1991–92.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Supervised Field Study (1–16R)

607 Seminar: [Term Subject] (1–5R) Offerings vary from year to year depending on student needs and faculty interests. Recent topics include Class, Gender, and Race; Feminist Sociological Theory; the Philosophy and Epistemology of Social Science; Structural Equation Models; Time-Series Analysis.

608 Workshop: [Term Subject] (1–16R) Topics vary. Offered summer session only.

609 Supervised Tutoring Practicum: [Term Subject] (1–3R)

610 Experimental Course: [Term Subject] (1–5R)

620 Durkheim and Weber (3) Critical examination of the major worksof Emile Durkheim and Max Weber.

625 Modern Functionalism (3) Examination of the works of Talcott Parsons, the major works of those influenced by him, and the critical reception accorded them. Prereq: SOC 620. Not offered 1991–92.

630 Classical Marxist Theory (3) Critical overview of the first century of classical Marxist theory. Emphasis on the seminal writings of Marx and Engels.

635 Contemporary Marxist Theory (3) Examination of contemporary developments and debates in Marxist and neo-Marxist sociological theory.

640 Issues in Sociological Theory (3) Major sociological theories, perspectives, and issues not covered in detail in SOC 620 or 630.

645 Interactionist Theory (3) Introduction to the analytic traditions that are commonly grouped under the rubric of "interactionist theory" in American sociology: phenomenology, pragmatism, symbolic interaction, ethnomethodology, and Goffman's "micro-Durkheimian" perspective. Prereq: SOC 620, 630.

660 Experimental Methods and Design (3) The logic and design of experimentation in nonlaboratory social settings. Field approximations to experimental research; quasi-experimental designs. Factors affecting the validity of field experiments. Evaluation of social programs. Prereq: graduate standing, SOC 512 or equivalent or instructor's consent. Not offered 1991–92.

665 Survey Methods and Design (3) The logic and methods of survey design and sampling, question construction, survey layout and implementation; codebook construction, coding, and data analysis. Prereq: graduate standing and SOC 512 or equivalent or instructor's consent. Gwartney-Gibbs.

669, 670 Field Research Methods and Design I,II (3,5S) Observing events in a natural setting; describing cultures on their own terms; the discovery of characteristic ways in which people categorize, code, and define their own experience. Liberman, Whalen.

675 Demographic Methods (3) Demographic techniques as tools; censuses as data sources for research in social phenomena. Understanding the nature and uses of censuses; employing demographic methods in research. Carter.

680 Historical and Comparative Methods in Sociology (3) Historical and comparative methods in sociological research. Theory construction, hypothesis testing, and the use of quantitative and qualitative historical sources. M. Goldman.

SOUTHEAST ASIAN STUDIES

806 Prince Lucien Campbell Hall
Telephone (503) 346-4816
Gerald W. Fry and Glenn A. May, Program Codirectors

Program Committee

William S. Ayres, anthropology (Thailand)
Aletta Biersack, anthropology (New Guinea)
Kathie L. Carpenter, linguistics (Thai language)
Scott DeLancey, linguistics (Sino-Tibetan languages)
Janet W. Descutner, dance (Southeast Asian dance)
Gerald W. Fry, political science (Thailand)
Robert Kyr, music (Indonesia)
Nancy M. Lutz, anthropology (Indonesia)
Glenn A. May, history (Philippines)
Geraldine Moreno-Black, anthropology (Thailand, Indonesia)
Robert Proudfoot, teacher education (Laos)
Kenneth D. Ramsing, decision sciences (Thailand)
Theodore Stern, anthropology (Thailand)
Norman D. Sundberg, psychology (cross-cultural psychology)
Russell S. Tomlin, linguistics
Anita Weiss, international studies (Muslim societies)
Ronald Wixman, geography (ethnic geography)
Harry F. Wolcott, teacher education (education and anthropology)

In fall 1986 the University of Oregon launched a Southeast Asian Studies Project to enrich the breadth of its Asian studies offerings. To facilitate exchange among their students and faculty members, the universities of Washington and British Columbia have joined the University of Oregon in establishing the Northwest Regional Consortium for Southeast Asian Studies. Grants from the United States Department of Education, the United States Information Agency, and the Ford Foundation have allowed the development of several new courses on Southeast Asia. A list of Southeast Asian Studies courses is included in the **Asian Studies** section of this bulletin. An interdisciplinary faculty group with field experience in the Philippines, Thailand, Indonesia, Laos, Malaysia, Myanmar, and Vietnam has coordinated development of the curriculum. Several foreign language area studies fellowships are available for graduate students of Thai or Indonesian.

SPEECH

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William B. Willingham, Department Head

FACULTY

Robert Barton, associate professor (theater arts). B.A., 1967, Western Michigan; M.A., 1968, Ph.D., 1977, Bowling Green State. (1980)

Alexandra Bonds, associate professor (theater arts, costume designer). B.S., 1972, Syracuse; M.A., 1974, Denver. (1979)

Julie A. Burke, assistant professor (interpersonal communication, language and discourse processes). B.A., 1976, Oklahoma; A.M., 1978, Ph.D., 1982, Illinois at Urbana-Champaign. (1988)

Carl R. Bybee, associate professor (communication theory, research methods); director, telecommunication and film, Communication Research Center. B.A., 1973, M.A., 1976, Ph.D., 1978, Wisconsin, Madison. (1982)

William Cadbury, professor (film theory and criticism). B.A., 1956, Harvard; M.S., 1957, Ph.D., 1961, Wisconsin, Madison. (1961)

David A. Frank, associate professor (rhetoric and communication); director, rhetoric and communication, forensics. B.A., 1978, M.A., 1979, Western Washington; Ph.D., 1982, Oregon. (1979)

Susan R. Glaser, associate professor (speech education, organizational and interpersonal communication). B.S.,1970, M.A., 1974, Ph.D., 1976, Pennsylvania State. (1975)

Julia Lesage, associate professor (telecommunication and film). M.A., 1962, Ph.D., 1972, Indiana. (1988)

Grant F. McKernie, associate professor (theater arts). B.A., 1964, Northwestern; M.A., 1965, Ph.D., 1972, Ohio State. (1979)

Deanna M. Robinson, associate professor (telecommunication and film, regulation, international communication). B.A., 1964, M.A., 1972, Ph.D., 1974, Oregon. (1976)

Janet Rose, instructor (technical director, lighting designer). B.F.A., 1977, Florida Atlantic; M.F.A., 1979, Ohio. (1987)

Ellen Seiter, associate professor (telecommunication and film, criticism, production). B.A., 1976, California, Los Angeles; M.F.A., 1978, Ph.D., 1981, Northwestern. (1981)

Ronald E. Sherriffs, professor (telecommunication and film, production criticism). B.A., 1955, M.A., 1957, San Jose State; Ph.D., 1964, Southern California. (1965)

Janet Wasko, associate professor (telecommunication and film history and economics). B.A., 1973, California State; M.A., 1974, Ph.D., 1980, Illinois. (1986)

John C. Watson, assistant professor (theater arts). B.A., 1964, Lewis and Clark; Ph.D., 1987, Oregon. (1987)

Jerry R. Williams, professor (theater arts); director, theater arts; scenic designer, University Theatre. B.F.A., 1964, Carnegie-Mellon; M.A., 1965, Washington (Seattle). (1973)

William B. Willingham, associate professor (telecommunication and film, production, criticism); media operations manager. A.B., 1957, M.A., 1963, Indiana. (1965)

Emeriti

Robert D. Clark, professor emeritus (rhetoric and communication); university president emeritus. A.B., 1931, California, Pasadena; M.A., 1935, Ph.D., 1946, Southern California; LL.D., 1968, California, Santa Clara. (1969)

Faber B. DeChaine, professor emeritus (theater arts). B.S., 1952, Oregon; M.A., 1953, Michigan State; Ph.D., 1963, Minnesota. (1964)

Robert P. Friedman, professor emeritus (rhetorical criticism, argumentation, ethics and freedom of speech). B.A., 1948, North Carolina; M.A., 1950, Ph.D., 1954, Missouri. (1965)

Horace W. Robinson, professor emeritus (theater). B.A., 1931, Oklahoma City; M.A., 1932, Iowa. (1933)

Dominic A. LaRusso, professor emeritus (rhetorical theory, nonverbal communication). B.A., 1950, M.A., 1952, Washington (Seattle); Ph.D., 1956, Northwestern. (1968)

John R. Shepherd, professor emeritus (process of visual communication). B.A., 1946, M.A., 1947, Stanford; Ph.D., 1952, Southern California. (1957)

D. Glenn Starlin, professor emeritus (criticism, international broadcasting). B.A., 1938, Idaho; M.A., 1939, Ph.D., 1951, Iowa. (1947)

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

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The Department of Speech offers major curricula leading to the bachelor of arts (B.A.), bachelor of science (B.S.), master of arts(M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees in speech: rhetoric and communication, speech: telecommunication and film, and speech: theater arts. The master of fine arts (M.F.A.) is available only in speech: theater arts. The department also offers course work in film analysis, speech education, and communication theory and research.

Courses in speech are offered for students majoring in other disciplines who want to develop their communication skills and their ability to appreciate and evaluate what they see and hear.

Students may gain practical experience in speech studies through the University Theatre, the University Symposium, forensic activities, and the Communication Research Center.

UNDERGRADUATE STUDIES

For its undergraduate major programs, the Department of Speech has three principal objectives:

1. The attainment, by all of its majors, of a broad liberal-arts education
2. Sufficient work in the several fields of speech instruction to provide an appreciation of the different areas of communication, including a minimum of 40 credits in speech courses, of which at least 24 must be upper division
3. Concentration in at least one of these areas: rhetoric and communication, telecommunication and film, theater arts. Undergraduate programs should be developed in consultation with an adviser in the field of concentration

Rhetoric and Communication

The rhetoric and communication area enables students to gain competence in, and a knowledge and appreciation of, the various forms and levels of human communication. Students

study the theories of rhetoric and communication and develop abilities in the various forms of interpersonal and public communication. They develop skills in using the tools of communication research, learn about the role of public discourse in history, and become familiar with collateral material within and outside the field of speech communication.

Students should declare speech: rhetoric and communication as a major and see an assigned major adviser by the beginning of their junior year. Later entry into the major program may delay a student's expected date of graduation.

Students wanting to change their major to speech: rhetoric and communication either from status as an arts and sciences premajor or from another declared major must submit an application, available in the speech office, and a copy of their most recent Final Grade Report.

Students whose Final Grade Report shows that they are on academic probation are not accepted as speech: rhetoric and communication majors. Those who believe that their Final Grade Report inappropriately labels them as probationary may submit a petition to the rhetoric and communication faculty requesting admission to major status. They should see the rhetoric and communication undergraduate coordinator for advice on preparing the petition. However, such students may enroll in rhetoric and communication courses for which they are qualified, and they may reapply for major status once they are no longer on academic probation. Nonmajors as well as majors may seek the advice of rhetoric and communication peer advisers and faculty members.

All courses in rhetoric and communication may be taken pass/no pass (P/N). However, speech: rhetoric and communication majors must take all courses required for their major except Research (RHCM 401) and Practicum (RHCM 409) for letter grades and earn grades of C– or better.

Requirements. In addition to general university requirements for the bachelor's degree, the following minimum requirements, totaling 64 credits, must be met by students with a specialized major in speech: rhetoric and communication:

1. ***One of the following:*** Fundamentals of Public Speaking (RHCM 122), Introduction to Forensics (RHCM 221), Advanced Forensics (RHCM 331)
2. ***Two of the following:*** Fundamentals of Speech Communication (RHCM 121), Fundamentals of Small-Group Communication (RHCM 123), Fundamentals of Interpersonal Communication (RHCM 124)
3. ***One of the following:*** Introduction to Human Communication Research (RHCM 199), Introduction to Human Communication (RHCM 235), Theory and Literature of Rhetoric (RHCM 301, 302, 303), The Logic of Argument (RHCM 321), Persuasion (RHCM 322)
4. ***Specialization:*** Five 3-credit courses at the 400 level. These courses must be taken for letter grades. Seminars such as Conflict and Negotiation, Contemporary Rhetorical Theory, and Women and Communication (RHCM 407) may be used to satisfy this requirement. Reading and Conference (RHCM 405), Workshop (RHCM 408), and Practicum (RHCM 409) do not satisfy this requirement
5. ***Additional requirements:*** At least 9 credits, taken for letter grades, in telecommunication and film, theater arts, or communication disorders and sciences in the College of Education, or a combination of these

Internship. Projects for Practicum (RHCM 409) must be approved by the graduate coordinator of internships prior to enrollment and must be done under the coordinator's sponsorship. Projects should be designed to provide the student with practical experience related to professional or occupational goals in the area of communication.

Students should consult their advisers about their selections. For secondary school certification, see Secondary School Teaching later in this section.

Telecommunication and Film

Students majoring in speech: telecommunication and film study the production, history, criticism, aesthetics, structure, and theory of telecommunication and film. Media aesthetics and production courses develop the student's imagination and creativity while encouraging mastery of the technical and expressive potentials of video and film production. Courses in criticism and theory emphasize structure, theme, and style, and they develop the student's capacity for and understanding of aesthetic experience, especially through careful description, interpretation, and evaluation of important works. Courses in communication systems focus on the theories of and practices within communication institutions and their interactions with economic, social, and cultural forces. Communication systems include television, film, and video as well as wire, cable, satellite, optical, and computer technologies and services.

By choice of electives, students may create individual programs that emphasize particular fields, e.g, film studies, television, production or analysis, institutional analysis, communication theory, or any combination. The program provides preparation for work in media production, management, criticism, teaching, or research.

Preparation. Although no special preparation is required of entering freshmen, students planning to transfer from two-year colleges are strongly advised to fulfill the university general-education group requirements prior to transfer. The transfer student should also complete as many as possible of the premajor requirements for speech: telecommunication and film. In addition, prospective transfer students should note that some production courses may be completed at a two-year institution and substituted for workshops in telecommunication and film.

Requirements. For the B.A. or B.S. degree, undergraduate students are required to include study in the areas of film, electronic and mass communication theory, history, regulation, economics, production, writing, and criticism. After consulting their advisers, students are encouraged to supplement their telecommunication and film course work with relevant courses from other departments. Students may also enrich their creative experience in all phases of video and film production.

Students wanting to become speech: telecommunication and film majors should complete a Change of Major form, available from the Department of Speech, at least one month prior to the term in which they plan to begin course work in the major. Upon completion of this form, each student is assigned a major adviser.

Majors must complete a minimum of 49 credits in telecommunication and film. All courses required for the speech: telecommunication and film degree must be taken for letter grades, if the graded option is available, and passed with grades of C– or better. In courses offered only pass/no pass (P/N), but required for the major, grades of P must be earned.

In addition to all university requirements for the bachelor's degree, the following must be completed for the major in speech: telecommunication and film:

1. ***Courses outside telecommunication and film:*** Fundamentals of Speech Communication (RHCM 121); Introduction to Theater Arts I or II (TA 271 or 272); College Composition III (WR 123); two courses in history; one cluster chosen from the following: Introduction to the Humanities I,II,III (HUM 101, 102, 103), World History (HIST 104, 105, 106), World Literature (ENG 107, 108, 109)
2. ***Required courses in telecommunication and film:*** Communication Technology and Society (TCF 241, 242, 243), Media Aesthetics (TCF 250), History of the Motion Picture (TCF 255, 256, 257), Elementary Television Workshop (TCF 344), Advanced Television Workshop (TCF 345), and Elementary Television-Film Writing (TCF 347)
3. Two courses from each of the following areas *and* a total of five courses from at least one area, which constitutes the telecommunication and film student's area of specialization:
   a. ***Communication systems***. Seminars: Communication Technology, International Communication, Political Economics of Communication, Public Broadcasting, U.S. Film Industry (TCF 407); Radio-Television and the Public (TCF 448); Electronic Media Policy (TCF 449)
   b. ***Theory and criticism***. Seminars: Film Board of Canada, Documentary Film, Theories of the Moving Image (TCF 407); Freedom of Speech (RHCM 425); Theory and Criticism of Television Drama (TCF 431); Theory of Mass Communication (TCF 433); Film Directors and Genres (TCF 495)
   c. ***Media aesthetics and production***. Advanced Television-Film Writing (TCF 348), Concepts in Visual Production (TCF 444), Television Direction (TCF 445), Editing Styles (TCF 455), Video Field Production (TCF 456), Super-8 Film Production (TCF 457)

Course offerings within areas of specialization are subject to change.

4. Each student is required to complete a supporting area of study, defined as at least 18 credits of upper-division work from a unified conceptual field outside telecommunication and film. Students are expected to develop a proposal for their supporting area of study with their advisers as soon as they are formally admitted to the speech: telecommunication and film major. An officially recognized university minor may be substituted for the supporting area of study

Theater Arts

The theater arts area offers a humanistic and liberal-arts education. Some courses, preprofessional in nature, provide vocational competence in teaching and in some aspects of commercial theater. Some students seek careers in commercial, educational, and community theaters as designers, actors, technicians, stage managers, or theater managers. Many continue specialized training in master of fine arts (M.F.A.) degree programs or nondegree professional training schools. Some students use their liberal-arts background to pursue vocational opportunities requiring good skills in communication and organization. A few students combine their programs with ones in education to become certified teachers.

Faculty. Seven faculty members teach theater arts: a costume designer, a scene designer, a lighting designer, a technical director, and several directors who specialize in teaching acting and dramaturgy.

Theatrical Plant. There are three theaters in Villard Hall. Main Stage (the Robinson Theatre) has a proscenium stage and seats approximately 400 people. The Pocket Playhouse is a small proscenium stage that seats about eighty. The Arena Theatre provides a flexible open space for about 100 people.

Technical Facilities. The scene shop, costume and lighting facilities are open daily. 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, which are well equipped for instruction in theater skills. For example, the Main Stage has a computerized lighting board, and the scene shop contains vacuform and welding equipment.

Pocket Playhouse. Pocket Playhouse is the site for a weekly gathering of students and faculty members. Students may sign up for time to produce a low-cost show. This weekly event is organized and run by an elected student board with a small budget at its disposal. Workshops and speakers are also scheduled in response to student requests.

Theater Productions. During the year, several Main Stage productions are directed by faculty members and qualified students; four or five budgeted studio productions, which may be student-directed, are staged. Studio productions are usually scheduled in the Pocket Playhouse or the Arena Theatre.

Major Requirements

Students may study acting, directing, design, costume, lighting, history, stagecraft, dramatic literature, and theory. Courses in these fields are available to both majors and nonmajors.

In addition to all bachelor's degree requirements of the university, the following requirements are specified for students with a major in speech: theater arts:

1. A minimum of 50 credits in speech courses, 30 of which must be upper division
2. A minimum of 9 credits in speech courses outside the theater arts area (specifically, in rhetoric and communication and in telecommunication and film). It is recommended that the 9 credits not be concentrated in either one of the outside areas
3. Six terms of production-crew assignment, 1 or more credits each
4. All of the following: Introduction to Design (TA 110); Theater Production I,II,III (TA 111, 112, 113); Acting I (TA 250); Introduction to Theater I,II,III (TA 271, 272, 273); Play Direction (TA 364); History of the Theater I,II,III (TA 367, 368, 369); one advanced upper-division course in design or technology; one advanced upper-division course in theory, history, or criticism
5. From outside the department: Introduction to the Humanities I,II,III (HUM 101, 102, 103) or Shakespeare (ENG 201, 202, 203); one additional upper-division course in dramatic literature
6. Satisfactory completion (grades of mid-C or better) of all course work for the major

Grading Options. Some courses in theater arts are offered pass/no pass (P/N) only. Work counts toward fulfillment of the 186-credit requirement for a B.A. or B.S. only if satisfactorily completed.

Minor Requirements

The Department of Speech offers minors in rhetoric and communication and in theater arts. Following are the requirements for each minor:

Rhetoric and Communication

All students who want to minor in rhetoric and communication should see the area coordinator for undergraduate studies before completing 9 credits of course work in the area. Individual minor programs must be approved by the coordinator and are designed according to the following criteria: 24 college-level credits in rhetoric and communication including Fundamentals of Speech Communication (RHCM 121) and at least 18 upper-division credits taken at the university for letter grades and with grades of C– or better.

Theater Arts

The theater arts minor requires 24 college-level credits in theater arts. Of these 24 credits, at least 15 must be taken at the university and 15 must be upper division. One course in each of the following areas must be included: literature and criticism, performance, technical theater, and theater history. All course work for the minor must be completed with grades of mid-C or better.

Secondary School Teaching

The Department of Speech offers work for preparation to teach speech and theater in public secondary schools. Certification as an Oregon secondary teacher with speech and drama endorsements requires satisfactory completion of a program of teacher preparation that includes a bachelor's degree and professional education as well as recommendation of the institution in which the preparation is completed. The speech department offers work toward basic and standard certification.

For more information about requirements for the endorsements, students should consult the department endorsement adviser for teacher education and the staff in the College of Education's Office of Student Support Services, 117 Education Building.

Honors Program in Speech

The honors program is designed to serve a select group of students, majoring in the various areas of the department,who have demonstrated unusual ability and uncommon commitment. The program is administered by a special honors committee. For more information, interested students should consult their academic advisers three terms before graduation.

GRADUATE PROGRAMS IN RHETORIC AND COMMUNICATION

The University of Oregon offers master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees in speech: rhetoric and communication.

Graduate study at the University of Oregon has as its objective the increasing mastery of a field of study, including a working command of its significant literature and its methods of research. Graduate students at both the master's and doctoral levels continue to be consumers of established knowledge, but their ultimate goal is to become producers of new knowledge. Although each faculty member and graduate student has individual interests, all are committed to rhetoric *and* communication; they perceive a unity, not a dichotomy, in those terms.

Before registration for their first term, all graduate students are to consult with a member of the rhetoric and communication faculty and familiarize themselves with the general university regulations in the **Graduate School** section of this bulletin.

Grading. All courses in a graduate student's program of study for an advanced degree must be taken for letter grades unless the course is only offered pass/no pass (P/N) or the P/N option is approved by the student's advisory committee.

Removal of Incompletes. For guidelines on the removal of incompletes, consult the **Graduate School** section of this bulletin.

Core Curriculum. All master's and doctoral students, at their earliest opportunity, are required to take Research Methods in Rhetoric and Communication I,II (RHCM 611, 612). In addition, they are required to take Seminar: Rhetoric and Communication (RHCM 607) for 1 credit each fall, winter, and spring term they are on campus. Master's degree students may include a maximum of 3 credits of this seminar in their program of study; doctoral students may include a maximum of 6 credits.

Master's Degree Requirements

Students entering a master's degree program are expected to have acceptable undergraduate preparation in rhetoric and communication or

closely related subjects. Students accepted for work toward the degree who do not meet this expectation may be required to take specified undergraduate courses or additional graduate courses beyond the minimal requirement for the degree. Master's degree students are strongly urged to obtain a permanent adviser during their first term; they must obtain an adviser and schedule an advisory committee meeting no later than the end of their second term. Because interests change and student-adviser compatibility is always important, neither students nor advisers should hesitate to seek changes in advisers or advisees.

For the master of arts degree, the student must show competence in a foreign language. That competence may be demonstrated by meeting any of the following standards:

1. Scoring 450 or above on the Graduate Student Foreign Language Test (GSFLT) in German, French, or Spanish ***or***
2. Successful completion of local tests administered in languages not covered by the GSFLT but acceptable to the student's advisory committee ***or***
3. Transcript evidence of C– or better work through the second-year college level in any language acceptable to the advisory committee

No foreign language competence is required for the master of science degree.

Advisory Committee and Program of Study. Each master's degree student has an advisory committee consisting of the student's adviser and two other members of the rhetoric and communication faculty and, if useful, a faculty member from a department other than speech. This committee is chosen by the student's adviser in consultation with the student.

Beginning with the core curriculum, the advisory committee, in a meeting with the student, designs and approves the remainder of the student's program of study. This program of study must be defined by the conclusion of the student's second term on campus, and it becomes a contract for the degree.

A minimum total of 51 credits is required for the nonthesis program. This program must include a minimum of 9 credits from outside the Department of Speech and 6 credits (two consecutive terms of 3 credits each) of Research (RHCM 601), for which the student conducts independent research under the supervision of a faculty member.

A minimum total of 45 credits is required for students approved to pursue the thesis option. This program must include 9 credits from outside the Department of Speech and no more than 9 credits in Thesis (RHCM 503).

No credits in Practicum (RHCM 609) taken to qualify for RHCM 121–124 instruction may be included in a master's degree student's program of study.

Nonthesis Option Final Examination. A comprehensive examining committee administers each nonthesis student's final examination at completion, or in the last term, of the student's program of study. The committee must consist of at least three members of the rhetoric and communication faculty and such other faculty members as the adviser, in consultation with the student, stipulates. Students who choose the nonthesis option write an examination lasting no fewer than eight hours followed by an oral examination lasting at least one hour.

Students whose performance on the comprehensive examination is less than satisfactory are entitled to a second examination at a time and on portions of the examination stipulated by the examining committee. An unacceptable performance on the second examination results in disqualification from the program.

Thesis Option Final Examination. The final examination for students choosing the thesis option is an oral defense of their thesis lasting no fewer than two hours. That examination is administered by a thesis examining committee composed of at least three members of the rhetoric and communication faculty and such other faculty members as the adviser, in consultation with the student, stipulates.

A student whose thesis examination is unacceptable to the examining committee is entitled to a second examination or may choose to change to the nonthesis program. Unacceptable performance on the second thesis examination results in disqualification from the program.

Continued Graduate Study. The rhetoric and communication faculty believes that exposure to different faculties with different ideas is advantageous, and that a graduate student is better served by taking master's and doctoral degrees at different institutions.

Although the faculty is always willing to consider student applications to continue beyond a master's degree in speech: rhetoric and communication to a doctorate in the same major, the burden for the case for continuation is on the student. Approval by the rhetoric and communication faculty is required and, when given, usually results in the student's doctoral program committee requiring the student to work for a specified enrollment period at another appropriate institution as a portion of the student's doctoral program of study.

Doctor of Philosophy Degree Requirements Doctoral study at the University of Oregon includes general background in the breadth of rhetoric and communication as well as the specific support needed for the student's areas of specialization and research. The objectives of such study are (1) to develop professional background and expertise as a researcher in the student's target areas of specialization and (2) to develop the range of knowledge necessary to engage in meaningful dialogues with colleagues in other specialty areas.

Because each student's doctoral program of study is individually tailored, and to avoid false or mistaken steps, all doctoral students must obtain a permanent adviser no later than the end of their second term and have an advisory committee meeting no later than the end of their third term. Because interests sometimes change and student-adviser compatibility is always important, neither students nor advisers should hesitate to seek changes in advisers or advisees.

The Program of Study. Each doctoral student, as soon as is convenient and not later than the end of the third term of study, should have a meeting with an advisory committee. That committee

1. Reviews the total program of study proposed by the student and the student's adviser
2. Makes any needed changes
3. Approves the program of study, research competencies requirement, and dissertation topic

The doctorate typically represents the equivalent of three academic years of full-time study beyond the bachelor's degree. Most graduate students take a full additional year to complete their dissertation. Doctoral students who serve as graduate teaching fellows or graduate assistants, and hence may carry smaller academic loads, or who are taking work outside their official program of study, should realize that their work on their academic program will take longer to complete.

A normal full-time load for doctoral students is 12 credits a term; therefore a minimal doctoral program of study includes 108 credits of course work beyond the bachelor's degree and at least 18 credits of Dissertation (RHCM 603)—a Graduate School requirement—for a minimum total of 126 graduate credits. Included in this total are applicable credits from a student's earlier graduate work and a maximum of 12 credits from the area's core curriculum: 6 credits in Research Methods in Rhetoric and Communication I,II (RHCM 611, 612) and a maximum of 6 credits in Seminar: Rhetoric and Communication (RHCM 607). Not included in the total are undergraduate courses the graduate student may be required to take and Practicum (RHCM 609) taken to qualify for teaching RHCM 121–124.

Areas of Specialization. All doctoral programs of study not only provide breadth of knowledge in rhetoric and communication but also depth in appropriate areas of specialization, in keeping with the student's professional goals and research directions. All approved programs of study include a minimum of two areas of specialization from within rhetoric and communication studies and a minimum of one area of specialization from a department or departments outside the Department of Speech.

Research Competencies Requirement. Since the Ph.D. degree is a research-oriented degree focusing on the discovery rather than the accumulation of knowledge, doctoral students must demonstrate two competencies relevant to conducting research in their areas of specialization. For example, a student's research interests may require knowledge of statistics, computer programming, historiography, research design, or a foreign language. Foreign-language competency may be demonstrated by scoring 550 or above on the GSFLT, if the test is available for the approved language; otherwise, an examination is arranged by the advisory committee.

Comprehensive Examination. A doctoral student may take the comprehensive examination after completing, or in the final term of, the program requirements and after successfully completing the research competencies examinations.

Dissertation. Every doctoral candidate is required to present a dissertation embodying the results of research and showing evidence of originality and ability in independent investi-

gation. For specific dissertation requirements, see the **Graduate School** section of this bulletin.

Doctoral Committees. Each doctoral student making progress toward the degree has three committees:

1. ***Advisory committee.*** This committee is composed of three members of the rhetoric and communication faculty and may include faculty members from other departments. The committee is nominated by the student's adviser, after consultation with the student, and appointed by the department head
2. ***Comprehensive examining committee.*** After consultation with the student, the adviser appoints a committee to prepare and conduct the comprehensive examination. This committee includes a minimum of three rhetoric and communication faculty members and one faculty member from another department who represents the student's outside area of specialization
3. ***Dissertation committee.*** After consultation with the student, this committee is nominated by the adviser and appointed by the dean of the Graduate School. It includes a minimum of three Department of Speech faculty members (at least two from rhetoric and communication) and one member from another department who represents the candidate's outside area of specialization

GRADUATE PROGRAMS IN TELECOMMUNICATION AND FILM

Graduate academic programs are designed around a student's particular interests, ordinarily expressed in study and research leading to the writing of a master's research paper or thesis or a doctoral dissertation. Although studio skills are expected of all telecommunication and film students, graduate work most often focuses on functions and effects of the media as related to a significant aesthetic, social, political, economic, or regulatory problem. This theoretical emphasis is reflected in the interests of students selected for admission to graduate study in the area, some of whom have earned undergraduate degrees in other fields.

Degree Programs

Students may receive M.A., M.S., and Ph.D. degrees in speech: telecommunication and film. A master's degree program typically takes two years beyond the bachelor's degree. A doctoral program is expected to take four or five years beyond the bachelor's degree.

Admission. Students applying for admission to graduate study must comply with all general university regulations governing graduate admission as described in the **Graduate School** section of this bulletin.

In addition, applicants must provide transcripts of all college work; verbal, quantitative, and analytical scores on the Graduate Record Examinations (GRE); at least three personal recommendations; a brief statement of academic and career goals; and one example of written work (e.g., term paper, convention paper, article) demonstrating critical skills and writing ability. Nonnative speakers of English must provide Test of English as a Foreign Language (TOEFL) scores. Major screenings of applicants, as well as determination of financial awards, are made about March 1 each year. However, additional screenings may be made for admission to the program during the year. Students applying at times other than the March deadline must submit their applications at least nine weeks prior to the term in which they seek admission to the program.

A limited number of graduate teaching fellowships (GTFs) are available to the best-qualified applicants. GTFs involving instructional responsibilities are awarded based on demonstrated scholarly potential. In addition, technical expertise must be demonstrated for assignment to studio or field production responsibilities. Applications for such appointments are included among the supporting materials provided with applications for admission.

Students applying for admission to the doctoral program must also supply evidence of completion of a master's degree at an accredited college or university.

General Requirements

All graduate students are required to begin the Proseminar in Telecommunication and Film sequence (TCF 620, 621, 622) their first fall term of study.

Final determination of course requirements is the responsibility of the student's thesis committee or degree program committee. To maintain degree-candidate status, students must make satisfactory progress (as defined by the faculty of the Department of Speech) through the curricular requirements identified by their program committee.

Master's Degree

For the M.A. or M.S. degree the student may choose either the thesis or the nonthesis option. In either case, students should meet with an adviser before the end of their first term of study in order to determine an appropriate set of course requirements.

Thesis Program. A minimum of 45 credits, of which not more than 9 may be in Thesis (TCF 503), are required. All students preparing for doctoral study are advised to use the thesis option.

Nonthesis Program. A minimum of 51 credits are required. Additional requirements are a comprehensive examination and a research paper of acceptable quality.

The nature of the course work is subject to the approval of the student's degree program committee (at least three members, two of whom must be in the telecommunication and film area). The committee also prepares and administers the comprehensive examination and assesses the quality of the research paper.

Doctor of Philosophy

The university requires no minimum number of credits for the Ph.D. However, students in telecommunication and film normally complete approximately 135 credits including those earned as a master's degree candidate. A comprehensive examination is administered at or near the completion of all formal course work in the student's doctoral program.

1. Students in the Ph.D. program are required to take six telecommunication and film graduate seminars. The rest of the doctoral student's program is devised by the candidate, his or her adviser, and his or her degree program committee
2. Prior to successful completion of the preliminary examination, a total of no more than 9 credits may be taken in Research (601), Reading and Conference (605), Practicum (609)

Program Committee

1. By the end of the first year of doctoral study, a Ph.D. student must have chosen an adviser and two additional committee members from the telecommunication and film faculty to serve as the student's program committee. This committee meets with the student during the first year of study and approves the student's proposed course work or areas of academic specialization. Failure to comply with this requirement constitutes unsatisfactory progress and may result in termination of a student's degree program
2. Changes in a student's adviser, committee membership, and approved course work must be documented and included in the student's academic file

Foreign Language Requirement

Prior to the preliminary examination, all Ph.D. students must demonstrate reading comprehension of a foreign language at the second-year level in a test designated by the student's program committee.

Preliminary Examination

1. Advancement to candidacy for a Ph.D. degree is granted upon successful completion of the preliminary examination
2. The preliminary examination committee consists of the student's adviser, two additional members of the telecommunication and film faculty, and a faculty member from another department representing the student's outside area of specialization
3. The preliminary examination committee meets with the student at least one term prior to the examination to determine the format of and bibliography for each examination question.
4. The preliminary examination committee may require that all or part of the examination be retaken with or without additional course work
5. Students who fail the preliminary examination a second time may not remain in the speech: telecommunication and film Ph.D. program

GRADUATE PROGRAMS IN THEATER ARTS

The theater arts area of the Department of Speech offers graduate work in acting, directing, playwriting, design, history, and theory leading to the M.A., M.S., M.F.A., and Ph.D. degrees. Students entering this program should have an undergraduate major in speech: theater arts or the equivalent.

Graduate Degree Requirements

Both the M.A. and the M.S. degrees require 45 credits in graduate courses, and both require a thesis with an oral examination. The M.A. also requires competence in one foreign language.

The M.F.A. is usually a two- or three-year program requiring a minimum of 54 credits, of which 9 are to be taken in a related area outside the Department of Speech. Areas of specialization are directing, acting, set design, playwriting, lighting design, and costume design. Students may not apply for admission to the M.F.A. program until they have enrolled for 36 credits in courses appropriate for the M.A. degree. A list of specific course requirements is available from the department. In addition, all M.F.A. students must demonstrate competence in a foreign language or an alternate research tool appropriate to the degree. Typically, course work is substantially completed during the first two years, and students work on their terminal artistic projects during subsequent terms. An oral evaluation and review of the project is held following completion of the project performance. A written report on the project, previewed by the candidate's report committee, follows the review.

The Ph.D. degree has no minimum credit requirement. However, most theater arts students take approximately 130 credits beyond the bachelor's degree. After candidates have completed most of their course work, they write a comprehensive examination and take an oral examination. A dissertation with an oral defense is required. The dissertation must be completed within three years after the student is admitted to candidacy after passing the comprehensive examination. The comprehensive examination committee may require that all or part of the examination be retaken with or without additional courses. Students who fail to pass this examination by the second try may not remain in the speech: theater arts Ph.D. program.

General Requirements. The only course required of all graduate students is Research Methods (TA 611). But Ph.D. candidates are expected to complete 45 to 60 credits beyond the master's degree in history, theory, and literature of the theater. Each student's study program is planned in consultation with an adviser and an examining committee.

All candidates for graduate degrees are required to take a written or oral examination during the first term of residence. This examination is partially diagnostic, and it is used to determine a study program for the student.

The graduate student is expected to show ability in both the academic and the production areas. During residence at the university, each student is expected to make a significant contribution in three areas out of the following six: acting, directing, technical, management, playwriting, teaching.

Candidates for an M.A. degree in speech: theater arts must demonstrate their ability to read a foreign language or research competence in an alternate research tool appropriate to the degree. M.S. degree candidates must demonstrate research competence in an alternate research tool or collateral field of study. Students seeking the Ph.D. degree must present two research tools or collateral fields of study, one of which must be the knowledge of a foreign language. The other may be another foreign language, but if a collateral field of study or other research tool is chosen it must relate to the student's research intent. The required level of attainment is determined by the student's committee.

RHETORIC AND COMMUNICATION COURSES (RHCM)

121 Fundamentals of Speech Communication (3) Interpersonal communication, small-group communication, extemporaneous speaking, listening, and analysis of communication as process. Emphasis on concepts common among communication arenas.

122 Fundamentals of Public Speaking (3) Invention, preparation, organization, presentation, and criticism of messages for audiences. No fewer than three speaking assignments with student, instructor, and selected videotape critique.

123 Fundamentals of Small-Group Communication (3) Basic concepts of small-group interaction. Projects emphasize participation in and analysis of communication in the small group.

124 Fundamentals of Interpersonal Communication (3) Provides theoretical understanding and practical skills for examining and altering interpersonal communication. The impact of communication on relationship patterns and outcomes.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R) Developing Communication Competence is the current topic.

200 Innovative Education: [Term Subject] (1–3R)

221 Introduction to Forensics (2) Preparation of speeches for delivery before competitive and public audiences in conjunction with the university's forensic program. Frank.

235 Introduction to Human Communication (3) Major communication theories: general—symbolic interactionism; thematic—nonverbal and persuasion; and contextual—small-group, interpersonal, and mediated contexts. Burke.

301, 302, 303 Theory and Literature of Rhetoric (3,3,3S) Selected readings on the principles of rhetoric from Plato to modern times. Frank.

321 The Logic of Argument (3) Principles of reasoning and evidence, particularly as they apply to oral discourse. Includes theory and practice. Frank.

322 Persuasion (3) Theories and techniques of persuasion used by individuals and special groups to change cognitive patterns and behavior of people.

323 Group Communication (3) Small-group behavior as it specifically relates to communication. Includes theory and practice.

324 Theory and Literature of Interpersonal Communications (3) The function of communication in interpersonal relationships; interpersonal competence, discourse analysis, nonverbal communication, conflict resolution, and alternative approaches to dyadic communication. Burke.

331 Advanced Forensics (2) Preparation of speeches to be delivered before competitive and public audiences in conjunction with the university's forensic program. Prereq: instructor's consent. Frank.

332 Special Topics in Forensics (2) Emphasis on the acquisition of advanced skills in public address. Prereq: instructor's consent. Frank.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R) Topics include Conflict and Negotiation, Contemporary Rhetorical Theory, Intercultural Communication, Women in Communication.

408/508 Workshop: [Term Subject] (1–21R) Communication Methods in the Classroom and Communication in Management are current topics.

409 Practicum: [Term Subject] (1–21R) Supervised laboratory work on a project, including the preliminary study, development, and execution of artistic or public-service experiments.

410/510 Experimental Course: [Term Subject] (1–5R)

414/514 Rhetorical Theory: 400 B.C.–A.D. 1 (3) Main rhetorical works and movements developed during the Grecian period. Emphasis on the relation of rhetorical developments and the cultural influences of those times. LaRusso.

415/515 Rhetorical Theory: A.D. 1–A.D. 800 (3) Main rhetorical works and movements developed during the Roman and Carolingian periods. Prereq: RHCM 301, 302, 303 or instructor's consent.

416 Speech Composition (3) Speech forms, types, and techniques; emphasis on application of basic rhetorical elements. Designed for prospective high school teachers and other nonmajors. Prereq: upper-division status.

418/518 Directing the Forensic Program (3) Content, procedures, and methods in directing a forensic program in a high school, college, or university.

422/522, 423/523 Public Discourse in the United States (3,3) History and criticism of public discourse in the United States. **422/522:** Colonial period to 1912. **423/523:** 1912 to the present. The role of rhetoric as a force for change in areas of public controversy.

424/524 Ethics of Persuasion (3) Different positions on the ethics of persuasion, development of individual ethical postures for students in their own persuasive efforts, and ethical appraisals of contemporary persuasion. Friedman.

425/525 Freedom of Speech (3) History and development of freedom of speech in the United States.

426/526 Background of Black Protest Rhetoric (3) Survey of themes and rhetorical strategies in public disputation about the role of blacks in America from Colonial times to the *Brown v. Board of Education* decision.

427/527 Contemporary Protest Rhetoric (3) Black protest from the nonviolent civil-rights movement through black power protest; protest rhetoric in behalf of women's rights, minority rights, free speech, the antiwar movement, and others.

432/532 Speech Communication and the Group Process (3) Group formation, tasks, effectiveness and efficiency; status problems; leadership; problem solving and conflict resolution; communication in discussion; social power and social control; organizational techniques and problems.

433/533 Communication, Media, and Aging (3) Communication-related problems of aging; communication-gerontology research literature; the use of communication systems in analyzing and solving problems of aging.

434/534 Nonverbal Communication (3) Nonverbal dimensions of interpersonal communication. The theoretical bases, including time, space, form, and action, of nonverbal interpersonal communication. LaRusso.

435/535 Public Address (3) Theory of speech-making and practice in preparing speeches adapted to the professional requirements of students. Prereq: instructor's consent.

436/536 Interpersonal Communication (3) Human interaction as it affects formation of relationships. Reviews research in the areas of attraction, self-disclosure stages of relationship development, rhetorical sensitivity, and conversational analysis. Glaser.

437/537 Organizational Communication (3) Explores communicative dimensions of organizations. Focuses on organization communication research methods, worker involvement programs, superior-subordinate communication, and organizational culture. Glaser.

438/538 Communication Apprehension and Avoidance (3) Examines research and theory concerning the etiology, identification, consequences, and treatment of communication apprehension and avoidance. Glaser.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R) Topics include Communication and Language, Conflict Communication, Contemporary Rhetorical Theory, Discourse Analysis, Kenneth Burke, Professional Development, Social Movements, Theory of Argumentation, Theory of Social Influence.

608 Workshop: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R) Supervised laboratory work on a project, including the preliminary study, development, and execution of artistic or public-service experiments.

610 Experimental Course: [Term Subject] (1–5R)

611 Research Methods in Rhetoric and Communication I (3) Historical and critical research methodologies useful in scholarly investigations in rhetoric and communication. Frank.

612 Research Methods in Rhetoric and Communication II (3) Descriptive and experimental research methodologies useful in scholarly investigations in rhetoric and communication. Burke.

613 Rhetorical Theory: 1450–1600 (3) Selected major and minor works in rhetoric developed in France, Germany, Spain, and Italy during the late Middle Ages and the Renaissance. LaRusso.

614 Rhetorical Theory: 1700–1900 (3) Study of selected rhetorical and nonrhetorical works to determine the reciprocal influence between rhetoric and the developing trends in psychology, aesthetics, and logic. LaRusso.

615 Modes of Rhetorical Criticism (3) Examination of contemporary perspectives and methods of rhetorical criticism through theoretical and applied studies. Attention to the intersection of rhetorical and communication theory.

623 Problems in Research Writing (3) Study of problems in writing and rewriting results of scholarly investigations for publication.

630 Attitude Formation and Change (3) Analysis of research in speech communication relevant to attitude formation, change, measurement, and definition. Prereq: RHCM 612 or instructor's consent.

635 Theories of Human Communication (3) Study of important contemporary theories of communication that have emerged in recent communication research literature.

TELECOMMUNICATION AND FILM COURSES (TCF)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

241, 242, 243 Communication Technology and Society (3,3,3S) The development of communication technology, institutions, and policy within integrated socioeconomic, political, and theoretical frameworks. The function of communication in participatory democracy. **241:** pre-1920. **242:** 1920–1945. **243:** 1945–present.

250 Media Aesthetics (3) Conventions of visual representation in still photography, motion pictures, and video. Seiter.

255, 256, 257 History of the Motion Picture (3,3,3) History of the motion picture as an art form. **255:** 1895–1928. **256:** 1928–1960. **257:** contemporary cinema. Cadbury, Seiter.

344 Elementary Television Workshop (4) Broadcast performance technique; physical, acoustic, and mechanical theory and its application; interpretive theory and its application. Prereq: TCF 241, 250, 255.

345 Advanced Television Workshop (4) Broadcast performance technique; physical, acoustic, and mechanical theory and its application, interpretive theory and its application. Prereq: TCF 344.

347 Elementary Television-Film Writing (3) Film and television writing techniques; theory and practice in writing all major continuity types. Prereq: TCF 241, 255.

348 Advanced Television-Film Writing (3) Film and television writing techniques; theory and practice in writing all major continuity types. Prereq: TCF 347 or equivalent.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Field Studies (1–21R) P/N only. Internship program for outstanding majors; open only to those with approved applications.

407/507 Seminar: [Term Subject] (1–5R) Topics include Communication Technology, Film Board of Canada, International Communication, Political Economics of Communication, Public Broadcasting, Theories of the Moving Image.

408/508 Workshop:[Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–21R) Supervised work on a project, including development and execution of artistic or public-service programs. Prereq: instructor's consent.

410/510 Experimental Course: [Term Subject] (1–5R)

431/531 Theory and Criticism of Television Drama (3) Concepts of audience dynamics, media aesthetics, vicarious experience, and the consequence of economic dependence upon appeals to modal tastes analyzed and applied. Sherriffs.

433/533 Theory of Mass Communication (3) Sociological as well as psychological approaches to the study of mass communication. Primary attention to the critical evaluation of contemporary theoretical trends. Prereq: TCF 243 or instructor's consent. Bybee.

444/544 Concepts in Visual Production (3) Analysis of various forms of visual representation to study the processes by which ideas are transformed into visual language. Prereq: instructor's consent. Willingham.

445/545 Television Direction (3) Theory and technique of television direction explored through group exercises and individual projects. Prereq: TCF 345, instructor's consent. Sherriffs.

448/548 Radio-Television and the Public (3) Freedom and professional ethics responsibility, and control as these concepts relate to the broadcaster, the government, and the public. Prereq: TCF 243. Sherriffs.

449/549 Electronic Media Policy (3) The nature, philosophy, and consequences of legislative, judicial, and administrative regulation of various communications technologies in the social context of the United States. Prereq: TCF 243.

450/550 Communication, Technology, and Regulations (3) Provides a basic explanation of communication transmission technologies (e.g., satellites, computers, fiber optics) and their structural regulation. Emphasizes cable television and telephone economics and regulation. Robinson.

451/551 International Communication Systems and Regulations (3) Examines international communication structures, issues, and organizations (International Telecommunications Union, Intelsat, and UNESCO) in relation to the global, political, economic, and cultural context. Robinson.

455/555 Editing Styles (3) Introduction to editing styles through study of selected film and video materials. Prereq: TCF 344. Willingham.

456/556 Video Field Production (3) Problems in producing video material outside the

studio. Prereq: instructor's consent. Seiter, Sherriffs.

457/557 Super-8 Film Production (3) Workshop in Super-8 film production. Prereq: instructor's consent. Seiter.

460/560 Political Economies of Communication (3) Introduction to the theory and method of political economy of communication; the study of communication and information industries. Wasko.

461/561 United States Film Industry (3) A survey of film production, distribution, and exhibition in the United States. Analysis of motion pictures as commodities. Wasko.

490/590 Theories of the Moving Image: [Term Subject] (3R) Film, television, and video theory and criticism from formative film criticism to the present. Cadbury.

491/591 Problems in Representation: [Term Subject] (3R) Current theoretical issues in media study. Seiter.

492/592 Feminist Criticism: [Term Subject] (3R) Critical analysis of film and television texts from a feminist perspective. Seiter.

495/595 Film Directors and Genres: [Term Subject] (3R) Interpretation of films and analysis of film history and aesthetics through techniques developed in modern film criticism. R when topic changes. Cadbury, Seiter.

496/596 Race and Representation: [Term Subject] (3R) Screening, interpretation, and analysis of films from Latin America and other Third World non-European cultures and of films by people of color.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

607 Seminar: [Term Subject] (1–5R) Topics include Introduction to Graduate Studies, Political and Economic Theory.

608 Workshop: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

620, 621, 622 Proseminar in Telecommunication and Film (3,3,3) Overview of aesthetic, economic, political, and social elements of electronic and film communication. Explores research methods appropriate to theories and practices of media control and effect.

641 Electronic Mass Media: Theory and Criticism (3) Theories and critiques of the electronic mass media; behavioral and cultural methods used to discuss and develop critical standards for media application. Bybee.

THEATER ARTS COURSES (TA)

110 Introduction to Design (3) 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. Bonds, Rose, Williams.

111, 112, 113 Theater Production I,II,III (3,3,3S) Introduction to the mechanics of mounting a theatrical production including basic construction of scenery props and costumes, use of shop and lighting equipment, and shop and crew organization. Coreq: TA 199 (Stage Crew). Bonds, Rose, Williams.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R) Stage crew: lighting, scene, costume.

200 Innovative Education: [Term Subject] (1–3R)

250 Acting I (3) Principles of warm-ups, Stanislavski system, individual inventory, character analysis, and rehearsal procedure.

251 Acting II (3) Continuation of performance principles for contemporary realistic theater with addition of comic technique and director-actor relationship. Prereq: TA 250, instructor's consent.

252 Acting III (3) Development of audition and improvisational skills while establishing a working file of monologue material. Prereq: TA 251, instructor's consent.

271 Introduction to Theater Arts I (3) Play and script structure, contemporary aesthetic attitudes, and the value of theater arts to society and the individual. McKernie.

272 Introduction to Theater Arts II (3) Recent theater including drama since World War II and new trends and developments in theater practice. Prereq: TA 271. McKernie.

273 Introduction to Theater Arts III (3) Continuation of TA 272 with emphasis on popular musical theater. Prereq: TA 272. McKernie.

318 Costume Construction (3) Practical problems encountered in building and decorating costumes for the stage. Bonds.

351 Techniques: Acting IV (3) Problems in the use of voice in dramatic roles. Prereq: instructor's consent.

352 Styles: Acting V (3) Problems in the analysis and presentation of characters from nonrealistic, noncontemporary theater. Prereq: instructor's consent.

353 Performance: Acting VI (3) Advanced problems in acting technique: study, rehearsal, and performance. Prereq: instructor's consent.

364 Play Direction (3) Sources of dramatic material, choice of plays, casting and rehearsal of players, production organization. Prereq: TA 250 or equivalent or instructor's consent. Watson.

367, 368, 369 History of the Theater I,II,III (3,3,3) Development of the theater from its origins to the present emphasizing the history of dramatic literature, criticism, theater architecture, design, and performance. Watson.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–5R) Topics include Advanced Theater History, British Acting Style, Dramatic Literature, European Theater Production, Recent American Theater, Recent British Theater.

408/508 Workshop:[Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–21R) Rehearsal and Performance is a current topic.

410/510 Experimental Course: [Term Subject] (1–3R)

414/514, 415/515 Costume History I,II (3,3) History of clothing and costuming from earliest records through the 15th century, from the 16th century to the present. Bonds. Offered alternate years; not offered 1991–92.

416/516 Costume Design (3) Beginning design concepts and various artistic media as applicable to costume design and rendering techniques. Bonds.

417/517 Advanced Costume Design (3) Analysis and interpretation of scripts for costume design. Continuation of development of rendering techniques. Prereq: TA 416/516. Bonds. Offered alternate years; not offered 1991–92.

418/518 Costume Pattern Drafting (3) Designing patterns through flat patterning and draping techniques. Elements of draping, millinery, and tailoring included. Practical experience in pattern development and original selected design. Bonds.

420/520, 421/521, 422/522 Period Styles for the Theater I,II,III (3,3,3) Investigates period style from Greece to the Renaissance, baroque through contemporary, as it relates to theatrical production. Explores the connection of styles in period clothing, manners, decor, art, architecture, and social institutions with projects from dramatic literature. Students may select a focus in dramaturgy, directing, or design. Barton, Bonds, McKernie, Watson.

423/523 Theater Arts Pedagogy (3) Practical experience as teaching assistant including research, presentation, coaching, and written reports. Available in a variety of disciplines. Prereq: instructor's consent.

425/525 Scenery Drafting Techniques (3) Drafting techniques for the scenic artist. Plan views; isometric, orthographic, and section views of scenery details. Conventions of stage and scenery plans. Drafting equipment. Rose.

430/530 Stage Management (3) Duties, responsibilities, and procedures of the stage manager. Stage managing in community, educational, and professional theater. The administrative and artistic role of the stage manager.

ENG 437/537, 438/538, 439/539 English Drama (3,3,3) See description under **English.**

440/540 Principles of Design in the Theater (3) Visual statement in the theater. Composition, color, spatial relationships, line, and movement for the scene, costume, and lighting designers, and for the director and actor. Prereq: TA 110, 111, 112 or instructor's consent. Williams.

441/541 Scene Design I (3) Elements of scene design; the scene designer's role. Creating a ground plan, measured perspective techniques, elevations, design styles. Design process and procedures related to the proscenium stage only. Prereq: TA 425/525, 440/540 or instructor's consent. Williams.

452/552 Advanced Acting: [Term Subject] (3R) Topics in the performance of a specific genre or authors, or in specific elements of performance skills including voice, movement, and musical skills. Barton.

460/560 Advanced Play Direction (3) Theory and practice in direction of plays for public performance. Prereq: TA 364 or instructor's consent. Watson.

463/563 Scene Painting (3) Practical experience in painting stage scenery. Painting of drops; highlighting, shadowing, texturing, and

stenciling; forced perspective; paints and painting equipment. Prereq: TA 111 or instructor's consent. Williams.

464/564 Properties Design and Construction (3) Designing and constructing stage properties and furnishings. Plastics and metals fabrication; Celastic, papier-maché, and fiberglass as properties-fabricating materials; furniture upholstering techniques.

467/567 Lighting for the Stage (3) Functions of the stage; lighting qualities of the light and lighting; technical and aesthetic problems. Prereq: TA 111 or instructor's consent. Rose.

468/568 Advanced Stage Lighting (3) Theories and methods of lighting stage production. Prereq: TA 467/567 or instructor's consent. Rose.

471 Studies in Theater and Culture: [Term Subject] (3R) 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.

475/575 Teaching Theater (3) Seminar in methods of instruction, construction of syllabi, selecting texts and reference materials, classroom presentation. Prereq: instructor's consent.

ENG 477/577 Modern Drama (3) See description under **English.**

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Field Studies (1–16R)

607 Seminar: [Term Subject] (1–5R) Romantic Theater is a current topic.

608 Workshop: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R) Rehearsal and Performance is a current topic.

610 Experimental Course: [Term Subject] (1–5R)

611 Research Methods (3) Research methodology; experimental, historical, descriptive, and developmental research methods; style and format in scholarly presentation of research. Watson.

630 Continental Theater (3) Major developments and experiments in the drama and theater production of Europe, Great Britain, and Russia from Büchner to Artaud.

631 Avant-Garde Theater (3) New forms, styles, treatments of mood, and expressions of ideas and emotions as manifested in literary, dramatic, and theatrical elements and conditions of production. Prereq: TA 630 or instructor's consent.

632 Theater of Ibsen (3) The modern Dano-Norwegian theater with special emphasis on the work of Henrik Ibsen; influence on European and American theater. DeChaine.

633 Theater of Strindberg (3) The modern Swedish theater with special emphasis on the work of August Strindberg; influence on European and American theater. DeChaine.

651, 652, 653 Theory of Dramatic Production (3,3,3) 651: theory of acting. **652:** theory of dramatic direction. **653:** theory of dramatic structure.

663 Advanced Problems of Scene Design (3) Selected problems in the design of dramatic productions. Prereq: TA 440/540, 441/541 and instructor's consent. Williams.

664 Special Problems in History of Theater: [Term Subject] (3R) Components of the theater during the golden ages of dramatic art: the ancients, European Renaissance, Asiatic, 18th- and 19th-century European.

STATISTICS

305 Gilbert Hall
Telephone (503) 346-3315
Larry E. Richards, Committee Chair

Steering Committee

Wesley C. Becker, special education and rehabilitation
Lorraine G. Davis, school and community health
Robert M. O'Brien, sociology
Larry E. Richards, decision sciences
Donald R. Truax, mathematics

The University of Oregon does not have a formal department or faculty of statistics. However, there are numerous course offerings that are either exclusively or primarily courses in statistics. Over the past several decades statistical techniques have become a primary tool of empirical research. As such, a variety of functional areas and disciplines teach applied statistical techniques. This is particularly true at the graduate level, where research plays an important role. Listed below are courses in statistics offered at the university.

Degrees Offered

It is possible to earn an undergraduate or graduate degree with a specialty in statistics through the Department of Decision Sciences in the College of Business Administration or through the Department of Mathematics in the College of Arts and Sciences. Interested students should inquire at the appropriate department for specific requirements.

Courses Offered

Statistics courses are offered in the following ten areas. An asterisk (*) denotes related courses that should be taken in sequence. Both students and advisers should be aware that, within any given area, two or more courses offered by different departments may contain such similar content that a student may not be granted credit toward graduation for more than one course.

Introductory Statistics

Decision Sciences. Introduction to Business Statistics (DSC 611)

Economics. Introduction to Econometrics (EC 420/520, 421/521),* Econometrics (EC 423/523)

Educational Psychology. Introduction to Statistical Methods in Education I,II (EPSY 415/515, 416/516),* Educational Statistics I,II (EPSY 621, 622)*

Mathematics. Introduction to Methods of Probability and Statistics (MATH 243) and Business Statistics (DSC 330),* Statistical Methods I,II (MATH 425/525, 426/526),* Introduction to Mathematical Methods of Statistics I,II (MATH 461/561, 462/562)*

Physical Education and Human Movement Studies. Statistical Methods I (PEP 691)

Political Science. Methods for Politics and Policy Analysis II (PS 446/546)

Psychology. Statistical Methods in Psychology (PSY 302), Data Analysis I (PSY 611)

School and Community Health. Fundamentals of Statistics in Health (HEP 622)

Sociology. Quantitative Methods in Sociology (SOC 326), Sociological Research Methods (SOC 412/512)

ANOVA and Experimental Design

Decision Sciences. Applied Analysis of Variance (DSC 430/530)

Educational Psychology. Educational Statistics III (EPSY 623)

Physical Education and Human Movement Studies. Statistical Methods II (PEP 692), Experimental Design (PEP 695)

Psychology. Data Analysis II (PSY 612)

School and Community Health. Advanced Statistics in Health (HEP 623)

Decision Theory

Decision Sciences. Applied Decision Analysis (DSC 425/525), Decision Analysis for Negotiation Problems (DSC 626)

Multivariate Statistics

Decision Sciences. Applied Multivariate Analysis (DSC 643)

Educational Psychology. Multivariate Educational Statistics I,II,III (EPSY 631, 632, 633)

Political Science. Methods for Politics and Policy Analysis III (PS 447/547)

Nonparametric Statistics

Decision Sciences. Applied Nonparametric Statistics (DSC 633)

Regression

Decision Sciences. Applied Regression Analysis (DSC 435/535)

Economics. Introduction to Econometrics (EC 421/521), Econometrics (EC 424/524, 425/525)*

Educational Psychology. Seminar: Multiple Regression Analysis (EPSY 607)

Mathematics. Multivariate Statistical Methods (MATH 427/527), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463/563)

Psychology. Data Analysis III (PSY 613)

Sociology. Sociological Research Methods (SOC 413/513)

Sampling Techniques

Decision Sciences. Applied Sampling (DSC 420), Applied Sampling Techniques (DSC 620)

Structural Models

Sociology. Seminars: Categorical Data Analysis, Structural Equation Models (SOC 607)

Theory of Probability and Statistics

Mathematics. Mathematical Statistics I,II,III (MATH 464/564, 465/565, 466/566),* Theory of Estimation and Testing Hypotheses (MATH 667, 668, 669),* Theory of Probability (MATH 671, 672, 673),* Advanced Topics in Probability and Statistics (MATH 693, 694, 695)

Time Series

Decision Sciences. Applied Time Series Analysis for Forecasting (DSC 440/540)

Sociology. Seminar: Introduction to Time Series (SOC 607)

WOMEN'S STUDIES

617 Prince Lucien Campbell Hall
Telephone (503) 346-5529
Marsha Ritzdorf, Program Director
Carol W. Silverman, Committee Chair

PROGRAM COMMITTEE FACULTY

Joan R. Acker, sociology
Hasani Kudura, women in society study center
C. Anne Laskaya, English
Elke Liebs, Germanic languages and literatures
Barbara Corrado Pope, women's studies
Elizabeth S. Reis, history
Mary Romero, sociology
Carol W. Silverman, anthropology
Mary E. Wood, English
Claudia Yukman, English

FACULTY

Barbara Corrado Pope, associate professor. B.A., 1964, Hiram; M.A., 1966, Iowa; Ph.D., 1981, Columbia. (1976)

Participating

Joan R. Acker, sociology
Doris Renshaw Allen, music
Barbara K. Altmann, Romance languages
Leslie K. Bennett, library
Aletta Biersack, anthropology
Margaret Z. Brand, philosophy
Cynthia J. Brokaw, history
Randi M. Brox, Romance languages
Frances B. Cogan, Clark Honors College
Irene Diamond, political science
C. H. Edson, educational policy and management
Linda F. Ettinger, art education
Beverly Fagot, psychology
Marilyn Farwell, English
Linda O. Fuller, sociology
Marion Sherman Goldman, sociology
Patricia A. Gwartney-Gibbs, sociology
Leslie J. Harris, law
S. Marie Harvey, school and community health
Judith H. Hibbard, school and community health
Carol Johansen, planning, public policy and management
Miriam M. Johnson, sociology
Lauren J. Kessler, journalism
Julia Lesage, speech
Elke Liebs, Germanic languages and literatures
Elisabeth A. Marlow, Romance languages
Mavis Howe Mate, history
Barbara D. May, Romance languages
Randall E. McGowen, history
Geraldine Moreno-Black, anthropology
F. Regina Psaki, Romance languages
Marsha Ritzdorf, planning, public policy and management
Mary Romero, sociology
Mary K. Rothbart, psychology
Karla L. Schultz, Germanic languages and literatures
Ellen Seiter, speech
Carol W. Silverman, anthropology
Priscilla Southwell, political science
H. Leslie Steeves, journalism
Jean Stockard, sociology
Nathaniel Teich, English
Louise Carroll Wade, history
Anita M. Weiss, international studies
Louise Westling, English
Alan S. Wolfe, East Asian languages and literatures
Mary E. Wood, English
Claudia Yukman, English
Virpi Zuck, Germanic languages and literatures

UNDERGRADUATE STUDIES

The Women's Studies Program offers students an opportunity to learn about the past and present achievements and experiences of women and to understand more clearly the decisive role that gender has played and continues to play in all human societies.

The program is administered by a committee of faculty members and students appointed by the dean of the College of Arts and Sciences. The program is interdisciplinary, and courses are taught in many areas of study: anthropology, art, counseling, education, English, health, history, journalism, literature, philosophy, political science, psychology, and sociology among others.

Any student may take women's studies courses. Some students may want to take only a few courses in order to complement the core curriculum of their majors. Others choose to fulfill the 24-credit requirement for either a certificate or a minor in women's studies. Most women's studies courses do not have prerequisites, and Introduction to Women's Studies (WST 101) is a stand-alone social-science group-satisfying course. In addition, three women's studies courses—Introduction to Women's Studies (WST 101) and History of Women in the United States (WST 333, 334)—comprise a social-science cluster. For more information, see Group Requirements in the **Registration and Academic Policies** section of this bulletin.

The integrative Seminar: Feminist Research Issues (WST 407/507) is designed for upper-division undergraduates and graduate students. It can be taken only once for credit.

Preparation. No specific high school preparation is necessary. Transfers to the university from other colleges may apply up to 9 credits of women's studies courses to either the certificate or the minor program.

Careers. Since women comprise more than half of the world's population, an understanding of their experiences, abilities, and needs is an asset to careers in such fields as education, social service, government, business, law, the ministry, journalism, counseling, health, and child care. In addition, a women's studies background can be used as a basis for entering a growing number of graduate programs that emphasize the study of women or gender.

Undergraduate Certificate Requirements

A certificate in women's studies may be granted to students who complete 24 credits in courses approved by the Women's Studies Committee. The 24 credits must include Introduction to Women's Studies (WST 101), Practicum (WST 409), and either Seminar (WST 407) or History and Development of Feminist Theory (WST 412). No more than 6 credits of Reading and Conference (WST 405) and Practicum (WST 409) may be counted toward the certificate. In addition, students must take at least 6 credits of women's studies

courses in general-education—arts and letters, social science, science—other than that in which their major lies. For example, an English major must take at least two women's studies courses offered by departments outside of the arts and letters group.

Minor Requirements

The minor in women's studies requires 24 credits including at least 12 WST credits and at least 9 credits chosen from cross-listed upper-division courses offered by other departments. The remaining 3 credits may be in either women's studies or cross-listed upper-division credits. (See list under Courses in Other Departments. Other courses may qualify; check with the Women's Studies Program office for details.) Introduction to Women's Studies (WST 101) is required, and candidates for the minor are strongly urged to take Seminar (WST 407) or History and Development of Feminist Theory (WST 412). No more than 6 credits of Reading and Conference (WST 405) and Practicum (WST 409) may be counted toward the minor. No more than 9 credits may be taken pass/no pass (P/N). Courses applied to any major may not count for the women's studies minor. At least 15 credits must be taken at the University of Oregon. Students may substitute a women's studies minor for one social-science cluster to apply toward university group requirements.

Students must consult the director well in advance of graduation for transcript evaluation. In order to be eligible for the certificate or the minor, students must complete all degree requirements and a major in another department.

GRADUATE STUDIES

An individually designed interdisciplinary master's degree program with a focus on women's studies may be arranged through the Graduate School by combining existing graduate-level courses in three departments. Graduate students may also earn a certificate in women's studies.

WOMEN'S STUDIES COURSES (WST)

101 Introduction to Women's Studies (4) Interdisciplinary investigation of the status and contribution of women connects the public issues raised by the feminist movement with the personal experiences of women.

198 Colloquium: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–4R)

200 Innovative Education: [Term Subject] (1–3R)

333, 334 History of Women in the United States I,II (3,3) Survey of the diverse experiences of American women from Colonial times to the present. **333:** 1600 to 1870. **334:** 1870 to the present.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–16R)

405 Reading and Conference: [Term Subject] (1–5R)

407/507 Seminar: [Term Subject] (1–5R) A recent topic is Feminist Research Issues. R when topic changes.

408/508 Workshop:[Term Subject] (1–16R)

409 Practicum: [Term Subject] (1–5R)

410/510 Experimental Course: [Term Subject] (1–3R)

412/512 History and Development of Feminist Theory (3) Theories of oppression and liberation of women in America and Europe. Emphasis is on post-1960s theories. Prereq: WST 101 or SOC 216.

601 Research (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–5R)

607 Seminar: [Term Subject] (1–5R)

608 Workshop: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–5R)

610 Experimental Course: [Term Subject] (1–3R)

Courses in Other Departments

See descriptions under named departments.

Anthropology. Women and Culture I: Politics, Production, and Power (ANTH 314), Women and Culture II: Creativity and Symbols (ANTH 315), Anthropology of Gender (ANTH 421/521)

Art Education. Women and Their Art (ARE 452/552)

East Asian Languages and Literatures: Chinese. Women and Chinese Literature (CHN 350)

Educational Policy and Management. Educational History of American Women (EDPM 472/572)

English. Women Writers: Prose (ENG 317), Women Writers: Poetry and Drama (ENG 318), Studies in Women and Literature (ENG 498/598), Topics in Women and Literature (ENG 696)

Germanic Languages and Literatures: German. German Gender Studies (GER 354)

Germanic Languages and Literatures: Scandinavian. Scandinavian Women Writers (SCAN 353)

Gerontology. Women's Issues in Aging (GERO 490/590)

History. Perceptions and Roles of Women from the Greeks through the 17th Century (HIST 310), Women and Social Movements in Europe from 1750 to the Present (HIST 311)

International Studies. Women and Development in the Third World (INTL 421/521)

Journalism. Women, Minorities, and Media (J 320)

Philosophy. Philosophy and Feminism (PHIL 215)

Planning, Public Policy and Management. Planning and the Changing Family (PPPM 438/538), Career Management for Women (PPPM 474/574)

Political Science. Women and Politics (PS 348), Feminist Theory (PS 483/583)

Romance Languages: French. Autobiographical Writings by Women (FR 435/535), Modern Women Writers (FR 639)

Romance Languages: Italian. Italian Women's Writing (ITAL 498/598)

Romance Languages: Spanish. Spanish Women Writers (SPAN 497/597, 498/598, 499/599)

Sociology. Introduction to the Sociology of Women (SOC 216), Sociology of the Family (SOC 423/523), Social Psychology of the Family (SOC 424/524), Issues in Family Sociology (SOC 425/525), Women and Work (SOC 449/549), Sociology of Women (SOC 455/555), Sex and Identity: Theoretical Perspectives (SOC 456/556), Sociology of Social Welfare (SOC 467/567)

Speech: Telecommunication and Film. Feminist Criticism (TCF 492/592), Film Directors and Genres: Women Filmmakers (TCF 495/595), Film Directors and Genres: Women and Melodrama (TCF 495/595)



PREPARATORY PROGRAMS AND SPECIAL STUDIES

PREPARATORY PROGRAMS

Students may begin preparation for the following professional or graduate programs at the University of Oregon. Some of the programs simply require a bachelor's degree for admission, while others require specific undergraduate courses. In all cases, the interested student should consult appropriate university advisers. The Office of Academic Advising and Student Services assists students in the selection of courses, the timing of graduate admission tests, and other aspects of the application process.

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

ENGINEERING, PREPARATORY

448 Willamette Hall
Telephone (503) 346-5211
Robert L. Zimmerman, Preengineering Director

Graduates with bachelor's degrees in engineering are in great demand to solve practical problems by applying physical science principles and mathematics. While it is sometimes difficult to define the difference in outlook between a career in one of the physical sciences, e.g., physics or chemistry, and a career in engineering, engineering solutions to problems are usually much more influenced by practical and economic considerations.

There are two academic phases in earning a bachelor's degree in an engineering field: (1) preengineering is the first two to three years of course work before admission to a professional engineering program, and (2) professional engineering is the last two years of course work at a school of engineering leading to a bachelor of arts or bachelor of science degree in engineering. Engineering graduates may become licensed professional engineers after four years of employment in their field of specialization and successful completion of state license examinations.

The University of Oregon offers a preengineering program for students wanting to complete their first two to three years of study at a liberal arts university before transferring to a school of engineering. Details are contained in the *Student Guide for Engineering Preparation at the University of Oregon including the 3/2 Program with Oregon State University*, available from the preengineering director.

High School Preparation. Students interested in an engineering career are urged to complete as much mathematics and science as possible in high school. If possible, four years of high school mathematics (including advanced algebra, trigonometry, and elementary functions) should be completed in order to begin calculus in the freshman year at the university. Science courses in physics and chemistry are strongly recommended.

PREENGINEERING REQUIREMENTS

The following requirements are designed for students planning to transfer into the Oregon State University (OSU) College of Engineering. Detailed requirements are specified in the OSU College of Engineering *Advising Guide*, available from the College of Engineering, Oregon State University, Corvallis OR 97331; telephone (503) 737-2833. While preengineering requirements at other engineering schools are similar, students should obtain advising guides from the schools of their choice.

Preengineering students should be aware that candidates at OSU must earn a minimum of 204 credits for a bachelor's degree in engineering. Therefore completion of the degree takes an average of almost five years.

The University of Oregon does not offer certain preenginering courses. However, Engineering Graphics (GE 115, 116), Statics (ENGR 211), Dynamics (ENGR 212), Strength of Materials (ENGR 213), and Electrical Fundamentals (ENGR 221, 222) are available from Lane Community College. Full-time UO preengineering students may take these courses at no additional charge. Prerequisites for ENGR 211 are Calculus (MATH 251) and General Physics with Calculus (PHYS 211), and ENGR 211, 212, 213 must be taken in sequence. Details of registration for these courses are available from the preengineering director.

The Department of Physics also offers a three-plus-two program. It allows a student to earn a bachelor's degree in physics from the University of Oregon and a bachelor's degree in engineering from Oregon State University by completing three years of study in Eugene followed by two years in Corvallis in the OSU College of Engineering. Interested students should consult the preengineering director.

All required preengineering courses must be completed with grades of C– or better for admission to the OSU College of Engineering. Those courses are marked with an asterisk (*) in the sample programs below.

Sample Program

The following sample program is for students prepared to begin calculus in their freshman year.

Freshman Year	*46 credits*
*Calculus I,II,III (MATH 251, 252, 253)	12
*General Physics with Calculus (PHYS 211, 212, 213)	12
*Introductory Physics Laboratory (PHYS 204, 205, 206)	6
College Composition I (WR 121)	3
*Introduction to Numerical Computation with FORTRAN (CIS 133)	4
Physical education[1]	3
Humanities and social science[2]	6

Sophomore Year	*46 credits*
*Introduction to Differential Equations (MATH 256)	4
*Several-Variable Calculus I,II (MATH 281, 282)	8
*General Chemistry (CH 221, 222, 223)	9
*General Chemistry Laboratory (CH 227, 228, 229)	9
*Foundations of Modern Physics (PHYS 251)[3]	4
Fundamentals of Public Speaking (RHCM 122)	3
Statics, Dynamics, Strength of Materials (ENGR 211, 212, 213)	12

Sample Program

The following sample program is for students not prepared to begin calculus in their freshman year.

Freshman Year	*45 credits*
*College Algebra, Elementary Functions (MATH 111, 112),[4] Calculus I (MATH 251)	12
*General Chemistry (CH 221, 222, 223)	9
*General Chemistry Laboratory (CH 227, 228, 229)	6
*College Composition I (WR 121)	3
Fundamentals of Public Speaking (RHCM 122)	3
Physical education: three activity courses[1]	3
Humanities and social science[2]	9

[1]An Oregon State University requirement.

[2]For graduation with a bachelor's degree, the College of Engineering requires 12 credits in humanities courses (art history, English literature, history, foreign language—second year or higher, motion pictures or cinematography, music history or theory, philosophy, religious studies) and 12 credits in social sciences (anthropology, economics, geography, political science, psychology, sociology). Students must complete one sequence (two courses in the same subject) in humanities and one sequence in social science.

In addition to WR 121 and RHCM 122 a third communication course is required.

Students should take advantage of the availability of Lane Community College courses in Statics (ENGR 211), Dynamics (ENGR 212), and Strength of Materials (ENGR 213). Because circumstances vary, students should consult the preengineering director regularly.

[3]PHYS 251 is not required in all engineering fields.

[4]Students not needing both of these courses should take Calculus I,II,III (MATH 251, 252, 253) as soon as possible. They should then proceed to the next level of required mathematics (MATH 256, 281, 282).

Sophomore Year *46 credits*

*Calculus II,III (MATH 252, 253), *Introduction to Differential Equations (MATH 256) 12

*General Physics with Calculus (PHYS 211, 212, 213) 12

*Introductory Physics Laboratory (PHYS 204, 205, 206) 6

*Introduction to Numerical Computation with FORTRAN (CIS 133) 4

Statistics, Dynamics, Strength of Materials (ENGR 211, 212, 213) 12

HEALTH SCIENCES, PREPARATORY

164 Oregon Hall
Telephone (503) 346-3211
Marliss G. Strange, Coordinator

The College of Arts and Sciences supervises the following preprofessional health science programs. Information on other health-allied programs is available from the coordinator. Because professional schools change admission requirements frequently, students need to consult regularly with UO advisers and with advisers in the professional programs they want to enter.

The Office of Academic Advising and Student Services has a prehealth sciences information area with catalogues, recent literature about the profession, and information and assistance on admission tests and procedures.

DENTAL HYGIENE, PREPARATORY

Hilda Yee Young, Head Adviser

The University of Oregon offers courses that satisfy admission requirements for the Oregon Health Sciences University (OHSU) Dental Hygiene Program in Portland.

Completion of a two-year program (90-credit minimum) is required prior to registration in the Dental Hygiene Program. The following courses satisfy basic requirements:

General chemistry (CH 211, 212, 213 or CH 221, 222, 223) with laboratories (CH 227, 228, 229)

Introductory Organic Chemistry (CH 331) with laboratory (CH 337)

General Biology I,II,III (BI 101, 102, 103) with laboratories (BI 111, 112, 113)

College Composition I (WR 121) and either WR 122 or 123

One course in nutrition

Fundamentals of Public Speaking (RHCM 122)

Arts and letters: two group-satisfying courses in addition to speech

Introduction to Cultural Anthropology (ANTH 106)

Mind and Brain (PSY 201), Mind and Society (PSY 202)

Introduction to Sociology (SOC 201)

Applications are available from the Office of the Registrar, Oregon Health Sciences University School of Dentistry, 611 SW Campus Drive, Portland OR 97201. Deadline for fall term applications is March 1.

Because entrance requirements for dental hygiene programs may vary, it is recommended that students write to the schools they are interested in for specific admission information. Completion of the preprofessional program does not guarantee admission to a dental hygiene program.

All courses required for admission must be taken for letter grades.

DENTISTRY, PREPARATORY

Marliss G. Strange, Coordinator and Acting Program Director

Predental Curriculum

The university offers a predental program that satisfies the requirements for admission to the Oregon Health Sciences University (OHSU) School of Dentistry in Portland and to many other accredited dental schools.

General Requirements. The OHSU School of Dentistry requires that predental students devote at least two years to their predental education, completing a minimum of 90 credits, of which 80—including all of the predental requirements—must be graded. In the computation of the overall grade point average (GPA), the OHSU School of Dentistry counts an N (no pass) as a failing grade in any course taken pass/no pass.

Students who plan to complete the requirements for a bachelor's degree at the OHSU School of Dentistry after earning 138 UO credits should satisfy all major and university requirements here that cannot be met with course work at the School of Dentistry. For general university requirements, see Bachelor's Degree Requirements in the **Registration and Academic Policies** section of this bulletin.

Although a bachelor's degree is not an admission requirement, the OHSU School of Dentistry and most other dental schools recommend that their students complete an undergraduate degree.

Science Requirements

The following courses are required at most dental schools in the United States:

Mathematics (MATH 111 and above), 12 credits

One-year general chemistry sequence with laboratories

Introductory Organic Chemistry (CH 331, 332), Organic Chemistry Laboratory (CH 337, 338) *or* Organic Chemistry (CH 334, 335, 336) and laboratories (CH 337, 338). Although the OHSU School of Dentistry accepts CH 331, 332, some dental schools require a full year of organic chemistry.

Genetics and Evolution, Molecular Biology, Cellular Biochemistry (BI 220, 221, 222) with laboratories (BI 225, 226, 227). Cellular Physiology (BI 223) with laboratory (BI 228) is recommended.

Alternatively, some predental students may take General Biology I,II,III (BI 101, 102, 103) with laboratories (BI 111, 112, 113). Although this meets minimum admission requirements, it is not recommended as the sole preparation either for dental school work or for the Dental Admission Testing Program. This set of courses is acceptable in the UO general science major program and prepares students for some upper-division work in biology. It does not, however, substitute for the BI 220–228 core courses required for the biology major. All other students should consult their advisers on the suitability of this alternative.

General Physics (PHYS 201, 202, 203 or PHYS 211, 212, 213) with laboratories (PHYS 204, 205, 206)

Admission

Predental students must realize that there is competition for admission to the OHSU School of Dentistry. The mean grade point average (GPA) of the entering class of 1990 was 3.20. If the GPA is below 3.00 there is less probability of acceptance. However, the Admissions Committee of the School of Dentistry makes special allowance for students who start off poorly but then improve substantially in their predental course work.

Aptitude tests given by the American Dental Association should be taken no later than fall term one year before seeking admission. Application to take this test must be made well in advance of the scheduled test date. A pamphlet describing the test, giving dates and places where it will be given, and providing application information is available in the Office of Academic Advising and Student Services, 164 Oregon Hall.

Three letters of recommendation are required by the OHSU School of Dentistry, one each from teachers of biology, chemistry, and physics. If the information is to be of any value to the admissions committee, it is important for predental students to have references from teachers who have actually worked with them. In large classes, a more useful reference may be obtained from a laboratory teaching assistant than from the lecturer, who may not deal personally with the student. The evaluation should be obtained immediately following the conclusion of a term's work. Evaluation forms are available from the UO Career Planning and Placement Service, 244 Hendricks Hall.

Recommended Electives. Dental schools recommend that predental students, in addition to completing the basic requirements already described, choose electives that broaden their cultural background and strengthen their scientific training. Courses in the following fields are suggested: developmental biology, microbiology, genetics, physical chemistry, mathematics, foreign language (completion of a second-year course), philosophy, public speaking, music and art appreciation, history, economics, sociology, literature, anthropology, and personnel management. Students should explore their own interests and obtain the best possible general cultural education. The guidance of predental advisers in course planning is indispensable, and their counsel should be sought regularly.

Dental Preceptorship. The university sponsors a dental preceptorship program that allows students to observe dental professionals at work. For more information inquire at the prehealth sciences information area in 164 Oregon Hall.

MEDICAL TECHNOLOGY, PREPARATORY

M. Charlene Larison, Head Adviser

The university offers course work that satisfies the requirements for admission to the Oregon Health Sciences University (OHSU) Medical Technology Program in Portland. One requirement, a course in immunology, is not offered at Oregon and must be taken at another university or college.

Two options are available. The first option consists of three years of work on the UO campus and one year at the OHSU and culminates in a bachelor of science (B.S.) in medical technology awarded by the OHSU. Students who choose the other option complete a bachelor's degree at the UO before entering a medical technology certification program.

Requirements

The first three years of undergraduate work (135 credits) must include:

Biology. 24 credits including one course in microbiology (bacteriology). Immunology is required either as part of microbiology or as a separate course. Genetics, physiology, and anatomy are recommended.

Chemistry. 24 credits, lecture and laboratory, including general inorganic chemistry, organic chemistry, or biochemistry. Quantitative analysis and physical chemistry are recommended.

Mathematics. One course in college-level mathematics. Courses in statistics, physics, and electronics are strongly recommended.

During the three years on the UO campus, the student must satisfy the science requirements for admission to the final year at the OHSU School of Medicine as well as that school's general degree requirements.

The following recommended courses satisfy the science requirements:

General chemistry (CH 211, 212, 213 or CH 221, 222, 223) with laboratories (CH 227, 228, 229) **or** CH 224, 225, 226 with laboratories (CH 237, 238, 239)

Introductory Organic Chemistry (CH 331, 332) with laboratories (CH 337, 338)

Biology, 24 credits, including Microbiology (Bl 330)

College Algebra, Elementary Functions (MATH 111, 112)

Course work in immunology must be completed at another institution.

In addition, the following courses are strongly recommended by the OHSU:

Instrumental Analysis (CH 429)

General Physics (PHYS 201, 202, 203) with laboratories (PH 204, 205, 206)

One full year of college-level mathematics, 12 credits. (Two terms of calculus, 8 credits, are required by some university major programs.)

Students planning to graduate from the University of Oregon prior to their year of training in medical technology must meet all general university requirements for students in the College of Arts and Sciences and all special requirements for their chosen major with the necessary number of upper-division credits.

Students who have completed their bachelor's degree may take their medical technology training at most schools or hospitals in the country that offer such a program; they are not limited to the OHSU.

Medical Technology Curriculum

The curriculum for the year-long program at the OHSU School of Medicine follows:

Fall Term	*18 credits*
Clinical Microbiology (MT 410)	2
Clinical Biochemistry (MT 415)	2
Hematology (MT 417)	2
Medical Laboratory Technique and Theory (MT 422)	10
Clinical Immunology and Serology (MT 420)	2

Winter Term	*18 credits*
Clinical Microbiology (MT 411)	2
Pathophysiology and Medical Terminology (MT 412)	2
Clinical Biochemistry (MT 416)	2
Hematology (MT 418)	2
Medical Laboratory Technique and Theory (MT 423)	10

Spring Term	*17 credits*
Introduction to Laboratory Management and Personnel Supervision (MT 413)	1
Pathophysiology and Medical Terminology (MT 414)	2
Immunohematology (MT 419)	2
Medical Laboratory Technique and Theory (MT 424)	10
Clinical Toxicology and Therapeutic Drug Monitoring (MT 426)	1
Laboratory Instrumentation and Maintenance (MT 428)	1

Admission

Completion of the required courses does not guarantee admission; primary consideration is given to well-qualified applicants who are residents of Oregon. Superior applicants from other states also receive serious consideration. Applicants are expected to submit, in support of their candidacy, three letters of recommendation, one each from faculty members in biology and chemistry and one from another academic or nonacademic source. An application for admission may be obtained from the Director of Admissions, Oregon Health Sciences University School of Medicine, 3181 S.W. Sam Jackson Park Road, Portland OR 97201. Applications are available during fall term and are accepted until December 1 for the following year's class.

MEDICINE, PREPARATORY

William R. Sistrom, Chair, Premedical Advisory Committee
Marliss G. Strange, Coordinator

The university offers a premedical program that satisfies the requirements for admission to the Oregon Health Sciences University (OHSU) School of Medicine in Portland as well as most other American medical schools. The program is supervised by the Premedical Advisory Committee, composed of faculty members at the UO, a physician, and the prehealth sciences coordinator.

The Office of Academic Advising and Student Services has a prehealth sciences information area with catalogues, recent literature about the profession, and information and assistance on admission tests and procedures.

The varying admission requirements of medical schools are listed in *Medical School Admission Requirements*. Order forms are available at the prehealth sciences information area in 164 Oregon Hall. Because most students apply to five or six medical schools besides the OHSU School of Medicine, they should consult this book during their junior year.

Minimum Requirements

The minimum requirements for admission to the OHSU School of Medicine and many other medical schools can be met with the following course work:

General chemistry (CH 211, 212, 213 or CH 221, 222, 223) with laboratories (CH 227, 228, 229) **or** CH 224, 225, 226 with laboratories (CH 237, 238, 239)

Organic chemistry (CH 331, 332) **or** CH 334, 335, 336 with laboratories. Although the OHSU School of Medicine accepts CH 331, 332, some medical schools require a full year of organic chemistry.

Three terms of biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. Premedical students may take Genetics and Evolution, Molecular Biology, Cellular Biochemistry, (Bl 220, 221, 222) with laboratories (Bl 225, 226, 227) to meet this requirement. Cellular Physiology (Bl 223) with laboratory (Bl 228) is recommended.

Alternatively, some students may take general biology (Bl 101, 102, 103) with laboratories (Bl 111, 112, 113). Although this meets minimum admission requirements, the Premedical Advisory Committee does not recommend it as the sole preparation either for medical school work or for the Medical College Admission Test (MCAT). This set of courses is acceptable in the general science major program and prepares students for some upper-division work in biology. It does not, however, substitute for the Bl 220–228 core courses required for the biology major. All other students should consult their advisers on the suitability of this alternative

College-level mathematics including an introductory course in calculus, 12 credits

General physics (PHYS 201, 202, 203 or PHYS 211, 212, 213) with laboratories (PHYS 204, 205, 206)

A minimum of 6 credits in psychology, satisfying either the social science or the science group requirements

Specific courses are recommendations only; in some instances alternative courses may be acceptable or preferred to meet major requirements. Transfer students and postbaccalaureate students may meet the minimum requirements in other ways; they should consult their advisers and *Medical School Admission Requirements*. More detailed information on curriculum, application procedures, and the medical profession is available at the prehealth sciences information area in 164 Oregon Hall.

Admission

Most medical schools give preference to students with bachelor's degrees in academic subjects; *premedicine is not an academic major.* Any major is acceptable to medical schools, and re-

cent research has demonstrated that there is no bias against the nonscience major in the selection process. Nor is there any significant difference between the science and the nonscience major in medical school performance or in eventual selection of residency. The specific requirements for various majors are found in this bulletin under department and program headings; see also the **General Science** section.

A few students are admitted to medical school at the end of their junior year on the assumption that credits earned in medical school may be transferred back to the undergraduate institution to satisfy bachelor's degree requirements in remaining upper-division science credits. Students planning to enter medical school at the end of their junior year should consult advisers regularly to ensure that general university and departmental major requirements are met. Those students must have completed 138 credits at the University of Oregon or have met the university residence requirement of 45 UO credits after completing 126 credits.

Beyond the satisfactory completion of minimum requirements, selection for admission is based on many factors including undergraduate grade point averages, MCAT scores, and letters of recommendation.

Currently, a 3.40 GPA is the national mean for accepted applicants, and it is unlikely that a candidate with a GPA below 3.00 would be accepted at most United States medical schools. Furthermore, courses taken to satisfy the science requirements must be taken for letter grades. The pass/no pass option should be used sparingly and only in nonscience courses.

Nearly all medical schools require applicants to take the MCAT, given in early spring and fall each year. Reservations for this examination *must* be made at least one month in advance of the scheduled date; reservation blanks are available in 164 Oregon Hall at the prehealth sciences information area, which also has a manual that describes the test and provides practice questions and suggestions for preparing for the test. Applicants are urged to take the test in the spring of the calendar year immediately preceding the year of admission to medical school and not later than the fall term one year before anticipated admission.

Three to five letters of recommendation from science faculty members are generally required and used in the selection process by medical schools. The importance of these letters cannot be overemphasized. The Oregon Health Sciences University School of Medicine prefers letters from science faculty members and from advisers who have known a student for several years. A letter of recommendation should be requested at the conclusion of a course while the student's performance is fresh in the instructor's mind. Advisers need to see students frequently to write accurate letters of recommendation.

The university sponsors an academic and service society, the Asklepiads. For more information, see the **Honors and Awards** section of this bulletin.

Osteopathic medical schools require basically the same minimum undergraduate program. A few schools request letters of recommendation from practicing osteopaths.

Chiropractic medical schools require most of the same courses, although for some the biology requirement includes anatomy and physiology.

NUCLEAR MEDICAL TECHNOLOGY, PREPARATORY

Nuclear medical technology is a paramedical specialty concerned with the use of radioactive materials for diagnostic and therapeutic purposes. The Veterans Administration Medical Center in Portland is affiliated with the Oregon Health Sciences University for purposes of providing training for this rapidly growing profession. To be admitted to the one-year (twelve-month) program, applicants must have completed a bachelor's degree with a major in biology, chemistry, or physics. General science majors are considered if they have completed prerequisite science courses. Certified medical technologists, radiologic technologists, and nurses with four-year degrees are also admissible.

The Office of Academic Advising and Student Services, in 164 Oregon Hall, has additional information.

NURSING, PREPARATORY

Hilda Yee Young, Head Adviser

The University of Oregon offers courses that satisfy admission requirements for the Oregon Health Sciences University (OHSU) School of Nursing bachelor's degree program in Portland and the Oregon Institute of Technology (OIT) Department of Nursing in Klamath Falls. The programs take a minimum of one year of preprofessional work and three years of professional training and lead to a bachelor of science (B.S.) in nursing.

A minimum of 45 credits are required in the prenursing program. The following courses must be completed as part of this 45-credit admission requirement:

General chemistry (CH 211, 212, 213 or CH 221, 222, 223) with laboratories (CH 227, 228, 229)

College Algebra (MATH 111)

One course in nutrition

The remainder of the 45-credit requirement should consist of courses that are part of the graduation requirements at the OHSU or OIT, including Introduction to Cultural Anthropology (ANTH 106), College Composition I (WR 121) and College Composition II or III (WR 122 or 123), Introduction to Sociology (SOC 201), Mind and Brain (PSY 201), Mind and Society (PSY 202), Development (PSY 375).

Students are urged to complete university group-satisfying courses in arts and letters, social science, and science. Some of the previously named courses (e.g., in chemistry, anthropology, and psychology) may also be applied to group requirements. See Groups Requirements in the **Registration and Academic Requirements** section of this bulletin.

Some variation in the program is possible, but students must consult with advisers; no variation is permitted in the chemistry, algebra, nutrition, and credit requirements. Students must maintain a 2.50 GPA during the prenursing program to be eligible for admission.

Interested students who have earned a bachelor's degree in a discipline other than nursing may want to investigate accelerated bachelor of science in nursing and master of science in nursing programs offered at Case Western Reserve, Creighton, St. Louis, and Yale universities.

Admission

Completion of the preprofessional program does not guarantee admission to the OHSU School of Nursing or other bachelor's degree programs in the state. No preference is given to Oregon residents.

Students must file applications for admission before February 15 of the year before anticipated matriculation; applications may be requested from the Office of the Registrar, Oregon Health Sciences University School of Nursing, 3181 S.W. Sam Jackson Park Road, Portland OR 97201.

Two years of preprofessional training lightens the academic load at the School of Nursing, but three years of professional training are still needed.

PHARMACY, PREPARATORY

James W. Long, Head Adviser

The University of Oregon offers a program that fulfills admission requirements to the Oregon State University (OSU) College of Pharmacy in Corvallis and to many other accredited pharmacy schools. Students considering other pharmacy schools should review *Pharmacy Schools Admission Requirements*, available in the Office of Academic Advising and Student Services, 164 Oregon Hall.

The prepharmacy curriculum for the OSU College of Pharmacy requires 90–96 credits, including:

General chemistry (CH 211, 212, 213 or CH 221, 222, 223) with laboratories (CH 227, 228, 229, or CH 224, 225, 226 with laboratories (CH 237, 238, 239)

Organic Chemistry (CH 334, 335, 336) with laboratories (CH 337, 338), 13 credits

General Biology I,II,III (BI 101, 102, 103) with laboratories (BI 111, 112, 113) ***or*** Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222), with laboratories (BI 225, 226, 227)

Bacteriology (BI 318)

Calculus I (MATH 251) or Calculus for Business and the Social Sciences I (MATH 241)

Introduction to Sociology (SOC 201)

Mind and Society (PSY 202)

Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202)

College Composition I (WR 121) and either College Compositon II or III (WR 122 or 123)

Fundamentals of Speech Communication (RHCM 121) or Fundamentals of Public Speaking (RHCM 122)

All required courses must be taken for letter grades whenever that option is available.

Prepharmacy students can pick up a list of OSU general education requirements in 164 Oregon Hall. Students may complete these requirements before admission to or while enrolled in the pharmacy program.

In addition to the required courses, students must submit scores from the Pharmacy Admission Test and letters of recommendation from the teaching faculty and from a pharmacist.

Applications are available from the Oregon State University College of Pharmacy, Corvallis OR 97331; telephone (503) 737-3725. Generally, the application deadline for the following fall term is late winter term.

REGISTERED NURSES, BACHELOR'S DEGREE FOR

The University of Oregon offers prerequisite nonnursing courses for registered nurses who seek admission to the bachelor's degree program at the Oregon Health Sciences University (OHSU) in Portland or the bachelor of nursing program at the Oregon Institute of Technology in Klamath Falls. These prerequisites and group requirements are the same as those outlined for the prenursing student.

For information about admission requirements and nursing courses at the OHSU, consult the assistant dean for undergraduate student affairs, Oregon Health Sciences University School of Nursing 3181 S.W. Sam Jackson Park Road, Portland OR 97201.

VETERINARY MEDICINE, PREPARATORY

M. Charlene Larison, Head Adviser

The University of Oregon offers course work that prepares students for admission to the Tri-State Program in Veterinary Medicine (offered jointly by Oregon State University, Washington State University, and the University of Idaho) and for most United States schools of veterinary medicine.

University of Oregon course work that meets the requirements for the tri-state program is listed below. For other schools' requirements consult the *Veterinary Medicine School Admission Requirements in the United States and Canada* available in the biology advising center, 73 Klamath Hall, or in the Office of Academic Advising and Student Services, 164 Oregon Hall.

Many veterinary schools request scores from the Veterinary College Admission Test or Graduate Record Examinations and veterinary medical exposure and animal experience. Requirements should be studied early so they may be fulfilled prior to admission.

Minimum Requirements

General chemistry (CH 211, 212, 213 or CH 221, 222, 223) with laboratories (CH 227, 228, 229) or CH 224, 225, 226 with laboratories (CH 227, 228, 229)

Introductory Organic Chemistry (CH 331, 332) with laboratories (CH 337, 338)

One upper-division biochemistry course. Cellular Biochemistry (BI 292) meets this requirement; see adviser for letter to accompany application

College Algebra, Elementary Functions (MATH 111, 112)

General Biology I,II,III (BI 101, 102, 103) and laboratories (BI 111, 112, 113) or Genetics and Evolution, Molecular Biology, Cellular Biochemistry, Cellular Physiology (BI 220, 221, 222, 223) with laboratories (BI 225, 226, 227, 228). BI 220, 221 satisfy the requirement for one semester or term of genetics; see adviser for letter to accompany application

General Physics (PHYS 201). Most veterinary schools require more than one course with laboratories

At present students must complete their bachelor's degree before being admitted to the tri-state program. Consult the preveterinary studies adviser about the possibility of transferring professional work to complete the bachelor's degree after earning 138 credits at the University of Oregon.

WICHE PROGRAMS IN THE HEALTH SCIENCES

The Western Interstate Commission for Higher Education (WICHE) Student Exchange Programs have been developed to help students in the western United States obtain access to fields of professional education that are not available at state institutions in their home states. Oregon's participation in WICHE enables qualified resident students to apply for assistance in the programs described below while attending participating institutions in any of the thirteen participating WICHE states.

Assistance under these programs enables a limited number of students to pay only the resident tuition and fees at state-supported institutions and reduced tuition and fees at independent institutions. Students must make application and obtain certification as Oregon residents prior to October 15 of the year preceding the academic year of anticipated enrollment. WICHE certification does not guarantee admission. Additional information and forms for application and certification may be obtained from the Certifying Officer, WICHE, PO Box 3175, Eugene OR 97403, or in 111 Susan Campbell Hall on the UO campus; telephone (503) 346-5722.

Additional information about the WICHE programs described below is available from the Office of Academic Advising and Student Services, 164 Oregon Hall, University of Oregon, Eugene OR 97403.

Occupational Therapy, Preparatory

Patricia M. Scott, Head Adviser

The university offers courses that satisfy the requirements for admission to United States schools of occupational therapy. Students may apply to transfer into bachelor's degree programs after two or three years of undergraduate study or enter master's degree programs after completing their bachelor's degrees. Because of variations in program requirements, students should consult advisers early and often.

Communication with the school proposed for transfer is also recommended. Bachelor's degree programs usually require undergraduate work in the biological or physical sciences or both, in English, psychology, and sociology. Most require at least three manual or recreational skills and course work in drawing and design, speech, music appreciation, and wood working. In addition, transfer students may have to meet specific general education requirements for that school.

Practicum experience is strongly recommended to help students clarify career goals and give them opportunities to consult with practitioners who have current information about the profession. Many schools consider the practicum an integral part of undergraduate preparation.

Practicum credit is arranged through the Office of Academic Advising and Student Services, 164 Oregon Hall.

Graduate programs leading to a certificate of proficiency or a master's degree require the same preparation as the transfer programs. Applicants to most graduate programs must submit scores from the Graduate Record Examinations (GRE) general test.

Both transfer and graduate programs require three letters of recommendation from undergraduate teachers, counselors, or employers.

The only occupational therapy program in Oregon is at Pacific University in Forest Grove. The program requires twenty-four months of study leading to a bachelor of science in occupational therapy, followed by six months of full-time professional field work.

Individual inquiries are welcomed by the American Occupational Therapy Association, 1383 Piccard Drive, PO Box 1725, Rockville MD 20850.

Optometry, Preparatory

Marliss G. Strange, Head Adviser

The university offers courses that satisfy admission requirements for sixteen United States schools and colleges of optometry. Although specific requirements vary, all schools emphasize mathematics, general physics, general chemistry, and biology. Some require additional courses in organic chemistry, psychology, social science, literature, philosophy, statistics, English, and foreign languages.

All applicants must take the Optometry Admission Test (OAT), usually given in fall and spring. Applicants must also submit letters of recommendation from science instructors.

Practicum opportunities are available to students who want experience observing optometrists at work.

Address inquiries to the American Optometric Association, 243 N. Lindbergh Blvd., St. Louis MO 63141.

Pacific University in Forest Grove, a private school; Southern California College of Optometry; and University of California, Berkeley, participate in the WICHE program.

Physical Therapy, Preparatory
Patricia M. Scott, Head Adviser

The university offers a prephysical therapy program that satisfies requirements for admission to most United States schools of physical therapy. Students may choose either to (1) obtain a bachelor's degree, simultaneously fulfilling requirements for entrance into a physical therapy certificate or master's degree program, or (2) transfer to a school of physical therapy after completion of physical therapy prerequisites at the University of Oregon. The latter entails transferring to a bachelor's degree program in physical therapy.

Requirements. Students planning to obtain a bachelor's degree at the University of Oregon should declare their majors relatively early so that physical therapy option requirements can be fulfilled within a chosen major. No specific major is required for most postbaccalaureate programs as long as certain course work is completed. However, because considerable physical science background is required for admission, students usually choose a compatible major.

Students planning to transfer after their sophomore year must fulfill virtually all of the physical therapy requirements within their lower-division work. They must also meet lower-division graduation requirements of the school to which they apply for admission.

Most schools require 12 credits each of general biology, general chemistry, and general physics and 6 credits each of human anatomy and human physiology (including laboratories in all science courses). In addition, many schools require course work in abnormal psychology, developmental psychology, and statistics. Letters of recommendation from faculty members may also be requested.

Practicum experience is strongly recommended in order to clarify career goals, as is consultation with a practitioner who has current information about the profession. Many schools consider the practicum an integral part of undergraduate preparation.

Practicum credit is arranged through the Office of Academic Advising and Student Services, 164 Oregon Hall.

Applying for Admission. Applications to physical therapy programs are made during fall term a year in advance of expected enrollment. Most application deadlines are in early winter; selections are made in March and April for the following fall. Application for WICHE certification must be completed by October 15 of the year preceding admission.

Most schools of physical therapy do not accept students with grade point averages below 3.00. Moreover, recent competition for admission has caused the mean grade point average for accepted students to rise above this level.

Currently, the only physical therapy program in Oregon is a master's degree program at Pacific University in Forest Grove. In addition to the subjects named earlier, this program requires one computer science course and 8 credits in organic chemistry.

For more information on physical therapy, students may write to the American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria VA 22314.

Podiatry, Preparatory
Marliss G. Strange, Head Adviser

The university offers courses that satisfy admission requirements for the seven accredited colleges of podiatric medicine in the United States. Information on specific requirements, on the Medical College Admission Test, and on careers in podiatry is available in the Office of Academic Advising and Student Services, 164 Oregon Hall. For more information, students may write to the American Podiatry Association, 20 Chevy Chase Circle NW, Washington DC 20015.

California College of Podiatric Medicine, in San Francisco, participates in the WICHE program.

LAW, PREPARATORY

164 Oregon Hall
Telephone (503) 346-3211
Jack W. Bennett, Head Adviser

In general, all major law schools require that applicants for admission have a bachelor's degree. They do not, however, require specific undergraduate majors or prescribe a specific prelegal curriculum. Law schools suggest that prospective students choose majors that provide education in broad cultural fields, which orient students to the general societal framework within which our legal system has developed.

Whatever the undergraduate major, prelaw students should place considerable emphasis on the development of skills in English composition and communication and on acquiring the ability to read with understanding, to think logically, and to perform research and analysis competently. Many law schools advise against a large concentration of courses in vocational training.

The University of Oregon School of Law recommends the following courses for student consideration. They are not required for admission, nor do they substitute for a broad, well-developed educational background.

College Composition I,II,III (WR 121, 122, 123), Advanced Composition (WR 423)

Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202), and Introduction to Economic Analysis: Applications to Current Issues (EC 203)

The United States (HIST 150, 151, 152)

Introduction to Financial Accounting I (ACTG 221), Introduction to Management Accounting (ACTG 260)

Critical Reasoning (PHIL 103), Social and Political Philosophy (PHIL 307, 308)

England (HIST 331, 332, 333)

Political Theory (PS 430, 431, 432)

Literature and additional expository writing courses

Courses in psychology and sociology are recommended

All accredited law schools in the United States require their applicants to submit scores from the Law School Admission Test (LSAT). The examination is given in October, December, February, and June. Registration forms are available in the prelaw advising area, 164 Oregon Hall; the School of Law admissions office; and the University Counseling Center's Testing Office, 238 Student Health Center (1590 East 13th Avenue) and must be mailed a month before the testing date. For those planning to attend law school immediately upon graduation, it is recommended that the examination be taken in the spring of the junior year or at the earliest possible date in the senior year. The test may be repeated, but most law schools average combined scores. The Center for Academic Learning Services (68 Prince Lucien Campbell Hall; telephone (503) 346-3226) offers moderately priced review courses each term.

Each law school has its own admission criteria. The primary predictors of admission are LSAT scores and grade point averages. Various subjective factors are also considered. Students should use the pass/no pass option with restraint. They should expect to provide letters of recommendation and statements of purpose

Additional information about prelegal study and law school admission is contained in the *Prelaw Handbook*, available at the Office of Academic Advising and Student Services, the School of Law admissions office, and campus bookstores. Students who want more information or assistance should inquire at the prelaw information area, 164 Oregon Hall, and consult the admissions director of the School of Law, University of Oregon.

Staff members in the Office of Academic Advising and Student Services supply the prelaw information area with catalogues, recent literature on the profession, and information and assistance on admission tests and procedures. Each fall and spring workshops are scheduled for students interested in preparing for law school.

LIBRARY SCIENCE, PREPARATORY

The best preparation for graduate training in library science is a liberal arts undergraduate education with a strong concentration in one or more majors. No specific major is required for admission, but many programs recommend competence in foreign languages and a foundation in computer science.

The state of Oregon participates in a WICHE contract with six western graduate programs: the universities of Arizona; Hawaii, Manoa; Washington; California, Berkeley; and California, Los Angeles; and San Jose State University. See the WICHE Programs in the **Health Sciences, Preparatory** section of this bulletin for the procedure on WICHE certification.

The Office of Academic Advising and Student Services, 164 Oregon Hall, has catalogue information on the WICHE schools.

MASTER OF BUSINESS ADMINISTRATION, PREPARATORY

164 Oregon Hall
Telephone (503) 346-3211
Jack W. Bennett, Head Adviser

The master of business administration program trains graduates for high-level management positions. Two models of preparation currently exist. The first model is to complete an undergraduate major in the College of Business Administration and then enter a master's degree program. Some schools permit transfer credit earned in undergraduate course work to count toward the graduate degree; many of the more competitive programs, however, require two years of residency and allow no transfer credit.

The second model is to complete an undergraduate major and degree outside the College of Business Administration before entering an M.B.A. program. Many schools look for diversity of background in their applicants, and a broad liberal arts education is considered an excellent foundation. Students should develop analytic skills through course work in calculus, computer programming, and economics, and communication skills through course work in business English, scientific and technical writing, advanced expository writing, and speech. Studies in the behavioral sciences are particularly suitable for future managers.

For most graduate schools of business, significant work experience and achievement are important considerations in evaluating an application for admission. Certain types of experience may reflect motivation, exposure to practical problems, and the ability to apply these to a business school education. In evaluating work experience, one of the qualities business schools look for is leadership potential. An individual's response and reaction to a job experience and the personal growth that may result are considered more closely than the actual status of a job. Business schools are also interested in a student's extracurricular activities, internships, and part-time, summer, or volunteer work.

The Office of Academic Advising and Student Services has a pre-M.B.A. information area with catalogues, recent literature on the profession, and information and assistance on admission tests and procedures. Informational workshops for students interested in the M.B.A. are scheduled each fall and spring term in 164 Oregon Hall.

See the **Graduate School of Management** section of this bulletin for information on the University of Oregon M.B.A. degree programs.

SOCIAL WORK, PREPARATORY

164 Oregon Hall
Telephone (503) 346-3211
Nancy Miller, Head Adviser

Graduate programs in social work usually require a bachelor's degree but do not specify a major or particular course work for admission. The best preparation begins with broad exposure to the social and behavioral sciences and an understanding of the behavior of individuals, groups, and social institutions. University students recently admitted to training in social work have found majors in anthropology, human services, political science, psychology, and sociology especially appropriate in providing the foundation for graduate study in social work.

Courses in foreign languages, oral and written communication, management, ethnic studies, and computer science are also valuable. Professional social workers not only provide direct services to clients but also become administrators, supervisors, and consultants.

Practical experience in service-related activities or employment can be important in helping the prospective social worker understand the opportunities, dimensions, and responsibilities of the profession.

The Office of Academic Advising and Student Services, 164 Oregon Hall, houses a catalogue library of programs in the western United States. The application process generally begins very early in the senior year or even before.

TEACHER EDUCATION, PREPARATORY

164 Oregon Hall
Telephone (503) 346-3211
Nancy Miller, Head Adviser

The University of Oregon offers courses that prepare students for fifth-year teacher education programs. These programs are available at Eastern Oregon State College, Oregon State University, Portland State University, Southern Oregon State College, and selected private colleges throughout the state. A four-year undergraduate degree in education is offered at Western Oregon State College.

Students interested in teaching at the secondary level should complete a bachelor's degree in the subject area in which they plan to teach (e.g., students wanting to teach mathematics should major in mathematics). Students interested in elementary school teaching should complete a bachelor's degree with a major in the College of Arts and Sciences. All students should contact the school at which they plan to complete their fifth-year program for specific suggestions about appropriate course work and other admission requirements.

SPECIAL STUDIES

Most of the university curriculum is described under departments and programs within sponsoring colleges or schools. Additional courses are available in the areas listed below.

ACADEMIC LEARNING SERVICES

ACADEMIC LEARNING SERVICES COURSES (ALS)

101 Introduction to University Study (3) Emphasizes the critical reading, writing, and research skills necessary for effective study methods. New study techniques are applied to this and other courses.

102 College Reading Skills (3) Practice in analysis, synthesis, and evaluation of a variety of sources relating to a contemporary issue. Emphasis on writing abstracts, reviews, and critiques that demonstrate critical reading ability. Prereq: instructor's consent.

199 Special Studies: [Term Subject] (1–3R) R twice for maximum of 4 credits.

399 Special Studies: [Term Subject] (1–4R)

408/508 Workshop: [Term Subject] (1–4R)

409 Supervised Tutoring: [Term Subject] (1–4R) R for maximum of 6 credits.

608 Workshop: [Term Subject] (1–4R)

609 Supervised Tutoring: [Term Subject] (1–4R) R for maximum of 6 credits.

A maximum of 12 credits in ALS courses may be counted toward the total credits required for a bachelor's degree.

For more information, write or call: David Hubin, Director, Center for Academic Learning Services, 68 Prince Lucien Campbell Hall; telephone (503) 346-3226.

AIR FORCE ROTC

Students interested in obtaining an officer's commission in the U.S. Air Force upon graduation may join the Air Force Reserve Officers Training Corps (ROTC) unit at Oregon State University (OSU). Undergraduate credits may be earned at OSU without payment of additional tuition and transferred to the University of Oregon as electives. See the statement on Concurrent Enrollment in the **Registration and Academic Policies** section of this bulletin. For more information, write or call Air Force ROTC, 308 McAlexander Fieldhouse, Oregon State University, Corvallis OR 97331; telephone (503) 737-3291

APPLIED INFORMATION MANAGEMENT PROGRAM

Continuation Center
333 Oregon Hall
University of Oregon
Eugene OR 97403
Telephone (503) 346-4231
In Oregon 1 (800) 524-2404
Linda F. Ettinger, Academic Director

Academic Advisory Board
Linda F. Ettinger, art education
Paul S. Holbo, history
Carl J. Hosticka, planning, public policy and management
Curt Lind, Continuation Center
Philip K. Piele, educational policy and management
Gerardo R. Ungson, management

The interdisciplinary master's degree program in applied information management (AIM) was designed in response to rapid developments in information technologies and the resulting impact on organizations. Developed in association with other institutions and area industries, the course of study leads to a master of science (M.S.) degree in the Interdisciplinary Studies: Individualized Program (IS:IP) with a focus on applied information management. Most courses are scheduled during the evening once a week in the University of Oregon Portland Center in downtown Portland.

The degree is specifically designed to serve midcareer professionals working in high-technology organizations and now includes a broad student population. The AIM program is based on the belief that information managers must have more than an understanding of new technologies. They must combine knowledge in management, business, and visual communications with an awareness of high technology and a global context in order to meet the challenges of the future. The AIM program offers an innovative graduate study alternative in management education to the traditional master of business administration (M.B.A.) and to the M.S. in computer science or data processing.

Students are active participants in the design and implementation of the AIM program and are regularly consulted regarding appropriate curriculum content. Their ideas are solicited for the design of workshops. Students are expected to participate in the flow of classroom interaction. In these ways the program promotes sharing of professional knowledge and experience.

Nondegree certificates of completion are offered to individuals interested in specific areas of content but not seeking the master of science degree. Certificate students participate in the same classes as master's degree students.

Curriculum

To obtain a master of science degree in interdisciplinary studies: individualized program: applied information management, students must complete a 60-credit program consisting of four components: information management (16 credits), business management (16 credits), information design (16 credits), and research (12 credits). A list of required courses is available from the Continuation Center program coordinator.

The master's degree admission process is aimed at selecting students with demonstrated potential to become responsible, effective managers. No specific undergraduate major is required. Factors considered for admission include professional experience, letters of recommendation, a letter of purpose, test scores from either the Graduate Record Examinations (GRE) or the Graduate Management Admission Test (GMAT), and undergraduate grade point average (GPA). Admission to certificate programs does not require a bachelor's degree.

For more information and to request application materials write or call Liv Elsa Jenssen, AIM program coordinator at the UO Continuation Center.

ARMY ROTC

See **Military Science**

LABOR EDUCATION AND RESEARCH CENTER

1675 Agate Street
Telephone (503) 346-5054
Margaret J. Hallock, Director

FACULTY

William Fritz, instructor. (1985)

James J. Gallagher, associate professor. B.A., 1961, California, Berkeley. (1978)

Margaret J. Hallock, professor. B.A., 1969, Southern California; M.A., 1971, Ph.D., 1974, Claremont. (1988)

Steven Hecker, associate professor; coordinator, Occupational Safety and Health Project. B.A., 1972, Yale; M.S.P.H., 1981, Washington (Seattle). (1980)

Marcus Widenor, senior instructor. B.A., 1974, Antioch; M.A., 1976, Massachusetts. (1983)

Emeritus

Emory F. Via, professor emeritus. B.A., 1946, Emory; M.A., 1956, Ph.D., 1964, Chicago. (1978)

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

The Labor Education and Research Center (LERC) was established at the University of Oregon in 1977 by the Oregon Legislative Assembly on the recommendation of the State Board of Higher Education. LERC was founded to serve the educational and research needs of Oregon workers and their organizations.

LERC serves as a liaison between members of Oregon's labor community and the state system of higher education. Research and educational programs provide a catalyst for interaction among labor leaders, public officials, arbitrators, labor relations specialists, and members of the academic community.

LERC produces educational programs including seminars, conferences, and short courses on campus and throughout the state. It offers training and education to unionists in grievance handling, arbitration, collective bargaining, health and safety, and issues of concern in today's complex and rapidly changing economy. LERC also cooperates with national, regional, and state labor organizations to provide intensive training and educational opportunities for union members, officers, and staff members in one-week residential programs.

The broader labor relations community of arbitrators, mediators, and labor relations professionals is served through LERC's conferences and programs on public- and private-sector labor law, worker participation, and labor-management cooperation.

LERC faculty members are engaged in research on current and emerging issues in labor relations and working life. Areas of research include the global economy and the effects of technological change on work, the changing environment and structure of collective bargaining, dispute resolution, work and family issues, and issues concerning the changing work force. LERC publishes a regular monograph series and occasional working papers.

An ongoing work-place health and safety program produces research, publications, and programs on occupational health and safety, work practices, hazard identification and training, and new technology.

LERC is advised by a committee of representatives from state and national labor organizations.

LERC in Portland. In 1987 a LERC office was opened in the University of Oregon Portland Center, which is described in the **Campus and Community Resources** section of this bulletin. It provides increased service to the metropolitan area with both general and specialized programs. A Portland-area committee of labor leaders provides consultation about program offerings. The University of Oregon Portland Center is located at 722 SW Second Avenue in Portland; telephone (503) 725-3295.

LERC is a member of the University and College Labor Education Association and the Pacific Northwest Labor History Association.

Most of the center's courses are offered without credit. However, workers participating in LERC programs can arrange for academic credit when certain conditions are met.

Full-time students at the university may be eligible for one or more of the courses available directly through the center. These courses are limited to students who have made acceptable arrangements for study with individual center faculty members; they are subject to the approval of the director. The center's faculty members work with a student to determine how a LERC course fits into his or her academic program. LERC faculty members are available to students for consultation related to the center's interest areas.

Address inquiries to the Labor Education and Research Center, 1675 Agate Street, University of Oregon, Eugene OR 97403.

LABOR EDUCATION AND RESEARCH CENTER COURSES (LERC)

401 Research (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Supervised Field Study (1–21R) Supervised activity related to areas such as labor

education, local union administration, and job safety and health.

407/507 Seminar: [Term Subject] (1–5R) Only a few seminars can be offered each year; recent topics are Arbitration, Contemporary Labor Problems, Occupational Safety and Health Issues, Protective Labor Legislation, The Role of Unions in the U.S., Selected Issues in Public Employment Relations, Unions and Politics, and Workers' Compensation.

408/508 Workshop: [Term Subject] (1–21R)

410/510 Experimental Course: [Term Subject] (1–5R) Topics include Bargaining Simulations, Techniques of Labor Education, and Unions and Technology.

601 Research (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Supervised Field Studies (1–16R)

608 Workshop: [Term Subject] (1–16R)

LIBRARY

113 Knight Library
Telephone (503) 346-3056
George W. Shipman, University Librarian

For information on University of Oregon Library services and faculty, see the **Library** section of this bulletin under **Campus and Community Resources**.

LIBRARY COURSES (LIB)

101 Introduction to the Library (1) Introduction to using the fundamental resources of a library: its catalogues, periodical indexes, subject encyclopedias, and special collections. *Students may not receive credit for both LIB 101 and 127.*

127 Use of the Library (3) Initial training in effective use of library materials such as catalogues and subject headings, indexes, abstracts, encyclopedias, dictionaries, and bibliographies.

199 Special Studies: [Term Subject] (1–3R) Introduction to general library resources and to subject-related library resources. **R** when topic changes.

230 Business and Economics Research Sources (3) Introduction to the library's business and economics materials including company information and investment analysis. Development of financial research techniques.

240 Legal Research (3) Attempts to provide a basic understanding of the legal system and process. Introduction to legal research tools and use of the Kenneth Lucas Fenton Memorial Law Library.

405 Reading and Conference: [Term Subject] (1–21R)

407/507 Seminar: [Term Subject] (1–5R) Library resources and bibliography.

410/510 Experimental Course: [Term Subject] (1–5R)

441/541 History of the Book (3) Development of the book from earliest times to the present: alphabet and scripts, manuscript books, printing, production and distribution, relation to social conditions.

605 Reading and Conference: [Term Subject] (1–16R)

MILITARY SCIENCE

1679 Agate Street
Telephone (503) 346-3102
James F. Hinton, Department Head

COURTESY FACULTY

Thomas A. Burgess, courtesy assistant professor; major, National Guard. B.S., 1969, Eastern Oregon State. (1990)

Robert P. Hartnett, courtesy assistant professor; major, U.S. Army. M.B.A., 1989, Chapman College. (1989)

James F. Hinton, courtesy professor; lieutenant colonel, U.S. Army. M.A., 1980, Central Michigan. (1989)

William L. Page, courtesy assistant professor; captain, U.S. Army, B.A., 1976, California Baptist. (1991)

Pamela R. Venning, courtesy assistant professor; captain, U.S. Army. B.A., 1972, Midland Lutheran. (1988)

Special Staff

Blaine E. Inman, primary drill instructor; master sergeant, U.S. Army. (1988)

Phillip J. Kiniery, Jr., detachment sergeant major; master sergeant, U.S. Army. (1990)

Gregory S. Stephens, administration chief, sergeant first class, U.S. Army. (1986)

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

The Department of Military Science is organized as a regular instructional division of the university. The department offers four years of military science courses divided between lower and upper division. These courses are elective and are open to all admitted students at the university.

Curriculum

The curriculum is an interdisciplinary course of study designed to meet the following objectives:

1. Provide a general knowledge of the historical development of the United States Army and its role in support of national objectives
2. Provide a working knowledge of the general structure of the army and how the various components operate as a team
3. Develop an understanding of professional ethics
4. Improve communication skills
5. Develop practical leadership skills

Lower Division. Lower-division (100- and 200-level) courses are usually 1 credit each. They provide a basic framework for later courses and emphasize basic military terms, leadership, organization, and equipment.

Upper Division. Upper-division (300- and 400-level) courses are usually 3 credits each. They provide advanced leadership, tactics, and ethics education. A minimum of one written project is completed each term.

Extracurricular Activities

The department supports the activities of cadet organizations such as drill team, rifle team, and—for those interested in outdoor activities and individual skills—marauder (ranger) training. Participation in such activities does not carry university credit.

MILITARY SCIENCE COURSES (MIL)

121, 122, 123 Military Science I (1,1,1) Introduction to the military, land navigation, fundamentals of leadership, first aid.

199 Special Studies: [Term Subject] (1–3R)

221, 222, 223 Military Science II (1,1,1) Role of the Army, introduction to military structure and organization, small-unit leadership and tactics.

321, 322, 323 Military Science III (3,3,3) Applied leadership experience, applied small-unit tactics and military communications, advanced land navigation.

405 Reading and Conference: [Term Subject] (1–3R)

410 Experimental Course: [Term Subject] (1–3R)

411, 412, 413 Military Science IV (3,3,3) Staff and command functions in the military; leadership, professional ethics; military justice.

The U. S. Army supports Reserve Officers Training Corps (ROTC) programs at colleges and universities throughout the country. Students who take military science courses may also participate, by contractual arrangement with the Department of the Army, in the process that leads to a commission as a second lieutenant in the U.S. Army. During the period of enrollment in the advanced phase of training leading to a commission, each cadet must take, in addition to military science courses, a course in each of the following subjects: military history, written communication, mathematical reasoning, human behavior, and computer literacy. These courses may count toward group requirements for a bachelor's degree.

The army sponsors three- and four-year scholarships. These are awarded by the army on a competitive basis to students who seek a commission. Those interested in pursuing a commission or scholarship or both should write or call Lt. Col. James F. Hinton, 1679 Agate Street, Eugene OR 97403; telephone (503) 346-3102.

OVERSEAS STUDY

Office of International Services
330 Oregon Hall
Telephone (503) 346-3206
Thomas Mills, Director

The Office of International Services, which reports to the Office of International Affairs, 221 Johnson Hall, is reponsible for University of Oregon overseas study programs. Each course prefix below is unique to a single overseas study program; the X88 numbers signify overseas study courses. As in other UO courses, course level is indicated by the first digit in the course number:

1=freshman
2=sophomore
3=junior
4=senior
6=graduate

Participating students register in courses with the prefixes, numbers, titles, and credit ranges shown below. After UO course equivalents are determined, the generic overseas-study information is replaced with appropriate course-level designations, titles, and credits. For example, a junior-level 5-credit course in the history of 19th-century Australia that was taken at La Trobe University appears on the student's permanent UO academic record as **OLAT 388 HIST: Australia in the 19th Century 5 [credits].**

NICSA is the Northwest Interinstitutional Council on Study Abroad; CIEE is the Council on International Educational Exchange.

OVERSEAS STUDY COURSES

Australia

OCUR 188, 288, 388, 488, 688 Overseas Studies: Curtin University (1–12R)

OLAT 188, 288, 388, 488, 688 Overseas Studies: La Trobe University (1–12R)

China

OBEI 188, 288, 388, 488, 688 Overseas Studies: Beijing College of Economics (1–12R)

OFUZ 188, 288, 388, 488, 688 Overseas Studies: Fuzhou Teachers University (1–12R)

Denmark

ODIS 188, 288, 388, 488, 688 Overseas Studies: Copenhagen, Denmark's International Study Program (1–12R)

Ecuador

OQUI 188, 288, 388, 488, 688 Overseas Studies: Quito, Catholic University of Ecuador (1–12R)

England

OLON 188, 288, 388, 488 Overseas Studies: London, NICSA Program (1–12R)

OUEA 188, 288, 388, 488, 688 Overseas Studies: Norwich, University of East Anglia (1–12R)

OULV 188, 288, 388, 488, 688 Overseas Studies: Liverpool, University of Liverpool (1–12R)

France

OAVI 188, 288, 388, 488 Overseas Studies: Avignon, NICSA Program (1–12R)

OLYO 188, 288, 388, 488, 688 Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) (1–12R)

OPOI 188, 288, 388, 488, 688 Overseas Studies: Poitiers, University of Poitiers Universities in Lyon (1–12R)

Germany

OBWU 188, 288, 388, 488, 688 Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg (1–12R)

OCOL 188, 288, 388, 488 Overseas Studies: Cologne, NICSA Program (1–12R)

OSIP 188, 288, 388, 488 Overseas Studies: Baden-Württemberg, Spring Intensive Program (1–12R)

Hungary

OJAU 188, 288, 388, 488, 688 Overseas Studies: Szeged, Jozseph Attila University (1–12R)

Israel

OHUJ 188, 288, 388, 488, 688 Overseas Studies: Jerusalem, Hebrew University of Jerusalem (1–12R)

Italy

OPER 188, 288, 388, 488, 688 Overseas Studies: Perugia, Italian University for Foreigners (1–12R)

OROM 188, 288, 388, 488, 688 Overseas Studies: Rome, Summer Architecture Studio (1–12R)

OSIE 188, 288, 388, 488 Overseas Studies: Siena, NICSA Program (1–12R)

Japan

OAGU 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Aoyama Gakuin University (1–12R)

OJSB 188, 288, 388, 488, 688 Overseas Studies: Tokyo, CIEE Summer Japan Business and Society Program (1–12R)

OMEI 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Meiji University (1–12R)

OWAS 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Waseda University (1–12R)

Korea

OYON 188, 288, 388, 488, 688 Overseas Studies: Seoul, Yonsei University (1–12R)

Mexico

OQUE 188, 288, 388, 488 Overseas Studies: Queretaro, Summer Study in Mexico (1–12R)

The Netherlands

ONIJ 188, 288, 388, 488, 688 Overseas Studies: Breukelen, Netherlands School of Business (Nijenrode) (1–12R)

Norway

OBER 188, 288, 388, 488, 688 Overseas Studies: Bergen, University of Bergen (1–12R)

Scotland

OUAB 188, 288, 388, 488, 688 Overseas Studies: Aberdeen, University of Aberdeen (1–12R)

Soviet Union

OACT 188, 288, 388, 488, 688 Overseas Studies: American Council of Teachers of Russian (1–12R)

OLEN 188, 288, 388, 488, 688 Overseas Studies: Leningrad, CIEE Program (1–12R)

Spain

OSEV 188, 288, 388, 488, 688 Overseas Studies: Seville, Study in Spain (1–12R)

Sweden

OLNK 188, 288, 388, 488, 688 Overseas Studies: Linköping, University of Linköping (1–12R)

For more information, write or call Paul Primak, Assistant Director, Overseas Study, Office of International Services, 330 Oregon Hall, University of Oregon, Eugene OR 97403; telephone (503) 346-3207.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

105 Lawrence Hall
Telephone (503) 346-3631
Jerry V. Finrow, Dean

The School of Architecture and Allied Arts offers opportunities for study in the history, theory, teaching, and practice of the arts as well as professional education in architecture, interior architecture, landscape architecture, and urban planning and public policy. Approximately 9 percent of the students on the Eugene campus are enrolled in the school's architecture; art education; art history; fine and applied arts; landscape architecture; and planning, public policy and management departments and in the graduate Historic Preservation Program.

A special aspect of the school is the extensive involvement of students in studio settings in the arts and in environmental design. This opportunity promotes the direct exploration of ideas and development of speculative thinking through visual means. The school also has a long tradition of expecting high-level student initiative and responsibility in seeking a significant university education.

Admission, major requirements, and course offerings are described in detail in the departmental sections that follow. Freshmen and transfer students must meet University of Oregon requirements for admission to the School of Architecture and Allied Arts. All previous work being submitted for transfer credit must be approved by the major department.

Students are assisted in developing their programs of study by advisers from the department to which they have been admitted.

Many courses are open to nonmajors, especially in fine and applied arts and in art history. Arts and sciences premajors interested in exploring programs in the school should seek advice from the dean's office on integrated general studies programs. Availability of some courses varies with student demand. Nonmajors should consult the *UO Schedule of Classes* issued each term and inquire at the offices of departments offering the courses in which they want to enroll.

All departments offer studies leading to graduate degrees. Specific information about these programs is found under departmental headings and in the **Graduate School** section of this bulletin.

FACILITIES

The School of Architecture and Allied Arts is housed principally in Lawrence Hall. Facilities include a branch of the University of Oregon Library, administrative and departmental offices, and most of the faculty offices and studio spaces. The north site, located north of the Millrace, is an eight-building complex containing faculty offices, advanced studios in the arts, and environmental design research laboratories and workshops. Planning, public policy and management is located in Hendricks Hall.

For studio courses, the school provides desks, easels, and other major equipment not normally available to individuals. Students supply their own instruments and course materials. Student work may become the property of the school unless other arrangements are approved by the instructor.

RESEARCH AND CREATIVE WORK

The diversity of programs in the school leads to a similarly wide range of scholarly activity and creative endeavor on the part of its faculty. Those teaching in the environmental design and planning fields are encouraged to be active in professional practices, to engage in design competitions, and to develop theoretical studies. Faculty members in the arts participate in invited gallery shows and exhibitions at the regional and national levels. Scholarly work in art history, art education, planning, and public affairs has produced significant publications and enhanced human understanding in those fields. Research and creative work bring together people in different disciplines of the school. They also provide linkages with scholars elsewhere at the university and in the local community.

The following topics illustrate the breadth of research currently engaged in by faculty members:

Analysis of aesthetic perception of forest landscapes by recreational groups and related forest-management needs and requirements

The application of ethnographic methods in art education research

Climate-responsive and energy-conscious design principles, passive heating and cooling, daylighting, solar and wind energy research

Community economic development and diversification studies

The development and significance of community-based arts programs

Development of geographic information-system software with land use planning, computer-modeling capabilities

The evolution of Mayan architecture and urbanization

Housing design and construction methods for high-quality, affordable housing

Investigations of federal, state, and local cultural policies in art

Italian-velvet weaving traditions and applications for computer-driven contemporary looms

Japanese folk architecture and its lessons for contemporary design

Microcomputer programs for teaching art and design

Nomadic art traditions of the Scytho-Siberians

Planning and policy formation for rural communities faced with declining resources and community change

Production of large-format papers to create architecturally scaled forms and prints

Role of patronage in the Spanish *Renaixenca* (Renaissance)

Rural and cultural landscape preservation

Settlement patterns of Oregon's Willamette Valley

Studies in Chinese art history

Studies in garden theory

Studies in visual continuity, motion graphics, and sequential imagery in film

Studies of the development of Constructivist painting and sculpture in Europe in the 1920s

Theoretical principles of spatial composition and ordering in architecture

User-assisted design methodologies and processes including pattern languages

Visual inquiry as a basic mode of human understanding

Office of Research and Development

125 Lawrence Hall
Telephone (503) 346-3697
Karen J. Johnson, Director

The Office of Research and Development provides coordination for research and creative work in the School of Architecture and Allied Arts. It also serves as a center for external relations, publicity, and fund-raising for school programs and activities, and it provides centralized word processing for faculty publications and research. The Office of Research and Development assists in identifying funding sources and writing grant proposals, and it provides administrative support for grants received. A bulletin of grant opportunities is published twice a year. In addition, the office maintains correspondence with alumni, and it publishes the School of Architecture and Allied Arts *Review* newsletter twice a year.

Center for Environmental Design, Planning, and Visual Arts Research

Karen J. Johnson, Director

The center represents the concerns of all six departments housed in the school and helps coordinate the exploration of important issues in environmental design, the arts, and planning and public policy. In collaboration with the Office of Research and Development, the center supports the formation of faculty and student groups wanting to work in particular

topic areas, including interdisciplinary and interinstitutional projects, and it sometimes helps find grants for such work.

The center is a member of the Architectural Research Centers Consortium (ARCC), which was organized by United States architectural and planning schools to arrange contracts for research by member schools and to furnish research and advisory services to governmental agencies and others. ARCC is, in turn, a member of the National Institute of Building Sciences and the International Council for Building Research Studies and Documentation. The center is thus able to participate regionally in research and related activities while obtaining up-to-date research and technological information from a broader community.

Regional Daylighting Center. The Daylighting Network of North America has designated the University of Oregon one of fifteen centers for daylighting research because of significant research by its faculty in the areas of energy-conscious design and analysis.

Energy Studies in Buildings Laboratory. This research facility is equipped with a boundary-layer wind tunnel, a mirrored-box artificial sky that simulates an overcast sky, and computers. Activities of the laboratory include development of computer software design tools for energy analysis and design of buildings and research on the behavior of light wells and atria as daylighting devices in building design. The laboratory is available for professionals to use.

Computer Graphics Studies

Various departments in the school offer course work in the emerging area of computer graphics, focusing on the capability of the computer to enhance our understanding of communication through the formation and manipulation of graphic symbols as well as on studies of the simultaneous display and representation of complex information. The architecture, art education, fine and applied arts, and landscape architecture departments have been especially active in developing a schoolwide computer-graphics program. The Computer Graphics Laboratory is located in 281 Lawrence Hall. Related instructional and research laboratories are housed in Pacific Hall and the north-site complex.

ARCHITECTURE AND ALLIED ARTS COURSES (AAA)

Schoolwide AAA courses are common to all the disciplines of the school and are taught by qualified faculty members from any of the school's departments. They are described only in this section of the bulletin.

180 Introduction to Visual Inquiry I (3) Studio seminar increases awareness of the meaning and value of visual experience. Basic visualization processes; giving form to ideas and perceptions; reflecting on their meaning.

181 Introduction to Visual Inquiry II (3) Exploration of drawing and thinking skills as applied to a number of subject areas. Study of graphic systems used by artists and designers.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R)

408/508 Workshop: [Term Subject] (1–21R)

410/510 Experimental Course: [Term Subject] (1–5R)

440/540 Criticism in Art and Design (3) Presents theories, principles, and methods of art criticism. Faculty members from art history, fine and applied arts, architecture, and art education analyze issues of criticism from various disciplinary perspectives.

ARCHITECTURE

210 Lawrence Hall
Telephone (503) 346-3656
Michael D. Utsey, Department Head

FACULTY

G. Z. Brown, professor (design, environmental control systems, effect of energy and material conservation on architectural form). B.A., 1964, M.A., 1966, Michigan State; M.B.A., 1971, Akron; M.Arch, 1974, Yale; reg. architect, Oregon. (1977)

Virginia Cartwright, associate professor (design, environmental control systems, architectural daylighting). A.B., 1975, California, Berkeley; M.Arch., 1981, Oregon. (1986)

Donald B. Corner, associate professor (design, construction systems, housing production). B.A., 1970, Dartmouth; M.Arch., 1974, California, Berkeley; reg. architect, Massachusetts. (1979)

Howard Davis, associate professor (design, housing, vernacular architecture and urban districts). B.S., 1968, Cooper Union; M.S., 1970, Northwestern; M.Arch., 1974, California, Berkeley. (1986)

Gunilla K. Finrow, associate professor (design, materials and detailing for the proximate environment, Scandinavian architecture); director, interior architecture. Dipl. Arch., 1963, Swiss Federal Institute of Technology; M.Arch., 1967, California, Berkeley; reg. architect, Oregon; NCIDQ certification, F.I.D.E.C. membership. (1970)

Jerry V. Finrow, professor (design, pattern language, design process); dean, architecture and allied arts. B.Arch., 1964, Washington (Seattle); M.Arch., 1968, California, Berkeley; reg. architect, Oregon; member, American Institute of Architects. (1968)

Donald Genasci, associate professor (history and theory, urban design). B.Arch., 1963, Oregon; Dipl. in Urban Design, 1965, Architecture Association; M.A., 1974, Essex; reg. architect, NCARB and England (ARCUK). (1977)

Wilmot G. Gilland, professor (design procedure, creative process, form-context systems). A.B., 1955, M.F.A., 1960, Princeton; reg. architect, California, Oregon; member, American Institute of Architects. (1969)

Terrance A. Goode, assistant professor (design, spatial ordering and architectural media, design theory). B.S., 1978, Southern California; M.Arch., 1980, Princeton; reg. architect, New York. (1985)

Arthur W. Hawn, professor (design, preservation, history of furniture). B.A., 1961, M.A., 1964, Washington State; F.I.D.E.C. membership. (1967)

Rosaria Flores Hodgdon, associate professor (urban design, urban architecture, cultural context in architecture). Arch. Dipl., 1946, University of Naples; reg. architect, Massachusetts. (1972)

Wayne J. Jewett, senior instructor (furniture design and construction, sculpture), B.S., 1970, M.F.A., 1972, Wisconsin, Madison. (1974)

Lyman T. Johnson, professor (design, behavioral, technological influences in the proximate environment). B.A., 1957, M.A., 1959, California, Los Angeles; F.I.D.E.C. membership. (1966)

Ronald W. Kellett, assistant professor (design, media, design process and methods). B.E.S., 1975, Manitoba; M.Arch., 1979, Oregon; reg. architect, British Columbia. (1985)

Peter A. Keyes, assistant professor (design, housing research and production, architectural history). A.B., 1978, Harvard; M.Arch., 1983, Columbia; reg. architect, New York. (1990)

William Kleinsasser, professor (design methods, media, theory). A.B., 1951, M.F.A., 1956, Princeton; reg. architect, Pennsylvania, New York, Oregon. (1965)

Gary W. Moye, associate professor (design, theory, historical analysis). B.Arch., 1967, Oregon; M.Arch., 1968, Pennsylvania; reg. architect, Pennsylvania, New York, Oregon. (1976)

Donald L. Peting, associate professor (design, structures, historic preservation and technology). B.Arch., 1962, Illinois; M.Arch., 1963, California, Berkeley; reg. architect, Oregon, Washington. (1963)

James A. Pettinari, professor (design, historical analysis, renovation and preservation). B.Arch., 1966, Minnesota; M.Arch., 1970, Pennsylvania; reg. architect, Minnesota; NCARB certificate. (1975)

Guntis Plēsums, professor (design, structure systems, Japanese architecture). B.Arch., 1961, Minnesota; M.Arch., 1964, Massachusetts Institute of Technology; reg. architect, Oregon, New York. (1969)

John S. Reynolds, professor (design, relating architecture, energy consumption); director, Solar Energy Center. B.Arch., 1962, Illinois; M.Arch., 1967, Massachusetts Institute of Technology; reg. architect, Oregon, Massachusetts. (1967)

Charles W. Rusch, professor (microcomputer applications, visual thinking, behavioral factors). A.B., 1956, Harvard; B.Arch., 1964, M.Arch., 1966, California, Berkeley. (1978)

Carolyn Senft, assistant professor (design, media, urban design). B.Arch., 1979, Cornell; M.Arch. and Urb. Design, 1982, Columbia; reg. architect, New York. (1988)

Glenda Fravel Utsey, assistant professor (design, site-specific process and skill development, settlement patterns). B.Arch., 1971, M.L.A., 1977, Oregon. (1981)

Michael D. Utsey, associate professor (design, visual language, graphic projection). B.Arch., 1967, Texas; M.Ev.D., 1971, Yale; reg. architect, Oregon. (1967)

Jenny Young, assistant professor (design, programming). B.A., 1970, Vassar; M.Arch., 1974, California, Berkeley; reg. architect, Oregon. (1982)

Linda K. Zimmer, assistant professor (design, media, behavioral factors). B.I.Arch., 1982, Kansas State; M.I.Arch., 1990, Oregon; NCIDQ certification; member, Institute of Business Designers. (1990)

Adjunct and Visiting

John Cava, adjunct assistant professor (design, history, theory). B.Arch., 1979, Oregon; M.Arch., 1987, Columbia; reg. architect, Oregon; member, American Institute of Architects. (1988)

Brad Cloepfil, visiting instructor (design, materials and methods). B.Arch., 1980, Oregon; M.Arch., 1985, Columbia; reg. architect, New York. (1988)

James W. Givens, adjunct assistant professor (design, design theory and process). B.Arch., 1985, M.Arch., 1989, Oregon. (1986)

Daniel M. Herbert, adjunct professor. B.F.A., 1951, Colorado; B.S., 1954, Arch. Eng., Illinois; reg. architect, Oregon. (1981)

Donald H. Lutes, adjunct associate professor (design, architectural practice, urban design). B.Arch., 1950, Oregon; reg. archtect. (1989)

Otto Poticha, adjunct associate professor (design, architectural practice, community involvement in physical change). B.S., 1958, Cincinnati; reg. architect, Indiana, Oregon; NCARB certificate; member, American Institute of Architects. (1981)

Robert L. Thallon, adjunct assistant professor (design, media). B.A., 1966, California, Berkeley; M.Arch., 1973, Oregon; reg. architect, Oregon. (1979)

Emeriti

George F. Andrews, professor emeritus. B.S., 1941, Michigan; reg. architect, Oregon. (1948)

John L. Briscoe, professor emeritus (design, structures, construction). B.Arch., Eng., 1950, Oklahoma State; reg. architect, Oregon; NCARB certificate; member, American Institute of Architects. (1953)

Stanley W. Bryan, professor emeritus (design, office practice, working drawings and specifications). B.Arch., 1947, Washington (Seattle); M.Arch., 1948, Massachusetts Institute of Technology; reg. architect, Oregon, Washington, California; member, Construction Specifications Institute. (1955)

Philip H. Dole, professor emeritus (design, settlement patterns, vernacular). B.Arch., 1949, Harvard; M.S., 1954, Columbia; reg. architect, New York. (1956)

Robert R. Ferens, professor emeritus. Cert. Arch.,1941, B.Arch., 1942, Pratt Institute; M.Arch., 1948, Massachusetts Institute of Technology; reg. architect, Nigeria; member, Nigerian Institute of Architects. (1948)

Philip C. Gilmore, associate professor emeritus. B.Arch., 1948, M.F.A., 1956, Oregon; reg. architect, Oregon. (1960)

Wallace Hayden, professor emeritus. B.Arch., 1928, Oregon; reg. architect, Oregon. (1930)

George M. Hodge, Jr., professor emeritus (reinforced concrete construction, prestressed concrete and earthquake design). B.S., 1949, M.S., 1950, Arch. Eng., Illinois; reg. structural engineer, Texas. (1964)

Earl E. Moursund, professor emeritus (design, spatial composition and theory, typology). B.S., 1949, Texas; M.Arch., 1951, Cranbrook Academy of Art; reg. architect, Texas. (1955)

Pasquale M. Piccioni, associate professor emeritus (design, light-space-structure cultural ecology). B.Arch., 1960, Pennsylvania; reg. architect, Pennsylvania. (1968)

Stephen J. Y. Tang, professor emeritus (structural planning, methodology, decision making). B.S., 1942, M.S., 1944, Illinois; Ph.D., 1974, China Academy, Taiwan; reg. structural engineer, Illinois. (1969)

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

Guest Lecturers and Critics. The Department of Architecture has an extensive program of visiting lecturers and critics who are brought to the school from throughout the country and the world each year. The program includes the Willard K. Martin Distinguished Visiting Critic position and the Frederick Charles Baker lectures on light and lighting in architecture.

THE STUDY OF ARCHITECTURE

Architectural Education. The purpose of studying architecture is to learn how to make physical changes to our surroundings that will enhance the quality of the built environment and our experience of life. Within this broad purpose, architectural study and practice include the tasks of providing shelter and environmental protection, providing appropriate settings for human activities, creating forms that are aesthetically pleasing and supportive of social well-being in the community and society.

The Department of Architecture includes the Interior Architecture Program (see that section of this bulletin) and maintains close ties with other departments in the School of Architecture and Allied Arts. Architecture faculty members believe that the interdisciplinary cooperation of environmentally concerned fields is important to the study of architecture and continually seek new ways to learn from one another.

An important part of architectural education is the design studio, in which students learn by doing through experience with the design of buildings. This mode of learning is demanding, and students are expected to be committed and able to work independently and responsibly toward program and course objectives. In the design studio, continuous evaluation and response are the basic learning modes.

The department has set high standards for student performance. Advanced students often work together in courses and as collaborators with faculty members in research investigations through independent study courses.

Preparation. Architecture is an inclusive art, bringing together many different disciplines. Students should prepare themselves in the following fields:

1. Social sciences
2. Natural sciences
3. Humanities
4. Fine arts

Students are also encouraged to travel in order to experience first hand important landscapes, cities, buildings, and other elements of the structured environment.

Careers. Although most students prepare for professional registration and apprenticeship with practicing architects, others go into such areas as building construction, teaching, governmental agencies concerned with environmental policy, community and neighborhood planning, urban planning, and architectural programming.

Internship and Licensure. In the United States, the title "architect" is legally restricted to individuals licensed by each state. Individual state governments use guidelines established by the National Council of Architectural Registration Boards (NCARB) to license architects. NCARB guidelines for license examination eligibility and the NCARB examination are used uniformly by most states. Before taking the examination, an applicant must have three years of professional experience with a registered architect. Some states, including Oregon, require registration with the Intern Development Program in preparing for licensure.

Overseas and Other Off-Campus Study

Registering for Overseas Courses. Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Special Studies** section of this bulletin.

Studio Abroad Program. The Department of Architecture offers an annual summer program in Rome, including both studio and subject-area courses. In addition, depending on interest and opportunity, university architecture faculty members lead programs in various other

international locations, which have recently included Greece, Japan, and London.

Exchange Programs. Each year a small number of Oregon students exchange places with students in the architecture programs at universities in Liverpool, England; and Stuttgart, Germany. Undergraduate students in their third year and professional-degree graduate students who will have a full year of study remaining after the exchange year are eligible.

Danish International Studies Program. Each year approximately ten architecture and several interior architecture students travel to Copenhagen to participate in the program. Summer, fall, and academic-year options are offered. Credits are automatically transferred, and financial aid is available.

Urban Studios. An urban design studio and other complementary courses are offered regularly in Portland. Other studios are offered during the summer in a West Coast urban area. Previous studios have been in Seattle; Portland; Oakland; San Francisco; and Vancouver, British Columbia.

Summer Architecture Academy. The department's Summer Architecture Academy offers prospective students a chance to learn about the field in an intensive six-week experience. Workshops, lectures, demonstrations, and field trips complement daily studio work.

Information about the Summer Architecture Academy may be obtained by calling (503) 346-3656 or by writing to the Summer Architecture Academy, School of Architecture and Allied Arts, University of Oregon, Eugene OR 97403.

CURRICULUM FOR THE STUDY OF ARCHITECTURE

The professional curriculum in architecture has two principal objectives: (a) the promotion of broad inquiry into the integrative nature of environmental issues and design and (b) a detailed professional education in architectural design. Graduates of the program in architecture must have comprehensive skills in the understanding and design of environments ranging from urban design to intimate personal space.

Students must meet the curriculum requirements published in the general bulletin, below, and the department's *Advising Handbook*. The *Advising Handbook* includes sample programs, grading policies, an explanation of how students' progress is monitored through the program, and other advising information. Each student is assigned to a faculty adviser and is encouraged to consult that adviser for more specific information.

Residence Requirements. For transfer students to receive the bachelor of architecture (B.Arch.) or master of architecture (M.Arch.) degree from the university, the following minimum course work must be taken in residence:

1. Design area: four terms of architectural design including ARCH 485/585, 486/586
2. Architecture subject area: 30 credits
3. General electives: 16 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.Arch. only)

Leave of Absence. Both undergraduate and graduate students may interrupt their courses of study for various reasons. In order for the department to plan for maximum use of resources, students should notify the department of any leave of absence and the expected date of return. A leave-of-absence form is available in the department office. Returning students must notify the department at least two terms before their expected date of return in order to be guaranteed access to design studio during the academic year of their return. Students may renew their leave-of-absence status, accumulating up to three years of leave. After three years, or upon failing to complete the leave-of-absence terms of agreement, a student's major status may be revoked. Students wanting to return after a three-year period must reapply for admission to the program.

Accreditation. Both the bachelor of architecture (B.Arch.) and the master of architecture (M.Arch. first professional degree Options II and III) programs are accredited by the National Architectural Accrediting Board (NAAB).

Many states require architects to have an accredited professional degree. Two types of degrees are accredited by the National Architectural Accrediting Board: (1) the master of architecture, which requires a minimum of three years of study following an unrelated bachelor's degree or two years of study following a related preprofessional bachelor's degree and (2) the bachelor of architecture, which requires a minimum of five years of study. These professional degrees are structured to educate the architect, and those who aspire to registration and censure should enter a program of this type. The four-year, preprofessional degree is not accredited by NAAB. This degree provides students with a less extensive study of architecture than does a professional program. The preprofessional degree is useful for people who want to continue their architectural education in a professional program or seek employment options in other areas related to architecture.

UNDERGRADUATE STUDIES

The undergraduate program is a five-year professional degree program leading to a bachelor of architecture (B.Arch.) degree. It 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, needs, and the diverse opportunities of the profession. Transfer students should be aware that an accelerated program is normally not possible.

Prospective applicants who have a prior four-year undergraduate degree in any field must apply to the graduate program (see Graduate Admission below). The bachelor of architecture program and a minor in architecture comprise the undergraduate programs in architecture.

Bachelor of Architecture: 231 credits

In addition to the professional curriculum listed below, the bachelor's degree program includes requirements for a liberal education. In addition to the university requirements for professional-school majors, students must complete upper-division course work outside the major as part of the general elective requirement.

University Requirements: 45 credits. Group requirements in arts and letters, social science, and science, including the 3-credit race, ethnic, non-European-American requirement (36 credits); college composition (6 credits); health (3 credits).

As part of the group requirements, architecture majors are required to take General Physics (PHYS 201, 202) and Special Studies: Introduction to Architecture (ARCH 199) or equivalents.

Major Program Requirements: 186 credits. See Professional Curriculum section.

Minor Requirements

The Department of Architecture offers a minor in architecture, subject to the following:

1. Students must complete the department's minor program application and submit it with the required academic records to the Department of Architecture, 210 Lawrence Hall. Applicants are notified when their applications have been approved. The application form includes a curriculum work sheet with the requirements in effect at the date of acceptance
2. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses if space is available after the needs of majors have been met
3. Enrollment in each minor program is limited. If the department is unable to accommodate additional students, it may suspend admittance to a minor program until space becomes available
4. Courses required for minors are open to other university students by instructor's consent
5. A mid-C or better must be earned in graded courses, a P in pass/no pass courses

Course Requirements	*32 credits*
Special Studies: Introduction to Architecture (ARCH 199)	3
Design Technology, Design Process, Design Arts (ARCH 305, 306, 307)	9
A minimum of three courses from any one of the eight subject areas	11
Three upper-division architectural history courses from the Department of Art History	9

Undergraduate Admission

Interest in the program exceeds the capacity of the department. Approximately equal numbers of first-year and transfer (including change-of-major) applicants are admitted to the first year of the bachelor of architecture program each year. A smaller number of applicants from other NAAB-accredited or NAAB-recognized feeder programs are admitted as advanced transfer students. Prospective students should request application packets during the fall and prior to application deadlines of January 15 (university) and February 1 (Department of Architecture). Later requests may jeopardize the applicants' ability to fulfill application requirements. Applications are reviewed and accepted only once each year.

The admission review focuses on (a) creative capability, (b) academic capability, and (c) potential program contribution through diversity of background, experience, maturity, or breadth

of general knowledge. Students are expected to submit specific materials supporting each of these attributes (academic records, an essay, recommendations, and a portfolio of creative work). Prospective applicants should write to Architecture Admissions, School of Architecture and Allied Arts, University of Oregon, Eugene OR 97403.

Applicants are not required to have course work in building design but are encouraged to seek a broad foundation in the visual arts (e.g., drawing, painting, sculpture, graphic design). Experience with crafts and construction may also demonstrate evidence of creative capability.

All accepted applicants must be academically secure. To be considered, first-year applicants must have grades and scores that meet at least four of the following indices:

1. High school grade point average (GPA)—3.00
2. Test of Standard Written English (TSWE)—38
3. Verbal Scholastic Aptitude Test (SAT)—400
4. Mathematical SAT—450
5. Total SAT—950

In addition, students whose first language is not English must score at least 550 on the Test of English as a Foreign Language (TOEFL).

Transfer applicants must have a minimum college or university grade point average of 2.50 and meet the other criteria listed above for first-year applicants.

The university deadline for undergraduate application to the architecture major program is January 15 (see Application Deadlines in the **Admissions** section of this bulletin). The deadline for completion of the departmental application is February 1. All applicants must meet both deadlines. Students receive notices concerning their applications by April 15.

GRADUATE STUDIES

There are three programs of graduate study in the Department of Architecture: Options I, II, and III. In all three programs, students must take a minimum of 45 graduate credits, of which 30 must be in the major and 9 must be at the 600 level. These programs have no minimum requirement for graded credits. Additional requirements for each program are listed below.

The Option I program leads to the master of architecture (M.Arch.) as a postprofessional degree. Applicants must have a prior professional degree in architecture. Students in this program complete a mandatory thesis. The program can usually be completed in four terms. Approximately five new students are admitted into the program each year.

The Option II and III programs lead to the M.Arch. as a first professional degree. The Option II program, which can usually be completed in six terms, is for applicants who have a four-year nonprofessional degree in architecture or a related design discipline. Students in this program complete a mandatory terminal research project. The Option III program can usually be completed in ten terms, and applicants must have a B.S. or B.A. degree. Approximately fifteen new students are admitted into the Option II program and thirty-five into the Option III program each year.

Professional Degree Program Requirements

Option III students must complete the 64 credits of architectural design studio and 80 credits of professional subject-area courses described in the Professional Curriculum section below. In addition, Option III students must complete 6 credits in Seminar (ARCH 507 or 607). A minimum of ten terms in residence is required for this option.

Option II students must fulfill the professional curriculum requirements of the Option III program but are admitted with advanced standing in studio or subject-area courses. The extent of this advanced standing is determined in consultation with the student's academic adviser before beginning the course of studies. The transferability of any prior course work is provisional, pending satisfactory completion of three terms in residence.

For Option II students, up to 24 credits of design—not counting ARCH 585, 586 and 50 credits of subject-area courses—may be transferred. Option II students must complete a minimum of six terms and the following 76 credits in residence:

40 credits in architectural design studios

30 credits in professional subject-area courses

9 credits in Seminar (ARCH 507 or 607)

6 credits in Research (ARCH 601) and completion of a terminal research project

For more information, see the Study of Architecture section above.

Postprofessional Degree Program Requirements

The Option I program provides an opportunity for advanced study and contribution to knowledge within the field through the M.Arch. thesis. Option I students must complete a minimum of four terms in residence. Students in this program are expected to develop an individual research topic within one of the following areas of faculty research:

1. Computer-assisted design
2. Design process and theory or architectural media
3. Energy-conscious design
4. Housing
5. Lighting, light design, and color
6. Urban architecture and design
7. Vernacular architecture

The Option I thesis draws on individual research, professional and general university courses, and consultation with the student's thesis committee. For more information regarding the thesis, see the **Graduate School** section of this bulletin.

Graduate Admission

Prospective applicants may request a description of the graduate program and an application packet by writing directly to the graduate secretary, Department of Architecture. The packet describes all submission requirements. Applications must be postmarked by February 1 prior to the fall term of anticipated enrollment. Notifications of results are mailed by April 15. All graduate students are required to begin their work in the fall term. The Department of Architecture does not have a late-admission program.

Students enrolled in a graduate program must attend the university continuously (except summers) until all program requirements have been completed, unless a leave of absence has been approved. For departmental policy regarding leave of absence, see the Curriculum for the Study of Architecture section above.

A number of graduate teaching fellowships (GTFs) are available to particularly well-qualified graduate students. Applicants with previous architectural education (Option I or II) may want to request GTF application forms with their packets.

PROFESSIONAL CURRICULUM

The professional curriculum in architecture is composed of three elements: architectural design, architectural subjects, and general electives.

Architectural Design: 64 credits

The architectural design studio and its activities are the heart and focus of the professional curriculum. The design studio is a social and interactive work place. Students are encouraged and expected to work cooperatively and to draw upon the knowledge, skills, and criticism of colleagues.

Through studio projects, students learn to solve design problems and respond to design situations with architectural intent, meaning, and knowledge. Introductory studios emphasize ideas, skills, and critical thinking fundamental to the design process. Intermediate studios emphasize integration of subject-area skills and content with design. Advanced studios emphasize comprehensive integration of subject-area knowledge with design skill.

Design credit can only be earned through participation in design studio. Up to 6 credits earned in Site Planning and Design (LA 489/589) or Interior Design (IARC 484/584) studios may be applied to this 64-credit requirement.

Introductory Architectural Design Studios

Introductory Architectural Design (ARCH 181, 182), two-term studio for undergraduate majors only

Graduate Architectural Design: Option III (ARCH 681, 682), two-term studio for Option III graduate students only

Graduate Architectural Design: Option II (ARCH 683), for Option II graduate students only

Intermediate Architectural Design Studios

Intermediate Architectural Design (ARCH 281, 282), two-term studio for undergraduate students only

Architectural Design (ARCH 484/584), repeatable studio for all professional-degree students. Twenty-four credits required for undergraduate students. Thirty-six credits required for Option III graduate students

Advanced Architectural Design Studios

Advanced Architectural Design (ARCH 485/585, 486/586), two-term studio for all professional-degree students

Architectural Subjects: 80 credits

Architectural subject courses introduce and develop theory, knowledge, and skills in architecture and related disciplines. Emphasis is placed on learning architectural subject areas in a context of design. The content and focus of these courses is closely coordinated with offerings and expectations in the architectural design area.

A core curriculum of fundamental and breadth courses is required for all professional degree students. Fundamental courses introduce foundation knowledge, concepts, and skills fundamental to further study in several subject areas. Breadth courses instill competence with knowledge, concepts, skills, and methodologies representative of a particular subject area and prepare students for advanced courses.

Architectural subject courses fall into four subareas: (a) architectural design skills, (b) architectural design content, (c) context of the architectural profession, and (d) architectural history. One fundamental and one breadth course are required in each subject area except design process and methods, where no breadth course is required; context of the profession, where no fundamental course is required; and architectural history, where three upper-division courses are required. In the following list, fundamental courses are indicated **f** and breadth courses are indicated **b**.

Architectural Design Skills

Architectural design requires proficiency in a range of skills and techniques. These include design process skills in techniques of observation, analysis, synthesis, evaluation, and communication and design media skills in techniques of drawing, model making, and computer applications. Subjects and courses in the architectural design skills subarea are:

Design Skills (ARCH 101)

DESIGN PROCESS, METHODS, AND RESEARCH

Understanding strategies, processes, and techniques for design and design research. Principles of problem analysis and definition, information gathering and organization, concept and form generation, and evaluation.

f Design Process (ARCH 306)

Research Methods (ARCH 411/511)

Structural Planning (ARCH 412/512)

Design Synthesis (ARCH 425/525)

MEDIA FOR DESIGN DEVELOPMENT

Understanding theory and application of visual media for design process. Principles and skills of diagramming, drawing, and model making to support design thinking and communication.

f Design Process (ARCH 306)

Analysis through Recording of Historic Buildings (ARCH 421/521)

Computer Applications in Architecture (ARCH 422/522)

b Media for Design Development (ARCH 423/523)

Advanced Design Development Media (ARCH 424/524)

b Descriptive Geometry and Perspective (ARCH 426/526)

Architectural Design Content

The discipline of architecture is predicated on integration of knowledge in history, theory, and application in a range of content areas. Subjects and courses in this subarea introduce general knowledge in the field and include courses about responding to place, human activity support, spatial ordering, structure, construction, and environmental control.

Design Content (ARCH 102)

HISTORY AND THEORY OF PLACE RESPONSE

Understanding the physical, cultural, and ecological context for architecture. Principles and skills for critical analysis of specific places and deriving appropriate design responses.

f Design Arts (ARCH 307)

b Settlement Patterns (ARCH 431/531)

Settlement Patterns: Japanese Vernacular I,II (ARCH 432/532, 433/533)

b Vernacular Building (ARCH 434/534)

b Theory of Urban Design I (ARCH 436/536)

Theory of Urban Design II (ARCH 437/537)

Climate Analysis for Design (ARCH 438/538)

b Architectural Form and Urban Quality (ARCH 439/539)

Understanding Landscapes (LA 260)

b Site Analysis (LA 361)

Contemporary American Landscape (LA 485/585)

HISTORY AND THEORY OF HUMAN ACTIVITY SUPPORT

Understanding design implications of activities and relationships implied by the building program and expressed as the needs and desires of the first occupants. Principles of deriving design responses that remain useful over time.

f Design Arts (ARCH 307)

b Social and Behavioral Factors in Design (ARCH 443/543)

b Housing in Society (ARCH 445/545)

Light and Color in the Environment (ARCH 447/547)

b Architectural Programming (ARCH 449/549)

Furniture and Accessories (IARC 444/544)

Color Theory and Application for the Built Environment (IARC 447/547)

HISTORY AND THEORY OF SPATIAL ORDERING

Principles of form and composition in the making of architectural space. The study of past and present ideas and principles through which building elements are given order and meaning.

f Design Arts (ARCH 307)

b Spatial Composition and Dynamics (ARCH 456/556)

b Types and Typology (ARCH 458/558)

HISTORY AND THEORY OF STRUCTURE

Understanding the role of structural form and behavior in creating safe and satisfying environments. Methods for selection and refinement of systems of structure based on general principles and detailed calculation.

f Design Technology (ARCH 305)

b Introduction to Structural Theory (ARCH 461/561)

b Basic Wood and Steel Systems (ARCH 462/562)

b Basic Reinforced Concrete Systems (ARCH 463/563)

Advanced Reinforced Concrete Systems (ARCH 464/564)

Advanced Structures (ARCH 465/565)

High-Rise and Long-Span Systems (ARCH 466/566)

Structure Systems I,II (ARCH 467/567, 468/568)

Seismic Study (ARCH 469/569)

HISTORY AND THEORY OF CONSTRUCTION

Study of the physical properties and manufacture of building materials and their behavior in place over time. Understanding materials and construction processes, their influence on decisions in design, and their impact on the form and expression of the built environment.

f Design Technology (ARCH 305)

b Materials and Processes of Construction I (ARCH 471/571)

b Materials and Processes of Construction II (ARCH 472/572)

Design Integration and Communication (ARCH 473/573)

Preservation and Restoration Technology (ARCH 474/574)

Preservation Technology: Masonry (ARCH 475/575)

Design Integration and Communication Lecture (ARCH 476/576)

Construction Communications (ARCH 477/577)

Architectural Working Drawings (ARCH 478/578)

Materials of Interior Design I,II (IARC 471/571, 472/572)

Working Drawings in Interior Architecture (IARC 473/573)

HISTORY AND THEORY OF ENVIRONMENTAL CONTROL

Study of the effects of climate on people and the need for tempered enclosure and life support systems in buildings. Systems of heating, cooling, lighting, water and air supply, waste removal, and power as organizational elements in building design.

f Design Technology (ARCH 305)

b Environmental Control Systems I (ARCH 491/591)

Environmental Control Systems II (ARCH 492/592)

Solar Heating (ARCH 493/593)
Passive Cooling (ARCH 494/594)
Daylighting (ARCH 495/595)
Electric Lighting (IARC 492/592)

Context of the Architectural Profession

The discipline and practice of architecture exists within a broad societal context. Courses in this area consider professional practice in contexts of ethics, law, business, and the construction industry.

Practicum (ARCH 409)
Project Management (ARCH 416/516)
b Context of the Architectural Profession (ARCH 417/517)
Building Design Regulation (ARCH 418/518)
b Architectural Practice (ARCH 419/519)
Context of the Interior Architectural Profession (IARC 417/517)

Architectural History

The study of architecture and its evolution through time. Majors are expected to acquire an overview of architectural history from prehistory to the present augmented with in-depth knowledge of one or more periods.

b Any three upper-division courses in architectural history taught by the Department of Art History

Special Courses. In addition to permanently numbered courses, open-ended courses (ARCH 196–200, 399–410, 503, 507, 508, 510, 601–610) may be offered and approved to satisfy subject or elective credit requirements. Independent study is limited to 9 credits of Research (ARCH 401, 601), Reading and Conference (ARCH 405, 605), and Special Problems (ARCH 406, 606) to fulfill subject-area requirements.

General Electives: 42 credits

The general elective component of the professional curriculum enables undergraduate majors to study general subjects beyond university group requirements. To encourage professional-degree students to continue liberal studies beyond introductory courses, B.Arch. students are required to earn 18 credits of upper-division general electives in academic subjects outside the School of Architecture and Allied Arts (exclusive of service and performance courses).

ARCHITECTURE COURSES (ARCH)

101 Design Skills (3) Introduction to basic design processes, methods, and media. Coreq: ARCH 181.

102 Design Content (3) Introduction to basic subject and design content areas. Coreq: ARCH 182. Not offered 1991–92.

181, 182 Introductory Architectural Design (6,6S) P/N only. 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. Majors only.

196 Field Studies: [Term Subject] (1–3R)

198 Workshop: [Term Subject] (1–3R)

199 Special Studies: [Term Subject] (1–3R) Introduction to Architecture is a current topic. Open to nonmajors.

200 Innovative Education: [Term Subject] (1–3R)

281, 282 Intermediate Architectural Design (6,6S) P/N only. Studio projects for second-year undergraduates. Integration of issues of context, activity support, spatial order, construction, structure, and environmental control. Emphasis on schematic concept formation and subsequent architectural development. Prereq: ARCH 182.

305 Design Technology (3) Foundation knowledge, concepts, and skills fundamental to structure, construction, and environmental control subareas. Prereq: ARCH 102, 182.

306 Design Process (3) Foundation knowledge, concepts, and skills fundamental to design process and media subareas. Emphasis on methods and media for problem definition, concept formation, and schematic design. Prereq: ARCH 101, 182.

307 Design Arts (3) Foundation knowledge, concepts, and skills fundamental to place response, human activity support, and spatial ordering subareas. Prereq: ARCH 102, 182.

399 Special Studies: [Term Subject] (1–3R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–6R) Majors only.

403 Thesis (1–9R) P/N only. Majors only.

405 Reading and Conference: [Term Subject] (1–6R) Majors only.

406 Special Problems (1–6R) Majors only.

407/507 Seminar: [Term Subject] (1–6R)

408/508 Workshop: [Term Subject] (1–6R)

409 Practicum: [Term Subject] (1–6R) P/N only

410/510 Experimental Course: [Term Subject] (1–6R)

411/511 Research Methods (3) P/N only. Introduction to research methodologies with special emphasis on environmental design research.

412/512 Structural Planning (3) Introduction to structural planning, design, and comprehensive evaluation of building design through consideration of related disciplines. Study of operations-research techniques. Prereq: ARCH 461/561, 462/562, 463/563.

413/513 Professional Office Experience (3) Supervised work experience at selected professional firms for majors without comparable experience. Instructor-led discussion and review sessions. Written application required. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683, instructor's consent. Cannot be taken concurrently with studio.

416/516 Project Management (3) Methods and techniques of project management including preparation of contract documents, cost estimating, and construction contract administration. Undergraduate prereq: ARCH 282.

417/517 Context of the Architectural Profession (3) Introduction to the professional practice of architecture and related careers. Examines the professional, legal, and regulatory environment; firm organization and management; marketing; contractual issues; and the construction process. Undergraduate prereq: ARCH 282.

418/518 Building Design Regulation (3) History, theory, and practice of the regulatory environment of building design. Includes land use, zoning ordinances, and building codes. Undergraduate prereq: ARCH 282.

419/519 Architectural Practice (3) P/N only. Professional practice explored through an investigation of relationships between users, clients, designers, contractors, and regulating agencies. Visits with practitioners. Undergraduate prereq: ARCH 282.

421/521 Analysis through Recording of Historic Buildings (3) Field and laboratory techniques of graphic and written recording and analysis of buildings. Analysis of historic drawings, photography, and descriptions. Prereq: ARCH 423/523, 462/562; undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683. Open to historic preservation graduate students.

422/522 Computer Applications in Architecture (3) Introduction to computer applications in architectural design, education and practice, especially those related to design process and presentation. Undergraduate prereq: ARCH 306.

423/523 Media for Design Development (3R) Instruction in media for design process. Techniques for problem and context analysis, generating concepts, developing form and testing proposals. Subject emphasis varies with instructor. Undergraduate prereq: ARCH 306.

424/524 Advanced Design Development Media (3R) Advanced instruction in specific media techniques for architectural analysis and design. Subject emphasis varies with instructor. Prereq: ARCH 423/523.

425/525 Design Synthesis (3) A structure of principles for the design of places for people (useful, linking, varied, variable, evocative, inspiring, and whole). Illustrated lectures, readings, discussions, and projects. Undergraduate prereq: ARCH 306.

426/526 Descriptive Geometry and Perspective (3) Proof and application of theorems of descriptive geometry. Orthographic projection, intersections, developments, shades and shadows, perspective projection. Prereq: ARCH 306.

431/531 Settlement Patterns (3) Settlements and cities as three-dimensional responses to physical context, culture, and change. Implications of ideal models and utopian concepts and realization of place in the vernacular. Undergraduate prereq: ARCH 307.

432/532, 433/533 Settlement Patterns: Japanese Vernacular I,II (3,3) Japanese concepts of space and time, aesthetic and symbolic meaning, origins of form, and village structure. **432/532:** space structuring principles in Japanese houses, the role of gardens; **433/533:** village organization, principles of place making. Individual projects. Undergraduate prereq: ARCH 282, 307; graduate prereq: ARCH 682 or 683.

434/534 Vernacular Building (3) Survey and theory of everyday houses, public buildings, and settlements built in cultures worldwide. Emphasis on building types, construction, human use, and building process.

436/536, 437/537 Theory of Urban Design I,II (3,3S) Examines the cultural and formal ideas that underlie American and European urban design. **436/536:** Ancient Greek to 1700. **437/537:** 1700 to the present. Undergraduate prereq: ARCH 282, 307.

438/538 Climate Analysis for Design (3) Lectures and problems in climate analysis related to buildings and to comfort. Prereq: ARCH 491/591, 492/592.

439/539 Architectural Form and Urban Quality (3) Critical investigation of architecture as an aesthetic activity with public responsibility crucial to civilized urban life. Living tradition, intentionality, manners and civility, "following a rule," and sense of detail. Majors only.

443/543 Social and Behavioral Factors in Design (3) Patterns of human interaction with the physical settings of everyday activities. Application of social science paradigms and research to architectural programs, design, and evaluation processes. Undergraduate prereq: ARCH 182.

445/545 Housing in Society (3) History, theory, and practice of housing design with emphasis on social policy and emerging ideas in the architecture of housing. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683.

447/547 Light and Color in the Environment (3) Understanding and modeling the interaction of light and body color. Includes the spectral distribution of light sources and the influence of climate and context. Prereq: ARCH 423/523.

449/549 Architectural Programming (3) Theory and methods for uncovering and defining requirements for an architectural project including philosophic, sociological, operational, economic, and contextual issues. Prereq: ARCH 484/584 eligibility.

456/556 Spatial Composition and Dynamics (3) Architectural space as a means by which people measure their existence and expand their awareness. Methods for analyzing and generating spatial organization. Undergraduate prereq: ARCH 282, 307; graduate prereq: ARCH 682 or 683.

458/558 Types and Typology (3) Critical introduction to theory of typology that categorizes urban and architectural forms by formal characteristics and cultural meaning. Lectures cover basic concepts, historical development, and case studies. Undergraduate prereq: ARCH 282, 307; graduate prereq: ARCH 682 or 683.

461/561 Introduction to Structural Theory (4) Development of a basic understanding of the behavior of structural elements and framed systems, study of force systems using mathematical and graphic methods, strength of materials. Undergraduate prereq: ARCH 305, PHYS 201, 202.

462/562 Basic Wood and Steel Systems (4) Application of mathematics and mechanics to the design of wood and steel buildings and structures. Analysis of simple elements, connections, and systems; the relation of structural design to architectural design. Prereq: ARCH 461/561.

463/563 Basic Reinforced Concrete Systems (4) Structural behavior, theory and design of structural elements and framing systems. Emphasis on one-way systems, basic column and footing design. Prereq: ARCH 462/562.

464/564 Advanced Reinforced Concrete Systems (4) Development of theory and design of reinforced and prestressed concrete framing systems. Selection of appropriate systems for buildings and infrastructure. Prereq: ARCH 463/563.

465/565 Advanced Structures (4) Development of advanced analysis, design, and planning of composite horizontal and vertical structural systems for buildings and infrastructure. Prereq: ARCH 463/563.

466/566 High-Rise and Long-Span Systems (4) Development of advanced analysis, design, and planning of high-rise and long-span systems. Prereq: ARCH 463/563.

467/567, 468/568 Structure Systems I,II (3,3) Behavior and influence of structure systems in architecture. Nonmathematical, creative exploration of structural concepts through model construction and observation of natural and built examples. **467/567:** cable, tent, pneumatic, arched, folded-surface, and shell systems. **468/568:** truss systems and bending-resistant and vertical structures. Prereq: ARCH 461/561.

469/569 Seismic Study (3) Interaction of earthquakes and buildings, how loads are applied and distributed through a structure, influence of building configuration on response to earthquake loads. Prereq: ARCH 463/563.

471/571, 472/572 Materials and Processes of Construction I,II (3,3) Introduction to the nature of building materials and processes. Influence of construction on design decisions; historic and contemporary examples; properties of materials. **471/571:** framed structures, wood, and metals. **472/572:** masonry and concrete. Undergraduate prereq: ARCH 305. Offered 1991–92 and alternate years.

473/573 Design Integration and Communication (3) P/N only. Detailed analysis and description of an existing building of architectural significance, the building architect, and affiliated school of building. Production of a comprehensive set of working drawings describing the building. Prereq: ARCH 282; coreq: ARCH 476/576.

474/574 Preservation and Restoration Technology (3) Materials, structure systems, buildings, and elements produced by historical technologies and tools studied in terms of their evolution; chronological and stylistic context; deterioration and repair.

475/575 Preservation Technology: Masonry (3) History and preservation of traditional masonry construction. Emphasis on the 19th and early 20th centuries.

476/576 Design Integration and Communication Lecture (2) P/N only. Study of the works of a significant architect, relating them to common themes and issues. Coreq: ARCH 473/573.

477/577 Construction Communications (3) Construction process communications, contract documents, working drawings and specifications, cost estimating, and contract administration. Undergraduate prereq: ARCH 282; ARCH 471/571, 472/572 recommended.

478/578 Architectural Working Drawings (4) Information required for communication of construction processes. Methods and techniques of working drawings. Undergraduate prereq: ARCH 282; ARCH 471/571, 472/572 recommended.

480/580 Supervised Design Teaching (1–3R) Supervised assistance with desk critiques and tasks related to studio teaching. Written application required. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683, instructor's consent. **R** for maximum of 3 credits.

484/584 Architectural Design (6R) P/N only. 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. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683.

485/585, 486/586 Advanced Architectural Design (8,8S) P/N only. In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Undergraduate prereq: 24 credits in ARCH 484; graduate prereq: 36 credits in ARCH 584.

491/591, 492/592 Environmental Control Systems I,II (4,4S) Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. **491/591:** architectural and mechanical means to manipulate thermal environment. **492/592:** implications of lighting, acoustics, and water and waste for architectural design. Open to nonmajors. Offered alternate years; not offered 1991–92.

493/593 Solar Heating (3) A continuation of solar energy topics from 491/591, 492/592 with advanced calculation procedures. Design implications and performance predictions for passive approaches to solar heating. Prereq: ARCH 491/591, 492/592, instructor's consent.

494/594 Passive Cooling (3) Passive or natural cooling for buildings emphasizing design implications. Theory, application, and special problems in ventilation and storage mass, radiation, evaporation, earth contact, and shading. Prereq: ARCH 491/591, 492/592, instructor's consent.

495/595 Daylighting (3) Daylighting as an element of architectural design. Emphasis on models and photography to study behavior of light. Case studies and prediction techniques. Prereq: ARCH 491/591, 492/592, instructor's consent.

503 Thesis (1–9R) P/N only

601 Research (1–6R) P/N only

602 Supervised College Teaching (1–6R) P/N only

605 Reading and Conference: [Term Subject] (1–6R)

606 Special Problems (1–6R)

607 Seminar: [Term Subject] (1–6R)

608 Workshop: [Term Subject] (1–6R)

609 Practicum: [Term Subject] (1–6R)

610 Experimental Course: [Term Subject] (1–6R)

611 Graduate Design Process (3) Foundation knowledge, concepts, and skills fundamental to design process and media subject areas.

612 Graduate Design Technology (3) Foundation knowledge, concepts, and skills fundamental to structure, construction, and environmental control subject areas.

613 Graduate Design Arts (3) Foundation knowledge and concepts fundamental to place response, human activity support, and spatial ordering subject areas.

619 Terminal Project: [Term Subject] (1–9R)

681, 682 Graduate Architectural Design: Option III (6,6S) P/N only. 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 essential to advanced studios. Majors only.

683 Graduate Architectural Design: Option II (6R) P/N only. 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. Majors only.

ART EDUCATION

251F Lawrence Hall
Telephone (503) 346-3639
Beverly J. Jones, Department Head

FACULTY

Doug Blandy, assistant professor (art and community service, art and special populations, aesthetic education). B.S., 1974, Ohio; M.A., 1979, Ph.D., 1983, Ohio State. (1987)

Rogena M. Degge, associate professor (curriculum and research, art in society, cultural policy). B.A., 1964, Fresno State; M.S., 1972, Ph.D., 1975, Oregon. (1979)

Linda F. Ettinger, assistant professor (arts administration, art criticism, ethnographic research). B.F.A., 1970, Southwest Missouri State; M.S., 1973, Illinois State; Ph.D., 1983, Oregon. (1982)

Beverly J. Jones, associate professor (curriculum and research, technology, aesthetics). B.S., 1967, Oregon College of Education; M.S., 1976, Ph.D., 1977, Oregon. (1977)

Jane C. Maitland-Gholson, associate professor (elementary and secondary school art, perception, aesthetics). B.S., 1973, Southern Illinois; M.A., 1980, Ed.D., 1984, Illinois. (1984)

Adjunct

Paul E. Bolin, adjunct assistant professor (historical foundations, art history, curriculum development). B.S., 1976, Seattle Pacific, M.S., 1980, Ph.D., 1986, Oregon. (1986)

Emeriti

Thomas O. Ballinger, professor emeritus (cross-cultural, Nepalese, and African art). B.A., 1949, M.A., 1951, New Mexico. (1952)

Jane Gehring, associate professor emerita (methods and curriculum, textiles). B.S., 1940, Michigan State Teachers; M.S., 1960, Oregon. (1958)

Gordon L. Kensler, professor emeritus (curriculum, research, community art). B.F.A., 1949, M.F.A., 1951, Art Institute of Chicago; Ed.D., 1964, Stanford. (1966)

Vincent Lanier, professor emeritus (newer media educational theory, art criticism). B.A., M.A., 1948, Ed.D., 1954, New York University. (1966)

June K. McFee, professor emerita (psychosocial foundations, environmental design). B.A., 1939, Washington (Seattle); M.Ed., 1954, Central Washington; Ed.D., 1957, Stanford. (1965)

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

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

Art education is devoted to advancing people's knowledge about the history, practice, and meaning of art. It addresses the relationship between art and culture as well as the informational and emotional impact of the visual arts on the quality of life of both adults and children. It considers the influence of the fine, popular, and folk arts; the mass media; the built environment; industrially designed objects; and the electronic age. It views these arts as part of a fundamental symbol system, like language, essential for understanding individuals and society.

The Department of Art Education's program is built on the premise that art education should provide the knowledge, skills, and attitudes necessary for people to become responsible citizens informed about art and aware of the interactions of the visual, aesthetic, and social aspects of cultures. It assumes that it is essential for citizens to be able to interpret and evaluate the effect of visual images on society and to use visual symbolization in daily problem solving. Art education considers the interactions between artist-designer and viewer as well as the form and sociohistorical context of the message. Cognitive and affective development, in addition to historical context, affect the way the message is formulated, transmitted, and received. Thus, information derived from anthropology, psychology, and other social sciences is used in examining and teaching the visual arts.

The department prepares educators to work effectively in diverse teaching and administrative settings, to conduct research to further the understanding of art, and to advance the aesthetic welfare of society.

Preparation. High school students who want to study art education should include anthropology, sociology, and psychology in their university preparation. In addition, they should take art and art history courses. Entering students are encouraged to consult department advisers as soon as possible.

Careers. The department prepares art educators to work in school and community programs. Advanced degrees also prepare consultants, administrators, and university faculty members and researchers in art education.

UNDERGRADUATE STUDIES

The curriculum in art education leads to the bachelor of arts (B.A.) or the bachelor of science (B.S.) degree in art education. The major is oriented toward the liberal arts with a focus on visual literacy, and it provides a broadly based interdisciplinary foundation in the arts. Requirements are in the following areas of study: understanding art and society, technology and communication, studio art, art history, designed environments, art service and field experience, and performing arts. The major is an excellent introduction to cultural services, which prepares students to teach art in community art centers and to coordinate art programs for museums, city recreation centers, or government agencies.

Requirements (90 credits)

Understanding Art and Society (30 credits). Art and Human Values (ARE 250), Philosophy of the Arts (PHIL 322), Introduction to the Disciplines of Art (ARE 350), Criticism in Art and Design (AAA 440), Art in Society (ARE 450), Art and Community Service (ARE 451), art education electives

Technology and Communication (6–9 credits). Media Aesthetics (TCF 250) recommended, Information Design and Presentation (ARE 483), electives

Studio Art (18–30 credits). Introduction to Visual Inquiry I (AAA 180), Drawing (ART 291), Basic Design (ART 295), electives

Art History (12–15). Introduction to Visual Arts (ARH 202), two courses chosen from ARH 204–209, electives

Designed Environments (3 credits). One course from architecture, landscape architecture, interior architecture, environmental studies, art education

Art Service and Field Experience (3–9 credits)

Performing Arts (3–9 credits)

Students with professional objectives in teaching art or cultural services should meet with their advisers to choose appropriate elective courses.

GRADUATE STUDIES

Students planning graduate study should write directly to the department for information and application forms for the master's or doctoral degree programs. Departmental policies are available upon request.

Master's Degree Program

The department offers the master of arts (M.A.) and the master of science (M.S.) degrees in art education. The program emphasizes cultural services and art education with specialization in public education, computer applications, environmental design, or exceptional students.

The master's degree program may be used as preparation for entering the doctoral degree program.

A selection committee of departmental faculty members determines admission to the appropriate degree program. The committee considers transcripts, experience, and evidence of scholarship, and it may request a portfolio.

The program is designed to prepare students for a variety of career opportunities in arts agencies or foundations, in museums and galleries, and in programs and institutions whose purpose is to advance art in the public domain at local, state, federal, and international levels. Opportunities to develop skills in research, grant writing, administration, analyzing and developing arts policy, and fund-raising are included.

Of the 60 credits of required course work for the master's degree, 30 credits must be completed in residence, 41–45 in art education (including 6–9 credits of practicum), and 15 in university electives. These 15 credits, selected on the basis of student career interests, may be in accounting; art history; art therapy; gerontology; leisure studies; marketing; planning, public policy and management; sociology; or other related subjects.

The M.A. degree requires competence in one foreign language. The student must complete all work toward the M.S. or M.A. degree within seven years.

Departmental Requirements

Candidates can meet residence requirements by attending the university during the academic year. Courses leading to a master's degree are available in the summer.

A curricular plan of study is developed with an adviser during the first term of residence.

The student may choose to write a master's thesis or do a master's project that may include a visual component and a scholarly paper. An oral presentation of the master's project or thesis is required as well as a final master's degree essay.

Students electing to write a thesis must take either 9 credits in Thesis (ARE 503) or 6 credits in Thesis and 3 in Research (ARE 601). Students electing to do a project must take 3 credits in Master's Degree Project (ARE 611) and may take up to 6 additional credits in Research (ARE 601). All master's degree students must take 3 credits in master's degree Seminar (ARE 507).

NONDEGREE PROGRAMS

Study Leave

Study leave programs are individually tailored for graduate students. Also, undergraduate and graduate courses are offered through Continuing Education. These courses serve teachers and community arts specialists throughout the state.

Computer Graphics and Human-Computer Context Certificates

The department provides academic leadership for two nondegree certificate programs offered in Portland: a computer graphics certificate and a human-computer context certificate. Both programs are open to designers, artists, engineers, educators, and others interested in these topics. Certificates are awarded through the Continuation Center.

Course work for these certificates can be taken as part of the applied information management master's degree program described in the **Special Studies** section of this bulletin.

Inquiries should be addressed to Linda F. Ettinger, Certificate Programs, Department of Art Education, University of Oregon, Eugene OR 97403.

DOCTORAL PROGRAMS

The doctor of philosophy (Ph.D.) degree in art education is offered in a three-year postbaccalaureate program. The doctor of education (D.Ed.) degree program in art education is inactive.

A cohesive program that relates to the student's professional goals is developed with an adviser and a doctoral committee. Professional goals may include college and university teaching and research, arts administration, and other relevant areas.

Students may develop supporting areas in fine arts, environmental design, art history, art policies, higher education, anthropology, sociology, psychology, computer applications, electronic and film media, and other disciplines.

All students must meet departmental, Graduate School, and Ph.D. degree requirements for admission, advancement to candidacy, and dissertation. Students must complete at least two years of work beyond the master's degree.

ART EDUCATION COURSES (ARE)

198 Workshop (1–6R)

199 Special Studies: [Term Subject] (1–3R)

250 Art and Human Values (3) 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.

251 The Arts and Visual Literacy (3) Explores ways in which physical, perceptual, affective, and cognitive modes of learning interact when viewing, interpreting, and assessing designed visual information within sociocultural contexts.

252 Art and Gender (3) Addresses sociocultural factors influencing roles of women and men in arts disciplines. Examines underlying social structures that affect how we define art and artists.

350 Introduction to the Disciplines of Art (4) Basic ideas and skills for seeing, making, responding to, analyzing, evaluating, and understanding art. Provides basic content from traditional art disciplines in preparation for teaching art.

399 Special Studies (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R) A recent topic is Master's Degree Proposal.

408/508 Workshop: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–21R)

410/510 Experimental Course: [Term Subject] (1–5R)

425/525 Children's Art Laboratory (3) Work with children in a supervised art laboratory. Appropriate for students preparing to teach art to children and adolescents in public schools and alternative settings.

429/529 Museum Education (3) Examines theory and practice of museum education. Analyzes program-development approaches for university and community audiences; creates educational materials for campus and local museums.

AAA 440/540 Criticism in Art and Design (3) See description under **Architecture and Allied Arts.**

442/542 Educational Approaches to Art History and Studio (3) Critical examination of problems in teaching art history and studio. Investigation of traditional and alternative teaching strategies using a variety of visual media. Prereq: 9 credits of art history, 15 credits of studio.

445/545 Art Criticism and Aesthetics in Art Education (3) Study of critical approaches and the aesthetic theory on which they are based. Methods of using this theoretical information in practical teaching settings.

450/550 Art in Society (3) Concepts derived from anthropology, philosophy, sociology, and art education are used to examine fine, popular, folk, industrial, and environmental art forms in contemporary society.

451/551 Art and Community Service (3) Overview of services that art and art educators perform in the community. Explores settings, constituencies, philosophical approaches, methodologies, planning, and funding of community art programs.

452/552 Women and Their Art (3) Contributions by women in art from the Middle Ages through the 20th century. Focuses on existing social, political, and aesthetic conditions for women.

460/560 Arts Administration (3) Considers the arts administrative role in museums, galleries, art centers, community and university art programs, state and local education divisions, art councils, and performing arts organizations.

462/562 Cultural Policy in Art (3) Examines impact of cultural policies and institutions on opportunities of the artistic community, on what art forms are made accessible, and on the general aesthetic welfare of the public.

470/570 Art and Therapeutic Strategies (3) Preparation to teach art to students with disabilities. Mainstreaming, special programs, teaching strategies, and development of curricular materials.

480/580 Computers in Art Education (3) Explores computer integration and application in art education. Surveys uses as both management and art tool and addresses the implications for art curricula.

481/581 Individualized Information Design with Computers (3) Provides opportunities to propose and execute independent projects that require application of information-design concepts gained in previous art education computing classes.

483/583 Information Design and Presentation (3) Design and presentation of electronically processed information. Uses concepts from aesthetics and graphic design; computer, behavioral, and social sciences. Practical applications in various contexts.

484/584 Advanced Information Design and Presentation (3) Compares design and presentation of information processed electronically and traditionally. Uses concepts from art and graphic design; computer, behavioral, and social sciences. Practical applications in business, education, and communications. Prereq: ARE 483/583 or instructor's consent.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R) A recent topic is Issues in Art Education.

608 Workshop: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

611 Master's Degree Project: [Term Subject] (1–16R)

614 Orientation to Art in Public Institutions (3) Foundations for teaching art in a variety of settings. Includes history of and current trends in art education and psychological and sociological foundations.

616 Philosophical and Historical Inquiry in Art Education (3) History of American art education. Philosophical concepts that have influenced the theory and practice of teaching art.

618 Cultural and Psychological Inquiry in Art Education (3) Social and behavioral aspects of group differences in the production of art and learning about art as preparation for education in the visual arts.

623 Elementary School Art (2) Teaching strategies and curriculum design for elementary art instruction. Theory and planning focuses on built environment, art and culture, art criticism, and art production.

626 Methods and Curriculum in Art Education (3) Special methods and curriculum design in the teaching of art. Teaching methodology and theory relative to public school philosophy.

627 Supervision of Children's Art Laboratory (3) Opportunity to learn supervisory theory and to practice teaching art in a laboratory situation. Responsibility for supervising students who are planning and implementing art activities with children.

628 Advanced Curriculum Design (3) Curriculum development in the visual arts accounting for individual and subcultural differences among students. Prereq: ARE 616, 618 or instructor's consent.

630 Research Methodology in Art Education (3) Scientific bases and classification of research; methodologies used in descriptive, analytical, and experimental research. Development of research proposals and critique of research reports.

646 Aesthetic Inquiry (3) Reviews contemporary research in aesthetics from a multidisciplinary perspective. Considers quantitative and qualitative studies from psychology, anthropology, sociology, computer science via traditional and contemporary aesthetic theory.

ART HISTORY

237C Lawrence Hall
Telephone (503) 346-3675
Jeffrey M. Hurwit, Department Head

FACULTY

Mary-Lyon Dolezal, assistant professor (medieval, Byzantine art). A.B., 1977, Oberlin; M.A., 1979, Chicago. (1990)

Jeffrey M. Hurwit, professor (ancient art, Greek and Roman archaeology). A.B., M.A., 1971, Brown; M.A., 1972, Ph.D., 1975, Yale. (1980)

Esther Jacobson, professor (Asian art, Scytho-Siberian art). B.A., 1962, M.A., 1964, Ph.D., 1970, Chicago. (1966)

Ellen Johnston Laing, professor (Chinese and Japanese art). B.A., 1954, Missouri; M.A., 1956, Wisconsin, Madison; Ph.D., 1967, Michigan. (1979)

Richard G. Mann, assistant professor (Renaissance and baroque). B.A., 1972, Kalamazoo; M.A., 1974, Minnesota at Minneapolis-St. Paul; Ph.D., 1982, New York. (1987)

Kathleen D. Nicholson, associate professor (modern, 19th-century art). B.A., 1969, Connecticut; M.A., 1971, Ph.D., 1977, Pennsylvania. (1980)

Leland M. Roth, professor (history of American and modern architecture). B.Arch., 1966, Illinois; M.Phil., 1970, Ph.D., 1973, Yale. (1978)

W. Sherwin Simmons, associate professor (modern, 20th-century art). B.A., 1967, Yale; M.A., 1975, Ph.D., 1979, Johns Hopkins. (1973)

Richard A. Sundt, associate professor (history of ancient and medieval architecture). B.A., 1967, Indiana; M.A., 1973, Ph.D., 1981, Wisconsin, Madison. (1982)

Emeriti

Marian Card Donnelly, professor emerita (history of architecture, Scandinavian art). B.A., 1946, M.A., 1948, Oberlin; Ph.D., 1956, Yale. (1966)

A. Dean McKenzie, professor emeritus (medieval, Byzantine, and Russian art). B.A., 1952, San Jose State; M.A., 1955, California, Berkeley; Ph.D., 1965, New York. (1966)

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

Participating

Arthur W. Hawn, architecture
Kenneth I. Helphand, landscape architecture
Stephen C. McGough, Museum of Art

The Department of Art History offers students the opportunity to study the principal art and architectural traditions of Europe, the United States, and Asia. The courses are particularly appropriate for students interested in history, art, and the larger cultural context of society. They are also suitable for students intending to concentrate on the practice of art or environmental design. The curriculum provides courses to introduce undergraduates to art traditions, courses focused on specific topics that allow small classes and discussion format, and courses intended for upper-division undergraduates and graduate students. In addition, the department offers both undergraduate majors and graduate students special seminars on methodology.

Preparation. Students expecting to transfer to the art history program from two-year colleges should include in their program the equivalent of the History of Western Art I,II,III (ARH

204, 205, 206) and two years of French or German. They should also complete as many of the university group requirements as possible.

Careers. The undergraduate program in art history leads to opportunities in the business world, art museums, and galleries. Students with graduate degrees in art history are also eligible for opportunities in teaching at all levels. The department provides career advising; information on career, internship, and fellowship opportunities; and regularly updated information on graduate programs.

Financial Assistance

For undergraduate and graduate students in art history, the department offers a number of scholarships and teaching and research fellowships, including the Mr. and Mrs. Eric G. Clarke Scholarship in Oriental Art and university graduate teaching fellowships (GTFs). Students may also seek scholarship aid through the School of Architecture and Allied Arts and the university's Office of Student Financial Aid.

UNDERGRADUATE STUDIES

The major in art history combines historical study with studio practice and leads to the bachelor of arts (B.A.) degree. The program for majors provides a broad perspective for understanding the art of the past and present and a basis for critical judgment of individual works of art. Subject to the general university requirements for graded courses, nonmajors may take any departmental course either for a letter grade or pass/no pass (P/N).

Major Requirements 90 credits

Art history majors must complete course work in six areas: ancient, medieval, Renaissance-baroque, modern (including American), and Asian art; and architectural history.

Lower Division — *54 credits*

- Studio art (drawing, painting, sculpture, or design) 6
- History of Western Art I,II,III (ARH 204, 205, 206) 9
- History of Indian Art (ARH 207), History of Chinese Art (ARH 208), or History of Japanese Art (ARH 209) 3
- Two years of French or German 24
- Advanced language, a second language, or literature 12

Upper Division — *36 credits*

- Critical Approaches to Art Historical Study (ARH 300) 3
- First area of emphasis: 9 credits in ancient or medieval or Renaissance-baroque art or in architectural history 9
- Second area of emphasis: 9 credits in any one of the five remaining areas 9
- Elective art history credits, including at least one course in each of the four remaining areas 15

The 36 upper-division credits must be taken for letter grades. At least 9 of these upper-division credits must be at the 400 level. A minimum of 3 credits, but not more than 12, must be in architectural history.

Recommended elective areas include anthropology, design, fine arts, history, literature, music, and philosophy. Art history majors should take at least one 3-credit history course in partial fulfillment of the university social science group requirement.

Minor Requirements

Students wanting to pursue a minor in art history must file an application form with the department, consult with the faculty adviser for their minor option, and maintain a current academic record in the Department of Art History office.

The art history minor is offered in three options, each requiring 27 credits.

Western Art Option — *27 credits*

- History of Western Art I,II,III (ARH 204, 205, 206) 9
- History of Indian Art (ARH 207), History of Chinese Art (ARH 208), or History of Japanese Art (ARH 209) 3
- One upper-division art history area of emphasis selected from ancient, medieval, Renaissance-baroque, or modern art 9
- Two upper-division art history courses, both of which must be in areas other than the area of emphasis 6

Asian Art Option — *27 credits*

- History of Indian Art (ARH 207) 3
- History of Chinese Art (ARH 208) 3
- History of Japanese Art (ARH 209) 3
- One course from History of Western Art I,II,III (ARH 204, 205, 206) 3
- One upper-division Asian art history area of emphasis 9
- Two upper-division art history courses, at least one of which must be in an area other than Asian art history 6

Architectural History Option — *27 credits*

- History of Western Architecture I,II (ARH 314, 315) 6
- One course from History of Western Art I,II,III (ARH 204, 205, 206) 3
- History of Indian Art (ARH 207), History of Chinese Art (ARH 208), or History of Japanese Art (ARH 209) 3
- Five upper-division courses in architectural history selected in consultation with the minor-option adviser 15

Of the five upper-division electives in architectural history, no more than two may come from the History of Interior Architecture I,II,III (ARH 474, 475, 476) or the History of Landscape Architecture I,II,III (ARH 477, 478, 479).

The upper-division areas of emphasis must consist of a group of related courses that are selected in consultation with the appropriate adviser for the minor option.

GRADUATE STUDIES

The Department of Art History offers programs leading to the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees in art history with specialization in ancient, medieval, Renaissance-baroque, modern, and Asian art and in the history of architecture. Seminars in methodology and criticism are open to graduate students. The department's M.A. degree program is the only one of its kind in Oregon and is unusual in the western United States. It is tailored to meet the needs and objectives of two kinds of students: (1) those who seek careers in the academic or art-related business worlds immediately upon completion of the M.A. degree, and (2) those who want to acquire a solid foundation in the field before pursuing studies leading to a Ph.D. degree.

Master of Arts Requirements

Students who have successfully completed undergraduate programs in art history, history, or languages and literature are particularly encouraged to consider graduate studies in art history.

All entering graduate students are required to complete for graded credit Bibliography and Methods (ARH 611). All graduate students emphasizing Western art must take at least 3 graduate credits in each of the main areas: ancient, Renaissance-baroque, medieval, and modern-American.

Two M.A. program options are available: (1) a program culminating in a written thesis, and (2) a program culminating in a comprehensive written examination. The student should elect one of these programs early in the first year of graduate study. Students in both programs must satisfy the general requirements of the Graduate School regarding residence and the number of graded credits.

The thesis program is intended for students who prefer to specialize or plan to continue in a doctoral program. Thesis-option students must complete at least 9 credits in graduate research seminars. They must also earn 9 credits in Thesis (ARH 503) through the presentation of a written thesis. Candidates conclude their programs by publicly presenting the results of their research. More information is available in the art history department office.

The comprehensive-examination option is intended for students who want to undertake a more general and broadly based course of study rather than continuing in a doctoral program. These students are expected to emphasize either Western or Asian art. Their programs should be based on one of the following suggested patterns:

Western Art Option — *45 credits*

- Western art (with at least 3 credits in each of the following areas: ancient, medieval, Renaissance-baroque, and modern-American) 24
- Asian art 9
- Bibliography and Methods (ARH 611) 3
- Museology (ARH 511, 512, 513) *or* Reading and Conference (ARH 605) 9

Asian Art Option — *45 credits*

- Asian-non-Western area of emphasis 18
- Asian-non-Western secondary area 6
- Western art (one or two areas) 9
- Bibliography and Methods (ARH 611) 3
- Museology (ARH 511, 512, 513) *or* Reading and Conference (ARH 605) 9

Comprehensive-examination-option students must take 9 credits in 600-level courses. The program culminates in a comprehensive examination based on the student's individual course of studies.

At the beginning of fall term, each new student in Western art history must take a written examination in French or German that is designed to test the student's ability to read the language.

Students who do not pass the examination are required to undertake language study and to repeat the examination at the beginning of spring term. In addition, students are encouraged to study other languages pertinent to their specific fields of research. Students in

Asian art must demonstrate competence in Chinese or Japanese language. The means for determining competence depends on the background and preparation of the individual student. Inquire at the art history department office for more information.

Ph.D. Requirements

Students in Western art history must have passed written examinations in both French and German by the end of the first year; demonstration of competence in other languages may be required, depending on the field of specialization. Students in Asian art must demonstrate proficiency in either Chinese or Japanese language, depending on their field of study, and are expected to pass a reading examination in an appropriate European language and to commence study of a second Far Eastern language if it is germane to their course of study.

The comprehensive examination includes three areas in art history: two related areas, in one of which the dissertation is written, and a third unrelated area. These areas are selected from an established list in the department. The comprehensive examination should be taken before completion of 45 credits beyond the M.A.

More detailed information is available from the art history department office. Applications for admission to the graduate program for the academic year 1992–93 must be received by February 28, 1992.

ART HISTORY COURSES (ARH)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

202 Introduction to Visual Arts (3) What a work of art is, how it is made, its social role, and the power of its symbolic language. All visual arts explored, Western and non-Western.

204, 205, 206 History of Western Art I,II,III (3,3,3) Historical survey of the visual arts. Selected works of painting, sculpture, architecture, and other arts studied in relation to the cultures producing them. **204:** ancient. **205:** medieval to early Renaissance. **206:** Renaissance to modern. Hurwit, Dolezal, Mann, Nicholson, Simmons.

207 History of Indian Art (3) Historical survey of the visual arts of India. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Jacobson.

208 History of Chinese Art (3) Historical survey of the visual arts of China. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Jacobson, Laing.

209 History of Japanese Art (3) 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. Laing.

300 Critical Approaches to Art Historical Study (3) Introduction to methodologies used in the study of art history (historic, iconographic, formal). Materials drawn from Asian and Western artistic traditions; bibliography, oral presentations, and papers. Prereq: junior or senior major status. Jacobson.

314, 315 History of Western Architecture I,II (3,3) Survey of architectural developments in the West from prehistory to the present. **314:** prehistory through Gothic. **315:** Renaissance to the present. Roth, Sundt.

321 Origins of Art (3) Introduction to the oldest artistic and architectural traditions of Europe, the Mediterranean Basin, Egypt, and the Near East. Ranges from Paleolithic France and Spain to Egyptian and Mesopotamian civilizations. Hurwit.

322 Art of Ancient Greece (3) Introduction to major traditions, functions, and styles of Greek art from the Bronze Age through the Archaic to the Classical and Hellenistic periods. Hurwit.

323 Art of Ancient Rome: (3) Introduction to major traditions, functions, and styles of the art of ancient Italy and the Roman Empire, from the Etruscans through the Republic to the art of Constantine the Great. Hurwit.

324 Art and Politics in the Ancient World (3) Use of art and architecture by leading figures and states to shape and express the political environment and ideologies of the ancient world. Propagandistic art from Egypt to Rome. Hurwit.

326 The Acropolis of Athens (3) The principal architectural and sculptural monuments of the Athenian Acropolis. Emphasis on works from the Age of Pericles. Selected literary texts read in translation. Hurwit.

341 Italian Art 1400–1560 (3) Painting and sculpture of the Renaissance and mannerist periods analyzed in terms of style, iconography, theory, patronage, and social context. Mann.

342 Italian Art 1560–1700 (3) Reform of art in the late 16th century and development of the baroque in Italy. Focus on Caravaggio, Carracci, Bernini, other leading artists. Mann.

343 European Renaissance Art (3) Painting and graphic arts in the Netherlands, Germany, and England in the 15th and 16th centuries. Van Eyck, Dürer, Holbein, other leading artists. Mann.

344 European Baroque Art (3) Baroque art outside Italy. Development of distinctive national schools. Special emphasis on the flourishing of Dutch painting and French classicism. Mann.

349 History of Prints (3) Western printmaking from the 15th century to the present, focused on major artists (Dürer, Rembrandt, Goya, Johns). Development of print media; changing goals of printmakers. Mann.

351 19th-Century Art (3) Introduction to artistic movements in Europe from 1780 to 1900 including neoclassicism, romanticism, realism, and impressionism. Nicholson, Simmons.

352 20th-Century Art (3) Introduction to artistic movements in painting, sculpture, and graphics from postimpressionism (1900s) to the present. Nicholson, Simmons.

359 History of Photography (3) Photography from the early 19th century to the present, aesthetics of the medium, its relationship to painting and the graphic arts, and its social role. Nicholson.

381 Nomadic Art of Eurasia (3) Art of the Scytho-Siberian nomads and its relation to the art of Greece, the ancient Near East, and China, 7th to 2nd centuries B.C. Jacobson.

384, 385, 386 Chinese Art I,II,III (3,3,3) The major Chinese arts, including bronzes, sculpture, painting, and architecture, from the Shang through the Ch'ing dynasties. Jacobson, Laing.

389 Art and Politics in 20th-Century China (3) Introduction to changing political situations and the effect of politics and ideology on art from 1900 to ca. 1982. Laing.

391 Art of the Pacific Islands I (3) Art and architecture of Melanesia considered in terms of style and as vehicles of social and religious expression. Sundt.

392 Art of the Pacific Islands II (3) Art and architecture of Polynesia and Micronesia considered in terms of style and as vehicles of social and religious expression. Sundt.

399 Special Studies: [Term Subject] (1–4R) Departmental offerings vary from year to year and reflect the interests of faculty members.

400 Innovative Education: [Term Subject] (2–5R)

401 Research (1–5R)

405 Reading and Conference: [Term Subject] (1–5R)

406 Field Studies (1–5R)

407/507 Seminar: [Term Subject] (1–5R)

408/508 Workshop (1–5R)

409 Practicum: [Term Subject] (1–9R)

410/510 Experimental Course: [Term Subject] (1–5R) Departmental offerings vary from year to year and reflect the interests of faculty members.

411/511, 412/512, 413/513 Museology (3,3,3) Theories and techniques in the operation of art museums. Prereq: instructor's consent. McGough.

422/522 Aegean Art (3) Major artistic traditions of the Aegean Bronze Age: Minoan, Theran, and Mycenaean. Topics include the function and meaning of palatial frescoes, development of vase painting, and Bronze Age iconography. Prereq: ARH 204 or 322 or instructor's consent. Hurwit.

423/523 Archaic Greek Art (3) Development of Greek art in the Geometric and Archaic periods (900–480 B.C.). Focuses on such issues as the origin and tactics of mythological narrative art. Prereq: ARH 204 or 322 or instructor's consent. Hurwit.

424/524 Classical Greek Art (3) Greek art in the 5th and 4th centuries B.C. Emphasizes major artistic programs of Olympia and Athens and classical attitudes toward the representation of the human form. Prereq: ARH 204 or 322 or instructor's consent. Hurwit.

427/527 Greek Architecture (3) Origins of the Greek Orders and temple architecture from ca. 900 to 400 B.C. Prereq: ARH 204 or 314 or instructor's consent. Sundt.

428/528 Roman Architecture (3) Architecture and building technology during the republican and imperial periods. Prereq: ARH 204 or 314 or instructor's consent. Sundt.

430/530 Early Christian Art (3) Early Christian art from the 2nd century to A.D. 726. Prereq: ARH 205 or instructor's consent. McKenzie.

431/531 Byzantine Art (3) Byzantine art after iconoclasm, A.D. 843–1453. Prereq: ARH 205 or instructor's consent. Dolezal, McKenzie.

432/532, 433/533 Medieval Sculpture I,II (3,3) Medieval sculpture in Western Europe from ca. 600 to 1500. **432/532:** 600–1200, with emphasis on the Romanesque. **433/533:** Gothic, from 1200 to 1500. Prereq: ARH 205 or instructor's consent. Dolezal.

434/534, 435/535 Medieval Painting I,II (3,3) Medieval painting with emphasis on book illumination. **434/534:** 600–1200. **435/535:** Gothic, from 1200 to 1500. Prereq: ARH 205 or instructor's consent. Dolezal.

437/537 Romanesque Architecture (3) Architecture in Western Europe ca. 1000 to 1200 A.D. The period of monasteries, pilgrimages, and Crusades. Prereq: ARH 205 or 314 or instructor's consent. Sundt.

438/538, 439/539 Gothic Architecture I,II (3,3) Architecture in Western Europe from ca. 1130 to ca. 1500. **438/538:** emphasis on northern France. **439/539:** emphasis on England, Germany, and the area outside northern France. Prereq: ARH 205 or 314 or instructor's consent. Sundt.

441/541 Renaissance and Baroque Problems (3R) In-depth examination of careers of major artists or issues relevant to art of the period. Topic varies. Possible subjects include art and power, Caravaggio. Prereq: ARH 341 or 342 or 343 or 344 or instructor's consent. Mann. **R** twice when topic changes for maximum of 9 credits.

444/544 16th-Century Art and Theory (3) Writings of Leonardo da Vinci, Michelangelo, Vasari, and others analyzed in conjunction with Italian art of the period. Prereq: ARH 341 or 342 or instructor's consent. Mann.

445/545 Golden Age in Spain (3) Spanish painting and sculpture from 1560 to 1700 (El Greco, Zurbarán, Velázquez, Murillo). Interaction with other national schools, impact of patronage, other issues. Prereq: ARH 206, 341 or 342 or 343 or 344 or instructor's consent. Mann.

448/548 Renaissance Architecture (3) Examination of the significant developments in architecture in Italy and the rest of Europe, 1400–1585, with special emphasis on theory and normative types. Prereq: ARH 206 or 315 or instructor's consent. Roth.

449/549 Baroque Architecture (3) Examination of the significant developments in architecture in Italy and the rest of Europe, 1585–1750. Prereq: ARH 206 or 315 or instructor's consent. Roth.

450/550 18th-Century Art (3) European painting, painters, and patrons from 1700 to the French Revolution. Development of the rococo style, landscape painting, and neoclassicism. Prereq: ARH 206 or instructor's consent. Nicholson.

451/551 Romanticism (3) The romantic era in European art,1789–1848 centering on Goya, Blake, Turner, and others. Prereq: ARH 351 or instructor's consent. Nicholson.

452/552 19th-Century Problems (3R) Changing topics in the areas of realism through impressionism. Major artistic movements in Europe, 1848–1880. Prereq: ARH 351 or instructor's consent. Nicholson. **R** twice when topic changes for maximum of 9 credits.

453/553 20th-Century Problems (3R) Changing topics in European art between 1880 and 1940. Prereq: ARH 352 or instructor's consent. Simmons. **R** twice when topic changes for maximum of 9 credits.

454/554 Modern German Art (3) Development of modernism in German art from the founding of the secession to national socialism. Prereq: ARH 352 or instructor's consent. Simmons.

455/555 Contemporary Art (3) Major artistic movements and critical theory in Europe and the United States from 1940 to the present. Prereq: ARH 352 or instructor's consent. Simmons.

458/558, 459/559 American Art I,II (3,3) Intensive survey of major developments in American painting and sculpture. **458/558:** 1585 to 1860, landscape and genre topics. **459/559:** 1860 to 1940, academic art and regionalism in the 1920s and 1930s. Prereq: ARH 206 or instructor's consent. Nicholson, Roth.

461/561 19th-Century Architecture (3) Major developments in architecture in Europe from 1740 to 1900. Special emphasis on such topics as the impact of eclecticism, industrialization, and urban growth. Prereq: ARH 206 or 315 or instructor's consent. Roth.

462/562 20th-Century Architecture (3) Major developments in architecture in Europe, 1890 to the present. Topics include the theory of international modernism and the rise of ethnic traditions. Prereq: ARH 206 or 315 or instructor's consent. Roth.

464/564, 465/565, 466/566 American Architecture I,II,III (3,3,3) Major developments in American architecture. **464/564:** 1600–1820; includes vernacular traditions, late baroque transplantations, and the effort to create national symbols. **465/565:** 1820–1900; includes the rediscovery of national symbols, the impact of industry, and the national focus on the single-family residence. **466/566:** 1885 to the present; emphasizes academicism, the impact of international modernism, and the rediscovery of eclectic symbolism. Prereq: ARH 206 or 315 or instructor's consent. Roth.

469/569 Historic Preservation (3) Theory and history of historic preservation in the United States and Europe; legislation and procedures.

471/571 Problems in Scandinavian Art (3R) Art and architecture in the Scandinavian countries from prehistoric times to the present. **R** twice when topic changes for maximum of 9 credits.

474/574, 475/575, 476/576 History of Interior Architecture I,II,III (3,3,3) Interior architecture as artistic expression, including the study of furnishings, textiles, and other interior traditions. Hawn.

477/577, 478/578, 479/579 History of Landscape Architecture I,II,III (3,3,3) History of landscape architecture focusing on the garden and public open spaces. **477/577:** development of the garden from its origins until the 17th century. Offered alternate years; not offered 1991–1992. **478/578:** Landscape design of the 18th and 19th centuries, emphasizing the design of public open spaces and the Anglo-American tradition. Offered alternate years; not offered 1991–1992. **479/579:** American and 20th-century landscape architecture. Offered 1991–92 and alternate years. Helphand.

484/584 Problems in Chinese Art (3R) Pictorial formulation, historical context, and artistic and social purpose in three phases of Chinese bronze art. Examines ornamental, pictorial, and narrative source traditions. Prereq: ARH 208, 384 or 385 or 386 or instructor's consent. Jacobson. **R** twice when topic changes for maximum of 9 credits.

488/588 Japanese Prints (3) Major thematic, technological, and artistic developments of the woodblock print in Japan as part of the cultural, social, and political patterns of the times. Prereq: ARH 209 or instructor's consent. Laing.

503 Thesis (1–9R) P/N only

601 Research (1–5R) P/N only

603 Dissertation (1–9R)

605 Reading and Conference: [Term Subject] (1–5R)

606 Field Studies (1–5R)

607 Seminar: [Term Subject] (1–5R) Departmental offerings vary from year to year and reflect the specialized interests of faculty members. 1990–1991 topics included the Acropolis, the American Home, and Surrealism.

608 Workshop: [Term Subject] (1–5R)

609 Practicum: [Term Subject] (1–9R)

610 Experimental Course: [Term Subject] (1–5R)

611 Bibliography and Methods (3) Introduction to bibliographic resources, research methodology, and critical issues in art history. Prereq: graduate standing in art history. Mann, Nicholson, Simmons.

FINE AND APPLIED ARTS

198 Lawrence Hall
Telephone (503) 346-3610
Kenneth R. O'Connell, Department Head

FACULTY

Laura J. Alpert, associate professor (sculpture). B.A., 1968, Stanford; M.F.A., 1971, Oregon. (1979)

Paul E. Buckner, professor (the human and organic form, sculpture). B.A., 1959, Washington (Seattle); M.F.A., 1961, Claremont. (1962)

N. Megan Corwin, assistant professor (metalsmithing and jewelry). B.A., 1974, Eckerd; M.F.A., 1983, Wisconsin. (1989)

Ronald J. Graff, associate professor (painting). B.F.A., 1973, Kansas City Art Institute; M.F.A., 1975, Yale. (1981)

R. Craig Hickman, assistant professor (visual design). B.S., 1971, Portland State; M.F.A., 1981, Washington (Seattle). (1984)

J. Michael Holcomb, assistant professor (visual design). B.A., 1967, Central Washington; M.F.A., 1988, Oregon. (1986)

George Kokis, professor (ceramics). B.F.A., 1955, M.F.A., 1961, Alfred. (1973)

Sana Krusoe, assistant professor (ceramics). B.A., 1968, Occidental; M.F.A., 1987, Claremont Graduate. (1990)

Kenneth R. O'Connell, professor (visual design). B.S., 1966, M.F.A., 1972, Oregon. (1977)

Frank S. Okada, professor (painting, drawing). B.F.A., 1957, Cranbrook Academy of Art. (1969)

Kenneth H. Paul, associate professor (printmaking, painting). B.A., 1961, M.A., 1965, Wyoming. (1970)

Richard C. Pickering, senior instructor. B.A., 1964, Arizona State; M.F.A., 1970, Oregon. On leave 1991–92. (1970)

Barbara Pickett, associate professor (fibers). B.S., 1971, Portland State. (1975)

Dan Powell, associate professor (photography). B.A., 1973, M.A., 1977, Central Washington; M.F.A., 1980, Illinois. (1987)

Margaret Prentice, assistant professor (printmaking). B.F.A., 1967, Arizona, Tucson; M.F.A., 1980, Colorado, Boulder. (1986)

Jan L. Reaves, assistant professor (painting, drawing). B.A., 1970, M.F.A., 1983, Oregon. (1988)

Terry Warpinski, assistant professor (photography). B.A., 1979, Wisconsin, Green Bay; M.F.A., 1983, Iowa. (1984)

Adjunct and Visiting

Paul H. Tetzner, visiting associate professor (visual design). B.S., 1952, Institute of Design, Illinois Institute of Technology; M.F.A., 1964, Oregon. (1980)

Robert S. Wenger, adjunct assistant professor (basic design, visual inquiry). B.S., 1970, 1979, M.F.A., 1986, Oregon. (1986)

Emeriti

David G. Foster, professor emeritus (visual design). B.A., 1951, Institute of Design, Illinois Institute of Technology; M.F.A., 1957, Oregon. (1957)

Robert C. James, professor emeritus (ceramics). B.A., 1952, California, Los Angeles; M.F.A., 1955, Cranbrook Academy of Art. (1955)

C. Max Nixon, professor emeritus (metal craft, jewelry, weaving). B.F.A., 1939, Kansas. (1956)

C. B. Ryan, professor emeritus (painting, drawing). B.S., 1939, M.F.A., 1940, Oregon. (1946)

Andrew M. Vincent, professor emeritus. 1929, Art Institute of Chicago. (1929)

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

The Department of Fine and Applied Arts has courses in ceramics, drawing, fibers, metalsmithing and jewelry, painting, photography, printmaking, sculpture, and visual design (including computer graphics). Lower-division courses serve students doing their major work in the department and nonmajors seeking studio work as part of a liberal education.

UNDERGRADUATE STUDIES

Students must apply directly to the Department of Fine and Applied Arts for admission as majors. Write or call the department for the application form and deadlines. Although admission screening usually takes place in the spring for fall term, some students are admitted for winter and spring terms.

Three bachelor's degrees are offered by the department: a four-year program leads to the bachelor of arts (B.A.) or bachelor of science (B.S.) degree, and a five-year program leads to the bachelor of fine arts (B.F.A.) degree.

Major disciplines within the department are not separated at the undergraduate level except in the case of the fifth-year program for a B.F.A. degree.

Major Requirements

General departmental requirements for the B.A. and B.S. degrees are 66 credits, including 9 in art history. Twenty-four of the 66 must be in upper-division studio work. The following course work must be completed before other art credits in the major.

Two courses in drawing

Two courses in Basic Design (ART 295)

Requirements for the B.F.A. degree follow:

1. Completion of a five-year program totaling 220 credits, including satisfaction of general university requirements for the B.A. or B.S. degree
2. Satisfaction of departmental requirements for a program leading to the B.A. or B.S. degree and, in the fifth year, 29 credits of studio work, 9 credits in art history, and 4 credits of Terminal Creative Project B.F.A. (ART, ARTC, ARTF, ARTM, ARTP, ARTR, ARTS, or ARTV 409)

Students who have completed a comparable four-year curriculum in art at another institution may be admitted to the fifth-year B.F.A. program. Such B.F.A. candidates must, however, satisfy the university's residence requirement of 45 credits for all undergraduate degrees. For transfer students completing an undergraduate degree here, the department requires at least 24 credits of studio work in residence, of which at least 12 must be upper division.

Admission to the B.F.A. program is subject to approval by a portfolio review of the student's work, usually during the fourth year. The B.F.A. candidate selects a faculty sponsor, who agrees to initiate the portfolio review and supervise the terminal creative project.

Program Planning. The department stresses interdisciplinary programs as well as concentrated study. Each student is encouraged to select a faculty adviser during the first year. That the selected adviser be familiar with and sympathetic to the student's direction and capabilities is critical to the development of a worthwhile program of study. The importance of program planning cannot be overemphasized.

The general lower-division courses Drawing (ART 291), Basic Design (ART 295), and Drawing and Modeling (ART 297) are introductory courses preparatory to additional work in the department.

Minor Requirements

The minor in fine and applied arts requires 42 credits. Course work must be taken in at least two departmental curricular areas, excluding courses taken to fulfill the Drawing (ART 291) and Basic Design (ART 295) requirements.

Students are encouraged to declare the minor at least three terms before graduating. At the time the minor is declared, a departmental adviser may be assigned to help the student develop an individualized program.

Core	*18 credits*
Art history (ARH) courses	9
Drawing (ART 291)	3
Basic Design (ART 295)	3
3 credits selected from among the following: Drawing (ART 291), Basic Design (ART 295), departmental courses, architecture and allied arts (AAA) courses	3
Studio	*24 credits*
Studio courses of one's choice; 15 credits must be upper division, and 12 credits must be taken in residence	

GRADUATE STUDIES

The department offers the master of fine arts (M.F.A) degree in each area of instruction: ceramics, metalsmithing and jewelry, painting, printmaking, sculptute, and visual design. Graduate studies in fibers, photography, and computer studies are offered through the visual design area.

The M.F.A. program is intended to promote mature and independent creative work based on collegiality among members of the studio community. The faculty, with this in mind, prefers to rely more heavily on advising than on formal prescription.

The M.F.A. is the terminal degree in the studio arts. As such, it is designed to transcend the credit and course requirements normally associated with bachelor's and master's degrees. The standard two-year M.F.A. program requires six consecutive fall-through-spring terms as a full-time student.

The six terms of full-time enrollment, not including summer session, is the minimum residence requirement. Other requirements are six formal courses in art history, art theory, or related courses that focus on theoretical or historical issues in the arts. Exceptions to the six formal courses in art history or art theory must have the prior approval of the department head. Seminars with specific titles, e.g., Seminar: Experimental Animation (ARTV 507), can be used to satisfy this requirement. Untitled generic seminars, e.g., Seminar (ARTC 507) and other undefined, open-ended

study, e.g., Research (601), Reading and Conference (605), and Workshop (508) do not satisfy this requirement. Also required is a minimum of 9 credits of Terminal Creative Project M.F.A. (ART, ARTC, ARTM, ARTP, ARTR, ARTS, or ARTV 609).

Graduate students in this department may elect to take all their work on a pass/no pass (P/N) basis. Because the principal requirements here are those of residence, which may not be waived, there is no policy for the acceptance of transferred graduate credit. All work done elsewhere, both privately and in other schools and foundations, is honored though not reviewed for credit.

Most of the first year is spent establishing work patterns and becoming familiar with departmental courses of instruction, faculty and staff members, and facilities.

Prospective students are expected to have the equivalent of this department's B.F.A. degree; those admitted without this experience are expected to make up background deficiencies before being admitted to the two-year program.

It is assumed that prospective graduate students have some knowledge of the department's offerings and seek entrance for particular reasons. The transition from the first year into the more independent phase of the second-year terminal project is generally most rewarding to those who visit the department before applying.

Formal Procedures

Conditional Admission. Applicants must make specific inquiry based on discipline and commitment, submitting an application, transcripts, vita, portfolio, and letters of recommendation as requested. All applicants accepted by the Graduate School are given conditional admission to study for the M.F.A.

Until or unless an entering student has a specific request for a graduate adviser, the faculty member so designated customarily serves as the adviser to conditionally admitted students. During this time, the student's enrollment consists of course work and special studies in his or her discipline and in other instructional areas to ensure broader acquaintance with the department and the university.

Sometime after the first term of residence, and usually before the end of the third, a committee for reviewing candidacy is constituted by the adviser for conditionally admitted graduate students. The committee is composed of no fewer than four departmental faculty members, two of whom, whenever possible, should be from the candidate's major discipline. At least one member of the committee must be from another discipline of the department. When faculty members outside the department are wanted on this committee, they are appointed to serve in a nonvoting capacity. The departmental committee reviews with the student his or her record of accomplishment, along with examples of past and current work, in order to advise on and to recommend advancement to candidacy with a change of graduate classification to unconditional master's degree.

Terminal Project and Adviser. As soon as the student has been classified G8, the student is eligible to select a terminal project adviser from the graduate faculty in his or her discipline. This adviser, in counsel with the candidate, selects the committee, which is composed of the adviser as chair, three other departmental faculty members, and usually a faculty member from outside the department. The entire committee meets with the student for a preliminary statement of project intention (the preliminary review), at least two progress reports, and the terminal review.

As soon as the project proposal is organized by the candidate, a meeting of the committee is arranged for a preliminary review of the proposed project. A short written description of the proposal should be delivered by the candidate to each committee member prior to the meeting. The purpose of the preliminary review is to acquaint all parties with the conceptual and technical particulars of the proposal and to discuss the merit of the project and its appropriateness to the terminal degree. The committee also reviews the student's overall suitability for pursuit of the M.F.A. degree. If serious and irreconcilable differences of opinion arise, the committee should be reconstituted to begin again. If a second committee also has serious and irreconcilable differences, the student may be terminated as an M.F.A. degree candidate after review by the department head. Although the preliminary review is not a public meeting, the departmental faculty should receive the courtesy of notification. However, it is understood that guests are not to compromise the purpose of the meeting. The preliminary review is usually timed to allow three subsequent terms to complete the terminal project.

During the course of work on the terminal project, the candidate arranges for individual conferences with committee members and arranges, through the adviser, at least two committee meetings for progress reports. At each progress report meeting, the committee determines whether sufficient progress has been made, whether work is of appropriate quality for continuation of the project, and whether the student's performance in the M.F.A. program continues to be acceptable.

At least two weeks prior to the terminal review, each committee member should receive a rough draft of the report summarizing the terminal project. At least one week before the terminal review, the time, date, and place are publicly announced by the chair. Department staff members assist the candidate in arranging the space and dates for the public exhibition of the terminal project. The final review is open to all university faculty members and graduate students. The exhibition is open to the public.

The degree is officially granted after the candidate has fulfilled all requirements, including submission to the department of a project report, in a form appropriate to the nature of the project and suitable for binding for use in the Architecture and Allied Arts Library. This bound copy of the terminal report must be signed by the terminal project adviser. An additional copy of the report may be made available to the major discipline for its use. The student may also request an additional bound copy.

FINE AND APPLIED ARTS COURSES

Unless specified otherwise, for open-ended courses numbered 199, 401, 405, 406, 407/507, 408/508, 409, 410/510, 601, 605, 606, 607, 608, and 609, topics and credits are arranged with the instructor. Subjects vary according to the interests of both faculty members and students. Courses include, but are not limited to, studio-related exploration. Instructor's consent is required for all courses with flexible credit ranges, both for content and scheduling. Students are encouraged to discuss these possibilities with their advisers.

GENERAL DEPARTMENTAL ART COURSES (ART)

111 The Artist Experience (2) P/N only. The artist experience is a series of presentations by the resident faculty members of the Department of Fine and Applied Arts. Offered fall term only.

AAA 180, 181 Introduction to Visual Inquiry I,II (3,3) See descriptions under **Architecture and Allied Arts.**

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

208 Foundation: [Term Subject] (2–4R) A studio foundation course focusing on basic skills and concepts.

291 Drawing (2–4R) Beginning course in observation, selection, and recording of significant elements in various drawing media.

295 Basic Design (2–4R) P/N only. Programming of information and processes invested in the act of designing: exercises in understanding the syntax of problem posing. Alpert, Tetzner, Wenger.

297 Drawing and Modeling (2–4R) Study of forms in space using the two dimensions of drawing and the three dimensions of modeling. Buckner.

350 Color Theory (2–4R) Examines the physical, psychological, and physiological aspects of color and light. Designed to improve the understanding of color interaction. Prereq: ART 295, instructor's consent.

400 Innovative Education: [Term Subject] (1–3R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (2–3R)

408/508 Workshop: [Term Subject] (1–6R) Frequent topics are Bookbinding, Calligraphy, Papermaking, Small Metal Casting, Typography; others include Computers in the Arts, Drawing and Writing on Computers, Hands and Feet.

409 Terminal Creative Project B.F.A.: [Term Subject] (1–12R)

410/510 Experimental Course: [Term Subject] (1–6R) Topics include Drawing and Writing on the Computer, Theories in Art.

414/514 Art and Creativity (2–4R) P/N only. Personal projects and ensemble work involving imagination-releasing exercises using clay, drawing, writing, and storytelling. Studio emphasizes creativity. R once.

415/515 The Origins of Mark and Image Making (2–4) P/N only. Shares some characteristics of a studio course, but research is undertaken in a nontraditional outdoor setting. Unprocessed natural and found material used for projects reviewed and discussed on site.

RETURN TO UNIVERSITY ARCHIVES IN CARE OF THE LIBRARY

482/582 Anatomy for Artists (2–4) Principles and formation of the skeletal and muscular structure of the human figure. Prereq: ARTP 290 or ART 291 or 297. Buckner.

485/585 Artist's Books (3–4R) Creating books as an expression of fine art. Each aspect of the book's structure and form is designed to express the artist's ideas and content. Prereq: foundation course.

492/592 The Artist's Survival (2–3) P/N only. Reviews the direct application and presentation of an artist's work in the world of business and education.

601 Research (1–6R) P/N only

602 Supervised College Teaching (1–4R)

605 Reading and Conference: [Term Subject] (1–16R)

607 Seminar: [Term Subject] (1–5R) Topics include Archetypal Ancestors of the Artist, Making Ideas Firm, Pattern, and Visual Poetics.

608 Workshop: [Term Subject] (1–16R)

609 Terminal Creative Project M.F.A.: [Term Subject] (1–16R)

Ceramics Courses (ARTC)

199 Special Studies: [Term Subject] (1–3R)

255 Ceramics (2–4R) Both instructor-directed and self-directed opportunities. Instruction available in many aspects of the study of ceramic processes. Open to nonmajors. Kokis, Krusoe.

401 Research (1–21R)

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's consent.

406 Special Problems (1–21R) Prereq: instructor's consent.

407/507 Seminar: [Term Subject] (1–6R) Prereq: instructor's consent.

408/508 Workshop: [Term Subject] (1–6R) Prereq: instructor's consent.

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course: [Term Subject] (1–6R)

450/550 Ceramic Theory and Chemistry (2–4R) Theory and practice in glaze and clay calculation and formulation. Prereq: instructor's consent, ARTC 255.

455/555 Advanced Ceramics (2–4R) Intensive study opportunities for those who seek the integration of skills, theory, and practice with the development of personal meanings. Kokis, Krusoe.

601 Research (1–6R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Term Subject] (1–6R) Prereq: instructor's consent.

606 Special Problems (1–16R) Prereq: instructor's consent.

607 Seminar: [Term Subject] (1–5R) Prereq: instructor's consent.

608 Workshop: [Term Subject] (1–16R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A.: [Term Subject] (1–16R) Prereq: instructor's consent.

Fibers Courses (ARTF)

199 Special Studies: [Term Subject] (1–3R) Prereq: instructor's consent.

253 Off-Loom Textiles (2–4R) Introduction to fiber study through methods other than traditional loom work; exploration of forms possible in three dimensions and at various scales; dyeing and construction techniques. Pickett.

256 Weaving (2–4R) Dressing, care, and manipulation of several types of looms. Experimentation with a wide variety of fibers. Production of textiles of original design on four- and eight-harness looms. Pickett.

358 Dyeing (2–4R) Dyeing fibers and fabrics using natural and synthetic dyes. Includes such techniques as stitch resist, paste resist, stencil printing, ikat, marbling. Focus on surface design.

401 Research (1–21R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's consent.

406 Special Problems (1–6R) Prereq: instructor's consent.

407/507 Seminar: [Term Subject] (2–3R) Prereq: instructor's consent.

408/508 Workshop: [Term Subject] (1–6R) Prereq: instructor's consent.

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course: [Term Subject] (1–6R)

456/556 Advanced Fibers (2–4R) Emphasis on creative work. Production of a wide variety of handwoven fabrics. Historical studies, fabric analysis, spinning, dyeing. Pickett.

458/558 Textile Printing (2–4R) Advanced problems in design and color applied to standard textiles. Technique in pattern design and yardage printing. Silk screen, block print. Prereq: instructor's consent.

Metalsmithing and Jewelry Courses (ARTM)

199 Special Studies: [Term Subject] (1–3R) Prereq: instructor's consent.

257 Metalsmithing and Jewelry (2–4R) Introduction to the handworking of ferrous and nonferrous metals; practical information about making small tools and jewelry and metal objects. Corwin.

401 Research (1–21R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's consent.

406 Special Problems (1–21R) Prereq: instructor's consent.

407/507 Seminar: [Term Subject] (2–3R) Prereq: instructor's consent.

408/508 Workshop: [Term Subject] (1–21R)

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course: [Term Subject] (1–6R)

457/557 Advanced Metalsmithing and Jewelry (2–5R) Emphasis on creative work. Advanced problems in forging, raising, centrifuge, casting, enameling, etching, stonesetting.

601 Research (1–16R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Term Subject] (1–16R) Prereq: instructor's consent.

606 Special Problems (1–16R) Prereq: instructor's consent.

608 Workshop: [Term Subject] (1–16R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A.: [Term Subject] (1–16R) Prereq: instructor's consent.

Painting Courses (ARTP)

199 Special Studies: [Term Subject] (1–3R) Prereq: instructor's consent.

290 Painting (2–4R) Basic visual elements and their application to painting as a means of expression. Traditional subject matter is incorporated: still life, landscape, figure. Prior drawing experience recommended.

292 Water Color (2–4R) Basic instruction in the use of water media with particular attention to their limitations and capabilities.

381 Water Color (2–4R) Visual and manual understanding of the media with emphasis on transparency and fluidity. Transitory conditions of light and atmosphere. Prereq: ART 291 or ARTP 292.

390 Painting (2–4R) Advanced painting concepts and technical processes. Independent initiative is encouraged. Prereq: 8 credits of lower-division painting or equivalent. Graff, Okada, Reaves.

391 Drawing (2–4R) Continued study in observation related to visual and spatial phenomena. Prereq: 4 credits in ART 291. Graff, Okada, Reaves.

392 Composition and Visual Theory (2–4R) Visual theory and its relation to visual, tactile, kinetic, and mnemonic characterization. Prereq: 4 credits in ART 291 or 295 or instructor's consent.

401 Research (1–21R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's consent.

406 Special Problems (1–6R) Prereq: instructor's consent.

407/507 Seminar: [Term Subject] (2–3R) Prereq: instructor's consent.

408/508 Workshop: [Term Subject] (1–6R) Prereq: instructor's consent.

409 Terminal Creative Project B.F.A.: [Term Subject] (1–12R)

410/510 Experimental Course: [Term Subject] (1–6R)

481 Water Color (2–4R) Advanced study in selected water media. Prereq: ARTP 381 or instructor's consent.

486/586 Large-Scale Painting (8R) Presents a realistic introduction to a professional commitment to painting. Introduces need for personal development of a studio discipline appropriate for independent graduate work. Prereq: ARTP 390, instructor's consent. Okada.

488/588 Theories of Painting (3) Examines the parallel development of modern painting to the present and concurrent theory. Includes

contemporary exhibiting practices: galleries, museums, publicity, art as business. Okada.

490/590 Advanced Painting (2–4R) The use of various media to characterize observation of a variety of subjects including still lifes, landscapes, and figures. Prereq: 6 credits in ARTP 390 or equivalent. Graff, Okada, Reaves.

491/591 Advanced Drawing (2–4R) The use of drawing as a conceptual and technical tool for revealing information from various sources including still life, landscape, and figure. Prereq: 6 credits in ARTP 391. Graff, Okada, Reaves.

601 Research (1–16R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Term Subject] (1–16R) Prereq: instructor's consent.

606 Special Problems (1–16R) Prereq: instructor's consent.

607 Seminar: [Term Subject] (1–5R) Prereq: instructor's consent.

608 Workshop: [Term Subject] (1–16R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A.: [Term Subject] (1–16R) Prereq: instructor's consent.

690 Graduate Studies in Painting (1–6R) Advanced work with problems of color and form, technique, processes, and visual theories. Prereq: instructor's consent.

691 Graduate Studies in Drawing (1–6R) Advanced work with problems of form, technique, processes, and visual theories. Prereq: instructor's consent.

Printmaking Courses (ARTR)

199 Special Studies: [Term Subject] (1–3R) Prereq: instructor's consent.

346 Introduction to Relief Printing (3) Woodcut, linoleum cut methods, single- or multiple-color techniques of reduction cut, multiple blocks, stencils, and registration principles. Emphasizes personal imagery development. Prereq: two terms of drawing or instructor's consent. Paul, Prentice.

347 Introduction to Intaglio (3) Techniques of etching, drypoint, engraving, aquatint, softground, liftground, white ground, embossment, relief plate printing. Emphasizes personal imagery development. Prereq: two terms of drawing or instructor's consent. Prentice.

348 Introduction to Screenprinting (3R) Techniques of screenprinting, including film stencil, liquid blockout stencil, paper stencil, and photosensitive approaches. The medium as a unique conceptual and expressive tool. Prereq: instructor's consent. Paul

349 Introduction to Lithography (3) Basic methodology of delineation, processing, and printing of images on stone. Includes crayon, pen, and tusche work. Printing of small editions. Prereq: two terms of drawing or instructor's consent. Paul.

401 Research (1–21R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's consent.

406 Special Problems (1–6R) Prereq: instructor's consent.

407/507 Seminar: [Term Subject] (2–3R) Printmaking. Prereq: instructor's consent.

408/508 Workshop: [Term Subject] (1–6R)

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course: [Term Subject] (1–6R) Exploration of new or combined graphic media may include monotype, Japanese woodcut, and wood engraving.

446/546 Intermediate and Advanced Relief Printing and Intaglio (2–4R) Relief printing emphasizes color techniques, *chine collé*, wood engraving, monotype. Intaglio includes color methods with multiple plates and *à la poupée*. Focuses on personal imagery development. Prereq: ARTR 346 or 347 or instructor's consent. Prentice.

448/548 Intermediate and Advanced Screenprinting (2–4R) Continuing instruction in screenprinting. Emphasizes advanced and experimental techniques, personal image development, and technical control. Prereq: ARTR 348 or instructor's consent. Paul.

449/549 Intermediate and Advanced Lithography (2–4R) Continuing instruction in lithography including methods of transfer, color work, plate lithography, photolithography. Emphasizes personal imagery and technical control. Prereq: ARTR 349 or instructor's consent. Paul.

601 Research (1–16R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Term Subject] (1–16R) Prereq: instructor's consent.

606 Special Problems (1–16R) Prereq: instructor's consent.

607 Seminar: [Term Subject] (1–5R) Prereq: instructor's consent.

608 Workshop: [Term Subject] (1–16R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A.: [Term Subject] (1–6R) Prereq: instructor's consent.

680 Graduate Studies in Printmaking (1–6R) Problems in various printmaking techniques: woodcut, etching, screenprinting, wood engraving, lithography, collograph. Intensive independent work combined with regular review and critique. Prereq: instructor's consent. Paul, Prentice.

Sculpture Courses (ARTS)

199 Special Studies: [Term Subject] (1–3R) Prereq: instructor's consent.

293 Elementary Sculpture (2–4R) Introduction to materials. Consideration of form; technical and compositional exercises in clay, plaster, wood, and stone. Alpert, Buckner.

393 Intermediate Sculpture (2–4R) Practice in the basics of additive, reductive, and constructive sculpture. Prereq: ARTS 293 or instructor's consent. Alpert, Buckner.

401 Research (1–21R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's consent.

406 Special Problems (1–6R) Prereq: instructor's consent.

407/507 Seminar: [Term Subject] (2–3R) Prereq: instructor's consent.

408/508 Workshop: [Term Subject] (1–6R)

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course: [Term Subject] (1–6R)

487/587 Figure Studies (2–4R) The human structure and its accurate interpretation. Three-dimensional work from the living model with supporting study through drawing. Prereq: instructor's consent. Buckner.

489/589 Metal Casting (2–6) Basic principles of nonferrous metal casting in lost wax. Design and operation of furnaces and ovens. Alpert, Buckner.

494/594 Advanced Sculpture (2–4R) Intensive creative work in a wide variety of media. Traditional and contemporary sculptural ideas and their relationship to personal expression. Regular reviews. Prereq: instructor's consent. Alpert, Buckner.

496/596 Ceramic Sculpture (2–4R) Techniques in building, modeling, molding, and surfacing terra cotta. The character of the materials and their effectiveness as sculptural media. Kokis, Krusoe.

601 Research (1–16R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Term Subject] (1–16R) Prereq: instructor's consent.

606 Special Problems (1–16R) Prereq: instructor's consent.

607 Seminar: [Term Subject] (1–5R) Prereq: instructor's consent.

608 Workshop (1–16R) Prereq: instructor's consent.

609 Terminal Creative Project: [Term Subject] (1–16R) Prereq: instructor's consent.

Visual Design Courses (ARTV)

199 Special Studies: [Term Subject] (1–3R)

240 Graphic Tools (3) Introduction to tools and techniques used in design practice. Focuses on print processes, materials, and presentation.

260 Computers in Visual Design (2–4R) Introduction to the many ways computers are being used as design tools. Covers techniques, hardware, software, and design principles.

351 Creative Photography I (4R) Basic black-and-white photographic processes and techniques; development of camera and darkroom skills; seeing photographically. Student work reviewed often. Powell, Warpinski.

380 Letterform: Calligraphy (2–4R) Fundamentals of calligraphy, its practice and history. Basic study of the structure of letters.

381 Letterform: Typography (2–4R) Experiments with lead and wooden type as related to graphic composition and communication. Holcomb.

382 Letterform: Digital (2–4R) Fundamentals of calligraphy; typography; codification techniques as related to photo- and electronically generated graphics. Holcomb.

383 The Graphic Symbol (2–4R) Studies in symbolic communication. Exploration in the graphic evolution of symbols. Prereq: ARTV 380 or 381 or 382, instructor's consent.

401 Research (1–21R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's consent.

406 Special Problems (1–6R) Prereq: instructor's consent.

407/507 Seminar: [Term Subject] (2–3R) Prereq: instructor's consent.

408/508 Workshop: [Term Subject] (1–6R) Prereq: instructor's consent.

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course: [Term Subject] (1–6R)

452/552 Creative Photography II (3–4) Introduction to medium- and large-format cameras and their aesthetic possibilities. Four-by-five and eight-by-ten view cameras provided. Processes include camera use, film and development, printing skills. Studio class. Prereq: ARTV 351. Powell, Warpinski.

453/553 Creative Photography III (4) Introduction to techniques and aesthetics of constructed imagery and postvisualization. Processes include toning, hand coloring, collage, studio work, polaroid, photocopy. Studio class. Prereq: ARTV 351, 452/552, instructor's consent. Powell, Warpinski.

454/554 Color Photography (3–4) Basic color photographic process and techniques; issues of design and color theory; historic and contemporary aesthetic concerns. Studio class. Prereq: ARTV 351. Hickman.

460/560 Computers in Art I (2–4R) Intermediate and advanced use of computers as an artist's tool. Some programming. Prereq: instructor's consent. Hickman, Holcomb.

461/561 Computers in Art II (2–4R) Advanced work in computer graphics. Explores both technical and aesthetic issues. Prereq: instructor's consent. Hickman, Holcomb.

475/575 Issues in Visual Design (2–4R) Advanced overview of theories and practice in visual design. Selected topics include visualization (hand-drawn and computer-facilitated), word-image relationships, design theory, and cultural history. Prereq: instructor's consent, ARTV 383. **R** three times. Holcomb.

476/576 Alternative Photographic Processes (3–4R) Exploration of nontraditional photographic concepts and techniques. Includes xerography, cyanotype, kallitype, and multicolor techniques, historic and contemporary applications. Studio class. Prereq: ARTV 452/552, instructor's consent. Powell, Warpinski.

477/577 Advanced Visual Design (2–4R) Explores visual communications through research, technical use, problem solving, critiques, and discussion. Emphasizes collecting information and refining visual problems. Integration of basic technical skills through applied problems. Prereq: instructor's consent. Holcomb.

478/578 Contemporary Photography Issues (4) Focuses on historical and contemporary movements in photography, its relationship with other arts, and its influence on society. Focuses on 1940 to the present. Prereq: instructor's consent. Powell, Warpinski.

484/584 Advanced Photography (2–4R) Previsualization of images; manipulation of light and the resulting tonal scale in photography (zone system). Processes and materials of color printing. Introduction to the large-format camera. Prereq: ARTV 351 or instructor's consent. Hickman, Powell, Warpinski.

493/593 Visual Continuity (2–4R) The problems of image sequence and continuity in all graphic media including photography, video, and computer-generated graphics. Open to nonmajors. Prereq: ART 295 or instructor's consent.

495/595 Motion Graphics (2–4R) Moving imagery, both diagrammatic and photographic use of video and computer graphics in visual design. Includes various animation techniques. Open to nonmajors. Prereq: ART 295, ARTV 493/593 or instructor's consent. Holcomb.

601 Research (1–16R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Term Subject] (1–16R) Prereq: instructor's consent.

606 Special Problems (1–16R) Prereq: instructor's consent.

607 Seminar: [Term Subject] (1–5R) Prereq: instructor's consent.

608 Workshop (1–5R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A.: [Term Subject] (1–16R) Prereq: instructor's consent.

646 Graduate Studies in Photography (2–5R) Weekly review of work in all photographically related processes. Reading and discussion. Prereq: portfolio, instructor's consent.

HISTORIC PRESERVATION

109 Lawrence Hall
Telephone (503) 346-3631
Michael E. Shellenbarger, Program Director

Participating Faculty

Philip H. Dole, architecture
Arthur W. Hawn, architecture
Kenneth I. Helphand, landscape architecture
Robert Z. Melnick, landscape architecture
Donald L. Peting, architecture
Marsha Ritzdorf, planning, public policy and management
Leland M. Roth, art history
Michael E. Shellenbarger, architecture
Richard A. Sundt, art history

Adjunct

Eric L. Eisemann, adjunct assistant professor. B.A., 1974, Knox; M.A., 1980, Western Kentucky. (1984)

Gregg A. Olson, adjunct assistant professor. B.Arch., 1975, Oregon; Diploma in Conservation Studies, 1977, University of York. (1984)

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

UNDERGRADUATE STUDIES

Minor Program

The interdisciplinary minor in historic preservation requires a minimum of 27 credits, 15 of which must be upper division, distributed as follows:

1. 9 credits in *architectural history*, selected from the following 3-credit courses in the art history department:

   19th-Century Architecture (ARH 461), 20th-Century Architecture (ARH 462), American Architecture I,II,III (ARH 464, 465, 466), History of Interior Architecture I,II,III (ARH 474, 475, 476), History of Landscape Architecture I,II (ARH 477, 478)

2. 18 credits in *historic preservation*, selected from the following 3-credit courses in various departments, both within and outside the School of Architecture and Allied Arts:

   Analysis through Recording of Historic Buildings (ARCH 421), Settlement Patterns (ARCH 431), Vernacular Building (ARCH 434), Cultural Resources: Policy and Procedures (ANTH 435, offered by Oregon State University), Historic Preservation (ARH 469), Preservation and Restoration Technology (ARCH 474), Preservation Technology: Masonry (ARCH 475), Historic Finishes (IARC 476), Landscape Preservation (LA 480)

Other historic preservation courses approved by the Committee on Historic Preservation.

Up to 6 credits in courses related to historic preservation and taught in the following departments: anthropology, architecture, art history, geography, history, and landscape architecture. These courses are subject to the approval of the historic preservation committee.

The historic preservation minor is available to all university undergraduate students. The minor program is administered by the director of the Historic Preservation Program in the School of Architecture and Allied Arts. Early consultation with a faculty member on the historic preservation committee is recommended.

Students must give the committee written notice of the intent to seek the minor. A form for this purpose is available in the office of the dean of the School of Architecture and Allied Arts and must be submitted prior to formal application for graduation.

Course availability is subject to the instructor's consent and the space available after obligations to departmental majors have been met. A mid-C or better must be earned in graded courses, a P (pass) in pass/no pass courses. The minor is granted upon completion of the requirements in effect when the notice of intent to seek the minor was filed.

GRADUATE STUDIES

A master of science (M.S.) degree in historic preservation is offered by the School of Architecture and Allied Arts. The two-year course of study is designed to meet the interests of students whose backgrounds are primarily in architecture, landscape architecture, and architectural history. It includes training in preservation theory and law, the characteristics of historic buildings and landscapes, historic building technology, and the procedures for evaluating and recording historic sites and buildings.

The program is administered by the Committee on Historic Preservation, an interdepartmental committee in the School of Architecture and Allied Arts.

Program Requirements

First Year	*42 credits*
Courses in preservation theory, law technology, and recording	12
Courses in architectural history	9
Research	6
Electives	9
Summer internship	6

Second Year	*27 credits*
Courses in architecture and architectural history	9
Electives	6
Terminal project or thesis	12

Admission

In addition to the basic requirements for admission to graduate study at the university, students must have some background in architecture and architectural history. Students who want to participate in the program through the Western Interstate Commission for Higher Education (WICHE) should inquire at the Graduate School.

Requests for more information and application materials should be addressed to the Committee on Historic Preservation, School of Architecture and Allied Arts, University of Oregon, Eugene OR 97403.

HISTORIC PRESERVATION COURSES (AAAP)

503 Thesis (1–16R) P/N only

601 Research (1–16R) National Register Nomination Application, other topics.

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) Not offered 1991–92.

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R) Recent topics include Historic Inventory and Paint Analysis.

607 Seminar: [Term Subject] (1–5R)

608 Workshop (1–16R) Wood Repair and Replacement is a current topic.

609 Practicum: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

611 Terminal Project (1–16R)

Courses in Other Departments

See descriptions under home departments.

Architecture. Analysis through Recording of Historic Buildings (ARCH 521), Settlement Patterns (ARCH 531), Vernacular Building (ARCH 534), Preservation and Restoration Technology (ARCH 574), Preservation Technology: Masonry (ARCH 575)

Art History. Museology (ARH 511, 512, 513), 19th-Century Architecture (ARH 561), 20th-Century Architecture (ARH 562), American Architecture I,II,III (ARH 564, 565, 566), Historic Preservation (ARH 569), History of Interior Architecture (ARH 574, 575, 576), History of Landscape Architecture (ARH 577, 578)

Interior Architecture. Historic Finishes (IARC 576)

Landscape Architecture. Landscape Research Methods (LA 520), Landscape Preservation (LA 580), Contemporary American Landscape (LA 585)

Planning, Public Policy and Management. Grant Writing (PPPM 522), Forces that Shape the Urban Environment (PPPM 533), Neighborhood and Community Revitalization (PPPM 534)

Participation in related course work throughout the university is encouraged. Available courses include Urban Geography (GEOG 542), Cultural Resource Management (ANTH 549), and The AmericanWest (HIST 566, 567).

INTERIOR ARCHITECTURE

210 Lawrence Hall
Telephone (503) 346-3656
Gunilla K. Finrow, Program Director

Participating Faculty

Gunilla K. Finrow, architecture
Arthur W. Hawn, architecture
Wayne J. Jewett, architecture
Lyman T. Johnson, architecture
Linda K. Zimmer, architecture

THE STUDY OF INTERIOR ARCHITECTURE

Education. In addition to providing a professional education in interior design, the Interior Architecture Program promotes inquiry into theory and design related to the interior environment and the development of design skills. Design studios offer opportunities for synthesis and testing of knowledge gained in lecture courses. The Interior Architecture Program exists within the Department of Architecture, which allows students an interdisciplinary context for study. Course work is shared between architecture and interior architecture, particularly in the first two years of study. The program includes course work in interior construction, materials, and systems, and it provides opportunities for furniture design and construction in a new woodshop facility. An internship may be arranged with a participating professional office during the fourth or fifth year of study.

Preparation. High school and college students interested in interior architecture should prepare themselves by taking courses in the following subjects:

1. Fine arts such as drawing, sketching, painting, sculpture, fiber arts, two- and three-dimensional design, draftsmanship, and the history of the arts, architecture, furniture, and interior architecture design
2. Social sciences such as sociology, psychology, individual and group behavior, cultural anthropology, community studies, and human environment
3. Sciences: environmental studies, algebra, and geometry. Trigonometry and college-level physics are required if an individual is interested in taking structures
4. Humanities: literature and writing courses, because interior architecture students must be able to read, write, and think clearly about abstract concepts

To better understand the professional field, prospective students should visit and discuss opportunities with local interior designers and firms practicing interior architecture.

Students are encouraged to travel in order to broaden their experiences related to the proximate environment.

Careers. Most students prepare for entering professional practice with interior architecture and design firms. Other opportunities exist in related areas such as product representation, color consultation, space planning, furniture

design, and other activities related to the proximate environment.

Students graduating from the Interior Architecture Program may elect to apply for the national examination administered by the National Council for Interior Design Qualification (NCIDQ). Successful completion of this examination is required for professional membership in the American Society of Interior Designers (ASID) and the Institute of Business Designers (IBD).

Overseas Study

Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Special Studies** section of this bulletin.

See the Danish International Studies and Studio Abroad Programs listed in the **Architecture** section of this bulletin.

Summer Architecture Academy. See description in the **Architecture** section of this bulletin.

Curriculum for the Study of Interior Architecture

Students must meet the curriculum requirements published in the general bulletin and the department's *Advising Handbook* the year of their admission to the program. Students needing more specific information should see an adviser.

Residence Requirements. For transfer students to receive the B.I.Arch. or M.I.Arch. degrees from the university, the following minimum course work must be taken in residence:

1. Design area: 24 credits, including Interior Design Terminal Project (IARC 488/588, 489/589)
2. Subject area: a minimum of 33 credits from at least six subject areas
3. General electives: 12 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.I.Arch. only)

Leave of Absence. See policy statement in the **Architecture** section of this bulletin.

Accreditation. The first-professional-degree curriculum in interior architecture is accredited by the Foundation for Interior Design Education and Research (FIDER).

UNDERGRADUATE STUDIES

Potential applicants who have a four-year undergraduate degree in any field must apply to the graduate program (see Graduate Studies later in this section).

The undergraduate programs in interior architecture consist of the bachelor of interior architecture (B.I.Arch.) degree program and a minor in interior architecture.

Bachelor of Interior Architecture: 225 credits

A five-year program leads to the B.I.Arch. degree; the first two years are highly structured. Because of the diversity of opportunities in the profession, the program is designed to allow students and their advisers flexibility in establishing study sequences that satisfy individual interests and needs.

In addition to the principal objectives of the professional curriculum listed below, the bachelor's degree program includes requirements for a liberal general education. Beyond the university requirements for professional majors, students must complete upper-division nonmajor course work as part of the general-elective requirement. Candidates for the B.I.Arch. degree must satisfy the following requirements, totaling 225 credits:

University Requirements. 45 credits distributed as follows:

1. Group requirements—36 credits in arts and letters, social science, and science
2. College composition—6 credits
3. Health—3 credits
4. Race, ethnic, non-European-American requirement—3 credits (may overlap with group requirements)

Major Program Requirements. 180 credits (see Professional Curriculum later in this section).

Minor Program Requirements. The Department of Architecture offers a minor in interior architecture, subject to the following restrictions:

1. Before taking any course work, a student must notify the Department of Architecture of intent to seek a minor. The minor is granted on completion of the requirements in effect on the date of the notice of intent
2. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses if space is available after the needs of majors have been met
3. Enrollment in the minor program is limited. If the department is unable to accommodate additional students, it may suspend admittance to the minor program until space becomes available
4. Courses required for minors are open to other university students with instructor's consent
5. A mid-C or better must be earned in graded courses or a P in pass/no pass courses

Minor Requirements	*30 credits*
Special Studies: Introduction to Architecture (ARCH 199)	3
Design Technology (ARCH 305)	3
Design Process (ARCH 306)	3
Design Arts (ARCH 307)	3
Survey of Interior Architecture (IARC 204)	3
Materials of Interior Design I,II (IARC 471, 472)	6
Three of the following four courses: Color Theory and Application for the Built Environment (IARC 447); History of Interior Architecture I,II,III (ARH 474, 475, 476)	9

Undergraduate Admission

The admission review focuses on creative capability, academic capability, and potential program contribution through diversity of background, experience, or maturity. Students are expected to submit specific materials supporting each of these attributes. Freshman applicants must have grades and scores that meet at least four of the following indices:

1. High school grade point average (GPA)—3.00
2. Test of Standard Written English (TSWE)—38
3. Verbal Scholastic Aptitude Test (SAT)—400
4. Mathematical SAT—400
5. Total SAT—900

In addition, students whose first language is not English must score at least 550 on the Test of English as a Foreign Language (TOEFL).

Transfer applicants must have a minimum college GPA of 2.50 and meet the other criteria listed above for first-year applicants.

The university deadline for undergraduate applications to the Interior Architecture Program is January 15 (see Application Deadlines in the **Admissions** section of this bulletin). The deadline for completion of the departmental application is February 1. All applicants must meet both deadlines. Students receive notices concerning their applications by April 15.

Prospective applicants should write to Architecture Admissions, School of Architecture and Allied Arts, University of Oregon, Eugene OR 97403.

New students are admitted into the program only in the fall term, and an accelerated program is not usually possible. More information about enrollment policies and application deadlines is available in the architecture department office.

GRADUATE STUDIES

There are three programs of graduate study in interior architecture: Options I, II, and III. In these programs, students must take 45 graduate credits, of which 30 must be in interior architecture and 9 must be at the 600 level. There is no minimum requirement for graded credits. Additional requirements for each program are listed below.

Option I leads to the master of interior architecture (M.I.Arch.) as a postprofessional degree. Applicants must have a five-year professional degree in interior architecture or interior design. Students in this program complete a thesis or terminal project. The program is usually completed in six terms.

Options II and III lead to the M.I.Arch. as a first professional degree. The Option II program, which is usually completed in six terms, is for applicants who have a four-year degree in interior design or architecture or a related design discipline. Applicants with a professional degree in architecture should apply to the Option II program. The Option III program is usually completed in ten terms, and applicants must have a B.S. or B.A. degree at entrance. Approximately thirty-five new students for architecture and interior architecture combined are admitted each year to the Option III program.

PROFESSIONAL DEGREE PROGRAM REQUIREMENTS

Option III students must complete 60 credits of interior-design studio and 87 credits of professional subject-area courses described under Professional Curriculum later in this section. In addition, Option III students must complete 6 credits in Seminar (IARC or ARCH 507 or 607). A minimum of ten terms in residence is required for this option.

Option II students must fulfill the professional curriculum requirements of the Option III program but are admitted with advanced standing. For Option II the minimum residency requirement is six terms. Transfer credit may be given to students who have had academic experience in a Foundation for Interior Design Education and Research (FIDER)-accredited interior architecture program. The extent of this advanced standing is determined in consultation with the student's academic adviser before beginning the course of studies. Transferability of prior course work is provisional pending satisfactory completion of three terms in residence. For more information, refer to The Study of Interior Architecture earlier in this section.

In addition, Option II students must complete the following requirements:

1. 6 credits in Research (IARC 601), which may include independent technical study or instructor-directed research
2. 9 credits in Seminar (IARC or ARCH 507 or 607)
3. 12 credits in Interior Design Terminal Project (IARC 588, 589)
4. 7 credits in Thesis Preparation and Programming (IARC 545), Thesis Programming and Research (IARC 548), and Documentation of Thesis Research, Programming, and Design (IARC 549)
5. Residence requirements in the design and subject areas as listed above

POSTPROFESSIONAL DEGREE PROGRAM: M.I.ARCH.

The Option I program provides an opportunity for advanced study and contribution to knowledge in the field through the M.I.Arch. thesis. Option I students must complete a minimum of four terms in residence. Students in this program are expected to develop an individual research topic within one of the following areas of faculty expertise:

1. Interior design education
2. Interior design and the proximate environment
3. Historic precedents, interior environments, and furniture (including courses in historic preservation)
4. History and theory of interior architecture
5. Furniture design and technology
6. Daylighting, electric lighting, and color

The Option I thesis draws on individual research, professional and general university courses, and meetings between the student and the student's thesis committee. Students in the Option I program are required to complete 9 credits in Thesis (IARC 503) or Terminal Project (IARC 611). For more information about the thesis, see the **Graduate School** section of this bulletin.

Graduate Admission

Prospective applicants may request a description of the graduate interior architecture program and an application packet by writing to the Graduate Secretary, Department of Architecture, 210 Lawrence Hall, University of Oregon, Eugene OR 97403. The packet describes all application requirements. Applications must be postmarked by February 1 prior to the fall term of anticipated enrollment. Notifications of results are mailed by April 15. All graduate students are required to begin their work in the fall term. The Department of Architecture does not have a late admission program. A number of graduate teaching fellowships (GTFs) are available to well-qualified graduate students. Applicants with previous interior architectural or design education (Option I or II) may want to request GTF application forms with their packets.

Unless a leave of absence has been approved, students enrolled in a graduate program must attend the university continuously (except summers) until all program requirements have been completed. For departmental policy regarding leave of absence, see the policy statement in the **Architecture** section of this bulletin.

PROFESSIONAL CURRICULUM

The professional curriculum in interior architecture is composed of three elements: interior architectural design, interior architecture subject-area course work, and general electives.

Interior Design: 66 credits

The interior design studio and its activities are at the center of interior-design education. Other course work is aimed at supporting the design-studio experience. The first studios emphasize the mastery of design tools through development of design skills and content. Later studios emphasize mastery of project content including experience in furniture design and building and development of construction drawings. In the last two studios, complete integration of skill and content is emphasized through a student-selected terminal design project. This covers design phases from project preparation and programming through design at many scales including details, electric lighting, and interior materials.

Up to 6 credits of intermediate architecture or landscape-architecture design studio may be used to satisfy the 66-credit design requirement.

Introductory Design Studios
Architectural Design (ARCH 181, 182), a two-term studio for undergraduate majors

Graduate Architecture Design: Option III (ARCH 681, 682), a two-term studio for Option III graduate students

Intermediate Interior-Design Studios
Interior Design (IARC 484/584), six terms, 36 credits. 30 credits required for Option III graduate students

Custom Cabinet and Furniture Design (IARC 486/586, 487/587), 6 credits

Advanced Interior-Design Studios
Interior-Design Terminal Project (IARC 488/588, 489/589), 12 credits

Subject Areas: 87 credits

The subject areas increase knowledge and skill development in interior architecture. Twelve subject areas or categories central to the profession have been identified to assist students' understanding of the structure of the interior design field. A core curriculum required of all majors includes 21 credits in introductory courses and 55 credits in upper-division and graduate-level courses from nine of the subject areas. Courses from two other areas are recommended as part of a minimum of 11 elective credits to be taken from any of the subject areas.

General Interior Architecture and Architecture Courses: 21 credits including Design Skills (ARCH 101), Design Content (ARCH 102), Introduction to the Profession (IARC 201), Survey of Interior Architecture (IARC 204), Design Technology (ARCH 305), Design Process (ARCH 306), Design Arts (ARCH 307)

Professional Practice: 3 credits including Context of the Interior Architecture Profession (IARC 417/517)

Other Courses: Practicum (IARC 409 or 609), Project Management (ARCH 416/516), Building Design Regulation (ARCH 418/518)

Media and Methods: 3 credits including Media for Design Development (ARCH 423/523)

Other Courses: Analysis through Recording of Historic Buildings (ARCH 421/521), Computer Methods in Interior Architecture (IARC 422/522), Computer Applications in Architecture (ARCH 422/522), Advanced Interior Design Development Media (IARC 424/524), Advanced Design Development Media (ARCH 424/524), Design Synthesis (ARCH 425/525), fine and applied arts courses

Contextual Issues: Settlement Patterns (ARCH 431/531), Settlement Patterns: Japanese Vernacular I,II (ARCH 432/532, 433/533), Vernacular Building (ARCH 424/524), Architectural Form and Urban Quality (ARCH 429/529), landscape architecture courses

Human Activity Support: 7 credits including Thesis Preparation and Programming (IARC 445/545), Thesis Programming and Research (IARC 448/548), Documentation of Thesis Research, Programming, and Design (IARC 449/549)

Other Courses: Social Behavioral Factors in Design (ARCH 443/543), Housing in Society (ARCH 445/545), Architectural Programming (ARCH 449/549)

Color: 3 credits from Color Theory and Application for the Built Environment (IARC 447/547), Light and Color in the Environment (ARCH 447/547), Color Theory (ART 350)

Spatial Ordering: 3 credits from Spatial Composition and Dynamics (ARCH 456/556), Types and Typology (ARCH 458/558)

Construction and Materials: 10 credits including Materials of Interior Design I,II (IARC 471/571, 472/572), Working Drawings in Interior Architecture (IARC 473/573)

Other Courses: Introduction to Structural Theory (ARCH 461/561), Basic Wood and Steel Systems (ARCH 462/562), Basic Reinforced Concrete Systems (ARCH 463/563), Materials and Processes of Construction I,II (ARCH 471/571, 472/572), Preservation and Restoration Technology (ARCH 474/574), Preservation Technology: Masonry (ARCH 475/575), Historic Finishes (IARC 476/576)

Furniture: 5 credits including Furniture and Accessories (IARC 444/544), Working Drawings for Furniture (IARC 475/575)

Lighting and Environmental Control Systems: 3 credits from Environmental Control Systems I,II (ARCH 491/591, 492/592),

Electric Lighting (IARC 492/592), Daylighting (ARCH 495/595)

Theory Seminars: interior architecture and architecture special-topic seminars

History of Art and Architecture: 18 credits including History of Interior Architecture I,II,III (ARH 474/574, 475/575, 476/576), three additional courses in history of art or architecture

Special Courses: open-ended courses numbered 401–410, 507, 508, 510, and 601–607 may be developed and approved for credit in subject or elective areas. Majors may take any graded course in the architecture department either for a letter grade or pass/no pass (P/N). The maximum allowable number of P/N courses is set by university regulations.

General Electives: 27 credits
Students are encouraged to select general-subject courses beyond the university group requirements. To ensure the continuation of liberal studies beyond the introductory level, B.I.Arch. candidates must complete 12 credits in upper-division general electives in academic subjects outside the School of Architecture and Allied Arts.

INTERIOR ARCHITECTURE COURSES (IARC)

ARCH 101 Design Skills (3) See description under **Architecture.**

ARCH 102 Design Content (3) See description under **Architecture.**

ARCH 181,182 Introductory Architectural Design (6,6S) P/N only. See description under **Architecture.**

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201 Introduction to the Profession (3) P/N only. Course work, field trips, and lectures provide an introduction and background to the profession of interior architecture and design and to the academic program. Majors only.

204 Survey of Interior Architecture (3) Introduction to the theory of interior architecture. Design criteria explored through illustrated lectures and a project involving analysis and redesign of a public space. Open to nonmajors.

288 Creative Problems in Interior Architecture (6) P/N only. The planning processes by which interior spaces and forms are studied and executed. Prereq: ARCH 182.

ARCH 305 Design Technology (3) See description under **Architecture.**

ARCH 306 Design Process (3) See description under **Architecture.**

ARCH 307 Design Arts (3) See description under **Architecture.**

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–6R)

405 Reading and Conference: [Term Subject] (1–6R)

406 Special Problems (1–6R)

407/507 Seminar: [Term Subject] (1–6R) See recent topics under **Architecture.**

408/508 Workshop: [Term Subject] (1–6R)

409 Practicum: [Term Subject] (1–6R) P/N only

410/510 Experimental Course: [Term Subject] (1–6R)

ARCH 411/511 Research Methods (3) See description under **Architecture.**

ARCH 416/516 Project Management (3) See description under **Architecture.**

417/517 Context of the Interior Architecture Profession (3) Social, economic, and political forces influential in shaping the profession. Issues related to professional practice including contractual and specification documents, interprofessional relations, and trade resources. Offered 1991–92 and alternate years.

ARCH 418/518 Building Design Regulation (3) See description under **Architecture.**

ARCH 421/521 Analysis through Recording of Historic Buildings (3) See description under **Architecture.**

422/522 Computer Methods in Interior Architecture (3) Applications in computer-aided methodology for the design of interior space. Professional context and management of computer-aided design (CAD) systems. Prereq: 12 credits in IARC 484/584.

ARCH 422/522 Computer Applications in Architecture (3) See description under **Architecture.**

ARCH 423/523 Media for Design Development (3R) See description under **Architecture.**

424/524 Advanced Interior Design Development Media (3) Media issues related to design inquiry, development, communication, and design character. Use of perspective as a means of testing proposals for the proximate environment. Prereq: ARCH 423/523.

ARCH 424/524 Advanced Design Development Media (3) See description under **Architecture.**

ARCH 425/525 Design Synthesis (3) See description under **Architecture.**

ARCH 426/526 Descriptive Geometry and Perspective (3) See description under **Architecture.**

ARCH 431/531 Settlement Patterns (3) See description under **Architecture.**

ARCH 432/532, 433/533 Settlement Patterns: Japanese Vernacular I,II (3,3) See description under **Architecture.**

ARCH 434/534 Vernacular Building (3) See description under **Architecture.**

ARCH 439/539 Architectural Form and Urban Quality (3) See description under **Architecture.**

ARCH 443/543 Social and Behavioral Factors in Design (3) See description under **Architecture.**

444/544 Furniture and Accessories (3) Analysis of furniture and cabinetry. Emphasis on design, development, methods of manufacture and distribution; furniture construction and techniques of shop drawing. Introduction to basic wood construction procedure. Open to nonmajors with instructor's consent.

445/545 Thesis Preparation and Programming (3) P/N only. Formulation of individual design thesis projects for IARC 488/588, 489/589. Documentation of project issues, context, site, and building information, research, case studies, and programming. Prereq: eligibility for IARC 488/588.

ARCH 445/545 Housing in Society (3) See description under **Architecture.**

447/547 Color Theory and Application for the Built Environment (3) Use of color in the built environment including principal color systems, methods of color harmony, effects of visual phenomena, and various psychological, cultural, and historic implications. Undergraduate prereq: ARCH 182; graduate prereq: ARCH 682 or instructor's consent.

ARCH 447/547 Light and Color in the Environment (3) See description under **Architecture.**

448/548 Thesis Programming and Research (2) P/N only. Detailed programming and research for individual design thesis project. Includes documentation of programming, research, and design issues. Coreq: IARC 488/588.

449/549 Documentation of Thesis Research, Programming, and Design (2) P/N only. Written documentation of individual design thesis project. Includes documentation of design issues, research, case studies, and programming as well as graphic presentation. Coreq: IARC 489/589.

ARCH 449/549 Architectural Programming (3) See description under **Architecture.**

ARCH 456/556 Spatial Composition and Dynamics (3) See description under **Architecture.**

ARCH 458/558 Types and Typology (3) See description under **Architecture.**

ARCH 461/561 Introduction to Structural Theory (4) See description under **Architecture.**

ARCH 462/562 Basic Wood and Steel Systems (4) See description under **Architecture.**

ARCH 463/563 Basic Reinforced Concrete Systems (4) See description under **Architecture.**

471/571, 472/572 Materials of Interior Design I,II (3,3) The properties, manufacture, and application of materials used in construction and interior design; field trips to supply sources. Open to nonmajors with instructor's consent. Undergraduate prereq: ARCH 305.

ARCH 471/571, 472/572 Materials and Processes of Construction I,II (3,3) See description under **Architecture.**

473/573 Working Drawings in Interior Architecture (4) P/N only. Preparation of working drawings for project designed in interior architecture studio. Majors only.

ARCH 474/574 Preservation and Restoration Technology (3) See description under **Architecture.**

475/575 Working Drawings for Furniture (2) P/N only. Development of full-scale working drawings and as-built drawings of furniture projects from furniture studio course. Coreq: IARC 486/586 or 487/587.

ARCH 475/575 Preservation Technology: Masonry (3) See description under **Architecture.**

476/576 Historic Finishes (3) Historic paint and varnish finishes and methods of replicating them for application to restoration, rehabilitation, or new-construction projects.

ARCH 480/580 Supervised Design Teaching (1–3R) See description under **Architecture.**

484/584 Interior Design (6R) P/N only. A series of creative problems in interior design; intensive analysis of design; methods of problem solution; individual criticism, review of design projects; group discussion and field trips. Undergraduate prereq: ARCH 182; graduate prereq: ARCH 682.

486/586, 487/587 Custom Cabinet and Furniture Design (6,6) P/N only. Projects involving the design and construction of custom furniture, preparation of detailed shop drawings, shop procedure. Open to nonmajors with instructor's consent. Prereq: IARC 444/544, 18 credits in IARC 484/584 or ARCH 484/584.

488/588, 489/589 Interior Design Terminal Project (6,6S) P/N only. Student-initiated studies in interior design for the terminal project. Emphasis on comprehension and integrative study. Undergraduate prereq: 42 credits in IARC design studios; graduate prereq: 36 credits in IARC design studios.

ARCH 491/591, 492/592 Environmental Control Systems I,II (4,4S) See description under **Architecture.**

492/592 Electric Lighting (3) Principles of lighting with focus on integration of electric illumination and space. Design for lighting, calculations, and available systems and sources tested through models and drawings. Interior architecture and architecture majors only. Prereq: ARCH 305.

503 Thesis (1–6R) P/N only

601 Research (1–6R) P/N only

605 Reading and Conference: [Term Subject] (1–6R)

606 Special Problems (1–6R)

607 Seminar: [Term Subject] (1–6R)

608 Workshop: [Term Subject] (1–6R)

609 Practicum: [Term Subject] (1–6R)

610 Experimental Course: [Term Subject] (1–6R)

611 Terminal Project: [Term Subject] (1–9R)

ARCH 611 Graduate Design Process (3) See description under **Architecture.**

ARCH 612 Graduate Design Technology (3) See description under **Architecture.**

ARCH 613 Graduate Design Arts (3) See description under **Architecture.**

ARCH 681, 682 Graduate Architectural Design: Option III (6,6S) P/N only. See description under **Architecture.**

688 Advanced Interior Design (1–12R) P/N only. Studio-based investigation of special aspects of interior design. Prereq: Option I or graduate standing in interior architecture and instructor's consent.

LANDSCAPE ARCHITECTURE

230 Lawrence Hall
Telephone (503) 346-3634
Robert Z. Melnick, Department Head

FACULTY

Ann Bettman, assistant professor (plants). B.A.,1967, Boston; B.L.A., 1978, M.L.A., 1979, Oregon; reg. landscape architect, Oregon. (1977)

Ron Cameron, assistant professor (site development). B.A., 1963, Stanford; B.L.A., 1967, Oregon; reg. landscape architect, Oregon. (1981)

Jerome Diethelm, professor (land planning, research site planning, and design). B.Arch., 1962, Washington (Seattle); M.L.A., 1964, Harvard; reg. architect and landscape architect, Oregon. (1970)

Sue Ann Donaldson, assistant professor (Canadian cultural landscape; landscape theory and criticism, urban design). B.A., 1969, University of British Columbia; M.L.A.,1980, University of Guelph. (1987)

Cynthia Girling, assistant professor (housing research, landscape architecture construction, design studios). B.E.S., 1975, University of Manitoba; B.L.A.,1978, M.L.A., 1980, Oregon. (1987)

Kenneth I. Helphand, professor (landscape history, literature, and theory). B.A., 1968, Brandeis; M.L.A., 1972, Harvard. (1974)

David Hulse, associate professor (land use planning, landscape ecology, geographic information systems). B.S.L.A., 1981, Colorado State; M.L.A., 1984, Harvard. (1985)

Ronald J. Lovinger, professor (planting design theory, landscape transformations, landscape as art form). B.F.A., 1961, Illinois; M.L.A., 1963, Pennsylvania; reg. landscape architect, Oregon and Pennsylvania. (1965)

Robert Z. Melnick, associate professor (landscape preservation, research methods, historic and cultural landscape analysis). B.A., 1970, Bard; M.L.A., 1975, State University of New York College of Environmental Science and Forestry. (1982)

Robert G. Ribe, assistant professor (public lands, landscape analysis, ecological design). B.S., 1977, California, Riverside; M.S., 1981, M.A., 1987, Wisconsin. (1988)

Adjunct

Jeffrey Kern, adjunct assistant professor (surveying). B.S., 1967, Farleigh Dickenson; professional land surveyor, Oregon. (1983)

Emeriti

George S. Jette, professor emeritus (recreational planning and design). B.L.A., 1940, Oregon. (1941)

Wallace M. Ruff, professor emeritus (research, experimentation, introduction of plants). B.S., 1934, Florida; M.S., 1950, California, Berkeley. (1952)

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

Landscape architecture is an environmental profession and discipline of broad scope concerned with the design, planning, and management of landscapes. Landscape architecture is founded on an awareness of our deep connections to the natural world and the recognition that we are part of the web of life. A healthy society rests on a commitment to landscape design that respects the land, its processes, its integrity, and that helps fulfill human potential.

Both a science and an art, landscape architecture is based on a scientific knowledge of natural processes coupled with an awareness of historical, cultural, and social dynamics. These are applied to making richly supportive places beautiful in their response to human needs and ecological context.

The Department of Landscape Architecture is built on the 19th-century legacy that landscape architecture is both a design and a social profession with responsibilities to ourselves, society, the past, and the future. The program combines professional understanding and skills with a liberal-arts education.

As a profession, landscape architecture includes ecologically based planning activities and the analysis of environmental impacts as well as the detailed development of land and sites. As an academic discipline, it provides an opportunity for personal development through environmental problem solving and project-oriented study.

UNDERGRADUATE STUDIES

The curriculum in landscape architecture leads to the degree of bachelor of landscape architecture (B.L.A.). The five-year program combines general preparation in the arts and sciences with a focus on environmental-design studies. The goal is to produce a visually literate and environmentally responsible citizen capable of playing a central professional role in the evolving landscape.

In recognition of the integrated and comprehensive nature of environmental planning and design, opportunities are provided for collaboration on planning and design problems with students in architecture, urban planning, and other disciplines.

Curriculum Options. The curriculum represents a well-defined path toward the degree. Electives are expected to vary according to the interests, goals, and previous experience of individual students and are chosen with the help of faculty advisers. Departmental electives reflect the need to provide a wide range of environmental subject material and to introduce the rapidly expanding spectrum of career areas within the profession. Program objectives provide a solid base of essential skills, tools, and knowledge in landscape design as well as the flexibility that allows each student to emphasize such topics as ecological and resource analysis, land conservation and development, urban development of waterways and agricultural lands, private-agency professional practice, public-agency professional practice, environmental impact assessment, landscape preservation, and environmental research.

The undergraduate program provides a balanced exposure to the many facets of landscape architecture with the expectation that specialization will occur at the graduate level and in professional internship programs.

Curriculum Structure. The undergraduate curriculum consists of the following interrelated areas:

PLANNING AND DESIGN. A series of studio courses focuses on the development and

communication of solutions to site and other environmental problems, especially through specific physical-design proposals. This area is also concerned with the physical-spatial implications of planning and management policies and programs. Tutorial studio work is the integrative heart of the curriculum.

SUBJECTS. Five subject areas are essential foundations to integrative work in the planning and design program: landscape architectural technology; plant materials; landscape analysis and planning; history, literature, and theory of landscape architecture; and media and communication. Course work in these areas is provided in a required-and-elective format that encourages the student to structure an individualized educational program with the help of an adviser.

ELECTIVES. This area, which includes general university requirements, provides for wide personal choice in selecting course work in arts and letters, social science, and science.

Preparation

Students planning to major in landscape architecture should prepare by beginning studies in the following areas:

Environmental Awareness. Courses in ecology, biology, botany, geology, and geography help begin the long process of understanding the complex interrelationships and interdependencies of humankind and the environment.

Human Behavior. Courses in psychology, sociology, history, government, and related subjects help explain human needs, values, attitudes, and activities and are useful in preparing for the design of physical places.

Problem Solving. Courses in philosophy, mathematics, and the sciences aid in the development of analytical skills.

Visual Language Skills. Courses in drawing, painting, photography, film, design, art history, and related subjects help develop perceptual skills and the ability to explore and communicate ideas graphically.

Students planning to transfer into the department should follow the above guides during their first year of study. They may expect to transfer without loss of time or credit into the second year of the B.L.A. program.

Students interested in the undergraduate program should apply to the university by February 1 and to the department by March 1. Freshman candidates who fulfill university entrance requirements are automatically admitted to the department. All other students must apply directly to the department. Applications should contain:

1. A letter of intent describing pertinent background information, interests, goals, and aspirations
2. A portfolio of creative work
3. Three letters of recommendation from people able to provide an assessment of the applicant's strengths and potential contributions.

Please inquire at either the Department of Landscape Architecture or the university's Office of Admissions for more information.

Professional Curriculum

Requirements for the B.L.A. degree total 220 credits, distributed as follows:

Planning and Design. 85 credits, 13 studios

FIRST YEAR, two studios, one course: Design Skills (ARCH 101), Introductory Architectural Design (ARCH 181, 182)

SECOND YEAR, two studios: Landscape Architectural Design (LA 289)

THIRD YEAR, three studios: Landscape Architectural Design (LA 389)

FOURTH YEAR, three studios: Site Planning and Design (LA 489), one elective studio

FIFTH YEAR, three studios: Land Planning and Design (LA 494), Comprehensive Project (LA 499), one elective studio

Transfer students typically enter the program in the second year.

Possible elective studios include Intermediate Architectural Design (ARCH 282) or Architectural Design (ARCH 484), Landscape Architectural Design (LA 389) or Site Planning and Design (LA 489), Workshop: Design (LA 408; summer only) Practicum (LA 409)

Subject Courses. 67 credits distributed as follows:

LANDSCAPE ARCHITECTURAL TECHNOLOGY: 19 credits

Landscape Technologies I,II (LA 362, 366), Workshop: Surveying (LA 408), Landscape Technologies III,IV (LA 459, 460), Professional Practice of Landscape Architecture (LA 462)

Optional: Workshop: Irrigation (LA 408), Introduction to Structural Theory (ARCH 461), Structure Systems I,II (ARCH 467, 468)

PLANTS IN THE LANDSCAPE: 12 credits

Plants: Fall, Winter, Spring (LA 326, 327, 328)

Optional: Urban Farm (LA 390), Planting Design Theory (LA 431), The Garden (LA 432), Systematic Botany (BI 442)

LANDSCAPE ANALYSIS AND PLANNING: 9 credits

Site Analysis (LA 361), Introduction to Landscape Planning Analysis (LA 440); at least one of the following: Landscape Planning I,II (LA 411, 412), Computers in Landscape Architecture (LA 415)

Optional: Introduction to Planning and Public Policy (PPPM 301); Air Photo Interpretation and Remote Sensing (GEOG 312); Environmental Planning (PPPM 426); Natural Resource Policy (PPPM 443); Hydrology and Water Resources (GEOG 425), Environmental Alteration (GEOG 461), Experimental Courses: Introduction to Geographic Information Systems, Visual Resource Assessment Methodologies (LA 410)

HISTORY AND THEORY OF LANDSCAPE ARCHITECTURE: 17 credits

Introduction to Landscape Architecture (LA 225), Understanding Landscapes (LA 260), History of Landscape Architecture I,II (ARH 477, 478), Comprehensive Project Preparation (LA 490); at least one of the following: Land and Landscape (LA 443), Landscape Preservation (LA 480), National Parks (LA 482), Landscape Perception (LA 484), Contemporary American Landscape (LA 485), North American Landscapes (LA 487)

LANDSCAPE ARCHITECTURAL MEDIA: 10 credits

Landscape Media (LA 350); 7 credits from the following: Workshop: Drawing (LA 408), Media for Design Development (ARCH 423), Advanced Design Development Media (ARCH 424), Advanced Landscape Media (LA 450), approved fine-and-applied-arts studio courses

Other. 70 additional credits, a combination of electives and university requirements

GRADUATE STUDIES

The two-year graduate program leading to the master of landscape architecture (M.L.A.) degree is intended for students prepared to do original work in the field. This preparation may be acquired either by entering the M.L.A. program with a professionally accredited bachelor's degree in landscape architecture or, if the student has another bachelor's degree, by simultaneously pursuing both a second bachelor's (B.L.A.) degree and the M.L.A. at the University of Oregon. Students entering with a degree in an environmental design field other than landscape architecture take one or two years of supplemental course work to earn the B.L.A., depending on the subjects covered in their first bachelor's degree. Those entering with degrees in other fields earn the B.L.A. with three years of study beyond the first bachelor's degree.

One additional year of course work is typically required for the M.L.A., which can be received at that time or as soon thereafter as the master's project is satisfactorily completed. Students with professional landscape architecture degrees who pursue only the M.L.A. are typically in residence for two years to satisfy all course-work requirements.

Students admitted to the M.L.A. program who are pursuing the B.L.A. as a second bachelor's degree are considered graduate students. With four exceptions, requirements are the same as those described above for the undergraduate B.L.A.:

1. There is no elective-credit requirement
2. Graduate students begin the program with the 300-level courses; they are not required to take any courses at the 100 or 200 level
3. In place of most of the listed 400-level courses, graduate students complete their 500-level counterparts, e.g., LA 559 instead of LA 459
4. Students consult their advisers for appropriate courses to substitute for LA 440, 462, 490, and 499, which have no 500-level counterparts

To be eligible to continue toward the M.L.A., students must succeed in their B.L.A. course work well enough to show promise for original work at the master's level.

A central aspect of the M.L.A. program is the student's concentration on studies and original work in one of three areas of landscape architecture: landscape design, landscape history, and landscape planning. These areas are broad

enough to include many particular research problems for master's projects and professional practice. While these areas of concentration are naturally related, each involves a different set of skills and understanding developed through departmental courses and focused elective course work outside the department. The three areas of concentration are those in which faculty members, due to their academic training and professional and research experience, are best equipped for collaboration with graduate students.

Landscape Design. The transformation and enhancement of outdoor environments to more beautiful, expressive, and supportive places involves developing creative artistry, applying an understanding of places and their evolutionary possibilities, and thinking clearly with sensitivity to peoples' needs and values. This concentration is intensive in design criticism and in theories of design process, ideas, and content.

Landscape History. This emerging critical dimension of landscape architecture seeks to understand every landscape as a unique place in time and content. It combines an understanding of how landscapes have evolved as cultural and vernacular environments in many regions as well as how they have evolved as deliberate expressions of social norms and cultural aesthetics through history and among cultures. These understandings are applied to theories of design and planning as well as to the preservation of culturally rich landscapes.

Landscape Planning. Analyzing large landscapes and directing their future management and land use patterns toward social and environmental ends requires an understanding of land tenure, use traditions, and institutions and knowledge of the science and values inherent in the natural resources and human activities of regions. For this analysis, computer geographic information systems are used to synthesize information and generate landscape plans. Examples include river management, wetlands preservation, urban growth management, scenic resource management, public forest plans, and regional ecological enhancement.

The M.L.A. program is intended to prepare the student for advanced understanding, competence, and responsibility in promoting harmonious human-land relationships through private or public practice or teaching at the university level. Many graduate students in all three areas of concentration have the opportunity to learn and practice teaching skills as paid teaching assistants and graduate teaching fellows in the department, and some have faculty positions throughout the world. The program seeks to take advantage of regional and university resources through landscape projects, internships, and visiting professionals while providing a beneficial base of support and ideas within the department. The department recognizes the importance of building a community for graduate education characterized by serious and rigorous inquiry, self-direction, and opportunities to work closely with teachers and peers in an active design and planning enterprise.

Curriculum

Completing the M.L.A. requires 48 credits in four areas: planning and design courses, subject courses, the area of concentration, and completion of the master's project.

Planning and Design. 13 credits

Land Planning and Design (LA 594), Special Problems (LA 606), Master's Studio (LA 698)

Subjects. 9 credits

Seminar (LA 507 or 607), Landscape Research Methods (LA 520); at least one of the following courses: Land and Landscape (LA 543), Landscape Perception (LA 584), Contemporary American Landscape (LA 585), North American Landscapes (LA 587), Advanced Landscape Design Theory (LA 693)

Area of Concentration. 18 credits in one area. Courses used to satisfy any of the above requirements may not be used again to satisfy this requirement.

LANDSCAPE DESIGN THEORY

Land and Landscape (LA 543), Landscape Perception (LA 584), Advanced Landscape Design Theory (LA 693); two additional department-approved courses at the University of Oregon

LANDSCAPE HISTORY

Landscape Preservation (LA 580) or National Parks (LA 582), Contemporary American Landscape (LA 585), North American Landscapes (LA 587); two additional department-approved courses at the University of Oregon

LANDSCAPE PLANNING

Landscape Planning I,II (LA 511, 512), Computers in Landscape Architecture (LA 515); two additional department-approved courses at the University of Oregon that focus on either social or natural systems

Master's Project. 8 credits

Master's Project Development (LA 695), Master's Project (LA 699)

Before enrolling in LA 699 the student must develop and obtain department approval for a project proposal and a committee of three or more members, including at least two from the landscape architecture faculty.

Near the completion of the master's project, the student must present the results of the project to faculty members and students and gain final approval of the project's documentation from the faculty committee.

Graduate Admission

Applications to the graduate program should contain the following:

1. A completed application form and fee
2. Three letters of recommendation from people able to provide an assessment of the applicant's strengths and potential contributions
3. A personal statement describing pertinent background information, interests, goals, and aspirations
4. A portfolio of creative work

The deadline is February 1. Applications from all disciplines are welcome.

General university regulations governing graduate admission are in the **Graduate School** section of this bulletin.

LANDSCAPE ARCHITECTURE COURSES (LA)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

225 Introduction to Landscape Architecture (2) Lectures and multimedia presentations provide introduction and background for the profession. Members of related professions demonstrate the wide scope of the field and its interdisciplinary relationships. Open to nonmajors.

230 Introduction to Landscape Field Studies (3) Analysis, classification, and appraisal of landforms, land traditions, and land use of an area in a particular cultural context. Processes currently shaping the various landscapes of the southern Willamette Valley.

260 Understanding Landscapes (3) Perception, description, and explanation of landscapes as environmental sets, as biophysical processes, and as cultural values. Open to nonmajors. Lovinger.

289 Landscape Architectural Design (6R) Study of places, their use, and how they evolve. Fundamentals of environmental awareness, small-scale site planning, and principles of ecology; abstract design and elementary graphic techniques.

326 Plants: Fall (4S) Characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers. Emphasis on identification and appropriate use in landscape design. S with LA 327, 328. Bettman.

327 Plants: Winter (4S) Characteristics, identification, and design uses of ornamental conifers and broad-leaved evergreen trees, shrubs, and ground covers. S with LA 326, 328. Bettman.

328 Plants: Spring (4S) Characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers; emphasis on synthesis of fall, winter, and spring. S with LA 326, 327. Bettman.

350 Landscape Media (3R) Development of freehand drawing and visualization skills; exercises on line, tone, texture, and color for plan, section, and perspective drawings. Donaldson.

361 Site Analysis (3) Develops knowledge and understanding of place; use of analytical tools and strategies for extending perception and understanding of land and proposals for its modification. Ribe.

362 Landscape Technologies I (3S) Techniques for measuring and recording sites; methods for modification of sites; grading for earth movement, drainage; site systems. Cameron.

366 Landscape Technologies II (3S) Consideration of materials and processes of landscape construction; communication of design intent through documentation, including sources and costs. Girling.

389 Landscape Architectural Design (6R) Elementary problems in landscape architecture; design as process, analysis of site and behavioral patterns, and the development and communication of design proposals.

390 Urban Farm (2–4R) Experimentation with food production in the city; rebuilding urban soils; farm animal-plant relationships; nutrient cycles. Cooperative food production

and distribution; use of appropriate technologies. Bettman.

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R)

408/508 Workshop: [Term Subject] (1–21R) Concentrated programs of study combining instruction on special topics. Regular offerings include Drawing, Irrigation, and Surveying.

409 Practicum: [Term Subject] (1–21R) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Bettman.

410/510 Experimental Course: [Term Subject] (1–5R)

411/511 Landscape Planning I (3) History, methods, and institutions of regional land use planning and analysis in predominantly private landscapes as they influence and constrain landscape architecture and environmental planning. Ribe.

412/512 Landscape Planning II (3) History, concepts, and methods of landscape planning for visual quality, recreation, wildlife, and resource allocation on federal public lands; includes economic, political, and institutional factors. Ribe.

415/515 Computers in Landscape Architecture (3R) The development, application, and evaluation of computer processing systems for land use and site-planning issues; encoding of data, cell storage, and analysis systems. Hulse.

420/520 Landscape Research Methods (3) Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture. Melnick.

431/531 Planting Design Theory (3) Approaches to planting design; experiential and symbolic relationships of landscape space; order of landscape as a cultural expression of time; order of the garden as an explicit art form. Coreq: LA 489/589. Lovinger.

432/532 The Garden (3) Case studies of existing private and public gardens of the West. Field trips, measured drawings, landscape restoration of historic gardens and townscapes. Lovinger.

440 Introduction to Landscape Planning Analysis (3) 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. Hulse.

443/543 Land and Landscape (3R) Fundamental concepts in landscape planning and design: land, landscape, place, environment, experience, carrying capacity, property, form, scenery, and time. Diethelm.

450/550 Advanced Landscape Media (3R) The role of media in design inquiry; development of hard-line drawing skills, diagramming, and principles of graphic design. Lovinger.

459/559 Landscape Technologies III (4S) Complex problems in site modification and development; road siting and layout; irrigation and lighting systems. Integrated with LA 489/589. Cameron.

460/560 Landscape Technologies IV (4S) Special problems and strategies in the construction of structural additions to sites; construction documents; neighborhood construction. Integrated with LA 489/589. Cameron.

462 Professional Practice of Landscape Architecture (2) Introduction to the different forms of private and public practice of landscape architecture, legal and ethical responsibilities, office and project management, licensing, and professional organizations. Prereq: LA 361, 362. Girling.

ARH 477/577, 478/578, 479/579 History of Landscape Architecture I,II,III (3,3,3) See descriptions under **Art History**.

480/580 Landscape Preservation (3) Tools and techniques currently employed in the preservation of historic, cultural, and vernacular landscapes. Includes history of landscape preservation, significant legislation, and case studies. Melnick.

482/582 National Parks (3) History and development of United States National Parks. Exploration of critical issues facing the parks and the landscape planner's role in resource protection and recreation management. Melnick.

484/584 Landscape Perception (3) Development of the human-environment relationship as it relates to landscape perception, landscape archetypes, and the development of a theoretical base for contemporary landscape design. Helphand. Offered 1991–92 and alternate years.

485/585 Contemporary American Landscape (3) Evolution of the contemporary American landscape as an expression of American culture. Helphand. Offered 1991–92 and alternate years.

487/587 North American Landscapes (3) Survey of the evolution of everyday rural and urban landscapes of the United States and Canada. Explores how these are organized into ordered livable environments. Donaldson.

489/589 Site Planning and Design (6R) Advanced problems in landscape architecture; cultural determinants of site planning and design; design development and natural systems and processes as indicators of carrying capacity. Integrated with LA 459/559, 460/560.

490 Comprehensive Project Preparation (3) Finding, describing, programming, and probing environmental opportunities and problems. Diethelm.

494/594 Land Planning and Design (6) Problems in landscape architecture of increased cultural complexity. Land use planning, computer-aided ecological analysis of land, environmental impact, urban and new community design. Prereq: LA 489/589 and fifth-year standing.

499 Comprehensive Project (8) Advanced planning and design projects in landscape architecture. Studio development of individually selected projects prepared in LA 490. Prereq: LA 490. Diethelm.

601 Research (1–16R) P/N only

602 Supervised College Teaching (2–5R)

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R) Recent topics include Ecology in Landscape Design, Landscape Criticism, Readings in Modern Landscape History, and Visual Landscape Management.

608 Workshop: [Term Subject] (1–16R) Intensive study combining practical projects with instruction on special topics related to landscape problems.

609 Practicum: [Term Subject] (1–16R) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Bettman.

610 Experimental Course: [Term Subject] (1–5R)

693 Advanced Landscape Design Theory (3) Examines critical theories and evolving ideas in landscape design; studies the cultural and biophysical forces that generate patterns of landscape structure, form, and meaning. Prereq: ARH 478/578 or equivalent.

695 Master's Project Development (3) Preparation and presentation of the student's terminal research and design project proposal and plan for completion of the master's degree in landscape architecture. Prereq: LA 420/520.

698 Master's Studio (6R) Development and solution of advanced landscape design and planning problems involving innovation and strong theoretical resolution.

699 Master's Project (2–10R) Student-directed and -executed performance and communication of original research or project work to demonstrate advanced mastery of landscape architecture.

PLANNING, PUBLIC POLICY AND MANAGEMENT

119 Hendricks Hall
Telephone (503) 346-3635
Michael Hibbard, Department Head

FACULTY

John H. Baldwin, associate professor (environmental sciences, resource management). B.A., 1972, State University of New York College, Buffalo; Ph.D., 1977, Wisconsin, Madison. (1980)

Bryan T. Downes, professor (community politics, management, policy analysis); director, public affairs graduate program. B.S., 1962, M.S., 1963, Oregon; Ph.D., 1966, Washington (St. Louis). (1976)

Maradel K. Gale, associate professor (legal issues in planning, environmental and resource planning). B.A., 1961, Washington State; M.A., 1967, Michigan State; J.D., 1974, Oregon. (1974)

Michael Hibbard, associate professor (community and regional development). B.S., 1968, California Polytechnic; M.S.W., 1971, San Diego State; Ph.D., 1980, California, Los Angeles. (1980)

Carl J. Hosticka, associate professor (policy analysis, natural resource policy development). B.A., 1965, Brown; Ph.D., 1976, Massachusetts Institute of Technology. (1977)

Jeffrey S. Luke, associate professor (public management, economic development). B.A., 1972, M.P.A., 1974, Ph.D., 1982, Southern California. (1986)

David C. Povey, professor (regional planning, politics and planning, community research). B.S., 1963, Lewis and Clark; M.U.P., 1969, Ph.D., 1972, Cornell. (1973)

Marsha Ritzdorf, associate professor (housing, feminist issues in planning, planning for American families). B.A., 1968, Denver; M.U.P., 1971, Oregon; Ph.D., 1983, Washington (Seattle). (1987)

William Simonsen, assistant professor (public financial management). B.A., 1979, State University of New York, Oswego; M.C.R.P., 1981, Harvard; Ph.D., 1991, New York. (1990)

Edward Weeks, associate professor (evaluation research, research methods). B.A., 1973, Ph.D., 1978, California, Irvine. (1978)

Adjunct and Courtesy

Nancy Collins, adjunct instructor (supervised field study). B.A., 1987, M.S., 1990, Oregon. (1988)

Matthew Malone, adjunct instructor (community planning workshop, microcomputers in planning and policy analysis). B.S., 1983, Western Oregon State; M.U.P., 1989, Oregon. (1990)

Gretchen Miller, adjunct assistant professor (legal issues in planning and public affairs). B.A., 1971, Kansas; J.D., 1976, Oregon. (1988)

R. Terrance Moore, adjunct assistant professor (cost-benefit analysis, political economy). B.S., 1971, Stanford; M.U.P., M.S., 1977, Oregon. (1979)

Robert Parker, adjunct instructor (community planning workshop, microcomputers in planning and policy analysis). B.S., 1986, Colorado State; M.U.P., 1989, Oregon. (1989)

Emeritus

Orval Etter, associate professor emeritus (public law, metropolitan government). B.S., 1937, J.D., 1939, Oregon. (1939)

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

Participating

David M. Barber, library
Robert G. Ribe, landscape architecture

UNDERGRADUATE STUDIES

Planning, public policy and management is the study of the processes and organizations—both formal and informal—through which the public's interest is managed. The economic, social, political, financial, legal, and environmental characteristics of communities and systems of governance are examined in order to understand how the latter can be influenced to attain effectively the public's collective goals. The curriculum in the Department of Planning, Public Policy and Management (PPPM) focuses on how government and other public institutions adapt to and manage change to meet societal needs.

Preparation. High school students planning for a program in PPPM should work to develop communication skills, conceptual skills, and community experience. Communication skills can best be developed through courses in speech, English, and foreign languages. Debate and related public-speaking experience are fine ways to develop and improve communication skills.

Conceptual skills can best be developed through courses that require the student to think independently and analytically. For example, high school students should complete at least three years of mathematics.

Community and school leadership experiences are excellent preparation for students considering enrolling in PPPM. Volunteer work, paid after-school jobs, and travel are all ways of acquiring community-based experience.

Careers. The bachelor of arts (B.A.) or bachelor of science (B.S.) in planning, public policy and management provides students with a broad liberal arts background as well as a sound basis for graduate study in fields such as urban planning, public policy and management, business, law, journalism, and social welfare. In addition, graduates are prepared for entry-level positions in public, nonprofit, and private firms that address community planning, policy, and management .

Admission Requirements

The major in PPPM is offered to upper-division students. Students may apply in the term they achieve upper-division standing; they must apply and be accepted by the department before they have completed 50 percent of the course work for the major. Preference in admission is given to applicants who (a) have a grade point average (GPA) of 3.00 or better, (b) have some experience—paid or volunteer—in public service, and (c) have completed the university's basic course and group requirements.

In completing the university group requirements, the following courses (or their equivalents, in the case of transfer students) are recommended:

Social Science. United States Politics (PS 201), Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202), State and Local Government (PS 203), The Community (SOC 304)

Science. The Natural Environment (GEOG 101), Concepts of Computing: Computers and Computation (CIS 121)

Sample Program

The two-year sample program shown below is typical for PPPM premajors as preparation for admission to the PPPM program in the junior year.

Freshman Year, Fall Term	*15–16 credits*
College Composition I (WR 121)	3
Fundamentals of Speech Communication (RHCM 121)	3
United States Politics (PS 201)	3
Introduction to Sociology (SOC 201)	3
Science group requirement	3–4
Winter Term	***15–16 credits***
Fundamentals of Small-Group Communication (RHCM 123)	3
State and Local Government (PS 203)	3
Communities, Population, and Resources (SOC 210)	3
Science group requirement	3–4
Personal Health (HES 250)	3
Spring Term	***16–19 credits***
College Composition II or III (WR 122 or 123)	3
Fundamentals of Interpersonal Communication (RHCM 124)	3
Concepts of Computing: Computers and Computation (CIS 121)	3
College Algebra (MATH 111)	4
Electives, especially introductory anthropology, American history, or other social sciences	3–6
Sophomore Year, Fall Term	***16 credits***
Mind and Brain (PSY 201)	4
Introduction to Economic Analysis: Microeconomics (EC 201)	3
Electives, especially computer science; scientific and technical writing, journalistic writing; additional sociology, political science, community studies; and field experience	9
Winter Term	***16 credits***
Mind and Society (PSY 202)	4
Introduction to Economic Analysis: Macroeconomics (EC 202)	3
Electives, as above	9
Spring Term	***18 credits***
The Natural Environment (GEOG 101)	3
Electives, as above	15

Admission Procedures

The department admits students fall, winter, and spring terms. Deadlines are available from the department office. To be considered for admission, students must submit the following materials:

1. A completed application form, available from the department office
2. Transcripts from all colleges and universities attended (these do not need to be official academic records)
3. Personal statement describing career goals and how the major in PPPM will help achieve those goals. This statement should be limited to two or three typed, double-spaced pages

4. Brief résumé of educational and employment history

Major Requirements

A total of 186 credits are required for the bachelor's degree. These include 57 to 60 credits taken to satisfy PPPM major requirements. The major in PPPM is organized into four parts: a common core, a concentration area, a field placement, and a senior research paper.

Core. The core curriculum requirement is 21 credits, distributed as follows:

Introduction to Planning and Public Policy (PPPM 301)	3
Introduction to Public Service Management (PPPM 322)	3
Public Service Policies and Programs (PPPM 323)	3
Quantitative Methods in Sociology (SOC 326)	3
Methods in Planning and Public Policy Analysis (PPPM 413) *or* Introduction to Social Research (SOC 325)	3
Introduction to Public Law (PPPM 418)	3
Community Development (PPPM 448)	3

Appropriate courses may be substituted with the faculty adviser's permission.

Core courses must be taken for letter grades and passed with grades of C– or better by PPPM majors.

Concentration Areas. The program requires a minimum of 18 credits in one of four concentration areas, each consisting of two required courses and at least four electives. A student admitted to the program works closely with an adviser to design a program in a concentration area that meets the student's specific needs and interests. The four concentration areas are as follows:

PLANNING AND COMMUNITY DEVELOPMENT

This concentration area focuses on the *processes* of community development: facilitation of problem solving for social, economic, and political change; building the capacity of individuals and institutions to resolve problems and plan for their collective future. Specific concerns include (a) understanding the community as an integrated whole with physical, economic, political, and social dimensions; (b) understanding the processes of change at the community level; and (c) understanding the policies and procedures by which community development and planning are undertaken.

Required Courses. Introduction to Public Budgeting and Finance (PPPM 324), Communities and Regional Development (PPPM 445)

Elective Courses. A minimum of 12 additional credits chosen, in consultation with an adviser, from PPPM and other university offerings

PUBLIC POLICY AND MANAGEMENT

This concentration area prepares students to assume important roles in the development and implementation of public policy. These roles require skills in the analysis of policies, the design of organizational arrangements, sensitivity to the role and limits of governmental action, and appreciation of the moral and ethical dimensions of public service.

Required Courses. Introduction to Public Budgeting and Finance (PPPM 324), Policy Development and Evaluation (PPPM 462)

Elective Courses. A minimum of 12 additional credits chosen, in consultation with an adviser, from PPPM and other university offerings

RESOURCE DEVELOPMENT AND ENVIRONMENTAL MANAGEMENT

This concentration area focuses on the analysis and management of human activities as they relate to the natural world. It includes the study of resource management and conservation, residuals control, and the study of the overall impact of our technical and socioeconomic systems on the natural world. Particular concerns include (a) proper resource development—taking advantage of economic opportunities while staying within or avoiding natural constraints; (b) developing human systems that are as compatible as possible with the natural environment; and (c) resource conservation so that economic opportunity and our rich natural heritage can be enjoyed by future generations.

Required Courses. Population and Global Resources (INTL 251), Introduction to Environmental Studies (PPPM 331)

Elective Courses. A minimum of 12 additional credits chosen, in consultation with an adviser, from PPPM and other university offerings

SOCIAL POLICY DEVELOPMENT

This concentration focuses on the identification of contemporary social issues and the effective development of policy building and management skills to resolve problems and shape social welfare policy. Effective action requires good analytic, communication, and management skills and an appreciation of the moral and ethical dimensions of work in socially sensitive arenas.

Required Courses. Planning and the Changing Family (PPPM 438), Managing Nonprofit Organizations (PPPM 480)

Elective Courses. A minimum of 12 additional credits chosen, in consultation with an adviser, from PPPM and other university offerings

Field Placement. Each student is required to complete the equivalent of one full-time field placement, which can be either full time for one term (thirty-six hours a week for ten weeks) or half time for two consecutive terms (eighteen hours a week for twenty weeks). Placements are in local governments, nonprofit agencies, or private firms and are supervised by the PPPM field coordinator. The student earns 12 credits in Supervised Field Study (PPPM 409). Students are also required to take the 3-credit Internship Seminar (PPPM 412) concurrently with the field placement. In the case of a half-time placement over two terms, the student takes PPPM 412 only *one* of the two terms.

Senior Research Paper. Each student conducts a 3-credit individual research project that addresses a question of significance in the student's concentration area. The paper is supervised by a faculty member with expertise in the concentration area. It receives 3 pass/no pass (P/N) credits.

Community Planning Workshop. Undergraduate students also have the opportunity to work on planning and public policy projects through the PPPM Community Planning Workshop. Each year twenty to thirty students receive stipends for research on contracts developed and administered in the workshop. See Community Planning Workshop later in this section of the bulletin. Six credits in Community Planning Workshop (PPPM 419) may be applied to the field placement requirement.

Minor Requirements

The department offers a minor of special value to students majoring in social sciences or humanities. Through the minor, students can enhance their undergraduate education by including preparation for a variety of professional occupations and graduate study. The minor can provide a professional context in which to apply the knowledge, theories, and methods of the student's major discipline.

Students may declare the minor in planning, public policy and management at any time during or after the term in which they achieve upper-division standing. Materials for declaring the minor are available in the department office. The minor requires 24 credits, distributed as follows:

Course Requirements	*24 credits*
Introduction to Planning and Public Policy (PPPM 301)	3
Introduction to Public Service Management (PPPM 322)	3
Public Service Policies and Programs (PPPM 323)	3
Introduction to Public Law (PPPM 418)	3
Community Development (PPPM 448)	3
Electives: three additional PPPM courses	9

PPPM 301, 322, 323, 418, and 448 must be taken for letter grades.

GRADUATE STUDIES

Programs for the master of urban planning (M.U.P.) degree and the master's degree in public affairs—either a master of arts (M.A.) or a master of science (M.S.)—require two years for completion. The M.U.P. degree is accredited by the Planning Accreditation Board. The public affairs master's degree program in public policy and management is accredited by the National Association of Schools of Public Affairs and Administration.

The fields of planning, public policy, and public management are concerned with the rational guidance of future change at the community, regional, state, national, and international levels. Professionals employed as planners and managers in public agencies frequently analyze, prepare recommendations, and implement policies and programs for public facilities and services, land use planning, and development incentives and controls. They assume responsibility for a range of activities that includes administration, personnel management, and planning for housing, community development, and resource and pollution management.

Planning, public policy and management (PPPM) graduates should have a basic understanding of the economic, social, political, fiscal, physical, and environmental characteristics of a community. They should be able to identify these and other variables as they encourage and facilitate institutional and social adaptation to challenges posed by a changing environment. Planning, public policy, and public management are interdisciplinary and eclectic fields attractive to students with varying career expectations. Thus, the programs provide curricular flexibility to stimulate the development of knowledge, skills, behavior, and values needed for entry into a number of professional occupations.

Financial Aid

Graduate teaching fellowships (GTFs) are offered to approximately thirty students each year. Each fellowship includes a stipend and a waiver of tuition and fees for one or more terms. Graduate students also have the opportunity to work on planning and public policy projects through the PPPM Community Planning Workshop. Each year twenty to thirty students receive stipends for research on contracts developed and administered in the workshop.

Graduate students are also eligible for fellowship awards, granted by federal agencies and privately endowed foundations, and loans from university and federal student-loan programs. Information about grants and loans may be obtained from the Office of Student Financial Aid.

All program applicants are strongly urged to apply for university financial assistance before February of the year of application in order to be eligible for work-study and other assistance offered by the student financial aid office.

Urban and Regional Planning

The field of planning is concerned with rational and sensitive guidance of urban and regional change. Planners are responsible for identifying and clarifying the nature and effect of planning problems, for formulating potential solutions to these problems, and for assisting in the implementation of plans and policies designed to improve urban and regional areas.

To realize these objectives, the planner must draw on the skills and insights of many professions and disciplines. The planner must have a basic understanding of the cultural, economic, social, political, and physical characteristics of a community. While applying analytical skills at both the community and regional levels, the planner must also make subjective judgments in the consideration of problems.

Entering students should be prepared to become involved in and committed to the resolution of important social, economic, environmental, political, and cultural problems. Through courses within and outside the department, students can obtain an integrated understanding of planning, public policy, and public management as well as the more specific skills necessary for entry into a chosen professional area.

The planning program offers students three areas of concentration: community and regional development, planning and social change, and environmental planning. Students also have opportunities for field experience in development planning, resource management, and recreation and tourism development.

The planning program has strong ties with other units on campus. Students often pursue concurrent degrees in planning and landscape architecture, business, economics, geography, or public affairs.

Preparation. Students interested in entering the planning program are strongly encouraged to complete a thorough social science undergraduate program including courses in economics, sociology, geography, history, and other related fields. A required introductory course in statistics can be taken on a remedial basis after admission. Work experience, particularly if related to planning, is valuable—as are writing and public-speaking skills. In addition, 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 an advanced undergraduate or graduate-level introductory course in statistics to be taken prior to or concurrently with Planning Analysis (PPPM 613). No credit toward the M.U.P. degree is allowed for this course; however, the requirement is waived for students with equivalent prior courses or work experience. Entering students are encouraged to satisfy this requirement before enrolling in the program.

Program participants may take no more than 15 credits a term. Students may file petitions to transfer up to 15 graduate credits taken prior to admission to the planning program. Such petitions must be submitted during the first term in the program.

Juniors and seniors who anticipate applying for admission are encouraged to seek advice at the department office.

Careers. People with training in the field of planning find employment in a number of areas in both the public and private sectors. Two kinds of public agencies provide career opportunities: those dealing with community facilities such as public housing, urban renewal, parks and highways, and schools; and those dealing with economic development, natural resources management, recreation and tourism development, and social services. In the private sector, graduates are employed by consulting firms, large-scale private developers, utility companies, special-interest groups, and other organizations that use the planning process.

Application Procedures. The graduate planning program at the university is individually tailored. Great importance is placed on the student's preference for and ability to undertake self-directed educational activity.

Because there are more than fifty recognized graduate programs in planning in the United States, the department's admissions committee emphasizes the selection of candidates who present clear and specific reasons for choosing to pursue their graduate work in planning at the University of Oregon.

Application materials include:

1. A typewritten statement, prepared by the applicant, explaining why admission to the planning program at the university is sought and what the applicant's expectations are from that field
2. At least two letters of recommendation from people familiar with the applicant's ability to pursue graduate-level studies in planning
3. A copy of undergraduate transcripts, including evidence of completion of an undergraduate degree from an accredited college or university
4. Graduate Record Examinations (GRE) scores are optional. If submitted, they are considered along with other application materials

Minority and economically disadvantaged students are encouraged to apply and to notify the department of financial and other needs.

Applications are accepted beginning September 15 for admission fall term a year later. Applications are reviewed beginning March 15, and applicants are notified of admission decisions early in April. Students are admitted for fall term only. For more information, please call or write the departmental admissions secretary.

The Planning Curriculum. A total of 72 credits beyond the bachelor's degree is required for the M.U.P., of which 36 must be taken within the program. The remaining 36 credits may be taken within or outside the department, even outside the university, depending on the student's goals.

Students are expected to enroll for six terms with an average course load of 12 credits a term. During the summer, students are encouraged to engage in planning work. The planning program offers research stipends and course credit for qualified applicants who take part in research conducted by the Community Planning Workshop. Planning internships are also available; some provide compensation. A student may receive up to 6 credits for approved internship activity.

Community Planning Workshop

A distinctive feature of the graduate planning curriculum is that each student is required to participate in a team project to develop a planning report for a client group. These planning projects are supervised by program faculty members through an applied research-service program called the Community Planning Workshop. The workshop usually focuses on issues of immediate environmental and economic importance to the client and the general public. Examples of recent project topics include:

Tourism and recreation development

Opportunities for small-business development

Improving the economy and appearance of rural communities

Survey research for community and regional assistance

Ski-area development and economic-feasibility studies

Highway-improvement planning

Coastal planning

Evaluation of urban-development options

Each year approximately ten planning contracts are developed with the participation of all graduate and some undergraduate planning

majors. These planning studies are conducted over a two-term (six-month) period in the Community Planning Workshop (PPPM 419/519 or 608). A final written report, prepared by the student, provides additional evidence of the student's expertise and ability to conduct planning research and to prepare and present high-quality professional reports.

Federal grants from the Department of Education Fund for the Improvement of Post-Secondary Education and state support from the Department of Human Resources have helped the Community Planning Workshop become one of the most successful community planning assistance programs on the West Coast. Computer facilities and student research areas provide opportunities to conduct research and produce planning reports of the highest professional quality.

The popularity of this program with students and with a growing number of government and private-sector clients has enabled it to provide research support for twenty to thirty students each summer session. Last year a total of $50,000 in student stipends was awarded to thirty-two students.

The following courses are required for the M.U.P. degree:

Course Requirements	*23–30 credits*
Community Planning Workshop (PPPM 608)	6
Terminal Project (PPPM 602) *or* Thesis (PPPM 503)	3–10
Planning Analysis (PPPM 613)	3
Introduction to Urban Planning (PPPM 611)	3
Legal Issues in Planning and Public Management (PPPM 612)	3
Planning Theory (PPPM 615)	3
Legislative and Administrative Procedures (PPPM 623)	3
Student Research Colloquium (PPPM 690)	2

The remaining credits, including the 36 elective credits, are selected by the student in consultation with an adviser.

Public Affairs

The professional master's degree program in public affairs is designed for people interested in entry- and mid-level management and policy careers in public service. Graduates of the program have filled key leadership positions at the local, state, and federal levels as administrators, department heads, planners, program and policy analysts, finance or personnel officers, staff members of research or service organizations, heads of public or private nonprofit human service programs, and staff members of public affairs programs in industry.

The public affairs graduate program draws its students from throughout the United States, particularly from Oregon and the Northwest, and from a wide variety of employment and educational fields. Currently about fifty students are enrolled in the program preparing for entry- and mid-level policy and management careers in public service. Most public affairs graduate students have from two to five years of preprofessional work experience. Enrollment and participation by midcareer students is encouraged. To accommodate the working student, many graduate classes are offered in the late afternoon and evening.

Program Characteristics

Flexibility allows students to design programs, with faculty assistance, to meet individual needs and career interests. A student may concentrate on public financial management, for example, with a career goal of becoming a budget analyst for state government. Or a broader area of concentration, such as human service management, might be chosen.

Problem-oriented courses prepare students for one of the major responsibilities that public managers face—making decisions. The program emphasizes the development of skill in diagnosing problems, collecting and analyzing information, choosing among alternatives, communicating findings, and managing change.

A focused approach through organization of the curriculum around work in a common core, management processes, and an area of concentration provides a common framework for learning about public policy and management.

Interdisciplinary programming offers students the perspectives of other fields that are essential to an education in public policy and management. The program encourages enrollment in relevant courses from other university departments or schools such as economics, political science, and journalism.

Application Procedures

To be eligible for the graduate program in public affairs, an applicant must hold a bachelor's degree.

The following documents must be submitted:

1. A Graduate Admission Application, available from the department office, 119 Hendricks Hall, University of Oregon, Eugene OR 97403
2. A comprehensive employment and education résumé
3. Two written statements, two to three pages each: a clear specification of professional goals and interests *and* an explanation of how the interdisciplinary nature of the public affairs program will contribute to the attainment of these goals
4. Current transcripts of all grades in courses taken toward the bachelor's degree and of any other college-level work. Unofficial transcripts are adequate for the department's use. They should be sent directly by the institution that awarded the course credits
5. Three letters of recommendation, two of which may be from academic sources

Selection of program participants if based on evaluation of their previous academic performance and other evidence of intellectual attainment or promise, previous public affairs experience, and their statements of professional goals and the relationship of the program to their achievement. A student admitted to the program is expected to maintain a 3.00 GPA.

Students are admitted each term to the graduate program. Materials must be submitted by April 1 for summer or fall (July 15 for late fall), November 1 for winter, and February 1 for spring admission.

Master's Degrees

The department offers M.A. and M.S. degrees in public affairs. A minimum of 66 credits are generally required to receive either degree, typically accomplished in approximately eighteen to twenty-four months (six to eight terms) of full-time study. Academic background and work experience are scrutinized to determine if additional preparation is needed prior to beginning the program.

Public Affairs Graduate Curriculum

The graduate program in public affairs management requires work in a common core, management processes, and a concentration area as well as an exit project and an internship.

Core. Students admitted to the program are expected to acquire knowledge, skills, public interest values, and behaviors in each of the following areas: community dynamics and change processes—the political, economic, social, and legal context of public affairs; policy analysis—policy-making processes and policy development; policy and program evaluation; methods of quantitative analysis; human resources management; and public-interest values and ethics.

Students begin working toward competence in the above areas by enrolling for a minimum of 3 graded credits in each of the six curricular areas in the common core for a total of 18 credits. Twelve of these 18 credits must be in departmental graduate courses.

Management Processes. Students must enroll for a minimum of 12 graded credits. These 12 credits must include four courses, one each in budgeting, financial management, personnel management and labor relations, and the legal context of public affairs. Course work is designed to enhance competence in particular public management processes.

Concentration Area. Each student is expected to develop an area of concentration, chosen with his or her career goals in mind. Courses in a concentration area are chosen in consultation with the faculty adviser and may be selected from any graduate-level offerings on campus. Students are required to take at least 18 credits in their chosen area of concentration. More than one area of concentration may be developed. Students may take concentration-area courses either for letter grades or pass/no pass (P/N).

Examples of concentration areas chosen by recent graduates include public management, environment and resource management, criminal justice management, human services management, health services management, local government management, community development management, policy and program evaluation, and planning management.

Midprogram Review. All students undergo a midprogram review. After accumulating 30 to 35 graduate credits, students review their progress with their advisers. Career goals are also reviewed, and additional courses or educational experiences such as special projects are recommended. An appropriate field internship

and the nature of the exit project are also agreed upon.

Exit Project. Each student is required to write a thesis, issue paper, or policy paper to complete degree requirements. Nine credits are awarded for a thesis, 3 for an issue or policy paper.

Supervised Field Internship. Students are required to undertake the equivalent of a six-month (two-term) internship in Supervised Field Study (PPPM 609). Concurrently with the internship, a student registers for a graded 3-credit course, Seminar: Internship (PPPM 607). The program requires 12 credits of supervised field internship and 3 credits of internship seminar.

Students who are working full time in public service-related organizations are required to complete the equivalent of a three-month full-time supervised field internship and internship seminar. They receive 6 credits for the internship and 3 credits for the seminar. Midcareer students are encouraged to secure field credit on a contractual basis for new roles or projects undertaken in their current work setting.

Supervised Field Study (PPPM 609), arranged through PPPM's field coordinator, is offered pass/no pass (P/N) only. Seminar: Internship (PPPM 607) is offered either P/N or for letter grades. Students must be enrolled for a minimum of 3 credits each term they are involved in an internship.

Interdisciplinary Program in Environmental Studies

An interdisciplinary master's degree focusing on environmental studies is offered through the Interdisciplinary Studies: Individualized Program of the Graduate School. The program includes graduate courses in biology; economics; geography; law; leisure studies and services; and planning, public policy and management.

Address inquiries to Director, Environmental Studies Program, 104 Condon Hall, University of Oregon, Eugene OR 97403. See also, in the **Graduate School** section of this bulletin, Individualized Program: Environmental Studies.

Micronesia Program

The Department of Planning, Public Policy and Management has developed opportunities for students and faculty members to study, work, and teach in Micronesia through the Micronesia Program. Under the direction of Maradel Gale, the program has received funding from several federal agencies with responsibilities in Micronesia. These grants include an undergraduate study-abroad program, a long-term faculty affiliation program between the University of Oregon and the three-country College of Micronesia, and a technical-assistance program. The assistance program uses advanced graduate students to work with government officials in Micronesia on projects, identified by the government, that promote sustainable development in the country. Countries included in this program are the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.

PLANNING, PUBLIC POLICY AND MANAGEMENT COURSES (PPPM)

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

301 Introduction to Planning and Public Policy (3) Strategies for promoting development, managing resource use, and assisting public-institution service and facility planning and management. Historical review of planning, public policy and management.

322 Introduction to Public Service Management (3) Theories relevant to the effective management of large and small organizations that deliver service to the public. Assumes students have completed general PPPM prerequisites.

323 Public Service Policies and Programs (3) The various roles and processes in policy formulation, implementation, and evaluation; needs, issues, and problems relevant to social programs and policy. Assumes students have completed general PPPM prerequisites.

324 Introduction to Public Budgeting and Finance (3) Budgetary decision and control processes in public organizations; their relationship to allocation of public resources; problems of taxation, planning, budgeting, controlling, and evaluating government activities.

331 Introduction to Environmental Studies (3) Biophysical foundations of human, social, and economic systems. Examines the management and control of population growth, hunger, land use, natural resources, and pollution.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R) Recent topics include Community Economic Development, Introduction to Housing, Small-City Management, and Women and the Built Environment.

408/508 Workshop: [Term Subject] (1–21R)

409 Supervised Field Study: [Term Subject] (1–21R) 12-credit maximum per term. Participation in the activities of public or private community agencies and organizations, under faculty supervision and with coordinated instruction. Prereq: instructor's consent.

410/510 Experimental Course: [Term Subject] (1–5R) New courses are taught under these numbers. See the schedule of classes for current titles.

412 Internship Seminar (3) Organization, character, and conduct of community and public-agency programs as a link between theoretical concepts and participation in supervised field study. Prereq: instructor's consent.

413 Methods in Planning and Public Policy Analysis (3) Focuses on research design for community problem solving, planned change and policy analysis, and evaluation. Identification of community issues and needs; evaluation of alternative policy solutions.

418/518 Introduction to Public Law (3) Administrative law, including introduction to legal research, for public administrators. Administrative procedures, implementation of policy through administrative law, judicial review, and practical applications in public agencies.

419/519 Community Planning Workshop (3R) Cooperative planning endeavors. Students define problems, determine appropriate research methods, identify the groups that promote or resist change, test alternative solutions, and prepare a final plan or project. R once for maximum of 6 credits.

421/521 Qualitative Methods in Planning and Public Policy (3) Use of observation, open-ended interviews, historical data, and photography in community analyses, program evaluations, and other applied social research efforts.

422/522 Grant Writing (1) P/N only. Introduction to the process of preparing grant applications and material for funded research.

426/526 Environmental Planning (3) Contemporary environmental problems as they relate to regional social, economic, and physical systems. The long- and short-term impact of overpopulation, overconsumption, and harmful technologies.

433/533 Forces that Shape the Urban Environment (3) History of the growth of urban areas and how people relate to each other in the physical environment. Explores such issues as privacy, territory, and crowding.

434/534 Neighborhood and Community Revitalization (3) Introduction to neighborhood-based policies and issues for improved planning of American communities. Topics include defining a neighborhood or community, displacement, and economic development.

437/537 Contemporary Housing Issues (3) Introduction to policies and consumption of housing in the United States. Covers housing market issues, the role of government, and an analysis of current issues such as homelessness.

438/538 Planning and the Changing Family (3) Introduction to the relationship between changing family demographics and planning policy. Includes the needs of women, children, people of color, and the elderly.

443/543 Natural Resource Policy (3) Aspects of population and resource systems. Poses questions about population trends, policy, and optimum size; analyzes methods for determining resource availability and flows.

445/545 Communities and Regional Development (3) The economic, sociocultural, and political forces that have produced the present internal structure of regions in the United States: core cities, suburbs, small towns, and rural neighborhoods.

446/546 Socioeconomic Development Planning (3) 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.

447/547 Issues in Socioeconomic Development Planning (3) Exploration of topical issues in economic and social development. Ap-

plication of planning and policy tools to local and regional development problems.

448/548 Community Development (3) Community development as it facilitates social, economic, and political change. Community organizing for human-service delivery, economic development, and facilities planning; partnerships among government, business, and citizen groups.

449/549 Topics in Public Management (3) Achieving humane, productive, and responsible public organizations. How to manage public organizations to use human resources effectively and implement modern planning, organizing, supervising, and controlling systems.

451/551 Intergovernmental Relations (3) Legal, fiscal, and administrative relationships among the federal, state, and local levels of U.S. government. The grant-in-aid system, division of powers in the federal system, and implications for public management.

453/553 Managing State Government (3) Policymaking and management processes; federal, state, and local intergovernmental relationships; state and local government organizational features, management, program responsibilities, and performance.

459/559 Environmental Health Planning (3) Health effects of environmental hazards (e.g., disease agents, toxic materials, chemicals in commerce, radiation). Exploration of hazards versus benefits, alternatives, and appropriate actions.

460/560 Public Personnel Administration and Labor Relations (3) Principles, issues, and practices of public personnel administration. Staffing, career systems, leadership, accountability, collective bargaining, and training.

461/561 Political Participation (3) An examination of various forms of political participation that considers the contribution of each to the American political system.

462/562 Policy Development and Evaluation (3) Policy alternatives, policy and program impact, measurements and evaluation; emphasizes the roles and resources of administrative agencies in processes of analysis.

464/564 Cost-Benefit Analysis (3) Use of cost-benefit analysis at decision levels from the individual to the nation-state; advantages, disadvantages, and appropriate uses of cost-benefit analysis. Prereq: one course in social research or quantitative methods in social science.

467/567 Topics in Natural Resource Planning (3) In-depth analysis of specific aspects of natural resource availability, use, and relevant government policy. Past topics have included energy, forests, and water.

471/571 City Management (3) Focuses on how to manage local governments effectively, particularly small governments in both metropolitan and nonmetropolitan areas. Political processes, management, services, performance.

473/573 Managing Fiscal Austerity (3) Examines various approaches to managing limited fiscal resources. Emphasizes management approaches that improve local government performance and employee productivity.

474/574 Career Management for Women (3) Designing and understanding effective career management. Establishing career or life goals that include educational and job or career planning. Development of individual portfolios. Open to men and women.

480/580 Managing Nonprofit Organizations (3) How to manage nonprofit organizations for superior performance in a humane, responsive, and responsible manner. Distinctive characteristics of nonprofit organizations.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Terminal Project (1–16R)

603 Dissertation (1–16R) P/N only. Not offered 1991–92.

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R) Department majors may receive up to 6 credits maximum for intern work in approved planning positions.

607 Seminar: [Term Subject] (1–5R) Recent topics include Advanced Program Evaluation, Economic Diversification, Energy Policy Planning, Fiscal Impact Analysis, Legislative and Administrative Procedures in Planning, Neighborhood Development, Policy Evaluation, and Program Evaluation.

608 Community Planning Workshop (1–16R)

609 Supervised Field Study: [Term Subject] (1–16R) 12 credits maximum per term. Faculty-supervised participation in the activities of public or private community agencies and organizations; coordinated instruction. Prereq: instructor's consent.

610 Experimental Course: [Term Subject] (1–5R) P/N only. Each term a series of short seminars is offered on planning and related topics. One-credit seminars are held in the evenings and meet two times for a total of six class hours. R for a total of six short seminars a year.

611 Introduction to Urban Planning (3) Concepts and functions of the planning process as they relate to the social, economic, political, and environmental aspects of communities and regions.

612 Legal Issues in Planning and Public Management (3) Federal-state legal relationships, role of the courts in reviewing public-sector decision making, sources of the law, issues in land use regulation, and basic legal research skills.

613 Planning Analysis (3) Data sources and methods of data collection including surveys; descriptive and multivariate analysis; computer applications; selected analytic models, population projections, cost-benefit analysis. Open to nonmajors with instructor's consent.

614 Alternative Dispute Resolution (4) Theory and practice of consensus building in communities and public organizations.

615 Planning Theory (3) Logic of the planning process; major contributions to urban planning's search for a theory; relationship of planning to the political process and rational decision making.

617 Regional Planning (3) Theory and practice of regional planning. Substate regional analysis; development of regional policies and plans as they relate to the natural- and human-resource base of the Pacific Northwest.

620 Applied Methods in Planning, Policy, and Management (3) How to communicate, execute, and evaluate research in the public sector. Each student conducts an original research project from problem formulation through data analysis.

623 Legislative and Administrative Procedures (3) Major legislative and administrative legal issues of concern to planners and public managers. Prereq: PPPM 612 or instructor's consent.

624 Public Organization Theory (3) Rationality, domain, and interdependence; internal and external control; social context of organizational design and structure; assessment of organizations; human behavior; resource control; discretion, risk, and decision making.

625 Politics and Planning (3) Roles of politician and planner in planning, policy formulation, and decision making; guest lectures by local planners, political figures, and representatives of citizen groups.

627 Energy Policy and Planning (3) Technical, social, economic, and environmental impacts of energy technologies. Discussion of United States and world policies and alternatives.

628 Public Finance Administration (3) Public financial models and information systems; federal financial-system issues; intergovernmental transfer policy and practices; state and local government financial issues; financial decision making.

629 Public Budget Administration (3) Revenue and expenditure planning, negotiation, and management control; program, zero-base, and envelope budgeting; the politics of budgetary decision making; federal, state, and local budgeting; budgetary reform.

632 Topics in Public Law (3) Legislation, administrative rule making and implementation of the law, judicial institutions and processes, case law, and the legal profession. How to conduct research in law and government-documents libraries.

635 Planning and Social Change (3) Introduction to the relationships between social change and planning policy. Includes equity literature related to planning; examines how national social trends affect housing and neighborhood change.

636 Public Policy Analysis (3) Techniques in the policymaking process. Determining the impact of policies, comparing alternatives, determining the likelihood that a policy will be adopted and effectively implemented.

639 Leadership and Planned Change (3) Theories of planned social, community, and organizational change. Social, economic, political, and legal factors affecting planned change; government efforts to facilitate and manage change. Strategies for future change.

640 Land Use Planning (3) Land use planning in urban, rural, and connecting environments. Functions, distribution, and relationships of land uses; social, economic, fiscal, and physical consequences of alternative land use development patterns.

641 Land Use Law (3) Constitutional law issues (due process, equal protection), statutory constraints (antitrust, civil rights), and procedural aspects of planning and land use regulation.

642 History and Literature of Planning (3) Focuses on selected highlights of planning and

on books that have made major contributions to the literature. Topics vary.

644 Human Behavior in Public Organizations (3) Integrates social-science knowledge about people at work. Focuses on the concepts of human behavior that are important to managerial problems in the public sector.

650 Political Economy of Cities (3) History of private and public interdependencies in creating the American urban experience; consideration of the political economy of contemporary urban forms.

652 Public Land Law (4) The legal and sociopolitical issues involved in public land management. Prereq: PPPM 612 or instructor's consent.

654 Public Management (3) The public manager's role in relation to organizational politics, solving problems and making decisions, group dynamics, motivation and leadership, supervision, communication, evaluation, and managerial effectiveness.

655 Planning in Developing Countries (3) Constraints and opportunities for long-range social, economic, and resource planning in developing countries.

656 Quantitative Methods in Planning and Public Policy (5) Develops skills in quantitative analysis. Emphasizes selecting appropriate analysis procedures and properly interpreting and reporting results. Prereq: recent introductory statistics course.

658 Tourism and Recreation Resources Planning (3) Assessing tourism resources; projecting tourist demand; benefits and costs of tourism at the community and regional levels. Planning and management of tourism resources. Prereq: introductory planning course or instructor's consent.

668 Women in Planning and Public Policy (3) Explores women's historic role in planning and public policy. Surveys current issues of concern both to the professional woman practitioner and to the planner or policymaker.

670 Ethics and Public Affairs (3) Accountability methods of organizations; intergovernmental requirements; social and environmental control of organizations; accountability imposed by public organizations on citizen and private-sector behavior through regulation, ethical and value issues.

678 Evaluation Research (3) Theory and practice in evaluating the performance of public policies and programs. Covers the purposes of evaluation, the variety of evaluation designs, and the politics and ethics of evaluation.

690 Student Research Colloquium (1–3R) Presentation by advanced master's degree candidates of designs and conclusions resulting from thesis research projects. R for maximum of 3 credits.



College of Business Administration

268 Gilbert Hall
Telephone (503) 346-3300
James E. Reinmuth, Dean

The College of Business Administration (CBA) offers programs of study leading to bachelor's, master's, and doctoral degrees in accounting, decision sciences, finance, marketing, and management, and an interdisciplinary master's degree in industrial relations. All programs are designed to provide a broad education in both business management and societal issues that is essential for responsible administrative, research, and technical careers in business, government, and education.

To ensure such an education for its students, the college requires that undergraduate majors take approximately 60 percent of their work outside the college. Within the college, professional courses cover subjects affecting firms and organizations and their responsibilities to owners, employees, customers, and society in general.

The instructional programs of the college are offered in the Undergraduate School of Business and in the Graduate School of Management, which operates under the general direction of the Graduate School of the university.

The College of Business Administration was established in 1914. Its undergraduate program was accredited in 1923 and its graduate program in 1962 by the American Assembly of Collegiate Schools of Business. Details of master's and doctoral programs are in the **Graduate School of Management** section of this bulletin.

Business Student Societies

The following business and professional societies have chapters at the university: Alpha Kappa Psi, professional business fraternity; Beta Alpha Psi, accounting; and Pacific Northwest Personnel Management Association.

Beta Gamma Sigma

Beta Gamma Sigma is the national scholastic honor society in business administration. For more information about Alpha Kappa Psi, Beta Alpha Psi, and Beta Gamma Sigma, see the **Honors and Awards** section of this bulletin.

CBA Computing Facilities

The Chiles Business Computing Laboratory provides CBA students and faculty members with ongoing support for their educational needs in the form of professional staff assistance and computer hardware and application software. Students have the opportunity to use a variety of computers in their business courses at both the undergraduate and graduate levels. The CBA computer facilities include four microcomputer laboratories that are linked by a local area network and central application file servers. The Hewlett Packard Vectra Instructional Laboratory has HP Vectra AT and 80386 systems linked to a variety of printers and plotters. The Autzen Foundation Graduate Instructional Laboratory offers a variety of high-performance Apple Macintosh systems and printers. The Wildish Instructional Laboratory offers Apple Macintosh systems and printers. The Douglas Strain Desktop Publishing area offers a variety of HP and Apple systems linked to laser printers to produce business-quality printed output. All systems offer the ability to use a variety of business-oriented software applications including business statistics, spreadsheet analysis, data-base design, word processing, and business graphics. The Chiles Business Computing Laboratory and the above microcomputers can also use the CBA network to interact with the university's VAX 8800 super-minicomputer system. They can also communicate electronically via electronic mail with students and faculty members both at Oregon and at other sites nationwide. Remote access is offered to several online data bases and library catalogues.

Overseas Study Programs

Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Special Studies** section of this bulletin.

The college maintains exchange relationships with several overseas universities that give students opportunities to study business management abroad. Overseas study programs in business are currently available at the University of Copenhagen (Denmark), Nijenrode School of Business (Holland), University of Stuttgart (West Germany), Aoyama Gakuin University (Japan), and Yonsei University (Korea). In all programs except Stuttgart's, English is the primary instructional language; Stuttgart courses are taught in German. In addition, the college sponsors a six-week summer school program in Tokyo, Japan. This program focuses on Japanese business management.

Students interested in careers in international business are particularly encouraged to take advantage of one of these programs. Additional information is available in 271 Gilbert Hall. See also the International Business Program described under **Undergraduate School of Business.**

Research

The College of Business Administration faculty's active interest in research is manifested by the research centers incorporated in its organizational structure. The amount of activity in the centers varies, depending on available university funds as well as grants and contracts from foundations, government agencies, and the business community.

Forest Industries Management Center
9 Gilbert Hall
Telephone (503) 346-3300
James E. Reinmuth, Director

The primary goal of the Forest Industries Management Center is to stimulate research and education related to the forest products field.

Charles H. Lundquist Center for Business Development
375 Gilbert Hall
Telephone (503) 346-1334
Del I. Hawkins, Director

The primary goal of the Charles H. Lundquist Center for Business Development is to stimulate research and education related to entrepreneurship and rapid business development. The center sponsors research, curriculum development, internships, a speakers' program, faculty development, and various student activities.

Institute of Industrial Relations
209D Gilbert Hall
Telephone (503) 346-5141
Gregory S. Hundley, Director

The goal of the Institute of Industrial Relations is to stimulate research and education related to industrial and labor relations. The institute offers an integrated interdisciplinary program leading to either a master of science or a master of arts degree in industrial relations. Details of the degree program appear in the **Graduate School of Management** section of this bulletin.

Office of External Affairs
264 Gilbert Hall
Telephone (503) 346-3370
Carole L. Daly, Director

This office is responsible for alumni, corporate and public relations; fund raising; and continuing professional education.

Applied Information Management Program

An interdisciplinary master's degree focusing on applied information management is available through the Interdisciplinary Studies: Individualized Program in the Graduate School. The program, coordinated by the UO Continuation Center, is designed to serve the needs of Portland-area residents. Address inquiries to Program Coordinator, Applied Information Management Program, University of Oregon Continuation Center, 333 Oregon Hall, Eugene OR 97403. The program is described in the **Special Studies** section of this bulletin. See also, in the **Graduate Studies** section, Individualized Program: Applied Information Management.

UNDERGRADUATE SCHOOL OF BUSINESS

271 Gilbert Hall
Telephone (503) 346-3303
Donald E. Lytle, Director of Undergraduate Programs

To earn a degree in the Undergraduate School of Business, a student must be admitted as a major and complete a major in: accounting, decision sciences, finance, management, or marketing. Except for accounting majors and students double majoring within the College of Business Administration, each student must also complete a secondary subject area.

Combined with other work, each of the majors may lead to a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree.

A student who has a bachelor's or master's degree in a field of business administration is not eligible for another business degree at the bachelor's degree level.

A student may not receive two degrees simultaneously (e.g., a B.A. and a B.S.), but it is possible to double major for the same degree either within the Undergraduate School of Business or in another major area. Students must satisfy the upper-division core and major requirements in effect when they are admitted as majors or when they apply for graduation. The requirements chosen must be met in their entirety; they cannot be combined.

Admission Requirements

Admission to the College of Business Administration as a major is possible after junior standing has been attained. However, students intending to major in a business field should declare prebusiness status until major admission requirements have been met. Prebusiness status, however, does not guarantee admission as a major in a field of business.

To be eligible for admission as a major, a student must have completed university writing requirements, the College of Business Administration's Conceptual Tools Core (described under College of Business Administration Requirements), and at least three of the required six courses in the university arts and letters group. At least 90 credits must be earned, of which a minimum of 60 must be graded, including the mathematics, economics, and business courses in the Conceptual Tools Core. A minimum grade point average (GPA) of 2.75 in all college-level work attempted and 2.50 in the business, mathematics, and economics courses of the Conceptual Tools Core are required to be eligible for major status. The GPA is based on all graded courses completed. If a graded course is repeated, both courses are counted in computing the GPA; however, credit is given only once. If a course required to be taken graded is taken pass/no pass (P/N) instead, a P is treated as a C– and an N is treated as an F for GPA calculations.

Petitions

Students with an overall GPA below the 2.75 required, but who have a 2.50 GPA in the specified core courses, may submit petitions for admission if they have at least three consecutive terms—and a minimum of 36 graded credits—with a 2.75 GPA. The approval of petitions is not automatic and is granted to those best qualified only if space is available. When all other admission requirements have been met, students should submit their petitions with their applications for admission as majors and follow the application procedure described below.

A student cannot be awarded a degree without having been formally admitted as a major.

Honors College

Prebusiness students admitted to the Clark Honors College may substitute certain Clark Honors College courses for College of Business Administration Conceptual Tools Core requirements. See the CBA director of undergraduate programs in 271 Gilbert Hall for details.

Application Procedure

To be considered for admission as a major, students must apply prior to the term deadline. Application periods are as follows: fall term: April 1–21 and August 1–21, winter term: October 1–21, spring term: January 1–21. Late applications are not accepted.

Applicants must have completed all entry requirements before they apply.

Transfer Students

Transfer students who will have completed all admission requirements prior to transfer should apply for admission to major status during the first appropriate application period listed above after transferring. Students transferring before admission requirements have been met will be admitted to the University of Oregon as prebusiness students and should apply for major status in accordance with the application procedure above.

When there are significant changes in admission requirements, the effective date for transfer students is usually one academic year after the policy first appears in the *University of Oregon General Bulletin*.

Continuous Progress

If a student does not attend the university for three academic terms or more (excluding summer session) after being admitted as a major, he or she must reapply for admission. This requirement does not apply to students on recognized exchange programs or those who are granted a leave of absence by the college. Such leave must be requested prior to the end of three academic terms of inactive status and is typically approved for no more than three additional terms.

Second Bachelor's Degree

Students who have a bachelor's degree in another discipline and want a second degree in a field of business must be admitted to the university as postbaccalaureate nongraduate students. Transcripts of all previous college work must be provided to the college, and an official transcript showing receipt of prior degree must be sent to the university's Office of Admissions. Second-degree candidates must meet the same GPA requirement as first-degree candidates. See Petitions, above, if overall GPA is below 2.75.

Second-degree students must complete the same upper-division requirements as first-degree candidates. Students are given prebusiness status until the business, mathematics, economics, and computer literacy requirements in the Conceptual Tools Core are completed or waived by prior course work. A 2.50 GPA is required in these courses. When this requirement has been met, application can be made for major status in the same manner as for first-degree candidates. If a student's native language is not English, a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) examination is required. The Second Bachelor's Degree section of this bulletin, under **Registration and Academic Policies**, lists university requirements for a second bachelor's degree; the CBA advising office distributes information concerning College of Business Administration requirements.

Degree Requirements

To receive a degree in the College of Business Administration, a student must be an admitted major in good academic standing with the college and the university. Two sets of requirements must be completed: general university requirements and College of Business Administration requirements. The college is firmly committed to an undergraduate degree program in business that is based on a solid foundation in the arts and sciences. College of Business Administration majors, although in a professional school, must meet the same group requirements as students in the College of Arts and Sciences and must qualify for either the B.A. or the B.S. degree. Students should refer to the **Registration and Academic Policies** section of this bulletin for specific requirements for bachelor's degrees and for general university and group requirements.

College of Business Administration Requirements

Conceptual Tools Core. The following courses or their equivalents must be taken prior to admission as a major in the College of Business Administration:

Introduction to Financial Accounting I (ACTG 221), Introduction to Management Accounting (ACTG 260)

Legal Environment of Business (BE 226)

Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202)

Fundamentals of Management (MGMT 201)

Calculus for Business and Social Science I,II (MATH 241, 242), Introduction to Methods of Probability and Statistics (MATH 243)

The courses listed above must be taken graded, and a 2.50 GPA in these courses is required for admission as a major

Three courses selected from sociology, psychology, and anthropology courses listed in the social science group

A fundamental speech course

Introduction to Business-Information Processing (CIS 131), which meets the computer-literacy requirement described below

Computer Literacy. Computer literacy is required for all business students. Computer literacy is defined as the ability to run software packages on a microcomputer with minimal

tutorial assistance. The CBA advising office maintains a list of acceptable transfer courses to meet the computer literacy requirement.

In view of limited college and university computing facilities, business students may want to purchase a microcomputer. Such purchases are not required, and neither the college nor the university endorses any particular manufacturer or vendor. Students who plan to purchase a microcomputer are urged to inquire at the Chiles Business Computing Laboratory concerning minimum specifications and compatibility with college hardware. Significant discounts on the purchase of certain microcomputers are available to university students.

Upper-Division Core. The following courses (3 credits each) are required of all majors:

Managerial Economics (FINL 311)

Marketing Systems and Demand Analysis (MKTG 311)

Financial Management (FINL 316)

Management and Organizational Behavior (MGMT 321)

Business Statistics (DSC 330)

Concepts of Production and Operations Management (DSC 335)

A 300-level economics course (excluding EC 311 and 370)

Business Enterprise and Social Responsibility (BE 425)

Business Policy and Strategy (MGMT 453)

Residence Requirement. Students must take 48 upper-division credits in business, of which 36 must be taken on campus in CBA courses. Twelve credits may be transferred from other accredited institutions, independent study, or approved courses in other departments.

Studies in Business and Economics. Students must take at least 75 credits in business and economics. These courses must be in the College of Business Administration or the Department of Economics or be approved by CBA. Optional tutorials (e.g., EC 199) and software-specific computer courses with College of Business Administration prefixes (e.g., ACTG 199), taught through Continuing Education, do not meet this requirement.

Studies in Other Disciplines. Students must earn at least 95 credits outside business and economics.

Majors. Each student must complete a major as specified by each department. Majors are offered in accounting, decision sciences, finance, management, and marketing. The specialized majors in decision sciences: business statistics, decision sciences: production and operations management, and marketing: international business are inactive. See the appropriate departmental sections of this bulletin for specific course requirements.

Secondary Subject Area. Each major, except accounting majors and students working toward a double major within the college, must complete a secondary subject area consisting of three courses (9 credits) selected from an area other than the major (see the specific departmental course listings) or from the following interdisciplinary areas.

Business History. Any three of the following: Economic History of Modern Europe (HIST 425), American Economic History (HIST 465), American Workers and Unions (HIST 472)

International Business. International Finance and Investment (FINL 463), International Marketing Management (MKTG 475), and International Management (MGMT 420)

Students must satisfy the College of Business Administration upper-division course requirements in effect when they are admitted as majors.

Grading

1. All upper-division courses, except 300-level courses in the upper-division core, must be taken graded
2. All courses used to satisfy a major requirement must be taken graded and passed with grades of C– or better
3. Courses in the upper-division core must be passed with grades of C– or better. No more than two 300-level courses in the upper-division core may be taken pass/no pass
4. Any transfer business course in which a grade of D was earned cannot satisfy course prerequisites

See the **Registration and Academic Policies** section of this bulletin for an explanation of the university's grading systems.

Business Administration Minor Requirements

The College of Business Administration offers a minor in business administration, which is intended for students majoring in other disciplines who want courses in basic business management. It is divided into lower- and upper-division sections. The lower-division courses must be completed before students may enroll in upper-division courses.

The requirements are as follows:

Lower Division

College Algebra (MATH 111)

Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202)

An introductory statistics course

Introduction to Financial Accounting I (ACTG 221) and Introduction to Management Accounting (ACTG 260)

Legal Environment of Business (BE 226)

Upper Division

Marketing Systems and Demand Analysis (MKTG 311)

Financial Management (FINL 316)

Management and Organizational Behavior (MGMT 321)

Two upper-division business electives chosen from regularly offered College of Business Administration courses. Computer courses offered through the Continuation Center do not meet this requirement even if they have a College of Business Administration prefix (ACTG, BA, BE, DSC, FINL, MGMT, MKTG, TRN).

Students intending to pursue a minor in business administration must declare their intent in the CBA advising office, 271 Gilbert Hall, and pick up a requirements checklist prior to beginning lower-division minor courses. After completing the lower-division courses and attaining junior standing, students must apply for upper-division minor admission in the advising office.

In order to be admitted to upper-division minor status, students must have a 2.50 overall GPA, a GPA of 2.50 in the lower-division minor courses, and junior standing. All lower-division minor courses must be taken graded. Students meeting the above requirements may register for upper-division minor courses if they have fulfilled all course prerequisites. A C– (or P) is the minimum acceptable grade in upper-division courses. When all minor requirements have been completed and notification of graduation application has been received from the Office of the Registrar, the student is cleared for the minor in business administration.

International Business Program

For students interested in international business, the following program is recommended:

1. Major in one of the five business disciplines
2. Select five area-studies courses in the College of Arts and Sciences that focus on an understanding of the history, geography, and culture of a specific region of the world (e.g., East Asia, Western Europe, Latin America). International students may select North America
3. Complete at least two courses in international economics
4. Complete the international business secondary subject area
5. Fulfill the language requirement for the B.A. degree in a language relevant to the area of study

Students majoring in disciplines other than business should follow this same program and complete the business administration minor. Elective courses within the minor should be chosen from the international business secondary subject area.

Nonmajors

All upper-division business courses, except 300-level courses in the upper-division core, are open only to admitted majors in the College of Business Administration and to admitted minors in business administration.

Student Advising

The CBA advising service for business students is in 271 Gilbert Hall. Current information about admission and degree requirements is available there for majors in the College of Business Administration and for the business administration minor. A bulletin board outside this office contains announcements concerning policy, coming activities, scholarships, and other information of interest to all business and prebusiness students. Students are held responsible for information posted on this board and should check it once a week to ensure that they have the latest information, or they risk missing important events and policy changes.

Peer advisers and college staff members are available in the advising office to assist in planning programs, answering questions, and tracking progress toward graduation or admission as a major. Students should check with the advising office at least once a year to ensure that requirements are being met.

GRADUATE SCHOOL OF MANAGEMENT

272 Gilbert Hall
Telephone (503) 346-3306
James R. Terborg, Associate Dean
College of Business Administration

The Graduate School of Management offers degree programs at both the master's and doctoral levels and coordinates the graduate work of the five academic departments in the College of Business Administration. In all fields, graduate instruction is supported by courses in related fields offered elsewhere in the university.

The Graduate School of Management is accredited by the American Assembly of Collegiate Schools of Business (AACSB).

MASTER'S DEGREE PROGRAMS

The Graduate School of Management offers course work leading to the master of business administration (M.B.A.), master of science (M.S.), and master of arts (M.A.) degrees. Students must complete the requirements of the principal program specified for each degree.

Career Services

The Graduate School of Management, in cooperation with the university's Career Planning and Placement Service, assists graduate students with career planning and placement.

Oregon Executive M.B.A. Program

The University of Oregon, in cooperation with Oregon State University and Portland State University, offers the two-year Oregon Executive Master of Business Administration (O.E.M.B.A.) Program for employed mid-level executives. Classes are held in Portland one full day a week with two week-long summer sessions. In addition to meeting standard admission criteria, applicants to this program must have substantial managerial experience and corporate sponsorship. O.E.M.B.A. courses are open only to students who apply and are admitted to this program. For more information, write or call the Executive Director, O.E.M.B.A. Program, 19500 N.W. Gibbs Drive, Suite 140, Beaverton OR 97006-6907; telephone (503) 690-1575.

M.B.A. Program

Wendy Mitchell, Director

The M.B.A. degree is designed to be broad in nature to provide students with a firm foundation upon which to build a challenging and satisfying career as a manager.

The primary goal of graduate education in business is to prepare men and women for responsible careers in both the public and the private sectors. Management education involves training in the general management area supplemented by opportunities for students to study specific areas in greater depth. Electives are offered in a variety of areas including accounting, decision sciences, finance, management, and marketing. The Graduate School of Management also offers courses in international business.

The University of Oregon M.B.A. program is based on the assumption that the student has no prior academic preparation in business administration.

Sample Program

The M.B.A. degree program takes two years of full-time study to complete and requires a high degree of involvement by students.

Entry into the program is in the fall of each year. The following courses must be taken:

First-Year Requirements

Fall Term	*11 credits*
Seminar: Managers and Communication (BA 607)	1
Seminar: Computer Workshop (BA 607)	1
Introduction to Business Statistics (DSC 611)	3
Managing Organizations (MGMT 611)	3
Managerial Economics (FINL 611)	3

Winter Term	*12 credits*
Accounting Concepts (ACTG 611)	3
Market Dynamics and Segmentation (MKTG 611)	3
Production Management (DSC 613)	3
Economic Policy and Financial Markets (FINL 614)	3

Spring Term	*12 credits*
Management Accounting Concepts (ACTG 612)	3
Business, Government, and Society (BA 611)	3
Marketing Management (MKTG 612)	3
Financial Management (FINL 616)	3

Second-Year Requirements

Fall Term	*12 credits*
Two breadth electives	6
Two electives	6

Winter Term	*12 credits*
Strategy and Policy Implementation (BA 625)	3
International elective	3
Breadth elective	3
One elective	3

Spring Term	*12 credits*
Breadth elective	3
Three electives	9

The first-year program requirements must be completed before students may take more advanced work in their principal program.

Course Waivers. Students may waive up to four courses from the first-year program. Only two of these courses can apply toward the total number of credits required for the degree. Two of the four courses waived must be replaced by advanced electives in an area or areas chosen by the student in consultation with his or her adviser. Granting of waivers is based on either previous course work or examination, as determined by the department.

Second Year

The second year of the M.B.A. program offers students the opportunity to shape their course work to fit their own needs and career goals. Students may either sample a broad range of functional areas or study one or two areas in depth.

All students in the two-year M.B.A. program must meet the following second-year requirements:

1. Completion of at least 36 credits (minimum of twelve courses) beyond the first-year program, of which 30 must be in 500- and 600-level College of Business Administration courses
2. Of the 30 credits, no more than 12 may be from the same department
3. At least one elective must be taken from each College of Business Administration department. Courses that satisfy the breadth requirements are specified by the department offering the course
4. Among the eleven second-year electives, one course must be taken from an approved list of international courses published each fall. The same course can also satisfy a breadth-elective requirement
5. The remaining 6 credits should be in graduate-level courses either in business or in related areas outside the College of Business Administration. They must be approved by the student's adviser and by the M.B.A. program director

See Second-Year Requirements, above, for a typical course schedule of required second-year credits.

The complete graduate program of study must be approved by the student's adviser and the director of the M.B.A. program.

Accelerated Programs

3-2 Program. The 3-2 program offers an opportunity for superior nonbusiness undergraduate majors to begin work on an M.B.A. or M.S. degree during their senior year. Students spend the first three years of their undergraduate work meeting requirements for the bachelor's degree in their major. During the fourth year, the first-year courses for the master's program are completed, and the fifth year is devoted to completion of the 45 credits in graduate courses required for a master's degree. Successful completion of the 3-2 program leads to the appropriate bachelor's degree after the fourth year and an M.B.A. or an M.S. degree in the College of Business Administration after the fifth year.

4-1 Program. The 4-1 program allows outstanding undergraduate business majors from an institution accredited by the American Assembly of Collegiate Schools of Business the opportunity to obtain a 45-credit M.B.A. degree in four terms. Students admitted to this program have all of the first-year courses waived and are then required to complete only 45 credits beyond the first-year program.

Admission to the accelerated master's degree programs is highly competitive. It is limited to students who have both outstanding scholastic records and demonstrated potential for graduate study. Admission is for summer session or fall term.

Specialized Programs

Industrial Relations. The industrial relations option is an integrated program with a choice of courses in economics, management, political science, psychology, sociology, and other disciplines. The program is described under the Institute of Industrial Relations in this section of the bulletin.

M.A./M.B.A. Program. The University of Oregon makes available a joint degree program in which students receive both an M.B.A. degree

and an M.A. degree in either international studies or Asian studies. To complete the joint degree program, students must be accepted into both degree programs and must satisfy both sets of degree requirements. However, because of considerable program overlap, the joint M.A./M.B.A. can often be accomplished in twenty-four months with careful planning.

All M.A. degrees require foreign-language competence. The degree programs in international studies and Asian studies allow students to gain an in-depth understanding of the cultural, economic, and historical backgrounds of a particular region of the world. These features may prove attractive to students who are interested in an international business career.

J.D./M.B.A. Program. In cooperation with the University of Oregon School of Law, a concurrent doctor of jurisprudence/master of business administration (J.D./M.B.A.) program makes it possible to earn both the J.D. and the M.B.A. degrees in four years instead of the five that would be required if each degree program were taken separately. The program is designed for students planning a legal career that requires in-depth knowledge of business operations. Students entering the program spend their first year in the School of Law and take their second-year courses in the Graduate School of Management. The third and fourth years are spent taking advanced courses in both law and business.

It is a highly selective program; students are required to meet the admission requirements of both the School of Law and the Graduate School of Management. Admission to the program is allowed only during fall term. Prospective students should consult both the director of admissions in the School of Law and the director of the M.B.A. program in the Graduate School of Management.

Master of Science or Master of Arts

While the primary degree offered by the Graduate School of Management at the master's level is the M.B.A., the M.S. or M.A. degree may be more appropriate for some students. The program leading to the M.S. or M.A. degree allows more specialization than the M.B.A. program and may be adapted to the particular needs of the student. The requirements are as follows:

1. Completion of the American Assembly of Collegiate Schools of Business (AACSB) common body of business knowledge as specified by the department in the Graduate School of Management in which the majority of specialization takes place. For students without prior academic preparation in business, completion of the common body of business knowledge usually consists of satisfaction of the first-year M.B.A. required courses. The manner in which this requirement is satisfied is determined by the student in consultation with his or her program committee and subject to approval by the associate dean of the College of Business Administration (CBA)
2. Completion of a minimum of 45 graduate credits beyond the first-year M.B.A. required courses.These should include the following:
   a. A minimum of 18 credits of course work in the primary area of specialization. A majority of this work should be taken within the school. However, specialization is defined by a subject of study and is not limited to courses offered by one department or by the Graduate School of Management
   b. A minimum of 12 credits of course work in a secondary area of study either in the Graduate School of Management or in a related field
   c. A maximum of 15 credits in electives. A maximum of 9 credits of thesis can be taken at the option of the student and the program committee. For students choosing to complete a thesis, the number of credits taken for the thesis is deducted from the required number of elective credits
   d. A minimum of 30 credits in 500- and 600-level courses
   e. A minimum of 27 graduate credits taken in the Graduate School of Management
3. Approval of the proposed program of study by a program committee composed of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization is taken
   a. The composition of the program committee must be approved by the CBA associate dean
   b. An approved program of study must be filed with the associate dean before any courses beyond the common body of business knowledge can be taken
4. If a thesis is undertaken, approval by a thesis committee composed of at least two faculty members is required. At least one faculty member must be from the department in which the majority of specialization is taken
   a. The composition of the thesis committee must be approved by the CBA associate dean. The thesis committee may have different members than the program committee
   b. A thesis proposal must be approved in writing by all members of the thesis committee and submitted to the CBA associate dean before substantial work is undertaken on the thesis
   c. In case of disagreement between thesis committee members over the acceptability of the thesis, the issue is resolved by an ad hoc committee of at least three faculty members appointed by the head of the department in which the majority of specialization has been taken
5. Computer literacy. Details of this requirement appear under the **Undergraduate School of Business**

For the M.A. degree, competence in a foreign language is required.

Administration of Master's Degree Programs

Fall Admission. Consistent with the goal of the Graduate School of Management to educate individuals with the greatest potential for becoming successful managers, the admission process is aimed at admitting students who have demonstrated their ability and potential to become responsible, effective managers.

The school is interested in the applicant's general intellectual ability, initiative and resourcefulness, creativity, seriousness of purpose, maturity, and capacity for growth. In addition, oral and written communication skills are important. Students should have a demonstrated capacity for quantitative thinking and be able to take an orderly, analytical approach to problem solving and to the generation of alternative solutions. The ability to take ideas from different sources and see important relationships is very beneficial. Students should also be self-motivated, with considerable persistence and drive, and with some understanding of the broad social, political, and economic implications of decisions and actions. Prior work experience is desirable but not necessary.

Admission Criteria

More specifically, the admission process is based on four categories of information:

1. Undergraduate academic performance
2. Graduate Management Admission Test (GMAT) score
3. Two recommendations. One should describe academic ability and the other should, but is not required to, address managerial ability and potential. Recommendations should be from people who have worked closely with the applicant and can comment on his or her ability, accomplishments, and potential
4. Completion of four essay questions included in the application package
5. Work experience and demonstrated leadership ability

The applicant should also provide any other pertinent information for consideration.

Recent successful applicants have had average undergraduate grade point averages (GPAs) of 3.25, average GMAT scores of 575, and average scores of 600 on the Test of English as a Foreign Language (TOEFL).

Prerequisites. Courses in calculus, microeconomics, and macroeconomics are prerequisites for students entering the program and must be taken prior to the first-year course work.

International Students. In addition, applicants from non-English speaking countries must earn a minimum score of 600 on the TOEFL.

With this information, students are judged on their academic abilities and potential; their potential for leadership and management; and their commitment, readiness, and motivation to complete the program.

Full-time Status. Full-time M.B.A. students enrolled in the first year of the two-year program are required to complete, with a GPA of 3.00 or higher, a common set of courses in a structured sequence. The student who waives no first-year classes takes a minimum of 11 credits fall term, 12 credits winter term, and 12 credits spring term.

Full-time M.B.A. students enrolled in the second year of the program are required to complete, with a GPA of 3.00 or higher, 12 credits

each term to be eligible for graduation in June. Students studying full time must enroll for a minimum of 9 credits each term.

Part-time Status. Unless otherwise designated, all students admitted to the M.B.A. program are considered full time. Part-time status may be requested at the time of application for admission, or students in good standing may request part-time status at the start of any term. Part-time students may enroll for no more than 6 credits a term.

Admission Deadline. Applications and all supporting documents should be received by the Graduate School of Management by March 15 to be guaranteed consideration for fall-term admission. Late applications are considered if space is available.

Program Planning. After the student has been admitted to the master's degree program, the Graduate School of Management assigns a faculty member as an adviser. Each student must file a program approved by the adviser and the director of the M.B.A. program prior to taking any courses beyond the first year of study. If the student wants to change the program at a later date, an amended program signed by the adviser and the M.B.A. program director may be filed.

Academic Performance. In addition to Graduate School requirements, a student enrolled in a master's degree program is required to maintain a GPA of 3.00 for all graduate courses in the preliminary core, courses listed on the Principal Program Sheet or the specified M.S. courses, and any other graduate courses taken in the Graduate School of Management.

Once a grade is received in a course listed on the Principal Program Sheet, that course cannot be deleted from the program for the purpose of GPA calculations, as described above.

Students whose GPAs fall below 3.00 in a Graduate School of Management degree program are automatically placed on probation. Their continued enrollment is subject to review by the program director.

Students may formally appeal disqualification or other decisions relevant to their academic performance or program. A description of the probation policy and appeal procedures is available in the graduate programs office.

General University Regulations. See the **Graduate School** section of this bulletin for general university regulations and information regarding registration, academic performance, and other matters applicable to all university graduate students.

INSTITUTE OF INDUSTRIAL RELATIONS

209D Gilbert Hall
Telephone (503) 346-5141

The Institute of Industrial Relations offers an integrated interdisciplinary program leading to a master's degree in industrial relations. Students interested in this program, which is approved by the Graduate Council, should direct inquiries to the program director. The program is the only one of its kind at a western university. Established in 1966, the program has about 500 graduates, many of whom occupy important positions in human resource management or labor relations in management, or with unions and government.

A primary program objective is development of an integrative appreciation of human resource opportunities and problems in industrial society from the perspective of management, the behavioral and social sciences, the context of union-management relations, and from institutional perspectives of public policy and national welfare. In consultation with faculty members, students plan an integrated program of required and elective courses in management, economics, the social and behavioral sciences, and other disciplines listed below. Basic courses for the program include those in human resource management, the industrial relations seminar and research methods, collective bargaining, labor economics, employment law, and appropriate work in social and behavioral sciences.

The program leads to the master of science (M.S.) or master of arts (M.A.) degree and requires 60 credits of course work approved by the faculty, or 52 credits with thesis. The program must cover at least three disciplines, including at least 6 credits in one discipline other than management. Prerequisites for the program are a bachelor's degree and at least one introductory undergraduate course in statistics. The statistics course requirement may be satisfied after entry into the program and by the end of the second term in the program. Graduate Management Admission Test (GMAT) or Graduate Record Examinations (GRE) scores are required.

The program provides students with human resource research or internship opportunities in private or public institutions. Availability of these opportunities varies from year to year, and they are not a required element of a student's program. Students are admitted to and graduate from the program in any of the four terms of the year.

Required Courses

Business Administration. Seminars: Managers and Communication, Computer Workshop (BA 607) or equivalent

Economics. Labor Economics (EC 550)

Management. Seminar: Industrial Relations (MGMT 607), Managing Organizations (MGMT 611), Employment Law and Legislation (MGMT 632), Human Resources Management (MGMT 634), Recruitment and Selection (MGMT 635), Compensation Theory and Administration (MGMT 636), Labor-Management Relations (MGMT 639). Employment Law (LAW 660) may be substituted for Employment Law and Legislation with the institute director's consent

In addition, students are required to complete at least three of the following:

1. Experimental Courses: Arbitration, Career Development and Performance Appraisal, Training and Development (MGMT 610)
2. Motivation and Quality of Working Life (MGMT 631)
3. Employee Benefits (MGMT 633)
4. Designing Effective Organizations (MGMT 641)

Students who do not hold undergraduate or master's degrees in business are required to complete, as part of their industrial relations electives, two of the following four subjects:

1. Accounting Concepts (ACTG 611)
2. Marketing Dynamics and Segmentation (MKTG 611)
3. Production Management (DSC 613)
4. Economic Policy and Financial Markets (FINL 614) ***or*** Financial Management (FINL 616)

Elective Courses

In addition to required courses, students complete course work in supporting disciplines by selection of courses primarily from the following list. Each term, students consult with the institute director to select appropriate required and elective courses. Not all courses can be offered every year.

Economics. Topics in Labor Economics (EC 551). In addition, students are encouraged to elect courses in human capital theory, the economics of industrial organization, the public sector, and public policy

History. American Economic History (HIST 563, 564, 565), American Workers and Unions (HIST 572)

Law. Labor Law (LAW 659) and Employment Law (LAW 660)

Management. Managerial Problem Solving (MGMT 642), International and Comparative Management (MGMT 647)

Political Science. Administrative Organization and Behavior (PS 512), Comparative Labor Movements (PS 516)

Psychology. Learning and Memory (PSY 533), Human Performance (PSY 536), Attitudes and Social Behavior (PSY 556), Group Processes (PSY 557)

Sociology. Experimental Course: Sociology of Labor (SOC 510), Sociology of Work (SOC 546), Industrial Sociology (SOC 547), Sociology of Occupations (SOC 548), Women and Work (SOC 549)

In addition to elective course work identified above, students may complete relevant work in other departments with the planning assistance of institute faculty members.

DOCTORAL PROGRAM

The Graduate School of Management offers a program of advanced graduate study and research leading to the degree of doctor of philosophy (Ph.D.) for students preparing for careers in university teaching, research, and administration. The program is administered by the associate dean of the College of Business Administration (CBA), assisted by the graduate programs committee consisting of three business faculty members and one doctoral student.

Program of Study

The Ph.D. typically requires four years of intensive study beyond the master's degree. Since the program focuses on developing competent scholars, the development of both teaching and research skills is heavily emphasized. All doctoral students are encouraged sometime during their program to assume primary teaching responsibility for an under

graduate business course. In addition, they must demonstrate competence in scholarly research. Students are expected to work closely with faculty members whose interests are similar to their own. Applicants are advised to be as specific as possible as to their areas of interest.

PRIMARY AREAS OF CONCENTRATION

Accounting. Focuses on managerial, behavioral, and financial accounting, auditing, cost analysis, and control for public, industrial, and governmental accounting.

Corporate Strategy and Policy. Examines organizations as integrated systems interacting with their environments. Emphasizes formulation and implementation of strategies that align an organization's internal strengths and weaknesses with its external threats and opportunities.

Decision Sciences. Emphasizes applied statistics or operations and production management. Related courses are available in computer science, mathematics, economics, and management science.

Finance. Focuses on financial economics as applied to financial management, financial institutions and markets, and investments. Related courses are also available in economics.

Human Resource Management. Emphasizes personnel management and labor relations in public and private organizations, behavioral science and labor economics, compensation, collective bargaining, and conflict and change.

Marketing. Covers a wide range of issues including marketing theory, consumer and industrial marketing, marketing research and sales forecasting, management of product, pricing, promotion, and distribution.

Organizational Studies. Focuses on the behavioral and administrative aspects of organizations, including organizational behavior, organization design and effectiveness, organization-environment relationships, and administrative processes.

Admission

For admission to the doctoral program, the student must:

1. Satisfy the admission requirements of the Graduate School of Management and of the Graduate School of the university
2. Have completed the graduate work required for a master's degree (in exceptional circumstances a student may be admitted immediately after completion of a bachelor's degree)
3. Be recommended by the department with primary responsibility for the area in which the candidate expects to major and by the graduate programs committee
4. Provide evidence of scholarly promise

Deadline for application to the Ph.D. program for fall term is the preceding March 1.

Inquiries concerning the program should be addressed to the CBA associate dean.

Degree Requirements

The student's program must satisfy the requirements of the Graduate School of the university and the following requirements of the College of Business Administration:

The doctoral program requires four years of work beyond the bachelor's degree, with two years of residence on the Eugene campus.

Basic Competence in Business. Students are expected to demonstrate basic knowledge in computer science, economics, and in each of the four main functional areas: accounting, finance, management, and marketing. Such knowledge may be demonstrated by familiarity with the subject matter of one of the M.B.A. first-year required courses in each of these areas as evidenced by previous university-level courses, by University of Oregon courses, or by oral or written examination, to be determined by the student's advisory committee and approved by the CBA associate dean. This requirement should be satisfied in the student's first year and before substantial work is begun in the primary area of concentration.

Examinations. The student must pass two written comprehensive examinations, one in his or her primary area and one in either the supporting or the statistics and research methods area. The requirements in these areas are described below. The student must attempt both written examinations within a thirteen-month period. Each comprehensive examination may be scheduled for a maximum of eight hours and must be fully completed in no more than two consecutive days. The examinations are graded high pass, pass, or no pass. On examinations given in separate and predesignated parts, the grade may apply to each subpart. All grades are outright; a conditional pass is not permitted. In the event of failure, a student may retake a comprehensive examination or predesig-nated subpart once, at the individual's option and after consultation with the advisory committee. Once a student has attempted an examination in either the supporting or the statistics and research methods area, he or she must pass that particular area examination; the option to choose the other area is not open. All examinations must be completed within nineteen months of the date of the first examination. Failure to pass the comprehensive examination or a subpart on the second attempt results in automatic termination from the Ph.D. program. Comprehensive examinations are offered during fall and spring terms. In the event of failure, a student may retake the examination or predesignated subpart in the following academic term but no sooner than two months after the date of the initial attempt. First-time examinations may be arranged during winter term and summer session for students not currently in residence or, under unusual circumstances, by agreement among the student, advisory committee, and examining committee and with the approval of the associate dean.

Competence in a Primary Area of Concentration. The student is expected to master the literature and techniques in a primary area of business administration, to be prepared to write an acceptable dissertation, and to perform research of high quality. Competence is demonstrated by passing a written comprehensive examination in the area, given by the department. To be eligible to take the examination, the student must have completed substantially all of the course work required in the area.

The primary area of concentration consists of nine courses specified by the department with primary responsibility for the area. At least three of the nine courses must be taken at the University of Oregon after admission to the doctoral program. The primary areas of concentration offered are listed above under Program of Study. Programs involving interdisciplinary research may be accommodated within the primary areas.

Competence in Statistics and Research Methods. Students must complete four or more graduate-level courses in statistics beyond the introductory-level Introduction to Business Statistics (DSC 611) with grades of mid-B or better and, if a competence examination is not taken in the student's supporting area, pass a written examination. Courses typically are from within the Graduate School of Management, although alternative graduate-level courses are permitted with the advice of the decision sciences faculty and approval of the student's advisory committee. At least three courses must be completed at the university after admission to the doctoral program. Of these, one must be Seminar: Statistical Foundations for Research (DSC 607), which must be completed with a grade of mid-B or better during the student's first full year in the program. The examination in statistics and research methods is written and graded by a committee including at least two decision sciences faculty members appointed by the CBA associate dean. If the student elects decision sciences (applied statistics) as the primary area, an additional supporting area (described earlier) must be selected.

Competence in a Behavioral Science, Mathematics, or Economics Tool Area. Students must complete at least three graduate-level courses in economics, mathematics, or the behavioral sciences outside the Graduate School of Management. Courses in this area of study are subject to final approval by the student's advisory committee and the CBA associate dean. Each course used to meet this area requirement must be passed with a grade of mid-B or higher, and at least two courses must be completed at the university after admission to the doctoral program.

Advancement to Candidacy. The student is advanced to candidacy for the Ph.D. degree upon satisfying all of the preceding requirements and upon recommendation by his or her advisory committee to the Graduate School of Management and to the Graduate School of the university. Advancement must occur no later than four years after the student's entry into the doctoral program.

Dissertation. The student must complete a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must show mastery of the literature and techniques, be written in creditable literary form, and make a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the Graduate School of Management and the Graduate School of the university. This committee includes at least three regular faculty members of the school and at least one

member from outside the school. The chair of the committee serves as the student's primary dissertation adviser. Before the dissertation topic is accepted by the dissertation committee, the student makes a public oral presentation and defense of the research proposal and design. When the topic is accepted by the committee, a copy of the proposal, signed as approved by the committee, is placed in the candidate's file.

The dissertation must be completed within three years of the student's advancement to candidacy. Upon petition to and approval from the graduate programs committee and the Graduate School of the university, this period may be extended for one year. Failure to complete the dissertation within this time period invalidates the student's comprehensive examinations and advancement to candidacy. The student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.

Grade Point Average (GPA). The student must maintain a cumulative GPA of 3.00 or higher in graduate courses.

Termination from Program. A student's participation in the Ph.D. program may be terminated by the graduate programs committee if the student fails to satisfy any of the program requirements and upon the recommendation of a majority of the student's advisory or dissertation committee. After consultation with the student's advisory or dissertation committee, the graduate programs committee must vote on termination under one or more of the following conditions: (a) failure to make satisfactory progress toward advancement to candidacy; (b) a GPA below 3.00 for two consecutive terms; (c) failure to complete a dissertation within three years after advancement to candidacy; or (d) any time a member of the advisory or dissertation committee requests a vote. The student has the right to submit a petition to the graduate programs committee requesting it to reconsider the termination.

The advisory or dissertation committee vote must be transmitted in writing to the graduate programs committee for review and placed in the student's file. A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student's file.

Waivers. Waiver of any of the above requirements is permitted only in exceptional instances and with the approval of the advisory or dissertation committee, the graduate programs committee, and the CBA dean. Under no circumstances can requirements of the Graduate School of the university be waived by the College of Business Administration.

BUSINESS ADMINISTRATION COURSES (BA)

605 Reading and Conference: [Term Subject] (1–16R) R when topic changes

607 Seminar: [Term Subject] (1–5R) Two current titles are Communications and Computers.

610 Experimental Course: [Term Subject] (1–5R) R when topic changes

611 Business, Government, and Society (3) Consideration of the ethical and social issues confronting the manager; mechanisms and processes by which governmental units influence and constrain managerial decisions.

624 Corporate Strategy and Planning (3) How shall we choose to compete? Analytical techniques and planning models applicable to making this fundamental decision. M.B.A. students only.

625 Strategy and Policy Implementation (3) Decision making that cuts across functional boundaries. Students integrate and apply business knowledge in decision situations. May include a computer game or company project or both. M.B.A. students only.

705 Reading and Conference: [Term Subject] (1–6R) R when topic changes. *Offered only through the Oregon Executive M.B.A. Program.*

707 Seminar: [Term Subject] (1–6R) R when topic changes. *Offered only through the Oregon Executive M.B.A. Program.*

708 Workshop (1–6R) R when topic changes. *Offered only through the Oregon Executive M.B.A. Program.*

710 Experimental Course: [Term Subject] (3–9R) R when topic changes. *Offered only through the Oregon Executive M.B.A. Program.*

711 Legal Environment of Business (3) Analysis of government policy and the legal environment in which business operates. Integrates the analysis of public policy and the legal environment with basic microeconomic principles. *Offered only through the Oregon Executive M.B.A. Program.*

712 Financial Accounting and Reporting (3) Preparation, interpretation, and use of external financial statements and reports. Covers basic accounting principles, recording and reporting techniques underlying valuation and income determination. *Offered only through the Oregon Executive M.B.A. Program.*

713 Applied Statistics for Managers (3) Exposure to descriptive statistics, decision analysis, regression analysis, and forecasting. Emphasis on when and how to use statistics. *Offered only through the Oregon Executive M.B.A. Program.*

714 Accounting for Managers (3) Development, presentation, and interpretation of cost information for management. Stresses the use of accounting data for business decisions, performance appraisal, budgeting, and control. *Offered only through the Oregon Executive M.B.A. Program.*

715 Managerial Economics (3) Covers micro- and macroeconomic analyses. Examines the roles of monetary and fiscal policy, the Federal Reserve System, and money and capital markets. *Offered only through the Oregon Executive M.B.A. Program.*

716 Managing Organizations (3) Focuses on the systematic relationship among organizational variables and their implications for effective management of individuals and groups within an organization. *Offered only through the Oregon Executive M.B.A. Program.*

717 Marketing Management (3) Focuses on the marketing function at the product-line level, including basic marketing concepts and philosophies, and brief exposure to macromarketing strategies. *Offered only through the Oregon Executive M.B.A. Program.*

718 Financial Analysis (3) Covers objectives, tools, methods, and problems of financial management, including fund acquisitions, dividend policy, capital acquisitions, taxes, mergers, and investment banking. *Offered only through the Oregon Executive M.B.A. Program.*

719 Marketing Analysis and Strategy (3) Development of macromarketing strategies and plans including analysis of market structures, consumer and buyer behavior, marketing research and forecasting, communication and promotions management, and international marketing. *Offered only through the Oregon Executive M.B.A. Program.*

720 Financial Management (3) Problems and cases dealing with financial analysis, working, capital management, funding rapid growth, asset valuation, and alternative financing strategies. *Offered only through the Oregon Executive M.B.A. Program.*

721 Management of Innovation and Change (3) Covers planning and strategy under conditions of rapid growth and change including marketing of new products, managing change, and financial problems of rapid growth. *Offered only through the Oregon Executive M.B.A. Program.*

722 Human Resource Management (3) Examines effective human resource management systems, including affirmative action in employment planning, compensation theory and administration, benefits, career development, and human resource management information systems. *Offered only through the Oregon Executive M.B.A. Program.*

723 Formulating Corporate Strategy (3) Focuses on how corporations choose to compete. Covers the analytical techniques and planning models appropriate for making this fundamental decision. *Offered only through the Oregon Executive M.B.A. Program.*

724 Project and Systems Management (3) Project management systems including planning, scheduling and implementation, cost and quality control, computer applications, innovations in inventory control, quality control, process and production planning. *Offered only through the Oregon Executive M.B.A. Program.*

725 Implementing Corporate Strategy (3) Focuses on decision making that cuts across departmental (functional area) boundaries, emphasizing integration and application of business knowledge in decision situations. *Offered only through the Oregon Executive M.B.A. Program.*

726 International Business Strategy (3) Focuses on the problems of operating across multiple political and cultural boundaries. Topics include international perspectives on corporate strategy, marketing, finance, and management. *Offered only through the Oregon Executive M.B.A. Program.*

727 Executive Seminars (4) Graded only. Application of business principles to emerging issues confronting executives in competitive environments. Interaction with executives in analyzing strategic opportunities and industry structure. *Offered only through the Oregon Executive M.B.A. Program.*

ACCOUNTING

364 Gilbert Hall
Telephone (503) 346-3305
Raymond D. King, Department Head

FACULTY

Roger A. Chope, visiting assistant professor. B.A., 1968, Albion; M.B.A., 1977, Louisville; Ph.D., 1981, Oregon. (1986)

Paul Frishkoff, professor. B.A., 1960, Swarthmore; M.B.A., 1962, Chicago; Ph.D.,1970, Stanford. C.P.A., California, Oregon. (1967)

Helen Gernon, associate professor. B.B.A., 1968, Georgia; M.B.A., 1972, Florida Atlantic; Ph.D., 1978, Pennsylvania State. C.P.A., Florida. (1978)

Raymond D. King, associate professor. B.S., 1971, Montana State; M.B.A., 1974, Montana; Ph.D., 1980, Oregon. C.P.A., Montana. (1982)

Craig E. Lefanowicz, assistant professor. B.A., 1982, Michigan State. C.P.A., Michigan. (1990)

Chris J. Luneski, associate professor. A.B., 1956, Johns Hopkins; M.S., 1959, Ph.D., 1965, Minnesota. (1961)

Dale Morse, Charles E. Johnson Memorial Professor. B.A., 1969, M.B.A., 1975, Oregon; Ph.D., 1978, Stanford. (1991)

Terrence B. O'Keefe, associate professor. B.A., 1963, Wittenberg; M.S., 1967, Ph.D., 1970, Purdue. (1980)

Emeritus

John W. Soha, associate professor emeritus. B.B.A., 1936, Puget Sound; M.B.A., 1950, Michigan. C.P.A., Washington. (1951)

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

The undergraduate major curriculum in the Department of Accounting is designed for students who want to prepare for a career in public, corporate, or governmental accounting or who want to embark on a management career with a strong accounting emphasis.

The department has faculty advisers who assist in curricular or career planning. Names of advisers are available in the department office along with a handout on undergraduate advising that answers commonly asked questions about the program. Each student should read the handout before meeting with an adviser. *All transfer students should see an accounting adviser before registering for upper-division course work.* It is recommended that all transfer students take Introduction to Financial Accounting II (ACTG 222) at the University of Oregon before registering in Financial Accounting Theory (ACTG 350) or Cost Accounting (ACTG 360).

A 2.00 grade point average (GPA) in upper-division accounting courses taken at the university is required for graduation as an accounting major with a bachelor of science or bachelor of arts degree.

Major Requirements

In addition to the general requirements of the College of Business Administration, the requirements for a major in accounting total 40 credits, including at least 24 upper-division accounting credits in residence, distributed as follows:

Required Courses	*40 credits*
Introduction to Financial Accounting II (ACTG 222)	3
Accounting Cycle (ACTG 311)	1
Financial Accounting Theory (ACTG 350, 351, 352)	9
Cost Accounting (ACTG 360)	3
Accounting Information Systems I (ACTG 420)	3
Introduction to Auditing (ACTG 440)	3
Advanced Accounting (ACTG 450)	3
Introduction to Income Taxation (ACTG 470)	3
Electives in permanently numbered 400-level accounting courses	6
6 credits in 400-level decision-sciences courses *or* one 400-level decision-sciences course and Law of Business Transaction (BE 418)	6

Secondary Area

When accounting is selected as a secondary subject area of concentration, 9 credits are required, distributed as follows:

Required Courses	*9 credits*
Introduction to Financial Accounting II (ACTG 222)	3
Two upper-division 3-credit accounting courses *excluding* Professions and Professionalism (ACTG 314) and Problems in Professional Accounting (ACTG 480)	6

ACCOUNTING COURSES (ACTG)

199 Special Studies: [Term Subject] (1–3R)

221 Introduction to Financial Accounting I (3) Financial statements prepared by accountants; emphasis on reports to stockholders and other investors. Prereq: sophomore standing.

222 Introduction to Financial Accounting II (3) Continuation of ACTG 221. Problems in determining figures to be reported for monetary and nonmonetary assets and in reporting liabilities and ownership interests. Prereq: ACTG 221, sophomore standing.

260 Introduction to Management Accounting (3) Introduction to development, presentation, and interpretation of accounting data to aid management in planning and controlling operations. Prereq: ACTG 221, sophomore standing.

311 Accounting Cycle (1) P/N only. A practice set that involves the full cycle of accounting work. Recording transactions in the accounting system, posting, summarization, and reporting in financial statements. Prereq: ACTG 222, junior standing.

312 Spreadsheets for Accountants (1) Rapidly builds understanding and skill with spreadsheets as powerful modeling systems for accounting and financial data accumulation, summarization, and analysis. Prereq: ACTG 222, junior standing.

314 Professions and Professionalism (3) Accounting and other professions, for profit and not for profit. Skills identification, values clarification, creativity, brainstorming, ethics and integrity, surveying, overcoming barriers, decision styles, planning career advancement. Prereq: junior standing.

350, 351, 352 Financial Accounting Theory (3,3,3S) Financial statements provided to investors: accounting recording and reporting techniques and procedures. Basic accounting principles and concepts underlying valuation and income determination. Prereq for 350: ACTG 222, 260, junior standing; coreq: ACTG 311; FINL 316 recommended.

360 Cost Accounting (3) Development, presentation, and interpretation of cost information for management; methods of data collection and display; problems of cost allocation; standard costs for control. Prereq: one year of college mathematics, CIS 131, MATH 243, ACTG 222, 260, junior standing.

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407 Seminar: [Term Subject] (1–4R)

408 Workshop: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–3R) P/N only

410 Experimental Course [Term Subject] (1–4R)

420/520 Accounting Information Systems I (3) The role of information in modern organizations; general systems design considerations; data-base design, accounting control, and auditing; modern data-processing technology. Prereq: ACTG 260, CIS 131, senior standing or instructor's consent.

421/521 Accounting Information Systems II (3) Contemporary topics in accounting information systems analysis and design, and electronic data-processing auditing. Prereq: ACTG 420/520, instructor's consent.

430 Accounting in Nonprofit Organizations (3) Focuses on either (1) financial administration in nonprofit organizations, emphasizing the use of fund accounting, or (2) management control of nonprofit organizations. Prereq: ACTG 222, 260, junior standing.

440/540 Introduction to Auditing (3) Financial statement examinations, audit process and environment, the audit profession, professional standards, and audit sampling. Prereq: senior or graduate standing; pre- or coreq: ACTG 352, 420/520.

441/541 Auditing Concepts and Procedures (3) Practical applications of auditing concepts; evidence, selection, evaluation, and documentation. Emphasis on audit programming and strategy in an electronic data-processing environment. Prereq: ACTG 440/540.

450/550 Advanced Accounting (3) Contemporary issues in financial reporting. Recognition, measurement, and display problems of diverse entities, including corporate combinations. Impact of standards and of regulations. Prereq: ACTG 352 or 631, senior or graduate standing.

451/551 Special Topics in Accounting (3) Contemporary topics of accounting research. Content varies depending on interests of students and instructor. Prereq: ACTG 450/550.

460/560 Advanced Management Accounting (3) Accounting information for managerial decision making, planning, and control. Prereq: ACTG 360, CIS 131, senior or graduate standing.

470/570 Introduction to Income Taxation (3) Income tax law with emphasis on taxation of individuals, familiarity with income tax procedures, introduction to tax research. Prereq: ACTG 260, senior standing.

471/571 Federal Income Tax Procedure (3) The taxation of corporations, partnerships, estates, and trusts. Federal tax law and its inherent uncertainties; advanced tax research. Prereq: ACTG 470/570, senior standing.

472/572 Tax Planning (3) Tax planning opportunities in a business context. Independent research on the technical tax consequences of proposed transactions; methods of improving those consequences. Prereq: ACTG 471/571, senior standing.

480/580 Problems in Professional Accounting (3) Contemporary topics in professional accounting practice. Content varies depending on interests of students and instructor. Prereq: instructor's consent.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R) Recent topics are Doctoral Seminar, Financial Accounting Theory.

608 Special Topics: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–3R) P/N only

610 Experimental Course: [Term Subject] (1–5R) International Accounting is a current topic.

611 Accounting Concepts (3) Concepts of financial reporting and the use of accounting data for business decisions; survey of the data-creating process; asset and liability valuation; income measurement and related international issues. Master's or doctoral degree candidates only.

612 Management Accounting Concepts (3) Concepts and procedures of managerial accounting; study of cost accounting, budgeting, and control issues in domestic and multinational corporations. Master's or doctoral degree candidates only. Prereq: ACTG 611.

617 Taxation Concepts (3) Basic taxation of individuals, property transactions, corporations, partnerships, estates and trusts. Prereq: ACTG 611 or instructor's consent.

623 Managerial and Financial Accounting Analysis (3) Financial reports and decision making. Focus may be on financial statement analysis and evaluation, managerial decision making, or tax planning for managerial decision makers. Nonmajors only. Prereq: ACTG 611, 612.

630 Financial Accounting I (3S) Review of accounting theory, concepts, and principles. In-depth study of basic financial statements. Appropriate for nonmajors who want extensive coverage of financial accounting. Master's or doctoral degree candidates only. Prereq: ACTG 611 or equivalent. S with ACTG 631, 632.

631 Financial Accounting II (3S) Financial accounting for assets, liabilities, and equities; emphasis on technical aspects of financial accounting. Master's or doctoral degree candidates only. S with ACTG 630, 632.

632 Financial Accounting III (3S) Accounting for partnerships, business combinations, and the consolidation of financial statements. Extensive coverage of financial statement analysis. Master's or doctoral degree candidates only. S with ACTG 630, 631.

635 Accounting for Multinational Corporations (3) Expands students' knowledge of domestic company reporting issues by examining some financial and managerial reporting issues faced by multinational corporations and their managers. Prereq: ACTG 612, graduate standing.

642 Auditing Concepts (3) Analysis and criticism of traditional auditing philosophy and theory. Contemporary auditing research. Seminar content varies from year to year with changing interests of participants. Prereq: ACTG 540 or instructor's consent.

652 Accounting Theory (3) Readings in accounting literature; current controversial areas in accounting and information theory including the conceptual framework underlying accounting reports to external users. Prereq: ACTG 630, instructor's consent.

655 Development of Accounting Thought (3) The development of accounting including historical, methodological, and regulatory aspects. Contemporary trends in research. Prereq: ACTG 631 or instructor's consent.

662 Management Accounting Theory (3) Readings in managerial accounting and related literature. Topics may include a wide range of planning and control issues in both profit and nonprofit institutions. Prereq: instructor's consent.

665 Management Control Systems (3) The design of formal management control systems: the nature of management control, the concept of information, human behavior in organizations, goals and strategies. Current systems as applied in practice. Prereq: ACTG 612 or equivalent.

DECISION SCIENCES

300 Gilbert Hall
Telephone (503) 346-3377
Larry E. Richards, Department Head

FACULTY

Robert T. Clemen, associate professor. B.A., 1973, M.B.A., 1981, Colorado; Ph.D., 1984, Indiana. (1984)

Gregory V. Frazier, assistant professor. B.S., 1984, M.B.A., 1985, Ph.D., 1989, Texas A&M. (1990)

Sergio Koreisha, associate professor. B.S., 1974, M.Engr., 1975, California, Berkeley; D.B.A., 1980, Harvard. (1980)

Kenneth D. Ramsing, professor. B.S., 1960, Oregon State; M.B.A., 1962, Ph.D., 1965, Oregon. (1965)

James E. Reinmuth, professor; dean, business administration. B.A., 1963, Washington (Seattle); M.S., 1965, Ph.D., 1969, Oregon State. (1967)

Larry E. Richards, associate professor. B.A., 1962, M.B.A., 1963, Washington (Seattle); Ph.D., 1969, California, Los Angeles. (1966)

Emeritus

Arthur E. Mace, professor emeritus. B.A., 1938, Amherst; Ph.D., 1947, Chicago. (1964)

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

The undergraduate major curriculum in the Department of Decision Sciences is designed for students who want to prepare for a career in applied statistics or management science or a management career with a strong emphasis in these areas. Majors in decision sciences must complete work in basic mathematics through calculus (equivalent of MATH 241, 242, 243 or MATH 251, 252, 253). Additional courses in mathematics, econometrics, and computer science are highly recommended.

Major Requirements

A total of 15 credits are required in addition to the general business requirements of the college:

Required Courses	*15 credits*
Applied Regression Analysis (DSC 435)	3
Introduction to Management Science (DSC 445)	3
Three additional 400-level decision-sciences courses approved by a faculty adviser	9

Secondary Area

Nine credits are required for a secondary subject area in decision sciences: DSC 435 and 445 and one additional 400-level course in decision sciences.

DECISION SCIENCES COURSES (DSC)

230 Introduction to Business Statistics (3) Statistics as a tool for making business decisions. Probability, sampling distributions, estimation theory, confidence intervals, and hypothesis testing. Prereq: MATH 242. Not offered 1991–92.

330 Business Statistics (3) Review and applications of hypothesis testing. Regression analysis, experimental design, time series, and nonparametrics. Prereq: MATH 243 or equivalent, junior standing.

335 Concepts of Production and Operations Management (3) Planning and control of operations with respect to products, processes,

equipment, and jobs. Planning, forecasting, scheduling, maintenance, and inventory activities. Prereq: DSC 330 or equivalent, junior standing.

401 Research (1–21R)

403 Thesis (1–6R)

405 Reading and Conference: [Term Subject] (1–3R)

406 Special Problems (1–21R)

407 Seminar: [Term Subject] (1–3R)

409 Practicum: [Term Subject] (1–6R) P/N only

410 Experimental Course: [Term Subject] (1–3R)

420 Applied Sampling (3) Application of sampling techniques to business problems. Simple random, stratified cluster, systematic sampling: ratio and regression estimators. Prereq: MATH 242, DSC 330.

425/525 Applied Decision Analysis (3) Systematic study of decision making under uncertainty. Decision trees, assessment of subjective probabilities, use of theoretical probability models, single- and multiattribute utility theory. Applications. Prereq: MATH 242, DSC 330 or equivalents.

430/530 Applied Analysis of Variance (3) Design of experiments in business administration: models and methods for analysis of variation in measurement data including single and multifactor treatments in completely randomized and blocked designs. Prereq: MATH 242, DSC 330 or equivalents.

435/535 Applied Regression Analysis (3) Theory of least-squares regression. Regression procedures in the elucidation of underlying relationships governing business and economic behavior. Techniques of statistical model building. Prereq: MATH 242, DSC 330 or equivalents.

440/540 Applied Time Series Analysis for Forecasting (3) Elements of spectral analysis. Autoregressive, moving average, and seasonal models. Principles of iterative model-building: identification, fitting, and diagnostic checking of models. Prereq: MATH 242, DSC 330 or equivalents.

445/545 Introduction to Management Science (3) Linear and dynamic programming. Simplex method, duality theory, sensitivity analysis, principle of optimality, deterministic and stochastic dynamic programming models. Prereq: MATH 242, DSC 335.

450/550 Advanced Management Science (3) Nonlinear programming and stochastic models. Unconstrained optimization, Kuhn-Tucker theorem, Lagrangian multipliers, Markov chains, and Poisson processes. Prereq: MATH 242, DSC 445/545.

455/555 Production Systems Analysis (3) Application of management-science techniques to production systems. Aggregate products planning, project planning, job scheduling, and inventory control. Extensive use of case materials. Prereq: DSC 335 or 613.

460/560 Simulation of Industrial Systems (3) Model construction, validation, and tests: design and analysis of simulation experiments; case applications in business and economics. Prereq: MATH 242, DSC 335.

470/570 Synthesis and Design of Industrial Systems (3) Application of systems analysis and operations management to planning and design of industrial systems. Students work in teams under faculty supervision. Prereq: DSC 455/555.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–3R)

607 Seminar: [Term Subject] (1–3R)

608 Special Topics: [Term Subject] (1–12R)

610 Experimental Course: [Term Subject] (1–5R)

611 Introduction to Business Statistics (3) Accelerated study of business statistics; probability, estimation, hypothesis testing, simple and multiple regression analysis; nonparametrics. Graduate students only. Prereq: calculus.

612 Analytical Techniques in Management (3) Linear programming; problem formulation and interpretation. Business applications of forecasting methods (regression and time series). Computer management of data structures; integrated approach for decision making. Prereq: calculus.

613 Production Management (3) Use of model-based systems for managers to plan, control, and improve efficiency of production systems. Topics include facility-capacity planning, inventory systems, and scheduling.

620 Applied Sampling Techniques (3) Application of probability sampling techniques to business problems. Simple random, stratified, cluster, systematic, multistage, and double sampling; nonresponse problems; ratio and regression estimators. Prereq: DSC 611 or equivalent.

626 Decision Analysis for Negotiation Problems (3) Decision analysis basics. Use of decision trees, probabilities, methods for making decisions under uncertainty. Analysis of negotiation problems. Distributive and integrative bargaining. Ethical issues. Prereq: MATH 242, DSC 611 or equivalents.

633 Applied Nonparametric Statistics (3) Statistical analysis when data do not conform to parametric assumptions. Tests using nominal- or ordinal-data; one, two, or more samples; goodness-of-fit tests. Prereq: DSC 611 or equivalent.

643 Applied Multivariate Analysis (3) Statistical reasoning that underlies the techniques of multivariate analysis. Multivariate analysis of variance, discriminant analysis, principal components, factor analysis, and canonical correlation. Prereq: MATH 242, DSC 435/535.

FINANCE

164 Gilbert Hall
Telephone (503) 346-3353
Peggy Wier, Department Head

FACULTY

Alyce R. Campbell, assistant professor (options, futures, financial markets). B.S., 1973, M.B.A., 1982, Alberta; Ph.D., 1987, British Columbia. (1987)

Larry Y. Dann, Richard W. Lindholm Professor of Finance and Taxation (financial management, investments). B.S., 1967, Northwestern; M.B.A., 1969, Harvard; Ph.D., 1980, California, Los Angeles. (1977)

Jerome J. Dasso, H. T. Miner Professor of Real Estate (real estate, urban development). B.S., 1951, Purdue; M.B.A., 1952, Michigan; M.S., 1960, Ph.D., 1964, Wisconsin, Madison. (1966)

Michael H. Hopewell, associate professor (financial management, investments). B.A., 1963, M.B.A., 1967, Ph.D., 1972, Washington (Seattle). (1969)

Wayne H. Mikkelson, associate professor (financial management, investments). B.A., 1974, Macalester; M.S., 1978, Ph.D., 1980, Rochester. (1984)

Helena M. Mullins, assistant professor (financial markets, financial institutions). B.A., 1980, M.A., 1982, National University of Ireland, Cork; Ph.D., 1990, California, Berkeley. (1990)

M. Megan Partch, associate professor (financial management, investments). B.A., 1971, Carleton; M.B.A., 1976, Ph.D., 1981, Wisconsin, Madison. (1981)

George A. Racette, associate professor (financial management, investments). B.A., 1966, Stanford; M.B.A., 1967, Michigan; Ph.D., 1972, Washington (Seattle). (1974)

Peggy Wier, associate professor (financial management, investments, regulation). A.B., 1959, Vassar; M.B.A., 1975, M.S., 1976, Ph.D., 1981, Rochester. (1982)

Emeritus

Richard W. Lindholm, professor (taxation); dean emeritus, business administration. A.B., 1935, Gustavus Adolphus; M.A., 1938, Minnesota; Ph.D., 1942, Texas. (1958)

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

The Department of Finance offers courses in finance, real estate, and business economics. For undergraduate students with majors in the College of Business Administration, the department offers a major in finance and secondary subject areas in both finance and real estate.

The finance curriculum is designed to impart an understanding of the various areas and principles of finance and to provide students with analytical techniques. Courses on financial institutions and markets, financial management, and investments provide an understanding of the application of financial analysis and decision making to the solution of business problems. Special attention is given to the relation of financial policies and operations to the functioning of business firms within the economic system.

Major Requirements

In addition to the general requirements of the College of Business Administration, the undergraduate major in finance requires 15 credits, distributed as follows:

Required Courses	*15 credits*
The Financial System (FINL 314)	3
Financial Analysis (FINL 372)	3
Investments (FINL 380)	3
Advanced Financial Management (FINL 473)	3
One course from Taxation Topics (FINL 323), Financial Management of Real Estate (FINL 341), Financial Institutions and Markets (FINL 462), International Finance and Investment (FINL 463)	3

Students who major in finance are urged to take a secondary subject area in accounting or, at least, to take Introduction to Financial Accounting II (ACTG 222)

Secondary Areas

The Department of Finance oversees secondary subject areas in finance and in real estate. A secondary subject area in finance requires 9 credits, distributed as follows:

Required Courses	*9 credits*
The Financial System (FINL 314)	3
Financial Analysis (FINL 372)	3
Investments (FINL 380)	3

A secondary subject area in real estate is designed to provide exposure to the development, financing, marketing, and management of real estate. It requires 9 credits, distributed as follows:

Required Courses	*9 credits*
Financial Management of Real Estate (FINL 341)	3
Real Estate Finance (FINL 446)	3
Real Estate Investment Analysis (FINL 447)	3

FINANCE COURSES (FINL)

199 Special Studies: [Term Subject] (1–3R)

240 Survey of Real Estate (3) P/N only. Basic buy, sell, and lease transactions. The law, brokerage, financing, and administration of real estate. *Not open to College of Business Administration majors, prebusiness students with junior standing or above, or students who have taken FINL 341.*

281 Personal Economic and Financial Planning (3) P/N only. Alternative savings outlets including insurance, pension funds, deposits at commercial banks or thrift institutions, investment in real estate, stock and mutual fund ownership. *Not open to College of Business Administration majors or prebusiness students with junior standing or above.*

283 The Stock Market and Investing (3) P/N only. Investments and the stock market; securities and approaches to security selection. *Not open to College of Business Administration majors, prebusiness students with junior standing or above, or students who have taken FINL 380.*

311 Managerial Economics (3) Application of microeconomic tools to the operation of the firm. Emphasis on basic theoretical concepts, their empirical measurement, and their application to real problems. Prereq: EC 201, MATH 242, junior or senior standing. *Students may not receive credit for both EC 311 and FINL 311.*

314 The Financial System (3) The financial system of the United States, emphasizing functions and behavior of financial markets and institutions. Interest rates and financial instruments. The Federal Reserve System. Prereq: EC 202 or equivalent, junior or senior standing. *Students may not receive credit for both FINL 314 and EC 370.*

316 Financial Management (3) Corporate financial policies, management of liquid assets, selection among alternative investment opportunities, funds acquisition, dividend policies, determination of the optimal debt-equity mix. Prereq: ACTG 260, junior or senior standing.

323 Taxation Topics (3) Individual income, consumption, payroll, estate and gift, and property and wealth taxes. Emphasis on the economic impact of taxes and their influence on individual and business decisions. Prereq: EC 202, FINL 311, junior or senior standing.

341 Financial Management of Real Estate (3) Real property and property rights; real estate industry and markets; locational analysis; management; subdivision and land development; financing; land use competition. Prereq: FINL 316, junior or senior standing.

372 Financial Analysis (3) Tools of analysis for forecasting financial requirements, working capital management, and capital investment decisions. Prereq: FINL 316, junior or senior standing.

380 Investments (3) The economic and investment environment as it relates to security investment decisions; investment objectives; portfolio policies for individual and institutional investors. Prereq: FINL 316, junior or senior standing.

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407 Seminar: [Term Subject] (1–4R)

410 Experimental Course: [Term Subject] (1–4R) Current topics are Advanced Investments and Corporate Real Estate.

446 Real Estate Finance (3) Mortgages, trust deeds, and land contracts; financing techniques and costs of borrowing or lending; the importance of real estate finance in a valuation framework. Prereq: FINL 341 or equivalent or instructor's consent, junior or senior standing.

447 Real Estate Investment Analysis (3) Valuation models and the impact of depreciation, financing, taxes, management, and holding period on investment values of property and on rates of return on equity. Prereq: FINL 446 or instructor's consent, junior or senior standing.

462 Financial Institutions and Markets (3) Different types of financial institutions; management of assets, liabilities, and capital; description of regulatory and legal environment. Prereq: FINL 314, junior or senior standing.

463 International Finance and Investment (3) Topics may include balance of payments analysis, short- and long-term financial markets, international financial institutions, and the international monetary system. Prereq: FINL 314, 316, junior or senior standing.

473 Advanced Financial Management (3) Topics include long-term financing decisions, valuation, and cost of capital. Prereq: FINL 372, 380, senior standing.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–12R)

607 Seminar: [Term Subject] (1–5R)

608 Special Topics: [Term Subject] (1–12R)

610 Experimental Course: [Term Subject] (1–5R)

611 Managerial Economics (3) Use of microeconomic analysis in managing organizations and identifying effects of government policies on organizations; supply and demand analysis; factors determining costs and prices in market-based economies.

614 Economic Policy and Financial Markets (3) Money and credit and their influence on product demand, supply, and price levels; the Federal Reserve System, monetary and fiscal policy, and international economic implications.

616 Financial Management (3) Analysis of risk, capital budgeting, dividend policy, financing mix, capital acquisition, and working-capital decisions and their effect on the value of the firm. Prereq: one accounting course, FINL 611 or equivalent.

630 Business Conditions Analysis and Forecasting (3) Trends and determinants of private business activity, employment and economic growth, theoretical models and forecasting techniques. Prereq: FINL 611 or equivalent.

641 Real Estate Economics (3) Economics of use and reuse of real property in United States institutional framework; economic base analysis. Prereq: FINL 611 or equivalent.

646 Real Estate Finance and Investment (3) Discounted cash flow analysis, using Lotus 1-2-3, to interrelate the physical, institutional, and economic facets of real estate for value decisions. Prereq: FINL 616 or equivalent.

663 International Finance and Investment (3) The international monetery system and its implications for exchange rate determination. Determinants of foreign investments, characteristics of international financial institutions, and the relationship between international and domestic markets. Prereq: FINL 614 or equivalent.

665 The Money and Bond Markets (3) Major short- and long-term debt instruments; determination of interest rates; differences in rates on different securities; the mathematics of bond prices; debt portfolio strategy. Prereq: FINL 614, 616 or equivalents or instructor's consent.

667 Financial Institutions (3) Management policies of financial institutions including liquidity, liability, asset, and capital management; the legal, economic, and regulatory environment, and implications for management; changing trends in financial markets. Prereq: FINL 614, 616 or equivalents or instructor's consent.

671 Theory of Finance (3) Development of financial principles related to problems of valuation; capital acquisitions; dividend policies; choice among financing alternatives. Prereq: FINL 616 or equivalent.

673 Problems in Finance (3) Cases dealing with financial analysis, working-capital management, valuation, and firm investment and financing decisions. Prereq: FINL 616 or equivalent.

683 Concepts of Investments (3) Securities markets; risk-return characteristics of investment media; concepts of security analysis;

investment and portfolio strategies of individual and institutional investors. Prereq: FINL 616 or equivalent.

688 Investment Administration (3) Current controversies in investment analysis and administration. Topics may include futures and options markets, insider trading, the impact of institutional investors, and portfolio performance evaluation. Prereq: FINL 683 or equivalent.

MANAGEMENT

219 Gilbert Hall
Telephone (503) 346-3339
Warren B. Brown, Department Head

FACULTY

Warren B. Brown, professor (management of technology and innovation, corporate policy and strategy). B.S., 1955, Colorado; M.S., 1957, Stanford; M.S., 1959, Ph.D., 1962, Carnegie-Mellon. (1967)

Eaton H. Conant, professor (industrial relations, labor economics). B.S., 1956, M.S., 1958, Ph.D., 1960, Wisconsin, Madison. (1966)

Gregory S. Hundley, associate professor (industrial relations, human resource management, compensation and benefits). B.Com., 1972, Western Australia; Ph.D., 1981, Minnesota. (1983)

Marianne J. Koch, assistant professor (personnel, human resource management). B.A., 1979, Michigan; Ph.D., 1989, Columbia. (1988)

Donald E. Lytle, senior instructor (human resources, small-business management); director, business administration undergraduate programs. B.A., 1953, Washington (Seattle); M.B.A., 1976, Oregon. (1976)

Alan D. Meyer, associate professor (organization theory and design, organizational strategy). B.A., 1968, M.B.A., 1970, Washington (Seattle); Ph.D., 1978, California, Berkeley. (1984)

Richard T. Mowday, Gerald B. Bashaw Professorship in Management (organizational behavior, organization theory). B.S., 1970, San Jose; M.S., 1972, Ph.D., 1975, California, Irvine. (1977)

Michael V. Russo, assistant professor (corporate policy and strategy). B.S., 1979, Columbia; M.S., 1980, Stanford; M.B.A., 1986, Ph.D., 1989, California, Berkeley. (1989)

Nicole A. Steckler, assistant professor (human resource management, organizational behavior). A.B., 1983, Ph.D., 1990, Harvard. (1990)

Richard M. Steers, Kazumitsu Shiomi Professorship in International Management (organization theory, organizational behavior). B.A., 1967, Whittier; M.B.A., 1968, Southern California; Ph.D., 1973, California, Irvine. (1975)

James R. Terborg, Carolyn S. Chambers Professorship in Management (organizational psychology, organizational behavior); associate dean, business administration. B.A., 1970, Calvin; M.S., 1972, Eastern Michigan; Ph.D., 1975, Purdue. (1980)

Gerardo R. Ungson, associate professor (business policy, organization theory, international management); director, international business. A.B., 1969, Ateneo; M.B.A., 1973, Ph.D., 1978, Pennsylvania State. (1978)

Adjunct

Charles W. Cole, adjunct instructor (management, international management, organizational behavior). B.S., 1950, Oregon State; B.S., 1955, U.S. Naval Post Graduate School; M.A., 1964, George Washington. (1979)

Steven J. Mayer, adjunct instructor (human resource management, organizational behavior). B.S., 1966, Brigham Young; M.B.A., 1970, Eastern Michigan; Ph.D., 1988, Oregon. (1988)

Jack W. Nedell, adjunct instructor (business policy, international management). International management certificate, 1954, American Graduate School of International Management. (1989)

Randy Swangard, adjunct instructor (management, small-business management). B.B.A., 1969, Oregon; M.B.A., 1971, Washington (Seattle). (1987)

Emeriti

Catherine M. Jones, professor emerita (business education, office management). B.A., 1937, Iowa State Teachers; M.S., 1945, Oregon; Ed.D., 1964, Colorado. (1946)

Frederick J. Seubert, associate professor emeritus (human resource management, business policy). B.A., 1942, Baldwin-Wallace; B.M.E., 1946, Florida; M.B.A., 1947, Pennsylvania; Ph.D., 1954, Cornell. (1957)

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

The Department of Management offers courses designed to prepare students for careers involving managerial responsibility in private and public organizations. A variety of courses focus on topics such as organizational behavior, human resource management, organization design, and international management.

Students majoring in management must complete 15 credits in upper-division courses including Human Resources Management (MGMT 322). The remaining 12 credits may be selected from Organization Design and Effectiveness (MGMT 355), Experimental Course: Staffing (MGMT 410), Compensation Administration (MGMT 413), Employment Policies and Practices (MGMT 414), Collective Bargaining (MGMT 439), Leadership and Group Processes in Organizations (MGMT 416), International Management (MGMT 420), or an upper-division management elective chosen from a list of designated courses. A complete description of the management major options is available in the management department office.

Secondary Subject Area

Students selecting management as a secondary area are required to complete Human Resources Management (MGMT 322), Organization Design and Effectiveness (MGMT 355), and an upper-division management elective chosen from a list of designated courses.

MANAGEMENT COURSES (MGMT)

201 Fundamentals of Management (3) Survey of management theory with emphasis on the functional and task requirements of management. Topics include planning, staffing, controlling, leadership, and creativity in business organizations. Not open to admitted business majors.

310 Management Communication (3) Practice in planning, organizing, and delivering oral business presentations. Emphasis on immediate instructor and peer evaluation of no fewer than three presentations per student. Prereq: introductory speech course; junior standing or above. Not offered 1991–92.

321 Management and Organizational Behavior (3) Human behavior in work organizations. Nature of organizations, models of organization design, work structuring, motivation and performance, group and intergroup behavior, influence processes, and planned change. Prereq: junior standing.

322 Human Resources Management (3) Management of relations between an organization and its personnel; building and maintaining a productive work force and providing job satisfaction and career opportunity. Prereq: MGMT 321 or equivalent, junior standing.

340 Small Business Management (3) General management principles for establishing and maintaining a small business. Adapting business strategies to a small-business environment. Prereq: junior standing.

355 Organization Design and Effectiveness (3) Examines issues of organization design and effectiveness as well as managerial processes and organization-environment relations. Prereq: MGMT 321 or equivalent, junior standing.

401 Research (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407 Seminar: [Term Subject] (1–4R)

409 Practicum: [Term Subject] (1–21R) P/N only

410 Experimental Course: [Term Subject] (1–3R) Recent topics include Arbitration and Conflict Resolution, Global Strategy, International Simulation, Management of Technology and Innovation, Staffing.

413 Compensation Administration (3) Salary and wage policies that contribute to organizational control. Behavioral science and economic foundations of compensation. Institutional settings and operating tools. Wage incentives and management compensation. Prereq: MGMT 322 or equivalent.

414 Employment Policies and Practices (3) Employment legislation as it pertains to human resource policies and practices including affirmative action, the Occupational Safety and Health Act, and equal employment opportunity. Prereq: MGMT 322 or equivalent.

416 Leadership and Group Processes in Organizations (3) Leadership roles in the design and management of effective work groups; decision making, norms, conformity, cohesiveness, group formation, and group performance. Prereq: MGMT 321 or equivalent.

420 International Management (3) Examines cross-cultural influences on the practice of management, including communication and control, decision making, motivation, leadership, design of multinational firms, and expatriate managers. Prereq: MGMT 321 or equivalent.

439 Collective Bargaining (3) Relations between unions and management under existing law and custom. Negotiations of the labor agreement; grievance handling and agreement administration; arbitration. Prereq: MGMT 322 or equivalent.

440 Case Studies in Small Business (3) Analysis of small-business problems through consultation with local small businesses. Field projects arranged in conjunction with the Small Business Institute of the United States Small Business Administration. Prereq: senior standing, instructor's consent; MGMT 340 recommended.

453 Business Policy and Strategy (3) Interdependence of the different departments of a business concern. Provides an integrated view of business operations and a basic grasp of policy problems in several industries. Prereq: ACTG 260, MKTG 311, FINL 316, MGMT 321, DSC 335, senior standing, formal admission to a major in the College of Business Administration.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

607 Seminar: [Term Subject] (1–5R)

608 Special Topics: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R) P/N only

610 Experimental Course: [Term Subject] (1–5R) Arbitration and Conflict Resolution is a recent course title.

611 Managing Organizations (3) Design and operation of organizations as well as individual, interpersonal, and group behavior within them. Implications for managing people in organizational and cultural contexts.

631 Motivation and Quality of Working Life (3) Contemporary theories of work motivation, job performance and satisfaction, reward systems, goal setting, job design, sociotechnical systems analysis, and organization change. Prereq: MGMT 611 or equivalent.

632 Employment Law and Legislation (3) The role of government policy and regulatory actions in the employment activities of organizations. Affirmative action, Occupational Safety and Health Act, age and sex discrimination, benefits regulation, and collective bargaining.

633 Employee Benefits (3) Principles of risk management; statutory benefits programs, health and medical expense insurance, pensions and retirement planning, employee stock ownership, profit sharing, and employee assistance plans. MGMT 634 recommended.

634 Human Resources Management (3) Policies and practices for recruitment, selection, performance appraisal, reward systems, labor-management relations. Integration of human resource systems with management functions and corporate strategy. Prereq: MGMT 611 or equivalent.

635 Recruitment and Selection (3) Techniques for effective recruitment and selection of employees. Topics include staffing, interviewing, biographical data, assessment centers, employee testing, and utility analysis. Prereq: MGMT 634.

636 Compensation Theory and Administration (3) Review of compensation theory from the economic, social, and behavioral sciences. Compensation systems for position evaluation, design of wage structures, performance review, and incentives. Prereq: MGMT 611 or equivalent or instructor's consent.

639 Labor-Management Relations (3) Management-union bargaining relationships in the context of organizational employment objectives; constraints imposed by industrial relations systems; contribution of bargaining theory and industry studies to explanation of bargaining processes.

641 Designing Effective Organizations (3) Strategies for studying organizations. Organization structure and design; impact of the environment and technology, related management problems. Case examples. Prereq: MGMT 611 or equivalent.

642 Managerial Problem Solving (3) Behavioral foundations that underlie managerial problem solving and decision making in groups and organizations; formulation and implementation of programmed and unprogrammed decisions. Prereq: MGMT 611 or equivalent.

644 Management of Technology and Innovation (3) The modern technological environment of business firms. Management of technologically oriented companies and the process of innovation. Prereq: MGMT 611 or equivalent.

645 Problems in International Business (3) Operation v. licensing; control v. joint venture; taxation, labor, and marketing, managerial training, cooperation with national planning authorities, public development banks, and industrial corporations. MKTG 675 recommended.

646 Internship in Export Planning (3) Provides the experience of working with a company. Students do a feasibility study of marketing a particular product or service and establishing operations in a country of the firm's choosing. Prereq: MGMT 645. Not offered 1991–92.

647 International and Comparative Management (3) The diverse roles of the manager in multinational enterprises; international human resource management policy. Prereq: MGMT 611 or equivalent.

670 Research Methods in Organizations (3) Procedures for interpreting behavioral research in organizational settings. Design of research projects, including problem definition, theory building, selection of a sample measurement, data analysis, and ethical considerations. For Ph.D. and advanced master's degree students. Prereq: MGMT 611, DSC 611 or equivalents or instructor's consent.

671 Theory and Research in Organizational Behavior (3) Behavioral research on organizations and people at work. Job attitudes and performance, employee socialization processes, turnover and absenteeism, leadership and group-influence processes. For Ph.D. and advanced master's degree students. Prereq: MGMT 611 or equivalent or instructor's consent.

672 Theory and Research in Organization and Management (3) Organization design as it relates to technological and environmental constraints, managerial policies and strategies, organization structure, and organization effectiveness. Focus on theory and research. For Ph.D. and advanced master's degree students. Prereq: MGMT 611 or equivalent or instructor's consent.

673 Theory and Research in Human Resources Management (3) Topics may include planning and analysis of human resource management systems; staffing; performance evaluation; training and development; reward systems; collective bargaining; and industrial relations theory. For Ph.D. and advanced master's degree students. Prereq: MGMT 634 or equivalent or instructor's consent.

MARKETING, TRANSPORTATION, AND BUSINESS ENVIRONMENT

375 Gilbert Hall
Telephone (503) 346-3345
Roger J. Best, Department Head

FACULTY

Gerald S. Albaum, professor (marketing research and analysis, international marketing). B.A., 1954, M.B.A., 1958, Washington (Seattle); Ph.D., 1962, Wisconsin, Madison. (1969)

Roger J. Best, professor (marketing management, research and analysis). B.S.E.E., 1968, California State Polytechnic; M.B.A., 1972, California State, Hayward; Ph.D., 1975, Oregon. (1980)

David M. Boush, assistant professor (marketing management, consumer behavior). B.A., 1975, Wisconsin, Madison; M.B.A., 1977, Ph.D., 1988, Minnesota, Minneapolis. (1987)

John H. Cunningham, assistant professor (transportation and logistics). B.S., 1956, Holy Cross; M.B.A., 1964, Michigan State; Ph.D., 1981, Oregon. (1981)

Marian Friestad, assistant professor (consumer behavior, communications). B.A., 1981, M.A., 1984, Ph.D., 1989, Wisconsin, Madison. (1987)

Del I. Hawkins, Charles H. Lundquist Professorship in Business Development (marketing management and research, business development, consumer behavior). B.B.A., 1966, M.B.A., 1967, Ph.D., 1969, Texas. (1970)

Lynn R. Kahle, associate professor (consumer behavior, communications). B.A., 1973, Concordia; M.A., 1974, Pacific Lutheran; Ph.D., 1977, Nebraska. (1983)

Norman R. Smith, associate professor (consumer behavior, marketing communications, entrepreneurship). B.A., 1948, M.A., 1959, Alberta; Ph.D., 1965, Michigan State. (1962)

Mark T. Spriggs, assistant professor (marketing management, industrial marketing, legal aspects of marketing strategy). B.S., 1976, Wisconsin, Madison; M.B.A., 1982, Wisconsin, Eau Claire; Ph.D., 1989, Wisconsin, Madison. (1990)

Donald S. Tull, professor (marketing management, research and analysis). B.S., 1948, M.B.A., 1949, Ph.D., 1956, Chicago. (1967)

Adjunct

Mark M. Phelps, adjunct instructor (business law, entrepreneurship law). B.S., 1972, J.D., 1975, M.B.A., 1980, Oregon. (1979)

Emeriti

Stuart U. Rich, professor emeritus (forest industries management, industrial marketing). B.A., 1942, Wabash; M.B.A., 1950, D.B.A., 1960, Harvard. (1963)

W. Dwaine Richins, associate professor emeritus (business philosophy, ethics, environment). B.A., 1936, Brigham Young; M.B.A., 1938, Louisiana State; Ph.D., 1950, Washington (Seattle). (1949)

William J. Robert, professor emeritus (general business law, international law). B.A., 1939, LL.B., 1941, Oregon; LL.M., 1957, New York. (1950)

Lawrence W. Ross, Jr., associate professor emeritus (legal philosophy). A.B., 1949, M.A., 1949, Syracuse; J.D., 1952, Chicago. (1963)

Roy J. Sampson, professor emeritus (transportation and public utility economics, management and policy). B.S., 1946, Tennessee Technological; M.B.A., 1948, Ph.D., 1951, California, Berkeley. (1959)

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

Participating

Robert E. Smith, economics

The Department of Marketing, Transportation, and Business Environment offers courses in each of the named areas. For students of business administration, the department offers both an undergraduate major and a secondary subject area in marketing.

The marketing program is designed to provide preparation for careers relating the producer and the consumer. Special attention is given to the contributions of the behavioral sciences and of quantitative methods to the study of marketing. The program includes detailed study of the application of principles of management analysis to marketing problems.

Major Requirements

In addition to the general business requirements of the Undergraduate School of Business, 15 credits are required, distributed as follows:

Required Courses	*15 credits*
Analysis of Consumer Behavior (MKTG 361)	3
Marketing Research (MKTG 460)	3
Marketing Strategy and Policies (MKTG 464)	3
Two electives chosen from Business Logistics (TRN 350), Retail Administration (MKTG 365), Seminar (MKTG 407) with department head's consent, Experimental Course (MKTG 410) with department head's consent, Entrepreneurship (MKTG 430), Marketing Communications (MKTG 462), Quantitative Analysis in Marketing (MKTG 463), Sales Management (MKTG 467), Industrial Marketing and Purchasing (MKTG 469), International Marketing Management (MKTG 475)	6

Secondary Areas

9 credits are required for a secondary subject area in marketing, distributed as follows:

Required Courses	*9 credits*
Analysis of Consumer Behavior (MKTG 361)	3
Marketing Research (MKTG 460)	3
Marketing Strategy and Policies (MKTG 464)	3

MARKETING COURSES (MKTG)

311 Marketing Systems and Demand Analysis (3) Consumer and industrial markets; market segmentation; product, price promotion, and distribution decisions; marketing channels for goods and services; nonprofit marketing; management controls. Prereq: EC 201, 202, junior standing.

361 Analysis of Consumer Behavior (3) Relevant concepts from cultural anthropology, sociology, and psychology applied to problems encountered in marketing to various consumer groups. Prereq: MKTG 311 or instructor's consent, junior standing.

365 Retail Administration (3) Structure and practice of retailing including direct marketing; efficiency in the retail sector; management of price and nonprice competition. Prereq: MKTG 311, 361 or instructor's consent, junior standing.

401 Research (1–21R) Prereq: instructor's and department head's consent.

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's and department head's consent.

406 Special Problems (1–21R) Prereq: instructor's and department head's consent.

407 Seminar: [Term Subject] (1–4R) Prereq: instructor's and department head's consent.

409 Practicum: [Term Subject] (1–21R) P/N only. Prereq: instructor's and department head's consent.

410/510 Experimental Course: [Term Subject] (1–4R)

430 Entrepreneurship (3) Types of entrepreneurs and their effect on company growth rates. Marketing-management problems in the growth-oriented firm. Development of a realistic business plan. Prereq: MKTG 311.

460 Marketing Research (3) Influence of marketing research on the decision-making process. Problem formulation, exploratory research, research design, basic observational and sampling requirements, data analysis, interpretation, and reporting. Prereq: MKTG 311, DSC 330 or instructor's consent.

462 Marketing Communications (3) Advertising and sales promotion as formal channels of communication; economics of advertising and sales promotion; marketing communications as they relate to the public and to public policy. Prereq: MKTG 311, 361 or instructor's consent.

463 Quantitative Analysis in Marketing (3) Analytical methods, tools, and models for marketing decision making with emphasis on the major elements of the marketing mix. Prereq: MKTG 311, DSC 330 or instructor's consent.

464 Marketing Strategy and Policies (3) Marketing planning and control: planning, organizing, measuring, evaluating, and controlling marketing performance. Prereq: MKTG 361, 460; coreq: MGMT 453.

467 Sales Management (3) Basic principles of the selling process and their applications; functions involved in managing a sales organization. Sales forecasting, recruiting, training, compensation, and analysis and control. Prereq: MKTG 361 or instructor's consent.

469 Industrial Marketing and Purchasing (3) Marketing and purchasing problems of manufacturers of industrial goods, such as machinery and equipment, raw and semifabricated materials, industrial supplies, and component parts. Prereq: MKTG 311.

475 International Marketing Management (3) Study of marketing methods in the international environment. Prereq: MKTG 311 or instructor's consent.

503 Thesis (1–16R) P/N only. Prereq: instructor's and department head's consent.

601 Research (1–16R) P/N only. Prereq: instructor's and department head's consent.

602 Supervised College Teaching (1–5R) Prereq: instructor's and department head's consent.

603 Dissertation (1–16R) P/N only. Prereq: instructor's and department head's consent.

605 Reading and Conference: [Term Subject] (1–16R) Prereq: instructor's and department head's consent.

607 Seminar: [Term Subject] (1–5R) Prereq: instructor's and department head's consent.

608 Special Topics: [Term Subject] (1–12R) Prereq: instructor's and department head's consent.

609 Practicum: [Term Subject] (1–16R) P/N only. Prereq: instructor's and department head's consent.

610 Experimental Course: [Term Subject] (1–5R)

611 Market Dynamics and Segmentation (3) Analysis of demographic, cultural, sociological, and psychological variables on consumer and industrial consumption behavior. Application of advanced segmentation techniques to discover useful market segments. Prereq: DSC 611.

612 Marketing Management (3) Focuses on manipulating the marketing mix to provide a competitive advantage in market segments. Covers internal and external systems and issues confronting the marketing manager. Prereq: MKTG 611.

630 Advanced Entrepreneurship (3) Analysis of variation in types of entrepreneurs, firms, and their effect on company growth rates. Marketing-management problems of the entrepreneur. Prereq: MKTG 611, 612.

660 Marketing Research (3) Marketing research as a tool for decision making. Planning research projects; design, measurement, experimental and nonexperimental techniques, analysis and interpretation of data; reporting of research results. Prereq: MKTG 611, 612, DSC 611 or equivalents.

661 Advanced Analysis of Consumer Behavior (3) Behavioral science concepts used in the analysis of life-style patterns of the ultimate consumer; values and behavioral patterns of consumer segments and their significance for marketing. Prereq: MKTG 611, 612.

662 Marketing Communications (3) Business-related issues in effective interaction with consumers through such channels as advertising, publicity, and sales promotion. Prereq: MKTG 611, 612.

665 Marketing Problems and Policies (3) Relationship between marketing and other functional areas of a business. Emphasis on case analysis as a means of acquiring both planning and operational skills. Prereq: MKTG 660 and one other graduate course in marketing.

669 Problems in Industrial Marketing (3) Marketing strategy and tactics in industrial consumer markets. Product policy, pricing, marketing programs, and marketing organization. Problems of industrial purchasing. Prereq: MKTG 611, 612.

670 Problems in Forest Industries Management (3) Marketing strategy in forest products companies. Relationship between marketing and other functional areas of a resource-based industry including production, finance, and resource management. Prereq: MKTG 611, 612.

675 Multinational Marketing Management (3) Management of marketing activities to and in foreign countries as they relate to the process whereby a business concern creatively adapts to the international environment within which it operates. Prereq: MKTG 611, 612.

686 Marketing Concepts and Theory (3) Application of theoretical concepts in the social sciences to the development of a theory of marketing. Prereq: doctoral standing or instructor's consent.

687 Theory and Research in Marketing Management (3) Application of marketing concepts and of economics, management science, and behavioral science to the management of the product, price, promotion, and distribution variables. Prereq: doctoral standing or instructor's consent.

688 Theory and Research in Marketing Information (3) Methodologies of surveys, observations, experimentation, and simulation as methods of obtaining information for decision making. Prereq: doctoral standing or instructor's consent.

689 Theory and Research in Consumer Behavior (3) The applicability of behavioral theories and methodologies to the understanding of the consumption process. Prereq: doctoral standing or instructor's consent.

TRANSPORTATION COURSES (TRN)

349 Transportation and Distribution Systems (3) Modes of transportation; carrier and shipper responsibilities; line-haul and terminal services; legal and economic bases of rates; freight classifications and tariffs; location theory; government regulations; traffic management. Not offered 1991–92.

350 Business Logistics (3) Management of the functions concerned with care and protection of material in movement and in storage including transportation, warehousing, inventory control, order processing, and customer service; logistic organization, strategy and controls.

401 Research (1–21R) Prereq: instructor's and department head's consent.

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's and department head's consent.

406 Special Problems (1–21R) Prereq: instructor's and department head's consent.

409 Practicum: [Term Subject] (1–21R) P/N only. Prereq: instructor's and department head's consent.

410 Experimental Course: [Term Subject] (1–4R)

453/553 International Transportation and Distribution Management (3) International air and ocean shipping; carrier and shipper responsibilities; trade barriers; export documentation and procedures; trade and transport facilitating agencies; government promotion and regulation; United States maritime policy. Not offered 1991–92.

601 Research (1–16R) P/N only. Prereq: instructor's and department head's consent.

605 Reading and Conference: [Term Subject] (1–16R) Prereq: instructor's and department head's consent.

608 Special Topics: [Term Subject] (1–12R) Prereq: instructor's and department head's consent.

609 Practicum: [Term Subject] (1–16R) P/N only. Prereq: instructor's and department head's consent.

610 Experimental Course: [Term Subject] (1–5R)

BUSINESS ENVIRONMENT COURSES (BE)

125 Introduction to Business (3) Influences of the historical, social, political, and economic environments within which business operates; adjustment to changes in these environments; interrelationships of major functional areas of business. Not open to upper-division majors in the College of Business Administration.

226 Legal Environment of Business (3) The American legal environment: forms and functions of law, dispute resolution forums, substantive common law, and government regulation of businesses. Prereq: sophomore standing.

326 Law of Business Organization (3) Law of agency; master-servant relationship including elementary labor law; law of business organizations including corporations, partnerships, and other forms of business associations; securities regulations. Prereq: BE 226, junior standing.

401 Research (1–21R) Prereq: instructor's and department head's consent.

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's and department head's consent.

406 Special Problems (1–21R) Prereq: instructor's and department head's consent.

407 Seminar: [Term Subject] (1–4R) Prereq: instructor's and department head's consent.

409 Practicum: [Term Subject] (1–21R) P/N only. Prereq: instructor's and department head's consent.

410/510 Experimental Course: [Term Subject] (1–4R)

418 Law of Business Transaction (3) The several fields of law related to business: negotiable instruments; sales of personal property; security devices for credit transactions; creditor and debtor relations. Prereq: BE 226.

425 Business Enterprise and Social Responsibility (3) Governmental regulations; trade associations and other special-interest groups; relation of management policies to growth of corporate enterprise, public policy, and responsibilities of business management. Prereq: senior standing.

503 Thesis (1–16R) P/N only. Prereq: instructor's and department head's consent.

601 Research (1–16R) P/N only. Prereq: instructor's and department head's consent.

602 Supervised College Teaching (1–5R) Prereq: instructor's and department head's consent.

603 Dissertation (1–16R) P/N only. Prereq: instructor's and department head's consent.

605 Reading and Conference: [Term Subject] (1–16R) Prereq: instructor's and department head's consent.

607 Seminar: [Term Subject] (1–5R) Prereq: instructor's and department head's consent.

608 Special Topics: [Term Subject] (1–12R) Prereq: instructor's and department head's consent.

609 Practicum: [Term Subject] (1–16R) P/N only. Prereq: instructor's and department head's consent.

610 Experimental Course: [Term Subject] (1–5R)

620 International Business Transactions (3) Basic legal concepts applicable to commercial transactions in foreign trade; comparison of commercial law and legal institutions of foreign countries and the United States; civil law and common law. Prereq: BE 226 or instructor's consent.

COLLEGE OF EDUCATION

101 Education Building
Telephone (503) 346-3405
Robert D. Gilberts, Dean

The College of Education was established as a School of Education in 1910. It became the College of Education in 1968 and was reorganized in 1974 and 1979. Instructional and research emphases are divided among the counseling psychology, educational policy and management, special education and rehabilitation, and teacher education divisions.

The University of Oregon is accredited by the National Council for Accreditation of Teacher Education (NCATE), and its programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC) for preparation of elementary and secondary teachers, school administrators, school personnel service specialists, and special education personnel.

Degree Programs

The College of Education offers academic degree programs at the master's and doctoral levels as indicated in **the Academic Majors and Minors** and **Graduate School** sections of this bulletin.

Basic certification in elementary education, secondary education, reading, and special education are offered in the graduate-level, fifth-year teacher education program. Academic work for the standard endorsement is also included in this program.

Graduate program specializations include counseling psychology; early childhood education, elementary education, secondary education, curriculum and instructional leadership, curriculum and instruction, educational studies, computers in education, instructional technology, reading and language arts, talented and gifted; educational policy and management; educational psychology and school psychology; special education including severely handicapped learner, handicapped learner, resource consultant, behavior disorders, early childhood education, rehabilitation, and adult services; and communication disorders and sciences.

Certification Programs

1. Administrative Certificate: basic and standard endorsements for administrator and superintendent.
2. Communication Disorders and Sciences: basic and standard levels of the speech-impaired endorsement
3. Elementary Education: preprimary through grade 9, basic and standard endorsements
4. School Psychologist: standard endorsement
5. School Supervisor: basic and standard endorsements
6. Secondary Education: basic and standard levels including subject-matter endorsements in art, foreign languages (French, German, Russian, Spanish), health education, language arts, speech, drama, basic mathematics, advanced mathematics, music, physical education, reading, science (biology, integrated science, physics, and chemistry), and social studies
7. Special Education: basic and standard levels, handicapped learner endorsement and severely handicapped learner endorsements

The university does not offer teacher certification programs in agriculture, business and office education, distributive education, home economics, industrial education, media, hearing impaired, visually handicapped, or vocational education.

Admission

The College of Education follows general university policy in its basic admission procedures, as found in the **Graduate School** section of this bulletin. Students transferring to the university from other institutions must meet university entrance requirements. Specific programs within the College of Education may have additional requirements for admission as well as limitations on the number of students admitted. Prospective students are urged to check admission requirements carefully with the division or instructional area in which they intend to enroll.

Students seeking entry to the elementary or secondary teacher education and special education programs must undergo the standard screening and admission process for a specific program. If previously enrolled in a teacher education program at another institution, students must obtain a release from that program.

Information on admission to basic certification programs may be obtained from the office of the appropriate division's associate dean or from the College of Education's Office of Student Support Services. For information on admission to graduate study, inquire at the Office of Student Support Services, 117 Education Building; telephone (503) 346-5425.

Glossary of Terms

In addition to the academic terms defined in the **Reader's Guide to the General Bulletin** section of this bulletin, the College of Education uses certain terms specific to the preparation and licensing of professional personnel for the public schools. They include the following:

Certification. The process of obtaining a license (teaching certificate) to teach in the public schools. A basic certificate and endorsement is the initial license, usually based on a bachelor's degree and specific preparation in professional education. Standard certificate requirements are based on rules adopted by the Oregon Teacher Standards and Practices Commission and depend on the date the first basic certificate was completed.

Endorsement. A phrase added to the teaching certificate that indicates the grade level (elementary or secondary), teaching specialty, or subject matter the teacher is qualified to teach. A certificate may have more than one endorsement.

K–12. Kindergarten through twelfth grade.

Mainstreaming. The integration of students with and without handicaps in a regular public school classroom for at least a portion of their instructional program.

National Council for Accreditation of Teacher Education (NCATE). The national accreditation agency for programs in teacher education.

PP–9. Preprimary through ninth grade.

Practicum. A field experience in a public school that is part of a certification or endorsement program. It is taken for credit and precedes the final field experience or student teaching experience for teacher education.

Teacher Standards and Practices Commission (TSPC). The agency authorized by the Oregon Legislative Assembly to license (certify) people to teach or administer in Oregon public schools. Certification and endorsement programs must be approved by the TSPC.

The TSPC issues the appropriate certificate or endorsement upon the university's recommendation that the applicant has successfully completed the relevant approved certification program and, in the judgment of the institution, has the personal qualities to serve as a teacher, administrator, or personnel service specialist.

Questions about certification should be directed to the Office of Student Support Services in the College of Education.

Transdisciplinary. A collaborative approach to the delivery of services to people with handicaps. It requires that members from various disciplines extend, enrich, and expand their own professional roles as well as exchange, release, and support each other's roles.

Condon School: Center for Advanced Technology in Education (CATE)

In 1983 the College of Education, with Eugene School District 4J, Lane Educational Service District (ESD), Oregon Total Information Systems (OTIS), and several university programs, combined a number of training and research programs at the Condon School site located on the east edge of the university campus. The programs share an interest in service and re-

search into the uses of microcomputers and other forms of technology in education.

Offices housed at Condon School include the Career Information System, ERIC Clearinghouse on Educational Management, and Oregon School Study Council, which are described below.

Other facilities include the International Society for Technology in Education (ISTE), microcomputer instructional laboratories, instructional technology laboratories, and a public-use auditorium.

Career Information System
1787 Agate Street
Telephone (503) 346-3872
Virginia Moskus, Acting Executive Director

The Career Information System (CIS) is a research and service center established at the university in 1971 as an interagency consortium and recognized by the Oregon State Board of Higher Education. Using computer and print media, the CIS provides occupational and educational information to individuals, schools, and social agencies. Its purpose is to improve career choices and training opportunities.

Staff members assist Oregon agencies and schools involved in occupational counseling and education by compiling current occupational and educational information and by consulting with user agencies on use of career information in counseling and instructional programs.

Nationally, the center conducts a program of research, computer software development, and technical assistance to support institutions in the fifteen states in which it operates. The national Clearinghouse for the Association of Computer-based Systems for Career Information is affiliated with the center. Career Information System services are available in schools and agencies throughout the state.

ERIC Clearinghouse on Educational Management
1787 Agate Street
Telephone (503) 346-5043
Philip K. Piele, Director

The Research Educational Information Clearinghouse on Educational Management (ERIC/CEM) is part of ERIC's nationwide network of information processing and analysis centers. Currently there are sixteen clearinghouses located across the country. One of the original units in the ERIC system, ERIC/CEM has been located at the university since June 1966.

ERIC/CEM's specific task is to monitor, acquire, index, and abstract literature pertaining to educational management. By processing this literature for announcement through the ERIC system and by producing research analysis publications, the clearinghouse seeks to facilitate the exchange of information between producers and users of educational knowledge. Its research analysis products help synthesize what is most current and topical in the literature within its scope.

ERIC/CEM's scope includes all aspects of the administration, governance, and structure of public and private educational organizations at the elementary and secondary levels as well as the provision of facilities for their operation. Relevant topics include finance, law, personnel, instructional leadership, public relations, planning, curriculum development, facility design, and equipment.

Oregon School Study Council
1787 Agate Street
Telephone (503) 346-5045
Philip K. Piele, Executive Secretary

The Oregon School Study Council (OSSC) is an association of Oregon school districts working together on problems of common concern. It is a service and dissemination unit, publishing information on significant educational programs functioning successfully throughout the state. The OSSC also arranges conferences and provides other services of interest to its members.

Organized in 1957, the OSSC is supported jointly by the dues of its members and by the College of Education. The OSSC is administered by a governing board, composed of representative administrators and school board members, in cooperation with the executive secretary, who is a College of Education faculty member.

The OSSC issues two series of publications: the *OSSC Report*, a digest of informative articles and ideas helpful to educational leaders and board members; and the monthly *Bulletin*, which describes outstanding practices in Oregon schools.

Other services include conferences and workshops for member school districts on topics of common concern, consultation on school budget and bond referenda, a loan service of library and research materials, and enrollment projections.

E. C. Brown Foundation
One Main Place, Suite 500
101 S.W. Main Street
Portland OR 97204
Telephone (503) 275-9512
John A. Bruce, Director

The E. C. Brown Foundation is a private foundation located in Portland with a special interest in the family, health, sex education, and related matters. The foundation is particularly known for the production of educational films in these areas.

Reflecting its close association with the University of Oregon, the foundation's administrator is the president of the university, and the deputy administrator is the dean of the College of Education.

COUNSELING PSYCHOLOGY

130 Education Building
Telephone (503) 346-5501
Gerald D. Kranzler, Acting Associate Dean

FACULTY

Richard D. Freund, assistant professor (research methods, community college counseling, cognitive therapy). B.A., 1966, Brown; Ph.D., 1971, Stanford. (1975)

Elizabeth L. Holloway, associate professor (research and training in clinical supervision, counseling process). B.A., 1971, Waterloo; M.A., 1975, California, Santa Barbara; Ph.D., 1979, Wisconsin, Madison. (1985)

Gerald D. Kranzler, professor (rational emotive counseling). B.S., 1956, Jamestown; M.Ed., 1959, Ed.D., 1964, North Dakota. (1967)

Brent S. Mallinckrodt, assistant professor (development of client-counselor working relationships); coordinator, DeBusk Memorial Center. B.A., 1978, Missouri; M.A., 1982, Ph.D., 1986, Maryland at College Park. (1988)

Carol Lynn Morse, assistant professor (family education and counseling). B.S., 1970, M.S., 1974, Ph.D., 1980, Oregon. (1978)

Janet Moursund, associate professor (learning, research design, counseling). B.A., 1958, Knox; M.S., 1961, Ph.D., 1963, Wisconsin, Madison. (1967)

Ronald J. Rousseve, professor (developmental counseling, social-philosophic foundations, minorities). B.S., 1953, M.A., 1954, Xavier; Ph.D., 1958, Notre Dame. (1968)

Bruce E. Wampold, professor (research methods in counseling psychology, analysis of social interaction). B.A., 1971, Washington (Seattle); M.Ed., 1976, Hawaii at Manoa; Ph.D., 1981, California, Santa Barbara. (1985)

Courtesy

John A. Bernham, courtesy instructor (community college counseling). B.A., 1956, Cascade; M.Ed., 1960, Oregon. (1981)

Richard P. Francisco, courtesy associate professor. See **Gerontology** for credentials.

Carolin Keutzer, courtesy professor. See **Psychology** for credentials.

Lawrence H. Smith, courtesy professor; director, Career Planning and Placement Service. B.S., 1964, M. Ed., 1965, Oregon State; Ed.D., 1976, California, Los Angeles. (1980)

Andrew Thompson, courtesy associate professor (cognitive restructuring). B.A., 1956, M.A., 1960, Ph.D., 1963, Minnesota. (1965)

John C. Winquist, courtesy assistant professor (community college counseling). B.A., 1964, Oregon State; M.S., 1971, Ph.D., 1975, Oregon. (1979)

Emeriti

Martin H. Acker, professor emeritus (human sexuality, corrections). B.A., 1943, Brooklyn; M.A., 1953, Ph.D., 1963, New York. (1961)

Gordon A. Dudley, professor emeritus (psychodynamic theory and procedures). B.A., 1956, Kalamazoo; M.A., 1959, Colorado; Ed.D., 1971, Harvard. (1967)

John W. Loughary, professor emeritus (career development, learning systems development). B.S., 1952, Oregon; M.A., 1956, Ph.D., 1958, Iowa. (1962)

Raymond N. Lowe, professor emeritus (family and school counseling). B.S.Ed., 1940, Massachusetts

State, Fitchburg; M.A., 1948, Ed.D., 1951, Northwestern. (1955)

Esther E. Matthews, professor emerita (human potentiality, career development). B.S., 1940, Massachusetts State; M.Ed., 1943, Ed.D., 1960, Harvard. (1966)

Saul Toobert, professor emeritus (group and individual counseling). B.A., 1947, California, Berkeley; Ph.D., 1965, Oregon. (1963)

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

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The Division of Counseling Psychology offers master's and doctoral degrees. The division includes the DeBusk Memorial Center, which provides training experiences in counseling and in school psychology.

In addition to its degree programs, the division provides a variety of service courses to other College of Education and university programs.

The counseling psychology division offers integrated programs of classroom, practicum, and field experience leading to graduate degrees at both the master's and doctoral levels.

Information on university policies and procedures is available from the College of Education's Office of Student Support Services, 117 Education Building, and in the **Graduate School** section of this bulletin.

Careers. At the master's degree level, the division offers a generic program of studies in counseling designed to prepare professional practitioners for work in a wide variety of community settings: vocational rehabilitation agencies, mental health centers, employment service offices, community college counseling centers, juvenile corrections agencies, human resources development programs, career counseling agencies, pastoral counseling settings, family counseling centers, and business and industry.

Recent graduates with doctoral degrees in counseling psychology are employed as counselors in university and college counseling centers, directors of guidance in public school districts, counseling psychologists in state and veterans' hospitals, university administrators and teachers, researchers, government and industrial research psychologists, consulting psychologists, program administrators, and counseling psychologists in private practice.

Degrees Granted

Master's Degrees. The counseling psychology program offers master of arts (M.A.), master of science (M.S.), and master of education (M.Ed.) degrees in counseling. For the M.A. degree, the candidate must demonstrate proficiency in one foreign language. For the M.Ed., the candidate must have a valid teaching certificate and have completed at least one year of successful classroom teaching.

Doctoral Degrees. The doctoral program leads to the Ph.D. degree in counseling psychology. In addition to other requirements, the Ph.D. requires a dissertation with high-quality scholarship; it is intended for students with the ability and motivation to make a significant contribution to the field through teaching, scholarly research, or professional practice.

The D.Ed. program in counseling psychology is inactive.

Admission and Retention

Prospective master's and doctoral applicants may request detailed admission policies and procedures from the Division of Counseling Psychology, College of Education, University of Oregon, Eugene OR 97403. Students are admitted for fall term only. The closing date for receipt of completed applications is February 1 for doctoral program entry and February 15 for master's program entry the following fall term. Notices about the disposition of applications are mailed March 15.

Applicants are evaluated on (1) academic record, (2) letters of recommendation, (3) previous related work and life experiences, (4) Graduate Record Examinations (GRE) general test scores, and (5) a statement of purpose in seeking admittance.

Only completed applications are reviewed. Applicants must gather all requested supporting papers, except letters of recommendation, and submit them along with the application forms as one package. Letters of recommendation should be sent by their authors to the division.

Master's Degree Program

The program of studies leading to the master's degree in counseling requires 72 credits. Its current emphasis is on counseling in community and other agency settings, and it has been approved by the Council for Accreditation of Counseling and Related Educational Programs, (CACREP). Affiliated with the American Association for Counseling and Development, CACREP is a specialized national accrediting body recognized by the Council on Postsecondary Accreditation. An ancillary function of this program is to help students prepare for counselor certification and licensing. Some graduate courses taken earlier at another accredited institution may meet part of the requirements.

An individualized program taking into account the student's background, experience, and professional goals is designed by the student and the adviser. No fewer than 45 of the 72 required credits must be taken in residence *after* formal admission to the master's degree program. Acceptable courses must fall within the following categories:

Psychological Foundations. Courses providing a broad understanding of human behavior (normal and abnormal) at all developmental levels, particularly courses in abnormal psychology, personality theory, learning theory, sociology, anthropology, and physiology.

Social and Cultural Foundations. Studies of ethnic groups, other cultures, and cultural values. The behavioral sciences, political science, sociology, and anthropology may offer courses supporting this area.

The Helping Relationship. Courses on the philosophic basis of the helping relationship, counseling theories, and procedures.

Groups. Courses on theory of groups, group work methods, and supervised practice.

Lifestyle and Career Development. Courses on vocational-choice theory, courses on career choice and development, relationship between careers and lifestyle.

Appraisal of the Individual. Courses on data gathering and interpretation, individual and group testing, case-study approaches, the study of individual differences, the development of a framework for understanding the individual considering ethnic, cultural, and sex factors.

Research and Evaluation. Courses in statistics, research design, development of research and demonstration proposals.

Professional Studies. Courses in ethical, legal, and moral issues, supervised professional readings, and workshops.

Supervised Practice. The counseling psychology faculty is committed to the practicum as the core experience in a master's degree program in counseling. Generic as well as specialized counseling experiences, both within the university community and in the community at large, are required.

Relevant Electives. Courses chosen in consultation with a faculty adviser.

Doctoral Degree Program

The Ph.D. program in counseling psychology, approved by the American Psychological Association, is designed to ensure that its graduates are psychologists who:

1. Possess a general knowledge of human behavior together with the observational and information-processing skills that facilitate description, explanation, and prediction of the behavior of people in transaction with the world
2. Have mastered procedures for facilitating the growth of individuals, groups, and systems
3. Have developed the necessary attitudes and sufficient competence to formulate useful, researchable questions; design and conduct systematic analyses; interpret and apply the results to their own and others' efforts to increase the general knowledge of human behavior and how it can be influenced
4. Respect the dignity and worth of the individual, strive for the preservation and protection of human rights, and do so with concern for the best interests of clients, colleagues, students, research participants, and society

The training program in counseling psychology demands of each student considerable responsibility and autonomy for designing the particular pattern of educational experiences that constitute his or her doctoral program. General areas of expected competence have been defined and general requirements established. However, the specific manner in which an individual meets those requirements is determined by the student in consultation with an adviser and the doctoral program committee of the counseling psychology division.

The program of study leading to a Ph.D. degree in counseling psychology typically entails a

minimum of three years of full-time effort beyond the master's degree. A full year of internship training must be completed *after* the first year of course work taken in residence. Students applying for admission to the counseling psychology program typically have a master's degree in counseling, clinical psychology, social work, or a related discipline and have professional experience related to the counseling field. Exceptionally mature and talented students who hold bachelor's degrees are encouraged to apply. Doctoral degrees are granted in recognition of exceptional mastery of knowledge and skills in the field of counseling psychology. Students who receive a Ph.D. from the program are eligible to take the Oregon licensing examination for psychologists.

Financial Aid

Because grants-in-aid are virtually nonexistent within the master's degree program, financial assistance must be sought outside the program.

Financial assistance for doctoral students is limited. However, most doctoral students needing financial assistance are able to secure part-time counseling-related jobs in the university or the local community.

Some graduate teaching fellowships (GTFs) are available. When positions are open, they are advertised through the College of Education and the Office of Affirmative Action and Equal Opportunity. Students showing the most potential for work in counseling psychology are given priority. The division also considers the extent to which the work might benefit the student's program goals.

DeBusk Memorial Center

135 Education Building
Telephone (503) 346-3418
Brent S. Mallinckrodt, Coordinator

DeBusk Memorial Center is a service, training, and research facility functioning as part of the Division of Counseling Psychology. The center was named in honor of the pioneering work of B. W. DeBusk, who taught at the university from 1915 to 1937. He skillfully integrated findings from psychology, medicine, and education in diagnosing learning and behavior problems. The center continues this interdisciplinary approach. Its purposes are to provide assessment and counseling to clients with a wide range of concerns.

Graduate students at the master's, doctoral, and postdoctoral levels participate with faculty clinical supervisors in various programs as an integral part of their professional preparation.

The center also offers consultant services for developing and evaluating various student personnel services within a school district. Fees for such services vary, depending on the scope of the project.

COUNSELING PSYCHOLOGY COURSES (CPSY)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R) Career alternatives. Emphasis on career decisions and self-awareness, social and psychological characteristics of work, nonwork activities, and the importance of work to lifestyle.

200 Innovative Education: [Term Subject] (1–3R)

400 Innovative Education: [Term Subject] (1–3R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R)

408/508 Workshop: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–21R) P/N only

410/510 Experimental Course: [Term Subject] (1–5R)

463/563 Dreikursian Principles of Child Guidance (3) Treatment of emotionally and socially maladjusted children in the home, school, and community.

464/564 Adlerian Education and Counseling for Couples (3) Review of and instruction in Adlerian theory and techniques for counseling couples and for conducting education groups for couples.

493/593 Values and Human Behavior (3) Values and beliefs as sources of motivation in behavior; applications to the counseling process. Exploration of psychological and philosophical underpinnings of personal integration in the contemporary world.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R)

608 Workshop: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R) P/N only

610 Experimental Course: [Term Subject] (1–5R)

611 Basic Counseling Procedures (6) P/N only. Supervised laboratory experience in developing essential interpersonal skills for counseling effectiveness; self-exploration and videotape analysis; introduction to client intake and initial diagnostic-assessment procedures. Counseling majors only.

612 Ethical and Legal Issues (3) Current ethical and legal concerns in the professional practice of counseling. Ethical theory and decision-making processes; legal aspects of client-counselor relationships.

613 Conceptual Foundations of Counseling (3) Systematic overview of major approaches to understanding the structural dynamics of counseling. Integrated with a functional review of human development and relevant aspects of personality theory.

615 Counseling Diverse Populations (3) The influence of gender, racial-ethnic, and other factors related to diverse populations on the identity-formation process in contemporary society and their applications to counseling.

617 Introduction to Career Development (3) Addresses life-span career development including issues, concepts, and definitions; theories of career development and choice; work and leisure; appraisal; and special groups (e.g., women, minorities).

619 Group Counseling (3) Designed to help develop group-leadership skills. Topics include group process and group objectives, factors that facilitate and hinder constructive interaction, and assessment of the continuing group process.

621 Introduction to Appraisal in Counseling (3) Introduction to measurement concepts such as item analysis, reliability, validity; survey of intelligence, personality, aptitude tests; focus on issues related to using tests in counseling.

622 Applications of Personality Assessment (3) Instruments and procedures for generating personality assessments; emphasis on objective approaches and their application to the assessment-intervention planning process. Prereq: CPSY 621.

623 Psychological Evaluation (3) Development of psychological profiles based on information obtained through personality assessments, measures of intelligence, and interest inventories as well as diagnostic interviews; psychological report writing. Prereq: CPSY 621,622.

634, 635, 636 Supervision I,II,III (3,3,3S) P/N only. Principles of clinical teaching and supervision, theory and models of supervision, ethical standards in supervision, review of research, and application to supervised practice with beginning counseling students. Prereq for nonmajors: instructor's consent.

638 Research in Counseling (3) Critical evaluation of major research themes in counseling psychology (e.g., social influence model, effectiveness of psychotherapy); discussion of advanced research methods used in counseling research. Prereq: EPSY 621, 622, 623 or equivalents and EPSY 620.

675 Existential Themes in Counseling (3) Focal dimensions of the emerging existential approach to counseling. Philosophic and psychological exploration of death; freedom, responsibility, and the act of willing; isolation; and the problem of meaning. Prereq: instructor's consent.

678 Transactional Analysis and Gestalt Approaches to Counseling (3) Introduction to the theoretical bases of transactional analysis and gestalt counseling and their applications to counseling; emphasis on student participation and classroom exercises.

704 Internship: [Term Subject] (1–15R)

706 Special Problems (1–16R)

708 Special Topics: [Term Subject] (1–16R)

709 Practicum: [Term Subject] (1–16R)

EDUCATIONAL POLICY AND MANAGEMENT

124 Education Building
Telephone (503) 346-5171 or -5064
Gerald K. Bogen, Associate Dean

FACULTY

Gerald K. Bogen, professor (human resource management, higher education administration, academic governance). B.A., 1959, Western Washington; M.S., 1961, D.Ed., 1963, Oregon. (1961)

David T. Conley, associate professor (personnel evaluation, strategic planning, school restructuring). B.A., 1972, California, Berkeley; M.A., 1983, Ph.D., 1986, Colorado at Boulder. (1989)

John E. deJung, professor (measurement, evaluation design). B.A., 1951, Montana; M.A., 1954, Ed.D., 1957, Syracuse. (1963)

Diane M. Dunlap, assistant professor (work design, adult education, group processes). B.S., 1975, Southern Oregon; M.S., 1978, Western Oregon; Ph.D., 1980, Oregon. (1979)

C. H. Edson, associate professor (history of education, relationships between work and schooling, immigration history). B.A., 1960, California, Berkeley; M.A., 1970, Oregon; Ph.D., 1979, Stanford. (1973)

Robert D. Gilberts, professor (problems of urban schools, conflict management, general administration); dean, education. B.S., 1950, Wisconsin State; M.S., 1955, Ph.D., 1961, Wisconsin, Madison. (1970)

Paul Goldman, associate professor (organizational theory, human resource management, sociology of education). A.B., 1966, Stanford; M.A., 1970, Ph.D., 1974, Chicago. (1977)

Steven M. Goldschmidt, associate professor (law and education, collective bargaining, juvenile delinquency). B.A., 1966, Oregon; J.D., 1969, California, Berkeley; M.A., 1972, Oregon. (1969)

Kenneth M. Kempner, assistant professor (research and evaluation methods, sociology of universities and community colleges, comparative international education). B.A., 1969, Montana; M.A., 1974, Colorado; Ph.D., 1979, Oregon. (1986)

Robert H. Mattson, professor (educational administration, special education). B.S., 1949, Montana; M.A., 1950, State University of Iowa; D.Ed., 1959, Oregon. (1957)

Virginia Moskus, research associate (community college finance, business management in education). B.A., 1968, Illinois; M.P.A., 1977, Sangamon State; Ph.D., 1983, Illinois State. (1990)

Philip K. Piele, professor (management information systems, microcomputers and administration, microcomputer networks and communications); director, ERIC Clearinghouse on Educational Management. B.A., 1957, Washington State; M.S., 1963, Ph.D., 1968, Oregon. (1967)

Richard A. Schmuck, professor (social psychology of education, organizational development, group processes). B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan. (1967)

Courtesy

Jane Adrian, courtesy research asssociate (educational leadership, school administration). B.A., 1958, Western Washington State; M.S., 1973, National College; Ph.D., 1986, Oregon. (1985)

Shirley Merritt Clark, courtesy professor (higher education, personnel administration, sociology of education). B.A., 1957, M.A., 1958, Bowling Green State; Ph.D., 1961, Ohio State. (1990)

Thomas Coley, courtesy associate professor (educational administration, higher education, labor relations). B.A., 1974, Moorhead State; M.A., 1975, Ph.D., 1980, Wisconsin. (1990)

Jane DeGidio, courtesy professor (student personnel, individual and group counseling, apprenticeship and problems of blue-collar workers); director, student development; acting dean of students. B.A., 1968, Minnesota; M.S., 1974, Ph.D., 1980, Oregon. (1969)

Richard P. Francisco, courtesy associate professor (equity in education, group and leadership skills, interpersonal problem solving). See **Gerontology** for credentials.

Gerald R. Kissler, courtesy professor (higher education governance, finance and public policy). B.S., 1969, M.S., 1971, Ph.D., 1973, Washington State. (1989)

Larry D. Large, courtesy professor (higher education finance, university relations, higher education administration). B.S., 1964, Portland State; M.A., 1970, Ph.D., 1974, Oregon. (1987)

J. David Rowe, courtesy professor (community development, institutional facilities); university planner. B.A., 1955, Park College. (1959)

Jean Stockard, courtesy professor (sociology of women, sex equity). See **Sociology** for credentials.

Ron Trebon, courtesy assistant professor (higher education administration, adult education, organizational theory). B.B.A., 1971, Iowa; M.S., 1979, Ph.D., 1989, Oregon. (1987)

Shirley J. Wilson, courtesy professor (student personnel services); acting director, University Counseling Center. B.A., 1952, Whitman; M.A., 1957, Stanford; D.Ed., 1978, Washington. (1969)

Holly K. Zanville, courtesy assistant professor (state-level coordination and policymaking, nontraditional education, articulation between systems). B.A., 1968, Lindenwood College for Women; M.A., 1969, Wisconsin; Ph.D., 1976, Minnesota. (1983)

Emeriti

Max G. Abbott, professor emeritus (administrative theory, organization theory, policy and governance). B.S., 1949, M.S., 1951, Utah State; Ph.D., 1960, Chicago. (1966)

Werrett W. Charters, Jr., professor emeritus (methods of policy research, social psychology, organizational theory). B.A., 1944, DePauw; Ph.D., 1952, Michigan. (1966)

Thomas L. Dahle, professor emeritus (adult education). B.S., 1938, M.S., 1949, Wisconsin; Ph.D., 1954, Purdue. (1963)

Kenneth A. Erickson, professor emeritus (personnel administration, school surveys, in-service education). B.S., 1941, Oregon; M.A., 1948, Ed.D., 1953, Washington State. (1967)

N. Ray Hawk, professor emeritus (higher education); vice-president emeritus. B.S., 1947, M.S., 1948, D.Ed., 1949, Oregon. (1950)

Clarence Hines, professor emeritus (school buildings, general administration). B.A., 1925, Drury; M.A., 1929, Missouri, Columbia; D.Ed., 1950, Oregon. (1958)

Paul B. Jacobson, professor emeritus (current trends, issues, problems in education); dean emeritus, education. B.A., 1922, Luther; M.A., 1928, Ph.D, 1931, Iowa. (1947)

John E. Lallas, professor emeritus (higher education); executive dean emeritus. B.A., 1947, Washington (Seattle); B.A., 1952, Western Washington; Ed.D., 1956, Stanford. (1957)

Roy E. Lieuallen, chancellor emeritus, Oregon State System of Higher Education (higher education). B.S., 1940, Pacific University; M.S., 1947, Oregon; Ed.D., 1955, Stanford. (1961)

Ralph C. Rands, associate professor emeritus (community college administration, personnel administration and evaluation, communications). B.A., 1949, Linfield; M.Ed., 1954, D.Ed., 1966, Oregon. (1973)

Miles E. Romney, professor emeritus (educational administration, school finance, curriculum development). Ph.D., 1947, Utah. (1952)

Philip J. Runkel, professor emeritus (school organization and change, organizational development, research methods). B.S., 1939, Wisconsin, Stevens Point; M.S., 1954, Ph.D., 1956, Michigan. (1964)

Adolph A. Sandin, professor emeritus (elementary education, curriculum organization). B.A., 1933, Central Washington; M.A., 1938, Washington (Seattle); Ph.D., 1943, Columbia. (1950)

Hugh B. Wood, professor emeritus (international education). B.S., 1931, Toledo; M.A., 1935, Colorado; Ed.D., 1937, Columbia. (1939)

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

The Division of Educational Policy and Management (DEPM) performs and integrates the functions of research and development, dissemination and service to the field, and instruction. Inquiries may be addressed to the Division of Educational Policy and Management, College of Education, University of Oregon, Eugene OR 97403.

INSTRUCTIONAL PROGRAMS

The division offers master's and doctoral degree programs in educational policy and management; state-approved programs for basic and standard certification of building administrators and superintendents; and dissemination and outreach services.

Master of Science Degree

The master of science (M.S.) degree program provides students with graduate-level study and an opportunity to specialize in school administration, in higher education management, or in educational policy and foundations.

Admission decisions are based on (1) evaluation of all undergraduate and graduate transcripts, (2) a score from the Miller Analogies Test (MAT), the Graduate Record Examinations (GRE), or an equivalent test approved in advance by the division's associate dean, (3) a 600-word statement of the applicant's academic and vocational goals, and (4) three letters of recommendation.

Students must complete 45 to 54 graduate credits and maintain a mid-B average in all courses taken for letter grades. Of the required credits, 36 must be earned in classroom courses (i.e., excluding EDPM 503, 601, 605, and 609) and 30 in the major. Credits earned in other institutions and programs may be transferable if the university residency requirement (a minimum of 30 graduate credits taken over a minimum of two terms at the university) is met.

Students must also complete a synthesis paper or examination. Synthesis papers and examinations are graded by three faculty members appointed by the DEPM associate dean and must be fully acceptable to at least two of them.

Interdisciplinary Program in Applied Information Science

An interdisciplinary master's degree focusing on applied information management is available through the Interdisciplinary Studies: Individualized Program in the Graduate School.

The program, coordinated by the UO Continuation Center, is designed to serve the needs of Portland-area residents. Address inquiries to Program Coordinator, Applied Information Management Program, Continuation Center, 333 Oregon Hall, University of Oregon, Eugene, OR 97403. The program is described in the **Special Studies** section of this bulletin. See also, in the **Graduate School** section, Individualized Program: Applied Information Management.

Doctoral Programs

Doctor of education (D.Ed.) and doctor of philosophy (Ph.D.) degrees may be earned in educational policy and management with specialization in the following areas: community colleges, school administration, policy research and analysis, history of education, law and education, personnel administration, computers in educational management, finance and economics in education, higher education, organizational development, and student services.

Applicants to all doctoral programs are evaluated on the basis of (1) four letters of recommendation, (2) undergraduate and graduate programs and grade point averages, (3) Miller Analogies Test (MAT) or Graduate Record Examinations (GRE) scores, (4) samples of scholarly work (e.g., term papers, master's thesis), (5) statements by the applicant of career goals, academic interests, and employment history, and (6) an essay.

A student's program includes a set of courses whose requirements vary according to the degree sought and the field of study. Residency requirements of three consecutive terms of full-time study must be met by Ph.D. students; D.Ed. students may choose between the three-term option and two consecutive terms of full-time study followed by one term of directed internship.

In addition, a student must maintain a 3.00 grade point average (GPA), pass a comprehensive examination, and complete a dissertation.

Certification for Administrators

By act of the Oregon Legislative Assembly, people employed as administrators (vice-principals, principals, assistant superintendents, and superintendents) in Oregon public schools must hold administrative certificates.

Planned programs of study lead to the basic and standard administrative certificates for administrator and superintendent endorsements.

Admission to the Administrative Certification Program is granted to applicants who (1) verify completion of a master's degree or enrollment in a master's degree program in an approved teacher education institution, (2) submit a satisfactory score from the Miller Analogies Test (MAT), the Test of Standard Written English (TSWE), or the Graduate Record Examinations (GRE), and (3) provide three letters of recommendation from previous employers or college instructors. Information about admission procedures and required courses is available from the associate dean.

Dissemination and Outreach

This program focuses on disseminating information about exemplary practices and new developments in education and about facilitating communication between the Division of Educational Policy and Management and educators in the field. A statewide network of adjunct faculty members reinforces advising and teaching for graduate and administrative certification students not in residence on the Eugene campus. The Executive Leadership Series schedules conferences that address contemporary topics and issues of concern to educators. Outstanding administrators are invited regularly to spend two days on campus as part of the Executive-in-Residence Program.

EDUCATIONAL POLICY AND MANAGEMENT COURSES (EDPM)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

400 Innovative Education: [Term Subject] (1–3R)

405 Reading and Conference: [Term Subject] (1–21R)

407/507 Seminar: [Term Subject] (1–4R) Seminar topics offered as student interest and faculty availability warrant.

408/508 Workshop: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–21R) P/N only

410 Experimental Course: [Term Subject] (1–4R)

433/533 Leadership: Interpersonal Communication (3) Provides theoretical understanding and practical strategies for developing interpersonal communication skills. Aimed toward higher education advisers and counselors.

441/541 History of American Education (3) Social, intellectual, and institutional trends; the evolution of formal education systems; how educators translate their beliefs about ethnic groups into educational policy and practice.

472/572 Educational History of American Women (3) Exploration of how women have been educated and how they have educated themselves in 19th- and 20th-century America. Examination of historical sources and interpretations.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Field Studies (1–16R)

607 Seminar: [Term Subject] (1–5R) Recent topics include Academic Governance; Advanced Lotus 1-2-3; Budgeting and Finance in Higher Education; Contract Management; Educational Leadership; Management and Organizational Development; Management Information Systems; Personnel Evaluation; Policy and Qualitative Research Methods.

608 Workshop: [Term Subject] (1–16R) P/N only

609 Practicum: [Term Subject] (1–16R) P/N only. Practicum for Interns is a current topic.

610 Experimental Course: [Term Subject] (1–5R)

613 Introduction to School Organization (3) Overview of the way schools are organized and managed in the United States including educational governance, organizational perspectives, and theories of administrative function.

614 Politics of Education (3) Analysis of the roles of federal, state, and local agencies in governing elementary and secondary schools; establishment of school policy.

615 Organizational Theory in Education (3) Structures, processes, and procedures that characterize the formal organization of educational institutions; approaches to organizational analysis, organizational legitimation, regulation, integration, adaptation.

616 Sociology in Education (3) The social organization of educational institutions; emphasis on the impact of organizational needs and personnel characteristics on the social organization. Prereq: EDPM 615 or instructor's consent.

617 Dissertation Proposal Preparation (3) Helps doctoral students develop dissertation proposals.

618 Contract Management (3) Helps administrators implement collective bargaining agreements between school districts and their employees. Examines grievance procedures, grievance hearings, and the role of arbitration.

619 Adult Learning (3) Survey of adult education: purposes, programs, philosophy, methods, materials, agencies, organization.

620 Educational Leadership (3) Teaches leadership concepts through simulations and exercises. Covers group expectations, basic communication skills, participative decision making, ethics, goal setting, power, and influence styles.

621 Personnel Evaluation (3) Examines the twin purposes of personnel evaluation: (1) the assessment of performance as the basis of personnel decisions, (2) the improvement of instruction.

622, 623 Policy Research and Analysis I,II (3,3) Nonstatistical treatment of the basic concepts and methods of research on educational policy.

624 Policy Research and Analysis III (3) Investigates the use of the mainframe computer and SPSSx for policy research. Focuses on appropriate use of statistical analysis in policy research.

625 Law and Schools (3) The role of law in education, the function of various levels and branches of government in the creation of education law, and types of law that regulate public education.

626 Student Rights (2) Analysis of the legal rights of elementary and secondary students under state and federal constitutions, statutes, and administrative rules. Prereq: EDPM 617.

628 Teacher Rights (2) Introduction to the legal rights and liabilities of school personnel under state and federal constitutions, statutes, and administrative rules. Prereq: EDPM 617.

630 Comparative Education (3) Brief survey of higher education in selected developing countries; comparison with American higher education; relation to economic development, major problems.

640 Management and Organizational Development (3) Displays methods by which members of a school organization can maintain or

alter the functioning of the school. Topics are communication, goals, conflict, hierarchy, and roles.

650 Administration of College Student Services (3) The role of student affairs in higher education; the relationship of student programs and services (e.g., financial aid, housing, health services) to the academic mission.

652 Administration of the Community College (3) Examination of the origin and functions of the community college movement; emphasis on problems and issues in organization and administration.

654 Programs in the Community College (3) Survey of the variety of programs offered in the community college and their relationship to other educational, professional, and vocational areas.

660 Qualitative Research Methods (3) Provides an overview of qualitative and descriptive approaches in educational research. Emphasizes identifying prototypical research strategies for the major types of descriptive study. Prereq: instructor's consent.

664 Historiography of American Education (3) Examines philosophies of history, historical methods, and historical interpretations in American educational history. Analysis of recent interpretations and methods for undertaking historical research in education.

667 Management Information Systems in Education (3) Computer and telecommunication systems technology and its application to the management of public schools.

670 Human Resource Management (3) Laboratory course in management skills such as managing time, building motivation, forming work groups, establishing trust, implementing change, and reaching agreement.

673 Business Management in Education (2) Application of systematic procedures to the problems of acquiring fiscal resources of a school district and managing its expenditures.

674 Program Evaluation for Educational Managers (3) A comprehensive survey of formative and summative evaluations of educational programs at the district, building, and classroom levels.

675 School Finance (3) Overview of school finance concepts; examination of Oregon's school financing system; political and legal considerations; taxation; state distribution formulas; school finance reform; the federal role in education.

676 School Facilities (2) Critical analysis and discussion of current trends in school facilities including planning, construction, finance, legal aspects, alternatives to deficit or surplus space problems or both.

677 Collective Bargaining in Education (3) Collective bargaining in the public school. History and theory of collective bargaining; Oregon's collective bargaining statutes; specific collective bargaining issues. Simulated bargaining sessions.

678 School-Community Relations (2) Long- and short-term social, economic, political, and technological forces affecting the relationship of schools to the community; community interest groups, their purposes, leaders, and school-related interests.

683 State and Local Policy Development in Education (2) Analysis of the social, economic, political, and technological forces that shape educational policy at the national, state, and local levels. Developing school district policies and assessing their consequences.

689 Economics of Education (3) Role of education in the economy; economic growth; alternative hypotheses of economic impact of education; economic concepts applied to education; benefit-cost analysis in education.

692 Higher Education I: Governance and Organization (3) Institutional organization—case studies; institutional objectives; academic organization for instruction, research, and participation in governance; changing student roles; public services; general administrative functions and activities.

693 Higher Education II: Leadership and Management (3) Survey of present status and trends. Impact of national goals; types of institutions; governance; state and federal financing; management information systems; innovation and change; higher education and the public.

695 History of Higher Education (3) The evolution of higher education in 19th- and 20th-century America. Examination of social contexts, conceptions of higher learning, institutional structures, professionalism, women's roles, academic freedom.

697 Methods of College Teaching (3) Review of some prevailing concepts and suppositions about teaching and learning; examination of a number of different methods and techniques of college teaching.

708 Workshop: [Term Subject] (1–16R)

709 Practicum: [Term Subject] (1–16R)

710 Experimental Course: [Term Subject] (1–5R)

SPECIAL EDUCATION AND REHABILITATION

351 Clinical Services Building
Telephone (503) 346-3591
Hill M. Walker, Associate Dean

COMMUNICATION DISORDERS AND SCIENCES FACULTY

Diane D. Bricker, special education and rehabilitation

Ned J. Christensen, professor (educational audiology and auditory processing); director, communication disorders and sciences. B.A., 1954, M.A., 1955, Brigham Young; Ph.D., 1959, Pennsylvania State. (1962)

Angela S. Giumento, assistant professor (early intervention, communication development and intervention). B.S., 1973, State University of New York College at Geneseo; M.S., 1977, State University of New York College at Buffalo; Ph.D., 1990, Oregon. (1990)

Joanna M. Kishpaugh, instructor (teacher training). B.S., 1982, M.S., 1984, Oregon. (1989)

Marilyn A. Nippold, associate professor (language development and disorders in school-age children and adolescents). B.A., 1972, California, Los Angeles; M.A., 1976, California State, Long Beach; Ph.D., 1982, Purdue. (1982)

Ilsa E. Schwarz, assistant professor (phonological development, preschool language development and disorders); coordinator, graduate programs. B.S., 1978, M.S., 1979, Ph.D., 1982, Oregon. (1984)

Bonnie J. Witkin, research assistant (clinical supervision); coordinator, speech-language-hearing clinic. B.A., 1983, Colorado at Boulder; M.A., 1986, Denver. (1989)

Adjunct and Courtesy

Lisa Letcher-Glembo, courtesy assistant professor. M.S., 1985, South Florida; Ph.D., 1988, Minnesota. (1990)

Robert C. Marshall, adjunct associate professor. B.A., 1961, California, Santa Barbara; M.S., 1965, Oregon; Ph.D., 1969, University of Oklahoma Medical Center. (1985)

SCHOOL PSYCHOLOGY FACULTY

Wesley C. Becker, professor (instructional psychology, behavioral analysis research, measurement). B.A., 1951, M.A., 1953, Ph.D., 1955, Stanford. (1970)

Roland H. Good III, assistant professor (psychoeducational assessment, multivariate statistics). B.S., 1977, M.S., 1981, Ph.D., 1985, Pennsylvania State. (1988)

Mark R. Shinn, associate professor (assessment, instructional practice and evaluation); training director, school psychology. B.A., 1974, Gustavus Adolphus; Ph.D., 1981, Minnesota at Minneapolis-St. Paul. (1984)

Gary Stoner, assistant professor (behavior disorders, applied behavior analysis). B.A., 1979, Kent State; Ph.D., 1986, Rhode Island. (1987)

Adjunct and Courtesy

Alexander C. Granzin, courtesy assistant professor. B.A., 1967, New Orleans; M.A., 1971, Ph.D., 1975, Oregon. (1981)

Herbert H. Severson, adjunct assistant professor (behavior modification, biofeedback, personality assessment). B.S., 1966, Wisconsin State; M.S., 1969, Ph.D., 1973, Wisconsin, Madison. (1975)

Participating

Barbara D. Bateman, teacher education

Diane D. Bricker, special education and rehabilitation

Douglas Carnine, teacher education

Dianne L. Ferguson, special education and rehabilitation
Mary Gleason, teacher education
Robert H. Horner, special education and rehabilitation
Edward J. Kameenui, teacher education
Elizabeth Schaughency, psychology
Richard A. Schmuck, educational policy and management
Ilsa E. Schwarz, communication disorders and sciences
George Sugai, teacher education
Gerald Tindal, teacher education
Hill M. Walker, special education and rehabilitation

SPECIAL EDUCATION AND REHABILITATION FACULTY

Richard W. Albin, assistant professor (research design, programming and instruction, instructional technology). B.A., 1969, Rochester; M.A., 1973, Illinois; Ph.D., 1986, Oregon. (1986)

Diane D. Bricker, professor (early intervention, communication development and intervention); director, early intervention area. B.A., 1959, Ohio State; M.S., 1965, Oregon; Ph.D., 1970, George Peabody. (1978)

James T. "Jay" Buckley, research associate (employment services, technical assistance and training, quality assurance). B.A., 1971, Saint Peter's College; M.A., 1978, Oregon; Ed.D., 1987, Johns Hopkins. (1985)

Daniel W. Close, associate professor (psychology of exceptionality, independent living, curriculum development); coordinator, interdisciplinary special-education doctoral training. B.A., 1971, California Lutheran; M.A., 1973, Idaho State; Ph.D., 1977, Oregon. (1977)

Debra C. Eisert, research associate (pediatric psychology, applied developmental psychology). B.A., 1975, Pacific Lutheran; Ph.D., 1978, Nebraska, Lincoln. (1984)

Ted R. Fabre, assistant professor (behavioral assessment and intervention, microcomputer applications). B.A., 1974, M.S., 1976, Eastern Washington; Ph.D., 1985, Oregon. (1985)

Dianne L. Ferguson, associate professor (qualitative research, social meaning of disability, curriculum and instruction for teacher training); coordinator, developmental disabilities. B.A., 1972, Indiana; M.S., 1979, Southern Connecticut State; Ph.D., 1984, Syracuse. (1985)

Philip M. Ferguson, research associate (social policy and history, family studies). B.A., 1972, Indiana; M.A., 1975, Yale; M.S., 1979, Southern Connecticut State; Ph.D., 1988, Syracuse. (1985)

Robert H. Horner, associate professor (behavior management, research design, applied behavior analysis); director, Specialized Training Program. B.A., 1971, Stanford; M.S., 1975, Washington State; Ph.D., 1978, Oregon. (1976)

Dean P. Inman, assistant professor (neuromuscular education and research, behavioral medicine). B.A., 1970, California State, Sacramento; M.S., 1973, Utah State; Ph.D., 1976, Oregon. (1976)

David M. Mank, assistant professor (employment services, research design, quality assurance). B.A., 1975, Rockhurst; M.S., 1977, Portland State; Ph.D., 1985, Oregon. (1985)

Robert E. O'Neill, research associate (research design and community-based programs for people with severe disabilities). B.A., 1979, M.A., 1981, Ph.D., 1985, California, Santa Barbara. (1985)

Larry E. Rhodes, senior research associate (managing service organizations, vocational services). B.A., 1971, M.A., 1973, California State, Sacramento; Ph.D., 1982, Oregon. (1980)

Jane Kaplan Squires, assistant professor (infant development, program evaluation, assessment). B.A., 1971, Stanford; M.A., 1973, Saint Mary's; Ph.D., 1988, Oregon. (1988)

Margaret A. Veltman, assistant professor (early intervention, at-risk infants and families). B.A., 1976, M.A., 1981, San Francisco State; Ph.D., 1990, Oregon. (1990)

Hill M. Walker, professor (behavior disorders, behavior management, social skills); director, Center on Human Development. B.A., 1962, Eastern Oregon; M.A., 1964, Ph.D., 1967, Oregon. (1966)

Richard W. Zeller, assistant professor (special education organization and policy); director, Western Regional Resource Center. B.A., 1967, Willamette; M.A., 1968, California, Los Angeles; Ph.D., 1990, Oregon. (1972)

Courtesy

Robert E. Nickel, courtesy assistant professor. B.A., 1967, Stanford; M.D., 1971, California, San Francisco School of Medicine. (1980)

Katherine A. Tekolste, courtesy assistant professor. A.B., 1972, Oberlin; M.D., 1976, Indiana University School of Medicine. (1989)

Emeritus

Robert H. Schwarz, professor emeritus. B.S., 1948, Wisconsin, Madison; M.A., 1949, Columbia; Ph.D., 1966, American. (1971)

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

OPPORTUNITIES IN SPECIAL EDUCATION AND REHABILITATION

Instructional Programs. The Division of Special Education and Rehabilitation houses the Center on Human Development and six program areas: communication disorders and sciences, developmental disabilities, early childhood, school psychology, severely handicapped learner, and interdisciplinary special education and rehabilitation for students with clinical professional interests that span a number of related areas. The school-to-community doctoral degree program is inactive.

Although united by university and Graduate School requirements and by several broad ideological tenets, each area functions independently within the division and has its own admission, program of study, and student-evaluation procedures.

The division prepares students to work directly and indirectly with handicapped individuals in preschool, school, and community programs. It is committed to deemphasizing traditional categorical designations for exceptional individuals. Students develop instructional and management skills for working with individuals who have a variety of handicapping conditions. All programs in the division include extensive practicum experiences where academic knowledge is applied in actual service settings. Students learn how to develop effective intervention strategies, coordinate programs, and provide services to exceptional individuals from infancy through adulthood. At all levels and in all programs, training carefully integrates results of current research and demonstration of competence.

The special education programs in this division emphasize severely handicapped learners, early intervention, and adult services. Additional programs for students interested in working with mildly handicapped students or the talented and gifted are described in the **Teacher Education** section of this bulletin.

Careers. A serious shortage of special education professionals and speech-language-hearing specialists exists throughout the nation. Graduates of the university's educational programs find positions in all fifty states. Such positions typically include teaching at infant, preschool, school-age, and adult levels; conducting individual language intervention programs; habilitating people with handicaps; managing residential living centers; coordinating in-service training programs; consulting with teachers for maintenance of handicapped children in regular classrooms and school settings; conducting research; teaching in college; and working in the administration of special education programs.

Center on Human Development

The Center on Human Development (CHD) is a research and service unit within the division. It consists of a number of federally funded research, demonstration, training, and service activities that are organized within several CHD project units: the Early Intervention Program; University Affiliated Program; Western Regional Resource Center; Specialized Training Program; Speech-Language-Hearing Center; and Parent and Child Education Program. CHD project activities provide diverse practicum sites for student training. CHD resources are made available to faculty members and students in each academic area, and principal investigators participate fully in instructional activities.

Undergraduate Studies

Only the communication disorders and sciences program offers a formal major at the undergraduate level.

Endorsement Programs

A severely handicapped learner endorsement is available through the division programs in developmental disabilities and early intervention. The communication disorders and sciences program prepares students for the standard endorsement only. Students wanting to apply to an endorsement program should inquire at the College of Education's Office of Student Support Services, 117 Education Building, and consult the appropriate endorsement adviser.

Graduate Studies

Although each program is responsible for selecting candidates for its master's or doctoral course of study, substantial similarity exists across programs in terms of the criteria and procedures used in the admission process. With minor variation, applications are evaluated according to the following criteria:

1. The applicant's academic record, including undergraduate and previous graduate work
2. Prior professional or related experience
3. Recommendations by colleagues, peers, and supervisors
4. Miller Analogies Test (MAT) score or Graduate Record Examinations (GRE) scores or both
5. Evidence of writing ability
6. Statement of professional goals

7. Applicants for whom English is a second language must submit the results of the Test of English as a Foreign Language (TOEFL) with their applications

Applicants apply to and are accepted into a specific program in the division rather than into the division itself. The number of students admitted yearly varies by area according to available resources. Students interested in more than one program should indicate that on their applications, and their files will be reviewed by the relevant committees. Applications for admission are available from the College of Education's Office of Student Support Services, 117 Education Building. The deadline for application is March 1 for the next fall term. See the **Graduate School** section of this bulletin for general regulations on graduate degree programs.

Financial Assistance

Stipends and Fellowships. Stipends and fellowships are typically awarded to graduate students. Both forms of assistance cover most of the cost of tuition and provide a monthly cash payment. The number of stipends and fellowships available each year depends on the current level of funding. All students who receive stipend awards enroll in a practicum each term as part of their professional training. Employment as a graduate teaching fellow (GTF) may occur in a variety of division or Center on Human Development project settings. Students interested in applying for a stipend or fellowship may submit the appropriate form to the College of Education's
Office of Student Support Services, 117 Education Building, when submitting the Graduate Admission Application. Formal application for financial assistance should be made before March 1 to receive maximum consideration for aid the following fall term.

Loans. Information about university and federal-government loans may be obtained from the Office of Student Financial Aid, 260 Oregon Hall.

COMMUNICATION DISORDERS AND SCIENCES

Undergraduate Studies

The undergraduate communication disorders and sciences (CDS) program is preprofessional. It offers bachelor of science (B.S.) and bachelor of arts (B.A.) degrees.

Program Objectives. The goals of the undergraduate CDS program are to provide students the opportunities to:

1. Study the humanities and sciences with specific reference to normal aural-oral communication systems
2. Consider the cultural implications of human communication disorders
3. Study the general needs of exceptional individuals
4. Learn about speech-language acquisition, the anatomic-physiological bases of speech and language, and the physical nature of the speech signal
5. Study speech-language-hearing pathologies over the life span.
6. Receive training in assessment procedures specific to evaluation of speech-language-hearing disorders
7. Acquire and apply knowledge and skills necessary for successful intervention with speech- and language-impaired individuals
8. Participate in a range of practicum experiences in public schools and other community settings
9. Acquire and apply knowledge, skills, and competencies to work with speech- and language-impaired individuals of varying social, cultural, linguistic, and socioeconomic backgrounds
10. Learn and apply interpersonal and professional skills

The following minimum requirements are specified for students majoring in communication disorders and sciences.

Area Requirements	*46 credits*
Clinical Phonetics (CDS 240)	3
Acoustics of Speech (CDS 241)	3
Practica: Observation, Assistance, Intervention	9
Anatomy and Physiology of Speech and Language (CDS 442)	3
Normal Speech and Language Development (CDS 450)	3
Articulation and Phonological Disorders (CDS 451)	3
Language Disorders of Children and Adolescents (CDS 452)	3
Stuttering and Voice Disorders (CDS 453)	3
Language Methods in the Schools (CDS 455)	5
Fundamentals of Audiology (CDS 457)	3
Audiological Assessment (CDS 458)	3
Audiological Rehabilitation (CDS 459)	5

Undergraduate work in communication disorders and sciences is not intended as a terminal training program even though the student receives the B.S. or B.A. degree. To minimize errors, the student must be certain that the initial adviser is assigned from the communication disorders and sciences faculty.

Admission as an Undergraduate Major. Students must achieve grades of B– or better in CDS 240, 241, 442, and 450. A grade of C+ or lower in two or more of these courses precludes repeating the courses. Students must pass a departmental speech-language-hearing screening test before they are accepted as majors.

Students not accepted as majors may take basic courses as electives but may not enroll in any practicum or in courses for which a practicum is a prerequisite. Students without adequate speech ability may not major in communication disorders and sciences unless there is good reason to expect that they can achieve acceptable speech before attempting to engage in the required practica.

In the event that enrollment in practica must be limited, students with the best course preparation are given priority. Those with less preparation may have to delay their beginning practicum work. In general, the student must have the same capacity for self-adjustment and emotional stability for admission to the practica that would be required in professional employment. A supervised practicum involves both student training and client service. Before being admitted to the practicum, the student must have demonstrated responsibility, maturity, and organizational skills.

Standard Endorsement: Speech Impaired

Completion of all courses required for the undergraduate degree in communication disorders and sciences or their equivalents is required. Thirty-six credits of study at the 600 level in communication disorders and sciences must be earned as well as 3 credits for Advanced Psychology of Disability (SPER 662) or its equivalent. In addition the student must complete Practicum: September Experience (CDS 609) for 3 credits and Final Supervised Field Experience (CDS 525) for 15 credits. The state of Oregon requires that the student pass the California Basic Educational Skills Test (CBEST) and appropriate National Teacher Examination (NTE) tests before the endorsement is granted.

Master's Degree Program

The master's degree program is designed to provide students with the opportunity to acquire and apply knowledge, skills, and competencies necessary for work with speech-language impaired individuals of all ages and varying social, cultural, linguistic, and socioeconomic backgrounds.

The communication disorders and sciences program offers the master of arts (M.A.), master of science (M.S.), and master of education (M.Ed.) degrees. The M.A. requires the equivalent of two years of a foreign language. The M.Ed. requires a valid teaching certificate and one year of successful classroom teaching. A planned program for the master's degree must be filed in the College of Education's Office of Student Support Services, 117 Education Building, and in the communication disorders and sciences office, 350L Clinical Services Building.

Accreditation. The master's degree program in speech-language pathology is accredited by the American Speech-Language-Hearing Association.

Minimum Requirements. Completion of all undergraduate prerequisites and a planned program of at least 51 credits are required, excluding credits in Practicum (SPER 609). At least 12 credits must be in relevant courses outside the program area. A minimum of 24 credits must be taken on campus and for letter grades. A minimum cumulative GPA of 3.00 is required for graduation. A graduate thesis may or may not be required, depending on staff and student considerations.

Students typically spend two fall-through-spring academic years and one summer session completing their degrees. All work applicable to a program of study must be concluded within seven years.

ASHA-CCC Requirements. The communication disorders and sciences program offers all the necessary courses required for the American Speech and Hearing Association (ASHA) certificate of clinical competence (CCC) in speech pathology.

Doctoral Degree Program

The primary goals of the doctoral program in communication disorders and sciences are to train individuals to provide educational services to the handicapped and to train scholars to become leaders in colleges and universities

and in federal, state, and local education agencies.

The curriculum emphasizes skill and knowledge development in (1) basic communication processes and the management of speech, language, and hearing disorders and related disciplines; (2) research strategies and procedures; (3) university-level teaching; and (4) service and professional participation.

A program adviser is appointed for each student following conditional admission to the program. This adviser helps the student develop an appropriate course of study compatible with the student's interests, background, and professional objectives. Programs may lead to either the doctor of philosophy (Ph.D.) or the doctor of education (D.Ed.) degree.

The doctoral program in communication disorders and sciences requires at least three years of full-time study beyond the master's degree.

Clinical Practicum Facilities

Communication disorders and sciences graduate and undergraduate students have the opportunity for supervised clinical experience in several facilities:

1. The university's Speech-Language-Hearing Center in the Clinical Services Building prepares and trains speech-language pathologists in clinical therapy. The center provides consultations, evaluations, and therapy for individuals with the following difficulties: disorders of language and speech, hearing loss and deafness, cleft palate, articulation, stuttering, aphasia, mental retardation, cerebral palsy, and physical injury. Graduate and undergraduate students participate in diagnostic and therapeutic activities under the supervision of certified speech pathologists and audiologists
2. The university's Early Intervention Program prepares speech-language pathologists to work in early childhood programs that serve at-risk and handicapped infants and children and their families. Infants and children from birth through six years of age, with handicapping conditions ranging from mild to severe, are served in mainstream settings
3. The Child Development and Rehabilitation Center is the Eugene campus agency of the Oregon Health Sciences University in Portland. The Developmental Delay Clinic is an interdisciplinary diagnostic clinic that evaluates and treats children monthly, as does the Cranio-Facial Clinic
4. The Child Development and Rehabilitation Center, at the Oregon Health Sciences University in Portland, offers practicum experience and clinical fellowship year supervision in selected cases
5. A cooperative arrangement with local school districts enables both undergraduate and graduate students to do practicum work in public schools. The school population is approximately 35,000 students. This type of practicum is limited by availability of openings in the schools
6. The Veterans Administration Hospital in Portland sometimes provides practicum and clinical fellowship year opportunities to selected students
7. Other off-campus facilities, such as child-care centers, kindergarten programs, and adult rehabilitation centers, are occasional placement sites

DEVELOPMENTAL DISABILITIES

Programs in developmental disabilities focus on services to severely handicapped individuals and lead to both master's and doctoral degrees as well as a severely handicapped learner (SHL) endorsement.

Severely Handicapped Learner (SHL) Endorsement Program

The SHL endorsement program is task oriented and field based. It prepares professionals to work with individuals traditionally labeled moderately, severely, or profoundly retarded; physically and multiply handicapped; and autistic or autisticlike. It combines university study with extensive practicum experiences in integrated public-school and other community-service programs. The SHL program permits students to focus on preprimary, elementary, or secondary programming. Full-time students can complete the endorsement program in four consecutive terms. The program is also open to people who work with severely handicapped learners and attend school part time.

A bachelor's degree is required for admission to the SHL endorsement program, but no prior teaching certificate is required. Students must meet general university requirements for graduate admission, and all applicants should request the proper application forms from the College of Education's Office of Student Support Services, 117 Education Building.

SHL Endorsement. The following courses are typically included in the SHL endorsement program.

SHL Endorsement Courses	*49 credits*
Practicum (SPER 609)	22
Advanced Psychology of Disability (SPER 662)	3
Research Design in Special Education (SPER 667)	3
Law, Policy, and Bureaucracy in Special Education and Rehabilitation Services (SPER 675)	3
Programming and Instruction for Students with Severe Disabilities I,II,III (SPER 685, 686, 687)	9
Curriculum Planning for Students with Severe Disabilities I,II (SPER 697, 698)	6
Classroom Management and Program Improvement (SPER 699)	3

Master's Degree Programs

School and Community Services. School and community services is a master's degree program designed to be compatible with the SHL endorsement. Graduate students in the SHL endorsement program can meet master's degree requirements by completing a thesis in addition to endorsement requirements. This option is most appropriate for those interested in working with severely handicapped students in elementary or secondary schools.

Adult Services. Community programs for adults with developmental disabilities continue to expand rapidly. Group homes, tenant-support programs, and a variety of supported employment services are replacing services provided by large residential institutions. This master's degree program prepares management and service-delivery professionals for the expanding array of key positions in community work and residential programs.

The adult services training program is task oriented and field based, requiring students to demonstrate skills in both academic and applied settings. It emphasizes services to individuals with a range of severely handicapping conditions, and it prepares students to become leaders in adult services.

The program requires a minimum of four academic terms (one calendar year) to earn approximately 55 credits in courses and field-experience assignments. Although the specific courses required depend on the student's entering skills and professional goals, all students must complete:

1. The core courses for adult services
2. Courses to provide a foundation of knowledge in special education and related fields
3. Courses to develop specific skills in the habilitation of severely handicapped adults
4. Supervised field experiences
5. Courses in agency or business management
6. A master's degree project

Adult-services core courses include Planning and Quality Assurance Systems in Rehabilitation Services (SPER 693), either Employment Services (SPER 694) or Residential Support Issues (SPER 695), Management of Nonprofit Organizations in Rehabilitation Services (SPER 696), and everything listed under the SHL endorsement except SPER 697, 698, 699.

The program is limited to a small number of qualified applicants whose undergraduate records or work experiences or both are relevant to adult services.

General Master's Degree. Students entering this program are encouraged to identify and develop specific areas of interest related to developmentally disabled individuals. The interest area is defined and the program of study developed in consultation with an adviser. Possible areas of emphasis include (1) social interaction and integration, (2) family support, (3) curriculum and program development, and (4) other topics pertinent to individuals with severely handicapping conditions.

The general master's degree program requires a minimum of 45 credits, completion of five required courses, 6 credits of research, a master's degree project, and a comprehensive examination.

Doctoral Degree Program

Developmental disabilities offers a competency-based doctoral program that emphasizes the development of specific skills in teaching, research, service, program development, supervision, consultation, and professional writing. Although doctoral students are encouraged to pursue their particular interests, all doctoral students must complete a standard core of skills and competencies expected of highly trained professionals working in the field of developmental disabilities. The developmental disabilities doctoral program description, available from the College of Education's Office of Student Support Services, lists these competencies along with criteria for meeting them.

The goal of the doctoral program is to prepare individuals to assume roles as scholars, leaders, and program developers in special education and rehabilitation. The area focuses on severely handicapped individuals, with specialization available in school-age severely handicapped or adult services.

Required course work consists of a one-term seminar on issues and a minimum of five seminars or advanced graduate electives to develop the student's interest areas. Additional courses are selected by doctoral students in order to acquire the knowledge and background necessary to meet the core competency requirements. Some competency requirements may be satisfied by such course projects as research proposals, research critiques, and grant proposals.

Three years of full-time study are required for completion of the doctoral degree in developmental disabilities. A program advisory committee, consisting of the student and at least two faculty members, is appointed by the end of the first term to help the student develop a doctoral plan, to monitor and coordinate the student's progress toward the degree, and to participate in an annual review of the student by area faculty members.

EARLY INTERVENTION

Master's Degree Program

This master's degree program prepares professionals to work in early intervention programs that serve infants and children who are at risk and disabled and their families. The field encompasses a target population of children from birth to six years of age. It covers handicapping conditions ranging from mild to severe and focuses on young children who are not at risk as well. Master's degree students in early intervention are prepared for two primary roles: (1) direct interventionists for infants or young children or both, and (2) coordinators or supervisiors of programs for young disabled and nondisabled children. Full-time students can complete the program in four to six consecutive terms.

Severely Handicapped Learner (SHL) Endorsement

Students can combine the SHL endorsement with the early intervention program. The SHL program is described above.

Doctoral Degree Program

The primary goal of the early intervention doctoral program is to prepare students to provide leadership at the state and national levels in the area of the at-risk and disabled birth-to-five population. Graduates earn a doctorate in special education. They are prepared to influence the evolution of services for infants and preschool children who are at risk and disabled and their families. Specific program objectives include preparing students to:

1. Become experts in program development, implementation, and evaluation
2. Become experts in policy development
3. Conduct applied research that is directed toward the enhancement of educational and therapeutic services
4. Become effective instructors at institutions of higher education

Both didactic and practicum learning activities comprise the program. The didactic activities include core, tool, specialization, and foundation courses; electives from outside the College of Education; and the dissertation. Practicum activities help the student develop program competencies.

INTERDISCIPLINARY SPECIAL EDUCATION AND REHABILITATION

Doctoral Degree Program

The special education doctoral degree program provides maximum flexibility to accommodate students who have professional interests across related fields. It has a strong clinical focus and requires demonstration of acceptable knowledge and performance in such skill areas as teaching, supervision, research design, proposal development, and professional writing. An interdisciplinary program committee helps students select content specialization areas and advises them on area and general program requirements.

The communication disorders and sciences, developmental disabilities, and early intervention programs are highly specific in their content and focus. The interdisciplinary special education degree program requires less specialization within areas but greater breadth across related areas or disciplines. This program is best suited to students whose career interests require knowledge and skills from several disciplines.

As with other doctoral degree programs in the division, students have minimal course requirements and work closely with the committee to develop programs suited to their specific needs. The program requires a core area of work within special education and rehabilitation and two related focus or content areas. Students are expected to participate in a variety of clinical practica.

SCHOOL PSYCHOLOGY PROGRAM

The school psychology program offers both master's and doctoral degrees. In addition, it provides a variety of service courses to other College of Education and university programs.

The main objective of the school psychology program is to prepare problem-solving psychologists who can work effectively with others to identify, assess, and remedy social and educational problems of children and adults. Students are trained to be scientists-practitioners and, equally important, to produce continuous, data-based evaluations of the services they provide.

Each student's program of study is individualized to allow development of special strengths and interests. The goal shared by all students' programs is achieving and demonstrating competence in six basic areas: (1) psychological foundations, (2) psychometrics and assessment, (3) school-based intervention, (4) professional school psychology, (5) applied research skills, and (6) field experience.

Master's Degree Program

The 90-credit master's degree program is designed to achieve the competencies established by the National Association of School Psychologists. Graduates of the program meet State of Oregon certification requirements. Completion of the degree typically takes three years. It takes two years to meet course work and research requirements and one year to complete the full-time supervised internship.

Doctoral Degree Program

The doctoral program is designed to achieve the competencies established by the American Psychological Association and the National Association of School Psychologists. The program typically requires four to five years of study beyond the bachelor's degree. This period includes a one-year supervised internship. Students may enter the program with or without a master's degree. In addition to the school psychology program's core requirements, doctoral students are expected to select and develop an area of specialization and complete a dissertation.

For more information about the school psychology program, students should contact Roland Good, Mark R. Shinn, or Gary Stoner.

COMMUNICATION DISORDERS AND SCIENCES COURSES (CDS)

168 Sign Language (3) Expressive and receptive skills; American Sign Language system.

240 Clinical Phonetics (3) Acquaints students with the sounds and symbols of American English. Students gain proficiency in phonetic transcription.

241 Acoustics of Speech (3) Acoustic measurement and analysis of sound production and reception in human communication.

405 Reading and Conference: [Term Subject] (1–3R) Topics to be arranged. **R** when topic changes.

407/507 Seminar: [Term Subject] (1–3R) R when topic changes.

409 Practicum: [Term Subject] (1–7R) Current topics are Observation, Assistance, and Intervention. Prereq: staff approval. **R** when topic changes.

425/525 Final Supervised Field Experience (1–15R) P/N only. Diagnostic and treatment experience in the school setting. Limited to students in speech-handicapped program for standard endorsement. Prereq: CDS 409, 455/555, 609, plus 12 credits of 600-level course work.

442/542 Anatomy and Physiology of Speech and Language (3) Study of anatomy, physiology, and neurology of speech and language processes.

450/550 Normal Speech and Language Development (3) Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, discourse, and metalinguistics. Discussion of areas related to language development.

451/551 Articulation and Phonological Disorders (3) Survey of articulatory-phonological development and disorders. Includes description, developmental order of speech-sound acquisition, testing, and remediation. Prereq: CDS 240, 241, 450/550.

452/552 Language Disorders of Children and Adolescents (3) Topics include disorders of phonology, syntax, morphology, semantics, pragmatics, discourse, and metalinguistics. Physical, cognitive, social, and environmental factors related to language disorders are discussed. Prereq: CDS 240, 241, 442/542, 450/550.

453/553 Stuttering and Voice Disorders (3) Introduction to diagnostics in speech and language disorders; case-history recording, interviewing, basic testing, procedures, analysis and criticism of tests. Prereq: CDS 451/551, 452/552.

455/555 Language Methods in the Schools (5) Topics include legal issues, service-delivery models, program evaluation, positive work relationships. School visitation required. Prereq: CDS 451/551, 452/552; pre- or coreq: CDS 453/553.

457/557 Fundamentals of Audiology (3S) Basic anatomy of the ear; psychophysics of hearing; causes, types, and symptomatologies of hearing impairments. Prereq: CDS 240, 241, 442/542. S with CDS 458/558, 459/559.

458/558 Audiological Assessment (3S) Basic pure tone, air and bone-conduction audiometry; interpretation of audiograms; introduction to speech audiometry. S with CDS 457/557, 459/559.

459/559 Audiological Rehabilitation (5S) Rehabilitation of hearing impairments; use of amplification and auditory training; psychosocial aspects of hearing impairments. S with CDS 457/557, 458/558.

503 Thesis (1–15R) P/N only

601 Research (1–9R) P/N only

602 Supervised College Teaching (1–9R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–3R) R when topic changes.

606 Special Problems (1–16R) R when topic changes.

607 Seminar: [Term Subject] (1–3R) R when topic changes.

608 Workshop: [Term Subject] (1–16R) R when topic changes.

609 Practicum: [Term Subject] (1–9R) R when topic changes.

610 Experimental Course: [Term Subject] (1–5R) R when topic changes.

650 Early Language Assessment and Intervention (3) Assessment-evaluation strategies and tools; intervention skills and materials.

651 Educational Audiology (3) Audiological practices in the public school setting. Audiological assessment, follow-up, and intervention. Prereq: CDS 241, 442/542, 457/557, 458/558, 459/559.

652 Theory and Remediation of Articulation and Phonology (3) Advanced study of articulation and articulatory problems in children and adults. Includes delayed speech development, testing techniques, therapy materials and procedures, and current research findings. Demonstration with clinical cases.

653 Later Language Development (3) Acquaints students with normal language development in individuals aged nine through nineteen years.

654 Theory and Remediation of Language Disorders in Adults (3) Diagnosis and treatment of speech and language disorders resulting from intracranial pathology or the aging process.

655 Stuttering (3) Focuses on contemporary issues in stuttering and other fluency disorders. Discusses and critically evaluates current theories and research findings.

656 Voice Science and Disorders (3) Functional and organic disorders of the voice; diagnostic and therapeutic approaches for various voice disorders.

657 Augmentative Procedures for Communication Disorders (3) Recent advancements in design, development, and use of systems supplemental to vocal speech and language.

658 Diagnostic Procedures for Communication Disorders (3) Rationale for major instruments, procedures, and materials used in conducting diagnostic work in cases of communication disorder; organizing diagnostic data and writing clinical reports.

659 Theory and Remediation in Language Disorders in Youth (3) Intensive study of language disorders of children and adolescents; emphasis on contributions from linguistics, psychology, neurophysiology, and learning theory.

660 Motor Speech Disorders (3) Nature of speech disorders associated with lesions of central and peripheral nervous systems.

661 Auditory Language Processing (3) Management of auditory information primarily in the central auditory nervous system. Considers relationships between auditory processing deficits and learning disabilities.

706 Special Problems (1–16R) R when topic changes.

707 Seminar: [Term Subject] (1–5R) R when topic changes.

708 Workshop: [Term Subject] (1–16R) R when topic changes.

709 Practicum: [Term Subject] (1–16R) R when topic changes.

710 Experimental Course: [Term Subject] (1–5R) R when topic changes.

SCHOOL PSYCHOLOGY COURSES (SPSY)

198 Workshop: [Term Subject] (1–2R)

200 Innovative Education: [Term Subject] (1–3R)

400 Innovative Education: [Term Subject] (1–3R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R)

408/508 Workshop: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–21R)

410/510 Experimental Course: [Term Subject] (1–5R)

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R)

608 Workshop: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

626 Final Supervised Field Experience (1–15R) P/N only. Limited to students in school psychology program for basic certification endorsement. Prereq: instructor's consent.

661 Principles and Practices in School Psychology (4) Theory, role, and function of school psychology in its relation to learning and the school setting. Primarily for graduate students in school psychology.

671 Behavioral Assessment (4) Principles, techniques, and conceptual and practical issues involved in behavioral assessment; applied aspects include data gathering and interpretation as well as report writing.

672, 673 Psychoeducational Assessment I,II (4,4S) Covers major approaches and techniques for individual assessment of learning aptitude for students across the range of handicapping conditions. Applied aspects include administration, scoring, and interpreting intelligence tests as well as report writing.

674 Educational Assessment (4) Methods of educational assessment designed to develop and evaluate instructional interventions; topics include systematic observations, curriculum-based assessment, and teacher interviews.

680 Consultation in Organizational Development (3) Theory and techniques of organizational development. Training, data feedback, confrontation, consultation. Designed to improve the capacity to solve problems in school settings.

681 Instructional Consultation (4) Theory and practice in consultation in school settings with emphasis on instructional issues in regular and special education classrooms; students complete case studies in schools.

682 Behavioral Consultation (3) Use of behavioral-change strategies and the delivery of these services via a consultation model. Students conduct behavioral consultation with school personnel. Prereq: knowledge of the principles of applied behavior analysis.

704 Internship: [Term Subject] (1–15R)

706 Special Problems (1–16R)

708 Special Topics: [Term Subject] (1–16R)

709 Practicum: [Term Subject] (1–16R)

SPECIAL EDUCATION AND REHABILITATION COURSES (SPER)

198 Workshop: [Term Subject] (1–2R) R when topic changes.

406 Special Problems (1–21R) R when topic changes.

408/508 Workshop: [Term Subject] (1–21R) R when topic changes.

409 Practicum: [Term Subject] (1–15R) Recent topics are Adult Services, Developmental Disabilities, Experience with Young Children with Handicaps, Severely Handicapped Students.

503 Thesis (1–9R) P/N only

601 Research (1–6R) P/N only. A current topic is Research with Infants, Toddlers, and Pre-schoolers Who Are at Risk and Handicapped.

602 Supervised College Teaching (1–9R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R) R when topic changes.

606 Field Studies (1–6R)

607 Seminar: [Term Subject] (1–5R) Recent topics are Assessment and Evaluation of Infants and Young Children, Counseling Exceptional Youth, Developmental Curricula for At-Risk and Handicapped Young Children, Facilitating Mainstreaming, Grant Writing and Management, Independent Social Skills, Interdisciplinary Approach to Intervention with At-Risk and Handicapped Infants, Proseminar, and Transdisciplinary Approaches. R when topic changes.

608 Workshop: [Term Subject] (1–10R) R when topic changes.

609 Practicum: [Term Subject] (1–16R) Current topics are Adult Services, College Teaching, Experience with Young Children with Handicaps, Developmental Disabilities, Research, Severely Handicapped Students, Supervision, Supervision of Teachers of Students with Severe Handicaps.

610 Experimental Course: [Term Subject] (1–5R) R when topic changes.

662 Advanced Psychology of Disability (3) Overview of special education and disability-studies issues; social construction of disability, personal and family experiences and perspectives; service systems that support individuals with disabilities.

666 Qualitative Research in Disability Studies (3) Focuses on applying qualitative research methods to special education and disability studies.

667 Research Design in Special Education (3) Basic strategies used in applied special education research. Emphasis on critically analyzing research reports as consumers and on designing, conducting, and reporting research.

668 Advanced Methods in Single-Subject Research (3) Covers general methodological concerns regarding the use of single-subject designs. Provides information on the implementation and evaluation of specific design strategies. Prereq: SPER 667.

675 Law, Policy, and Bureaucracy in Special Education and Rehabilitation Services (3) Provides information and develops strategies to advocate for improved school and adult services through a better understanding of laws, policies, and bureaucratic processes.

685 Programming and Instruction for Students with Severe Disabilities I (3) Theory and implementation of behavioral technology for educating students with severe disabilities. Presents fundamental principles of behavior and specific strategies for applying the principles to instruction.

686 Programming and Instruction for Students with Severe Disabilities II (3) Focuses on providing the skills to use instructional and assessment procedures to manage complex problem behaviors. Prereq: SPER 685 or instructor's consent.

687 Programming and Instruction for Students with Severe Disabilities III (3) Focuses on providing the most advanced information available on instructional and behavioral support procedures for students who present difficult challenges. Prereq: SPER 685, 686 or instructor's consent.

690 Linked System Approach to Early Intervention (3) Conceptual underpinnings and practical application of an approach to early intervention that links assessment, intervention, and evaluation within which activity-based intervention is discussed.

691 Assessment and Curriculum in Early Intervention (3) Presents a range of assessment and curricular materials used in early intervention programs and provides methods for evaluating these materials.

692 Family Involvement in Early Intervention (3) Presents a family-guided approach to early intervention; covers procedures for family assessment, intervention, and evaluation. Addresses adult communication and management strategies.

693 Planning and Quality Assurance Systems in Rehabilitation Services (3) Presents the development of accomplishment-based organizational structures, management and information systems, and quality-assurance systems for agencies involved in transition from school to adult services.

694 Employment Services (3) Vocational habilitation of adolescents and adults with severe handicaps. Developing, training, and supporting employment options. The current status of vocational services. Supported employment alternatives.

695 Residential Support Issues (3) Provides an introduction to residential services in the United States and the specific skills needed to operate, evaluate, and manage exemplary support systems.

696 Management of Nonprofit Organizations in Rehabilitation Services (3) Emphasis on the organization and management of community organizations; includes discussions of theory and issues related to managing nonprofit organizations.

697 Curriculum Planning for Students with Severe Disabilities I (3) Programming and curricula, family- and community-referenced assessment, collaborative individual-education-plan development; design, development, and modification of curriculum in communication, social behavior, motor-mobility, and sexuality.

698 Curriculum Planning for Students with Severe Disabilities II (3) Focuses on the design of curriculum and programs for very complicated learners and the adaptation of regular curriculum content for learners with severe disabilities.

699 Classroom Management and Program Improvement (3) Noninstructional aspects of teacher responsibilities for severely disabled students. Topics include working with colleagues and classroom staff members, relating to families, program improvement, staff development, innovations.

706 Special Problems (1–6R) R when topic changes.

707 Seminar: [Term Subject] (1–5R) R when topic changes.

708 Workshop: [Term Subject] (1–6R) R when topic changes.

709 Practicum: [Term Subject] (1–16R) R when topic changes.

TEACHER EDUCATION

170J Education Building
Telephone (503) 346-3404
Judith K. Grosenick, Associate Dean

CURRICULUM AND INSTRUCTION FACULTY

Lynne Anderson-Inman, associate professor (secondary reading). B.A., 1970, Wisconsin, Madison; M.S., 1974, Wisconsin, Oshkosh; Ph.D., 1978, Oregon. (1982)

Juliet "Jill" Baxter, assistant professor (instruction and cognition, mathematics education). B.A., 1975, Stanford; M.A., 1977, Minnesota; Ph.D., 1987, Stanford. (1989)

Barbara Blackwell, assistant professor; coordinator, summer enrichment program. S.B., 1964, Illinois; M.S., 1972, J.D., 1975, Oregon. (1986)

C. A. Bowers, professor (philosophy of education). B.S., 1958, Portand State; Ph.D., 1962, California, Berkeley. (1967)

Lory Britain, instructor. B.A., 1972, Sonoma State; M.A., 1986, Oregon. (1986)

Christine Chaille, associate professor (early childhood, developmental psychology). B.A., 1971, California, Berkeley; M.S., 1973, San Francisco State; Ph.D., 1977, California, Los Angeles. (1980)

LeoNora Cohen, assistant professor; codirector, talented and gifted. B.A., 1966, M.Ed., 1967, Oregon; Ed.D., 1984, Temple. (1985)

Gary W. Ferrington, senior instructor (instructional technology); coordinator, instructional systems technology. B.S., 1964, Portland State; M.S., 1967, Southern California. (1967)

Lawrence Flick, assistant professor (science education, mathematics, computers). B.S., 1968, Purdue; M.A., 1973, Northwestern; Ph.D., 1985, Indiana. (1985)

David Flinders, assistant professor (design and evaluation of educational programs). B.A., 1978, Utah; M.A., 1981, Ph.D., 1986, Stanford. (1986)

Meredith "Mark" Gall, professor (instructional development, teacher education); director, graduate studies. B.A., 1963, M.Ed., 1963, Harvard; Ph.D., 1968, California, Berkeley. (1975)

Judith K. Grosenick, professor (behavior disorders). B.S., 1964, Wisconsin, Oshkosh; M.S., 1966, Ph.D., 1968, Kansas. (1984)

Ray E. Hull, professor (science education, supervision). B.S., 1958, M.S., 1962, Oregon State; D.Ed., 1969, Oregon. (1970)

Robert T. Jiménez, assistant professor (reading, bilingual education). B.A., 1978, University of the Americas, Mexico; M.Ed., 1986, Ph.D., 1991, Illinois. (1990)

Janice A. Jipson, assistant professor (early childhood development and curriculum). B.S., 1967, M.S., 1969, Ph.D., 1974, Wisconsin, Madison. (1987)

Barbara Kiefer, assistant professor (children's literature and language arts); coordinator, reading endorsement. B.A., 1966, M.Ed., 1978, Westminster College; Ph.D., 1982, Ohio State. (1988)

William E. Lamon, associate professor (mathematics). B.S., 1964, San Francisco; M.S., 1965, California State; Ph.D., 1968, California, Berkeley. (1972)

David G. Moursund, professor (computers in education). B.A., 1958, Oregon; M.S., 1960, Ph.D., 1963, Wisconsin, Madison. (1967)

Dennis Pataniczek, associate professor (group process, middle school education, curriculum); director, student support services. B.A., 1969, Michigan State; M.A., 1974, California, Santa Barbara; Ph.D., 1978, Michigan State. (1979)

Robert Proudfoot, assistant professor (multicultural education, curriculum). B.A., 1968, Fairfield; M.S., 1980, Ph.D., 1984, Oregon State. (1985)

Robert A. Sylwester, professor (elementary science education, elementary curriculum). B.S., 1949, Concordia Teachers; M.Ed., 1953, D.Ed., 1961, Oregon. (1968)

Nadia Telsey, instructor; adviser, ESCAPE. B.S., 1969, Barnard; M.S., 1981, Bank Street College of Education. (1990)

Sandra Wilde, assistant professor (reading and language arts). B.A., 1968, Carleton; M.A.T., 1973, New Hampshire; M.Ed., 1977, Toronto; Ph.D., 1986, Arizona. (1990)

Harry F. Wolcott, professor (education and anthropology). B.S., 1951, California, Berkeley; M.A., 1959, San Francisco State; Ph.D., 1964, Stanford. (1964)

Adjunct

Marjorie DeBuse, adjunct assistant professor; co-director, talented and gifted. B.A., 1974, Reed; M.A., 1982, Ph.D., 1990, Oregon. (1981)

Sharon Yoder, adjunct assistant professor (computers in education); information resource manager. B.A., 1964, Wooster; M.A.T., 1965, Oberlin; Ph.D., 1983, Akron. (1988)

Emeriti

Keith A. Acheson, professor emeritus (program development, supervision). B.S., 1948, M.S., 1951, Lewis and Clark; Ed.D., 1964, Stanford. (1967)

Edna P. DeHaven, professor emerita (elementary reading and language arts). B.S., 1951, Oregon College of Education; M.Ed., 1962, Ph.D., 1969, Oregon. (1969)

William H. Harris, associate professor emeritus (social studies, inquiry, teaching strategies). B.A., 1949, Willamette; B.S., 1951, M.S., 1953, Eastern Oregon; D.Ed., 1967, Oregon. (1969)

Arthur C. Hearn, professor emeritus (secondary schools principalship, student activities). A.B., 1934, M.A., 1937, Ed.D., 1949, Stanford. (1950)

Vernice T. Nye, professor emerita (elementary language arts, social studies, early childhood). B.S., 1944, North Alabama; M.A., 1948, George Peabody. (1956)

Ione F. Pierron, associate professor emerita of librarianship. B.A., 1936, Puget Sound; M.A., 1955, Minnesota; M.S., 1960, Oregon. (1948)

Mildred C. Robeck, professor emerita (elementary reading, early childhood, child development). B.A., 1951, M.Ed., 1954, Ph.D.,1958, Washington (Seattle). (1967)

Oscar F. Schaaf, professor emeritus (secondary mathematics). B.A., 1942, Wichita State; M.A., 1946, Chicago; Ph.D., 1954, Ohio State. (1954)

Clarence W. Schminke, professor emeritus (elementary). B.A., 1950, M.A., 1954, Iowa State Teachers; Ph.D., 1960, Iowa. (1960)

Guy Shellenbarger, professor emeritus (supervision, secondary education). B.S., 1936, M.Ed., 1953, Oregon. (1965)

Nonda P. Stone, senior instructor emerita (special education). B.S., 1945, Oregon College of Education; M.Ed., 1955, D.Ed., 1972, Oregon. (1965)

John E. Suttle, professor emeritus (curriculum, supervision). B.S., 1948, Texas; M.Ed., 1952, Colorado; Ed.D., 1960, Texas. (1959)

Ruth Waugh, professor emerita (special education, mildly handicapped). B.S., 1957, Southern Oregon State; M.S., 1963, Ph.D., 1971, Oregon. (1963)

Calvin J. Zigler, professor emeritus (continuing education). B.A., 1954, M.A., 1955, Denver; D.Ed., 1972, Oregon. (1968)

EDUCATIONAL PSYCHOLOGY FACULTY

Henry F. Dizney, professor (measurement and research, educational evaluation). B.S., 1954, Southeast Missouri State; M.Ed., 1955, Wayne State; Ph.D., 1959, Iowa. (1967)

Lloyd L. Lovell, professor (human development, giftedness, philosophy of science). B.A., 1947, Lawrence; M.S., 1951, Minnesota at Minneapolis-St. Paul; Ph.D., 1955, Cornell. (1959)

Arthur Mittman, professor (measurement and research, psychometrics). B.A., 1947, M.S., 1950, Ph.D., 1958, Iowa. (1963)

Richard J. Rankin, professor (psychometrics. learning and motivation, human development); coordinator, educational psychology. B.A., 1953, M.A., 1954, Ph.D., 1957, California, Berkeley. (1966)

Participating

Wesley C. Becker, school psychology

Richard D. Freund, counseling psychology

Meredith "Mark" Gall, curriculum and instruction

Gerald D. Kranzler, counseling psychology

Richard A. Schmuck, educational policy and management

Bruce E. Wampold, counseling psychology

SPECIAL EDUCATION FACULTY

Barbara D. Bateman, professor (special education law). B.S., 1954, Washington (Seattle); M.A., 1958, San Francisco State; Ph.D., 1962, Illinois; J.D., 1976, Oregon. (1966)

Michael R. Benz, senior research associate (mental retardation, gerontology). B.S., 1974, California Lutheran; M.A., 1980, Chapman; Ph.D., 1983, Oregon. (1980)

Douglas Carnine, professor (instructional design, technology, school change). B.S., 1969, Illinois; Ph.D., 1974, Utah. (1970)

Siegfried E. Engelmann, professor (teaching low-performing learners, instructional design, supervision). B.A., 1955, Illinois. (1970)

V. Knute Espeseth, associate professor (student services, standard handicapped learner endorsement, physically handicapped). B.S., 1955, North Dakota State Teachers; M.S., 1961, North Dakota; Ph.D., 1965, Wisconsin, Madison. (1964)

Russell M. Gersten, associate professor (instructional research, staff development, program evaluation). B.A., 1967, Brandeis; Ph.D., 1978, Oregon. (1977)

Mary Gleason, assistant professor (teacher training, supervision); coordinator, handicapped learner endorsement. B.S., 1973, Minnesota; M.Ed., 1980, Ph.D., 1985, Oregon. (1983)

Andrew S. Halpern, professor (mental retardation, functional assessment, independent living); coordinator, secondary special education in mild disabilities. B.A., 1961, Carleton; M.A., 1963, Yale; Ph.D., 1966, Wisconsin, Madison. (1970)

Cynthia M. Herr, assistant professor (learning disabilities, secondary and postsecondary education, special education law). B.A., 1972, Gettysburg; M.A., 1973, Ph.D., 1979, Oregon. (1985)

Edward J. Kameenui, associate professor (learning disabilities, instructional design); coordinator, special education. B.A., 1970, Pacific; M.S., 1977, Ph.D., 1980, Oregon. (1988)

George Sheperd, professor (talented and gifted, mental retardation). B.S., 1955, M.A., 1958, Colorado State; Ed.D., 1965, Illinois. (1965)

George Sugai, associate professor (behavior disorders, behavior management). B.A., 1973, California, Santa Barbara; M.Ed., 1974, Ph.D., 1980, Washington (Seattle). (1984)

Gerald Tindal, associate professor (consultation, assessment program evaluation, applied behavior analysis). B.A., 1975, Ph.D., 1982, Minnesota. (1984)

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

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

OPPORTUNITIES IN TEACHER EDUCATION FOR UNDERGRADUATES

While undergraduate majors in education are not offered at the University of Oregon, undergraduates can explore teaching as a possible career and become informed about the choices and opportunities available to them. Peer advisers from the College of Education sponsor informational workshops each term that offer an overview of one or more of the programs available at the university. Information about these workshops is posted in the College of Education and in the university's Office of Academic Advising and Student Services, 164 Oregon Hall.

Students who plan to apply to graduate-level teacher certification programs at the University of Oregon should familiarize themselves with the admission requirements of the programs that interest them so that they can plan their undergraduate programs to maximize academics and experiences applicable to the graduate programs. Advisers in the College of Education's Office of Student Support Services, 117 Education Building, meet with students who want more information about possible majors and minors, courses that might be appropriate in preparation for program admission, practicum experiences, and admission requirements and procedures.

Students should choose academic majors and minors that provide a rich background and knowledge base for teaching. Majors and minors in the College of Arts and Sciences and in the professional schools are appropriate as long as the academic work is suited to the student's chosen subject matter and grade level. Students should select undergraduate course work that addresses the interrelated themes of individual and cultural diversity; language and thought; and technology, innovation, and change. It is also recommended that prospective applicants gain experience with children or adolescents. Through the university's ESCAPE Field Studies Program, located in M111 Erb Memorial Union, students earn university credit while getting supervised experience.

Instructional Systems Technology

Undergraduate students may want to take courses in this area in preparation for the graduate-level program.

Design and Production of Audiovisual Media. Course work complements study in telecommunication and film, business, marketing, communications, leisure studies, and other fields in which effective informational and instructional presentations are required. Emphasis is on developing media-message design and production skills.

Computers and Learning. The study of computers and learning focuses on how to select, evaluate, and use interactive software in educational settings. Students learn how to use the computer as a tool for instruction and management of learning systems.

Course work in either area must be planned and developed in consultation with the director of the instructional systems technology program; telephone (503) 346-3468.

Minor in Special Education

The Special Education Area in the Division of Teacher Education offers an undergraduate minor for students who plan to pursue a career in elementary, secondary, or special education; want to work with handicapped individuals in nonschool settings; or seek knowledge about people with special needs.

Application and Admission

Before applying to the minor program, students must complete Introduction to Exceptionalities (SPED 430). Next they must submit a completed application, available in 275 Education Building, with current transcripts verifying a 2.75 grade point average (GPA).

Students are notified in writing whether they have been accepted into the minor program.

Enrollment is limited. If additional students cannot be accommodated, admission may be suspended until openings are available. Because the area's first obligation is to graduate students, it cannot guarantee course availability. Students pursuing the special education minor are only enrolled if space is available in the program's courses after students in the graduate-level special education program have registered.

Program of Study

The minor requires completion of 24 credits in special education or approved electives and consists of a core of required courses and electives related to one of two options—a general option or a teaching option. Besides SPED 430, core courses include Fundamentals of Educational Psychology I (EPSY 212), Psychology of the Exceptional Individual (SPED 411), and practicum experience (SPED 409). Eleven credits in approved electives supplement the 13-credit core curriculum.

Students interested in the teaching option are required to submit additional application materials and interview for available openings. Credits earned in the teaching option may be applied to requirements for an Oregon basic handicapped learner endorsement.

TEACHER CERTIFICATION AND ENDORSEMENT

The University of Oregon offers graduate-level teacher-certification programs in the following areas: elementary; secondary (with endorsements in language arts, speech and drama, social studies, integrated science, chemistry, physics, biology, basic and advanced mathematics, Spanish, French, Russian, German); and special education (with endorsements in handicapped learner, severely handicapped learner, and secondary handicapped learner). Reading and supervisor endorsements are also available. In addition, other UO departments and professional schools offer endorsements in art, music, health, physical education, and speech impaired.

All graduate teacher-certification programs provide one year of preparation in professional education. Students are immersed in concentrated study through courses and through field experiences in local public schools. Programs include closely supervised practical experiences designed to give prospective teachers the opportunity to practice their skills in supportive settings.

Admission and application requirements are described under each program.

To be recommended for basic certification, a student must: (1) achieve passing scores on the National Teacher Examination Test of Professional Knowledge or another Teacher Standards and Practices Commission (TSPC)-approved test of pedagogical knowledge, (2) successfully complete practica and student teaching as evaluated by cooperating local teachers and university supervisors, and (3) satisfactorily complete two work samples that reflect the ability to foster student learning.

Course work requirements for the standard certificate are also incorporated in the new programs. Advanced certification is awarded by the TSPC upon completion of three years of successful public-school teaching in Oregon.

ELEMENTARY-MIDDLE SCHOOL TEACHER EDUCATION

The graduate-level elementary-middle school certification program uses a reflective, inquiry-based, and practice-centered approach to teacher education. The program emphasizes integration on two levels: the integration of knowledge and experience throughout the teacher education program and the integration of content areas into the elementary curriculum.

Students enter the program with a strong knowledge base in the liberal arts and required experience. Courses and practica—integrated and delivered by teams of faculty members, public-school personnel, graduate students, and supervisors—build on this background. Beginning the program in the summer, students explore the psychological, social, and cultural foundations of education and take a variety of practica. During the ensuing academic year, students participate in an elementary school and its middle school. At the same time, they take courses modeled on an integrated elementary classroom. This combination of practica and course work focuses on curriculum and instruction and culminates in a term of all-day student teaching.

Application and Admission

In order to apply to the program, candidates must have background in specific areas. The College of Education's Office of Student Support Services, 117 Education Building, has a list of these areas and suggested courses in each area. Applicants must have a bachelor's degree from an accredited college or university with a major other than education and a second area of concentration (a recognized minor or its equivalent). Other requirements include:

1. A GPA of 3.00
2. Passing scores on all three sections (reading, mathematics, and writing) of the California Basic Educational Skills Test (CBEST) **or** passing scores on the core battery of the National Teachers Examination (NTE) general knowledge and communication skills tests
3. A letter of recommendation
4. A written autobiography
5. A questionnaire

Candidates meeting minimal requirements are interviewed. Enrollment restrictions make admission to the program highly selective. The admissions committee, composed of elementary-middle school faculty members, takes the composite qualifications of each candidate into consideration. Candidates from underrepresented groups (including ethnic minorities) are encouraged to apply and, if highly qualified, are given priority for admission.

Advising

The Division of Teacher Education maintains an advising office as part of the College of Education's Office of Student Support Services. Students interested in the elementary-middle school certification program may obtain information about program application, admission, and course of study from that office.

Program of Study

The four-term program of integrated course work and practica requires continuous study; no waivers or substitutions are possible. Key elements of both the content and the approach to the graduate-level teacher education experience include developing and integrating subject matter, selecting methods that enhance active engagement of children, understanding and using a diversity of instructional strategies, and critically reflecting on teaching and learning. By being intensively involved in an elementary school and a middle school and by having diverse experiences in these schools, students are exposed to many perspectives and have the opportunity to apply and critically reflect on the theory, research, and strategies presented in university courses.

SECONDARY TEACHER EDUCATION

The secondary teacher education program is designed to prepare students who want to teach in one or more subject areas at the junior high, middle, or senior high school levels. This four-term (eleven-month) program consists of course work and supervised field experience that culminate in an Oregon basic teaching certificate. Eighteen additional credits are needed for a master's degree in curriculum and instruction with an emphasis in secondary education. Endorsements available through the Division of Teacher Education are described in the introductory paragraphs of this section of the general bulletin.

Application and Admission

Admission to the secondary teacher education program is selective. All candidates who apply for admission must meet the following admission criteria:

1. A bachelor's degree from a regionally accredited college or university
2. A major or other academic preparation in the subject area or areas for which endorsement is sought
3. A minor or equivalent in a subject outside the major area

4. A cumulative 3.00 GPA in all college work
5. An overall passing score on the California Basic Educational Skills Test (CBEST)
6. A score on the National Teacher Examination (NTE) Specialty Area Test in the subject area or areas for which endorsement is wanted
7. A minimum of ninety hours of experience working with adolescents in an educational setting

In addition to meeting the above criteria, candidates are expected to provide:

1. Evidence of skill in oral and written communication
2. Satisfactory response to Teacher Standards and Practices Commission (TSPC) questions concerning character and court convictions
3. Letters of recommendation attesting to academic background and experience with adolescents
4. An autobiography
5. Evidence of competency in the use of microcomputers

Applications and additional information about the admission process and criteria are available in the Office of Student Support Services, 117 Education Building.

Advising

The Division of Teacher Education maintains an advising office as part of the College of Education's Office of Student Support Services, where students may obtain information about all teacher-preparation programs within the division. Each school or department in the university that offers a program appropriate to a secondary subject-matter endorsement has a faculty endorsement adviser for prospective teachers. Students interested in becoming secondary school teachers may obtain a list of endorsement advisers from the Office of Student Support Services. Undergraduate students are urged to contact both the Division of Teacher Education and the endorsement adviser as soon as they think about becoming teachers. Postbaccalaureate students should request information about subject-area endorsements from the Office of Student Support Services. They may also find it helpful to confer with subject-area endorsement advisers.

Program of Study

The secondary teacher education program requires four terms of sequential, full-time study and supervised field experience. Students admitted into the program begin in fall term. During the fall and winter terms, students spend approximately half of their time taking courses on the university campus and the other half gaining supervised field experience in local public schools. Course work emphasizes general classroom strategies and management, subject-specific methods of instruction, and the school as a social institution. During the fall term, students are placed for a supervised field experience in a middle school, where they teach a limited number of students and become familiar with the school's organization and services.

During the winter term, students move to a senior high school and gradually accept increasing instructional responsibility for at least one class. There they complete the first of two work samples required for certification by the Oregon Teacher Standards and Practices Commission.

In the spring term, students are assigned to a public school. Students preparing primarily for teaching positions in the senior high school remain in the winter-term placement; students focusing on middle school teaching are reassigned to a middle school. Students gradually assume responsibility for three periods of instruction and assist in at least one additional class. During all three terms, supervised field experience is accompanied by a concurrent seminar.

Following the academic year's fall, winter, and spring terms, students return to campus during the summer session for six weeks to complete additional courses required for certification. These courses emphasize advanced strategies of instruction, individual diversity, child and substance abuse, and continuing professional development.

The University of Oregon recommends for Oregon basic teaching certification (endorsed for the appropriate subject specialty) students who have:

1. Satisfactorily completed all course work and supervised field experience, including the required work samples
2. Been certified as competent by both their public-school cooperating teacher and their university supervisor
3. Passed the National Teacher Examination (NTE) tests of professional knowledge.

An endorsement may be added to an existing certificate by receiving a passing score on the appropriate NTE specialty-area test any time after the initial teaching certificate is awarded.

HANDICAPPED LEARNER ENDORSEMENT

The handicapped learner endorsement program prepares and certifies teachers to work with school-age, mildly handicapped children (K–12) in several settings—regular classroom, special education resources, and self-contained classroom. The program can be completed by full- or part-time students fall through spring terms or during a succession of summer sessions. A theory of noncategorical systematic instruction (direct instruction) is the foundation of this program. Students also acquire skills and knowledge in other areas such as applied behavioral analysis, learning strategies, cooperative learning, and social skills training. Students may add the handicapped learner endorsement to an existing teaching credential, or they may complete this endorsement program to earn a teaching credential only in special education.

Application and Admission

The application packet must contain:

1. Complete official undergraduate and graduate transcripts indicating successful completion of a bachelor's degree from an accredited college or university and a minimum GPA of 3.00 for the last 60 credits
2. Four letters of recommendation outlining previous work experience or ability to undertake graduate-level course work
3. A statement of personal goals, indicating the applicant's interest in special education for the mildly handicapped, that is clearly written and adequately represents the candidate's goals and plans
4. A description of experiences with individuals who require special services that demonstrates background and interest in working with handicapped individuals
5. A completed special education application form
6. A completed University of Oregon application form
7. California Basic Educational Skills Test (CBEST) score verification card
8. Course prerequisite checklist sheet

Application packets are due no later than the third week of the term prior to the term for which admission is requested. Students may begin the program in the fall or winter terms or during summer session. Applicants are strongly encouraged to apply well in advance of stated deadlines.

More information about requirements and admission procedures may be obtained from the Special Education Area office, 275 Education Building, or from peer advisers in the Office of Student Support Services, 117 Education Building.

Advising

Potential students may get initial information from the peer advisers in the College of Education's Office of Student Support Services. For more assistance, students may consult endorsement advisers in the Special Education Area during their office hours.

Program of Study

The endorsement curriculum is built around three terms of practica. Three preparatory methods courses must be taken concurrently or prior to the practica. These courses are introductions to systematic instruction in mathematics, reading, and language arts. They cover assessment, program planning, instructional delivery, practice procedures, program implementation, data collection, and program evaluation. In addition to the methods courses and practica, students complete six courses related to providing special education services for mildly handicapped students. Upon completion of the program, students are required to pass two NTE examinations: the special education specialty examination and the test of professional knowledge.

SECONDARY HANDICAPPED LEARNER ENDORSEMENT

The secondary handicapped learner endorsement program prepares teachers to work in secondary and postsecondary settings serving individuals with mild disabilities. Students who complete the program earn an Oregon K–12 handicapped learner endorsement. Through a combination of courses and extensive practica in public schools, students develop knowledge and skills in the following areas: assessment of students with mild disabilities, methods of instruction, behavior and classroom manage-

ment, administration and service coordination, program planning and evaluation, transition to community and work life, and education and legal foundations.

Application and Admission

Students interested in applying for admission to the secondary handicapped learner endorsement program must meet the following minimum requirements:

1. A bachelor of arts or bachelor of science degree from an accredited university
2. An undergraduate GPA of 3.00 for the last 60 credits
3. Favorable recommendations from three professional people that specify previous work experience or ability to handle graduate-level course work
4. A clearly written personal statement indicating an interest in secondary or postsecondary special education for students with mild disabilities
5. A passing score on the California Basic Educational Skills Test (CBEST)

Applicants who meet these minimum criteria are considered for admission to this competitive program. Beginning in April, applications for summer session and fall term are reviewed monthly by the selection committee until all openings are filled. The committee considers grade point average, length and type of experience, appropriateness of goal statement, and letters of recommendation. Applications for summer admission are not accepted after May 15; applications for fall admission are not accepted after August 1.

Application materials may be obtained from the secondary special education office, 175 Education Building.

Advising

All students accepted into the secondary handicapped learner endorsement program are assigned to a certification program adviser who helps the student plan a certification program.

Program of Study

The secondary handicapped learner endorsement program consists of 47 credits of graduate-level course work whose major emphasis is on secondary special education methods and practica. Of the 47 credits, slightly more than one-third are devoted to clinical experiences designed to give practice in teaching students with mild disabilities. The other credits are devoted to academic studies that provide a sound knowledge base for the practicum activities.

STANDARD TEACHER CERTIFICATION

The university continues to offer advanced preparation leading to Oregon standard certification for teachers who hold basic credentials and must obtain standard teaching certificates. Candidates are recommended for standard teaching credentials upon satisfactory completion of program requirements in advanced subject-matter preparation and professional education. To ensure adequate preparation, a planned program for standard certification must be prepared in consultation with endorsement advisers in the subject-matter department and the Division of Teacher Education.

Program planning forms should be obtained and filed in the Office of Student Support Services before beginning the required work. This office refers students to endorsement advisers.

Students seeking standard teaching credentials may be interested in working toward a master's degree while completing the advanced certification program. Completion of work required for a master's degree does not satisfy requirements for either the standard teaching certificate or endorsement, unless the degree work also includes the required preparation in subject areas and professional education.

READING ENDORSEMENT

The division offers a reading endorsement program that may be added to either elementary or secondary basic teaching credentials. Teachers holding reading endorsements diagnose and treat reading problems in individual students, advise classroom teachers of reading instruction, and help school staff members design, coordinate, and improve reading programs. A reading endorsement is valid for teaching in the preprimary through twelfth grades.

Interested students should inquire at the Office of Student Support Services, 117 Education Building, for information about requirements and admission procedures and for referral to a reading endorsement adviser.

PERSONNEL SERVICE CERTIFICATION WITH SCHOOL SUPERVISOR ENDORSEMENT

This graduate-level program leads to Oregon basic or standard certification as a personnel service specialist with the school supervisor endorsement. Interested students should inquire at the Office of Student Support Services, 117 Education Building, for information about specific requirements and admission procedures.

WAIVER OF ENDORSEMENT OR CERTIFICATION REQUIREMENTS

Students in teacher education programs may have previous course work or experience that they believe could substitute for one or more university program requirements. Petition forms to waive requirements are available at the Office of Student Support Services. Supporting evidence is required in each case (e.g., transcripts of college or university work or verification of employment from a supervisor), as is recommendation by the appropriate endorsement adviser or faculty member responsible for instruction in the University of Oregon program. Approval of a waiver request does not substitute for credits needed to complete a degree and is not recorded on the transcript.

GRADUATE DEGREE PROGRAMS IN CURRICULUM AND INSTRUCTION

Graduate programs in the Division of Teacher Education for the preparation of teachers, supervisors, and other educational specialists lead to the master of arts (M.A.), master of science (M.S.), master of education (M.Ed.), doctor of philosophy (Ph.D.), and doctor of education (D.Ed.) degrees. See also the section on Graduate Degree Programs in Special Education following this section.

Areas of emphasis in curriculum and instruction at the master's degree level include early childhood education; elementary education; secondary education; curriculum, culture, and communication; curriculum and instructional leadership; instructional systems technology (IST)—computers in education, instructional systems design, instructional product development, and IST general program; reading and language arts; talented and gifted; and the field-based master's program.

Doctoral students pursue individually designed programs in which they plan areas of emphasis with their advisers.

General Information: Master's Degree Programs in Curriculum and Instruction

Application and Admission

To be considered for admission, a prospective student must submit a Graduate Admission Application, curriculum vita, statement of professional goals, transcripts, and recommendations. Application deadlines are June 1 for summer-session admission, August 1 for fall-term admission, December 1 for winter-term admission, and March 1 for spring-term admission. Area faculty members evaluate applicants after each filing deadline, and advisers are assigned to newly admitted students.

Students who have been admitted previously to the Graduate School at the University of Oregon must use a special form, Request for Permission to Register in the Graduate School, in place of the Graduate Admission Application.

Program Planning

See the **Graduate School** section of this bulletin for general university admission requirements for advanced degree work.

For the master's degree, a planned program of at least 45 credits with a thesis, or 48 credits without a thesis, is required. All work applicable to a program must be completed within seven years. Of the 45 or 48 credits, 30 must be in education.

By careful planning, it is possible to complete a program of graduate study that meets requirements for Oregon standard teacher certification and for a master's degree. However, completion of a master's degree program does not satisfy requirements for a standard certificate unless the certification requirements are included as part of the degree program.

Students interested in one of the master's degree programs or graduate study for advanced certification should write to the Office of Student Support Services, College of Education, University of Oregon, Eugene OR 97403.

Early Childhood Education. The master's degree specialization in early childhood education is for students interested primarily in the education of preschool children as well as for public-school teachers who want more training in working with young children (kindergarten through second grade). Each graduate program is individually planned with an adviser to meet the professional goals of the student and the requirements of the Division of Teacher Education. Study usually includes courses in developmental theory, research, and curriculum development. Supervised practicum experiences

are encouraged at the Early Childhood Center, the laboratory preschool for the Division of Teacher Education, or in public-school primary classrooms.

Curriculum, Culture, and Communication. Students admitted to this specialization study the social contexts of curriculum design, the transmission and acquisition of culture, and the development of communication strategies for effective classroom teaching. Studies focus on educational problems ranging from subject-specific program design to the broad formulation of policy and its influence on the direction, form, content, and consequences of educational practices.

Predicated on the ideals of thorough, rigorous, and imaginative inquiry, this specialization aims to give students a critical understanding of theories of knowledge, intelligence, ethics, learning, social stability, and equality and their application to educational practice.

Another purpose is to foster cultural diversity and help students recognize multiple forms of excellence in education. Finally, this specialization is aimed at lending greater sophistication to the current discourse on educational reform and school improvement.

Elementary Education. The division offers programs of advanced study leading to either standard elementary teacher certification or advanced degrees in curriculum and instruction with a specialty in elementary education or both.

Graduate programs in the field of elementary education are designed to provide continued study opportunities for professionals in the field. With the cooperation of other academic disciplines in the university, these programs prepare elementary school teachers, supervisors, and college teachers in the field of elementary education as well as other specialists with responsibilities for the education of elementary school-age children.

The Division of Teacher Education also offers a master of education (M.Ed.) in elementary education to students completing the graduate elementary teacher certification program. By completing at least 18 additional credits of course work beyond the fifth-year program, students may earn the M.Ed.

Secondary Education. The division offers programs of advanced study leading either to Oregon standard secondary teacher certification or to advanced degrees in curriculum and instruction with a specialty in secondary education or both. The master's degree with a specialty in secondary education is designed to provide students with theoretical and applied knowledge appropriate to their individual professional goals and interests.

Instruction is directed toward developing advanced knowledge and understanding in curriculum, teaching strategies, and foundations of education. Each student is encouraged to pursue a second study area, outside the division, that is appropriate to the student's needs.

It is anticipated that students entering this program are experienced teachers seeking either to develop advanced skills as classroom teachers or to develop special skills and knowledge appropriate to a redefined professional role or both. Students completing the master's degree with a specialization in the secondary education program may be qualified for such positions as curriculum specialist, department chair, or coordinator.

The Division of Teacher Education also offers a master of education (M.Ed.) in secondary education to students completing the graduate-level secondary teacher certification program. By completing an additional 18 credits of course work beyond the fifth-year program, students may earn the M.Ed. These 18 credits include required and elective courses and a final written project that reflects the program's goals and the student's experiences as a beginning teacher. Required course work emphasizes research on teaching and learning as well as contemporary issues in middle and senior high school education.

Elective courses provide opportunities for students to study in subject-matter areas or in specialty or general areas of curriculum and instruction.

Curriculum and Instructional Leadership. The master's degree program with a specialty in curriculum and instructional leadership provides continued opportunities for professional personnel in the field. Graduates of this program may hold positions as supervisors and curriculum consultants or may go on to the doctoral degree. Also offered is a program that leads to an Oregon personnel service certificate with the school supervisor endorsement. Programs of study emphasize theory, research, and skill development. Observation and field experiences are available in the public schools.

Instructional Systems Technology (IST). This broad professional field encompasses many disciplines and appeals to students with varied interests and academic preparation.

The program trains instructional specialists who work in traditional public schools or colleges or in the emerging field of training and development. Students may apply for study in one of the following areas:

Computers in Education: Teaching and Leadership provides balanced study in computer science, computers in education, and curriculum and instruction. Emphasis is on integrating interactive technologies into the curriculum and using the computer as a tool for instruction and management. This is a leadership-oriented practitioner's program designed for classroom teachers, school computer representatives, educational media specialists, and district computer coordinators.

Instructional Systems Design prepares instructional designers and developers to work as specialists in education and training. Emphasis is on the systematic design of instructional programs, supporting instructional resources, logistics, management of instruction, formative field testing, and summative evaluation. Instructional systems development is applicable in public schools, colleges, distance education programs, business, industry, medicine, government, and other educational settings.

Instructional Product Development trains media-production specialists to work as members of a team in the design and development of educational and training products. Students develop competencies in instructional message design and the production of graphic, print, video, photographic, interactive video, audio, and computer-generated materials.

The IST General Program is designed for individuals who have limited experience in instructional systems technology but want to prepare for an entry-level position in that field. A specific course of study prepares media management specialists to work in education, business, and industry.

Reading and Language Arts. The division offers a master's degree program with a specialty in reading and language-arts instruction. Graduate-level reading and language-arts courses are offered in elementary and secondary reading instruction and in diagnosis and correction of reading disabilities. Programs often include (1) preparation of reading and language-arts consultants and supervisors at the elementary and secondary level, (2) specialization in reading and language arts for elementary or secondary teachers, and (3) preparation of specialists in the diagnosis and correction of extreme learning problems in reading.

Talented and Gifted. The division offers a master's degree program that emphasizes working with talented and gifted children. The program is designed for students who want to strengthen their knowledge of learner characteristics and needs as well as measurement and evaluation techniques. It is also intended to improve students' ability to implement curricula and programs for talented and gifted children.

Students who want to enroll in the program have the option of completing their degrees in curriculum and instruction or in special education. They must complete core requirements for the talented and gifted specialization and also meet other requirements in their chosen area.

Field-Centered Master's Program. This program in curriculum and instruction offers off-campus courses to fulfill degree requirements.

Individuals enrolled in the program complete the work for this master's degree with emphasis in secondary, elementary, or general education. The program is designed to increase teachers' effectiveness in the classroom through advanced course work and related activities while teaching. An individually designed program is planned with an assigned adviser to reflect the professional aims of each student. Course selection takes into account previous experience and course work but usually includes a study of instruction, fostering a student's personal growth, intellectual competence, and educational problem solving and innovation. Students spend one term, usually summer session, on the UO campus.

Doctoral Degree Programs

The Division of Teacher Education offers the doctor of education (D.Ed.) and doctor of philosophy (Ph.D.) degrees in curriculum and instruction. Both require the equivalent of at least three years (normally 135 to 155 credits) of full-time study beyond the bachelor's degree.

A minimum of three consecutive terms must be spent in residence. The student's planned academic and research program frequently re-

quires a longer consecutive period of on-campus residence.

Doctor of Education. The D.Ed. degree is granted in recognition of mastery of theory, practice, and research in professional education. It culminates in a dissertation that makes a significant contribution to professional knowledge or shows that the candidate can interpret effectively and disseminate knowledge.

The dissertation may take the form of the development and evaluation of a major curricular product or program that results from the student's studies and research. The D.Ed. degree in curriculum and instruction is best suited to people who want to work primarily as practitioners. Typically, practitioners work with classroom teachers as district or state curriculum consultants and supervisors or as college and university professors teaching methods courses and supervising student teachers.

Doctor of Philosophy. The Ph.D. degree is granted to recognize mastery of knowledge in a specialized subject. It culminates in a dissertation that demonstrates original scholarship and an ability to advance professional knowledge significantly through research. The Ph.D. degree in curriculum and instruction is best suited to people who want to plan and supervise research in various settings, teach advanced and theoretical courses in curriculum and instruction, or administer research-oriented programs.

Application and Admission

The number of people admitted to doctoral programs is limited. Selection criteria include personal qualifications, academic background and scholarship, experience, purpose, and likelihood of placement.

Applications are considered each academic term by an admissions committee. It is the applicant's responsibility to see that the admission file is complete and ready for review by February 1 to be considered for admission spring term. A second review occurs May 15 and a third November 1. An applicant may call the College of Education's Office of Student Support Services at (503) 346-3527 for information about application procedures, admission requirements, and the status of an admission file.

Financial Assistance

An applicant for a graduate assistantship should request forms from the College of Education's Office of Student Support Services, 117 Education Building.

Announcement of the availability of specific graduate assistantships is usually made in the spring. Interested applicants should request additional information from the Division of Teacher Education, 170 Education Building.

Applicants interested in applying for fellowship awards offered by the university should request information and application forms from the Graduate School of the university. Loan applications are made through the university Office of Student Financial Aid.

Program Planning

Additional information about doctoral study, including adviser assignment, program planning, research requirements, transfer credits, residency requirements, comprehensive examinations, and dissertation committee, is available from the College of Education's Office of Student Support Services and the university Graduate School.

GRADUATE DEGREE PROGRAMS IN EDUCATIONAL PSYCHOLOGY

The educational psychology area in the Division of Teacher Education provides instruction in learning, motivation, measurement, research methods, and instructional psychology.

Programs are individually designed to complement the student's background and experience and to provide a program of study compatible with the student's professional goals.

Master's degrees usually take three or more terms in all programs. Doctoral degrees require a minimum of two years beyond a master's degree.

See the **Graduate School** section of this bulletin for advanced degree requirements.

Degrees Granted. Graduate studies in educational psychology lead to the M.A., M.S., M.Ed., Ph.D., or D.Ed. degree.

Admission. Admission to educational psychology programs requires admission to the Graduate School of the university and formal admission to the educational psychology area.

Admission is competitive, based on (1) Graduate Record Examinations (GRE) scores, (2) transcripts of undergraduate and graduate work, (3) letters of recommendation, (4) the student's own statement of intent and career goals, and (5) relevant work experience in education, psychology, research, and related fields.

Applications from minority group members are encouraged.

Applications for fall admission to the educational psychology programs are due March 15. Requests for more information about educational psychology programs and admission procedures should be addressed to Suzie Prichard, Admissions Secretary, Educational Psychology Area, College of Education, University of Oregon, Eugene OR 97403.

Programs of Study

Specialization in educational psychology is offered in (1) educational measurement, evaluation, and research and (2) general educational psychology.

All master's degrees require a minimum of 45 credits. In exceptional cases a series of comprehensive examinations may be substituted for the master's thesis.

All doctoral degrees require a minimum of 45 credits in the primary area and 30 credits in a supporting area as well as research, foundation, and thesis work. Fulfillment of degree requirements includes successful completion of a series of comprehensive examinations and the presentation of a dissertation or thesis.

Measurement, Evaluation, and Research. The measurement and research component of educational psychology covers techniques that help educators assess the extent to which new courses, methods, and learning experiences affect the end product of the schools. This component emphasizes systematic data-gathering procedures, measurement, statistical methodology, and evaluation. Special attention is given to the application of research design and statistical methods in measurement and the drawing of inferences about education and human development. Students examine the improvement of techniques and new methods for carrying out these tasks. Computers are available for use in these areas of study. A wide range of courses is offered in the use and applications of computers.

Students who want to pursue graduate study in this area are encouraged to acquire a broad base in education, because they must be conversant with the problems of all branches of the educational community. They are expected to pursue formal study in statistics, measurement, experimental design, and evaluation. A background in mathematics or an aptitude for quantitative thinking, or both, is desirable. Each student's course of study takes into account individual needs, interests, and previous training and experience.

Prospective students should see Bruce E. Wampold or Richard J. Rankin.

General Educational Psychology. The general educational psychology program trains college teachers and researchers specializing in educational psychology. The program stresses human learning and behavior. Instructional support comes from many university divisions or departments, especially teacher education, psychology, anthropology, sociology, and special education and rehabilitation.

Students who want to pursue graduate studies in this program should see Richard J. Rankin.

Financial Aid

Financial assistance for graduate students is limited. In the past, however, most students needing assistance have found part-time positions at the university or in community agencies.

Some graduate teaching fellowships (GTFs) are available. When positions are open, they are advertised through the College of Education and the Office of Affirmative Action and Equal Opportunity. Students showing the most potential for work in educational psychology are given priority. Also considered is the extent to which the work might benefit the student's program goals.

GRADUATE DEGREE PROGRAMS IN SPECIAL EDUCATION

The Division of Teacher Education offers special education programs in which students specialize in working with mildly handicapped (traditionally called mentally retarded, learning disabled, and emotionally disturbed) and talented and gifted pupils. Students interested in working with severely handicapped learners, early childhood (special education), or adult services should consult the **Special Education and Rehabilitation** section of this bulletin.

Undergraduates may begin taking special education electives in their bachelor's degree programs as part of a minor in special education.

Graduate study in special education may lead to a handicapped learner endorsement, master's degree, or doctoral degree. Graduate credits taken toward the handicapped learner endorsement can be applied toward the master's degree.

Master's Degree Programs

Application and Admission

Master's degree requirements and admission procedures are the same as for other divisions in the College of Education. Applicants should also complete the Special Education Area's application for admission and indicate the specific area and program to which they are applying; they may apply to more than one area. Specific details and admission forms are available in the College of Education's Office of Student Support Services, 117 Education Building.

Program Planning

All master's degree candidates in special education must complete a required set of courses covering the psychology of the exceptional individual, behavior management, instructional design, law and special education, and research and professional writing. In addition, each degree candidate must complete a master's degree project or thesis.

Master's Degree in Special Education. Students entering the general master's degree program in special education (mildly handicapped) are encouraged to identify and develop specific areas of interest in special education. Each student develops the definition of an emphasis area and a program of study in consultation with an adviser. Possible areas of emphasis include effective methods of teaching mathematics, reading, and language arts to mildly handicapped students; instructional design; resource consultancy; and behavior disorders.

Secondary Special Education Specialization. The secondary mildly handicapped program includes five broad areas of study: (1) course work to provide a foundation of knowledge in secondary and postsecondary education, (2) courses designed to develop specific skills in providing instruction to adolescents and adults with mild disabilities, (3) courses on program management in educational and vocational settings, (4) supervised field experiences, and (5) a master's degree project.

Resource Consultant Specialization. This program blends the content of various methods courses in assessment, instruction, and classroom management into an indirect-service delivery system. Experienced educators learn to work with general classroom teachers to solve students' academic and behavioral problems. A conceptual model of consultation for responsive problem solving is presented through a series of courses, seminars, and practica. Discussion and training is provided through data collection and assessment systems, explicit instructional strategies, consistent behavior management, staff development, systems change, and program evaluation.

Behavior Disorders Specialization. This program prepares teachers to work with behavior-disordered children and youth. Based on a strong applied and behavioral approach, teachers receive advanced training in assessment, intervention, and social-skill training procedures. Both theoretical and practical course work is required.

Talented and Gifted Specialization. This program is for students who want to know more about learner characteristics, needs, measurement and evaluation techniques, and implementation of curricula and programs for talented and gifted students. The program has three components: 19 credits of required courses in psychology and education of the talented and gifted, practicum, and research; requirements specified by the mildly handicapped area; and elective courses in related areas of study.

Doctoral Degree Programs

The doctoral program prepares graduates for college or university teaching and research in special education, administration of state or local programs for exceptional learners, or field work with exceptional populations. Most program offerings develop skills and competencies applicable to children of school age.

The doctoral program in special education emphasizes the development of expertise in research, direct-service delivery to selected clientele, and dissemination of knowledge and skills. Demonstration of expertise in these areas is more important than completion of specific courses.

Application and Admission

Although each division of the college is responsible for selecting doctoral candidates, individual divisions use similar admission criteria and procedures. Basic criteria for admission are:

1. Academic record of all undergraduate and graduate work
2. Professional experience
3. Recommendations by colleagues, peers, and supervisors
4. Aptitude for graduate work as indicated by either the Miller Analogies Test (MAT) or the Graduate Record Examinations (GRE) or both
5. Evidence of writing ability
6. Statement of professional goals

Deadlines and general admission procedures are coordinated across all areas in the division; however, applicants apply to and are accepted into a specific area program rather than into the division itself. The number of admitted students varies from year to year according to available resources. Students interested in more than one program should indicate it on their applications, and their files will be reviewed by all relevant committees.

Admission forms are available in the College of Education's Office of Student Support Services, 117 Education Building. All doctoral students are admitted conditionally. To be considered for conditional admission, a prospective student's completed file must in the College of Education's Office of Student Support Services. Applications are reviewed four times a year: February 15, May 1, July 15, and October 15.

Program Planning

An advisory committee is appointed to help each doctoral student plan a program and monitor progress toward the degree. Completion of degree requirements typically takes three years of study beyond the master's degree.

CURRICULUM AND INSTRUCTION COURSES (CI)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

310 Exploring Teaching (1) P/N only. Explores teaching as a career. Examines the nature of schools and school-age students, the roles of the teacher, and the curriculum.

327 Social Foundations of Teaching (3) The school as a social institution. Social science theory and research as related to education, the process of socialization, and alternatives for educational change.

400 Innovative Education: [Term Subject] (1–3R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R) Recent topics include Direct Instruction Mathematics, ESCAPE Leadership Training, ESCAPE Public Volunteer Training, Existentialism and Education, Interpersonal Communication.

408/508 Workshop: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–21R) P/N only. Current topics include Elementary School, ESCAPE, ESCAPE Middle Schools, ESCAPE Public Schools, Teaching Reading I: Primary, Intermediate, Early Childhood.

410/510 Experimental Course: [Term Subject] (1–5R) Current topics include Computer Applications in Reading and Writing, Computer-Assisted Instruction, Computer Graphics, Learning and Teaching Styles, Teaching Logo.

425/525 Teaching Reading in the Primary Grades (3) Instruction in word recognition and comprehension, diagnosis and assessment, materials, instructional procedures, classroom organization, and program implementation. Prereq: field experience.

426/526 Teaching Reading in the Intermediate Grades (3) Word recognition, comprehension, reading in the content areas, recreational and self-guided reading, instructional materials, diagnosis, program implementation, and classroom organization. Coreq: Practicum: Reading III (CI 609).

434/534 Presentation Media (3) A basic course for teachers and trainers in the use of audiovisual media for presentation purposes. Emphasis on use of slides, video, overheads, and graphics.

435/535 Audio Production (3) Advanced audio product design, planning, and evaluation as applied to instructional products. Emphasis on quadraphonic recording and audio mixing. Undergraduate prereq: instructor's consent.

436/536 Sound Slide Systems (3) Design, production, and evaluation of sound-slide media presentations; preplanning, visualization processes, scriptwriting, production, and evaluation; specialized recording, photographic processes, and presentation systems.

438/538 Media Studies (3) Survey of print and nonprint forms of communication for youth of junior and senior high school age with emphasis on young adult media interests.

503 Thesis (1–9R) P/N only

601 Research (1–6R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Field Studies (1–6R)

607 Seminar: [Term Subject] (1–5R) Recent topics include Analysis of Teaching, Beyond School Effectiveness, Constructivist Theory and Its Application, Curriculum for the Gifted Child, Infant and Child Development, Issues in Early Childhood Education, Middle School Issues and Planning, and Research on Teaching and Learning.

608 Workshop: [Term Subject] (1–10R)

609 Practicum: [Term Subject] (1–16R) Recent topics are Reading III: Standard; College Teaching; Guided Field Experience; Instructional Development Projects; Internship in Instructional Technology.

610 Experimental Course: [Term Subject] (1–5R) Personal Computers in Graduate Education is a recent topic.

611 Program Evaluation (3) Theory and techniques of school program evaluation with emphasis on curriculum and related instructional programs and activities. Students complete an evaluation project.

612 Introduction to Research Design (3) Provides instruction in the research methods and techniques that doctoral students in teacher education need to know in order to do dissertation research. Prereq: instructor's consent.

613 Qualitative Research in Education (3) Survey of several qualitative and descriptive approaches currently used in educational research. Includes field-work exercises and the opportunity to follow a modest study through analysis and written report.

614 Systematic Classroom Observation (3) Systematic observation of teacher and student classroom interaction. Considerations about reliability and validity of observation; qualitative and quantitative techniques for collection of data.

616 Clinical and Collegial Supervision (3) Review and practice of skills needed for effective supervision including techniques of recording and analyzing classroom data with emphasis on peer consultation and collegial supervision.

617 School Improvement (3) Examines the role of educational leadership in the process of change at the classroom, building, and district levels.

620 Storytelling (3) Fundamental principles of storytelling including planning a story hour, techniques of learning and presenting stories, and selecting literature appropriate for oral presentation.

621 Psychology of Reading Instruction (3) Nature of the reading process; developmental factors in reading achievement; psychological foundations of methods and materials of reading instruction; nature and treatment of reading and reading disability.

622 Children's Literature (3) Selection and evaluation of children's books suitable for school libraries; reading guidance in relation to both personal and curricular needs.

623 Reading and Its Application in the Content Areas (3) Explores questions about the definition, levels, and attainment of reading comprehension to assist students, including poor readers, in reading comprehension. For secondary school teachers from all subject endorsement areas.

624 Teaching Language Arts in Elementary and Middle School (3) Role of language arts in the elementary school program; objectives, language development research; teaching spelling, writing, and speaking-listening skills; newer instructional materials; testing and evaluation.

630 Instructional Systems Technology: Theory, Field, Practice (3) Applied instructional design and product development in education and other instructional environments. Diversity of thought and activity within the instructional technology field. Problems of technology and learning.

631 Basic Principles of Instructional Design (3S) Systematic design of instruction from needs analysis through instructional development to formative and summative evaluation.

632 Auto-Instruction (3S) The design and development of auto-instructional materials and systems including information maps, programmed instruction, and simulation games.

633 Instructional Systems Design (3S) Contemporary curriculum and instructional development as influenced by research and development and by instructional technology. Emphasis on design and development of instructional programs and products.

637 Audiovisual Training Modules (3) Advanced topics in the design and development of audiovisual training modules for education, business, and industry. Emphasis on design of multichannel training systems.

639 Educational Media Center (3) Administration, organization, resources, services of media centers; emphasis on standards of service.

640 Curriculum for Highly Able Learners (3) Learning characteristics of the gifted and talented, models of curriculum, teaching strategies, and resources.

641 Creative Problem Solving (3) Introduces basic creative problem-solving approaches for personal and professional settings. Provides techniques for encouraging creativity and develops understanding of effective classroom applications.

642 The Gifted Child in the Regular Classroom (3) Needs of the gifted child; teacher's role; classroom environment; management; individualization; strategies for modifying content, process, and products in skill areas; synthesis of thematic approach.

643 Teaching Thinking Strategies (3) Teaching ***for*** thinking by establishing a conducive climate; ***of*** thinking through various strategies, models, and questioning techniques; and ***about*** thinking through metacognition and brain study.

645 Developing, Administering, and Evaluating Programs for the Gifted (3) Explores process of program development and implementation including funding, teacher selection and training, staff development, parental involvement, use of adviser groups, and program evaluation.

646 Theories of Creativity (3) Explores theories of creativity by using the unifying notions of world views (mechanistic and organismic) through self-studies involving metaphoric and metacognitive processes.

650 Early Childhood Education (3) Trends and innovative programs; formulation of objectives; organization of curricula, methods, resources, learning environments; development of evaluation procedures for ages three to seven. Prereq: EPSY 212, 213 or instructor's consent.

651 Curriculum in Early Childhood Education (3) Explores critical issues and current trends in curriculum and practice in preschools, kindergartens, and primary grades.

652 Teaching in the Kindergarten (3) Observation of learning abilities in four- and five-year-old children. Analysis of diagnostic procedures, teaching strategies, and organizational patterns of programs for individual learning.

653 Family and Schools (3) Examines the historical, cross-cultural, and current relationships between families and schools. Issues include the family's role in the development of child and family-school interactions.

654 Affective and Social Development of the Child (3) Emotional and social growth in early childhood; implications for family and school education. Erikson's stages of affective development in relation to theories of motivation, acculturation, and social interaction.

655 Language Development (3) Focuses on the development of language and the emergence of literacy. Examines relationships between language, cognition, reading, and writing in various contexts.

656 Cognitive Development of the Child (3) Conceptualization in children; Piaget's theory of cognitive development; practice in Piaget-Inhelder interview techniques; design of learning strategies for early childhood education.

659 Survey of Research in Early Childhood (3) Scientific knowledge about infants and children; evaluation of previous investigations; organization of research summaries; manuscript form. Prereq: CI 654, 656, instructor's consent.

660 Curriculum Foundations (3) Examines curriculum decisions, curriculum design, and instructional organization patterns from the perspective of various social, philosophical, and psychological positions.

661 Curriculum Development (3) Examines the processes whereby curriculum change is effected and the various models that have been developed to explain these processes.

662 Advanced Curriculum Studies (3) Examines contemporary themes in curriculum scholarship including equity, culture, and the politics of knowledge. Prereq: CI 660 or instructor's consent.

663 Elementary and Middle School Curriculum (3) Curricular implications of recent scientific and technological developments and social issues. The development of curricular models, programs, and metaphors appropriate to the elementary and middle school.

664 Schooling for Early Adolescents (3) Characteristics and needs of early adolescents; patterns of school organization; examination of curricular and cocurricular components; guidance; research on middle-grade schools.

665 Middle School Curriculum (3) Instructional programs appropriate for the early adolescent years with emphasis on the various subject fields.

666 Mass Media and the Curriculum (3) The relationship between mass media and the schools; emphasis on the different ways in which mass media and schools define and communicate cultural values.

669 Child- and Substance-Abuse Issues for Educators (4) Examination of the influence of child abuse and neglect and of substance abuse on students' development and education. Emphasis on design and implementation of curriculum for awareness and prevention.

670 Advanced Teaching Strategies (3) Examination of specific teaching strategies and models of instruction appropriate to the secondary classroom.

671 Science in Elementary and Middle School (3) Science in the elementary school and its value in children's lives. Selecting and organizing content; coordinating science with elementary school activities; methods, materials, rooms, and equipment.

672 Social Studies in Elementary and Middle School (3) Social education objectives; children's social problems; unit development; work-study skills; organization of the program; materials; research on the social education of children.

673 Mathematics in Elementary and Middle School (3) Number abilities needed by children; research findings in mathematics education; designing number experiences; theories of teaching, desirable teaching procedures, selection and use of materials.

679 Community Resources for Education (3) Explores the selection, use, and integration of community resources including volunteers, social service agencies, community organizations, and information networks in educational programs.

680 Education in Anthropological Perspective (3) Examination of education as cultural process. Emphasis on cultural acquisition rather than cultural transmission in societies with and without schools.

681 Anthropology and Education I (3) Education as a cultural process from an anthropological perspective. The anthropology of teaching, anthropology in the curriculum. Education in cross-cultural settings. Prereq: CI 680, prior course work in anthropology, or instructor's consent.

682 Ethnographic Research in Education (3) The descriptive and interpretive approach of the ethnographer for applications in educational research; includes field work. Prereq: CI 681, prior course work in anthropology, or instructor's consent.

683 Anthropology and Education II (3R) In-depth exploration of a problem or issue central to the field of anthropology and education. Topics announced in advance. Prereq: CI 681 or instructor's consent.

684 Cultural and Human Relations in Education and Society (3) Creation of a relational education context through exploration and analysis of primary and diverse cultural values, structures, assumptions, perceptions, relationships, and human interactions.

686 Modern Philosophy of Education (3) Critique of ideas of Skinner, Freire, Adler, and Illich; language and culture as aspects of classroom socialization; educational foundations of communicative competence.

687 Ideology and Education (3) Examination of ideological foundations of educational policy, criticism, and educational practice; forms of conservatism and liberalism; technology as ideology; modernization and tradition. Prereq: CI 686 or instructor's consent.

706 Special Problems (1–6R)

707 Seminar: [Term Subject] (1–5R)

708 Workshop: [Term Subject] (1–6R)

709 Practicum: [Term Subject] (1–16R)

777 Supervised Field Experience (1–15R) P/N only. Practical application of knowledge and skills developed through on-campus programs completed under the guidance of a university and field-based professional supervisor.

ELEMENTARY EDUCATION COURSES (ELED)

406 Special Problems (1–6R)

407/507 Seminar: [Term Subject] (1–5R) Student Teaching is one topic. Student Teaching coreq: ELED 777.

408/508 Workshop: [Term Subject] (1–6R)

409 Practicum: [Term Subject] (1–15R) Topics include September Experience, Teaching I, and Teaching II.

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–6R)

607 Seminar: [Term Subject] (1–5R)

608 Workshop: [Term Subject] (1–6R)

609 Practicum: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

660 Education in Contemporary Society (6) Review of child development from birth through adolescence with consideration of issues of gender, culture, and exceptionality within the contexts of family, community, and school. Prereq: admission to elementary-middle school teacher education program.

661 Psychology of Learning Mathematics (3) Psychological and pedagogical principles underlying the learning of mathematics skills, concepts, and principles by kindergarten through eighth-grade children. Prereq: admission to elementary-middle school teacher education program.

662 Children and Literacy (3) Consideration of language learning environments and factors related to literacy development. Issues include language as communication system, sociolinguistic and psycholinguistic processes related to language literacy. Prereq: admission to elementary-middle school teacher education program.

663 Symbol Systems in the Primary Grades (3) Provides understanding, knowledge, and skills about teaching methods and curriculum development of symbol systems including mathematics, language, and art in primary grades. Prereq: admission to elementary-middle school teacher education program.

664 Symbol Systems in the Intermediate Grades (3) Provides understanding, knowledge, and skills about teaching methods and curriculum development of symbol systems including mathematics, language, and art in intermediate grades. Prereq: admission to elementary-middle school teacher education program.

665 Symbol Systems in the Middle School (3) Provides understanding, knowledge, and skills about teaching methods and curriculum development of symbol systems including mathematics, language, and art in middle school. Prereq: admission to elementary-middle school teacher education program.

666 Exploring Natural and Social Environments in the Primary Grades (3) Relationship between primary-level child and discipline-based knowledge in the natural and social sciences. Curriculum and methods in health, science, social studies, and physical education. Prereq: admission to elementary-middle school teacher education program.

667 Exploring Natural and Social Environments in the Intermediate Grades (3) Relationship between intermediate-level child and discipline-based knowledge in the natural and social sciences. Curriculum and methods in health, science, social studies, and physical education. Prereq: admission to elementary-middle school teacher education program.

668 Exploring Natural and Social Environments in the Middle School (3) Relationship between middle-level child and discipline-based knowledge in the natural and social sciences. Curriculum and methods in health, science, social studies, and physical education. Prereq: admission to elementary-middle school teacher education program.

706 Special Problems (1–6R)

707 Seminar: [Term Subject] (1–5R)

708 Workshop: [Term Subject] (1–6R)

709 Practicum: [Term Subject] (1–16R)

777 Supervised Field Experience (1–15R) P/N only. Students in supervised field experience develop the knowledge, skills, and abilities needed to plan effectively for classroom instruction, implement those plans, and evaluate student learning. Prereq: admission to elementary-middle school teacher education program.

EDUCATIONAL PSYCHOLOGY COURSES (EPSY)

198 Workshop: [Term Subject] (1–2R)

200 Innovative Education: [Term Subject] (1–3R)

212, 213 Fundamentals of Educational Psychology I,II (3,3S) Covers learning processes as they apply to designing effective instruction, assessing the effects of instruction, managing learning environments, motivation, and development.

400 Innovative Education: [Term Subject] (1–3R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R)

408/508 Workshop: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–21R)

410/510 Experimental Course: [Term Subject] (1–5R)

415/515, 416/516 Introduction to Statistical Methods in Education I,II (3,3S) Measures of central tendency and variability, correlation, univariate regression, t-tests, and analysis of variance; a basic course for students intending to conduct research under supervision. Prereq: one algebra course.

417/517 Introduction to Measurement and Appraisal in Education (3) A first course in measurement. Provides a theoretical and practical basis for evaluating and using the wide range of test and measurement data in educational research. Pre- or coreq: EPSY 415/515.

450/550 Developmental Psychology of the Child (3) Child growth, development, and psychology with special emphasis on the relevance of knowledge in these areas to applied professions.

451/551 Developmental Psychology of the Adolescent (3) Adolescent growth and development and the psychology of adolescence. Emphasis on educational and applied implications of growth and development.

453/553 Theories of Intelligence and Their History (3) Theories underlying intelligence tests. Factorial models to help understand the nature of intelligence. Review of literature showing how tests in general contribute to theory. Prereq: instructor's consent.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R)

608 Workshop: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

620 Research Design in Education (3) Statistical conclusion validity, internal validity, construct validity, external validity, experimental and quasi-experimental designs, sources of artifacts and biases, types of control groups, and ethical issues.

621, 622, 623 Educational Statistics I,II,III (3,3,3S) Theory and application of statistics in educational settings: topics include probability, descriptive statistics, sampling theory, hypothesis testing, t-tests, analysis of variance, regression, tests of association, and nonparametric methods.

631, 632, 633 Multivariate Educational Statistics I,II,III (3,3,3S) Introduction to matrix algebra, factor analysis and related methods, covariance structures analysis, multivariate analysis of variance, and other multivariate methods. Prereq: EPSY 621,622,623 or equivalents.

640 Theory and History of Learning (4) Review of learning theories and variables; implications for teaching methodology and classroom management. Primarily for graduate students in educational psychology and other divisions or areas of the College of Education; others admitted with instructor's consent.

641 Instructional Psychology (3) Examines research and theory on the design of effective academic instruction. A goal is to integrate cognitive and behavioral approaches.

642 Social Psychology and Motivation (3) Social psychology and motivation as they relate to teachers and students, classroom group processes, and organizational factors in schools.

704 Internship: [Term Subject] (1–15R)

706 Special Problems (1–16R)

708 Special Topics: [Term Subject] (1–16R)

709 Practicum: [Term Subject] (1–16R)

SECONDARY EDUCATION COURSES (SEED)

406 Special Problems (1–6R)

407/507 Seminar (1–5R) Secondary Student Teaching is a current topic.

408/508 Workshop: [Term Subject] (1–6R)

409 Practicum: [Term Subject] (1–15R) Recent topics are ESCAPE: Exploring Teaching and ESCAPE: Strategies of Reading.

410 Experimental Course: [Term Subject] (1–5R)

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–6R)

607 Seminar: [Term Subject] (1–5R)

608 Workshop: [Term Subject] (1–6R)

609 Practicum: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

671, 672 Classroom Strategies and Management I, II (4,4S) Development and maintenance of classroom climate conducive to learning and strategies and techniques appropriate to accomplishing identified instructional goals and objectives. Prereq: admission to secondary teacher education program.

673 Content-Area Methods (4R) Curriculum and instructional strategies within the context of a specific subject area. Topics include curriculum, planning and instruction, assessment, and personal professional development. Prereq: admission to secondary teacher education program. R when endorsement changes.

674 Secondary School Curriculum (3) Introduces curriculum as a field of study; surveys the normative orientations that guide curriculum development. Prereq: admission to secondary teacher education program.

675 Content-Area Reading, Writing, and Study Skills (4) Provides knowledge and experience in teaching the reading, writing, and study skills necessary for effective learning in secondary content-area classes. Prereq: admission to secondary teacher education program.

676 Ecology of the Classroom (3) Explores the social and instructional dynamics of classrooms. Emphasis on the nature of communication and the role of language. Analysis of teacher-student interactions. Applications relate to classroom management. Prereq: admission to secondary teacher education program or instructor's consent.

706 Special Problems (1–6R)

707 Seminar: [Term Subject] (1–5R)

708 Workshop: [Term Subject] (1–6R)

709 Practicum: [Term Subject] (1–16R)

777 Supervised Field Experience (1–15R) P/N only. Students develop the knowledge, skills, and abilities needed to plan for classroom instruction effectively, implement those plans, and evaluate student learning. Prereq: admission to secondary teacher education program.

SPECIAL EDUCATION COURSES (SPED)

200 Innovative Education: [Term Subject] (1–3R)

400 Innovative Education: [Term Subject] (1–3R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–16R)

407/507 Seminar: [Term Subject] (1–5R) Topics include Behavior Disorders, Facilitating Transition from School to Community Life, Guidance and Counseling of Gifted, Learning Disabilities, Physically Handicapped, Tests and Measurement.

408/508 Workshop: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–21R) Recent topics include Direct Instruction, Education of Exceptional Individuals, ESCAPE Special Education, Handicapped Learner I and II, Secondary I, Talented and Gifted.

410 Experimental Course: [Term Subject] (1–5R)

411/511 Psychology of the Exceptional Individual (3) A categorical and cross-categorical survey of information about exceptional children and youths. Topics include history, etiology, identification, classification, P.L. 94-142, alternate program delivery systems.

421/521 Reading Instruction for the Handicapped (3) Systematic instruction of decoding and reading comprehension skills for the mildly handicapped: phonic analysis, language skills, content-area reading, and assessment of reading.

422/522 Mathematics Instruction for the Handicapped (3) Systematic instruction of mathematics skills for the mildly handicapped: assessment, planning, curriculum modification, diagnosis and remediation of persistent error patterns, evaluation.

423/523 Language Arts Instruction for the Handicapped (3) Systematic instruction of written expression, oral language, handwriting, and spelling for mildly handicapped: analyzing error patterns in student performance, designing lessons, modifying curriculum, assessing performance.

426/526 Behavior Management (4) Examination of applied behavior analysis strategies. Focus on behavioral assessment and evaluation procedures, behavior-change strategies, maintenance and generalization techniques, social-skills training.

427/527 Classroom Assessment Procedures (3) Focuses on analyzing and evaluating assessment and testing practices in the classroom, documenting student skills and knowledge, and interpreting program outcomes.

429/529 Secondary Programs and Transition Issues (3) Review of historical development, curricula, teaching strategies, program delivery models, and transition issues in secondary and postsecondary special education.

430/530 Introduction to Exceptionalities (3) The characteristics of handicaps as well as other implications for families and community agencies. For students who do not plan to concentrate on special education.

440/540 Academic Instruction for Mildly Handicapped Adolescents (3) Programming concerns, teaching methodology, and curricula for assessing and teaching academic skills in secondary school environment to adolescents with mild disabilities.

442/542 Vocational Skills for Mildly Handicapped Adolescents (3) Introduces instructional procedures for teaching vocational skills to exceptional adolescents and young adults in classroom settings. Examines vocational services available in the community.

444/544 Independent Living Skills for Mildly Handicapped Adolescents (3) Emphasizes assessing and teaching independent living (living in the community with minimal assistance) and personal-social skills to exceptional adolescents.

450/550 Facilitating Secondary Mainstreaming (3) Examines issues relevant to mainstreaming secondary students with mild disabilities and research on the effectiveness of various mainstreaming practices.

470/570 Introduction to the Talented and Gifted (3) Major theoretical and research literature pertaining to talented and gifted students.

471/571 Underachieving Gifted Children (3) Definition, identification, and causes of underachievement; dynamics of underachievement; alternative education programs and programming.

503 Thesis (1–9R) P/N only

601 Research (1–6R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Field Studies (1–6R)

607 Seminar: [Term Subject] (1–5R) Recent topics include Advanced Behavior Management; Advanced Design of Instruction; Instructional Research; Issues in Special Education; Professional Writing; Secondary Assessment Practices; Supervision I,II,III.

608 Workshop: [Term Subject] (1–10R)

609 Practicum: [Term Subject] (1–16R) Topics include Behavioral Consultation, Behavior Disorders, Classroom Consultation, College Teaching, Research, Secondary II and III, Supervision of Teachers of Handicapped Learners, Talented and Gifted.

610 Experimental Course: [Term Subject] (1–5R)

625 Individualizing Instruction for the Mildly Handicapped (3) Examination of history and current practices in special education: social perspectives on past and present, research on characteristics of handicapped individuals, development of appropriate individual education plans.

628 Law and Special Education (3) Knowledge of current case law and legislation, sensitivity to legal issues, application to legal principles related to special education services in school settings.

646 Program Management (3) Focuses on the individual education plan (IEP) process as a decision-making tool, on basic principles of classroom organization, and on the management of program support staff members.

655 Supervised Field Experience (5–12R) P/N only. Provides practical experience in teaching the mildly handicapped in a public-school setting under the direction of cooperating teachers and university supervisors.

660 Design of Instruction (3) Design, development, and evaluation of instructional material for handicapped children. Emphasis on construction of educational sequences for various learning tasks.

661 Research and Writing in Special Education (3) Introduction to special education research and application of American Psychological Association standards: critical reading of published literature, writing professional critiques, designing and writing basic research proposals.

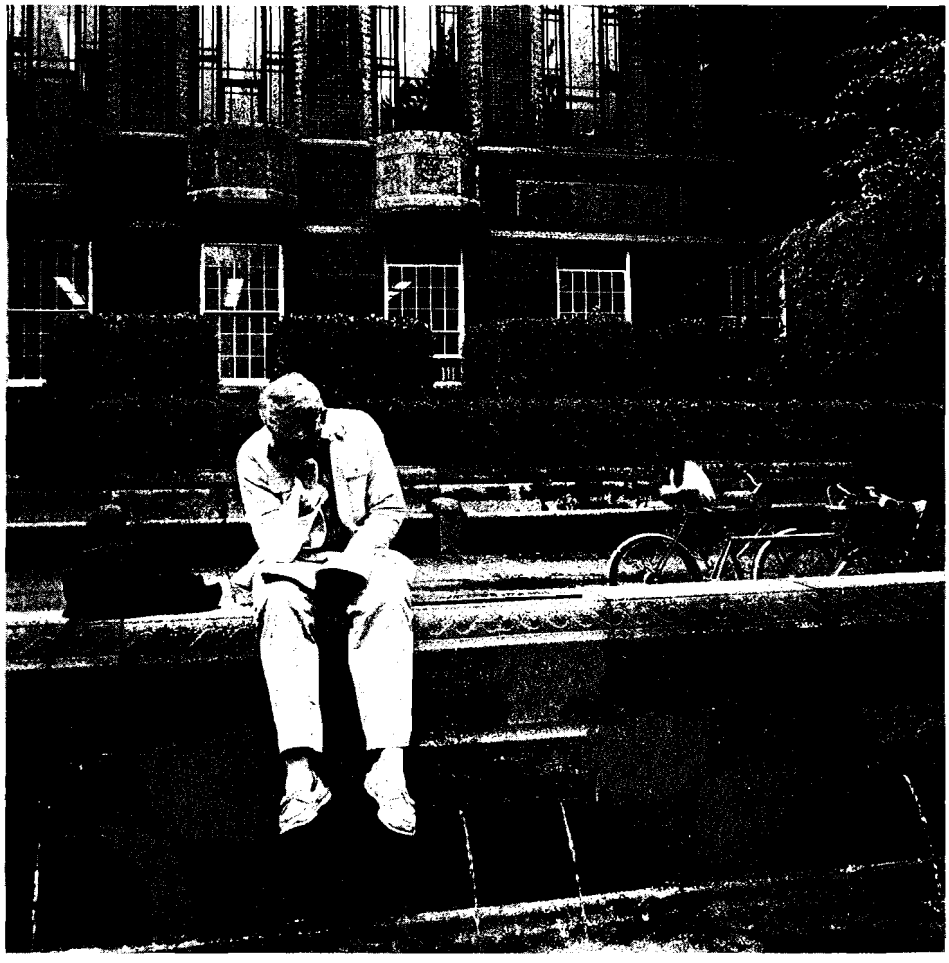
680 Classroom Consultation (3) Integrates best practices from learning assessment, behavior management, and effective teaching to deliver programs through consultation delivery model.

707 Seminar: [Term Subject] (1–5R)

708 Workshop: [Term Subject] (1–6R)

709 Practicum: [Term Subject] (1–6R)

777 Supervised Field Experience (1–15R) P/N only



COLLEGE OF HUMAN DEVELOPMENT AND PERFORMANCE

104 Esslinger Hall
Telephone (503) 346-1031
Jan Broekhoff, Acting Dean

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The College of Human Development and Performance offers the required university health course; courses in dance, physical education and human movement studies, and school and community health; and both undergraduate and graduate professional study in dance, human services, leisure studies and services, physical education and human movement studies, and school and community health. The college also provides intramural sports for men and women as well as open recreation programs. The UO Center for Gerontology offers study opportunities in conjunction with other university offerings.

Graduates of the college are teachers of physical education and health education; athletic coaches; directors of athletics; supervisors of health and physical education; community agency leaders; gerontologists; community recreation and leisure directors; leaders in YMCA, YWCA, and other youth organizations; directors of restricted and corrective physical education; workers in the field of recreation therapy and physical therapy; college and university teachers and researchers in growth and development, biomechanics, biometrics, human performance, athletics, park management, leisure studies, health education, human movement studies, recreation, and dance.

Each department within the college has its own policies regarding premajors. Interested students are encouraged to consult department heads for details. It is college policy that all juniors consult their assigned faculty advisers at the beginning of the year. The Department of Dance requires dance majors to confer with advisers at the beginning of *every* term.

Both single-discipline and interdepartmental programs are available.

INTERNATIONAL INSTITUTE FOR SPORT AND HUMAN PERFORMANCE

1479 Moss Street
Telephone (503) 346-4114
Gwen Steigelman, Director

ADVISORY BOARD

Barry T. Bates, physical education and human movement studies
Steven Chatfield, dance
Lorraine G. Davis, school and community health
Dennis R. Howard, leisure studies and services
Maureen R. Weiss, physical education and human movement studies

The International Institute for Sport and Human Performance is an interdisciplinary institute formed as an outgrowth of the 1984 Olympic Scientific Congress. Its mission is to support the study of human motor behavior through research and development, dissemination of information, and service to the international community of scholars concerned with the study of sport and human performance.

Research is augmented, in part, through an active international visiting scholar program that facilitates dialogue, discourse, and collaborative research among visiting scholars, faculty members, and graduate students. The institute's faculty members hold appointments in various academic departments.

To further the exchange of ideas and information, the institute conducts service programs, seminars, symposia, clinics, and conferences relevant to sport and human performance. In addition, it houses Microform Publications, which selects, publishes, and disseminates theses, dissertations, and other materials relevant to sport sciences, physical education, recreation and leisure, health, and dance.

CURRICULUM

The College of Human Development and Performance offers several cross-discipline courses under the HDEV prefix. These courses may be used to satisfy requirements for majors in every college department. Required courses, including those with an HDEV prefix, are listed in each department's section of this bulletin. Human development and performance courses are cross-listed in the departments offering them.

HUMAN DEVELOPMENT AND PERFORMANCE COURSES (HDEV)

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R)

408/508 Workshop: [Term Subject] (1–21R)

409 Supervised Tutoring: [Term Subject] (1–21R)

410/510 Experimental Course: [Term Subject] (1–5R)

431/531 Introduction to Health Education Program Evaluation (3) Introduction to fundamental procedures in collection, summarization, presentation, and basic analysis of health data. Includes test construction and techniques of evaluation.

437/537 Volunteerism (3) Philosophy and historical perspective of the volunteer movement; practical aspects of developing and maintaining effective volunteer programs.

455 Administration of Aquatic Programs (3) Organization and administration of aquatic programs. Open to nonmajors with instructor's consent.

456 Principles of Outdoor Education (3) Overview of the principles and practices of outdoor education. Emphasizes environmental interpretation and ethics, outdoor teaching strategies, and current practices in adventure education. Prereq: PEOL 285, instructor's consent.

457 Principles of Outdoor Leadership (3) Standards and principles of administration of outdoor pursuits. Administration and leadership practices.

464/564 Health Aspects of Aging (3) Demographic aspects of aging: normal aging changes and deviations of the normal aging process (pathophysiology); health maintenance; implications of research on aging.

467/567 Leisure and Retirement (3) Integration of current theories and attitudes concerning aging, leisure, and retirement as related to preparation for and satisfaction with retirement. Emphasis on leisure education.

468/568 Organization of Senior Leisure Services (3) Overview of the continuum of services available to older people. Emphasis on leisure services. Includes legislative influences, common organizations and agencies, and programming principles and issues.

494/594 Nutrition and the Quality of Life (3) The role of nutrition in an optimal health paradigm. Emphasis on the balance between

intellectual and intuitive approaches to food choices.

495/595 Nutrition and Athletic Performance (2) Fuel metabolism, fluids, electrolytes, vitamins, minerals, and ergogenic aids as they relate to optimizing human performance.

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R)

608 Workshop: [Term Subject] (1–16R)

609 Terminal Project: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R) Management Issues and the Future is a recent topic.

621 Research Methods in Health and Leisure (3) Application of social research methods to leisure settings; procedures in study design, methods of data collection, interpretation and presentation.

633 Adult Development (3) Physical and psychophysiological developmental processes during adulthood and normal aging. Relationships of the physical and socioenvironmental interactions in the stages of adult life. Recommended for gerontology and interdisciplinary students interested in adulthood.

DANCE

161 Gerlinger Annex
Telephone (503) 346-3386
Janet W. Descutner, Department Head

FACULTY

Lisa Codman Arkin, assistant professor (dance ethnology, character ballet and folk technique, history of dance). B.A., 1976, California, Los Angeles; M.A., 1978, San Francisco State. (1987)

Sherrie Barr, assistant professor (modern and jazz technique, composition, movement analysis). B.A., 1971, Adelphi; M.F.A., 1973, Wisconsin, Madison; C.M.A., 1987, Washington (Seattle). (1989)

Steven Chatfield, assistant professor (modern dance, dance sciences, research). B.A., 1975, M.A., 1984, Ph.D., 1989, Colorado at Boulder. (1989)

Jenifer P. Craig, assistant professor (modern and jazz technique, history, dance production); coordinator, graduate studies. B.A., 1971, M.A., 1973, Oregon; Ph.D., 1982, Southern California. (1986)

Janet W. Descutner, associate professor (modern and tap technique, choreographic analysis and composition, Asian and tribal dance cultures). B.A., 1963, M.A., 1965, Ohio State. (1971)

Bruno V. Madrid, senior instructor (accompaniment, basic rhythms, music for dance). B.Mus., 1955, Santo Tomas Conservatory of Music, Philippines; M.Mus., 1963, Oregon. (1966)

Jeffrey Stolet, assistant professor (music for dancers, basic rhythms, electronic and computer-generated music). B.Mus., 1977, M.Mus., 1979, New Mexico; Ph.D., 1984, Texas at Austin. (1988)

Susan Zadoff, senior instructor (classical ballet technique and staging, dance in musical theater). Ballet Russe de Monte Carlo. (1976)

Emeritae

M. Frances Dougherty, professor emerita (philosophy, aesthetics, history). B.A., 1935, M.A., 1940, Northern Colorado; Ph.D., 1959, New York. (1959)

Linda S. Hearn, associate professor emerita (folk, production, curriculum). B.S., 1962, M.A., 1965, Texas Woman's. (1965)

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

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The primary aim of the Department of Dance is to enrich the lives of majors, nonmajors, and the Oregon community with diverse dance experiences. Exploration of the movements and patterns of human existence provides the foundation for dance as an art form. Study in dance as an academic discipline integrates inquiry and theory to develop the criteria needed to evaluate dance training and performance. Dance is explored as an art form and as one of the humanities within a liberal-arts education. Dance majors and minors experience the rigorous professional discipline that is inherent in studio (DAN) classes as well. The department emphasizes modern dance with a strong supporting area in ballet.

Auditions for Majors and Minors

Students who want to enroll in professional dance (DAN) technique courses must audition. Auditions are conducted in a placement class by faculty adjudicators who observe and place students in technique courses according to their knowledge and skill level in that dance style. Auditions are held spring term and during New Student Week prior to registration. Dates of spring and fall auditions are available in the department office.

Dance Program for Nonmajors

A variety of dance experiences is provided to nonmajors for enjoyment and enrichment through the dance service (DANC) program. Auditions are not necessary to enroll in these courses. Lower-division courses generally offer beginning or elementary instruction; upper-division courses provide intermediate and more advanced instruction. These courses may each be repeated once for credit. It is recommended that a student take each level twice before advancing to the next level. A maximum of 12 credits in DANC courses may be applied to the total number of credits required for a bachelor's degree.

Facilities

The university provides three dance studios and one gymnasium for classes and special activities in dance. Each studio has a piano; each teaching facility has a complete sound system. In addition to serving as classrooms and rehearsal spaces, the studios in Gerlinger Annex convert into the attractive M. Frances Dougherty Dance Theatre, which has modern lighting and stage equipment for concert productions and seats 250 people.

Performing Opportunities

Dance Oregon! A student organization partially funded by the Associated Students of the University of Oregon, Dance Oregon! is headed by a steering committee composed of students interested in dance. A student administrative assistant and faculty advisers provide managerial, artistic, and technical support and guidance for its production activities. These include concerts and informal showings choreographed and directed by students. Dance Oregon! brings professional guest artists in modern dance, ballet, ethnic, and tap dance to campus each year to give concerts and teach master classes.

Dance Companies. Cosponsored by Dance Oregon! and the Department of Dance, Concert Dance Theatre's repertory is primarily the work of faculty and guest artists. It offers performing opportunities to advanced students in modern, ballet, jazz, and tap dance. A second repertory company, the Oregon Ethnic Dance Theatre, specializes in ethnic, character ballet, and social and historical dance performance.

Membership is open to all university students by audition and carries academic credit. On-campus concerts are held each year in both Robinson Theatre and Dougherty Dance Theatre. The concert in Robinson Theatre is coproduced by University Theatre as part of its Main Stage season. Occasional tours throughout Oregon and the Northwest include concert performances as well as master classes and lecture-demonstrations for public schools,

colleges, universities, civic organizations, and community concert series.

Additional Dance Opportunities. Advanced dance students are eligible for practicum credit in dance choreography and workshop credit for performance in student choreography. Through this program, a student may audition a dance for performance in student concerts or gain experience in performance, teaching, lighting, costuming, make-up, management of productions, or a combination of these.

The Jazz Dance Line, a cooperative project of the School of Music and the dance department, performs at athletic and recreational events. Musical theater productions in Robinson Theatre provide performance opportunities incorporating acting, singing, and dancing. These activities also carry academic credit.

Dance Scholarships

Three awards are available to declared upper-division majors and dance graduate students. The *C'est Moi* Scholarship, donated by Associate Professor Emerita Linda S. Hearn, is open to any qualified dance student. A preference is given to applicants interested in folk or ethnic dance forms. Phi Beta and its patrons each award a stipend to talented performers or choreographers. The scholarship application deadline is April 1.

UNDERGRADUATE STUDIES

The Department of Dance offers curricula leading to the bachelor of arts (B.A.) or bachelor of science (B.S.) degree. The goal of the department is to provide comprehensive dance training within the liberal-arts framework of the university. The serious study of dance involves intellectual, artistic, and physical development. The Department of Dance emphasizes all three areas of growth, a commitment made possible by the breadth of its curricular offerings and the depth of faculty expertise.

Facility with oral and written communication is essential to the dance profession. Therefore, students pursue a course of study to acquire a firm intellectual grasp of the theoretical, historical, and creative forces that have shaped dance as an art form. Dance, unique in that it is also a physical form of communication, requires continual experience in its technical foundations. Students are expected and encouraged to experience a variety of forms of dance training and idioms. Production and pedagogy are also integral to the undergraduate core, because many students find careers in theater and teaching.

Three requirements for the dance major are also prerequisites for admission to the Certified Movement Analyst (CMA™) Program. These courses, approved by the Laban-Bartenieff Institute of Movement Studies, are Body Fundamentals (DAN 256), Intermediate Movement Notation (DAN 342), and Dance Kinesiology (DAN 360).

Goals for the Undergraduate Dance Major

1. Explore the field of dance from a liberal-arts perspective
2. Explore disciplined technique and creative processes involved in the artistry of dance
3. Formulate an intellectual understanding of the historical, philosophical, and culturally significant aspects of dance
4. Develop a working knowledge of music and science as they relate to and enhance the dance experience
5. Develop an understanding of dance as a unique art form in conjunction with its relationship to other art forms and disciplines
6. Develop a level of competence in performance, creative, and theoretical aspects of dance to pursue graduate studies or other professional goals

Preparation. High school students planning to major in dance should try to include preparation in music, drama, art, and dance. Additional studies in personal health and biology are strongly recommended.

Students transferring as dance majors following two years of college work elsewhere should have completed the health requirement; two terms of college-level English composition; and courses in acting, basic music theory, and modern dance and ballet technique.

Careers. Career opportunities in one or more specializations are growing rapidly, particularly for performers in regional dance companies and for teachers in universities, colleges, community colleges, community centers, and private studios. Opportunities in business and technical theater management, as well as dance research and dance criticism, writing, and review, are also expanding.

Admission

Students eligible for admission to the university should apply to be admitted as dance majors. Entering freshmen should have a basic knowledge of music as well as experience in ballet, folk, or modern dance techniques. Students transferring from two-year colleges must have a 2.75 cumulative grade point average (GPA); in addition, they should have met the university's English composition and health course requirements and completed a majority of the university's group requirements. The 2.75 GPA includes all graded credits and pass/no pass (P/N) courses for which a student received an N. Any deficiencies in lower-division dance courses must be met either by proficiency examination or by completion of these core courses at the first opportunity. During their first four terms, freshmen and transfer students must pass Fundamentals of Rhythm (DAN 252) and Looking at Dance (DAN 251) to be eligible to continue in professional technique courses.

The faculty reviews each student for continuation as a dance major upon completion of the following requirements:

1. Passing DAN 251 and 252 with grades of C– or better
2. Passing with grades of mid-B or better the ballet and modern technique courses (DAN or DANC) in which the student was placed upon entry into the program
3. Passing with grades of mid-B or better the breadth requirements in ethnic and ballroom dance (DANC)

If, upon auditioning, a student is placed above the DAN 192 level in any of these idioms, course requirements at a lower level are waived.

All courses required for a dance major or minor must be taken for letter grades when that option is available. Each graded course must be passed with a grade of C– or better. A grade of P must be earned in courses designated pass/no pass (P/N) only. The P/N option should be exercised sparingly by students who plan to pursue a graduate degree in dance.

Satisfactory progress toward the degree must be maintained. Progress is monitored every term by faculty advisers. Students who receive grades of D or F or marks of W (withdraw) or I (incomplete) in courses required for the major are placed on probation for up to a year. During this time, the course or courses must be repeated for passing grades. If the student fails to make satisfactory progress, that student is dropped from the major.

Advising. Students admitted as majors or minors must meet with a dance faculty adviser prior to registration each term. Appointment schedules for advising are posted at departmental offices. Students must have an adviser's signature to enroll in professional dance courses other than electives or courses that satisfy university group requirements (DAN 251, 301, and 302).

Bachelor's Degree

Candidates for the bachelor's degree with a major in dance must satisfy all general university requirements, elect appropriate courses in related areas, and complete the professional course requirements of the Department of Dance.

Department Requirements

Lower Division	*34 credits*
Ethnic Dance (DANC 178–183 or 185 or higher)	1
Ballroom (DANC 184 or higher)	1
Tap **or** Jazz (DANC 176 or higher), two terms	2
Looking at Dance (DAN 251)	3
Fundamentals of Rhythm (DAN 252)	3
Dance Production (DAN 255)	3
Body Fundamentals (DAN 256)	3
Dance Improvisation (DANC 271)	1
Dance Laboratory: Modern (DAN 292), three terms	6
Dance Laboratory: Ballet (DAN 292), two terms	4
Dance Laboratory: Modern or Ballet (DAN 292 or higher in one idiom), three terms	6
Character Ballet **or** Historical Dance (DANC 273 or 274 or higher)	1

Upper Division	*42 credits*
Dance and Folk Culture (DAN 301) **or** Dance in Asia (DAN 302)	3
Human Anatomy I: Bones, Muscles, Nerves (BI 311)	3
Movement Notation (DAN 341)	3
Intermediate Movement Notation (DAN 342)	3
Dance Composition I, II (DAN 351, 352)	6
Music for Dancers (DAN 358)	3
Dance Kinesiology (DAN 360)	3
Seminar: Dance Accompaniment (DAN 407)	1
Workshop: Production (DAN 408)	1
Workshop: Performance (DAN 408)	2
Thesis **or** Practicum: Senior Project (DAN 403 or 409)	3
Ballet from the Courts to Balanchine (DAN 453)	3
Evolution of Modern Dance (DAN 454)	3
Teaching Dance (DAN 491)	3
Dance Apprenticeship (DAN 492)	2

Electives	*24 credits*
University requirements and electives to complete 186 credits	*86 credits*

The breadth requirement in dance technique is fulfilled by completing ethnic, ballroom, tap or jazz, and character ballet or historical dance. Students with experience in any of these forms should enroll in the highest level that reflects their competence in each idiom. Decisions about the appropriate level are made in consultation with an adviser.

The technical requirements for ballet and modern are (1) dance majors must enroll in a ballet or modern technique class every term that they are in the program, (2) the minimum competency for graduation is DAN 292 for two terms of ballet and three terms of modern, and (3) during the last three terms before graduation, each major must complete DAN 292 or higher in either ballet or modern with minimum grades of P.

Required apprenticeships, performances, and senior projects can be satisfied in a variety of ways. Through consultation students and their advisers choose options for these requirements that allow the students to pursue personal interests.

With approval from their faculty adviser, dance majors can focus their 24 credits of elective work in one of three ways: (1) by completing an established minor or double major, (2) by concentrating on an area of emphasis within dance, or (3) by integrated interdisciplinary study.

University requirements for the B.A. and B.S. degrees are explained in the **Registration and Academic Policies** section of this bulletin.

Honors College Degree in Dance

See the **Honors College** section of this bulletin for specific honors college requirements. Departmental requirements for dance majors enrolled in the Clark Honors College include (1) 6 credits of independent study in choreography, ethnology, notation, or technical production leading to the senior honors thesis; and (2) either a choreography (minimum of ten minutes) with written description and discussion or an honors essay on a selected research topic.

Minor Requirements

The dance minor requires 30 credits in technique, studio-theory, theory, and upper-division electives, distributed as follows. Of the 30, at least 15 credits must be upper division. All courses must be passed with minimum grades of C– unless offered P/N only.

Area I—Technique	*6 credits*
Three courses in one idiom (ballet or modern) at the DAN 192* level or above. The DAN 192 level must be attained with a mid-B or better by the end of the program	6

*Admission to DAN technique classes is by audition only.

Area II—Studio and Theory	*7 credits*
Fundamentals of Rhythm (DAN 252)	3
Dance Production (DAN 255)	3
Workshop: Production (DAN 198 or 408)	1

Area III—Theory	*3 credits*
Looking at Dance (DAN 251)	3

Additional credits, to complete the total of 30, must be approved by the dance minor adviser.

GRADUATE STUDIES

Both master of science (M.S.) and master of arts (M.A.) degrees in dance are available. Full-time students with adequate undergraduate preparation can complete a master's degree program in two years.

Admission

Students seeking admission to a master's degree program should obtain an application packet from the Department of Dance. An official transcript of the student's college record must be submitted with the application. Application for enrollment is open to anyone who has graduated from an accredited college or university and has a 2.75 cumulative undergraduate GPA. In addition, all applicants must submit three letters of recommendation, an up-to-date vita, evidence of a score of at least 35 on the Miller Analogies Test (MAT) or 470 on the verbal portion of the Graduate Record Examinations (GRE), and a statement of purpose addressing why they intend to pursue graduate studies in dance at the UO.

International students whose native language is not English must submit scores of at least 550 on the Test of English as a Foreign Language (TOEFL).

A student with a GPA below 2.75 may be admitted upon review of credentials and an acceptable score on either of the graduate examinations. Students admitted to the graduate program must audition for placement in technique classes prior to their first term of enrollment. Auditions are held each spring term and during New Student Week prior to registration. Dates of these auditions are available in the department office.

Adequate undergraduate preparation in dance theory and technique is required for admission to graduate programs in dance. Applicants with undergraduate deficiencies may be admitted as postbaccalaureate students until the necessary courses are completed.

Deficiencies may also be made up by (1) passing proficiency examinations provided by the department or (2) presenting evidence of acceptable practical professional experience. All deficiencies should be corrected at the first opportunity after entering the program.

Graduate Awards. A limited number of graduate teaching fellowships (GTFs) are available. Applicants must submit a half-inch VHS videotape demonstrating their skills in at least two dance idioms (i.e., modern, ethnic, ballet, tap, contact improvisation, ballroom, or jazz). The deadline to apply for a fall-term GTF is April 1.

Master's Degrees

Three master's degree programs are available: (1) the general master's degree with thesis or choreographic thesis, (2) the general master's degree without thesis, and (3) the master's degree with emphasis in dance science.

A minimum of 54 graduate credits must be completed for the master's degree in dance; at least 30 of these credits must be earned in residence after admission to the graduate program. A student seeking the master of arts (M.A.) degree must demonstrate proficiency in one foreign language by submitting evidence of two years of college-level study within the previous seven years or by passing an examination at the university's Testing Office, 238 Student Health Center.

All work for the master's degree must be completed within a period of seven years. This includes transfer credit from another institution and the thesis or final examination.

Graduate Requirements

All graduate students must enroll in a technique class every term during their studies in residence, with a minimum of three terms at the intermediate or advanced level in Workshop: Technique (DAN 608). Only 6 credits in technique workshop can be applied toward the degree.

Graduate students are required to take 2 credits of Supervised College Teaching (DAN 602). This provides an opportunity to develop mentor relationships with faculty members.

A final oral comprehensive examination is administered by the student's faculty committee following completion of the thesis or project.

General Master's Degree with Thesis (54 credits). In addition to the requirements described above, master's degree candidates must have the following undergraduate prerequisites:

Prerequisites	*24 credits*
Improvisation	3
Composition	6
Music	6
Dance production	3
Movement notation	3
Dance kinesiology	3

Dance as a discipline at the graduate level requires an understanding of research methodology, theoretical issues, and their practical applications. Required core courses provide this understanding for the student seeking the general master's degree with or without thesis.

Core Courses

Scientific Aspects of Dance (DAN 560)

Seminar: Dance Research (DAN 607)

Aesthetic Bases for Dance in Art and Education (DAN 693)

Students in this program must take a minimum of 9 credits in Thesis (DAN 503). A minimum of 9 credits must be earned in graduate courses outside the department. These courses, approved by the major adviser, are selected from fields related to the student's research. At least 6 of the 9 credits must be earned before starting the thesis.

Students who have had little dance history course work as undergraduates must complete two of the three departmental history courses as part of their electives. These courses are Dance Cultures of the World (DAN 552), Ballet from the Courts to Balanchine (DAN 553), and Evolution of Modern Dance (DAN 554). Selection of appropriate courses is made in consultation with the graduate adviser.

Students may choose a choreographic thesis with written supporting documentation. Early in their programs, these students should enroll in such courses as Group Choreography (DAN 555), Special Problems: Solo Composition (DAN 606), Special Problems: Formal Com-

position Structure (DAN 606), and Practicum (DAN 609).

The thesis proposal must be approved by a committee of at least three faculty members representing the fields of study related to the program and thesis topic. Graduate School requirements are to be followed in the preparation and defense of the thesis. Refer to "Thesis Guidelines and Procedures for Producing the Thesis Concert," available in the department office, and the *University of Oregon Style and Policy Manual for Theses and Dissertations*, available from the Graduate School.

Specific Courses and Seminars
A minimum of 19 credits must be selected from the following:

Experimental Course: Notation Reconstruction (DAN 510)

Dance Cultures of the World (DAN 552)

Ballet from the Courts to Balanchine (DAN 553)

Evolution of Modern Dance (DAN 554)

Group Choreography (DAN 555)

Teaching Dance (DAN 591)

Administration of Dance in Education (DAN 593)

Seminars: Choreographic Analysis and Criticism, Movement Patterning, Movement Analysis (DAN 607)

Independent Study Courses
A maximum of 6 credits from the following courses (except DAN 602 and 608) may be applied toward the degree. The maximum for DAN 602 is 4 credits. The maximum for DAN 608 is 2 credits.

Research (DAN 601)

Supervised College Teaching (DAN 602)

Reading and Conference (DAN 605)

Special Problems: Solo Composition, Formal Composition Structure (DAN 606)

Workshop: Performance (DAN 608)

Practicum: Choreography, Production Management, Design (DAN 609)

General Master's Degree without Thesis (54 credits). This option includes the general requirements, examinations, and limitations on credits stated earlier as well as the undergraduate prerequisites and the core courses listed above.

The nonthesis option requires 19 credits selected from the list of courses set forth in the thesis option above, a minimum of 9 credits in an area related to dance, and another 9 credits elected from within or outside the Department of Dance. All course selections and field choices must have the approval of the student's adviser.

For the student electing the nonthesis option, a project is required in the area of concentration. The project might take the form of a written research article suitable for publication, a reconstruction from a notated score, or a reconstruction from a historical dance treatise (i.e., from original language or notation to article or performance). The proposal must be approved by a project adviser representing the area of dance concentration.

Master's Degree with Emphasis in Dance Science (54 credits). This option integrates a degree in dance with a second area of specialization in a related science. A bachelor's degree in dance or its equivalent is the preferred background. Undergraduate prerequisites include the following:

Prerequisites	*15 credits*
Movement notation	3
Dance composition	3
Human anatomy	3
Dance kinesiology	3
Physiology of exercise	3

Candidates for the master's degree with emphasis in dance science are required to make up any undergraduate deficiencies prior to or early in their graduate study. These requirements may be waived by demonstrating ability in composition through videotape or live presentation for faculty review or by passing proficiency examinations in anatomy, kinesiology, or exercise physiology. These examinations are provided by the Department of Physical Education and Human Movement Studies.

A thesis is required for this master's degree program. Requirements parallel the graduate requirements described earlier, with two exceptions:

1. Core courses for this option are Seminar: Dance Research (DAN 607), Aesthetic Bases for Dance in Art and Education (DAN 693), and statistics courses
2. 16 credits in DAN-prefix courses must be chosen from the electives listed under the thesis option

This individualized program is designed in consultation with an adviser to meet interests of the student. At least 9 credits must be earned in graduate courses outside the dance department. These courses, approved by the dance science adviser, are selected from fields related to the student's research. At least 6 of the 9 credits must be earned before starting the thesis.

DANCE SERVICE COURSES (DANC)

Not all courses can be offered every year. A list of courses offered each term is in the current UO Schedule of Classes. *Each course requires a laboratory fee.*

101–198 Dance Service Courses for Men and Women I (1R) 170: Modern I, **171:** Improvisation, **172:** Ballet I, **175:** Jazz I, **176:** Tap I, **178:** International Folk I, **179:** Balkan and Central European Folk, **180:** Near East Folk, **181:** Western European Folk, **182:** Eastern European Folk, **183:** North American Folk, **184:** Ballroom I, **185:** African. **R** once for maximum of 2 credits each.

199 Special Studies: [Term Subject] (1–3R)

201–299 Dance Service Courses for Men and Women II (1R) 270: Modern II, **271:** Dance Improvisation, **272:** Ballet II, **273:** Character Ballet, **274:** Historical Dance, **275:** Jazz II, **276:** Tap II, **278:** International Folk II, **284:** Ballroom II. **R** once for maximum of 2 credits each.

301–398 Dance Service Courses for Men and Women III (1R) 370: Modern III, **372:** Ballet III, **375:** Jazz III, **376:** Tap III, **384:** Ballroom III. **R** once for maximum of 2 credits each.

399 Special Studies: [Term Subject] (1–4R)

DANCE PROFESSIONAL COURSES (DAN)

Not all courses can be offered every year. A list of courses offered each term is in the current UO Schedule of Classes.

152 Basic Rhythms (2) Not offered 1991–92.

153 Dance Improvisation (2) Not offered 1991–92.

154 Ballet Vocabulary (2) Not offered 1991–92.

192 Dance Laboratory (2R) Techniques in ballet, pointe, modern, jazz, and tap. For dance majors and minors. Prereq: audition prior to registration. **R** for maximum of 6 credits in any one idiom.

198 Workshop: [Term Subject] (1–2R) Recent topics include Performance and Production Experience.

199 Special Studies: [Term Subject] (1–3R) A recent topic is Expressive Movement for Theater.

200 Innovative Education: [Term Subject] (1–3R)

251 Looking at Dance (3) Overview of dance as a cultural and artistic experience and its roles and impact on contemporary American society. Barr, Chatfield, Descutner.

252 Fundamentals of Rhythm (3) Rhythmic and metric principles in dance. Identification of dance forms through their rhythmic structures. Madrid, Stolet.

255 Dance Production (3) Production problems of staging, lighting, and costuming for the dance concert. Craig.

256 Body Fundamentals (3) Introduction to anatomical and kinesiological analysis of movement: Bartenieff's Correctives and Sweigard's ideokinetic facilitation, with a view to prevention and care of injuries. Barr.

292 Dance Laboratory (2R) Intermediate dance technique in ballet, pointe, modern, jazz, and tap. For dance majors and minors. Prereq: DAN 192 or audition prior to registration. **R** for maximum of 6 credits in any one idiom.

301 Dance and Folk Culture (3) Investigation of origins and development of dance culture and related folk arts in selected regions and countries of the world. Arkin.

302 Dance in Asia (3) History, aesthetics, structure, and content of selected dance forms of India, Cambodia, Thailand, Bali, China, and Japan. Investigates expressiveness and movement choice in cultural contests. Descutner.

341 Movement Notation (3S) Introduction to Labanotation, the process of recording movement. Concepts of spatial and temporal analysis, conversion into graphic symbols, and reconstruction into movement from Labanotated scores. S with DAN 342. Prereq: DAN 252. Barr, Descutner.

342 Intermediate Movement Notation (3S) Theory and application of intermediate principles of Labanotation. Introduces Effort-Shape, a system for describing dynamic qualities and a performer's use of time, space, weight, and flow. S with DAN 341. Barr, Descutner.

351 Dance Composition I (3S) Introduction to creation of dance movement as a communication tool. How to select, develop, vary, and phrase dance movement. Choreography of short dance studies. **S** with DAN 352. Prereq: DANC 271; DAN 252.

352 Dance Composition II (3S) Compositional forms and styles in dance. Structural forms derived from music, fine arts, poetry, theater. **S** with DAN 351.

353 Dance Accompaniment (3) Function of accompaniment for dance skills and composition. Types of accompaniment—instrumental, electronic, percussion, voice. Prereq: DAN 252. Stolet.

354, 355, 356 Theoretical Foundations of Modern Dance (3,3,3R) A studio-theory course in modern dance techniques. Analysis of theoretical framework, stylistic emphasis, and aesthetic significance of that style in technique and in composed works. Prereq: DAN 292 level; audition prior to registration. Craig, Descutner. Each number **R** once.

357 Dance in Musical Theater (3) Basic movement vocabulary needed for musical theater and opera; historical development; staging, choreography, and performance. Open to nonmajors. Prereq: previous dance experience and instructor's consent. Zadoff.

358 Music for Dancers (3) Survey of musical form, style, and expressive content. The relationship of instrumentation, melodic development, tonality, and rhythmic structure to choreographic form and style. Prereq: DAN 252 or instructor's consent. Stolet.

359 Renaissance Dance (2R) Studio-theory course in dance styles of the late 15th through early 17th centuries. Open to nonmajors; of interest to musicians, actors, and historians. Prereq: DANC 172 Ballet I or instructor's consent. **R** once. Not offered 1991–92.

360 Dance Kinesiology (3) Applications of anatomical, muscular, and motor control information to dance training and injury prevention. Prereq: BI 311. Chatfield.

392 Dance Laboratory (2R) Advanced dance techniques in ballet, modern, jazz, and pointe. For dance majors and minors. Prereq: audition prior to registration.

400 Innovative Education: [Term Subject] (1–3R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R) Recent topics include Dance in Literature and the Arts, Dance Careers, Japanese Dance. **R** when topic changes.

408/508 Workshop: [Term Subject] (1–21R) Topics include production, rehearsal, and performance of ballet, ethnic, jazz, modern, and tap dance in repertory companies, musicals, and student choreographies. Prereq: audition for performance experiences, DAN 255 for production.

409 Practicum: [Term Subject] (1–21R) Current topics are Choreography and Stage Management.

410/510 Experimental Course: [Term Subject] (1–5R) A current title is Notation Reconstruction.

452/552 Dance Cultures of the World (3) How function, form, movement, performers, and expressive content of dance communicate world views of selected non-Western dance cultures. Open to nonmajors. Prereq: DAN 301 or 302. Descutner. Not offered 1991–92.

453/553 Ballet from the Courts to Balanchine (3) Social and theater dance forms of Western cultures from the Middle Ages through 18th-century ballet into the era of contemporary art. Open to nonmajors. Prereq: DAN 251. Arkin. Not offered 1991–92.

454/554 Evolution of Modern Dance (3) Influences of leading dance artists; directions in concert and theater forms in the 20th century; emphasis on the dance in the United States. Open to nonmajors. Prereq: DAN 251. Craig. Not offered 1991–92.

455/555 Group Choreography (3R) Problems and special considerations of group choreography; introduction to the communication of personally created movement to other dancers. Prereq: DAN 352 or instructor's consent. Barr, Craig, Descutner. **R** once.

456/556 Ballet Staging (2R) Laboratory to include elements of solo, pas de deux, and corps techniques. Short movement segments drawn from standard ballet repertory. Coreq: DAN 392 Dance Laboratory: Ballet. Zadoff. **R** once.

457 Baroque Dance (2R) A studio-theory course in dance styles of the 17th and 18th centuries. Open to nonmajors; of interest to musicians, actors, and historians. Prereq: DANC 172 Ballet I or instructor's consent. **R** once. Not offered 1991–92.

460/560 Scientific Aspects of Dance (3) Nutrition, biochemistry, anatomy, and physiology explored from the perspective of the dancer and dance training. Personal nutritional and physiologic analyses. Prereq: DAN 360. Chatfield.

491/591 Teaching Dance (3) Helps prepare the dance major to apprentice teach in a university dance class. Investigates teaching progressions, accompaniment, record sources and use, and teaching manuals. Prereq: junior standing, DAN 292; coreq: DAN 407/507 Dance Accompaniment. Craig, Descutner.

492 Dance Apprenticeship (2R) Directed activities related to the teaching of dance; selection of materials, class organization and management; student teaching in a university dance class. For dance majors and minors. Prereq: DAN 491/591.

493/593 Administration of Dance in Education (3) Organization and administration of a dance program in colleges and universities. Prereq: DAN 491/591 or instructor's consent.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R) Topics include Solo Composition and Formal Compositional Structure. Limited by faculty work load and availability.

607 Seminar: [Term Subject] (1–5R) Current topics include Choreographic Analysis and Criticism, Dance Research, Movement Analysis, Movement Patterning.

608 Workshop: [Term Subject] (1–16R) Topics include Performance, Production, Rehearsal, Technique (studio work in ballet, pointe, modern, ethnic, jazz, tap). **R** for maximum of 6 credits.

609 Practicum: [Term Subject] (1–16R) Current topics include Choreography and Production Management.

610 Experimental Course: [Term Subject] (1–5R)

693 Aesthetic Bases for Dance in Art and Education (3) Dance as an art form; function of the dance in the changing social milieu; elements of dance criticism. Craig.

GERONTOLOGY

122 Esslinger Hall
Telephone (503) 346-4207
Christopher R. Bolton, Director

FACULTY

Cynthia Adams, assistant professor (psychology of aging, life-span cognitive development). B.A., 1978, M.A., 1982, California State, Long Beach; Ph.D., 1986, Wayne State. (1988)

Christopher R. Bolton, associate professor (academic gerontology, older learners, counseling the aged). B.M.E., 1966, Drake; M.A., 1968, Northern Iowa; Ph.D., 1974, Oklahoma. (1982)

Delpha Camp, assistant professor; director, widowed and family grief counseling. B.Ed., 1959, Gonzaga; M.S., 1977, Oregon. (1979)

Courtesy

James A. Davis, courtesy assistant professor. B.A., 1975, M.S., 1976, Ed.D., 1980, Oregon. (1989)

Richard P. Francisco, courtesy associate professor. B.A., 1971, Colorado; M.Ed., 1974, Oregon State; Ph.D., 1976, Oregon. (1972)

Gary Glasser, courtesy associate professor. A.B., 1971, California, Berkeley; M.D., 1975, California, Irvine. (1985)

Mark Traines, courtesy assistant professor. A.B., 1977, Brown; M.D., 1981, Baylor College of Medicine. (1990)

Emerita

Frances G. Scott, professor emerita. B.A., 1953, M.A., 1954, Texas; Ph.D., 1960, California, Los Angeles. (1962)

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

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The study of aging prepares graduates to work with aging and older people in a variety of career fields. It also prepares them for responsible citizenship and for personal growth and understanding. The University of Oregon Center for Gerontology offers undergraduate and graduate programs and serves as a campus research center. The interdisciplinary gerontology curriculum relies heavily on current research in aging.

The diverse academic backgrounds of gerontology students reflect the interdisciplinary nature of the field. Many students study gerontology as a supplement to their professional and discipline-based major. Others pursue a degree in gerontology with a specialty in one of many professional fields offered throughout the university. The study of gerontology focuses on adult development in the second half of life with an emphasis on later adulthood and old age. The principles learned through gerontology studies apply to any professional endeavor that involves working with people.

Careers. Career opportunities in gerontology exist in local, state, and national government; service agencies; professional organizations; colleges and universities; and, increasingly, in the private sector. Specialists in gerontology work in residential facilities, recreational programs, health care, art centers, consulting firms, public-service agencies, nongovernmental organizations, businesses, and education and research centers. Job opportunities in virtually any profession are enhanced by a specialization in gerontology.

With a bachelor's degree, the gerontology major is qualified for most positions involving direct-service delivery to the elderly, for entry-level technical positions, and for supervised research assistance. Gerontology majors identify their professional specialty through the completion of a required minor in the field or fields of their choice.

An interdisciplinary master's degree in gerontology prepares the holder for a mid-level position in a professional specialty or for doctoral study in a number of fields.

UNDERGRADUATE STUDIES

Options available to undergraduates in gerontology include (1) a bachelor of arts (B.A.) or bachelor of science (B.S.) degree (often pursued as a double major with a related field or discipline), (2) a second bachelor's degree in gerontology, (3) a minor in gerontology or thanatology. The undergraduate certificate program is inactive.

Admission

All gerontology undergraduate students must meet the following admission standards and complete the gerontology core requirements.

Prospective gerontology students need to begin planning their programs early in their second year of study. While gerontology is an upper-division program, students must complete lower-division university group requirements and prerequisites prior to being accepted into the program. Applicants must have earned 90 credits of college or university work with a 2.50 cumulative grade point average (GPA).

When students enter the program, they must have, or be completing, 3 credits in psychology, 3 credits in sociology, 6 credits in social science, 3 credits in research methods, 3 credits in statistics, and 3 credits in technical writing.

Core Requirements	*18 credits*
Health Aspects of Aging (HDEV 464)	3
Introduction to Gerontology I,II (GERO 471, 472)	8
Psychological Aspects of Aging (GERO 481)	4
Sociological Aspects of Aging (GERO 482)	3

Bachelor's Degree Requirements	*48 credits*
Gerontology core	18
Gerontology or other adviser-approved electives	30

Up to 12 credits of Practicum (GERO 409) may be counted as elective credits. Gerontology courses, except those offered pass/no pass (P/N) only, must be taken for letter grades and completed with grades of mid-C or higher. A minimum cumulative grade point average (GPA) of 2.50 is required for graduation. No course applied toward the major in gerontology may be applied toward a major in another discipline.

At least one minor in a professional field of study must be completed in conjunction with the bachelor's degree in gerontology.

Second Bachelor's Degree Requirements

Students who hold a bachelor's degree from the UO or another accredited college or university may earn a B.A. or B.S. degree in gerontology. Requirements are the same as those specified earlier for the B.A. or B.S. in gerontology except as noted below.

Because the university regards second-bachelor's-degree candidates as graduate students, they must take the 500-level counterparts of required courses in order to earn graduate credit. For example, a student enrolls in GERO 571, 572 instead of GERO 471, 472.

University of Oregon graduates may apply up to 8 credits of previous UO gerontology course work to this degree. Graduates of other colleges and universities may have up to the equivalent of 8 credits of previous work in gerontology evaluated for possible application toward the second bachelor's degree.

Minor Requirements

Minors in gerontology and thanatology are available through the Center for Gerontology. Requirements for admission to a minor program are those specified for all gerontology undergraduate programs.

Gerontology Minor	*27 credits*
Gerontology core	18
Gerontology electives	9

Thanatology Minor	*26 credits*
Introduction to Gerontology I,II (GERO 471, 472)	8
Contemporary Issues in Death and Dying (GERO 484)	3
Grief and Widowhood (GERO 485)	3
Counseling the Bereaved (GERO 486)	3
Adviser-approved electives	9

GRADUATE STUDIES

Students who have a bachelor's degree from an accredited college or university and want to do graduate work in gerontology have two options: (1) an interdisciplinary studies: gerontology (IS:GERO) master's degree or (2) a supporting area in gerontology in conjunction with a master's or doctoral degree program from another discipline or professional field.

The graduate certificate program and the Interdisciplinary Studies: Individualized Program (IS:IP) master's degree program in gerontology are inactive.

Admission

Students seeking admission to graduate studies in gerontology must be admitted as graduate students to the University of Oregon. Concurrent with the university application, a gerontology Application for Admission form should be completed and returned to the Center for Gerontology. The application deadline is February 15 for the IS:GERO master's program (applicants are notified of admission by May 15). The deadline is November 1 of the year of first enrollment in University of Oregon gerontology courses for the supporting area in gerontology. Decisions about applications are made by the faculty by the end of the fall term following receipt of the application.

Interdisciplinary Studies: Gerontology Master's Degree (IS:GERO)

The IS:GERO program leading to a master's degree offers prospective students two concentrations:

1. An applied concentration that focuses on the many ways professional services are offered to the elderly
2. A research concentration that focuses on the scientific aspects of gerontology

Admission to the program is highly selective and is intended to serve students who have not had previous gerontology education experience. The program provides an eclectic interdisciplinary experience through two collateral fields of study and a substantive disciplinary base in gerontology. The candidate for a master's degree in IS:GERO completes courses in three departments offering graduate studies at the University of Oregon.

Departments from the College of Arts and Sciences may be used as well as from the professional schools. IS:GERO students may select one additional field of study from within the College of Human Development and Performance and the remaining field from selected departments outside the college.

Applicants are considered for admission to the program based on three criteria: background qualifications, statement of purpose, and availability of openings in the program for new candidates. Since the number of students participating in the program is restricted, admission is selective and based on both written application materials and screening interviews.

The IS:GERO program culminates in either an integrated terminal project or a thesis. This project or thesis is tailored to fit the student's choice of concentration and results in a document that reflects high standards of scholarship and the interdisciplinary spirit of the program. The master of arts degree requires foreign-language proficiency equivalent to the second year of college-level study.

Program of Study

A total of 66 credits are required to complete the program. The total includes 27 credits in gerontology, 15 credits in each of two collateral fields, and 9 credits for a terminal project or thesis. Introduction to Gerontology I,II (GERO 571, 572), prerequisites to other courses, may be replaced by transfer credits with approval of the program director.

Required Courses	*12 credits*
Psychological Aspects of Aging (GERO 581)	4
Sociological Aspects of Aging (GERO 582)	3
Research Methods in Health and Leisure (HDEV 621)	3
Current Trends in Gerontological Research (GERO 607)	2

Electives	*15 credits*
Option 1: Applied Concentration	
Practicum (GERO 609)	9
Two approved 3-credit gerontology electives	6
Option 2: Research Concentration	
Approved research and statistics courses	9
Approved gerontology elective	3
Research (GERO 601)	3

Collateral Fields	*30 credits*
Terminal Project or Thesis	*9 credits*

Students choosing the research concentration must select the thesis option. Students selecting the applied concentration may choose to do either a terminal project or a thesis.

A complete list of application procedures, admission requirements, and program standards is available from the Graduate Program Director, Interdisciplinary Studies: Gerontology, Center for Gerontology, 122C Esslinger Hall, University of Oregon, Eugene OR 97403; telephone (503) 346-4207.

Supporting Area in Gerontology

Gerontology as a supporting area to graduate degrees from other UO departments is a frequent choice for students who want to focus their professional or disciplinary graduate studies on the aging process. Students wanting gerontology as a supporting area must submit an application for admission to the gerontology center and complete a course plan under the guidance of a gerontology faculty adviser. Admission requires the successful completion of Introduction to Gerontology I,II (GERO 571, 572) with grades of mid-B or higher.

Core Requirements	*12 credits*
Psychological Aspects of Aging (GERO 581)	4
Sociological Aspects of Aging (GERO 582)	3
Seminar: Current Trends in Gerontological Research (GERO 607)	2
Research Methods in Health and Leisure (HDEV 621)	3

Adviser-approved Electives	*9 credits*

Comprehensive Examinations. Comprehensive examinations are required of graduate students completing gerontology as a supporting area. The procedures for comprehensive examinations followed by the College of Human Development and Performance are those observed by the Center for Gerontology.

For more information about graduate studies in gerontology, write or call the University of Oregon Center for Gerontology, 122C Esslinger Hall, Eugene OR 97403; telephone (503) 346-4207.

Grades and Grade Options

A cumulative grade point average (GPA) of 3.00 must be maintained for all gerontology graduate program options. In addition, students must earn grades of mid-B or higher in all required gerontology courses. All courses in gerontology applied to a graduate program must be taken for letter grades unless pass/no pass (P/N) is the only grading option.

GERONTOLOGY COURSES (GERO)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

280 Perspectives in Aging (3) Surveys studies of aging, health and physiological aspects, psychological and psychiatric aspects, family and sex roles, environmental design issues, leisure and recreation possibilities, political and economic approaches, death.

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–4R)

406 Special Problems (1–6R)

407/507 Seminar: [Term Subject] (1–5R)

408/508 Workshop: [Term Subject] (1–6R)

409 Practicum: [Term Subject] (1–15R)

410/510 Experimental Course: [Term Subject] (1–5R)

HDEV 464/564 Health Aspects of Aging (3) Not offered 1991–92.

471/571, 472/572 Introduction to Gerontology I,II (4,4S) Psychological, sociological, and biophysical theories of aging. General overview of the interdisciplinary nature of the field. Understanding the issues, stereotypes, and myths associated with aging. Bolton.

480/580 Lifestyle Issues in Adult Development and Aging (3) Explores the influence of lifestyle on adult development and aging. Examines physical, psychological, and social aspects of lifestyle. Adams.

481/581 Psychological Aspects of Aging (4) Age-related changes over the life span including cognition, memory, and personality. Prereq: 3 credits in psychology or instructor's consent. Adams.

482/582 Sociological Aspects of Aging (3) Considers some social gerontological theories and contexts applicable to older adulthood in modern society. Prereq: 3 credits in sociology or instructor's consent. Bolton.

483/583 Preretirement Education (3) Preretirement education as an intervention in a crisis period of adult life; models and strategies of counseling preretirees. Bolton.

484/584 Contemporary Issues in Death and Dying (3) Inquiry into various issues in dying, death, and bereavement: research, theory, relevant social organization and processes, philosophical and ethical questions. Camp.

485/585 Grief and Widowhood (3) Explores the dynamics of grief and the issues relevant to death of a spouse. Current research on the dimensions of the grief response. Camp.

486/586 Counseling the Bereaved (3) Normal and abnormal responses to loss. Problems created by loss and intervention techniques for facilitating adjustment to losses. Prereq: GERO 484/584 or 485/585 or instructor's consent. Camp.

487/587 Confrontations of Death (3) P/N only. Feelings and attitudes toward the death of others and of one's self. Includes a weekend group experience under the guidance of human relations trainers. Prereq: instructor's consent. Francisco.

488/588 Mid- and Late-Life Transitions (3) Major life transitions, coping skills, adaptation, stress. Positive aspects of growing older. Psychosocial frameworks relevant to the middle years. Adams.

489/589 Educational Gerontology (3) The role of education for older adults and educational gerontologists; the literature of older adult teaching and learning, adult life transitions, anticipatory education, educational efficacy. Bolton.

490/590 Women's Issues in Aging (3) Selected women's issues in aging: changing concepts of self, roles and relationships, economic status, widowhood, sexuality. Adams.

503 Thesis (1–9R) P/N only
601 Research (1–16R) P/N only
602 Supervised College Teaching (1–5R)
605 Reading and Conference: [Term Subject] (1–16R)
606 Special Problems (1–6R)
607 Seminar: [Term Subject] (1–5R) Recent topics are Adult Cognition and Current Trends in Gerontological Research.
608 Workshop: [Term Subject] (1–6R)
609 Practicum: [Term Subject] (1–15R)
610 Experimental Course: [Term Subject] (1–5R) Research Methods in Gerontology is a current topic.
HDEV 621 Research Methods in Health and Leisure (3) Not offered 1991–92.

HUMAN SERVICES

115 Hendricks Hall
Telephone (503) 346-3803
Sally Fullerton, Department Head

FACULTY

Robert Coiner, associate professor (special-population service delivery, theory-practice integration, organizational development). B.S., 1967, M.S., 1969, Ed.D., 1975, Oregon. (1976)

Mollie Davidson, instructor (human service delivery, organizational development, mental health). B.S., 1965, Oregon; M.Ed., 1967, Arizona State. (1987)

Sally Fullerton, professor (human service delivery, mental health, prevention). B.S., 1956, Oregon State; M.A., 1960, Cornell; Ph.D., 1970, Oregon. (1970)

Duncan Lindsey, associate professor (research methodology and data analysis, children and youth services, sociology of science). B.A., 1969, California, Santa Cruz; M.A., 1971, Antioch; Ph.D., 1973, Northwestern. (1980)

Garry Oldham, instructor (organizational development, mental health, human service delivery). B.S., 1972, M.S., 1980, Oregon. (1984)

Anita Runyan, associate professor (preventive mental health, human service delivery, field instruction); director, University Community Action. B.S., 1956, Pacific Union; M.S., 1968, Ph.D., 1972, Oregon. (1972)

Kenneth Viegas, associate professor (administration of justice, social work); director, master's program in corrections. B.S., 1956, Oregon; M.S.W., 1963, California, Berkeley. (1967)

Emerita

Myra Miller, associate professor emerita (field instruction). B.A., 1937, Washington (Seattle); diploma, 1939, New York School of Social Work. (1967)

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The Department of Human Services offers an interdisciplinary professional education program for undergraduates as well as an interdisciplinary studies master's degree program in corrections. Majors take specified and elective courses from several professional and liberal-arts disciplines. Assisted by the human services faculty, they then integrate this knowledge and use it to help resolve social problems encountered in professional practice. The primary methods used for these processes of integration and application are supervised field study, theory-practice integration courses, core courses, and individual advising.

UNDERGRADUATE STUDIES

The undergraduate program in human services is designed to (1) prepare students for entry-level professional positions in various human service organizations, particularly in the fields of corrections; mental health; and child, youth, and family services; (2) provide background preparation for graduate studies; (3) provide opportunity for midcareer students to enhance their competence and credentials; and (4) provide opportunity for mature students to change careers.

Degrees offered are the bachelor of science (B.S.) and the bachelor of arts (B.A.) in human services.

A basic philosophy of the human services program is that the development, functioning, and problems of individuals result from their interactions with their social and physical environments. Human service professionals, in order to operate within this basic philosophy, need to have a broad range of skills and knowledge of societal and individual change. The curriculum of the human services department reflects this philosophy.

The research mission of the human services department is to examine innovative approaches for addressing individual and social problems in order to improve the effectiveness of the human service delivery system. Specific areas of research interest include juvenile justice policies, mental-illness treatment programs, foster care decisions, prevention, and use of computer technology in human services.

Preparation. Professional education in human services is based on a strong liberal-arts background that has both breadth and depth. Social and individual problems are too complex to be successfully addressed within a single discipline.

High school students planning a career in human services should develop written and oral communication skills and conceptual skills. They should also obtain volunteer experience in a human service agency if possible. Conceptual skills are developed through courses that require independent and analytical thinking. Communication skills are developed through such courses as expository writing, foreign languages, and speech, and through practical experience.

University freshmen and sophomores are encouraged to develop further their communication and conceptual skills and to acquire a broad liberal-arts foundation. Completion of all university general requirements and human service foundation-area requirements is encouraged during this period.

Students are also encouraged to acquire more field experience during their freshman or sophomore year. An excellent means of doing this at the university is to enroll in an ESCAPE community-service placement, in which the student may earn up to 9 credits a term for supervised work in a community-service agency. Students taking ESCAPE field placements also enroll in an introductory seminar on the integration of theory and field experience. Most community colleges also offer supervised field experience in human service programs.

Careers. Professional roles for human services majors include direct-service and case management for individuals or groups, advocacy, program development, management, and other organizational roles in human service programs. Settings include child-welfare agencies, day-care programs, group homes for adolescents, drug and alcohol programs, crisis intervention programs, programs for former psychiatric patients, parole and probation offices,

community action programs, emergency housing programs, and health-related social services.

The field of human services is continually changing, partly as a result of priorities and allocations of the various funding sources, and partly because of the increasing body of knowledge about human needs and the various ways they might be met. The human services department attempts to anticipate these changes and to prepare students for emerging as well as existing roles.

At present most human service work takes place in various types of publicly funded agencies, although opportunities in private nonprofit agencies are increasing. In addition, a growing number of private organizations are beginning to offer social services.

Admission and Advising

Prior to formal admission as majors, students may declare themselves human services premajors. This status gives students beginning program identification, preliminary advising, and help in applying for the degree program.

Peer advisers provide information about human services program requirements, general university requirements, and resources available to students. They help premajors plan what courses to take each term, and they are trained to do unofficial analyses of students' transcripts to determine what requirements remain to be completed. A peer adviser may be reached through the department office. Any human services major may apply to become a peer adviser. Academic credit is given for the skills and knowledge peer advisers gain through training sessions, helping others, and working on other projects in the department.

Students who have successfully completed at least 40 credits of course work may apply for formal admission to the human services program. Application materials are available in the department office. Criteria for selection include academic preparation, grades, evidence of communication skills, appropriateness of career goals, human service experience, and personal qualifications. Admission selections take place twice a year. Application deadlines are October 15 and January 30.

When a student is formally admitted as a major, he or she is assigned a faculty adviser whose interests, whenever possible, match those of the student. Advising plays a key role in an interdisciplinary program. Since students take courses from many different departments and professional schools at the university, they usually need assistance in integrating and applying what they learn to their own career interests.

Major Requirements

All students admitted as human services majors may earn bachelor's degrees by completing the requirements in effect at the time of their admission. If requirements change, a student may elect to fulfill the new set of requirements.

Human services majors are required to complete the following courses or approved substitutes:

Foundation Area — *19 credits*

Fundamentals of Small-Group Communication (RHCM 123) 3
Fundamentals of Interpersonal Communication (RHCM 124) 3
Introduction to Sociology (SOC 201) 3
Mind and Society (PSY 202) 4
State and Local Government (PS 203) 3
Development (PSY 375) 3

Core — *20–22 credits*

Issues and Policies in Human Services (HS 310) 3
Applied Research and Evaluation (HS 425) 5
One of the following six courses that is not in the student's concentration area: Family Policy (HS 443), Mental Health (HS 455), Child Welfare Services (HS 446), Prevention Strategies (HS 458), Juvenile Justice (HS 462), Community Corrections (HS 463) 3
Three methods courses from an approved list 9–11

University Community Action (UCA) Program — *38 credits*

The UCA program, required of all human services majors, includes:
Supervised Field Study (HS 409) 24
Introduction to Community Action (HS 413) 2
Individual and Small-Group Intervention (HS 414) 4
Organizational Intervention (HS 415) 4
Community Intervention (HS 416) 4

Concentration Area — *12 credits*

In consultation with an adviser, each student selects 12 additional credits in a concentration area related to his or her career goals. Courses may be taken in other departments as well as human services and must include at least 9 upper-division credits. Unless an exception is granted, the concentration area must be one of the following:
Children, Youth, and Families
Juvenile and Criminal Justice
Mental Health

Special Programs

University Community Action Program. The University Community Action (UCA) program is central to the undergraduate human services major. It provides students the opportunity to study important principles of human service work and to apply these principles in the field.

In these field placements, students gain experience in direct-service delivery and also work to expand services and develop new programs. The programs in which they work serve children and youth, senior citizens, and adult special populations such as the mentally and emotionally disturbed, the developmentally disabled, and clients of the correctional system.

The UCA program involves attending the preservice workshop in September, working in the field placement thirty-two hours a week for nine months, and attending a seminar each week. The program must be taken in its entirety, beginning in September and ending in June. Interviews and placement arrangements are completed the preceding year. Students receive a monthly stipend and 38 credits for participation in UCA.

Placements in the UCA program are generally filled by human services majors. Students interested in more information or admission should consult the director, Anita Runyan, or visit the UCA office in 109 Hendricks Hall; telephone (503) 346-3813.

Workshops. The human services department offers a series of workshops for students and practitioners. The continuing justice series has examined such topics as child abuse, family violence, intervention, modern crisis, and women and crime.

GRADUATE STUDIES

Interdisciplinary studies: corrections is a professional master's degree program that is directed by a human services faculty member and managed by an interdisciplinary committee. Students admitted to this program work with a faculty adviser to develop an individual course of study with clearly defined goals. They draw from courses offered in various departments and professional schools.

For more information see the descriptions of interdisciplinary programs in the **Graduate School** section of this bulletin, or consult Kenneth Viegas, director of the interdisciplinary master's degree program in corrections, 111 Hendricks Hall; telephone (503) 346-3896.

HUMAN SERVICES COURSES (HS)

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (l–3R) Introduction to Juvenile Justice and Crime Victims are recent topics.

200 Innovative Education: [Term Subject] (1–3R)

310 Issues and Policies in Human Services (3) Issues, problems, programs, methods, and trends in human services.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R) ESCAPE I,II and Peer Advising are current topics.

407/507 Seminar: [Term Subject] (1–5R) Recent topics are Child Welfare, ESCAPE I, ESCAPE Leadership. Graduate credit not available for ESCAPE courses.

408/508 Workshop: [Term Subject] (1–21R) Recent topics are Aging, Drug Business, Early Intervention, Future Family, Gangs, Oregon Corrections Association, Women and Crime.

409 Supervised Field Study: [Term Subject] (1–21R)

410/510 Experimental Course: [Term Subject] (1–5R) Assessing Human Problems is a recent topic.

413/513 Introduction to Community Action (2) Knowledge and skills needed for field-work placement in human service agencies. Limited to students in the University Community Action program.

414/514 Individual and Small-Group Intervention (4) Linkage of theoretical concepts regarding work with individuals and groups to students' University Community Action field placements. Readings, case examples, presentations, role playing, discussion. Prereq: HS 413/513.

415/515 Organizational Intervention (4) Theoretical concepts of how human service agencies are structured, managed, and changed to meet clients' needs. Application to students' University Community Action field placement agencies. Prereq: HS 414/514.

416/516 Community Intervention (4) Analysis of current community problems and integration of theoretical concepts. How community-centered intervention can affect human service needs. Application to University Community Action field placements. Prereq: HS 415/515.

425/525 Applied Research and Evaluation (5) Use of research to provide information for making decisions in management and delivery of human services.

427/527 Computer Use in Human Services (3) Examines major productivity tools including word processor, electronic spreadsheet, data base, graphics, and telecommunications software. Applications in human service settings. Prereq: graduate standing or instructor's consent.

428/528 Human Service Delivery (3) Examination of counseling, social work, and other theories and methods for application to various human problems and services.

430/530 Group Work Methods (3) Theory and techniques of working with gtoups in human service programs; emphasis on development of practical group work skills.

431/531 Counseling Interview (4) Experience-based skill development for counseling in a variety of human service settings. Emphasis on acquiring a practical, integrative framework for counseling. Prereq: one term in University Community Action program or instructor's consent.

438/538 Family Interactional Process (3) Examines family process and current crisis in family relationships. Theory of family systems therapy and practical applications to family evaluation, intervention, and restructuring.

440/540 Social Welfare Institutions (3) Not offered 1991–92.

443/543 Family Policy (3) Family policy from philosophical, empirical, and practical perspectives. Primary objective is to link family structural elements to family policy needs, programs, and proposals.

446/546 Child Welfare Services (3) History, analysis, and development of child welfare services in the West. Focus on values and philosophy. Critique of agencies in Oregon and the United States.

450/550 Burnout and the Professional (3) Stress and burnout theory, identification of stress producers in human service work, methods of managing stress, and teaching stress management.

452/552 Cultural Diversity in Human Services (3) Explores issues related to delivery of human services to culturally diverse ethnic and racial groups.

455/555 Mental Health (3) Examines the role of the community in providing services, such as crisis services, to people with mental and emotional disorders; support for the chronically mentally ill.

458/558 Prevention Strategies (3) Developing programs to prevent family violence, delinquency, suicide, rape, substance abuse, and other problems. Focus on primary prevention before problem symptoms develop.

461/561 Correctional Methods (3) Frameworks for effective interventions in a variety of professional roles. Review of relevant theory, research, and exemplary programs.

462/562 Juvenile Justice (3) Juvenile court system; alternatives to the court. Theoretical, philosophical, and research bases for policy; intervention strategies. Human service professional involvement with communities, families, and youth.

463/563 Community Corrections (3) Analysis of institutionalization in the United States. The philosophical issues, economic burdens, and effectiveness of corrections policy. Community corrections as an alternative.

472/572 Community Organization and Social Planning (3) Not offered 1991–92.

475/575 Supervision in Human Services (3) Examines a generic model for supervision in the helping professions and facilitates supervisory skill development. Includes case examples, role playing, and videotape recording.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

608 Workshop: [Term Subject] (1–16R)

609 Supervised Field Study: [Term Subject] (1–16R)

LEISURE STUDIES AND SERVICES

180 Esslinger Hall
Telephone (503) 346-3396
Christopher R. Edginton, Department Head

FACULTY

Gaylene Carpenter, senior instructor (programming, leadership, social psychology of leisure). B.A., 1965, M.S., 1973, California State, Long Beach; Ed.D., 1979, Temple. (1983)

Christopher R. Edginton, professor (management, program and leadership). B.A., 1969, San Jose State; M.S., 1971, Illinois; Ph.D., 1975, Iowa. (1980)

Mark E. Havitz, assistant professor (marketing, consumer behavior, tourism). B.S., 1980, M.S., 1983, Michigan State; Ph.D., 1987, Texas A&M. (1988)

Dennis R. Howard, associate professor (tourism, commercial recreation, consumer behavior). B.S., 1966, Oregon; M.S., 1968, Illinois; Ph.D., 1974, Oregon State. (1982)

Larry L. Neal, associate professor (management, Pacific Rim studies, supervision). B.S., 1961, M.S., 1962, D.Ed., 1969, Oregon. (1968)

Diane M. Samdahl, assistant professor (social psychology of leisure, research methodology, statistics). B.S., 1976, Wisconsin, Madison; M.A., 1979, Washington (Seattle); Ph.D., 1986, Illinois. (1989)

Richard G. Schlaadt, professor (school health instruction, drug education, student teaching). B.S., 1957, Lewis and Clark; M.S., 1958, Illinois; Ed.D., 1966, Oregon State. (1967)

Dicken Yung, professor (therapeutic recreation, international tourism, management). Diploma, 1970, Otago; M.A., 1974, Leeds; Ph.D., 1990, Nottingham. (1991)

Adjunct and Courtesy

Diana R. Dunn, courtesy professor (research methodology, recreation policy). B.S., 1959, M.S., 1963, Dayton; Ph.D., 1970, Pennsylvania State. (1991)

Mel Jackson, adjunct instructor (outdoor recreation). B.S., 1975, Oregon. (1987)

Emeriti

Lois E. Person, assistant professor emerita (applied arts). B.S., 1948, North Dakota; M.S., 1950, Cornell. (1959)

Lynn S. Rodney, professor emeritus (administration); dean emeritus, health, physical education, and recreation. B.A., 1936, M.A., 1938, Washington State; Ph.D., 1955, Michigan. (1955)

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

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The Department of Leisure Studies and Services offers a well-rounded, well-developed program of professional education in leisure services at both the undergraduate and graduate levels. It also provides complementary leisure service courses for the university through electives, offers an academic minor in leisure studies and services, promotes research on the phenomenon of leisure, and promotes current

leisure service practices and policies among service providers.

The department's major function is to prepare students for professional careers in leisure services. Programs lead to bachelor's, master's, and doctoral degrees. Strong emphasis is placed on courses that provide a broad liberal education as well as those having a professional focus. Students apply the knowledge gained through practical service.

The department attempts to develop the student's social and personal attitudes and responsibilities, ethical standards, sense of cultural balance, and commitment to service.

Its program, therefore, includes courses intended to promote an appreciation of the traditions of a free society, to foster attitudes of critical observation and judgment, and to equip the prospective professional in leisure services with the necessary technical knowledge and specialized skills. Graduates of the Department of Leisure Studies and Services become coordinators and managers of public, private, commercial, and therapeutic leisure services.

Accreditation. The department is one of ninety-four colleges and universities currently accredited by the Council on Accreditation sponsored by the National Recreation and Park Association/American Association for Leisure and Recreation.

Substance Abuse Prevention Program

The UO Substance Abuse Prevention Program offers a series of courses, conferences, workshops, and practicum experiences in the prevention of substance abuse. For more information call Director Richard G. Schlaadt or E. Miki Mace, program coordinator, at (503) 345-4136.

Institute of Recreation Research and Service

The Institute of Recreation Research and Service, a part of the College of Human Development and Performance, promotes scholarly endeavors and community service by coordinating the diverse human, fiscal, and physical resources of the Department of Leisure Studies and Services. The institute encourages basic and applied research on the phenomenon of leisure and the delivery of leisure services. It publishes a series of technical and research reports and leisure-related monographs, and it contributes to community service through demonstration projects, referrals to consultants, and information dissemination.

UNDERGRADUATE STUDIES

The Department of Leisure Studies and Services offers major curricula leading to the bachelor of science (B.S.) and bachelor of arts (B.A.) degrees and provides a foundation for graduate work leading to advanced degrees.

The undergraduate program provides the student with a generalist's view of the career field. Many students combine this with a specific interest in public, commercial, private, military, or other recreation agency setting.

Admission

To be considered for admission as a leisure studies and services major, students must demonstrate a minimum grade point average (GPA) of 2.30 on all college-level work attempted. Application to the department must be made prior to the term for which admission is sought. Application deadlines are August 21 for fall term, December 1 for winter term, and March 1 for spring term.

Students with GPAs of 2.00 to 2.29 may submit petitions for admission to the department as majors. The approval of petitions is not automatic. Admission is based on evaluation of the petition and the availability of space in the program. Students without the required GPA for majors may enroll as minors.

Students must do all of the following to be admitted to the department:

1. Confer with a peer adviser
2. Fill out an application for admission
3. Formally declare leisure studies and services as a major
4. Provide up-to-date transcripts of all college-level work

Major Requirements

Requirements for a bachelor's degree in leisure studies and services include 64 credits in approved LSS-prefix courses in the following order:

Preprofessional — *7 credits*

Introduction to Leisure Services (LSS 210) 3
Programming Leisure Services (LSS 220) 4
LSS 210 and 220 are prerequisites for taking other courses required for the degree

Professional Core — *24 credits*

Leisure and Special Populations (LSS 310) 3
Leisure and Natural Resources (LSS 320) 3
Leisure Behavior (LSS 321) 3
Managing Leisure Services (LSS 322) 3
Financing Leisure Services (LSS 323) 3
Marketing Leisure Services (LSS 324) 3
Evaluating Leisure Services (LSS 325) 3
Issues in Leisure Services (LSS 430) 3
LSS 430 must be taken two terms before the internship (see below)

Professional Electives — *21–24 credits*

Electives may be taken concurrently with professional core courses. Electives are to include seven courses or a combination of three courses and a 12-credit internship.

Students who choose to specialize in therapeutic recreation complete Introduction to Therapeutic Recreation (LSS 481), Facilitation of Leisure Education (LSS 482), and Therapeutic Recreation Processes (LSS 483) as electives in addition to an internship in a therapeutic recreation setting. These graduates are eligible for certification through the National Council of Therapeutic Recreation.

Internship — *12 credits*

Leisure Service Internship (LSS 415, repeatable once) 1–12
LSS 310, 320, 321, 322, 323, 324, 325, and 430 are prerequisites for enrolling in Internship (LSS 415)

The department also requires at least one course in each of the following: group processes, sociology, psychology, and physical education. These courses may also be applied to university graduation requirements. First aid certification and cardiopulmonary resuscitation (CPR) are strongly recommended.

Students must earn grades of C– or better in leisure studies and services courses to satisfy major requirements.

Transfer Students

Students transferring from other institutions without previous leisure studies and services courses or their equivalents must follow the application procedure for admittance into the department (see above). Completion of major requirements takes approximately six terms, or two academic years.

Students who transfer from an institution with leisure studies and services course work already completed should, at the time of application, send an unofficial transcript to the department for review. If it is determined that the student has had a course of study similar to that required by this department, the student should complete a minimum of 15 credits in LSS courses (excluding open-ended numbers) and 12–15 credits in practica or field studies (LSS 409 or 415) at the University of Oregon. Transfer students must have a 2.50 grade point average (GPA) or better.

Minor Requirements

The minor program is intended for students who want to augment their majors with leisure-oriented courses germane to their area of study as well as for those wanting to investigate the phenomenon of leisure in society.

The minor in leisure studies and services requires a minimum of 24 credits, 15 of which must be upper division, distributed as follows:

9–10 credits

Three courses selected from the following: Introduction to Leisure Services (LSS 210), Programming Leisure Services (LSS 220), Leisure and Special Populations (LSS 310), Leisure and Natural Resources (LSS 320) 9–10
LSS 210 and 220 are prerequisites to other degree requirements

14–15 credits

Five additional LSS courses, ***excluding*** the following: Leisure Behavior (LSS 321), Managing Leisure Services (LSS 322), Financing Leisure Services (LSS 323), Marketing Leisure Services (LSS 324), Evaluating Leisure Services (LSS 325), Issues in Leisure Services (LSS 430), courses numbered LSS 400–409, 415 14–15

Peer Advising

The Department of Leisure Studies and Services peer advising program helps students interested in obtaining curriculum information or in applying to the department for major status, and it offers advice about general university and departmental requirements. The peer advising office is located in 187A Esslinger Hall.

GRADUATE STUDIES

Master of science (M.S.), master of arts (M.A.), doctor of education (D.Ed.), and doctor of philosophy (Ph.D.) degrees in leisure studies and services are available through the College of Human Development and Performance. Information on university regulations governing graduate admission is in the **Graduate School** section of this bulletin.

Master's degree programs prepare graduates for professional positions in the managed recreation and tourism industries including public, private, and commercial leisure agencies, convention bureaus, and destination resorts. Students may choose to complete a thesis. All master's degree candidates must take a comprehensive examination.

Doctoral degree programs prepare students for research and teaching positions at universities and colleges and for top-level executive positions.

Admission

Students seeking admission to the graduate program should write to the department graduate coordinator.

A committee of department faculty members reviews all applications for graduate admission. Graduation from an accredited college or university and a cumulative undergraduate grade point average (GPA) of 2.75 or higher is required. Master's degree applicants must score at least 35 on the Miller Analogies Test (MAT) or 500 on the verbal portion of the Graduate Record Examinations (GRE) and score at least 500 on the Test of English as a Foreign Language (TOEFL). Students must also submit three letters of recommendation on appropriate forms. A file is started as soon as an applicant submits a completed admission form and pays the required application fee. This form can be obtained from the department.

A doctoral program applicant should have a master's degree, a 3.50 GPA, and at least two years of professional full-time work experience in recreation or leisure services. Minimum acceptable scores for doctoral candidates are 50 on the MAT or 520 on the verbal portion of the GRE and 520 on the TOEFL.

Master's Degree Program

Educating for innovation is the central theme of the master's degree curriculum. The intent of the academic program is to integrate the concept of entrepreneurship into all graduate-level courses. Entrepreneurship is an approach to the management of organizations—whether public, private, or commercial—that uses initiative, creativity, and calculated risk taking to generate opportunities for innovation. This orientation reflects the current need in the leisure service industry for managers who are capable of meeting its continually changing demands. Most students begin fall term. The deadline for completed applications is May 1.

Degree Requirements. Both the M.S. and the M.A. degrees require completion of 54 credits, of which 34 must be in leisure studies and services courses. The M.A. degree requires demonstrated proficiency in a foreign language. A total of 15 credits may be transferred from other colleges and universities if approved by the Graduate School.

Program Structure. A core curriculum of 18 credits is required for all master's degree candidates. In addition, students must take a minimum of 9 credits in study emphases, 9 credits in courses offered by another department or subject area approved by the student's adviser, and 15–18 credits of electives from any department. Candidates who have not completed an undergraduate degree in recreation and parks or leisure services must take an additional 15 credits in leisure studies and services courses prior to or during their graduate program of study. The department offers six study emphases: management and program development, therapeutic recreation, tourism, Pacific Rim studies in leisure, commercial leisure services, and leisure and human development.

Program Requirements

Core	*18 credits*
Historical Concepts of the Leisure Profession (LSS 615)	3
Philosophy of Leisure (LSS 620)	3
Research Methods in Health and Leisure (HDEV 621)	3
Measurement in Leisure Services (LSS 622)	3
Innovation and Entrepreneurship in Leisure Services (LSS 623)	3
Social Psychology of Leisure (LSS 624)	3

Study Emphases ***9–12 credits***

Electives ***15–18 credits***

Courses in leisure studies and services or another department

Supporting Area outside the Department ***9 credits***

Adviser-approved courses in another university department or subject area

Comprehensive Examination

Students may elect to write a 9-credit thesis, which may be substituted for 9 credits in the elective area. All candidates must take a comprehensive examination, consisting of two four-hour sessions, in which they complete essays on the historical and philosophical foundations of leisure, research and statistics, and study emphases.

All work for the master's degree must be completed within a period of seven years. This includes work for which credit is transferred from another institution, the comprehensive examination, and the thesis.

Doctoral Program

The objective of the doctoral program is to prepare a selected number of qualified students for careers in university-level teaching and research and for senior management positions in leisure-industry agencies and businesses.

Program Guidelines

1. Three years of intensive study beyond the master's degree are typically required
2. Candidates are required to assume primary responsibility for an undergraduate course in leisure studies and services sometime during their program
3. Candidates are required to demonstrate high-level competence in scholarly research

Admission

For admission to the doctoral program, a student must:

1. Have completed requirements for a master's degree
2. Achieve a minimum score of 50 on the Miller Analogies Test (MAT) or 520 on the verbal portion of the Graduate Record Examinations (GRE)
3. Be endorsed by a graduate faculty member whose research interests coincide with the applicant's and who has space available on his or her research team

The deadline for application to the Ph.D. program for fall term is May 1. Early application increases the possibility of financial support.

Program Structure

Doctoral students must complete a minimum of 150 credits beyond the bachelor's degree. Specific program and credit requirements follow.

Core	*15 credits*
Research (LSS 601)	3
Supervised College Teaching (LSS 602)	3
Philosophy of Leisure (LSS 620)	3
Leisure Behavior: Theory and Research (LSS 630) **or** Leisure Management: Theory and Research (LSS 632)	3
Leisure Studies in Higher Education (LSS 635)	3

Research Team

A research-team model has been established for the organization of faculty-doctoral student collaborative research. The model serves as a mentorship process in which newly admitted doctoral students are immediately immersed in an active, ongoing research program. Faculty members have established programs of research in consumer behavior issues in recreation and tourism, leisure management, and social psychology of leisure.

It is desirable for students to enroll in the research-team program continuously until they are advanced to candidacy. The minimum requirement is three terms of Research (LSS 601).

Research and Statistics

Students must complete, with grades of B– or better, a minimum of 15 graduate credits in statistics and research methods. Selected with the approval of the student's faculty adviser, at least two of these courses must focus on research methods and two on statistical analysis. Two of the courses must be completed in residence at the university after admission to the doctoral program.

Areas of Concentration

Primary Area. Each student is expected to master the literature and techniques, and complete 30 credits, in at least one primary area of leisure study: leisure behavior, leisure management, or—with approval—an interdisciplinary area.

Leisure behavior covers the meaning and experience of leisure, recreation, and play in individuals and groups and the development of leisure experiences for all ages. Leisure management refers to the provision of leisure services through program development, marketing, planning, financial development, and leadership.

Support Area. Each student must take 21 credits in a support area consisting of three or four courses outside the Department of Leisure Studies and Services that are related to the student's primary area of concentration. The courses must be taken at the university after admission to the doctoral program. Typically, courses in the support area are from one academic department, but they may be interdisciplinary if organized around a common theme and approved by the student's academic adviser.

Advancement to Candidacy

In addition to completing the core, research and statistics, and primary and support areas, a student must pass two written comprehensive examinations—one on the core and the

primary area of concentration, the other on the support area. The student is advanced to candidacy upon completion of all these requirements.

Dissertation
The candidate must complete 18 credits in Dissertation (LSS 603) by writing and successfully defending a doctoral dissertation.

Foreign Language or Computer Proficiency
Candidates must demonstrate proficiency in a foreign language, which may be demonstrated by completion of two years of study in the language.

Computer proficiency may be substituted for a foreign language by completing 12 credits in computer science courses or 9 credits in advanced statistics and research design. Course selection is subject to approval by the student's adviser.

Electives
The doctoral program includes 36 credits in elective courses, usually drawn from courses completed for the master's degree.

Graduate Assistants and Trainees

A few teaching and administrative assistantships are available, primarily to full-time students who have completed several years of teaching or other full-time professional field experiences. Stipends include a salary for nine months and reduced tuition. Graduate teaching fellowships or fee waivers are available to students specializing in therapeutic recreation. Some students with outdoor pursuit leadership skills may be eligible for graduate teaching fellowships through the Department of Physical Education and Human Movement Studies outdoor pursuits program. Applications may be obtained from the graduate coordinator, Department of Leisure Studies and Services.

LEISURE STUDIES AND SERVICES COURSES (LSS)

150 Leisure in Society (3) Concepts of community recreation; scope of recreation in American life; the role of recreation, parks, and sports in human experience and in the structure of community living.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

210 Introduction to Leisure Services (3) Introduction to the basic historical and philosophical foundations of leisure and recreation.

220 Programming Leisure Services (4) Principles and practices associated with the leisure programming process including needs assessment; program development, implementation, evaluation, and modification. Leadership theory and application to programming.

290 Camp Counseling (3) Orientation to youth in camps; values and objectives of organized camps; understanding campers, camp programs, and staff responsibilities.

310 Leisure and Special Populations (3) Service foundations for providing therapeutic recreation services to people with special conditions. The relationship of leisure behavior to special conditions; similarities and differences among the helping therapies.

320 Leisure and Natural Resources (3) The role of natural resources in the pursuit of leisure activities, developing a land ethic, ecological awareness, and minimum-impact programs.

321 Leisure Behavior (3) Examination of individual and group leisure behavior within a human developmental context. Identification and exploration of motivating factors related to traditional and contemporary leisure expression.

322 Managing Leisure Services (3) Management of leisure service delivery systems in public and private sectors. Planning, organizing, staffing, directing, and controlling.

323 Financing Leisure Services (3) Analysis of traditional and contemporary sources for financing leisure service organizations; property taxes, bonds, user fees, fund-raising methods, joint-venture agreements.

324 Marketing Leisure Services (3) Application of marketing concepts and methods, including market segmentation and target marketing, to public and private leisure service organizations.

325 Evaluating Leisure Services (3) Methods, techniques, and application of evaluation in recreation and park service functions: clientele, programs, personnel, facilities, and organization.

371 Human Relations in Supervision of Personnel (3) Supervision of personnel in public recreation and park services provided by municipal, district, county, state, and federal recreation and park departments.

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R) Prereq: department head's consent.

406 Special Problems (1–21R) Peer Advising is a recent topic.

407/507 Seminar: [Term Subject] (1–5R)

408/508 Workshop: [Term Subject] (1–21R) Environmental Awareness: Oregon Coast is a recent topic.

409 Practicum: [Term Subject] (1–21R) P/N only. Art Therapy is a recent topic.

410/510 Experimental Course: [Term Subject] (1–5R) Recent topics are Managing Convention Services, Event Management.

415 Leisure Service Internship (1–12R) Prereq: completion of core requirements, practicum, three courses in area of concentration, introduction to field-study seminar, and instructor's consent.

430 Issues in Leisure Services (3) Examination of issues critical to the leisure profession; preparation for internship and entering the profession.

HDEV 437/537 Volunteerism (3) See description under **Human Development and Performance.**

451/551 Private and Commercial Recreation (3) Current status and future prospects of private and commercial recreation enterprises; entry opportunities, operational and financial management, and market orientation.

452/552 Leisure and Tourism (3) Travel and tourism as an area of study. Local, regional, and national tourism; tourist behavior and the social, environmental, and economic impact of tourism.

HDEV 455 Administration of Aquatic Programs (3) See description under **Human Development and Performance.**

HDEV 457 Principles of Outdoor Leadership (3) See description under **Human Development and Performance.**

460/560 Leisure in the Pacific Rim (3) Investigation of the geographical, cultural, attitudinal, and behavioral aspects of leisure and tourism in Pacific Rim countries.

HDEV 467/567 Leisure and Retirement (3) See description under **Human Development and Performance.**

HDEV 468/568 Organization of Senior Leisure Services (3) See description under **Human Development and Performance.**

470/570 Leisure in the Armed Forces (3) Overview of military morale, welfare, and recreation services. Includes history, philosophy (mission statements), staffing, funding, program management, and objectives.

481/581 Introduction to Therapeutic Recreation (4) Introduction to basic historical, philosophical, and professional foundations of therapeutic recreation and the nature and etiology of illness and disability. Prereq: LSS 210, 220, 321 or instructor's consent.

482/582 Facilitation of Leisure Education (4) Examination of leisure education and leisure counseling including models, content, issues, and intervention strategies; assessment of leisure functioning; and the relationship of leisure to wellness. Includes laboratory. Prereq: LSS 321, 481/581 or instructor's consent.

483/583 Therapeutic Recreation Processes (4) Development of therapeutic recreation programs from a continuum perspective within the context of health care and human service delivery systems. Prereq: LSS 481/581.

484/584 Mainstreaming and Integration in Leisure Services (4) In-depth examination of the mainstreaming-integration process and the normalization principle as philosophical bases throughout the therapeutic recreation continuum. Emphasis on professional roles. Prereq: LSS 481/581.

496/596 Recreation Areas and Facilities (3) The planning, construction, and operation of recreation areas, facilities, and buildings.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R) Prereq: department head's consent.

606 Special Problems (1–16R) Master's Project is a current topic. Prereq: department head's consent.

607 Seminar: [Term Subject] (1–5R) Recent topics are Tourism Issues, Tourism Trends.

608 Workshop: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R) P/N only

610 Experimental Course: [Term Subject] (1–5R) Public Leisure Services is a recent topic.

615 Historical Concepts of the Leisure Profession (3) Key historical events, figures, and factors that have provided a basis for the development of the organized park and recreation movement in the United States.

620 Philosophy of Leisure (3) Historical theories of play and leisure. Fundamental philosophical concepts related to principles and practices of conducting leisure programs. Critical overview of current literature.

HDEV 621 Research Methods in Health and Leisure (3) See description under **Human Development and Performance.**

622 Measurement in Leisure Services (3) Application of data analysis and measurement to leisure service administration, research, and planning models; use of descriptive and inductive measurement techniques for recreation-related variables.

623 Innovation and Entrepreneurship in Leisure Services (3) Innovation and entrepreneurship in leisure services with emphasis on creativity, change management, trend analysis, and action planning in public, commercial, and nonprofit leisure service organizations. Prereq: graduate standing.

624 Social Psychology of Leisure (3) Social psychological dimensions of human leisure behavior. Motivational determinants of leisure behavior and applications to leisure programs and leisure service delivery systems.

630 Leisure Behavior: Theory and Research (3) Explores theories, research findings, and research methods of leisure behavior, especially the meaning and experience of leisure, recreation, and play in individuals and groups. Prereq: graduate standing.

632 Leisure Management: Theory and Research (3) Examines theories, research results, and methods of research in management of leisure services. Prereq: graduate standing.

635 Leisure Studies in Higher Education (3) The role of the educator in leisure studies including current issues and realities in higher education and curriculum design and evaluation. Prereq: doctoral standing or instructor's consent.

650 Tourism Research (3) Examines the organization of the tourism industry and its social and economic impacts. Emphasis on evaluating and applying current tourism research.

651 Management of Private and Commercial Recreation (3) Application of small-business practices to private recreation enterprises. Examination of trends, problems, and the operational requirements of a wide range of recreation businesses.

670 Leisure Service Management (3) Organization and management of public, private, and commercial leisure services. Organizational culture, history, motivation, organizational structure, managerial leadership, communications, decision making, and organizational development.

671 Public Leisure Services (3) Concepts and theory of community leisure services; planning, implementing, supervising, financing, and evaluating. Prereq: graduate standing.

673 Leisure Service Program Development (3) Concepts and theory of recreation and leisure programming. Relationship between community organization theory and recreation programming. Processes of planning, implementing, and evaluating recreation programs.

683 Program Design and Evaluation in Therapeutic Recreation (3) Analysis of the design, evaluation, and management of comprehensive therapeutic recreation programs within health care and human service agencies. Prereq: LSS 483/583, graduate standing.

685 The Professionalization of Therapeutic Recreation (3) In-depth examination of issues and trends in the professionalization of therapeutic recreation including history and philosophy; personnel, program, and curriculum standards; funding; and ethics. Prereq: LSS 481/581, graduate standing.

PHYSICAL EDUCATION AND HUMAN MOVEMENT STUDIES

186 Esslinger Hall
Telephone (503) 346-4107
Louis R. Osternig, Acting Department Head

FACULTY

Barry T. Bates, professor (biomechanics). B.S.E., 1960, Princeton; M.Ed., 1971, East Stroudsburg; Ph.D., 1973, Indiana. (1974)

Z. Diane Baxter, senior instructor (movement photography, self-teaching methods). B.S., 1956, Western Illinois; M.A., 1960, Colorado State. (1967)

Toby G. Bedford, assistant professor (physiology of exercise). B.S., 1972, Southwest Missouri State; M.S., 1976, Eastern Illinois; Ph.D., 1983, Iowa. (1986)

James Blanchard, senior instructor (wilderness pursuits). B.S., 1967, M.S., 1979, Oregon. (1979)

Elizabeth S. Bressan, associate professor (significance and meaning of movement, children's physical education). B.S., 1970, M.S., 1974, North Carolina, Greensboro; Ph.D., 1978, Southern California. (1980)

Jan Broekhoff, professor (research, growth and development statistics). M.O.P, 1958, Academy of Physical Education; M.S., 1963, Ph.D., 1966, Oregon. (1973)

Janet Dufek, assistant professor (biomechanics). B.S., Wisconsin-Superior; M.S., 1982, Illinois State. (1988)

Elizabeth G. Glover, assistant professor (aquatics, adapted physical education). B.S., 1959, Tufts; M.S., 1963, Ed.D., 1974, North Carolina, Greensboro. (1964)

Jody L. Jensen, assistant professor (motor performance and control). B.S., 1973, Drake University; M.S., 1978, Massachusetts at Amherst; Ph.D., 1989, Maryland. (1990)

Gary A. Klug, associate professor (physiology of exercise). B.S., 1970, M.S., 1973, Wisconsin State; Ph.D., 1980, Washington State. (1985)

Lani Loken-Dahle, senior instructor (gymnastics); director, service physical education. B.S., 1971, Michigan; M.A., 1973, Arizona State. (1979)

Dennis Monroe, instructor (aquatics); director, aquatics. B.S., 1972, Walla Walla; M.S., 1975, Dayton. (1988)

Louis R. Osternig, professor (sports medicine, exceptional child); director, graduate studies. B.S., 1965, M.S., 1967, California State, Hayward; Ph.D., 1971, Oregon. (1971)

Karla S. Rice, senior instructor (recreational programs), director, recreation and intramural sports. B.S., 1962, Central Michigan; M.A., 1965, Michigan State. (1967)

Norval J. Ritchey, professor (administration). B.S., 1953, M.S., 1956, Oregon. (1956)

Paul G. Schempp, assistant professor (teaching physical education). B.S., 1976, Bridgeport; M.S., 1977, Ithaca; Ed.D., 1981, Boston University. (1985)

Becky L. Sisley, professor (administration, coaching); director, undergraduate studies. B.A., 1961, Washington (Seattle); M.S.P.E., 1964, Ed.D., 1973, North Carolina, Greensboro. (1965)

Gary L. Stein, assistant professor (social psychology of sport). B.A., 1983, California, Irvine; M.S., 1987, Ph.D., 1989, California, Los Angeles. (1990)

Michael Strong, instructor (wilderness pursuits). B.P.E., 1976, Alberta; M.S., 1986, Oregon. (1986)

Richard K. Troxel, senior instructor (sports medicine, athletic training). B.S., 1975, M.S., 1977, Oregon. (1976)

Donald P. Van Rossen, associate professor (sports psychology). B.S., 1953, M.Ed., 1954, Ph.D., 1968, Illinois. (1958)

Maureen R. Weiss, associate professor (social psychology of sport). B.A., 1974, M.A., 1976, California, Santa Barbara; Ph.D., 1981, Michigan State. (1981)

Marjorie Woollacott, professor (motor performance and control). B.A., 1968, Ph.D., 1973, Southern California. (1980)

Lois J. Youngen, associate professor (professional preparation). B.S., 1955, Kent State; M.A., 1957, Michigan State; Ph.D., 1971, Ohio State. (1960)

Adjunct and Courtesy

Steven Chatfield, courtesy assistant professor. See **Dance** for credentials.

Stanley L. James, adjunct associate professor (sports medicine research). B.S., 1953, M.D., 1962, Iowa. (1979)

Donald C. Jones, adjunct associate professor (sports medicine research). B.S., 1969, Centenary (Hackettstown); M.D., 1973, Louisiana State. (1983)

Steven Keele, courtesy professor. See **Psychology** for credentials.

Thomas Kerns, adjunct associate professor (human anatomy). B.S., 1941, M.D., 1943, Creighton. (1983)

Steven P. Roy, adjunct associate professor (sports medicine research). M.B., 1967, University Capetown Medical School. (1981)

Eric Zemper, courtesy assistant professor (sport science research, epidemiology of athletic injuries). B.S., 1967, M.S., 1977, Ph. D., 1982, Michigan State. (1985)

Emeriti

Jack D. Adler, associate professor emeritus (motor learning). B.A., 1951, M.S., 1960, Washington (Seattle); D.Ed., 1967, Oregon. (1965)

John W. Borchardt, associate professor emeritus (administration, philosophy). B.S., 1940, LaCrosse; M.A., 1951, Ph.D., 1966, Iowa. (1948)

William J. Bowerman, professor emeritus; assistant athletic director emeritus. B.S., 1933, M.S., 1951, Oregon. (1948)

H. Harrison Clarke, professor emeritus (research). B.S., 1925, Springfield; M.S., 1931, Ed.D., 1940, Syracuse. (1953)

Betty F. McCue, professor emerita (history, philosophy). B.S., 1945, Pittsburgh; M.S., 1948, MacMurray; Ph.D., 1952, Iowa. (1968)

Marian H. Miller, professor emerita; assistant university physician emerita. B.A., 1925, M.D., 1930, Oregon. (1931)

Corlee Munson, associate professor emerita (professional physical education). B.A., 1948, Northern Colorado; M.S., 1956, Washington (Seattle); Ph.D., 1966, Iowa. (1959)

Jessie L. Puckett, professor emerita (professional preparation). B.S., 1931, M.S., 1937, Oregon. (1952)

William P. Rhoda, professor emeritus (administration). B.S., 1939, Pennsylvania; M.S., 1947, D.Ed., 1951, Oregon. (1948)

Richard J. Smith, associate professor emeritus (teacher education, coaching). B.S., 1949, M.Ed., 1953, Springfield; Ph.D., 1968, Oregon. (1962)

Vernon S. Sprague, professor emeritus (professional preparation). B.S., 1937, Oregon; M.A., 1942, Ph.D., 1951, Michigan. (1946)

Celeste Ulrich, professor emerita (significance, meaning, and behavioral bases of physical education). B.S., 1946, M.A., 1947, North Carolina; Ph.D., 1956, Southern California. (1979)

Janet G. Woodruff, professor emerita (administration, service programs). B.S., 1926, M.A., 1929, Columbia. (1929)

Edna P. Wooten, professor emerita (anatomy). B.S., 1945, M.A., 1946, Ph.D., 1961, Ohio State. (1965)

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

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

Physical education is concerned both with understanding the role of movement in the lives of humans and with using that understanding to improve the quality of human life. The programs of the Department of Physical Education and Human Movement Studies express both interests.

The Division of Recreation and Intramural Sports and the Division of Service Physical Education deliver physical education services to members of the university and surrounding communities. The first is aimed at improving the informal life of the university and the community with recreational and competitive activities. The second offers an extensive variety of learning activities (credit or noncredit) as an integral part of every individual's liberal preparation for life.

The department also offers carefully stuctured undergtaduate programs leading to the bachelor of science (B.S.), bachelor of arts (B.A.), or bachelor of physical education (B.P.E.) degree. Students can prepare for careers through one or more of the following programs: exercise and sport science, fitness management, human movement studies, and interdisciplinary studies.

Through the department's large and prestigious graduate program, new knowledge is added to the physical education and human movement fields. Students prepare for careers in research on human movement phenomena or in advanced teaching, coaching, athletic training, or fitness and lifestyle management.

Opportunities and services are also available to people with special educational needs.

Facilities. The university's buildings and playing fields devoted to physical education occupy a forty-two-acre tract at the southeast corner of the campus. Esslinger Hall provides gymnasiums and court facilities, offices, classrooms, study areas, and research laboratories. The main offices for graduate studies and for service physical education courses are in Esslinger Hall. The building also meets the instructional and recreational needs of the entire university population.

Gerlinger Hall houses classrooms, a dance studio, an instructional and recreational gymnasium, and research laboratories. The tecreation and intramural sports office is located in this building.

Gerlinger Annex has well-equipped gymnasiums and dance studios. The main offices of the undergraduate professional physical education program and the Department of Dance undergraduate and graduate programs are in this building.

Leighton Pool, a college short-course competition pool located next to Esslinger Hall, and Gerlinger Pool, in Gerlinger Hall, ate used for instruction and recreation.

Adjoining Esslinger Hall on the south is McArthur Court, basketball pavilion and athletic center of the Associated Students of the University of Oregon. McArthur Court seats more than 10,000 spectators. Playing fields located east and south of Esslinger Hall and on the south bank of the Willamette River provide excellent facilities for outdoor class instruction and for intramural and intercollegiate sports. Hayward Field provides track-and-field facilities for intercollegiate athletics, classes, and recreational programs. There are six standard plexipave tennis courts north of Hayward Field and nine covered courts east of Leighton Pool. Autzen Stadium, a 41,000-seat football stadium, is located across the Willamette River from the main campus.

Sports Medicine and Fitness Assessment

The Slocum Sports Medicine and Fitness Research Laboratory, located in 71 Esslinger Hall, provides clinical athletic training and injury management services. It also provides fitness assessment and consulting services for additional fees.

Service Courses and SHAPE

Emphasis in all service courses is on learning recreational and physical skills that contribute to the physical, mental, and social development of the individual. Most classes meet two or three times a week for 1 credit. Several courses in the outdoor pursuits program include three-day field sessions in addition to a few on-campus sessions.

If space is available in service courses, students may enroll for no credit through the NCS (noncredit student) program. Faculty, staff, and community members must enroll through the SHAPE (Sport, Health, and Personal Excellence) program.

Recreation and Intramurals

The Department of Physical Education and Human Movement Studies sponsors recreation and intramural programs for members of the university community. The purpose of these programs is to provide opportunities for students, staff and faculty members, and their families to enjoy formal and informal recreation activities. The Division of Recreation and Intramural Sports provides competition and recreational activities in an atmosphere of relaxation and enjoyment.

Opportunities for sports participation include all-campus tournaments, inttamurals, and special events. Some of the most popular events are aerobics, badminton, basketball, bowling, cross-country, flag football, fun runs, golf, handball, racquetball, softball, soccer, swimming, tennis, track and field, volleyball, and wrestling.

Recreation Classes. Recreation classes provide high-quality and inexpensive instruction without academic pressure. Available classes include aerobics, weight workout, water aerobics, dance, and tae kwon-do. These

noncredit classes are open to all students and to all members of the faculty and staff.

Open Recreation. Departmental facilities and equipment are available for open recreation when not scheduled for class use. These include the gymnasiums, courts, pools, and weight center in Esslinger Hall, Gerlinger Hall, and Gerlinger Annex. Outside field space and tennis courts are also available.

Rentals, reservations, and inquiries may be directed to the recreation and intramurals office, 103 Gerlinger Hall; telephone (503) 346-4113.

Employment

Through a large variety of programs and services and the operation of facilities, the department generates many part-time jobs. Physical education majors and physical education premajors are well qualified for these positions by virtue of their experience. They are invited to apply to department offices for referral.

The department also assists community agencies in finding qualified students for leadership opportunities.

DIVISION OF UNDERGRADUATE STUDIES

The undergraduate curriculum in physical education and human movement studies, leading to the bachelor of science (B.S.), bachelor of arts (B.A.), or bachelor of physical education (B.P.E.) degree, provides a high-quality program of professional study. A strong high school background in English composition, biology or chemistry, and physical education is desirable. During the freshman and sophomore years, the student obtains a sound foundation in liberal arts and basic sciences. This is supplemented by a core of physical education activities and introductory instruction in physical education theory. The upper-division program is devoted principally to studies of physical education: motor learning, kinesiology, growth and motor development, physiology of exercise, social psychological aspects of sport, and courses specific to a particular career direction.

Admission

Any newly admitted or continuing University of Oregon student may declare a physical education premajor by completing a Change of Major form and submitting it to the head adviser in the physical education department. Premajors must make formal application for advancement to major status. Prerequisites for admission to the major include:

1. At least two terms as a physical education premajor
2. 90 credits
3. Two of the three required professional-activity laboratory courses
4. PEOL 285
5. University writing requirement
6. Grades of mid-C or better in PEP 211, 321, 331, 332, and BI 311, 312

Applicants must also declare intent to earn either the B.A. or the B.S. degree and have begun work for this degree.

Students who were declared premajors in the department before fall 1991 have the option of meeting the prerequisites listed above or those in effect when they became premajors. In either case, advancement to major status requires a 2.75 grade point average (GPA) in University of Oregon course work. Physical education pre-majors should consult their assigned departmental advisers for additional information.

Students transferring to the university as physical education premajors should have completed course work to meet university general requirements, including one year of general chemistry or one year of general biology as well as one year of mathematics, if they plan to earn a B.S. degree. Course work equivalent to that listed below under Theory Core and a minimum of three professional-activity laboratories should also be completed.

Degrees. The degree sought places constraints on the course work undertaken. Students seeking B.A. degrees must satisfy foreign language, university, and group requirements for that degree in addition to taking extensive course work in the sciences required by the physical education core program. The B.S. degree in physical education requires that students complete one year of mathematics and other university requirements. The B.P.E. degree does not require foreign language or mathematics, but students must still satisfy university group and departmental requirements. The B.P.E. degree is available only to students in the interdisciplinary program. Students must declare their intent to earn a B.P.E. degree before they begin their last five terms at the university.

The department confers graduation with honors on students whose cumulative GPA for all college and university work is 3.50 or above and who have completed at least 90 credits at the University of Oregon.

All physical education courses and BI 311, 312, 313, and 314 must be taken for letter grades if that option is available.

Core Program

The core program is the set of courses required of all majors in physical education. Beyond the core, students take additional course work in a specific program of study. A variety of curricula appropriate to specific career directions is offered. The majority of students earning the bachelor's degree prepare for careers in athletic training, coaching, fitness management, prephysical therapy, teaching, a combination of these, or related professions. The exercise and sport science program is primarily designed for students who want to continue their studies in a graduate program. Listed below are the courses that comprise the core program.

Theory Core — *44–47 credits*

- General Biology I: Cells (BI 101), General Biology II: Organisms (BI 102), General Biology III: Populations (BI 103) with laboratory-discussions (BI 111, 112, 113) **or** General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) 12–15
- Additional science courses: Human Anatomy I: Bones, Muscles, Nerves (BI 311) ***and*** Human Anatomy II: Systems of the Body (BI 312) ***and*** Human Physiology I: Nerve, Muscle, Senses (BI 313), Human Physiology II: Homeostatic Mechanisms (BI 314) 12
- Professional and Philosophical Foundations (PEP 211) 3
- Social Psychological Aspects of Sport (PEP 321) 3
- Motor Learning (PEP 332) 3
- Physical Growth and Motor Development (PEP 331) 5
- Kinesiology (PEP 371) 3
- Physiology of Exercise (PEP 471) 3

Activity Core — *9–11 credits*

- Professional Activities: Aquatics Foundation (PEP 194) 2
- Professional Activities: Conditioning (PEP 294) 2
- Professional Activities: Dance Heritage (PEP 294) 2
- Two elective professional-activity courses (PEP) 2–4
- Wilderness Survival (PEOL 285) 1

Physical Education Programs of Study

Physical education majors are required to select one program of study. They must complete the courses listed for that specific program as well as the core of theory and activity courses. The programs are described below.

Exercise and Sport Science

The objective of the exercise and sport science program is to provide students with a broad background in science courses pertinent to such areas as adapted physical education, biomechanics, exercise physiology, athletic training, sport psychology, physical therapy, and motor learning and control. These courses attempt to expose students to the spectrum of scientific inquiry. The exercise and sport science student should have a strong interest in pursuing graduate study and a career as a researcher, teacher in higher education, sports medicine practitioner, or therapeutic professional. The required courses listed below, in combination with the PEP core and university requirements such as mathematics and health, provide a rich source of knowledge in exercise and sport science.

Required Courses — *59–61 credits*

- General Biology I,II,III (101, 102, 103) 9
- Mind and Brain (PSY 201) 4
- Mind and Society (PSY 202) 4
- Thinking (PSY 330) *or* Development (PSY 375) 3
- General Chemistry (CH 221,222, 223) 9
- General Physics (PHYS 201, 202, 203) *or* General Physics with Calculus (PHYS 211, 212, 213) 12
- General Chemistry Laboratory (CH 227, 228, 229) *or* Introductory Physics Laboratory (PHYS 204, 205, 206) *or* General Biology I,II,III: Laboratory-Discussion (BI 107, 108, 109) 3–6
- Computer applications (one course selected with adviser's recommendation) 3
- Tests and Measurements (PEP 443) 3
- Scientific and Technical Writing (WR 320) 3
- Reading and Conference (PEP 405) *or* Special Problems (PEP 406) *or* Practicum (PEP 409) 3
- Fundamentals of Speech Communication (RHCM 121) *or* Fundamentals of Public Speaking (RHCM 122) *or* Fundamentals of Interpersonal Communication (RHCM 124) 3

Physical Therapy. Admission requirements in standard schools of physical therapy, which are usually operated in conjunction with medical schools, strongly emphasize foundation work in the basic sciences. The exercise and sport science program provides excellent preparation for physical therapy training. It is recommended that students take at least 6 credits in Practicum: Prephysical Therapy (PEP 409).

Fitness Management

This program emphasizes the academic and technical knowledge necessary to conduct

fitness programs in public and private agencies. Students are prepared to assume leadership and management positions within the health and physical fitness industries. The program blends academic and clinical study in the areas of fitness assessment, exercise prescription, and rehabilitation. Interdisciplinary course work and clinical experiences in departmental laboratories and local agencies comprise this program.

Students in this program must take BI 101–103 and 111–113 in the theory core. A University of Oregon GPA of 2.75 is required to register for Internship: Fitness Management (PEP 404).

Required Courses — *56–70 credits*

Physical Education. 30–42 credits:
Care and Prevention of Injuries (PEP 361) 3
Professional Activities: Aerobics (PEP 394) 1
Sport and Fitness Management I,II (PEP 453, 454). 6
Fitness Appraisal and Prescription I,II (PEP 461, 462) 8
Adult Fitness Programs (PEP 463) 3
Internship: Fitness Management (PEP 404) 6–15
Practicum: Fitness Management (PEP 409) 3–6

Human Development and Performance. 15–19 credits:
Nutrition (HEP 225) 3
Select 12–16 credits:
Perspectives in Aging (GERO 280) 3
Experimental Course: Introduction to Weight Management (HEP 410) 3
Adapted Physical Education (PEP 442) with Practicum: Adapted (PEP 409) 4
Tests and Measurements (PEP 443) 3
Drugs in Society (HEP 463) 3
Health Promotion: Stress Management (HEP 468) .3
Introduction to Gerontology I (GERO 471) 4
Psychological Aspects of Aging (GERO 481) 4
Sociological Aspects of Aging (GERO 482) 3
Vitamins and Minerals (HEP 493) 3

A complete list of elective courses is available in the department office.

Psychology Social Science Cluster. 11 credits:
Mind and Brain (PSY 201) 4
Mind and Society (PSY 202) 4
Thinking (PSY 330) *or* Development (PSY 375) ...3

Students who completed the undergraduate fitness management program at the University of Oregon may use courses required in the undergraduate program to meet course requirements, but not credit requirements, in the graduate fitness management program. This includes the four selected courses from within the college. The graduate program must include a minimum of 45 credits. Only 500- and 600-level courses taken during the senior year after the 186 credits required for a bachelor's degree have been completed may count toward the graduate-degree credit requirement.

Human Movement Studies

This program is for students who want teacher certification in the state of Oregon. After completing the bachelor's degree in physical education, the student enters the fifth-year teacher certification program.

Required Courses — *58–59 credits*

Professional Theory. 10 credits:
Children's Movement and Sport Activities (PEP 345) 4
Care and Prevention of Injuries (PEP 361) 3
Practicum: ESCAPE Public Schools (CI 409) 3
Professional Activities. 15 credits:
Professional Activities: Gymnastics (PEP 294) 2
Professional Activities: Track and Field (PEP 294). 2
Professional Activities: Volleyball (PEP 294) 1
Professional Activities: Aerobics (PEP 394) 1
Professional Activities: Badminton (PEP 394) 1
Professional Activities: Field Sports (PEP 394) 2
Professional Activities: Softball (PEP 394) 1
Professional Activities: Team Court Sports (PEP 394) 2
Professional Activities: Tennis (PEP 394) 1
Martial arts course, service 1
Physical-activity elective, professional or service 1
Computer Applications. Select 3–4 credits:
Concepts of Computing: Information Processing (CIS 120) 3
Introduction to Business-Information Processing (CIS 131) 4
Computer Applications (PEP 191) 3
Theory outside of Physical Education. 6 credits:
College Composition III (WR 123) *or* Scientific and Technical Writing (WR 320) 3
Fundamentals of Speech Communication (RHCM 121) *or* Fundamentals of Public Speaking (RHCM 122) 3
Second Area of Concentration. 24 credits:
An additional 24 credits, 15 of which must be upper division, in an area of concentration outside the Department of Physical Education and Human Movement Studies. The second area can be a minor or a planned program of course work that has been developed with the approval of the student's adviser.

Interdisciplinary Program

In consultation with the director of undergraduate studies, a student can design a program of study that is not offered in the department or combine a physical education major with a second major or minor or emphasis in business, journalism, or other academic discipline. A minimum of 41 credits beyond the physical education core is required. The 41 credits must include 6 credits in Reading and Conference (PEP 405), Special Problems (PEP 406), or Practicum (PEP 409) and a minimum of 21 credits outside the department of which 15 must be in one department.

Students must satisfy the following requirements:

1. A draft of the projected program must be submitted to the director of undergraduate studies by the end of the student's second term as a physical education major
2. The program must be formally approved by the student's adviser before the student begins the last five terms of the program
3. The fitness management sequence (PEP 461, 462, 463) may not be used as part of the interdisciplinary program
4. The student must declare an intent to pursue the B.P.E. degree at the time the program is approved

Aquatics Leadership Minor

The aquatics leadership minor prepares students for part- or full-time careers as aquatics directors, pool operators, instructors, and programmers for schools, communities, and public or private agencies. This minor in aquatics leadership requires 24 credits, of which 15 must be upper division. The minor program consists of a core (14–16 credits), one of four specializations (8–12 credits), and approved electives to total 24 credits. Unless offered pass/no pass only, all courses in the minor program must be taken for grades. Completion of the aquatic minor core also leads to certification as a lifeguard and swim instructor. Water Safety Instructor (PEP 292) and Lifeguard Training Instructor (PEP 293) must be completed at the University of Oregon.

Core — *14–16 credits*

First Aid (HEP 252) 3
Lifeguard Training (PEP 291) 2
Water Safety Instructor (PEP 292) 2
Lifeguard Training Instructor (PEP 293) 1
Special Problems: CPR for the Professional Rescuer (PEP 406) 1
Practicum: Swim Instructor or Assistant in Learn-to-Swim Program (PEP 409) 2–4
Administration of Aquatic Programs (HDEV 455) 3

Complete one of the following four specializations:

Adapted and Water Rehabilitation Specialist — *9–11 credits*

Special Problems: American Red Cross Certification (PEP 406) 2
Practicum: Instructor or Assistant Instructor in Adapted Aquatics (PEP 409) 4–6
Approved adapted aquatics course 3

Aquatic Fitness Specialist — *9–11 credits*

Aqua Aerobics I (PEAQ 121) 1
Swim Conditioning I (PEAQ 221) 1
Swim Performance III (PEAQ 333) 1
Professional Activities: Conditioning (PEP 294) 2
Special Problems: Aquatic Exercise Certification (PEP 406) 2
Practicum: Instructor or Assistant Instructor in Aquatic Fitness Program (PEP 409) 2–4

Coaching Specialist in Swimming, Diving, Water Polo — *9–11 credits*

Water Polo I (PEAQ 231) 1
Springboard Diving I (PEAQ 241) 1
Swim Performance I (PEAQ 331) 1
Aquatic Sports Coaching (PEP 351) 3
Practicum: American Red Cross Safety Training for Swim Coaches (PEP 409) 1
Practicum: Coaching (PEP 409) 2–4

Pool Administration or Operation Specialist — *8–12 credits*

Special Problems: Certified Pool Operator (PEP 406) 2
Practicum: Facility Administration (PEP 409) 3–5
Practicum: Facility Operations (PEP 409) 3–5

If additional course work is needed to meet the 24-credit requirement, students may choose courses from the other three specializations or from the following approved list.

Approved Electives — *24 credits*

Basic Scuba with laboratory (PEAQ 341, 342) 2
Advanced Scuba with laboratory (PEAQ 343, 344) 2
National Pool and Water Park Lifeguard Training (PEAQ 351) 1
Sailing I (PEOW 211) 1
Wind Surfing I (PEOW 221) 1
White-Water Rafting I (PEOW 231) 1
Swift-Water Canoeing (PEOW 242) 1
Kayaking I (PEOW 261) 1
River Rescue Techniques (PEOW 361) 1

Coaching Minor

The coaching minor program prepares students for responsibilities involving coaching assignments in schools, communities, and public and private agencies. All courses in the program must be taken for letter grades if that option is available. Students must earn a 2.50 GPA in

all courses in the program. The coaching minor requires 27–31 credits, distributed as follows:

Required Courses	*28–32 credits*
First Aid (HEP 252)*	3
Physical Growth and Motor Development (PEP 331)	3
Motor Learning (PEP 332)	3
Care and Prevention of Injuries (PEP 371) *or* Workshop: Athletic Training (PEP 408)	3
Professional Activities: Conditioning (PEP 394)	2
Two coaching practica (PEP 409)*	4–6
Psychology of Coaching (PEP 451)	3
Interscholastic Athletic Administration (PEP 452)	3
Appropriate coaching, professional-activity laboratories, and physical education courses (professional or service) selected in consultation with adviser	4–6

*A student who has equivalent experience may file a departmental petition to waive one of the coaching practica or HEP 252 or both. However, a minimum total of 24 credits is required.

Outdoor Pursuits Leadership Minor

The outdoor pursuits leadership minor requires 34 credits, 20 of which are upper division. The program consists of 19 credits in skills, 6 credits in theory, and 9 credits in leadership experiences. Unless offered pass/no pass only (P/N), all courses must be taken for grades. Students must attain a grade point average of 2.50 or better in graded courses and a grade of P in pass/no pass courses. A grade point average of 2.50 is required for all courses in the minor program. Because students must attain the objectives of every required course, it may be necessary to repeat courses if weather or other factors preclude attainment of course objectives. For students with exceptional skills or recent experience in equivalent courses, up to 3 credits in required skills courses may be waived if approved by program coordinators. A current American Red Cross Advanced First Aid Certificate or equivalent may be substituted for First Aid (HEP 252).

Skills Courses	*19 credits*
Required	***17 credits***
First Aid (HEP 252)	3
Rock-Climbing I (PEOL 251)	1
Cross-Country Skiing II (PEOL 262)	1
Wilderness Survival (PEOL 285)	1
Backpacking Preparation (PEOL 286)	1
Mountaineering Preparation (PEOL 288)	1
Snow Camping Preparation (PEOL 292)	1
Backpacking Outing II (PEOL 352) or Canyoneering (PEOL 353)	1
Mountaineering Outing I (PEOL 361)	1
Mountain Rescue Techniques (PEOL 364)	1
Snow Camping Outing I (PEOL 371)	1
Sailing I (PEOW 211) or Wind Surfing I (PEOW 221)	1
White-Water Rafting I (PEOW 231)	1
Swift-Water Canoeing (PEOW 242)	1
River Rescue Techniques (PEOW 361)	1
Electives (choose two)	***2 credits***
Bike Touring I (PEOL 231)	1
Bike Touring Coast (PEOL 232)	1
Mountain Biking I (PEOL 241)	1
Rock-Climbing Fitness I (PEOL 253)	1
Alpine Skiing I, II, or III (PEOL 271, 272, or 273)	1
Ski Racing (PEOL 274)	1
Snow Boarding I (PEOL 280)	1
Ski Touring I or II (PEOL 381 or 382)	1
Avalanche Safety (PEOL 391)	1
Wind Surfing II (PEOW 222)	1
White-Water Rafting II (PEOW 232)	1
Kayaking I (PEOW 261)	1
Theory Courses	***6 credits***
Principles of Outdoor Education (HDEV 456)	3
Principles of Outdoor Leadership (HDEV 457)	3
Leadership Experiences	***9 credits***
Practicum: Outdoor (PEP 409)—six 1-credit practica, no more than two in the same activity	6
Practicum: Outdoor (PEP 409)—one experience with substantial responsibility for planning and implementing an outdoor course or sequence	3

FIFTH-YEAR TEACHER PREPARATION PROGRAM

Elementary and Secondary Teacher Certification in Physical Education

The physical education teacher education program prepares students to teach physical education in grades K–12. Students enrolled in the program take four terms of required courses in physical education, professional education, and student teaching in both elementary and secondary schools. The program integrates academic studies with clinical experiences to offer the prospective teacher professional knowledge in a context appropriate to a teacher's professional work environment. The following courses are required:

Fall Term	*15 credits*
Adapted Physical Education (PEP 542)	3
Teaching Human Movement I (PEP 641)	3
Physical Education in Elementary Schools (PEP 643)	4
Content-Area Reading, Writing, and Study Skills (SEED 675)	4
Practicum: Adapted Physical Education (PEP 609)	1
Winter Term	***16 credits***
Supervised Field Experience (ELED or SEED 777)	4
Seminar: Student Teaching (PEP 607)	1
Physical Education in the Secondary Schools (PEP 644)	4
Teaching Human Movement II (PEP 642)	4
Tests and Measurements (PEP 543)	3
Spring Term	***16 credits***
Supervised Field Experience (ELED or SEED 777)	15
Seminar: Student Teaching (PEP 607)	1
Summer Session	***16 credits***
Experimental Course: Instruction and Diversity (SEED 510) or an approved alternative	3
Two courses in Special Problems: Advanced Skill Analysis (PEP 606)	6
Analysis of Teaching (PEP 648)	3
Child- and Substance-Abuse Issues for Educators (CI 669)	4

Students who want a master of science degree in physical education with a major in teaching analysis must meet the graduate degree program entrance requirements and complete 18 credits of required course work.

Admission. Applicants must have a bachelor's degree with substantial course work in physical education. For more information write to Student Support Services, College of Education, 117 Education Building, University of Oregon, Eugene OR 97403.

GRADUATE STUDIES

The master of arts (M.A.), master of science (M.S.), doctor of education (D.Ed.), and doctor of philosophy (Ph.D.) degrees in physical education are available through the Department of Physical Education and Human Movement Studies. The skills and understanding necessary for research in human movement form the core of all graduate activity. A distinguished faculty, high-quality research laboratories, and solid academic resources support sophisticated levels of disciplined inquiry in applied physiology, biomechanics, motor learning and control, pedagogy, social psychology of sport, and sports medicine. An exchange of information and inquiry with other disciplines throughout the university (e.g., biological, physiological, sociological, and behavioral sciences) is integral to the graduate program. Master's and doctoral degree programs as well as postdoctoral opportunities reflect a commitment to, and expertise in, the study of human behavior, development, and performance.

Master's Degree

Admission. A student seeking admission to the master's degree program should request an application from the department's graduate studies office. The Department of Physical Education and Human Movement Studies requires a minimum cumulative undergraduate GPA of 2.75 over the last 90 term credits, or 60 semester credits. Graduate Record Examinations (GRE) scores of at least 470 verbal, 500 quantitative, or a combined score of 1000 with neither portion below 450, is also required.

Program of Study. The master's degree requires a minimum of 45 graduate credits. Candidates must complete requirements in philosophy and current issues in physical education, research and statistics, and two areas of concentration. Candidates may choose a program with or without a thesis requirement.

Areas of concentration:

1. Adapted physical education
2. Athletic training*
3. Biomechanics
4. Fitness and lifestyle management
5. Human anatomy
6. Motor learning and neuromuscular control
7. Physiology of exercise
8. Social psychology of sport
9. Teaching analysis

*Limited to students accepted into the graduate athletic training program leading to certification by the National Athletic Training Association.

Elective credits as needed to meet the minimum 45 credits required for the degree may be taken in the College of Human Development and Performance or in other university departments, schools, or colleges.

Doctoral Degree

The University of Oregon has been designated by the Western Interstate Commission for Higher Education (WICHE) as the regional center for doctoral study in physical education. Prospective students from western states should inquire at the department's graduate

studies office about their eligibility for reduced tuition.

Admission. A GRE score of 520 verbal and 560 quantitative, or a combined score of 1100 with neither portion below 500, must be submitted with a typed statement of 500 words or fewer indicating goals and objectives for doctoral study, two letters of recommendation, and transcripts of college work.

Program Requirements. Doctoral degrees are granted primarily on the bases of achievement and proven ability. The Graduate School requires at least three years of full-time study beyond the bachelor's degree, of which at least one academic year (three consecutive terms) must be spent in continuous residence on the Eugene campus. Graduate credits of A, B, or P (pass) from other approved institutions may be accepted if they are relevant to the program as a whole.

Every candidate must complete a dissertation. Candidates who have not written a master's thesis must complete one prior to taking doctoral comprehensive examinations. A minimum of 40 credits in research and statistics, a master's thesis, and a dissertation are usually expected.

Each of the following options satisfies the research-tools requirement for the Ph.D. degree: (a) a foreign language (measured by the Graduate Student Foreign Language Test), (b) computer science courses (9–12 credits), (c) advanced statistics or research design, (d) or a combination of (b) and (c) commensurate with the candidate's program and goals (9 credits). Course selection must be approved by the student's advisory committee.

Each doctoral candidate must have a minimum of 30 graduate credits in a primary area of concentration and 21 graduate credits in a secondary area. Primary areas of concentration offered by the department include the following:

1. Biomechanics
2. Human movement studies with a focus on curriculum
3. Motor learning and neuromuscular control
4. Physiology of exercise
5. Social psychology of sport
6. Teaching analysis

Secondary areas include:

1. Adapted physical education
2. Integrated exercise science
3. Sports medicine
4. Dance
5. Human Anatomy

Each student's program must include at least 20 graduate-level credits taken in one or more departments other than the Department of Physical Education and Human Movement Studies.

Final Examinations. Written, oral, or both written and oral doctoral comprehensive examinations in the primary and secondary areas are taken after completing substantially all course work, a master's thesis, and the research-tools requirement. Upon passing these examinations the student is advanced to candidacy and may enroll in Dissertation (PEP 603). A final oral defense is held after completion of the dissertation and after all other degree requirements have been met.

Eugene Evonuk Memorial Graduate Fellowship. This award was established to aid promising advanced doctoral students whose research focus is on applied physiology, particularly environmental or stress physiology. The amount of the award varies from year to year; $2,000 was awarded in 1990. The application deadline is February 1. Inquiries may be directed to Evonuk Graduate Fellowship, Department of Physical Education and Human Movement Studies, Division of Graduate Studies, 179 Esslinger Hall, University of Oregon, Eugene OR 97403.

PHYSICAL EDUCATION SERVICE COURSES

All activity courses in the Division of Service Physical Education are offered for credit and are open to any student who meets the prerequisite skill requirements for the course.

Aerobics (PEAE)

101–199 Service Courses for Men and Women (Aerobics) (1R) 111: Stretch and Flex I, **112:** Stretch and Flex II, **113:** Stretch and Flex III. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Aerobics) (1R) 211: Less-Impact Aerobics I, **221:** Less-Impact Aerobics II, **221:** Aerobics I, **222:** Aerobics II, **223:** Aerobics III, **231:** Aerobic Bench I. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Aerobics) (1R) 321: Aerobic Power I, **322:** Aerobic Power Laboratory I. **R** once for maximum of 2 credits per activity.

Aquatics (PEAQ)

101–199 Service Courses for Men and Women (Aquatics) (1R) 101: Swim Rehabilitation, **111:** Learn to Swim, **121:** Aqua Aerobics I, **122:** Aqua Aerobics II. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Aquatics) (1R) 211: Swim Improvement, **221:** Swim Conditioning I, **222:** Swim Conditioning II, **231:** Water Polo I, **232:** Water Polo II, **241:** Springboard Diving I, **242:** Springboard Diving II. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Aquatics) (1R) 331: Swim Performance I, **332:** Swim Performance II, **333:** Swim Performance III, **341:** Basic Scuba, **342:** Basic Scuba Laboratory, **343:** Advanced Scuba, **344:** Advanced Scuba Laboratory, **351:** National Pool and Water Park Lifeguard Training. **R** once for maximum of 2 credits per activity.

Gymnastic Activities (PEG)

101–199 Service Courses for Men and Women (Gymnastic Activities) (1R) Beginning levels of gymnastic activity. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Gymnastic Activities) (1R) 211: Juggling I, **212:** Juggling II, **231:** Tumbling I, **241:** Trampoline I, **242:** Trampoline II, **261:** Gymnastics I, **262:** Gymnastics II. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Gymnastic Activities) (1R) Advanced levels of gymnastic activity. **R** once for maximum of 2 credits per activity.

Human Action Studies (PEHA)

101–199 Service Courses for Men and Women (Human Action Studies) (1R) Beginning levels of human action studies. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Human Action Studies) (1R) 211: Backpack Cuisine, **221:** Sport Photography I, **222:** Sport Photography I Laboratory, **223:** Sport Photography II, **224:** Sport Photography II Laboratory, **231:** Psychological Dimensions of Sport, **232:** Psychological Dimensions of Sport Laboratory. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Human Action Studies) (1R) Advanced levels of human action studies. **R** once for maximum of 2 credits per activity.

Individual Activities (PEI)

101–199 Service Courses for Men and Women (Individual Activities) (1R) Beginning levels of individual activities. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Individual Activities) (1R) 211: Archery I, **212:** Archery II, **213:** Archery III, **221:** Billiards I, **222:** Billiards II, **223:** Billiards III, **231:** Bowling I, **232:** Bowling II, **233:** Bowling III, **241:** Golf I, **242:** Golf II, **243:** Golf III, **251:** Ice Skating I, **252:** Ice Skating II, **254:** Ice Conditioning I, **255:** Ice Conditioning II. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Individual Activities) (1R) 341: Golf Tour. **R** once for maximum of 2 credits per activity.

Intercollegiate Athletics (PEIA)

101–199 Service Courses for Men and Women (Intercollegiate Athletics) (1R) Beginning levels of intercollegiate athletic activities. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Intercollegiate Athletics) (1R) Intermediate levels of intercollegiate athletic activities. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Intercollegiate Athletics) (1R) 311: Golf—Women's Rules, **312:** Golf—Men's Rules, **317:** Tennis—Women's Rules, **318:** Tennis—Men's Rules, **323:** Cross-Country—Women's Rules, **324:** Cross-Country—Men's Rules, **329:** Track—Women's Rules, **330:** Track—Men's Rules, **336:** Wrestling—Men's Rules, **341:** Softball— Women's Rules, **347:** Volleyball—Women's Rules, **353:** Basketball—Women's Rules, **354:** Basketball—Men's Rules, **360:** Football—Men's Rules. **R** once for maximum of 2 credits per activity.

Martial Arts (PEMA)

101–199 Service Courses for Men and Women (Martial Arts) (1R) 111: Personal Defense I, **121:** Aikido I, **122:** Aikido II, **123:** Aikido III. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Martial Arts) (1R) 211: Fencing I, **212:** Fencing II, **213:** Fencing III, **221:** Karate I, **222:** Karate II, **223:** Karate III, **224:** Karate IV, **231:** Bo/Quarterstaff I, **232:** Bo/Quarterstaff II, **241:** Judo I, **242:** Judo II, **246:** Wrestling I (freestyle and Greco-Roman), **247:** Wrestling II (freestyle and Greco-Roman), **248:** Wrestling III (freestyle and Greco-Roman), **251:** Tae Kwon-Do I, **252:** Tae Kwon-Do II, **253:** Tae Kwon-Do III. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Martial Arts) (1R) Advanced levels of martial arts activities. **R** once for maximum of 2 credits per activity

Multisport Activities (PEMS)

101–199 Service Courses for Men and Women (Multisport Activities) (1R) 111: Conditioning I, **112:** Conditioning II, **113:** Conditioning III. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Multisport Activities) (1R) 201: Personal Fitness, **211:** Multiendurance Conditioning I, **212:** Multiendurance Conditioning II, **213:** Multiendurance Conditioning III. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Multisport Activities) (1R) 311: Biathlon I, **312:** Biathlon II, **341:** Triathlon I, **342:** Triathlon I Laboratory, **343:** Triathlon II, **344:** Triathlon II Laboratory. **R** once for maximum of 2 credits per activity.

Outdoor Pursuits—Land—(PEOL)

101–199 Service Courses for Men and Women (Outdoor Pursuits—Land) (1R) 110: Oregon Coast Walk, 210: Coast Adventure Hike. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Outdoor Pursuits—Land) (1R) 201: Fly Casting I, **211:** Sky Diving I, **221:** Horseback Riding I, **222:** Horseback Riding II, **223:** Horseback Riding III, **224:** Introductory Horse Packing, **231:** Bike Touring I, **232:** Bike Touring Coast, **241:** Mountain Biking I **242:** Mountain Biking II, **251:** Rock-Climbing I, **252:** Rock-Climbing II, **253:** Rock-Climbing Fitness I, **254:** Rock-Climbing Fitness II, **261:** Cross-Country Skiing I, **262:** Cross-Country Skiing II, **263:** Cross-Country Skiing Instructor Training, **271:** Alpine Skiing I, **272:** Alpine Skiing II, **273:** Alpine Skiing III, **274:** Ski Racing, **277:** Nordic Downhill Skiing, **280:** Snow Boarding I, **281:** Snow Boarding II, **285:** Wilderness Survival, **286:** Backpacking Preparation, **288:** Mountaineering Preparation, **292:** Snow Camping Preparation, **294:** Ski Touring Preparation, **296:** Avalanche Safety. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Outdoor Pursuits—Land) (1R) 321: Horseback Jumping I, **322:** Horseback Jumping II, **323:** Horseback Jumping III, **351:** Backpacking Outing I, **352:** Backpacking Outing II, **353:** Canyoneering, **361:** Mountaineering Outing I, **362:** Mountaineering Outing II, **364:** Mountain Rescue Techniques, **371:** Snow Camping Outing I, **381:** Ski Touring Outing I, **382:** Ski Touring Outing II, **391:** Avalanche Outing. **R** once for maximum of 2 credits per activity.

Outdoor Pursuits—Water (PEOW)

101–199 Service Courses for Men and Women (Outdoor Pursuits—Water) (1R) Beginning levels of outdoor pursuits—water activities. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Outdoor Pursuits—Water) (1R) 211: Sailing I, **212:** Sailing II, **213:** Sailing III, **221:** Wind Surfing I, **222:** Wind Surfing II, **223:** Wind Surfing III, **231:** White-Water Rafting I, **232:** White-Water Rafting II, **233:** White-Water Rafting III, **241:** Canoeing, **242:** Swift-Water Canoeing, **261:** Kayaking I, **262:** Kayaking II, **263:** Kayaking III. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Outdoor Pursuits—Water) (1R) 361: River Rescue Techniques. **R** once for maximum of 2 credits per activity.

Racquet Sports (PERS)

101–199 Service Courses for Men and Women (Racquet Sports) (1R) Beginning levels of racquet sport activities. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Racquet Sports) (1R) 211: Table Tennis I, **212:** Table Tennis II, **231:** Badminton I, **232:** Badminton II, **233:** Badminton III, **241:** Racquetball I, **242:** Racquetball II, **243:** Racquetball III, **261:** Handball I, **262:** Handball II, **271:** Tennis I, **272:** Tennis II, **273:** Tennis III. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Racquet Sports) (1R) Advanced levels of racquet sport activities. **R** once for maximum of 2 credits per activity.

Running (PERU)

101–199 Service Courses for Men and Women (Running) (1R) 111: Walking Fitness I, **112:** Trail Walking I, **131:** Jogging-Running. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Running) (1R) 231: 10K Road Running. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Running) (1R) 331: Half-Marathon Training, **332:** Marathon Training. **R** once for maximum of 2 credits per activity.

Team Sports (PETS)

101–199 Service Courses for Men and Women (Team Sports) (1R) Beginning levels of team sport activities. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Team Sports) (1R) 210: Recreational Softball, **211:** Softball I, **212:** Softball II, **213:** Softball III, **221:** Team Handball, **230:** Sand Volleyball, **231:** Volleyball I, **232:** Volleyball II, **233:** Volleyball III, **237:** Basketball I—Women's Rules, **238:** Basketball II—Women's Rules, **239:** Basketball III—Women's Rules, **241:** Basketball I, **242:** Basketball II, **243:** Basketball III, **251:** Frisbee, **252:** Ultimate Frisbee I, **253:** Ultimate Frisbee II, **261:** Soccer I, **262:** Soccer II, **263:** Soccer III, **264:** Indoor Soccer I, **265:** Indoor Soccer II. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Team Sports) (1R) Advanced levels of team sport activities. **R** once for maximum of 2 credits per activity.

Weight Training (PEW)

101–199 Service Courses for Men and Women (Weight Training) (1R) Beginning levels of weight training activities. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Weight Training) (1R) 211: Weight Training I, **212:** Weight Training II, **213:** Weight Training III, **221:** Circuit Weight Training I, **222:** Circuit Weight Training II, **223:** Circuit Weight Training III. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Weight Training) (1R) 321: Body Building I, **322:** Body Building II, **323:** Body Building III, **331:** Sports Conditioning. **R** once for maximum of 2 credits per activity.

Yoga Courses (PEY)

101–199 Service Courses for Men and Women (Yoga) (1R) 101: Meditation I, **102:** Meditation II, **105:** Chinese Meditation I, **106:** Chinese Meditation II, 111: Qi Gong I, **112:** Qi Gong II, **121:** Gong Fu I, **122:** Gong Fu II, **131:** Tai Chi I, **132:** Tai Chi II. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Yoga) (1R) 211: Hatha Yoga I, **212:** Hatha Yoga II, **231:** Kundalini Yoga I, **232:** Kundalini Yoga II. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Yoga) (1R) Advanced levels of yoga activities. **R** once for maximum of 2 credits per activity.

PHYSICAL EDUCATION PROFESSIONAL COURSES (PEP)

191 Computer Applications (3) Survey of applications used in physical education, review of public-domain software the department uses, and practical experience with these applications and programs.

194 Professional Activities (1–2R) Basic skills and knowledge; aquatic foundations. Majors only. **R** when activity changes for maximum of 4 credits.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

211 Professional and Philosophical Foundations (3) Orientation to major and profession. Historical, aesthetic, ethical, and personal considerations that influence participation in physical activities.

291 Lifeguard Training (2) Basic skills of lifesaving in aquatic programs. Leads to American Red Cross certification in lifeguard training. Prereq: superior proficiency in swimming; first aid and cardiopulmonary resuscitation recommended.

292 Water Safety Instructor (2) Methods of instruction, analysis, and evaluation of swimming and water safety skills for all age and ability levels. Leads to American Red Cross certification as a water safety instructor. Prereq: advanced swimming ability; PEP 291 recommended.

293 Lifeguard Training Instructor (1) Methods of instruction, analysis, and evaluation of emergency water safety and lifeguard training skills. Leads to American Red Cross certification as a lifeguard training instructor. Prereq: PEP 291 or instructor's consent.

294 Professional Activities (1–2R) For professional students. Basic skills and knowledge; conditioning, dance heritage, gymnastics, track and field, volleyball. R when activity changes for maximum of 11 credits.

321 Social Psychological Aspects of Sport (3) Social and psychological factors influencing participation in physical activity, such as feedback, reinforcement, attitudes, motivation, and self-confidence.

324 Physical Education Activities for Children (3) Values and purposes of basic skills in educational games, gymnastics, dance, rhythmic activities, and folk and square dance. Emphasizes teaching strategies and lesson and unit plans.

331 Physical Growth and Motor Development (3) Development of motor skill: understanding the integration o f neurological, morphological, and cognitive function in producing change in motor skills across the life span.

332 Motor Learning (3) Introduction to motor-skill acquisition with implications for teaching and therapy. Topics include conditions of practice, practice variability, and knowledge of results. Prereq: PEP 331.

345 Children's Movement and Sport Activities (4) History of physical education, stages in basic motor-skill development, fundamental motor skills, gymnastics, dance, rhythms, new and creative games, fitness, team and individual sports.

351 Aquatic Sports Coaching (3) Rules, conduct of competition, coaching techniques, team organization, and physiological and psychological principles used to prepare athletes for water polo, swimming, and springboard diving competition. Offered alternate years; not offered 1991–92.

352 Baseball Coaching (2) Review of fundamentals with emphasis on methods of instruction. Problems and duties of the baseball coach including strategy, psychology, training, and conditioning. Offered 1991–92 and alternate years.

353 Basketball Coaching (2) Coaching methods. Fundamentals of team play; comparison of systems, strategy, training, conditioning selection of players for positions. Offered alternate years; not offered 1991–92.

354 Football Coaching (3) Systems of play, strategy, responsibilities of the coach, public relations. Offered alternate years; not offered 1991–92.

356 Softball Coaching (2) Fundamentals and advanced skills; emphasis on methods of instruction and skill analysis; strategy; sport management and coaching responsibilities. Offered alternate years; not offered 1991–92.

357 Track and Field Coaching (2) Principles of training; development of performance for each track event for men and women; selection of competitors for different events; conducting meets. Offered alternate years; not offered 1991–92.

358 Volleyball Coaching (2) Skill analysis, team strategies, duties, and coaching knowledge of volleyball. Offered 1991–92 and alternate years.

361 Care and Prevention of Injuries (3) Bandaging, massage, and other mechanical aids for the prevention of injuries. Analysis of types of injuries, emergency procedures. Prereq: BI 311.

371 Kinesiology (3) Basic mechanical principles as they relate to the study of anatomical structure and the analysis of motion. Prereq: BI 311, 312; MATH 111, 112 recommended.

394 Professional Activities (1–2R) For professional students. Basic skills and knowledge, aerobics, badminton, combative activities, field sports, softball, team court sports, and tennis. R when activity changes for maximum of 10 credits.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–21R)

404 Internship: [Term Subject] (5–16R) P/N only. Field experience in an agency, institution, or business. Emphasizes application of knowledge from previous courses: planning, organizing, directing, evaluating, and developing professional competence. Prereq: major status.

405 Reading and Conference: [Term Subject] (1–21R) Reading and assignments in connection with other courses for extra credit. Honors readings. Prereq: instructor's consent.

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R) A current topic is Student Teaching.

408/508 Workshop: [Term Subject] (1–21R) A current topic is Athletic Training.

409 Practicum: [Term Subject] (1–21R) Current topics include Adaptive, Aquatic Athletic Training, Coaching, Exercise Science, Fitness Management, Outdoor Pursuits, Preoccupational Therapy, Prephysical Therapy, RIM, and Service Courses. Prereq: undergraduate studies director's or practicum coordinator's consent.

410/510 Experimental Course: [Term Subject] (1–5R) Current topics are Adapted Aquatics and Soccer Coaching.

HDEV 410/510 Experimental Course: [Term Subject] (1–5R)

442/542 Adapted Physical Education (3) Common handicapping conditions found in school-age children. Analysis of body mechanics, exercise limitations, program adaptation. Prereq: BI 311, 312, major status.

443/543 Tests and Measurements (3) Use of tests and measurements in physical education; evaluation of objectives, programs, and student achievement through measurement techniques. Prereq: major status.

451 Psychology of Coaching (3) Motor development, motor learning, and sport psychology principles and applications for coaches of elementary school, high school, and college athletes. Prereq: junior standing.

452 Interscholastic Athletic Administration (3) The place of athletics in the educational setting; responsibilities for administration of an interscholastic athletic program. Program and policy development, health and safety factors, and public relations. Prereq: junior standing.

453/553 Sport and Fitness Management I (3S) Overview of management theory including planning, organizing, staffing, directing, and controlling. Emphasis on decision making, policy development, personnel management, leadership skills, and liability. Prereq: major status.

454/554 Sport and Fitness Management II (3S) Sport and fitness programming in a variety of settings. Emphasis on program planning and new facilities, marketing, public relations, and budget related to programming. Prereq: PEP 453/553 or instructor's consent.

HDEV 455 Administration of Aquatic Programs (3) See description under **Human Development and Performance.**

HDEV 456 Principles of Outdoor Education (3) See description under **Human Development and Performance.**

HDEV 457 Principles of Outdoor Leadership (3) See description under **Human Development and Performance.**

461/561 Fitness Appraisal and Prescription I (4S) Theory and laboratory application of standard physical fitness appraisal techniques for body composition, strength, and flexibility. Prescription of exercise programs based on fitness results. S with PEP 462/562, 463/563. Prereq: BI 313, 314, PEP 471.

462/562 Fitness Appraisal and Prescription II (4S) Theory and laboratory application of standard physical fitness appraisal techniques for cardiorespiratory fitness. Prescription of exercise programs based on fitness results. S with PEP 461/561, 463/563.

463/563 Adult Fitness Programs (3S) Design and management of adult fitness and health-promotion programs in a variety of settings. Exercise leadership, programming, facilities, and equipment. S with PEP 461/561, 462/562.

471 Physiology of Exercise (3) Physiological effects of muscular exercise, physical conditioning, and training; significance of these effects for health and for performance in activity programs. Prereq: BI 313, 314; major status.

481/581 Sport Biomechanics (3) Mechanics applied to the analysis of human movement in sport. Emphasis on developing abilities to analyze sport skills qualitatively. MATH 111, 112, PEP 371 recommended.

494 Professional Activities (1–2R) For professional students. Basic skills and knowledge, golf, racquetball, and relaxation. R when activity changes for maximum of 6 credits.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

604 Internship: [Term Subject] (5–16R) P/N only. Field experience in an agency, institution, or business. Emphasizes application of knowledge from previous courses: planning, organizing, directing, evaluating, and developing professional competence.

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R) Study of selected problems in the field of physical education.

607 Seminar: [Term Subject] (1–5R) Seminars offered regularly in the following areas: Athletic Training, Biomechanics, Exercise Physiology, Motor Control, Social Psychology of Sport, Teaching Analysis. A 1-credit doctoral seminar is also offered.

608 Workshop: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R) Clinical-Functional Anatomy, Research on Teaching, Statistical Methods Laboratory, Introduction to Basic Computers are current topics.

611 Philosophy of Physical Education (3) Philosophic foundations underlying the principles and practices of physical education as a part of the total educational program in the Western world.

612 Ethics in Sport and Physical Education (3) Identification and exploration of current perspectives and practices; literature and research pertaining to contemporary issues and trends in physical education and allied areas.

621 Social Psychology of Sport: Socialization (3) The emergence of sport psychology as a discipline; topics include socialization, competition, modeling, feedback and reinforcement, personality, aggression, moral development, and self-concept.

622 Social Psychology of Sport: Motivation (3) Motivation in individual and group behavior in sport and physical activity. Topics include participation, motivation, intrinsic or extrinsic motivation, goal setting, positive mental attitude, and achievement behavior.

623 Psychological Skills in Sport (3) Psychological skills in sport and how these skills can be used to enhance sport performance and cope with stress. Relaxation, cognitive restructuring, mental imagery, and goal setting.

624 Techniques of Relaxation (3) The common causes of fatigue and neuromuscular hypertension; methods of combating them. Theories underlying techniques of relaxation; application of these techniques in daily living and in activities.

631 Physical Growth and Development (3) Emphasis on the sensory-motor development of the preschool child in relation to physical, social psychological, and cognitive development. Application of research to the teaching of physical education to preschool children.

632 Physical Growth and Development (3) Physical and social psychological development during the elementary school period in relation to motor performance. Emphasis on practical applications for movement education of elementary school children.

HDEV 633 Adult Development (3) See description under **Human Development and Performance.**

634 Neurological Mechanisms underlying Human Movement (3) Vertebrate neurophysiology and its relationship to motor control. Prereq: BI 311, 312, 313, 314 or instructor's consent.

635 Theory of Motor Control and Learning (3) Relates learning theory to the learning of motor skills. Application of cybernetic, information processing, open and closed loop, and motor programming theory to variables controlled by the teacher.

636 Motor Skill Learning (3) Identification and application of teaching modes; strategies to create the best atmosphere for acquisition of motor skills.

637 Advanced Motor Skill Learning (3) Identification of variables that influence both the acquisition and retention of motor skill performance.

638 Motor Development (3) Study of the acquisition of motor skills.

641 Teaching Human Movement I (3S) The context of human movement teaching. Methods of analyzing the teaching process. S with PEP 642. Prereq: admission to the fifth-year teacher education program.

642 Teaching Human Movement II (4S) Presentation and application of a variety of effective teaching strategies in diverse field experiences. S with PEP 641.

643 Physical Education in Elementary Schools (4S) Defines the content and procedures for implementing physical education programs in elementary schools. S with PEP 644. Prereq: admission to the fifth-year teacher education program.

644 Physical Education in Secondary Schools (4S) Emphasizes program objectives and goals, scope and sequence, and administrative policies in secondary schools. S with PEP 643. Prereq: admission to the fifth-year teacher education program.

645 Curriculum Construction (3) Exploration of major paradigms for curriculum construction in physical education by analysis of traditional conceptual-empirical and a conceptual curricula.

647 Systematic Observation (3) Provides a working knowledge of the development and use of techniques for observing and analyzing teaching and coaching behavior.

648 Analysis of Teaching (3) Study of the body of knowledge regarding contemporary teaching theories, practice, and research applicable to sport and physical education.

651 Administration of Athletics (3) Historical development of athletics and their control. Place of athletics in education; purposes, administrative control, management, operational policies, care of equipment and facilities.

652 Administration of Buildings and Facilities (3) Building layout and equipment; relation of various functional units—equipment service, dressing facilities, activity spaces, administrative units, permanent and portable equipment.

661 Emergency Procedures and Evaluation (3) Introduction to knowledge and skills needed for injury recognition, evaluation, prevention, and management.

662 Treatment Programs in Athletic Training (3) Theory of therapeutic modalities used in treating sports injuries. Includes physics of electrotherapy, modality selection and application, and development and rationale of treatment programs.

663 Rehabilitation Programs in Athletic Training (3) Theory, design, and implementation of therapeutic exercise programs in sports injury management. Current therapeutic exercise equipment and its use in comprehensive rehabilitation programs.

664, 665 Sports Medicine (3,3) Medical factors that influence human performance in sport. Topics include medical supervision and legal implications; nutritional aids; and mechanics of injury, modalities of treatment and rehabilitation.

666 Sport, Exercise, and Disability (3) Emphasizes the study of capacities and limitations in exercise and motor skills among various disabled and other exceptional populations.

667 Orthopedics and Therapeutics (3) Emphasizes orthopedic handicapping conditions, the influence of physical activity on such conditions, and how the growth of bone and physical stress influence the nature of orthopedic disability.

668 Body Mechanics and Exercise Analysis (3) Provides a framework for analysis of exercise and the principles underlying exercise prescription. Normal and abnormal body mechanics with emphasis on the spine and low back.

671, 672, 673 Gross Anatomy (3,3,3) Regional approach to human anatomy: extremities, trunk and abdomen, head and neck. Application to body movement, sports medicine, and performance. Prereq: BI 311, 312 or equivalents.

677 Biochemical Principles of Exercise (3) The physiological and chemical mechanisms underlying the major functions of the body during exercise. Prereq: instructor's consent.

678, 679 Systems Physiology I,II (3,3) Advanced analysis of the responses of the cardiovascular system and skeletal muscle to acute and chronic exercise.

681, 682, 683 Biomechanics (3,3,3) The basic mechanisms of movement; application of mechanical principles and analysis of selected movement patterns.

691 Statistical Methods I (3) Elementary statistics applied to research, including central tendency variability, normal probability curve, reliability, and correlation. Prereq: graduate standing.

692 Statistical Methods II (3) Advanced statistics applied to research, including variance analysis, covariance analysis, partial and multiple correlation, regression equations, chi-square, special correlational techniques, and nonparametric processes. Prereq: PEP 691.

693 Critique and Interpretation of Research (3) Scientific principles applied to the conduct and examination of research in health, physical education, recreation, gerontology, and dance; application of research results to practical situations.

694 Applied Multivariate Statistics (3) Applied approach to the use of multivariate statistics. Topics include MANOVA, discriminant analysis, multivariate regression and canonical correlation, and factor analysis. Prereq: PEP 691, 692, 693, or instructor's consent.

695 Experimental Design (4) Techniques and procedures of laboratory research in physical education construction of tests; technical laboratory tests and their use; design of experiments; application of advanced quantitative methods. Prereq: PEP 543, 691, 692.

SCHOOL AND COMMUNITY HEALTH

250 Esslinger Hall
Telephone (503) 346-4119
S. Marie Harvey, Acting Department Head

FACULTY

Lorraine G. Davis, professor (statistics, curriculum); vice-provost for academic personnel. B.S., 1965, M.S., 1967, Wisconsin, La Crosse; Ph.D., 1972, Oregon. (1972)

Robert M. Hackman, associate professor (nutrition). B.A., 1975, Johns Hopkins; M.S., 1977, Pennsylvania State; Ph.D., 1981, California, Davis. (1981)

S. Marie Harvey, assistant professor (public health, reproductive health, organization of health care). B.A., 1969, Puget Sound; M.P.H., 1979, Dr.P.H., 1984, California, Los Angeles. (1984)

Michele Hawkins, assistant professor (work-site health, stress management). B.S., 1974, M.S.W., 1977, Missouri; Ph.D., 1986, Southern Illinois. (1988)

Wesley E. Hawkins, assistant professor (school health, mental health). B.S., 1972, Northeast Missouri State; M.S., 1977, Missouri; Ph.D., 1986, Southern Illinois. (1986)

Judith H. Hibbard, associate professor (social epidemiology, health services research, women's health). B.S., 1974, California State, Northridge; M.P.H., 1975, California, Los Angeles; Dr.P.H., 1982, California, Berkeley. (1982)

Robert E. Kime, professor (sex education, consumer health). B.S., 1954, M.S., 1958, Wisconsin, La Crosse; Ph.D., 1963, Ohio State. (1963)

Clarence Spigner, assistant professor (public health). A.B., 1979, M.P.H., 1982, Dr.P.H., 1987, California, Berkeley. (1988)

Emeriti

Warren E. Smith, professor emeritus (world health, health and aging). B.S., 1941, Oregon; M.A., 1941, Michigan; Ed.D., 1957, Stanford. (1963)

Frances VanVoorhis, assistant professor emerita of home economics (consumer economics, family finance, home management). B.S., 1932, Minnesota; M.S., 1949, Iowa State. (1944)

Margaret J. Wiese, associate professor emerita of home economics (foods and nutrition). B.S., 1941, Iowa State; M.A., 1945, Iowa. (1947)

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

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The Department of School and Community Health was officially established at the University of Oregon in 1947, although courses for the health education of students have been offered continuously since 1893.

The department offers students a variety of undergraduate and graduate courses necessary for professional preparation.

Careers. Graduates are qualified for a variety of positions in an ever-expanding career market. Typical opportunities are faculty positions in community colleges, four-year colleges, and universities; community health educators and administrators with public health departments, voluntary agencies, hospitals, and similar institutions; public health researchers; and coordinators of health promotion programs.

Student Health Organizations

Oregon Student Association for the Advancement of Health Education (OSAAHE). An organization for health education majors at the University of Oregon, OSAAHE provides opportunities for students to develop their organizational skills while making an important contribution to the department and the profession.

Oregon Public Health Student Association (OPHSA). An organization for students from all academic majors interested in the public's health, OPHSA is affiliated with the Oregon Public Health Association.

Eta Sigma Gamma. The Beta Lambda chapter of Eta Sigma Gamma is a national health science honorary. Membership is restricted to outstanding students in the health field.

Scholarships

The Department of School and Community Health offers two modest scholarships in honor of esteemed faculty members. Information on and applications for the Darwin Gillespie Scholarship and the Antoinette Shumway Stanton Scholarship are available in the main office of the Department of School and Community Health. In addition, the Pauline Juda Memorial Fund supports student research in the area of nutrition.

Oregon Health Education Service

The Oregon Health Education Service (OHES), approved in 1980 by the chancellor of the Oregon State System of Higher Education, is administered by the Department of School and Community Health.

UNDERGRADUATE STUDIES

Students majoring in health education may earn either a bachelor of science (B S.) or a bachelor of arts (B.A.) degree. Excellent vocational opportunities are available in schools and with public and voluntary health agencies for people with professional training in public health. The curriculum provides a strong basis for graduate work in health education, public health, and the health sciences.

Students may study health education through the Clark Honors College. See the **Honors College** section of this bulletin.

Admission Procedures and Academic Advising

Upon entering the university, a student may be classified as a health education premajor. When the required departmental and university lower-division courses are completed, the student may declare a health education major. A faculty adviser is assigned to each student at that time.

Pass/No Pass Standard

It is university policy that work taken pass/no pass (P/N) must be C– quality or better in order to receive credit for the course.

Major Requirements

Candidates for the bachelor's degree with a major offered by the Department of School and Community Health must satisfy all general university requirements (see Bachelor's Degree Requirements in the **Registration and Academic Policies** section of this bulletin), elect appropriate courses in related areas, and complete the professional course requirements of the department.

To qualify for a bachelor's degree in the Department of School and Community Health, a student must have a minimum cumulative grade point average (GPA) of 2.50. Degree candidates must take required courses within the department for letter grades and receive grades of C– or better.

Undergraduate Program Majors

The Department of School and Community Health offers high-quality educational opportunities for students declaring health education as a major. Two program options are available.

For teaching certification, an additional year of work must be completed after a bachelor's degree is earned. This fifth-year program, coordinated through the College of Education and the Department of School and Community Health, is described later in this section of the general bulletin.

Health education majors must complete the undergraduate core and either option A or option B.

Undergraduate Core	*21–24 credits*
Racial and Ethnic Dimensions in Health (HEP 263) *or* Social and Cultural Aspects of Health (HEP 351)	3
Macro Methods in Health Education (HEP 340)	3
Micro Methods in Health Education (HEP 341)	3
Foundations in Health Education (HEP 350)	3
Practicum (HEP 409)	3–6
Introduction to Health Education Program Planning (HEP 430)	3
Introduction to Health Education Program Evaluation (HDEV 431)	3

Option A	*24 credits*
Introduction to Public Health (HEP 371)	3
Principles of Epidemiology (HEP 420)	3
Environmental Health Science (HEP 465)	3
Health Care Services (HEP 480)	3
Electives	12

Option B	*32 credits*
Nutrition (HEP 225)	3
First Aid (HEP 252)	3
Personal Health and Human Sexuality (HEP 261)	3
Health Instruction (HEP 441)	5
Mental Health Epidemiology (HEP 460)	3
Psychology of Accident Prevention (HEP 461)	3
Consumer Health (HEP 462)	3
Drugs in Society (HEP 463)	3
School Health Issues (HEP 470)	3
Physical Aspects of Health (HEP 492)	3

More information about bachelor's degrees in health education is available in the department office, 250 Esslinger Hall.

Minor Requirements

The Department of School and Community Health offers a health education minor with a choice of two options,each requiring 24 credits:

Option 1	*24 credits*
Racial and Ethnic Dimensions of Health (HEP 263)	3
Macro Methods in Health Education (HEP 340)	3

Micro Methods in Health Education (HEP 341) 3
Foundations in Health Education (HEP 350) 3
Social and Cultural Aspects of Health (HEP 351) *or* Introduction to Health Education Program Planning (HEP 430) 3
Practicum (HEP 409) 6
Introduction to Health Education Program Evaluation (HDEV 431) 3

Option 2 *24 credits*
Nutrition (HEP 225) 3
First Aid (HEP 252) 3
Personal Health and Human Sexuality (HEP 261) 3
Mental Health Epidemiology (HEP 460) 3
Psychology of Accident Prevention (HEP 461) 3
Consumer Health (HEP 462) 3
Drugs in Society (HEP 463) 3
Physical Aspects of Health (HEP 492) 3

More information about minor options in health education is available in the department office, 250 Esslinger Hall.

The minor programs in school health and community health are inactive.

FIFTH-YEAR TEACHER EDUCATION

After completing a bachelor's degree, students must take a four-term sequential program of full-time study and supervised field experience before they can be certified to teach. Students may enter this fifth-year program only at the beginning of fall term.

The graduate teacher education program in school and community health follows guidelines from the National Role Delineation Project for Health Education and Oregon-legislated teacher education requirements. The program is conducted as a cooperative effort between the Department of School and Community Health in the College of Human Development and Performance and the College of Education. School-based clinical experiences for prospective teachers are administered by the College of Education's Office of Student Support Services and coordinated by health education faculty members. More information is available from the school and community health office.

Courses and Field Work

The subject-matter endorsement adviser may accept equivalent courses or appropriate substitutes to waive some of the following courses.

Fall Term *17 credits*
Health Instruction (HEP 541) 5
Seminar: Student Teaching (HEP 607) 1
Supervised Field Experience (HEP 609) 4
Advanced Methods of Health Education (HEP 640) 3
Classroom Strategies and Management I (SEED 671) 4

Winter Term *18 credits*
Seminar: Student Teaching (HEP 607) 1
Supervised Field Experience (HEP 609) 3
Foundations of Program Planning in Health Education (HEP 630) 3
Program Evaluation in Health Education (HEP 631) *or* Community Organizing for Health (HEP 642) 3
Classroom Strategies and Management II (SEED 672) 4
Content-Area Reading, Writing, and Study Skills (SEED 675) 3

Spring Term *16 credits*
Seminar: Student Teaching (HEP 607) 1
or
Supervised Field Experience (SEED 777) 15

Summer Session *9–10 credits*
School Health Issues (HEP 570) 3
or
Child- and Substance-Abuse Issues for Educators (CI 669) 4
Two additional courses listed in the College of Education's Office of Student Support Services, 117 Education Building.

GRADUATE STUDIES

Pass/No Pass Standard

The Graduate School requires that graduate work taken pass/no pass (P/N) must be equal to or better than a B– to earn a grade of P.

Master's Degree

The Department of School and Community Health offers graduate work toward the degrees of master of arts (M.A.), master of science (M.S.), doctor of philosophy (Ph.D.), and doctor of education (D.Ed.).

A limited number of graduate teaching fellowships (GTFs) are available for the September-to-June academic year. March 1 is the application deadline for these fellowships.

Graduate students who are work-study certified can also receive financial assistance.

Master's Degree Options

The Department of School and Community Health offers two options for a master's degree in health education: health education (public, school, work site) and health policy and administration. The master's degree program typically takes two years to complete.

Admission Requirements

Applicants to the master's program must submit the following:

1. Standardized test scores
   a. Minimum score of 40 on the Miller Analogies Test *or*
   b. Combined score of 1000 (verbal and quantitative) on the Graduate Record Examinations *or*
   c. Score of 500 on the Graduate Miller Analogies Test for health policy and administration *or*
   d. Score of 550 on the Test of English as a Foreign Language, if English is a second language and the applicant has not been in the United States more than five years
2. A vita showing evidence of a high level of intellectual competence and satisfactory background experience
3. Official transcripts of all university- or college-level work. Evaluators consider the quality and timeliness of the academic work on the candidates's transcript. A minimum grade point average of 3.00 in all undergraduate course work is required
4. A statement of purpose. Evaluators look at how well the purpose of study is communicated, the experiences the applicant brings to the program, and how well the applicant's objectives can be met by the UO's program
5. Three letters of recommendation, including a letter from both the applicant's last academic adviser and the current or last employer. The adviser's letter should discuss the applicant's academic ability as well as research capabilities

The material listed above and all copies of the graduate application except the top copy should be sent to the Department of School and Community Health, University of Oregon, Eugene OR 97403; telephone (503) 346-4119.

Send one set of official transcripts, the top copy of the graduate application, and the application fee of $40 to Director of Admissions, University of Oregon, PO Box 3237, Eugene OR 97403.

Deadlines. Applications for fall-term admission must be received by the Department of School and Community Health by March 1. Students are notified by April 1 of acceptance. Applicants for admission for terms other than fall must request special consideration from the department.

The University of Oregon Graduate School has minimum requirements for the number of courses that must be taken for letter grades, the number of transfer credits allowed, and the time frame in which the degree must be completed. See the **Graduate School** section of this bulletin for details.

All master's degree candidates in health must select a final scholarly activity—thesis, project, or comprehensive examinations.

Master's Degree in Health Education **39–66 credits**

Students must complete the department requirements, health education core, and one of the three options.

Department Requirements *18–24 credits*
Epidemiological Methods (HEP 620) 3
Research Methods in Health and Leisure (HDEV 621) 3
Fundamentals of Statistics in Health (HEP 622) 3
Historical and Philosophical Perspectives in Health (HEP 650) 3
Practicum: Internship (HEP 609) 6–12

Health Education Core *15 credits*
Foundations of Program Planning in Health Education (HEP 630) 3
Program Evaluation in Health Education (HEP 631) 3
Advanced Methods of Health Education (HEP 640) 3
Community Organizing for Health (HEP 642) 3
Behavioral Sciences in Health (HEP 651) 3

Option Requirements *21–27*

Public Health **21 credits**
Environmental Health Science (HEP 565) 3
Health Care Services (HEP 580) 3
Electives 15

or

School Health **27 credits**
Health Instruction (HEP 541) 5
School Health Issues (HEP 570) 3
Current Research in School Health (HEP 624) 3
Electives 16

or

Work-Site Health **27 credits**
Work-Site Health Promotion (HEP 671) 3
Financial Management in Health Care (HEP 684) 3

Select 6 credits from:
Managing Organizations (MGMT 611) 3
Motivation and Quality of Working Life (MGMT 631) 3
Employee Benefits (MGMT 633) 3
Human Resources Management (MGMT 634) 3
Compensation Theory and Administration (MGMT 636) or a marketing course 3
Electives—select 15 credits including at least 6 credits from:
Psychology of Accident Prevention (HEP 561) 3
Drugs in Society (HEP 563) 3
Health Aspects of Aging (HDEV 564) 3
Health Promotion: Stress Management (HEP 568) 3
Nutrition in Health and Disease (HEP 690) 3
Weight Management (HEP 691) 3

Master's Degree in Health Policy and Administration — 60 credits

Students must complete the department requirements, health policy and administration core, 12 elective credits, and one of the two options.

Department Requirements — *24 credits*
Epidemiological Methods (HEP 620) 3
Research Methods in Health and Leisure (HDEV 621) 3
Fundamentals of Statistics in Health (HEP 622) 3
Historical and Philosophical Perspectives in Health (HEP 650) 3
Practicum: Internship (HEP 609) 12

Health Policy and Administration Core — *18 credits*
Health Care Services (HEP 580) 3
Health Policy (HEP 681) 3
Health Care Competition and Regulation (HEP 682) 3
Legal and Ethical Issues in Health (HEP 683) 3
Financial Management in Health Care (HEP 684) 3
Choose one from Managing Organizations (MGMT 611), Human Behavior in Public Organizations (PPPM 644), or Public Management (PPPM 654) 3

Electives — *12 credits*

Option Requirements — *6 credits*
Policy—select 6 credits from:
Planning Analysis (PPPM 613) 3
Politics and Planning (PPPM 625) 3
Foundations of Program Planning in Health Education (HEP 630) 3
Public Policy Analysis (PPPM 636) 3

or

Administration—select 6 credits from:
Managed Health Care Systems (HEP 585) 3
Accounting Concepts (ACTG 611) 3
Management Accounting Concepts (ACTG 612) 3
Marketing Management (MKTG 612) 3
Human Resources Management (MGMT 634) 3

Ph.D. or D.Ed. Degree in Health Education

Both the doctor of philosophy (Ph.D.) and the doctor of education (D.Ed.) degrees are offered in the Department of School and Community Health.

Admission Requirements

1. Standardized test scores:
   a. Minimum of 50 on the Miller Analogies Test *or*
   b. 1100 combined score (verbal and quantitative) on the Graduate Record Examinations *or*
   c. 550 on the Test of English as a Foreign Language, if English is a second language and the applicant has not been in the United States more than five years
2. A vita showing evidence of a high level of intellectual competence and a satisfactory background in general education. Two years of work experience in applicable health areas is desirable
3. Official transcripts of all college- or university-level work. Evaluators consider the quality and timeliness of the academic work on the candidate's transcript. A minimum grade point average of 3.25 in all graduate work is required
4. A statement of purpose. Evaluators look at how well the purpose of study is communicated, the experiences the applicant brings to the program, and how well the applicant's objectives can be met by the UO's program
5. Five letters of recommendation, including letters from both the applicant's last academic adviser and the current or last employer. The adviser's letter should discuss the applicant's academic ability as well as research capabilities

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Deadlines. Applications for fall-term admission must be received by the Department of School and Community Health by March 1. Students are notified by April 1 of acceptance. Applicants for admission for terms other than fall must request special consideration from the department.

The University of Oregon Graduate School has minimum requirements for the number of courses that must be taken for letter grades, the number of transfer credits allowed, and the time frame in which the degree must be completed. See the **Graduate School** section of this bulletin for details.

Program Requirements

The doctoral program in health education at the University of Oregon typically requires at least three years of full-time course work (9 credits or more each term) after the bachelor's degree. Transfer credit, deficiencies, and other individual differences can affect how long it takes a student to complete the program. Three consecutive terms of full-time enrollment at the UO are required.

The first year's course work is in health education; the second year's work is in the student's supporting area, language requirements for a Ph.D., and comprehensive examinations; and the third year's work focuses on the dissertation. Each program is individually designed to meet the candidate's needs and expectations.

Course Requirements

Each student's program is designed around the basic distribution of credits that follows and usually includes at least 135 graduate credits. Programs must include the core requirements or their transfer equivalents.

Core Requirements — *21 credits*
Epidemiological Methods (HEP 620) 3
Foundations of Program Planning in Health Education (HEP 630) 3
Program Evaluation in Health Education (HEP 631) 3
Advanced Methods of Health Education (HEP 640) 3
Community Organizing for Health (HEP 642) 3
Historical and Philosophical Perspectives in Health (HEP 650) 3
Behavioral Sciences in Health (HEP 651) 3

Seminars — *3–6 credits*
Seminar (HEP 607) 1

Theory — *6 credits*

Area of Specialization — *15 credits*
A concentration of courses in defined health issues, health problems, and health issues of special populations must be taken in the Department of School and Community Health at the University of Oregon.

Research Methods and Statistics — *9 credits*
Research Methods in Health and Leisure (HDEV 621) 3
Fundamentals of Statistics in Health (HEP 622) 3
Advanced Statistics in Health (HEP 623) 3

Supporting Area — *20 credits*
The supporting area consists of at least 20 graduate credits in a discipline other than health education. It should be a logical grouping of courses that relate to the candidate's anticipated professional endeavors and must be approved by an adviser in that discipline.
The doctor of education degree requires that 20 credits of graduate work be completed in the College of Education. This requirement still applies even if a candidate selects a supporting area outside the College of Education.

Dissertation — *27 credits*
A least 18 credits are required for the doctoral dissertation. Up to 9 credits may be applied from a master's thesis or research projects.

Electives to total 135 credits
All elective course work completed for a master's degree may be applied to the doctoral program.

Ph.D. Requirements

Course work taken to satisfy the Ph.D. requirements is in addition to, and exclusive of, any other program requirements.

Plan 1: Foreign Language Competence. A candidate may select any foreign language that has a GSFLT (Graduate Student Foreign Language Test). To meet the requirement of competency, a student must: (a) pass the GSFLT in one language with a minimum score of 550 or (b) pass the GSFLT in two languages with a minimum score of 450 on each test. The test must be taken five years or fewer before the student's graduation date.

Plan 2: Research Tools (9 credits). This requirement must be satisfied at the University of Oregon. It may consist of computer science, advanced statistical design, advanced research

methods, or other courses proposed and approved by the adviser. The emphasis should be in the student's area of specialization.

HEALTH EDUCATION SERVICE COURSES (HES)

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R) Current topics are Personal Health and Drugs, Personal Health and Nutrition, and Personal Health and Stress Management. R once when topic changes.

200 Innovative Education: [Term Subject] (1–3R)

211 Community Health (3) Community health issues, programs, and trends. Emphasis on implications for the public's health.

250 Personal Health (3) Personal health problems of university men and women with emphasis on implications for family life, mental health, communicable diseases, degenerative diseases, nutrition, drugs, consumer health, and environmental issues.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Field Studies (1–21R)

407 Seminar: [Term Subject] (1–5R)

408/508 Workshop:[Term Subject] (1–21R)

409 Supervised Tutoring: [Term Subject] (1–21R)

410 Experimental Course: [Term Subject] (1–5R)

HEALTH EDUCATION PROFESSIONAL COURSES (HEP)

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

225 Nutrition (3) The relationship of food to health with emphasis on the young adult. Introduction to nutrients, their functions, sources, and requirements. Current dietary trends and their implications for health.

252 First Aid (3) Immediate and temporary care for a wide variety of injuries and sudden illnesses; control of bleeding, respiratory emergencies, burns, poisoning, shock, and proper methods of transportation, splinting, and bandaging. Successful completion of course leads to American Red Cross standard first aid and personal safety or advanced first aid and emergency care certificates.

261 Personal Health and Human Sexuality (3) Psychophysiology, hormones and sexuality, sexual behavior, pregnancy and childbirth, contraception, abortion, and sexually transmitted diseases. The effects of physical health and emotional well-being on sexuality.

263 Racial and Ethnic Dimensions in Health (3) Designed to explore, analyze, and critically discuss the biological, social, economic, political, and historical factors that put people of color at risk for poor health.

340 Macro Methods in Health Education (3) Emphasizes theoretical and methodological approaches to multidimensional change strategies. Examines community organization, group change, and mass-media strategies in a case-study format.

341 Micro Methods in Health Education (3) Theory and practice in development and implementation of effective health instruction programs from individual to small-group settings.

350 Foundations in Health Education (3) Introduction to school and public health education for majors and potential majors.

351 Social and Cultural Aspects of Health (3) Designed to articulate a many-faceted and multidisciplinary approach to understanding health in a pluralistic society. Emphasis on socioenvironmental, lifestyle, genetic, and medical services.

371 Introduction to Public Health (3) Functions and organization of public and voluntary health agencies and programs at the national, state, and local levels. Prereq: HES 250.

390 Pathophysiology (3) Nature, prevention, and control of common communicable and noncommunicable diseases. Prereq: biology and chemistry or general chemistry.

399 Special Studies (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R)

408/508 Workshop:[Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–21R) Preregistration required.

410/510 Experimental Course: [Term Subject] (1–5R)

420 Principles of Epidemiology (3) Epidemiologic methods and their application to both infectious and noninfectious disease. Critical analysis of the epidemiologic process; formulating and solving original problems.

430 Introduction to Health Education Program Planning (3) Community health education theory and programming. Operational and behavioral objectives, educational methodology, learning theory, barrier identification, community resources for health education efforts, and evaluation techniques.

HDEV 431/531 Introduction to Health Education Program Evaluation (3) See description under **Human Development and Performance.**

440/540 Elementary School Health Education (3) The school health program, health services, and the healthful school environment. Attention to significant health problems. Development of health instruction through the introduction of recent content, methods, and materials.

441/541 Health Instruction (5) Prepares elementary and secondary teachers to develop and implement effective health instruction programs. The latest methodology and health materials for high-quality health education courses.

460/560 Mental Health Epidemiology (3) For health educators, allied health personnel, and others interested in the mental health movement, the scope of the problem, and programs designed to alleviate these problems. Prereq: HES 250.

461/561 Psychology of Accident Prevention (3) An overview of concepts, methods, and problems in injury control. Emphasis on high-risk highway and occupational accidents. Health and fitness programs.

462/562 Consumer Health (3) Selection and evaluation of health services and products. Quackery, consumer protection laws and organizations, and health insurance considerations.

463/563 Drugs in Society (3) Designed to help teachers gain a solid knowledge of and background on drugs in order to teach about them effectively.

HDEV 464/564 Health Aspects of Aging (3) See description under **Human Development and Performance.**

465/565 Environmental Health Science (3) Interrelationship of environmental systems (land, air, water, industry) and their effects on individuals and communities.

466 Instructor First Aid (3) Develops individual teaching techniques for standard or advanced first aid and safety instructors. Successful completion leads to American Red Cross instructor authorization. Prereq: HEP 252 or equivalent first-aid certification.

467/567 Social Health (3) Physical, mental, emotional, and social phases of human relations as they are affected by male and female sexuality. Implications for sex-education programs in schools and communities.

468/568 Health Promotion: Stress Management (3) Overview of stress-management strategies with emphasis on applications at the work site.

470/570 School Health Issues (3) The three components of the school health program as they relate to school and community education; trends and issues involved with health services, school environment, and instruction.

480/580 Health Care Services (3) Structure and function of American health care services. Components include health care facilities, personnel, financing, and issues and trends in health care delivery.

485/585 Managed Health Care Systems (3) Discussion of emergent alternative financing and delivery known as "managed health care" including health maintenance organizations, preferred provider organizations, and independent practice associations. Examines quality, management, and special populations. Prereq: HEP 480/580.

492/592 Physical Aspects of Health (3) Examines the relationship of physical health to overall wellness, the assessment of physical health, and the causes and prevention of common diseases. Prereq: junior standing.

493/593 Vitamins and Minerals (3) Current theories and recent advances in vitamin and mineral nutrition as they relate to human health promotion. Prereq: college-level course in physiology and chemistry.

HDEV 494/594 Nutrition and the Quality of Life (3) See description under **Human Development and Performance.**

HDEV 495/595 Nutrition and Athletic Performance (2) See description under **Human Development and Performance.**

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R)

608 Workshop: [Term Subject] (1–9R)

609 Practicum: [Term Subject] (1–16R) P/N only

610 Experimental Course: [Term Subject] (1–5R)

620 Epidemiological Methods (3) Introduction to epidemiological methods and their application to specific problems. Focuses on research design, the assessment of risk, and epidemiological avenues of investigation.

HDEV 621 Research Methods in Health and Leisure (3) See description under **Human Development and Performance.**

622 Fundamentals of Statistics in Health (3) Designed to prepare students to plan the collection of data as well as to present and analyze health information and related data. Prereq: HDEV 431/531 or equivalent.

623 Advanced Statistics in Health (3) Emphasizes conceptual understanding and interpretation of advanced statistical methods. Topics include analysis of variance, multiple regression, multivariate techniques, factor analysis. Prereq: HEP 622; coreq: computer laboratory.

624 Current Research in School Health (3) Emphasizes the acquisition, analysis, interpretation, and evaluation of current and past landmark studies in school health.

630 Foundations of Program Planning in Health Education (3) Covers program-planning methods as applied to health education. Methodologies for assessing needs, analyzing problems, and setting objectives.

631 Program Evaluation in Health Education (3) Examines theories, philosophies, and methods that are central to program evaluation in health education in both school and community settings.

640 Advanced Methods of Health Education (3) Designed to provide practical learning experiences for advanced health educators. These experiences include methods of providing health education at both small and large scales.

642 Community Organizing for Health (3) Designed to build understanding of the organization of diverse communities. Addresses social, political, economic, and historical factors. Prereq: HEP 371 or instructor's consent.

644 Philosophy and Curriculum Design in Health Education (3) Philosophy, foundation, and principles of curriculum organization for health education at the elementary, secondary, and college levels.

645 Advanced Health Instruction (3) Planning programs for public and school health education. Consideration of the organization of in-service programs, determination of priorities, and interpretation of roles of school health coordinators.

650 Historical and Philosophical Perspectives in Health (3) Provides a theoretical and historical overview of public health including philosophical and ethical issues and current trends in the discipline.

651 Behavioral Sciences in Health (3) Application of behavioral science theory to understanding and solving health problems. Examines theories about how social environmental factors influence health.

666 Sex Education (3) Designed primarily for teachers. Curriculum organization, teaching methods, and materials. Prereq: HEP 467/567 or equivalent.

669 World Health Problems (3) Provides information on world health problems and international programs, the World Health Organization, and its supporting agencies; intensive study of a regional health problem.

671 Work-Site Health Promotion (3) Planning, implementing, and evaluating work-site health promotion programs.

681 Health Policy (3) Provides conceptual and procedural tools for the analysis of health policy and exposure to current health policy issues. Prereq: HEP 480/580, graduate standing, or instructor's consent.

682 Health Care Competition and Regulation (3) Focuses on competition and regulation including physician and hospital reimbursement, government intervention, evolutionary trends, and impediments to free-market operation in health service delivery. EC 201, 202 recommended.

683 Legal and Ethical Issues in Health (3) Critically examines issues and cases that illustrate a number of fundamental legal and ethical issues in health and medical care. Prereq: graduate standing or instructor's consent.

684 Financial Management in Health Care (3) Financial management in various health care organizations. Topics include budgeting, financial statements, financial planning, forecasting, cost finding, capital expenditure, health-maintenance-organization financial management, and contract negotiation.

687 Administration of Health Programs (3) Analysis of organizational patterns, planning procedures, fiscal and personnel management, public relations, and other administrative concerns such as legal and constituency implications.

690 Nutrition in Health and Disease (3) Essential facts and current theories regarding nutrition with emphasis on disease prevention. Prereq: background in biology, chemistry, and physiology.

691 Weight Management (3) Provides a physiological and psychological framework for eating behaviors. Offers strategies for designing and implementing effective weight management interventions. Prereq: graduate standing or instructor's consent.

697 Psychopharmacology (3) Current social, psychological, and medical implications of drug misuse in our society. Preventive aspects of drug-induced abnormal behavior. Background in biology, chemistry, physiology, psychology, and sociology helpful.

698 Recent Progress in Disease Control (3) New knowledge discussed by experts actively engaged in various medical and surgical specialties. Prereq: anatomy, physiology, HEP 390.

SCHOOL OF JOURNALISM

201 Allen Hall
Telephone (503) 346-3738
Arnold Ismach, Dean

FACULTY

Randal A. Beam, assistant professor (news-editorial). B.A., 1974, Nebraska, Lincoln; M.A., 1976, Syracuse; Ph.D., 1988, Wisconsin, Madison. (1986)

Thomas H. Bivins, associate professor (public relations). B.A., 1974, M.F.A., 1976, Alaska, Anchorage; Ph.D., 1982, Oregon. (1985)

Charles F. Frazer, Carolyn Silva Chambers Distinguished Professor of Advertising. A.B., 1968, Rutgers; M.A., 1972, Fairfield; Ph.D., 1976, Illinois. (1990)

Timothy W. Gleason, assistant professor (news-editorial). B.A., 1980, State University of New York, Empire State College; M.A., 1983, Ph.D., 1986, Washington (Seattle). (1987)

Arnold Ismach, professor (communication research, news-editorial). B.A., 1951, Oklahoma; M.A., 1970, California, Los Angeles; Ph.D., 1975, Washington (Seattle). (1985)

Ann C. Keding, assistant professor (advertising). B.A., 1973, M.A., 1975, California State, Fullerton. (1986)

Gregory J. Kerber, assistant dean for student services. B.A., 1972, Florida; M.A., 1983, Oregon. (1981)

Lauren J. Kessler, associate professor (magazine). B.S.J., 1971, Northwestern; M.S., 1975, Oregon; Ph.D., 1980, Washington (Seattle). (1980)

Jennifer L. King, assistant dean for external relations. B.A., 1969, Mary Baldwin; M.A., 1983, Oregon. (1989)

Roger M. Lavery, associate professor (advertising). B.A., 1971, Notre Dame; M.S., 1972, Illinois, Urbana. (1991)

James B. Lemert, professor (communication research). A.B., 1957, M.J., 1959, California, Berkeley; Ph.D., 1964, Michigan State. (1967)

Duncan L. G. McDonald, associate professor (news-editorial). B.S., 1966, Ohio; M.S., 1972, Oregon. (1975)

Kenneth T. Metzler, professor (magazine). B.S., 1956, Oregon; M.S.J., 1967, Northwestern. (1960)

Roy Paul Nelson, professor (magazine, advertising). B.S., 1947, M.S., 1955, Oregon. (1955)

Karl J. Nestvold, professor (broadcast news); associate dean. B.S., 1954, Wyoming; M.S., 1960, Oregon; Ph.D., 1972, Texas at Austin. (1961)

Stephen E. Ponder, assistant professor (news-editorial). B.A., 1964, Washington (Seattle); M.A., 1975, George Washington; Ph.D., 1985, Washington (Seattle). (1985)

Galen R. Rarick, professor (communication research, news-editorial). B.A., 1948, Denver, M.A., 1951, Ph.D., 1963, Stanford. (1962)

William E. Ryan II, associate professor (graphic design). B.A., 1964, Loras; M.A., 1975, South Dakota. (1987)

Carol L. Smith, assistant professor (news-editorial, magazine). B.A., 1983, South Florida; M.A., 1985, Wyoming; Ph.D., 1990, Iowa. (1988)

Alan G. Stavitsky, assistant professor (broadcast news). B.A., 1978, Wisconsin, Madison; M.A., 1983, Ph.D., 1990, Ohio State. (1990)

H. Leslie Steeves, associate professor (public relations). B.S., 1971, Vermont; M.S., 1974, Ph.D., 1980, Wisconsin, Madison. (1987)

Thomas H. Wheeler, associate professor (magazine). B.A., 1969, California, Los Angeles; J.D., 1975, Loyola, Los Angeles. (1991)

Willis L. Winter, Jr., professor (advertising). B.S., 1950, California, Berkeley; M.S., 1957, Oregon; Ph.D., 1968, Illinois. (1968)

Emeriti

Charles T. Duncan, professor emeritus (news-editorial). A.B., 1936, M.A., 1946, Minnesota. (1965)

Jack D. Ewan, associate professor emeritus (advertising, public relations). B.S.J., 1948, M.S.J., 1964, Northwestern. (1964)

John L. Hulteng, professor emeritus (news-editorial). Ph.B., 1943, North Dakota; M.S., 1947, Columbia. (1955)

R. Max Wales, professor emeritus (advertising, public relations). B.A., 1933, Washburn; M.A., 1956, Iowa. (1957)

Carl C. Webb, associate professor emeritus (news-editorial). B.S., 1932, M.A., 1950, Oregon. (1943)

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

The School of Journalism offers programs leading to bachelor's and master's degrees. Undergraduate students major in one of five areas: advertising, broadcast journalism, magazine journalism, news-editorial, or public relations.

The school, which started as a department in 1912 and became a professional school in 1916, remains one of the oldest journalism schools in the United States and also one of the most broadly conceived. All programs of the school are accredited by the national Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). The University of Oregon has one of the few accredited programs in the western United States with as many as five fields of study.

The journalism program is based on a premise that the best professional journalist is broadly educated. In accordance with national accrediting standards, students must take at least 135 credits in courses outside the School of Journalism. Of those, 98 credits must be in courses in the liberal arts and sciences. A maximum of 51 credits in the 186-credit undergraduate program may be in professional journalism courses. Students take professional courses to learn not only the techniques of mass communication but also its effects. They study the role of the mass media in society, the history of journalism, the visual aspects of communication, the ethics of media practices, the economics of the media, and the legal and social responsibilities of the media in modern society.

Journalism majors are encouraged to consider a second major or minor in a field related to their career goals. Preparation in a second field is a valuable addition to a student's education and enhances employability.

Faculty members at the journalism school are former professionals who combine academic background with experience in their teaching fields. Among them are former advertising-agency executives, newspaper reporters and editors, broadcast journalists, public-relations executives, communication researchers, and magazine writers. The faculty continues to be active and influential beyond the confines of the university campus through numerous text books and trade books in such areas as advertising, language skills, reporting, interviewing, information gathering, communication theory, graphic arts, public-relations writing, and magazine writing.

Many journalism students are active in campus affairs, working for such agencies as the campus daily newspaper, the university's radio station, the student advertising agency, or alternative publications. The school also encourages them to participate in journalistic organizations such as the Advertising Club, Journalism Peer Advisers, Public Relations Student Society of America, Women in Communications, and Society of Professional Journalists. Internships are often available at newspapers, magazines, broadcast stations, advertising agencies, and public-relations offices.

Preparation. The best high school preparation for journalism majors is a broad college-preparatory program with emphasis on language skills, English literature, speech, history, and the social sciences. Depending on their career interests, prospective journalism students can also benefit from the study of mathematics, statistics, computers, and foreign language. Students with specific interests in science and technology are encouraged to consider journalism because of the many career opportunities in communicating about those subjects. Students also should learn typing or word processing.

Community college students planning to transfer to the University of Oregon School of Journalism should concentrate on college-transfer courses, especially literature and social science courses, that can fulfill university requirements and the journalism general-studies requirements. Almost all professional journalism courses are taken at the School of Journalism.

UNDERGRADUATE STUDIES

Journalism Premajor Admission

Students planning to major in journalism enter the university as journalism premajors and do not need to meet any special admission

requirements beyond the general university requirements.

Each journalism premajor is assigned to a journalism faculty adviser, who assists in planning the student's course of study. In the fall term these assignments are made at a meeting of all new undergraduate students during New Student Orientation. At other times students may go to the School of Journalism student services office, 211B Allen Hall, to request assignment to an adviser. Students may request specific faculty members as advisers or change advisers by applying at the student services office.

Peer advisers and school staff members are available to help plan programs, answer questions, and track progress toward admission as a major and toward graduation. Students should check with an adviser at least once a year to ensure that requirements are being met. The undergraduate adviser for the school is the assistant dean for student services, 208 Allen Hall.

Current information about admission and degree requirements is available in the School of Journalism student services office. A bulletin board in the south stairwell on the second floor of Allen Hall has announcements about policy, activities, scholarships, and other information of interest to journalism majors and premajors. Students should check this board once a week.

A university student in another major may switch to a journalism premajor by submitting a Change of Major form, available in the School of Journalism student services office. To become a journalism premajor, a student must have a minimum cumulative grade point average (GPA) of 2.50 for all work at the University of Oregon.

Premajor Program

Journalism premajors must fulfill two sets of requirements. The first is the general studies program required by the journalism school and the university. Courses required by the journalism school frequently overlap with the university's general-education requirements. A student who takes Introduction to Literature (ENG 104,105,106), for example, fulfills one of three required clusters, one arts and letters group, and three of the six literature courses required by the journalism school. Journalism premajors should have completed most, but not necessarily all, of these courses before applying for admission as a journalism major.

The second set of requirements is the journalism school's core curriculum. This consists of four courses, usually taken late in the freshman year or during the sophomore year: The Mass Media and Society (J 201), Information Gathering (J 202), Writing for the Media (J 203) and Visual Communication for Mass Media (J 204).

Journalism premajors must take the core courses for letter grades and must pass each of them with a grade of C– or better before applying for major status.

Journalism premajors typically take another core course, although it is not required. Grammar for Journalists (J 101) prepares students to take the Language Skills Diagnostic Test (LSDT) required for application to the program.

The LSDT is a comprehensive examination of spelling, grammar, and word usage. *Students may attempt the LSDT only twice.* The journalism faculty suggests that students take the course first.

Journalism premajors may take no more than two additional journalism courses before being admitted to major status. This limitation has been set by the faculty to ensure an orderly progression toward a degree in journalism.

All journalism laboratory courses with controlled enrollment are open only to journalism majors or to students with instructor's consent.

Sample Program

Below are course suggestions for freshmen who intend to major in journalism, prepared specifically to meet journalism requirements. Journalism premajors normally concentrate on filling the general-education requirements during the first year and continue doing so through the sophomore year. During this time they also take the journalism core courses in preparation for admission as majors. These are suggestions only; students have a wide variety of options and should consult with faculty advisers in preparing courses of study.

Freshman Year	*42–45 credits*
Introduction to Literature (ENG 104, 105, 106) or World Literature (ENG 107, 108, 109)	9
Western Civilization (HIST 101, 102, 103) or The United States (HIST 201, 202, 203)	9
College Composition I and either II or III (WR 121 and WR 122 or 123)	6
Three courses in foreign language, mathematics, science, or social science	9–12
9 credits from the following: Grammar for Journalists (J 101), Use of the Library (LIB 127), The Mass Media and Society (J 201), Information Gathering (J 202)	9

Admission as a Journalism Major

Admission to the School of Journalism is competitive. Before applying for admission as a journalism major, the journalism premajor must fulfill the following requirements:

1. Complete 90 or more credits of course work
2. Attain a cumulative grade point average (GPA) of at least 2.50 for all work done at the University of Oregon
3. Receive a passing score on the School's Language Skills Diagnostic Test (LSDT). This examination is typically offered twice a term, once during the course registration period and again during final examination week. Consult a journalism office staff member for the LSDT schedule
4. Complete the journalism school's core curriculum (J 201, 202, 203, 204) with a grade of C– or better in each course

All applicants are evaluated by an admissions committee as applications are received and judged competitively. The admissions committee considers the four requirements listed above and other materials that applicants must submit, including a personal statement. The committee has the option of waiving any of the four requirements listed above if there is other evidence of a candidate's high potential for success as a journalism major.

Transfer Students

Students transferring to the University of Oregon journalism program enter as journalism premajors. They apply to the University of Oregon Office of Admissions and are accepted asjournalism premajors if they meet the university's general standards for admission. The journalism school, however, does not encourage a student with a college grade point average (GPA) below 2.50 to apply for journalism premajor status. To be admitted to major status, transfer students must meet the journalism school's requirements for admission, as outlined above.

Transfer Credit. The School of Journalism accepts journalism credits earned at other colleges and universities as follows:

1. Credits earned at schools of journalism accredited by the ACEJMC are accepted both for journalism credit and to fulfill specifically required courses
2. Journalism credits are accepted from unaccredited journalism programs, but they may not be used to meet specific course requirements. They do count toward the 51-credit limit set by national accrediting standards
3. The school accepts, both for credit and for meeting specific course requirements, courses offered under the UO Community Education Program (CEP) if the course is taught by a member of the School of Journalism faculty or by a teacher approved by the faculty
4. No matter how many credits are transferred, students must take at least 27 credits of journalism in residence to earn a degree from the University of Oregon
5. Students cannot take more than 51 credits in journalism courses out of the 186 total credits required for a bachelor's degree. They may, however, add credits to the 186-credit total to accommodate extra journalism credits (e.g., take 190 credits to accommodate 55 credits in journalism)
6. The school accepts equivalent courses taught at other colleges to meet the J 201 requirement for application to be a major

Transfer students wanting to discuss the transfer policy may consult the assistant dean for student services.

Major Requirements

Journalism majors must meet the University of Oregon requirements for the bachelor of arts (B.A.) or bachelor of science (B.S.) degree. In addition, they must meet the following requirements of the School of Journalism:

1. Satisfactory completion of at least 36 credits in journalism, of which at least 27 must be taken at the University of Oregon School of Journalism and at least 24 must be upper division
2. Satisfactory completion of at least 135 credits in academic fields other than journalism with at least 98 of those credits in liberal-arts courses. A student who graduates with 186 credits must take no more than 51 credits in journalism, including transfer credits
3. Satisfactory completion of at least two writing courses at the School of Journalism or

transferred from an ACEJMC-accredited journalism program. Writing for the Media (J 203) fulfills one such requirement. Grammar for Journalists (J 101), however, does not fulfill this requirement

4. Satisfactory completion of at least two of the following courses: Journalism and Public Opinion (J 394), Mass Media Law (J 485), and History of Mass Media (J 487)
5. A cumulative University of Oregon GPA of 2.50 or better
6. A cumulative GPA of 2.50 or better in courses taken in the School of Journalism
7. In addition to any required course prerequisites, satisfactory completion of at least one of the following academic program areas in journalism:

   Advertising. Three of the following: Advertising Copy Writing (J 341), Advertising Layout (J 442), Advertising Media Planning (J 443), Agency Account Management (J 444), Advertising Campaigns (J 449)

   Students who opt *not* to take J 341 must take an additional writing course in the School of Journalism

   Broadcast Journalism. Radio-Television News I (J 331), Radio-Television News II (J 432), and either Advanced Radio News (J 433) or Advanced Television News (J 434)

   Magazine Journalism. Introduction to Magazines (J 370), Magazine Article Writing I (J 371), and Magazine Editing (J 474)

   News-Editorial Journalism. Reporting I (J 361), Reporting II (J 462), and Newspaper Editing (J 464)

   Public Relations. Principles of Public Relations (J 350), Public Relations Writing (J 351), and Public Relations Problems (J 453)

General Studies Courses. The School of Journalism believes that professional journalists should be broadly educated. The following courses must be completed for graduation with a journalism major:

1. Six courses of at least 3 credits each in literature (not including courses dealing primarily with film)
2. Three courses of at least 3 credits each in history
3. Three courses of at least 3 credits each in economics

Courses numbered 196, 198, 199, 200, 399–406, or 408–410 may not be used to fulfill these requirements.

Definitions, Limitations, and Policies

Literature courses include those taught by the Department of English and the Comparative Literature Program as well as literature courses taught in English translation by foreign language departments.

Internship. A journalism major may earn no more than 3 credits in Internship (J 404).

Grades. Journalism majors and premajors must take all journalism courses for letter grades unless a course is only offered pass/no pass (P/N). Grammar for Journalists (J 101) may be taken P/N.

All courses for the minor must be passed with grades of P or C– or better.

Minor in Mass Media Studies

The School of Journalism offers a minor in Mass Media Studies, which gives students an overview of the field of mass communications. The minor requires 24 credits, of which 15 must be upper division, chosen from the following courses: The Mass Media and Society (J 201); Women, Minorities, and Media (J 320); Principles of Advertising (J 340); Principles of Public Relations (J 350); Introduction to Magazines (J 370); Journalism and Public Opinion (J 394); Media Research and Theory (J 395); Advertising and Society (J 446); Mass Media Law (J 485); History of Mass Media (J 487); International Journalism (J 492); Mass Media Ethics (J 495); Media Management and Economics (J 497).

Second Bachelor's Degree

Students who already possess a bachelor's degree and want to earn a second bachelor's degree in journalism at the university may apply for journalism 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 journalism school's requirements for graduation including the general-studies requirements and the university requirements for the B.A. or B.S. Credits, including transfer credits, earned for the first bachelor's degree may count toward meeting the requirements as long as they conform to the transfer-credit policy outlined earlier.

General Information

The School of Journalism occupies Eric W. Allen Hall, named in memory of its first dean. Fully equipped laboratories are provided for news writing, editing, advertising, radio-television news, and photography. Current files of newspapers and trade publications are maintained in the George S. Turnbull Memorial Reading Room. The school receives the newspaper services of the Associated Press. The Eric W. Allen Seminar Room, furnished by contributions from friends and alumni, is a center for group meetings and receptions. The University of Oregon Library has an extensive collection of the literature of journalism and mass communication.

The Oregon Newspaper Publishers Association, the Portland Advertising Federation, and the Oregon Association of Broadcasters cooperate with the school and the university's Career Planning and Placement Service in providing placement services for journalism graduates. The Oregon Scholastic Press has its headquarters in 201 Allen Hall.

Scholarships. Scholarships ranging from $250 to $2,000 are available through the School of Journalism with the support of endowments and contributions. A brochure describing these scholarships is available in the journalism office.

Student Loans. Interest from two small endowment funds enables the School of Journalism to provide short-term or emergency loans to journalism majors. For more information, inquire at the school's office.

GRADUATE STUDIES

The role of the school's undergraduate program is to provide students with the basic skills and techniques they need to secure their first professional media positions.

The master of arts (M.A.) and master of science (M.S.) programs at the University of Oregon School of Journalism seek to expose students to a wide range of ideas concerning the structure, function, and role of mass communication in society. The goal is to educate students to be mass media leaders and decision makers who actively contribute to improving the quality of media.

Requests for information and graduate applications, as well as all completed application materials, should be sent to Director of Graduate Study, School of Journalism, University of Oregon, Eugene OR 97403.

Admission Requirements

Admission to the graduate program is granted for the fall term only. About fifty students participate in the program; approximately twenty-five new students are admitted each fall. Both United States citizens and international students may apply.

An applicant for admission to the graduate program must be a graduate of an accredited four-year college or university. To be considered for admission to the School of Journalism's master's degree program, an applicant must submit all of the following:

1. Official transcripts from all institutions where undergraduate and graduate work was completed. The minimum undergraduate GPA for admission is 3.00. In exceptional cases, an applicant with a lower GPA may be admitted conditionally
2. Official Graduate Record Examinations (GRE) scores no more than five years old. The minimum combined score for admission is 1100. In exceptional cases, an applicant with a lower score may be admitted conditionally
3. A 750- to 1,000-word essay describing the applicant's academic and career goals. The essay should focus on the relationship between the applicant's past academic and professional experience and his or her future plans. Applicants should specifically explain how the University of Oregon's School of Journalism program relates to their educational goals
4. An up-to-date résumé
5. A portfolio, string book, clips, tapes, or other evidence of relevant professional work or evidence of scholarly writing and research
6. Three letters of recommendation, two of these from academic sources
7. In addition to these requirements, all international students must submit scores for (a) *either* the Test of English as a Foreign Language (TOEFL) with a minimum score of 575 *or* the Michigan English Language Assessment Battery (MELAB) with a minimum score of 85, and (b) the Test of Spoken English (TSE). There is no minimum score on the TSE

To be considered for fall admission, an applicant must submit all of the above materials by May 1.

Applicants for graduate scholarships or graduate teaching fellowships must submit their scholarship or fellowship applications and all their admission materials by March 31.

Students may be conditionally admitted for graduate study if they can offer evidence that they can be successful in the program. Such evidence might include exemplary scores on the GRE, a GPA exceeding 3.00 for the last two years of undergraduate study, or substantial experience in journalism.

Students without the appropriate professional or academic background in the mass media may be conditionally admitted into the program. These students are required to take no more than four undergraduate courses to prepare them for graduate work. Some of these courses may be taken at the same time as the graduate curriculum; others are prerequisites for certain graduate courses. Courses, determined for each student at the time of admission, may include The Mass Media and Society (J 201), Information Gathering (J 202), Writing for the Media (J 203), Visual Communication for Mass Media (J 204), Radio-Television News I (J 331), Principles of Advertising (J 340), Advertising Copy Writing (J 341), Principles of Public Relations (J 350), Public Relations Writing (J 351), Reporting I (J 361), Introduction to Magazines (J 370), Magazine Article Writing (J 371), Journalism and Public Opinion (J 394), Mass Media Law (J 585), History of Mass Media (J 587).

Advising. An adviser is appointed for each graduate student in the school by the director of graduate studies.

Course programs for graduate students are planned individually in consultation with advisers. Graduate students should meet with their advisers at least once a term.

Requirements for Graduation

Candidates for the master's degree must earn at least 46 graduate credits with a cumulative GPA higher than 3.00. Courses that do not carry graduate credit are not considered in determining the graduate GPA.

The program concludes with either a thesis or a professional project. Students generally take five or six terms to complete the program. Specific requirements follow:

1. Three graduate-level core courses: Mass Communication and Society (J 611), Approaches to Mass Communication Research (J 612), Mass Communication Theories (J 613)
2. Three additional 600-level courses in the School of Journalism, which may include permanently numbered courses and graduate seminars (J 607) on gender and media, literary journalism, ethics, political communication, history, law, and economics of mass media
3. At least 6, but no more than 15, graduate credits outside the School of Journalism. The courses chosen must be part of a consistent, related, educationally enhancing plan that has been approved by the student's adviser prior to enrollment
4. A graduate thesis (9 credits in J 503) or professional project (6 credits in J 609) approved and supervised by a faculty committee. Each student chooses a faculty member to supervise the research and writing of the thesis or terminal project. The topic must be approved by the adviser before work is begun. A student should register for Thesis (J 503) or Terminal Project (J 609) during the terms in which the research and writing are done

Candidates for the M.A. degree, but not the M.S. degree, must be proficient in a foreign language. Criteria for proficiency are completion, within the past seven years, of the second year of the language at the college level or passing an examination demonstrating equivalent competence.

Evaluation of Progress. All graduate students' programs are examined by the graduate affairs committee during progress toward the master's degree:

1. Each graduate student in journalism is automatically considered for advancement to candidacy in the term following the completion of 12 credits of graduate study
2. Students not advanced to candidacy at this evaluation are given written notice but may be allowed to continue course work until the completion of 24 credits of graduate study. At that time a final decision about advancement to candidacy is made

To be advanced to candidacy, a student must have completed at least 12 credits of graduate study at the UO with a GPA higher than 3.00. At least two core courses must make up part of the 12 credits.

During the term in which the student completes all other requirements for the degree, he or she takes an oral examination on the thesis or terminal project given by that student's thesis or project committee.

Students nearing the completion of their programs should obtain from their advisers copies of a checklist of steps to be taken and examinations to be passed immediately prior to the awarding of the degree. Students are responsible for taking care of all formalities before the deadline.

A graduate student in journalism cannot elect the pass/no pass (P/N) option for a journalism course that is to be included in the 46 graduate credits for a master's degree unless the course is offered P/N only. For a graduate student to earn a P in a P/N only course, that student must do B– work or better.

Financial Assistance

The school provides a number of graduate scholarships and graduate teaching fellowships. Scholarships range from $500 to $2,000. Fellowships include a complete tuition waiver and a stipend for the academic year. Graduate teaching fellows assist faculty members with teaching, research, and administrative responsibilities.

Admission materials and applications for scholarships, fellowships, and other financial assistance must be submitted by March 31. Applicants may apply for both a scholarship and a fellowship at the same time.

International Students

International students beginning graduate work at the School of Journalism should plan to take basic courses that do not carry graduate credit before enrolling in graduate-level courses. Applicants whose native language is not English must take (a) *either* the Test of English as a Foreign Language (TOEFL) with a minimum score of 575 *or* the Michigan English Language Assessment Battery (MELAB) with a minimum score of 85 and (b) the test of Spoken English (TSE). There is no minimum score on the TSE. All three of these tests are administered throughout the world. Applicants should arrange to take these tests well in advance of the application deadline.

A firm mastery of English, including American mass communication idiom, is necessary for success in professional courses at the graduate level. International students who lack such mastery are required to attend courses at the American English Institute on campus *before* undertaking the journalism graduate program. Though these courses do not carry graduate credit, they qualify for students' visa requirements. The best time to enroll in the institute's courses is the summer session preceding the first term in the master's degree program.

JOURNALISM COURSES (J)

101 Grammar for Journalists (3) Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to the journalistic style.

196 Field Studies (1–2R)

198 Colloquium: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201 The Mass Media and Society (3) The various media of mass communication and their effects on society. Beam, Bivins, Kessler, McDonald, Smith.

202 Information Gathering (3) Survey of methods and strategies for acquiring information of use to the various mass media. Examination of records, data bases and sources, and interview methods. Beam, McDonald.

203 Writing for the Media (3) Introduction to the process and practice of writing for the several mass media channels. Discussion of rights and responsibilities of the public communicator. Prereq: Language Skills Diagnostic Test, sophomore standing. Beam, Kessler, McDonald, Smith.

204 Visual Communication for Mass Media (3) Theory and application of visual communication in newspapers, magazines, television news, advertising, and public relations. McDonald, Ryan.

320 Women, Minorities, and Media (3) Inequities in mass media with regard to gender, race, and ethnicity. Ramifications and possible mechanisms of change. Kessler, Smith, Steeves.

331 Radio-Television News I (3) Gathering and writing news for broadcast media. Emphasis on broadcast style, basic aspects of radio-television news. Typing ability required. Majors only. Nestvold, Stavitsky.

340 Principles of Advertising (3) Advertising as a factor in the distributive process; the advertising agency; the campaign; research and

testing; the selection of media: newspaper, magazine, broadcasting, outdoor advertising, direct mailing. Frazer, Keding, Winter.

341 Advertising Copy Writing (4R) Theory and practice in writing advertising copy. Study of style and structure with emphasis on strategy formulation. Majors only. Prereq: J 340. Frazer, Keding, Winter.

350 Principles of Public Relations (3) Theory and practice; mass media as publicity channels; the public relations practitioner; departments and agencies. Bivins, Steeves.

351 Public Relations Writing (4) Preparation of press conferences, press kits, and news releases; institutional advertising copy, executive speeches, dissemination of publicity material through the broadcasting media. Majors only. Prereq: J 350, 361. Bivins, Steeves.

361 Reporting I (4) Basic training in news gathering. Extensive writing under time pressure, including a variety of assignments—straight news, features, interviews, speeches. Majors only. Prereq: J 202, 203, typing ability. Beam, Gleason, Kessler, Lemert, McDonald, Ponder, Smith.

365 Photojournalism (3) Introduction to black-and-white photographic techniques with emphasis on the structure, law, and ethics of photojournalism. Laboratory intensive and portfolio oriented. Majors only. Gleason, McDonald, Ryan.

370 Introduction to Magazines (3) Function, role, operation, production, and economics of magazines. Metzler, Wheeler.

371 Magazine Article Writing I (3) Writing magazine feature articles; study of the problems of marketing magazine manuscripts. Majors only. Prereq: J 361 or instructor's consent. Kessler, Metzler, Smith, Wheeler.

375 Production for Publication (3) Production of news-editorial and advertising material in the print media. Includes printing processes, typography and composition methods, and graphic-arts photography. Beam, McDonald, Metzler, Ryan.

394 Journalism and Public Opinion (3) Formation, reinforcement, and change of opinions. The role of major social and political institutions with emphasis on the mass media of communication. Prereq: junior standing. Beam, Lemert, Steeves.

395 Media Research and Theory (3) Theoretical models of mass communication based on systematic research. Application to a variety of journalism operations. The most-used communication research methods. Beam, Lemert, Steeves.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–9R)

403 Thesis (1–9R)

404 Internship: [Term Subject] (1–21R) P/N only

405 Reading and Conference: [Term Subject] (1–9R) P/N only

406 Special Problems (1–9R) P/N only

407/507 Seminar: [Term Subject] (1–4R) Current topics are Advertising Portfolio, Broadcast News Issues, Free Press Issues, In-depth Broadcast News, Media Representation, Newsletter Publication, Photojournalism Topics, Public Broadcasting Journalism, and Writing the Nonfiction Book.

408/508 Workshop: [Term Subject] (1–3R) P/N only

409 Practicum: [Term Subject] (1–3R)

410/510 Experimental Course: [Term Subject] (1–4R)

432/532 Radio-Television News II (4) Advanced aspects of the preparation, reporting, and broadcasting of radio-television news. Emphasis on television news writing and reporting and on electronic news gathering. Majors only. Prereq: J 331. Nestvold, Stavitsky.

433/533 Advanced Radio News (3) Special problems and opportunities for gathering, writing, editing, producing, and presenting news for radio broadcasting. Majors only. Prereq: J 331. Nestvold, Stavitsky.

434/534 Advanced Television News (3) Special problems and opportunities for gathering, writing, editing, taping, producing, and presenting the news for television broadcasting. Majors only. Prereq: J 432. Nestvold, Stavitsky.

442/542 Advertising Layout (4) Graphic design for advertising. Work with type and illustrations. Consideration given to all media. Majors only. Prereq: J 340. Ryan.

443/543 Advertising Media Planning (4) Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. Majors only. Prereq: J 340.

444/544 Agency Account Management (3) Advertising-agency structure and procedures; analysis and consumer research to determine strategic positioning; role of the account executive in the advertising agency. Prereq: J 340, 341. Frazer.

445/545 Advertising Research (3) Application of behavioral-science research techniques to determine the accomplishment of advertising objectives. Situation analyses; copy testing; measuring media efficiency. Majors only. Prereq: J 340. Frazer, Keding.

446/546 Advertising and Society (3) Discussion and reading in the socioeconomics of advertising. The literature of advertising and the legal, ethical, and moral considerations incumbent in the advertising career. Prereq: junior standing. Frazer, Keding, Winter.

449/549 Advertising Campaigns (4) Seniors and graduate students produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Majors only. Prereq: J 340, 341 and either J 442 or 443. Frazer, Keding.

453/553 Public Relations Problems (3) Use of research, decision processes, and program design in the solution of public relations problems. Public relations programs for profit and nonprofit institutions. Ethics of public relations. Prereq: J 350. Bivins, Steeves.

455/555 Third World Development Communication (3) The role of communication in Third World development projects. Diffusion, social marketing, and alternative approaches. Prereq: junior standing. Bivins, Ponder, Steeves.

462/562 Reporting II (5) Advanced newspaper reporting on public affairs and community news, including internship assignments at area newspapers. Majors only. Prereq: J 361. Beam, McDonald, Ponder, Smith.

463/563 Specialized Reporting: [Term Subject] (3R) Newspaper reporting of special topics. Topics include business and economics, politics, health and medicine, science, the arts, and precision journalism.

464/564 Newspaper Editing (5) Copy editing and headline writing for newspapers; emphasis on grammar and style. Problems in evaluation, display, make-up, and processing of written and pictorial news matter under time pressure. Majors only. Prereq: J 361. Beam, Smith.

466/566 Editorial Writing (3) Writing of analysis and opinion for the media of mass communication; examination of methods of formulating editorial policy; operation of editorial pages and editorial sections. Majors only. Rarick.

472/572 Magazine Article Writing II (3) Writing and marketing magazine articles. Individual conferences. Majors only. Kessler, Metzler, Wheeler.

474/574 Magazine Editing (4) History of magazines; principles and problems of magazine editing; planning, content selection, manuscript revision, copy editing, caption and title writing; editorial responsibility. Majors only. Kessler, Metzler, Wheeler.

476/576 Magazine Design and Production (3) Role of the magazine editor in working with art directors. Problems in designing covers, pages, and spreads for magazines; selecting type faces; and visualizing art. Majors only. Kessler, Ryan.

483/583 The Journalistic Interview (3) Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Majors only. Kessler, Metzler.

485/585 Mass Media Law (3) Legal aspects of the mass media: constitutional freedom of expression, news gathering, access to public records and proceedings, libel, privacy, copyright, advertising, broadcast regulation, and antitrust. Prereq: junior standing. Gleason, Ponder.

487/587 History of Mass Media (3) The changing structure and character of the mass media in the United States since 1690. Theories of the media and their relationship to the society. Prereq: junior standing. Kessler, Ponder.

488/588 Caricature and Graphic Humor (3) Cartoons and comics in the mass media; historical aspects; cartoon literature and collections; developing ideas for editorial and gag cartoons. Drawing ability useful but not vital. Nelson.

492/592 International Journalism (3) Mass communication media throughout the world: historical background; conflicting theories of control; international news services and foreign correspondence; problems in developing nations. Ponder.

495/595 Mass Media Ethics (3) Ethical problems in journalism: conflicts of interest, veiled

attribution, fabrication, plagiarism, governmental policies and media codes, individual privacy vs. public interest, accountability. Prereq: junior standing. Bivins, Gleason.

496/596 Methods of Teaching Journalism (4) The teacher's role in guiding student publications in secondary schools; methods of teaching journalism.

497/597 Media Management and Economics (4) Media economic strategy in consumer and producer markets including capital, labor, and other input markets. Management functions and leadership principles. Emphasis on social responsibility. Smith.

503 Thesis (1–9R) P/N only

601 Research (1–9R) P/N only

602 Supervised College Teaching (1–5R) R for a total of 3 credits.

604 Internship: [Term Subject] (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–9R)

606 Special Problems (1–9R) P/N only

607 Seminar: [Term Subject] (1–5R) Current topics are Gender and Media and Literary Journalism.

608 Workshop: [Term Subject] (1–3R)

609 Terminal Project: [Term Subject] (1–16R) P/N only

610 Experimental Course: [Term Subject] (1–5R)

611 Mass Communication and Society (3) Review of the literature of mass communication. Introduction to graduate study in journalism and mass communication. Kessler, Lemert, Ponder.

612 Approaches to Mass Communication Research (4) Overview of empirical social-scientific, historical, and legal methods of mass communication research. Particular emphasis on construction and use of theory. Beam, Gleason, Lemert, Steeves.

613 Mass Communication Theories (3) The communication process; audiences of the mass media; media competition; attitudes of communicators; functions and dysfunctions of media activities. Lemert, Steeves.

614 Communication Research Methods (3) Selection and planning of research studies; class research project with instruction in appropriate methodology and basic statistical analysis. Beginning course in graduate research. Beam, Lemert, Steeves.

615 Legal and Historical Communication Research (3) The use of legal and historical methods in mass communication research. Selection and planning of legal or historical research studies. Class and individual research projects. Gleason, Kessler, Ponder.

616 Public Opinion and Propaganda (3) Research findings on choices made by mass media decision makers. Research in attitude-change processes; source, message, channel, and receiver variables. Lemert, Steeves.

617 Bias in the News Room (3) Objectivity norms and other craft traditions; their consequences for audiences and for the adequacy of media performance. Lemert.

618 Criticizing the Media (3) Traditional, humanistic, "social responsibility" approach compared with empirical approach to analysis and criticism of media performance and professional norms. Lemert.

620 Public Relations Planning Theory (3) Public relations management including systems theory and various formulas for program planning and evaluation. Prereq: J 453/553. Bivins.



SCHOOL OF LAW

275 Law Center
Telephone (503) 346-3852
Maurice J. Holland, Dean

FACULTY

Michael D. Axline, associate professor (environmental law clinic, oil and gas law). B.A., 1977, Idaho State; J.D., 1980, Oregon; Idaho bar, 1980. (1982)

Steven W. Bender, assistant professor (bankruptcy, commercial law, corporations). B.S., 1982, J.D., 1985, Oregon (Coif); Arizona bar, 1985. (1990)

John E. Bonine, professor (environment and pollution, legislative and administrative law, natural resources and issues). A.B., 1966, Stanford; LL.B., 1969, Yale; California bar, 1970; Oregon bar, 1977. (1978)

Marilyn M. Bradetich, director of admissions. B.A., 1984, Oregon. (1976)

Donald W. Brodie, professor (administrative law, labor law, office management and computers). B.A., 1958, Washington (Seattle); LL.B., 1961, New York; Washington bar, 1961; Oregon bar, 1981. (1967)

Nancy J. Brucker, assistant dean for development and public affairs. A.B., 1983, J.D., 1986, California, Berkeley; California bar, 1986. (1987)

Caroline Forell, associate professor (advanced appellate advocacy, torts, trusts and estates). B.A., 1973, J.D, 1978, Iowa (Coif); Oregon bar, 1978. (1978)

Ibrahim J. Gassama, assistant professor (international business transactions, international law). B.A., Virginia Polytechnic; J.D., 1984, Harvard; New York bar, 1985. (1991)

Jane H. Gordon, assistant dean for student affairs. B.A., 1975, Sarah Lawrence; J.D., 1979, Oregon; Oregon bar, 1980. (1989)

Leslie J. Harris, associate professor (children, family law, trusts and estates). B.A., 1973, New Mexico State; J.D., 1976, New Mexico (Coif); New Mexico bar, 1976; District of Columbia bar, 1977. (1982)

Richard G. Hildreth, professor (ocean and coastal law, property, urban land use law). B.S.E., 1965, J.D., 1963, Michigan (Coif); diploma in law, 1969, Oxford; diploma in law, 1973, Stockholm; California bar, 1969. (1978)

Maurice J. Holland, professor (administrative law, conflict of laws, federal jurisdiction). A.B., 1958, Yale; M.A., 1961, J.D., 1966, LL.M.,1970, Ph.D., 1980, Harvard; Massachusetts bar, 1963; Oregon bar, 1987. (1986)

Jon L. Jacobson, professor (contracts, international law, law of the sea). B.A., 1961, J.D., 1963, Iowa (Coif); California bar, 1964. (1968)

Gregory A. Johnson, instructor (legal research and writing). B.A., 1982, Cornell; J.D., 1985, Notre Dame; Louisiana bar, 1986; Oregon bar, 1989. (1988)

Laird C. Kirkpatrick, professor (consumer law, evidence, nonjudicial dispute resolution). A.B., 1965, Harvard; J.D., 1968, Oregon (Coif); Oregon bar, 1968. (1974)

Mary S. Lawrence, associate professor (legal research and writing); supervisor, legal research and writing. B.A.,1960, M.A., 1962, Michigan State; J.D., 1977, Oregon; Oregon bar, 1977. (1977)

Mervyn H. Loya, assistant dean for administration. B.A., 1962, Monmouth; M.A., 1964, Columbia; J.D., 1967, Illinois; Oregon bar, 1968. (1986)

Fredric R. Merrill, professor (civil procedure, federal courts, legal profession). B.A., 1959, J.D., 1961, Michigan; Oregon bar, 1962. (1970)

Ralph James Mooney, professor (American legal biography, American legal history, contracts). B.A., 1965, Harvard; J.D., 1968, Michigan (Coif); California bar, 1968. (1972)

James M. O'Fallon, professor (constitutional law, first amendment, jurisprudence). B.A., 1966, Kansas; M.A., J.D., 1972, Stanford (Coif); California bar, 1973. (1981)

Charles R. O'Kelley, Jr., professor (federal income tax, partnerships and corporations, tax policy). A.B., 1970, University of the South; J.D., 1972, Texas; LL.M., 1977, Harvard; Georgia bar, 1973; Oregon bar, 1989. (1982)

George M. Platt, professor (local government law, secured land transactions, urban development problems); associate dean. B.S., 1948, LL.B., 1956, Illinois; Illinois bar, 1956. (1966)

David Schuman, assistant professor (constitutional law, criminal procedure, legislative and administrative processes). B.A., 1966, Stanford; Ph.D., 1974, Chicago; J.D., 1984, Oregon (Coif); Oregon bar, 1984. (1987)

Nancy E. Shurtz, professor (estate and gift tax, estate planning, federal income tax). B.A., 1970, Cincinnati; J.D., 1972, Ohio State; LL.M., 1977, Georgetown; Ohio bar, 1973; Tennessee bar, 1973; District of Columbia bar, 1977. (1982)

Peter N. Swan, professor (admiralty, antitrust law, conflict of laws). B.S., 1958, LL.B., 1961, Stanford; California bar, 1962; United States Supreme Court bar, 1967; Oregon bar, 1979. (1970)

Dominick R. Vetri, professor (copyrights, federal courts, torts). B.S., M.E., 1960, New Jersey Institute of Technology; J.D., 1964, Pennsylvania (Coif); New Jersey bar, 1965; Oregon bar, 1977. (1967)

Wayne T. Westling, professor (administration of criminal justice, torts, trial practice laboratory). A.B., 1965, Occidental; J.D., 1968, New York; California bar, 1969; United States Supreme Court bar, 1972; Oregon bar, 1981. (1979)

Emeriti

Lois I. Baker, law librarian emerita; professor emerita, library administration. B.A., 1927, M.A., 1932, Oregon; cert., 1935, California, Berkeley. (1935)

Chapin D. Clark, professor emeritus (legal profession, property, water resources law). A.B., 1952, LL.B., 1954, Kansas; LL.M., 1959, Columbia; Kansas bar, 1954; Oregon bar, 1965. (1962)

Orlando John Hollis, distinguished professor emeritus (civil procedure, legal profession, trial practice). B.S., 1926, J.D., 1928, Oregon (Coif); Oregon bar, 1928. (1931)

Frank R. Lacy, professor emeritus (civil procedure, creditors' rights, Oregon practice and procedure). A.B., 1946, Harvard; J.D.,1948, Iowa (Coif); LL.M., 1958, J.S.D., 1971, New York; Iowa bar, 1948; Oregon bar, 1949. (1949)

William D. Randolph, professor emeritus (business planning, corporate reorganization, partnerships and corporations). B.S., 1948, J.D., 1950, Illinois (Coif); Illinois bar, 1950; California bar, 1962. (1976)

Milton L. Ray, professor emeritus (business planning and advanced taxation, estate planning, accounting). B.A., 1947, Rochester; J.D., 1950, Chicago (Coif); Illinois bar, 1950; California bar, 1964. (1971)

Eugene F. Scoles, distinguished professor emeritus. A.B., 1943, J.D., 1945, Iowa (Coif); LL.M., 1949, Harvard; J.S.D., 1955, Columbia; Iowa bar, 1945; Illinois bar, 1946. (1968)

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

The School of Law offers a professional curriculum leading to the doctor of jurisprudence (J.D.) degree.

The curriculum provides a thorough preparation for the practice of law. The School of Law wants the student to acquire knowledge not only of legal doctrine but also of the judicial process and of the social, economic, and political problems facing lawyers. The method of instruction requires an intensive exercise of analytical skills.

Because the curriculum presents fundamental subjects of law during the first year, the first-year program is prescribed.

Substantial participation in classroom discussion is an essential factor in legal education. Credit for any course may be denied for irregular attendance.

To stimulate involvement in classroom discussion, every effort is made to assure first-year students of at least one class with an enrollment limit of twenty-five students. All second- and third-year courses are elective except Legal Profession (LAW 649), which is required. Counseling and information are available to assist students in selecting courses most closely related to their professional goals. The scope of the curriculum is enriched by the addition of courses, seminars, clinics, and the research and writing program that explore the role of law in new areas of social and economic importance.

The Kenneth Lucas Fenton Memorial Law Library has more than 251,000 volumes including 110,000 volumes on microfiche. Access to the library's collection is provided through Janus, an online catalogue that serves the university library system and is an important tool for researchers. Library holdings include complete case reports of the National Reporter System, complete state reports from Colonial times to the establishment of the reporter system, a substantial collection of English and Canadian case law, codes and compilations of

state and federal statutory law, and standard legal digests and encyclopedias. The periodicals collection includes 950 legal journals. An excellent collection of publications relating to Oregon territorial and state law includes an extensive file of Oregon Supreme Court briefs. Computer-assisted legal research systems, LEXIS and WESTLAW, are also part of the law library.

The Law Center, designed to accommodate up to five hundred students and thirty faculty members, has spacious classrooms and seminar rooms, a courtroom with videotape facilities, a career planning and placement office, and offices for the school's clinics. Student facilities include a student bar association office, lounge, typing room, locker room, and offices for the editorial boards of the *Oregon Law Review* and the *Journal of Environmental Law and Litigation*.

Additional information and complete descriptions of courses offered appear in the *UO School of Law Bulletin*. For a free copy write to the Office of Admissions, School of Law, University of Oregon, Eugene OR 97403-1221.

DEGREE REQUIREMENTS

Students who have been admitted to the School of Law, who have satisfactorily completed 85 semester credits in law courses, and who have otherwise satisfied the requirements of the university and the School of Law are granted the J.D. degree provided that they:

1. Obtain, at least two years before completing work for the J.D. degree, a B.A. or B.S. or equivalent degree from an accredited college or university
2. Have been full-time law students at the School of Law for at least ninety weeks or the equivalent
3. Fulfill other requirements as may be imposed
4. Successfully complete Legal Profession (LAW 649)

The School of Law reserves the right to modify its curriculum and graduation requirements at any time. Students in the School of Law may accrue up to 5 of the required 85 semester credits by successfully completing graduate-level courses or seminars at the University of Oregon. These courses must be relevant to their program of legal studies and approved in advance by the dean or an assistant dean in consultation with the School of Law curriculum committee.

A total of three years of full-time resident professional study in the University of Oregon School of Law or another law school of recognized standing is required for the J.D. degree. Except in unusual circumstances, the last two years must be in residence at the University of Oregon School of Law.

During the second and third years in the school, each student must complete both a basic writing requirement and a comprehensive writing requirement. The basic requirement is designed to improve legal writing skills and the ability to analyze legal problems. The comprehensive requirement is a more intensive writing experience involving thorough research, creative thinking, and interaction with a faculty member in developing and editing a paper. One requirement must be satisfied each of the last two years in the law school, and both must be completed before a student can be granted a professional law degree.

CLINICAL-EXPERIENCE AND PRACTICE-SKILLS PROGRAM

The School of Law offers four clinical-experience and practice-skills programs as part of its curriculum. In addition, a legislative workshop is offered during the regular sessions of the Oregon Legislative Assembly.

Through clinical-experience programs, cases are handled under the direct supervision of a clinical instructor. Qualified third-year students in the clinical programs usually are certified under the Third-Year Student Practice Rule, which has been adopted by the Oregon Supreme Court.

Civil Practice Clinic. This program provides field experience at the Legal Aid Service of Lane County, Inc. It enables law students, under the supervision of an attorney, to represent eligoble clients and to develop skills in interviewing, counseling, drafting, negotiating, discovery, and litigation.

Criminal Defense Clinic. Under the supervision of an attorney, law students handle cases of clients eligible for legal representation through the Public Defender Services of Lane County, Inc. Students develop advocacy skills in the context of criminal defense representation.

Prosecution Clinic. Students are exposed to the criminal justice system as prosecuting attorneys in the trial of criminal cases, under the supervision of an attorney, through the Lane County district attorney's office. Students develop advocacy skills in the context of criminal prosecutions.

Enrollment is limited to third-year students.

Environmental Law Clinic. Students learn about agency proceedings, submission of petitions requesting government action, techniques of legal access to government files, interviewing of experts and clients, interpretation and presentation of environmental data in legal proceedings, and litigation on behalf of clients. Substantial careful written work under close supervision is required.

Legislative Issues Workshop. Students are placed as interns with a legislator or legislative committee during most regular sessions of the Oregon Legislative Assembly. They are involved in legal research and in the preparation of reports pertaining to issues before the legislature.

Trial Practice Laboratory. Students examine and develop courtroom skills in civil and criminal cases. Primary emphases are on the opening statement, direct examination, cross-examination, objections, closing argument, and voir dire of juries. Each student participates in weekly classroom exercises and in a full trial at the end of the semester.

Ocean and Coastal Law

Second- and third-year students at the School of Law are eligible to begin developing a specialty in the field of ocean and coastal law. Students who satisfactorily complete one of two programs receive a statement of completion signed by the dean and by the directors of the Ocean and Coastal Law Center.

Environmental and Natural Resources Law

Second- and third-year students at the School of Law can also emphasize course work in environmental and natural resources law. Students must satisfactorily complete a number of specified courses and an academic paper of high quality. Students who complete the two requirements receive a statement of completion signed by the dean of the School of Law.

SUMMER SESSION

The School of Law offers a summer session that is open to law students who have completed at least one year of law work and who are in good standing at a law school accredited by the American Bar Association. Summer session students may earn up to 8 semester credits in the law school. *Summer session is not open to beginning law students.*

For complete summer session information, write to the Administration Office, School of Law, University of Oregon, Eugene OR 97403-1221.

CONCURRENT DEGREE PROGRAMS

J.D./M.B.A.

The School of Law and the Graduate School of Management offer a doctor of jurisprudence and master of business administration (J.D./M.B.A.) concurrent degree program. The program prepares students to use their legal skills in fields that require understanding of business principles, finance, accounting, and corporate management.

Students study both fields concurrently and receive two degrees in four years rather than the normal five. Applicants must apply to and be accepted by both schools. Each school maintains its own academic standards and requirements.

J.D./M.S.

The School of Law and the Graduate School's Interdisciplinary Studies: Individualized Program offer a concurrent degree program leading to a doctor of jurisprudence and a master of science with a specialty in environmental studies. This program introduces students to scientific, social, and legal aspects of environmental regulation and resource development. Students study both fields concurrently and receive two degrees in four years rather than the normal five.

Applicants must apply to and be accepted by the School of Law and the Graduate School. Each school maintains its own academic standards and requirements. Students accepted in this program are allowed to count credits earned in environmental law courses at the law school toward their master of science degree. In addition to law courses, students must emphasize three areas of concentration in the environmental studies program, take at least one course from each of five core areas, complete a thesis, and participate in an internship.

More information about the J.D./M.S. concurrent degrees may be obtained by writing to Marilyn Bradetich, Director of Admissions, School of Law, University of Oregon, Eugene OR 97403.

ACADEMIC SUPPORT

The Academic Support Program (ASP) is a voluntary program designed to meet the needs of nontraditional law students. Emphasis is on cross-cultural analysis of legal issues.

ASP includes a summer orientation program and an academic tutorial program designed to teach the principles that underlie first-year course work, to develop research and writing skills, and to clarify the law school examination process. Students also receive assistance in obtaining summer clerkships and permanent employment.

STUDENT PROGRAMS AND ORGANIZATIONS

There is a wide variety of student programs and organizations. Among these are the Christian Legal Society; *Journal of Environmental Law and Litigation*; Land, Air and Water Student Research Group; Lesbian and Gay Law Students Association; Minority Law Students Association; National Lawyers Guild; National Moot Court Competitions; *Oregon Law Review*; Oregon Women Lawyers; Peer Advising; Sports Club; Student Bar Association; Women's Law Forum; and chapters of the Black American Law Students Association, Federalist Society, International Law Students Association, Order of the Coif, Phi Alpha Delta, and Phi Delta Phi.

ADMISSION PROCEDURES

Prelaw Preparation

The School of Law does not prescribe any particular prelegal education. Intellectual maturity and breadth of educational background are considered more important than specified subject matter.

The admissions committee prefers a liberal undergraduate background and thorough training in a broad cultural field such as history, philosophy, literature, economics, classics, government, mathematics, or science. In addition, the importance of well-developed writing skills is emphasized. Concentration in vocational training courses reduces an applicant's chance of being admitted.

Applicants also are expected to have undertaken an academically challenging course of study. Students with a large number of pass (P) credits may be at a distinct disadvantage in selection for admission to the School of Law.

Students who want more information about prelegal education or who are interested in learning more about the School of Law are encouraged to talk to the director of admissions of the law school.

Admission Correspondence

Specific inquiries, applications, fees, Law School Admission Test (LSAT) and Law School Data Assembly Service (LSDAS) reports, transcripts, and all supporting documents should be forwarded to the Director of Admissions, Office of Admissions, School of Law, University of Oregon, Eugene OR 97403. Unless the applicant specifies the School of Law, documents may be sent to the central university Office of Admissions, possibly delaying action on the application.

Basic Admission Requirements

An applicant must have a bachelor's degree from an accredited college or university prior to enrolling in the School of Law. Enrollment restrictions and the large volume of applications for admission to the law school make it necessary to admit only those applicants who, in terms of their overall records, are the most qualified for legal studies.

In addition to the undergraduate grade point average (GPA) and the LSAT score, other factors considered in admission decisions include quality of undergraduate education, work experience, maturity, graduate work, extracurricular activities, personal statements, and letters of recommendation. For students in the first-year class entering the School of Law in fall 1990, the average undergraduate GPA was approximately 3.20; the average LSAT score was 39. Because the number of students who can be accepted is limited, admission is competitive and applicants who meet the above standards are not guaranteed admission.

Application. Applications and supporting documents should be submitted between September 1 and April 1. The School of Law encourages applications from women and people from disadvantaged backgrounds. It does not discriminate on the basis of race, color, religion, sex, age, handicap, marital status, veteran status, sexual orientation, or national origin.

Application Fee. An application from a previously registered student at the University of Oregon must be accompanied by a check for $20 payable to the University of Oregon. All other applications must be accompanied by a check for $40 payable to the University of Oregon. An applicant who has been admitted previously but did not register at the School of Law must submit an application fee with the reapplication. This fee is neither refunded nor credited toward tuition and fees, regardless of the disposition of the application.

Law School Admission Test. Applicants must take the LSAT and have an official report of the test scores sent to the school through the Law School Data Assembly Service (LSDAS). The admissions committee does not act on an application until the official report of the test scores has been received.

Applicants should plan to take the LSAT in June, October, or December of the year preceding the fall semester for which they are applying. Applicants who take the LSAT in February are considered for admission the next fall semester if space is available in the entering class. LSAT scores are considered current for a period of five years and, as a rule, all attempts on the LSAT are averaged.

Law School Data Assembly Service—Transcripts. The School of Law participates in the LSDAS. The LSDAS Transcript Matching Form must accompany a request to have a transcript from each undergraduate college or university sent to the LSDAS. These matching forms are included in each LSAT/LSDAS registration packet. Applicants should not mail their transcripts directly to the law school. In order for an applicant to be considered for admission, his or her transcripts must show completion of at least three years of undergraduate work. The admissions committee cannot act on an application until a copy of the LSDAS report has been received. Information concerning the LSDAS is available in the School of Law Office of Admissions or can be obtained from Law School Admission Services, PO Box 2000, Newtown PA 18940-0998.

Acceptance Fee. Applicants who are offered admission to the law school must pay an admission acceptance fee of $100 to reserve a space in the entering class. The admission acceptance fee is not credited toward the tuition and fees of enrolling students, but applicants who withdraw before registering may receive a partial refund.

Previous Law School Study. An applicant who has attended another law school must have the dean of that law school send a letter to the admissions committee stating that the applicant is in good standing and eligible to return to that school without condition.

Transfer Applicants and Visiting Students. Due to enrollment limits, few transfer and visiting students are admitted.

An applicant may transfer no more than one year of credit earned in another law school of recognized standing.

Students who have attended another law school for more than one year may apply to the School of Law as visiting students. Visiting students are not eligible for degrees from the School of Law.

Transfer and visiting applicants must submit the application and fee, a letter of good standing, LSAT scores, and undergraduate and law school transcripts. Transcripts sent directly to the School of Law are accepted, and applicants do not need to register with the LSDAS.

The transfer and visiting applicants must submit applications by June 1. The application fee is $40, payable to the University of Oregon. If an applicant has been previously registered as a student at the University of Oregon, the fee is $20.

Photographs. University of Oregon student identification cards include a photograph taken when a student initially registers for classes. Duplicates of the photographs taken for student identification cards are retained as part of the law school's records.

GRADE REQUIREMENTS

Grading Policy

The following grades are available to be awarded in all graded courses at the School of Law and are given the following numerical values when computing student grade point averages (GPAs):

A+ ..4.5	B+ ...3.5	C+ 2.5	D+ ..1.5
A 4.0	B 3.0	C 2.0	D 1.0
F 0.0	N (no pass) 0.0		

Grades reflect categories of performance articulated in general terms as follows:

A Exceptional honors-level work, equivalent to a recommendation to the national law school honorary, Order of the Coif

B Good work, at a level distinctly above that of normal professional competence

C Professionally competent work, which convinces the instructor that the student can be recommended to the public as being reason-

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ably capable of dealing with client and public problems in the area of study

D Unsatisfactory work, which is not at the level required for ordinary professional competence, but which demonstrates enough potential for improvement that the student could reasonably be expected to achieve such a level by conscientious study

F Failing work, which reflects an extremely low level of learning and ability in the area of study

+ Performance above the category to which the + is appended but, in the cases of B+, C+, and D+, not sufficiently above to merit a grade of the next higher category

Academic Standards

1. A student must complete 85 credits with grades of D or better to graduate. Students who take a full-semester externship must complete 65 credits of graded course work
2. At the end of any semester in which a student's cumulative GPA falls below 2.00, the student shall be placed on probation and shall remain on probation until (a) achieving a cumulative GPA of 2.00 or better or (b) being disqualified
3. A student is disqualified if while on probation the student records a GPA of less than 2.00 for any semester, including summer session
4. a. A student who has completed four semesters of residence under American Bar Association standards and who has not achieved a cumulative GPA of 2.00 or better is disqualified

   b. A student must achieve a cumulative GPA of 2.00 or better in order to qualify for graduation. A student who has not achieved a cumulative GPA of 2.00 or better after accruing 85 or more credits is disqualified.
5. a. A student who is disqualified a first time may submit a petition to the Academic Standing Committee for readmission unless the case is governed by Rule 6.a.

   (1) If the committee believes that a student disqualified after two or three semesters of residence is likely to achieve a cumulative GPA of 2.00 or better by the time the student has completed four semesters of residence, it may readmit the student

   If the committee believes that a student disqualified after four or more semesters of residence (but not accruing 85 or more credits) is likely to achieve a cumulative GPA of 2.00 or better by the time the student is eligible to graduate, it may readmit the student

   (2) A student denied readmission by the committee may appeal that decision to the faculty, provided the student's cumulative GPA is 1.70 or higher at the end of the second semester, or 1.90 or higher thereafter

   (3) An appeal from an adverse committee decision must be filed within thirty days from the mailing of the committee's decision to the student

   (4) A student who is denied readmission by the committee and whose cumulative GPA falls below the averages set in Rule 5.a.(2) shall have no further recourse either before the committee or the faculty

   (5) Faculty review of a petition pursuant to Rule 5.a.(2) shall be under the standard set in Rule 5.a.(1)

   b. A student who is disqualified a second time may petition for readmission only if the student's cumulative GPA is 1.90 or higher unless the case is governed by 6a

   (1) The petition must first be evaluated by the committee. If the committee denies the petition, the student has no further recourse. If the committee recommends readmission to the faculty, the decision to readmit or deny the petition is made by the faculty

   (2) The evaluation of the petition by the committee and, where appropriate, the faculty, shall be under the standard set in Rule 5.a.(1)

   c. A student who is once denied readmission by the faculty or who is disqualified a third time has no further recourse either before the committee or the faculty
6. a. A student disqualified pursuant to Rule 4.b. may submit a petition to the faculty for readmission regardless of any limitation whatsoever contained elsewhere in these rules. The committee shall first review the petition and submit its recommendations to the faculty, which may impose such conditions to readmission as it deems appropriate

   b. The committee or the faculty may impose such conditions on a readmission as it deems appropriate. Conditions may include but are not limited to academic counseling, retaking of first-year courses in which D or F grades were received, limitation of employment or other extracurricular activities, course limitations, course requirements, and remaining out of school for a period of time. Failure to abide by conditions of readmission may be cause for revocation of readmission or other appropriate remedy

   c. Appearances are permitted only before the committee
7. a. The existing legislation on "Grading Policies and Academic Standards" (effective fall 1983 and last revised in April 1988) shall apply to students enrolled and earning credit prior to fall semester 1991. The legislation as amended on January 30, 1991, shall apply to students first enrolled fall semester 1991 and thereafter

   b. The grade of D+ is available for use in all first-year courses, including Legal Research and Writing, commencing with the 1991–92 school year. The grade of D+ is available for use in all law school graded academic work commencing with the 1992–93 school year and thereafter. For purposes of academic disqualification only, students enrolled and earning credit prior to fall semester 1991 who receive any D+ grades will be deemed for such credits to have received grades of C
8. No student may graduate without obtaining grades of D or better in all courses of the first-year required curriculum. Any student receiving an F in such a course must, at the first scheduled opportunity, take the course over for credit and obtain a D or better. *Only one attempt* to satisfy the requirement will be permitted. The requirement cannot be satisfied by taking the course or courses at another law school. Any student who receives an F in a required first-year course and then retakes the course for credit shall have his or her GPA computed based on the grade received in retaking the course, and the original F grade shall be ignored even though the F grade remains on the transcript
9. Grades of N (no pass) in pass/no pass (P/N) courses shall be counted in the student's GPA as 0.00 points for the number of credits attempted in such courses where N grades were received

COSTS AND STUDENT FINANCIAL AID

Law students are classified as graduate students. Regular fees are payable in full at the time of registration. Payment of the stipulated fees entitles all students enrolled for academic credit to all services maintained by the university for the benefit of students.

Tuition and Fees

For the 1990–91 academic year, tuition was $3,576 for resident students and $5,628 for nonresidents. See the law school bulletin for more information. Tuition and fee schedules are subject to revision by the Oregon State Board of Higher Education (OSBHE).

Residence classification regulations appear in Chapter 580, Division 10, of Oregon Administrative Rules, which are quoted in the **Admissions** section of this bulletin. Details governing administration of nonresident and resident policies are complex; students are advised to consult the university's Office of Admissions for answers to individual questions.

Total Costs

Because student living arrangements and personal spending habits vary widely, no single figure represents the cost of attending the university. However, estimated total 1990–91 costs for a single resident student at the School of Law averaged approximately $9,400 (tuition, fees, books, board and room, and personal expenses). For a nonresident, costs averaged approximately $11,300. For a married resident student, costs averaged around $14,300; they were higher for students with children.

Health insurance is optional. The cost by semester or for full twelve-month coverage may be obtained from the office of the Associated Students of the University of Oregon (ASUO). Coverage for dependents of students is also available. Personal expenses are governed by individual preference but may include such items as car insurance, maintenance, and operation; an optional university parking permit; vacation and weekend travel; theater, movie, and athletic tickets and other enter-

tainment; such incidentals as laundry, toilet articles, gifts, and dining out.

Financial Assistance

See the **Student Financial Aid** section of this bulletin for complete information.

Scholarships and Fellowships

Lois I. Baker Scholarship. The Lois I. Baker scholarship is awarded to a second-year student in the School of Law on the bases of financial need and academic achievement. The award of approximately $950 is from a fund established by friends and former students in honor of Lois I. Baker's long service as law librarian of the School of Law.

James D. Barnett Memorial Scholarships. One or more scholarships are awarded annually by the faculty of the School of Law to needy and worthy students. The scholarships are supported through the income of an endowment fund, established by Mrs. Winifred Barnett Allendoerfer and Professor Carl Allendoerfer, in memory of James D. Barnett, a member of the university faculty from 1908 until his death in 1957.

Derrick A. Bell, Jr. Scholarship. The scholarships are awarded annually by the School of Law. These scholarships are named in honor of former School of Law Dean Derrick A. Bell, Jr. for his significant contribution to legal education and civil rights. It is supported through the income from an endowment funded by gifts from Hope Gibson Dohnal, a 1981 graduate of this school. Dohnal's intent is to provide scholarship assistance to academically talented minority students. Each scholarship is awarded on the bases of scholarly interest and achievement and demonstrated ability.

Hugh L. Biggs Scholarship. The Biggs scholarship is awarded to a student in the School of Law on the bases of academic achievement, demonstrated leadership ability, and professional promise. The award is supported through income from an endowed fund established by Hugh L. Biggs, a prominent attorney in Portland, Oregon, and a member of the Class of 1931.

Carpenter and Busselle. Loans of up to $1,200 are made to financially needy law students from an endowed fund established by the estate of Marguerite Guiley in memory of Charles Ernest Carpenter, dean of the School of Law from 1927 to 1931.

Dennis Chandler Memorial Scholarship. The Chandler scholarship is provided by a gift from Eugene and Wilhelmina Bramlett in honor of Luetta and Robert Branch, cousins of Dennis Chandler, who is the son of James Chandler, professor of law at George Washington University. Scholarships are awarded annually based on financial need, community involvement and service, and scholarship with preference given new students. There is an emphasis on students in the African-American community although any worthy individual is eligible. Applicants' motivation is assessed by means of a 400- to 600-word essay, evaluated on the basis of the writer's potential and not necessarily writing skill. Recipients may reapply in subsequent years if they perform at an extraordinary level academically.

Henry E. Collier Law Scholarships. Several scholarships are awarded annually on the bases of financial need and good character to School of Law students who intend to make the practice of law their life work. No recipient may be awarded more than $500 in any one year. The scholarships are supported by the income from a $50,000 trust fund established in the will of the late Henry E. Collier, a Portland, Oregon, attorney.

Lorienne Conlee Fowler Scholarship. The Fowler scholarship of approximately $500 is awarded on the bases of need and scholastic record. The award is funded by the income from a trust fund established by the late Dr. Frank E. Fowler in memory of his wife, Mrs. Lorienne Conlee Fowler.

William F. Frye Endowed Scholarship. This endowment, established in 1990, provides funds for three scholarships to be awarded annually, one for a student in each of the three classes. Scholarships are awarded on the basis of need, leadership ability, and an interest in public service; demonstrated preference or ability to practice trial law is given precedence over scholastic achievement as such. Recipients must be graduates of Oregon high schools and are eligible to receive the award in each year of law school, but they must be judged anew each year. The Frye scholarship is supported by a bequest from the late William F. Frye, a former Lane County district attorney, Oregon state senator, and a member of the Class of 1956.

Herbert B. Galton Labor-Relations Law Scholarship. The Galton scholarship is awarded to an entering first-year student who has demonstrated interest in labor-relations law and shows potential for the pursuit of law. The Galton scholarship is a two-year award of approximately $1,000 a year, with continuation contingent upon satisfactory academic achievement. During the second year, the recipient assists a law professor in writing a publishable article or book in the area of labor-relations law. The award is supported by the income of an endowed fund established by the late Herbert B. Galton, a member of the Class of 1938 and a Portland, Oregon, attorney who was involved in labor-relations law.

Dean Orlando John Hollis Scholar Award for Academic Excellence. This award is made each year to a third-year law student who has been enrolled at the University of Oregon School of Law for his/her first two years of legal study and remains in residence for the third year. The recipient is selected from the five students in the third-year class who, after meeting the above requirement, have the highest grade point average and make a commitment to take the Oregon State Bar Examination and practice law in the state of Oregon. The award is made possible by a gift from the Bowerman Foundation to honor Orlando John Hollis, a member of the class of 1928. Distinguished Professor Emeritus Hollis was a member of the law school faculty from 1931 until 1967; he served as dean of the school for the period 1945–67. He is well remembered by his former students for his insistence on academic excellence.

Charles G. Howard Scholarships. Several scholarships of varying amounts are awarded annually to students in the School of Law on the bases of satisfactory academic progress, financial need, and the applicant's effort to solve his or her own financial problems. The scholarship fund was established by members of Phi Alpha Delta legal fraternity and named in honor of the late Charles G. Howard, a faculty member of the School of Law from 1928 to 1971.

Michael A. Johnston Award. This is given to a graduating student who has a disabling disease or handicap and who has displayed qualities of independence, perseverance, gentleness of spirit, and love for all manner of people and things. It is funded by the earnings of an endowment established in memory of law student Michael A. Johnston by his family and friends.

James T. Landye Scholarships. One or more scholarships are awarded annually by the faculty of the School of Law to scholastically superior students who are in need of financial assistance. The scholarships are financed from a fund contributed by the friends of the late James T. Landye, a Portland lawyer and a member of the Class of 1934.

Lane Powell Spears Lubersky Scholarship. Established in 1990 by the Portland firm of that name, this scholarship is awarded annually to a third-year student and based on excellent academic achievement in the first and second years.

Law School Alumni Scholarships. Several scholarships of approximately $1,000 are awarded by the UO School of Law Alumni Association to members of the entering class of the School of Law on the bases of prelegal academic achievement and financial need. Recipients are selected by a committee of members of the alumni association.

Jeanne Latourette Linklater Memorial Scholarship. The law school faculty annually awards one or more scholarships through this fund. The Linklater Memorial Scholarship is supported by the income from a $25,000 bequest by Jeanne Latourette Linklater, whose husband, Kenneth A. Linklater, graduated from the School of Law in 1935 and whose father, Earl C. Latourette, was chief justice of the Oregon Supreme Court from 1953 to 1955.

Ann Louise Litin Memorial Award. This award is given annually to a second- or third-year law student who exemplifies the courage, integrity, fairness, and concern for other people demonstrated by Ann Louise Litin, Class of 1982. The award fund was established in memory of Litin by her family, friends, colleagues, and classmates.

Oregon Law Foundation. For the past several years, the Oregon Law Foundation has provided $3,000 for scholarships to deserving students at the law school.

Oregon State Bar Conditional Loans. The Oregon State Bar affirmative action program is funded through assessments from each active member of the Oregon State Bar Association. The program disburses the fund through the three law schools in Oregon with the goal of increasing the number of minority lawyers in private practice in the state. Conditional loan as-

sistance is available to minority students through this program. The loan obligation is waived if the recipient passes the Oregon State Bar Examination within one year of graduation.

Oregon State Bar Securities Regulation Scholarship. Established in 1990, this scholarship is awarded annually to a second-year student who has stated an intent to practice law in Oregon. The award is intended to encourage scholarship in the securities regulation field and to introduce outstanding students to securities law practitioners.

Kathryn Fenning Owens Endowed Scholarship Fund. This scholarship was established in 1989 by a gift from Helen McKenzie Owens and Richard C. Owens, Class of '70, in memory of a former University of Oregon law student. The scholarship will be awarded on the basis of financial need as well as scholastic ability with a preference for women. The selection process may include first-year students. Recipients are eligible to apply for renewal in ensuing years.

Paul L. Patterson Memorial Scholarship. This scholarship is awarded annually to a student completing the second year in the School of Law who best exemplifies the qualities of integrity, leadership, and dedication to public service that characterized a late governor of Oregon, Paul L. Patterson, Class of 1926.

School of Law Emergency Loan Fund. A fund established by gifts from the Lane County Lawyers' Auxiliary Association is administered by the School of Law to provide short-term loans to students who encounter unforeseen emergency expenses during a period of enrollment in the School of Law. The amount of loan assistance is limited.

Schwabe, Williamson & Wyatt Scholarship. One or more scholarships are awarded each year in memory of Robert T. Mautz, Class of 1927. Selection of recipients is made by the dean of the School of Law on the bases of financial need and demonstrated promise of becoming a good attorney. The scholarships are funded by contributions from several individual lawyers in the Portland firm with which Mautz practiced.

D. Benson Tesdahl Legal Writing Award. This award is given annually to the first-year student demonstrating sustained excellence in legal research and writing. It is presented by the Legal Research and Writing Program and is funded by Ben Tesdahl, a Washington, D.C., attorney and member of the Class of 1984.

Academic Calendar for Law Students

The School of Law operates on an early semester calendar. On this schedule, registration for fall semester takes place in late August, fall semester examinations are given before the winter vacation, and the spring semester ends in mid-May. For additional information concerning calendar dates, please inquire at the School of Law.

LAW COURSES (LAW)

A complete list of courses with descriptions is in the UO School of Law Bulletin. *For a free copy, write to the School of Law, University of Oregon, Eugene OR 97403-1221.*

Required First-Year Courses

611, 612 Contracts (3,3)
613, 614 Torts (3,3)
615 Civil Procedure (4)
616 Legislative and Administrative Processes (3)
617 Property (4)
618 Criminal Law (3)
622, 623 Legal Research and Writing I,II (2,2)

Second- and Third-Year Courses

All second- and third-year courses are elective except LAW 649, which is required. Most of the courses listed below are offered each academic year. Every effort is made to offer all of the following courses at least once every two years, but the ability of the School of Law to offer some courses may be limited by student interest and faculty resources.

635 Secured Land Transactions (3)
636 Commercial Law (4)
637, 638 Trusts and Estates I,II (3,3)
639 Employment Discrimination (3)
640 Children and the Law (3)
641 Partnerships and Corporations (3)
643, 644 Constitutional Law I,II (3,3)
645 Oregon Practice and Procedure (3)
646 Federal Courts (3)
647 Conflict of Laws (3)
648 Creditors' Rights (3)
649 Legal Profession (3)
651 Evidence (3–4)
654 Insurance (3)
655 Family Law (3)
658 Local Government Law (2)
659 Labor Law (3)
660 Employment Law (3)
661 Remedies (3)
662 Jurisprudence (3)
663 Antitrust Law (3)
664 Administrative Law (3)
665 Securities Regulation (3)
666 Admiralty (3)
667 Copyrights (3)
668 Land Use Law (2–3)
669 Water Resources Law (3)
670 Public Land Law (3)
671 International Law (2–3)
675 Legal Writing (1–3R)
676 Environment and Energy (3)
677 Law of the Sea (2)
678 Indian Law (3)
679 Ocean and Coastal Law (3)
680, 681 Federal Income Tax I,II (3,3)
682 Estate and Gift Taxes (2)
683 Estate Planning (3)
684, 685 Criminal Procedure I,II (3,3)
686 Environment and Pollution (3)

Professional Writing, Research, and Seminars

601 Research (1–16R)

605 Reading and Conference: [Term Subject] (1–16R)

607 Seminar: [Term Subject] (1–5R) Recent topics include Administration of Criminal Justice, Advanced Corporate Law, Alternate Dispute Resolution, American Legal History, Business Planning, Immigration Law, Intellectual Property, International Business Transactions.

610 Law Courses for Nonlaw Students (1–15R) Open-ended course number for translating 600-level School of Law semester credits to term credits on academic records of nonlaw students.

Clinical Experience and Practice Skills Programs

704 Internship: [Term Subject] (1–12R)

707 Seminar (1–5R) Recent topics include Advanced Appellate Advocacy, International Law Moot Court Team Workshop, *Journal of Environmental Law and Litigation*, *Oregon Law Review*, Legislative Issues Workshop, Moot Court Board, Moot Court National Team Workshop, and Trial Practice Laboratory.

SCHOOL OF MUSIC

150 Music Building
Telephone (503) 346-3761
Gary M. Martin, Acting Dean

FACULTY

Doris Renshaw Allen, associate professor (class piano, piano pedagogy, women in music). B.A., 1950, Westminster; M.A., 1976, Goddard. (1978)

Scott E. Barkhurst, associate director for publicity and marketing. B.A., 1968, Oregon. (1988)

R. Wayne Bennett, associate professor (orchestra, graduate-level instrumental conducting, clarinet); director, orchestral activities; conductor, University Symphony Orchestra. B.M.E., 1968, Oklahoma State; M.M., 1969, Ph.D., 1974, North Texas. On leave 1991–92. (1978)

Peter Bergquist, professor (music history, theory, bassoon). B.S., 1958, Mannes College of Music; M.A., 1960, Ph.D., 1964, Columbia. On leave 1991–92. (1964)

Leslie T. Breidenthal, professor (voice, lyric diction). B.S., 1948, M.A., 1949, Columbia; A.Mus.Doc., 1965, Michigan. (1967)

Richard G. Clark, associate professor (choral conducting, music education). B.S., 1964, M.A., 1971, Oregon; D.M.A., 1977, Washington (Seattle). On leave , winter and spring 1992. (1982)

David P. Doerksen, senior instructor (music education). B.M.E., 1956, Willamette; M.M., 1969, Southern California; D.M.A., 1972, Oregon. (1983)

Charles Dowd, professor (timpani, percussion, jazz studies); director, University Percussion Ensemble. B.A., 1970, San Jose State; M.A., 1971, Stanford. On leave fall 1991. (1974)

Richard Frazier, instructor (tuba). B.Mus., 1970, M.Mus., 1971, Houston. (1990)

Joseph Genualdi, professor (violin). Diploma, 1976, Curtis Institute of Music; Wardwell Fellowship, 1979–81, Yale. (1990)

Barbara Gonzalez-Palmer, instructor (piano accompaniment). B.M., 1982, Oberlin Conservatory of Music; M.Mus., 1987, The Juilliard School. (1988)

Henriette Heiny, associate director, Oregon Bach Festival. B.A., 1968, Cologne; Diplomsportlehrer, 1969, Deutsch Sporthochschule; M.A., 1984, Cologne; Ph.D., 1987, Oregon. (1975)

J. Robert Hladky, professor (violoncello, double bass, music history). B.Mus., 1950, Oklahoma State; M.Mus., performer's certificate, 1952, A.Mus.Doc., 1959, Eastman School of Music. (1961)

Robert I. Hurwitz, professor (theory, history); A.B., 1961, Brooklyn; M.Mus., 1965, Ph.D., 1970, Indiana. (1965)

Sara M. Jones, director of development. B.M., 1982, Iowa. (1988)

Edward W. Kammerer, associate professor (horn, jazz piano, jazz studies); coordinator, undergraduate studies. B.Mus., 1964, M.Mus., 1965, Oregon. (1970)

Gary S. Karpinski, assistant professor (music theory); coordinator, aural skills; director, Laboratory for Technology in Music Instruction; director, Contemporary Music Ensemble. B.Mus., 1979, M.Mus., 1980, Temple. (1987)

Jean Karpinski, business manager, Oregon Bach Festival. B.A., 1979, Temple. (1988)

Dean F. Kramer, associate professor (piano, music history, chamber music). B.Mus., 1973, Oberlin Conservatory of Music; M.Mus., 1976, Texas at Austin. (1983)

Robert Kyr, associate professor (composition, theory). B.A., 1974, Yale; postgraduate certificate, 1976, Royal College of Music (London); M.A., 1980, Pennsylvania; Ph.D., 1989, Harvard. (1990)

Randi L'Hommedieu, assistant professor (music education). B.Mus.Ed., 1974, Missouri; M.Mus., 1982, Northwestern. (1987)

Gary M. Martin, professor (music education, music history). B.A., 1961, M.A., 1963, Adams State; Ph.D., 1965, Oregon. (1966)

Lawrence C. Maves, Jr., associate professor (violin). B.Mus., 1954, M.Mus., 1959, Oregon; diploma, 1958, The Juilliard School. (1958)

Sarah E. Maxwell, assistant professor (harp). B.A., 1957, Oregon. (1980)

James A. Miller, professor (voice, chamber choir). B.A., 1952, Goshen; M.Mus., 1956, A.Mus.Doc., 1963, Michigan. (1965)

J. Robert Moore, associate professor (oboe, saxophone, woodwind techniques). B.Mus.Ed., 1961, M.Mus., 1962, Tulsa; D.MA., 1980, Eastman School of Music. (1975)

Randall S. Moore, associate professor (music education); chair, music education; director, Oregon Children's Choir. B.A., 1963, M.A., 1965, Oregon; Ph.D., 1974, Florida State. (1974)

Harold Owen, professor (composition, music history, musicianship), director, University Consort; director, University Collegium Musicum. B.Mus., 1955, M.Mus., 1957, D.M.A., 1972, Southern California. (1966)

Stephen W. Owen, assistant professor (jazz studies, music theory). B.Mus.Ed., 1980, North Texas State; M.Mus., 1985, Northern Colorado. (1988)

Stephen J. Paul, associate professor (band, music education); director of bands. B.A., 1974, Westminster; M.M.E., 1976, Ph.D., 1988, North Texas. (1983)

Alan M. Phillips, piano technician. Certificate, 1985, North Bennet Street School, Boston. (1990)

George W. Recker, associate professor (trumpet). Former principal trumpet, Kennedy Center Opera House Orchestra, Florida State University, George Peabody College, 1964–1969. (1983)

Jim Rusby, audio-visual recording engineer. A.A.S., Lane Community, 1989. (1990)

H. Royce Saltzman, professor (choral music); executive director, Oregon Bach Festival. B.A., 1950, Goshen; M.Mus., 1954, Northwestern; D.M.A., 1964, Southern California. (1964)

Marian Elizabeth Smith, assistant professor (music history). B.A., 1976, Carleton; B.Mus., 1980, Texas at Austin; Ph.D., 1988, Yale. (1988)

Victor Steinhardt, professor (piano, chamber music). B.Mus., 1964, Mount St. Mary's; M.A., 1967, California, Los Angeles. (1968)

Jeffrey Stolet, assistant professor (theory, composition, electronic music). See **Dance** for credentials.

Leslie Straka, assistant professor (viola, chamber music). B.M., 1976, M.Mus., 1978, D.M.A., 1987, Arizona State. (1987)

Ann Tedards, assistant professor (voice, diction, pedagogy). A.B., 1970, Sweet Briar; M.M., 1972, North Carolina at Chapel Hill. (1987)

Marlene Soriano Thal, associate professor (piano, piano literature, history). B.A., 1954, M.L.S., 1962, M.Mus., 1971, D.M.A., 1978, Washington (Seattle). (1973)

Richard Trombley, associate professor (music history, flute). B.S., 1961, The Juilliard School; M.Mus., 1962, Manhattan School of Music; D.M.A., 1977, Stanford. (1963)

Monte Tubb, associate professor (composition). B.A., 1956, Arkansas; M.A., 1960, Indiana. (1966)

Mary Lou Van Rysselberghe, senior instructor (general music—elementary and middle school, early childhood, music and special education). B.Mus., 1956, M.Mus., 1976, Oregon. (1977)

Jeffrey Williams, associate professor (trombone, brass chamber music, jazz studies); director, Brass Choir. B.Mus., 1965, North Texas; M.S., 1966, Illinois; D.M.A., 1974, North Texas. (1980)

Adjunct and Courtesy

Barbara Myers Baird, adjunct instructor (organ, harpsichord). B. Mus., 1971, Texas Christian; M. Mus., Southern Methodist, 1976; D.M.A., 1988, Oregon. (1986)

David M. Booth, adjunct instructor; director, Oregon Marching Band; assistant director of bands. B.M., 1979, Boise State; M.Mus., 1987, Oregon. (1990)

John Brombaugh, courtesy assistant professor (organ construction). B.S., 1960, Cincinnati; M.S., 1963, Cornell. (1978)

David R. Case, adjunct instructor (classical guitar). B.A., 1979, M.A., 1984, Oregon. (1975)

John F. Gainer, adjunct instructor (gospel ensemble). B.A., 1980, Arizona State. (1983)

Donald R. Latarski, adjunct instructor (jazz guitar). B.S., 1979, Oregon. (1984)

Virginia R. Starling, adjunct instructor (theory). M.A., 1973, D.M.A., 1988, Oregon. (1986)

Emeriti

Exine Anderson Bailey, professor emerita (voice, pedagogy). B.S., 1944, Minnesota; M.A., 1945, professional diploma, 1951, Columbia. (1951)

Francis W. Bittner, professor emeritus (piano, music theory). B.Mus., 1936, Cincinnati Conservatory of Music; M.A., 1943, New York. (1946)

John M. Gustafson, associate professor emeritus (music education). A.B., 1947, Augustana; M.Mus., 1951, Michigan; Ph.D., 1956, Florida State. (1956)

John Hamilton, professor emeritus (organ, harpsichord). A.B., 1946, California, Berkeley; M.Mus., 1956, D.M.A., 1966, Southern California. (1959)

George Hopkins, professor emeritus (piano). Teacher's certificate, 1918, Peabody Conservatory; B.A., 1921, Oregon. (1919)

Homer T. Keller, professor emeritus (composition, music theory). B.Mus., 1937, M.Mus., 1938, Eastman School of Music. (1958)

John C. McManus, professor emeritus (clarinet, music education). B.Mus.Ed., 1943, Northwestern; M.A., 1950, Columbia. (1967)

Robert E. Nye, professor emeritus (music education). B.Ed., 1932, Milwaukee State Teachers; M.A., 1942, Ph.D., 1949, Wisconsin. (1950)

Morrette L. Rider, professor and dean emeritus (chamber music, conducting, pedagogy). B.Mus., 1942, M.Mus., 1947, Michigan; D.Ed., 1955, Columbia. (1975)

Stephen Stone, associate professor and assistant dean emeritus (music education, choral music, jazz history). B.S., 1949, M.S., 1956, D.M.A., 1971, Oregon. (1976)

Robert M. Trotter, professor emeritus (analysis and criticism, musicianship, pedagogy). B.Mus., 1942, Northwestern; M.A., 1947, Chicago; Ph.D., 1957, Southern California. (1963)

William C. Woods, professor emeritus (piano, music history). B.Mus., 1948, M.Mus., 1949, Southern California. (1950)

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

Participating

Leslie K. Bennett, library

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The School of Music began as the Department of Music in 1886. It became the School of Music in 1900 and was admitted to the National Association of Schools of Music in 1928. The standards of the school are in accordance with those of the association.

The primary aims of the school are to help students prepare for a variety of professions in music, to provide nonmajors with elective studies that can enhance their understanding and enjoyment of music, and to provide the community with a rich diversity of musical experience.

GENERAL INFORMATION

Facilities

The School of Music is housed in a building complex of five units, two completed in 1978. These units include Beall Concert Hall, seating 550 people; separate band, choir, and orchestra rehearsal rooms with support facilities; more than sixty-five practice rooms; a small recital hall; studio offices, classrooms, and seminar rooms.

The University of Oregon Library music collection includes complete works, periodicals, recordings, and a large collection of books and scores. The music collection is supported by gifts from Phi Beta and Mu Phi Epsilon and a bequest from the late Matthew H. Douglass, former university librarian. Through acquisitions under the Farmington Plan, the library has a particularly strong and growing collection of contemporary international books on music.

Seven pipe organs are housed within the School of Music facilities, including the nationally recognized organ by Jurgen Ahrend of East Friesland, Germany—a concert instrument unique in America, and other tracker organs by Flentrop, Schlicker, and Olympic. Two of the four harpsichords available for student use are French doubles by William Dowd. The School of Music maintains an electronic music studio that is available to qualified students. The studio contains both analog and digital synthesizers, computer-driven MIDI equipment, and multitrack recording facilities. The university owns an extensive collection of orchestral and band instruments and a distinctive collection of ethnic instruments and reproductions of early musical instruments.

The Music Building houses the Laboratory for Technology in Music Instruction, a state-of-the-art laboratory for computer-assisted instruction, music typesetting, and composition. The laboratory contains microcomputers with a digital-audio converter (DAC) and synthesizer-generated sound for drill, practice, and tutorials; pitch- and rhythm-tracking equipment for performance evaluation; and a desktop publishing work station capable of running the latest music composition and printing software.

Concerts and Recitals

More than 250 concerts and recitals are presented on campus throughout the year by visiting artists, members of the School of Music faculty (Faculty Artist Series), and advanced music students. Other regularly scheduled concerts include performances by artists of international fame sponsored by the University Music Society, the Committee for Musical Arts, and the Chamber Music Society.

The School of Music has also conducted the annual Oregon Bach Festival during a two-week period in late June and early July for the past twenty-two years. The festival, under the administrative direction of Professor H. Royce Saltzman and the German conductor Helmuth Rilling, artistic director, combines an educational program in choral music for academic credit with the public offering of some thirty concerts. While the focus is on Bach, major choral and instrumental works by other composers are programmed regularly. Distinguished soloists from throughout the world are featured with the festival chorus and orchestra.

Honor Societies

The honorary music fraternity, Pi Kappa Lambda, and the professional music fraternities, Mu Phi Epsilon and Phi Beta, maintain chapters at the University of Oregon. There is also an active student chapter of the Music Educators National Conference.

Ensembles

The University Singers, University Men's Chorus, University Women's Chorus, Chamber Choir, Contemporary Music Ensemble, Oregon Wind Ensemble, University Percussion Ensemble, Oregon Marching Band, Symphonic Band, Oregon Basketball Band, Campus Band, Green Garter Band, University Symphony Orchestra, Brass Choir, Oregon Jazz Ensemble, Jazz Laboratory Bands, Vocal Jazz Ensembles, University Gospel Ensemble, Opera Workshop, and numerous small chamber ensembles offer membership and performance opportunities to all qualified students on campus. Collegium Musicum, a vocal-instrumental group, provides opportunities for the study of medieval, Renaissance, and baroque music, using the school's collection of reproductions of Renaissance and baroque instruments. The repertory and activities of these ensembles complement school courses in analysis, history, and criticism.

Financial Aid

The following scholarships are available to music students. For additional details on financial aid, write to the Dean, School of Music, University of Oregon, Eugene OR 97403.

Ruth Lorraine Close Musical Fellowship (about $50,000 awarded annually to approximately twenty-five students for advanced study in music, with some awards reserved for students in harp and composition)

Carol Nelson Corbett Scholarship

Elizabeth Waddell Newman Memorial Scholarship

Lawrence Maves Scholarship

Linda Jean Moore Scholarship

Maud Densmore Memorial Scholarship, Women's Choral Society

Mu Phi Epsilon Scholarships

Oregon Tuba Association Scholarship

Paul Clarke Stauffer Scholarships

Phi Beta Scholarships

Presser Foundation Scholarship

Sarah L. Hewett Memorial Scholarship

Whitfield Memorial Scholarships

Wilhelmina Bramlett Scholarship

William T. McConnell Memorial Scholarship

Women's Choral Society Scholarship

Public School Teaching Certification

Teacher certification at the University of Oregon requires a bachelor's degree and completion of a fifth-year teacher education program. This intense four-term program combines an academic year of clinical experience in the public schools with supporting course work at the university. During the first two terms, students spend an increasing amount of time in public school settings; in the third term they are full-time student teachers. The fourth term is spent in course work that builds on the activities and experiences of a year's contact with public school students.

Students may obtain more information from music-education advisers and staff members in the College of Education's Office of Student Support Services, 117 Education Building.

Fees

Studio Instruction (per credit, per term)

Guitar lessons	$57.50
All other lessons	$47.50

Students must register for at least 2 credits of performance study. The number of lessons a term is determined in consultation with the instructor.

Typically, it is one less than the number of weeks of instruction in the term.

Exemptions

Music majors, provided the instruction is a degree requirement as primary performance study at the 170 level or above

Music majors, provided the instruction is a degree requirement as secondary performance study at the 170 level or above, and provided faculty teaching loads permit

Music majors in class piano instruction, provided it is to develop the proficiency required by the student's degree program

Guitar students are not exempt from studio-instruction fees.

Other Fees (per term)

All music majors	$25
Nonmajors' access to practice rooms	$25
Access to locked grand-piano practice room	$ 5
Rental of university instrument when enrolled in performance studies (MUP) courses	$25
Summer-session rental of instrument for performance studies	$25
Instrument rental when enrolled in ensembles	$10
Instrument rental when enrolled in technique classes	$10
Short-term instrument rental (per week)	$ 5
Percussion-studies instrument fee	$10
Use of electronic studio	$25
Use of organs and harpsichords	$10
Music-education course fee	$10

Performance Studies

All courses in performance studies are listed with the MUP prefix. These courses are in two general categories:

Preparatory instruction (MUP 100–162, 231–233). Fee required

Studio instruction (MUP 170–194, 271–294, 341–362, 371–394, 471–494, 611–632, 641–662, 670–694, 741–761, 771–794)

Degree requirements for performance studies are usually defined in terms of studio instruction. (See fees listed above for studio instruction.)

Enrollment in any performance studies sequence must be preceded by an audition. Auditions are conducted to establish details (e.g., level, credits) for registration. Auditions also precede advancement from one level to another.

Studio instruction carries 2–4 credits a term. Students giving recitals must be enrolled in performance studies and in Reading and Conference (MUS 405 or 605) during the term of the recital. The number of credits, up to 4, for the Reading and Conference is determined by the instructor. Prerecital auditions are required to evaluate the student's readiness for public performance. After the recital a faculty evaluation is required. If approval is given the recital is then formally acknowledged as a fulfilled degree requirement.

Enrollment in studio instruction is sometimes limited because of faculty teaching loads. Under such circumstances, priority is given to continuing music majors. For those who cannot be assigned a faculty teacher initially, studio instruction for credit at extra cost can be arranged with other teachers.

Details concerning levels, repertory, and other matters are available upon request.

General Procedures and Policies

Students are responsible for knowing about degree requirements and university and School of Music procedures and policies. This information is found in several sections of this bulletin, including General Information, earlier in the **School of Music** section. See also **Registration and Academic Policies** and **Graduate School.**

UNDERGRADUATE STUDIES

Nonmajors

Courses

The School of Music offers numerous opportunities for nonmajors to be involved in music courses and performance ensembles. See course listings for details. The following courses are primarily for students without previous musical instruction.

Basic Music (MUS 125)

Introduction to Music and Its Literature (MUS 201, 202, 203)

Music in World Cultures (MUS 258)

The Music of Bach and Handel (MUS 351)

The Classic Symphony and Sonata (MUS 352)

Survey of Opera (MUS 353)

Introduction to 20th-Century Music (MUS 354)

Listening with Understanding (MUS 450)

Special courses are frequently offered under Special Studies (MUS 199), Seminar (MUS 407/507), Experimental Course (MUS 410), including such topics as Asiatic and Near Eastern Music, Folk Guitar, History of Rock and Roll, Women in Music, and World Popular Music.

Ensembles

Collegium Musicum (MUS 191, 391, 691)

Chamber Ensemble: Brass Choir, other ensembles as needed (MUS 194, 394, 694)

Band: Oregon Basketball Band, Campus Band, Green Garter Band, Oregon Marching Band, Symphonic Band, Oregon Wind Ensemble (MUS 195, 395, 695)

Orchestra: University Symphony Orchestra (MUS 196, 396, 696)

Chorus: Chamber Choir, University Gospel Ensemble, University Men's Chorus, University Women's Chorus, University Singers, Oregon Vocal Jazz Ensemble (MUS 197, 397, 697)

Special Studies: Mixed Chorus Laboratory (MUS 199)

Workshop: Song and Dance Troupe (MUS 408/508)

Small Jazz Ensembles (MUS 392, 692)

Jazz Laboratory Band (MUS 393, 693)

Opera Workshop (MUS 398, 698)

Minor Requirements

The School of Music offers two minors: the minor in music and the minor in music education: elementary education

Minor in Music. The minor in music requires 27–30 credits, of which at least 15 must be upper division. A minimum of 15 credits, including all performance-study and ensemble requirements, must be taken in residence. All courses applied to the minor must be graded C– or better. Credits are to be distributed as follows:

Course Requirements	*27–30 credits*
Core (choose A or B)	**12–15 credits**
Option A: Basic Music (MUS 125)	3
Introduction to Music and Its Literature (MUS 201, 202, 203)	9
Option B: Rudiments of Music Theory (MUS 126), Music Theory I (MUS 131, 132, 133), and Aural Skills I (MUS 134, 135, 136)	15
History and Literature	**6 credits**
At least two courses chosen from the following: Music in World Cultures (MUS 258), The Music of Bach and Handel (MUS 351), The Classic Symphony and Sonata (MUS 352), Survey of Opera (MUS 353), Introduction to 20th-Century Music (MUS 354), History of Jazz (MUS 355)	6
Performance	**6 credits**
Performance Studies for Music Minors (MUP 365)	2–4
Performance ensembles	2–4
Electives	**3 credits**

Minor in Music Education: Elementary Education. The minor in music education: elementary education requires 27 credits in addition to the prerequisites. Before beginning the minor program, students must complete the listed prerequisites or pass waiver examinations. Nine credits may be transferred from another college or university at the discretion of the coordinator for the music education: elementary education minor. These credits must have been completed in the past seven years. Up to 6 credits in the minor program may be taken P/N (pass/no pass): grades of D or below cannot be applied to the minor. At least 18 credits must be taken at the University of Oregon.

Prerequisites	*24 credits*
Music Theory I (MUS 131, 132, 133)	6
Aural Skills I (MUS 134, 135, 136)	6
Keyboard Skills I (MUS 137, 138, 139)	3
Introduction to Music and Its Literature (MUS 201, 202, 203)	9
Required Courses	***10–11 credits***
Basic Performance Studies: Voice (MUP 101)	1
Classroom Instruments (MUE 425)	2
Music for Early Childhood (MUE 428)	3
Music in Special Education (MUE 429)	3
Instrumental or choral ensemble	1–2
Electives	***16–17***
Choose from the following: Intermediate Performance Class Piano (MUP 231, 232, 233); General Music in the Middle School (MUE 415); Kodály Context I (MUE 416); Orff-*Schulwerk*: Introduction, Level I, Level II (MUE 420, 421, 422); Children's Choir (MUE 424), Classroom Management in Music (MUE 430); techniques courses or studio instruction in voice, piano, or another instrument; summer workshops in music education with minor coordinator's consent	9–11

MUSIC MAJOR PROGRAMS

Bachelor's Degrees Offered

Bachelor of Arts (B.A.) in Music

Bachelor of Science (B.S.) in Music

Bachelor of Music (B.Mus.):

- Music Composition
- Music Education
- Music Education: Choral-General
- Music Education: Choral-Instrumental
- Music Education: Instrumental
- Music Merchandising
- Music Performance: Instrumental
- Music Performance: Keyboard
- Music Performance: Percussion
- Music Performance: Voice
- Music Theory

The bachelor of arts in music is primarily for students wanting a broad liberal-arts education while majoring in music. The bachelor of science in music is appropriate for those wanting a broad education in the sciences or social sciences while majoring in music. Students who want strong preparation in music should work toward the bachelor of music degree.

Admission

To be admitted applicants must demonstrate sufficient competence in a primary medium of performance. Auditions can be scheduled by correspondence. Dates for auditions, usually held winter term, are available in the undergraduate office of the School of Music. Details about repertory and procedure are available on request. Applicants who are unable to arrange an on-campus audition may submit a tape recording. Applicants in composition must write to or call a member of the composition faculty.

A placement examination is required of music majors prior to first-term registration. Eligibility for enrollment in the core courses Music Theory I (MUS 131, 132, 133) and Aural Skills I (MUS 134, 135, 136) or prescription of remedial courses is determined by this examination. A description of the examination's content is available in the undergraduate office of the School of Music.

Program Requirements

Ensemble Requirements

Each degree requires a minimum number of terms of ensemble. Some degrees require participation in specific ensembles.

Music majors and minors enrolled in studio instruction must be concurrently enrolled in a band, chorus, or orchestra, and they must audition for ensemble placement before each fall-term registration. Students entering winter and spring terms audition at the time of entrance. In making assignments a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, the University Singers, and the Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles. Exceptions may be considered by the ensemble performance studies committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete the Ensemble Requirement Petition
3. Return the petition to the School of Music front desk

Before university registration begins, the petition is given to the chair of the ensemble performance studies committee and the student is notified of the action taken.

Keyboard and guitar students may enroll in a chamber ensemble instead of the large conducted ensembles. Other students who are enrolled in a chamber ensemble must be concurrently enrolled in an assigned band, choir, or orchestra.

General Requirements

In addition to the general university requirements for bachelor's degrees (see the **Registration and Academic Policies** section of this bulletin), all undergraduate degrees in music require the following:

Core Courses	*57 credits*
Music Theory I (MUS 131, 132, 133)	6
Aural Skills I (MUS 134, 135, 136)	6
Keyboard Skills I (MUS 137, 138, 139)	3
History of Music I (MUS 161, 162, 163)	9
Music Theory II (MUS 231, 232, 233)	6
Aural Skills II (MUS 234, 235, 236)	6
Keyboard Skills II (MUS 237, 238, 239)	3
History of Music II (MUS 261, 262, 263)	9
Analysis (MUS 324, 325, 326)	9

Music majors must earn a C– or better in each of these courses.

Students are allowed two attempts to earn a grade of C– or better in any course required for a music degree. Failure to achieve this standard constitutes unsatisfactory progress toward the degree and may, after faculty committee review, cause probationary status or suspension from the major field.

Students are subject to the degree requirements stated in the general bulletin for the academic year of their admission to the School of Music. If there are subsequent changes in requirements, students may choose between the initial and the most recent set of requirements but not a combination of the two.

Specific Degree Requirements

In addition to general university requirements and the general requirements for all undergraduate music degrees, each undergraduate music degree has the following specific requirements. Detailed checklists for all degrees are available upon request.

BACHELOR OF ARTS

B.A. in Music

Studio instruction: at least three terms at the MUP 171 level or above

Ensemble: at least six terms

9 credits in either History of Western Art I, II, III (ARH 204, 205, 206) or World Literature (ENG 107, 108, 109)

Senior project: a scholarly work, recital, or composition. If a recital is chosen, three terms of performance study at the MUP 300 level are required before the project is presented. Enroll in Reading and Conference (MUS 405); consult adviser for details and procedure

All B.A. degrees in music require proficiency in French, German, or Italian (see **Registration and Academic Policies**).

BACHELOR OF SCIENCE

B.S. in Music

Studio instruction: at least three terms at the MUP 171 level or above

Ensemble: at least six terms

Senior project: a scholarly work, recital, or composition. If a recital is chosen, three terms of performance study at the MUP 300 level are required before the project is presented. Enroll in Reading and Conference (MUS 405); consult adviser for details and procedure

All B.S. degrees require competence in mathematics or computer science (see **Registration and Academic Policies**).

BACHELOR OF MUSIC

B.Mus. in Music Composition

	credits
Composition I, II, III (MUS 240, 241, 242; 340, 341, 342; 440, 441, 442)	27
Instrumental Conducting I, II (MUS 387, 388)	4
Ensemble: at least nine terms	
Seminar: New Music (MUS 407)	2
Advanced Analysis (MUS 430, 431, 432)	6
Counterpoint (MUS 433, 434, 435)	9
Scoring for Voices and Instruments (MUS 439)	3

Proficiency in piano at the MUP 271 level or proficiency in piano at the MUP 171 level and at the 100 level in another instrument or in voice. A total of at least 121 music credits (MUS, MUP, MUE prefixes) including electives and required courses

Senior recital: a public performance of compositions written by the student under the guidance of the composition faculty

Final approval of the student's recital and general qualifications by the composition faculty

Music-education students who complete their bachelor of music degree and teacher-certification programs by spring 1992 must meet the requirements listed below. New students and returning students who do not complete their academic programs by spring 1992 must meet new requirements, which are available at the School of Music.

B.Mus. in Music Education: Choral-General

	credits
Studio instruction	18

Piano emphasis:

Competence in studio performance studies in piano, demonstrated by juried acceptance into the MUP 341 level, and completion of three terms of studio voice (MUP 170)

Voice emphasis:

Competence in studio performance studies in voice, demonstrated by juried acceptance into the MUP 344 level, and completion of three terms of studio piano (MUP 141)

Ensemble: at least eleven terms	
Fundamentals of Educational Psychology I, II (EPSY 212, 213)	6
Foundations of Music Education (MUE 326)	3
Choral Conducting I, II (MUS 384, 385) and Instrumental Conducting for Choral Majors (MUS 386)	6
Voice Pedagogy (MUE 391)	1
Instrumental Techniques (MUE 392), one term each in woodwinds, brass, and strings	3
Practicum (MUE 409)	3
Teaching Methods: Elementary Choral and General (MUE 412)	3
Teaching Methods: Secondary Choral and General (MUE 413)	3
Scoring for Voices and Instruments (MUS 439)	3
Choral Materials for Schools (MUE 444)	2

Piano proficiency: six terms of class piano or passing of a piano-proficiency examination

Completion of courses in the College of Education required for certification to teach in secondary schools

Minimum cumulative grade point average of 2.50; grades of C– or better in courses listed above; at least two terms in residence

Admission to the music education program requires faculty approval at the end of the sophomore year

B.Mus. in Music Education: Choral-Instrumental

The requirements for this degree are the same as those for either the instrumental or the choral-general program with the following exceptions:

Studio instruction: students must meet the performance requirements for both degree options

Ensemble: at least eleven terms including three in an instrumental ensemble and three in a choral ensemble

credits

Choose three of the following: Teaching Methods: Instrumental (MUE 411), Teaching Methods: Elementary Choral and General (MUE 412), Teaching Methods: Secondary Choral and General (MUE 413), or Mixed Instrument Strategies (MUE 414) 9

Instrumental techniques, to be determined in conference with an adviser 3–8

Admission to the music education program requires faculty approval at the end of the sophomore year

B.Mus. in Music Education: Instrumental

credits

Studio instruction: 18 credits including 6 at the MUP 300 level or above (band or orchestral instrument only; piano, organ, recorder, harp, and guitar are not considered band or orchestral instruments) 18

Ensemble: at least eleven terms (including two terms of marching band for woodwind, brass, and percussion specialists)

Fundamentals of Educational Psychology I, II (EPSY 212, 213) 6

Foundations of Music Education (MUE 326) 3

Instrumental Conducting I, II (MUS 387, 388), Choral Conducting for Instrumental Majors (MUS 389) 6

Voice Pedagogy (MUE 391) 1

Instrumental Techniques (MUE 392) 8

Practicum (MUE 409) 3

Teaching Methods: Instrumental (MUE 411), Teaching Methods: Elementary Choral and General (MUE 412), Mixed Instrument Strategies (MUE 414) 9

Scoring for Voices and Instruments (MUS 439) 3

Piano proficiency: six terms of class piano or passing of a piano-proficiency examination

Minimum cumulative grade point average of 2.50; grades of C– or better in courses listed above; at least two terms in residence

Admission to the music education program requires faculty approval at the end of the sophomore year

B.Mus. in Music Merchandising

The major program in music merchandising is inactive.

B.Mus. in Music Performance

credits

Studio instruction: at least 36 credits including three terms at the MUP 400 level 36

Ensemble: at least twelve terms

Chamber Ensemble (MUS 194 or 394): at least three terms. Percussionists may substitute Percussion Master Class (MUS 411)

Electives: at least 5 credits in upper-division MUS courses 5

A total of at least 121 music credits including required and elective courses

Senior recital: enroll in Reading and Conference: Recital (MUS 405); consult studio teacher for details

Specialized majors are in music performance: voice, keyboard, instrumental, or percussion. Additional requirements for each major follow.

Voice:

Proficiency in piano: sight reading, transposing, accompanying; consult studio teacher for details

Proficiency in French, German, Italian: if all three, equivalent to completion of one college year in each; if two of the three, equivalent to two years in one language and one year in the other

Keyboard:

Six of the twelve terms of ensemble must be in Chamber Ensemble (MUS 194, 394)

Piano Pedagogy I, II (MUE 471, 472), Practicum (MUE 409)

Prerecital auditions must be approved at least six weeks before the proposed recital date

Instrumental:

Candidates majoring in music performance: instrumental with an emphasis on woodwinds are subject to special requirements; consult studio teacher for details and procedures

B.Mus. in Music Theory

credits

Studio instruction: at least 18 credits including at least three terms at the MUP 200 level or above 18

Proficiency in piano at the MUP 271 level or proficiency at the MUP 171 level in piano and at the MUP 100 level on another instrument or in voice

Ensemble: at least nine terms

Composition I (MUS 240, 241, 242) 9

Advanced Analysis (MUS 430, 431, 432) 6

Counterpoint (MUS 433, 434, 435) 9

Scoring for Voices and Instruments (MUS 439) 3

Select 6 credits from the following:

Sacred Choral Music (MUS 457), Music for Chamber Ensemble (MUS 461, 462, 463), Piano Literature (MUS 464, 465, 466), Solo Vocal Music (MUS 467, 468, 469), Orchestral Music (MUS 470, 471, 472), History of Opera (MUS 473, 474, 475), Organ Music (MUS 476), Wind Instrument Music (MUS 477), or approved seminar (MUS 407) 6

A total of at least 121 music credits (MUS, MUP, MUE prefixes) including electives and required courses

Senior lecture-recital: enroll in Reading and Conference (MUS 405); consult adviser for details

Final approval of the student's lecture-recital and general qualifications

GRADUATE STUDIES

Master's Degree Programs

Master's Degrees Offered

Master of Arts (M.A.)

- Music Education
- Music Education: Choral-General
- Music Education: Choral-Instrumental
- Music Education: Instrumental
- Music History
- Music Theory

Master of Music (M.Mus.)

- Music: Conducting
- Music Composition
- Music Education
- Music Education: Choral-General
- Music Education: Choral-Instrumental
- Music Education: Instrumental
- Music Performance: Instrumental
- Music Performance: Keyboard
- Music Performance: Percussion
- Music Performance: Voice
- Music: Piano Pedagogy

Admission

Applicants must satisfy general university, Graduate School, and School of Music requirements governing admission. See the **Graduate School** section of this bulletin regarding credits, residence, and transfer of graduate work taken elsewhere.

Send to the Director of Admissions, Graduate Admissions, University of Oregon, the original copy of a Graduate Admission Application, a $40 fee, and an official transcript showing receipt of a bachelor's degree.

Send the following materials to the Coordinator of Graduate Studies, School of Music, University of Oregon, Eugene OR 97403:

1. The four carbon copies of the Graduate Admission Application
2. A copy of transcripts of all previous undergraduate and graduate study
3. Three written recommendations, one from a primary-area faculty member
4. A statement of career goals including purpose and intent in earning a graduate degree
5. A recent sample of applicant's scholarly writing, such as a term paper
6. Supporting material related to the primary area of interest. *Performance students:* a tape, a repertoire list, and copies of programs from solo public performances; *composers:* musical scores and tapes, list of compositions, and copies of programs from performances of your works; *music education majors:* copies of programs conducted; *other music majors:* copies of recent programs in which the applicant has participated

Following are additional admission requirements for each major or area of emphasis:

Music: Choral Conducting. Minimum of two years of successful conducting experience supported by letters of recommendation, tapes, and programs; piano-proficiency examination.

Wind Ensemble Conducting. Proficiency to enter MUP 641. Students must also have two years' experience as a conductor and pass an audition of conducting skills.

Music Composition. Demonstration of substantial ability and technical skill in composition by submitting to the composition faculty scores and tapes of original works for large and small ensembles and evidence of a senior recital of the candidate's works. The candidate should arrange an interview with a member of the composition faculty, if possible, prior to the first term of graduate study.

Performance and Music Literature. Proficiency to enter MUP 670–694. Prospective voice specialists must also have piano proficiency in sight-reading and accompanying.

Any student whose admission is based on a taped performance is considered tentatively admitted until that student has a live audition at the beginning of his or her studies.

Performance in Early Keyboard Instruments. None.

Performance in Woodwind or Brass Instruments. Proficiency to enter MUP 681–690 in primary instrument. Proficiency to enter MUP 621–630 in two secondary instruments.

Piano Pedagogy. Proficiency to enter MUP 641.

Entrance Examinations
All entering graduate students admitted into a master's degree program, either conditionally or unconditionally, are required to take entrance examinations in musicianship and music history before their first term of enrollment. These examinations are given on or before the first day of registration each term. Students who do not pass the examinations (or portions of them) are required to complete prescribed courses by the end of their second term of enrollment. Entering graduate students in music education must pass a teaching-skills examination or complete courses prescribed by the music education committee.

Program Requirements

Detailed information about School of Music graduate programs is found in the *Graduate Procedures and Policies* booklet, available in the graduate office of the School of Music.

Ensemble Requirements. Each degree requires a minimum number of terms of ensemble, and some require participation in specific ensembles.

Students enrolled in studio instruction must be concurrently enrolled in a band, chorus, or orchestra, and they must audition for ensemble placement before each fall-term registration. Students entering winter and spring terms audition at the time of entrance. In making assignments a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, the University Singers, and the Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles. Exceptions may be considered by the ensemble performance studies committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete the Ensemble Requirement Petition
3. Return the petition to the School of Music front desk

Before university registration begins, the petition is given to the chair of the ensemble performance studies committee and the student is notified of the action taken.

Keyboard and guitar specialists may enroll in a chamber ensemble instead of a large conducted ensemble. Other students who are enrolled in a chamber ensemble must be concurrently enrolled in an assigned conducted ensemble.

Degree Requirements. A minimum of 50 percent of all degree requirements must be taken in 600- or 700-level courses. In addition to Graduate School requirements (see the **Graduate School** section of this bulletin) for master's degrees, each degree program listed below has the following specific requirements:

MASTER OF ARTS OR MASTER OF MUSIC

M.A. or M.Mus. in Music Education

Specialized majors are in music education: choral general, choral-instrumental, or instrumental. Candidates are required to establish an area of emphasis within their specialized majors.

Areas of Emphasis:
Elementary general music
Instrumental conducting and literature
Choral conducting and literature
Other areas of emphasis within or outside the School of Music can be arranged (consult adviser and graduate committee).
Ensemble: at least three terms
Studio instruction: at least three terms

	credits
Research Methods in Music (MUS 611)	3
Resources in Music Education (MUE 614)	3
Music in School and Society (MUE 632)	3
Curricular Strategies in Music Education (MUE 638)	3
A total of at least 9 credits in courses related to the degree emphasis area at the 500 level or above	9
A total of at least 12 credits in courses related to the degree emphasis area at the 500 level or above	12
Professional education courses	12

Electives (chosen with adviser) within or outside the School of Music at the 500 level or above to complete 48 graduate credits
Courses as needed in expository writing
For M.A. degree: reading proficiency in a foreign language (usually German), demonstrated by two years of successful undergraduate study or by passing an examination. Language courses taken to satisfy this requirement do not count toward the 48 total credits
Completion requirements: one of the following: 9 credits in Thesis (MUS 503) and oral examination or a major project (2–4 credits) and oral examination or a recital (if studio instruction is MUP 641–662 level or above) and oral examination

MASTER OF MUSIC

M.A. in Music History

	credits
Research Methods in Music (MUS 611)	3
Studio instruction: at least three terms	
Ensemble: at least three terms	
Choose four of the following: Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665)	12
A total of at least 9 credits in music history or theory seminars (MUS 507, 607)	9
Electives in music history or theory or appropriate area outside music; recommended courses are MUS 557–577, 643, 644, 689, or additional seminars (MUS 507, 607)	
A total of at least 48 graduate credits	
Thesis (MUS 503)	9

Language requirement: reading proficiency in a foreign language (usually German), demonstrated by two years of successful undergraduate study or by passing an examination. Language courses taken to satisfy this requirement do not count toward the 48 total credits
Completion requirements: defined in consultation with the adviser; typically an oral examination on the thesis

M.A. in Music Theory

	credits
Research Methods in Music (MUS 611)	3
Studio instruction: at least three terms	
Ensemble: at least three terms	
Choose three of the following: Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665)	9
A total of at least 6 credits in music history or theory seminars (MUS 507, 607)	6
Electives in music theory or history or appropriate area outside music; recommended courses are MUS 525–527, 530–535, 643, 644, or seminars in music theory or history or other topics (MUS 507, 607)	
A total of at least 48 graduate credits	
Thesis (MUS 503)	9

Language requirement: reading proficiency in a foreign language (usually German), demonstrated by two years of successful undergraduate study or by passing an examination. Language courses taken to satisfy this requirement do not count toward the 48 total credits
Completion requirements: defined in consultation with the adviser; typically an oral examination on the thesis

MASTER OF MUSIC

M.Mus. in Conducting

Choral Emphasis	*credits*
Advanced Choral Conducting (MUS 585), Seminar: Advanced Choral Analysis (MUS 607), Seminar: Advanced Choral Performance (MUS 607)	7–11
Advanced Instrumental Conducting (MUS 586)	3
Reading and Conference: Choral Literature (MUS 605)	9
Practicum: Advanced Choral Conducting (MUE 609)	6
Studio instruction: at least three terms of voice	
Ensemble: at least three terms of choral ensemble	
Research Methods in Music (MUS 611)	3
A total of at least 6 credits in music history selected from MUS 661–665	6

Electives selected from Scoring for Voices and Instruments (MUS 539), Advanced Pedagogy: Voice (MUE 591), Performance Practices before 1800 (MUS 689), Collegium Musicum (MUS 691)
Three consecutive terms in residence, excluding summer sessions
A total of at least 54 graduate credits
Completion requirements: conduct at least two public performances of choral ensembles (faculty approval required), final oral examination

Wind Ensemble Emphasis	*credits*
Advanced Instrumental Conducting (MUS 586)	3
Seminar: Literature for Large Wind Groups Study and Analysis (MUS 607), three terms	9
Seminar: Wind Ensemble Conducting (MUS 607)	3
Practicum (MUE 609), three terms	6
Research Methods (MUS 611)	3
Studio performance studies at the MUP 641 level or above	6
Music in the 20th Century (MUS 665)	3
Band: Wind Ensemble (MUS 695)	6
One additional course in music history at the 500 level or above	3
Electives in the area of emphasis, chosen with adviser, at the 500 level or above	12

Completion requirements: academic year in residence, final oral examination, juried rehearsal, juried conducting performance, and research paper dealing with some aspect of wind ensemble conducting

M.Mus. in Music Composition

	credits
Seminar: New Music (MUS 507), two terms	4
Research Methods in Music (MUS 611)	3
Ensemble: at least three terms	

Advanced Composition Studies (MUS 640, 641, 642) 6
A total of at least 6 credits in music history selected from Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665) 6
A total of at least 10 credits selected from Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526, 527), Advanced Analysis (MUS 530, 531, 532), Scoring for Voices and Instruments (MUS 539), Synthesizer Techniques (MUS 543), Electronic Synthesizer Laboratory (MUS 544), Advanced Choral Conducting (MUS 585), Advanced Instrumental Conducting (MUS 586), Advanced Pedagogy (MUE 591), Seminar: Advanced Aural Skills (MUS 507), Performance Studies (Studio Instruction) (MUP 641–662) 10
A total of at least two courses outside the School of Music at the 500 level or above 4

Music electives, selected in consultation with the adviser, to complete at least 50 graduate credits
Proficiency in piano at the MUP 271 level or proficiency at the MUP 171 level in piano and at the MUP 100 level on another instrument or in voice
Thesis (MUS 503): a composition of substantial dimension, composed under the guidance of a member of the music composition faculty, performed, and recorded
Public performance of works composed under the guidance of a member of the composition faculty
Faculty approval is required for graduation
Final oral examination reviewing the thesis

M.Mus. in Music Performance

Specialized majors are in music performance: instrumental, keyboard, percussion, or voice.
Options are available in piano, harpsichord, organ, voice, harp, violin, cello, string bass, oboe, flute, clarinet, bassoon, trumpet, trombone, horn, tuba, saxophone, and percussion.

credits
Research Methods in Music (MUS 611) 3
Studio instruction: MUP 670–694 12
Ensemble: at least three terms
Collegium Musicum (MUS 691) 1
Seminars or courses in music history or literature at the 500 level or above 12
Electives at the 500 level or above and chosen in consultation with the adviser 17

A total of at least 48 graduate credits
A public recital
Completion requirements: a final oral examination with emphasis on history, literature, and pedagogy of the primary performance medium
Keyboard: Piano Literature (MUS 564, 565, 566)
Voice: competence in Italian, French, and German equivalent to two years of college study in one language and one year of college study in each of the other two

Piano Accompanying Emphasis *credits*
Music history and literature (MUS 500 or above, except MUS 564, 565, 566) 9
Lyric Diction (MUS 555, 556) 6
Music for Chamber Ensemble (MUS 561, 562, 563) or Reading and Conference: Music for Chamber Ensemble (MUS 605), one term chosen in consultation with adviser 2
Solo Vocal Music (MUS 567, 568, 569), two terms chosen in consultation with adviser 4
Reading and Conference: Music for Chamber Ensemble Laboratory (MUS 605) 1
Research Methods in Music (MUS 611) 3
Performance Studies (Studio Instruction): Piano Accompanying (MUP 670) 9
Performance Studies (Studio Instruction): Piano (MUP 671) 3
Chamber Ensemble (MUS 694) 4
A total of 9 credits selected from Advanced Keyboard Harmony (MUS 525); Score Reading (MUS 526, 527); Solo Vocal Music (MUS 567, 568, 569), one term beyond those listed above; Collegium Musicum (MUS 691); Performance Studies: Harpsichord (MUP 642, 672, 742, or 772), at appropriate level; Band (MUS 695), Orchestra (MUS 696), Chorus (MUS 697); Opera Workshop (MUS 698) or Reading and Conference (MUS 605) as appropriate, with adviser's approval 9
Proficiency in French, Italian, and German is strongly recommended
Final Demonstration. Two public recitals, each consisting of at least forty-five minutes of music. The recitals must include repertoire for keyboard with voice and with instruments, chosen in consultation with the student's adviser (usually the student's keyboard instructor). One of the recitals must include at least fifteen minutes of repertoire for solo piano. Each recital must be given prior approval by at least three music faculty members, chosen in consultation with the adviser, at an audition to be held at least six weeks before the proposed performance.

Early Keyboard Instruments Emphasis
This option requires specialization in two or more of the following: clavichord, harpsichord, fortepiano, organ

credits
Secondary instruments selected from MUP 372, 373, 393, 694 or higher (as applicable) 12
Ensemble: at least three terms
Research Methods in Music (MUS 611) 3
Studio instruction: selected from MUP 672, 673, 693, 694 (as applicable) 12
Collegium Musicum (MUS 691) 1
Seminars or courses in music history or literature at the MUS 500 level or above 12
Electives at the MUS 500 level or above and chosen in consultation with the adviser 17

A total of at least 48 graduate credits
Two public recitals
Final oral examination with emphasis on history, literature, and pedagogy related to the performance media

Woodwind or Brass Instruments Emphasis *credits*
Wind Instrument Music (MUS 577) 3
Advanced Pedagogy: Woodwind or Brass (MUE 591) 3
Ensemble: at least three terms
Research Methods in Music (MUS 611) 3
Studio instruction: MUP 621–630 in each secondary instrument 3
Studio instruction: MUP 681–690 in primary instrument 9
Seminars or courses in music history or literature at the 500 level or above 12
Electives at the 500 level or above and chosen in consultation with the adviser 8

A total of at least 48 graduate credits
Complete public recital of both solo and ensemble music on the primary instrument, and performance of a substantial composition on each of the two secondary instruments during a public student recital
Final oral examination with emphasis on woodwind or brass history, literature, and pedagogy

M.Mus. in Piano Pedagogy

credits
Piano Literature (MUS 564, 565, 566) 9
Piano Pedagogy I: Fundamentals of Teaching (MUE 571) 3
Piano Pedagogy II: Pre-Piano and Beginning Piano Study (MUE 572) concurrent with Practicum (MUE 609) 4
Piano Pedagogy III: Teaching Teenagers and Adults (MUE 573) 3
Advanced Pedagogy: Piano (MUE 591) 3
Studio instruction in piano: at least 12 credits at the MUP 641 level or above
Ensemble: at least three terms
A total of at least three terms of Practicum (MUE 609), 1 credit each term 3
Research Methods in Music (MUS 611) 3
Seminars or courses in music history or literature ... 6
Electives at the 500 level or above and chosen in consultation with the adviser 7

A total of at least 52 graduate credits
Project and short recital (at least thirty minutes of performing time)
Final oral examination

DOCTORAL DEGREE PROGRAMS

Doctoral Degrees Offered

Doctor of Musical Arts (D.M.A.)
- Music Composition
- Music Education
- Music Education: Choral-General
- Music Education: Choral-Instrumental
- Music Education: Instrumental
- Music History
- Music Performance: Instrumental
- Music Performance: Keyboard
- Music Performance: Percussion
- Music Performance: Voice
- Music Theory

Doctor of Education (D.Ed.) or Doctor of Philosophy (Ph.D.)
- Music Education: Choral-General
- Music Education: Choral-Instrumental
- Music Education: Instrumental

Primary and supporting areas are offered in music composition, music education, music history, music performance, and music theory. Supporting areas are also offered in choral conducting and wind ensemble conducting.

All doctoral candidates in music must complete one primary area and one supporting area. The D.Ed. and Ph.D. degree programs offer the primary area in music education; the supporting area for these degrees is outside the School of Music. Additional details are available upon request from the School of Music office.

Admission

Conditional Admission

Send to the Office of Admissions, University of Oregon:

1. The original copy of a Graduate Admission Application
2. An official transcript showing receipt of a bachelor's degree

Send to the Coordinator of Graduate Studies, School of Music, University of Oregon, Eugene OR 97403:

1. The four carbon copies of the Graduate Admission Application

2. A copy of transcripts of all previous undergraduate and graduate study
3. Three written recommendations from people who know the applicant's professional and personal qualifications
4. A recent sample of scholarly writing, such as a term paper, and recent copies of concert or recital programs
5. For applicants choosing either a primary or a supporting area in composition: a score and a tape recording of an original composition
6. For applicants choosing a primary area in music education: two letters of recommendation indicating three years of successful full-time music teaching. For applicants choosing a supporting area in music education: two letters of recommendation indicating two years of successful full-time music teaching. These letters are in addition to the recommendations required of all applicants in 3 above
7. For applicants choosing a primary or supporting area in music history or music theory: a document exemplifying the applicant's scholarship and research ability. This document serves as the sample of writing requested in 4 above
8. For applicants choosing either a primary or a supporting area in music performance: a personal audition or a recent tape recording of a performance; a list of repertoire and copies of recent programs
9. Any other materials the applicant believes are of interest to the School of Music graduate admissions committee

Entrance Examinations

All entering graduate students admitted into a doctoral or predoctoral program are required to take entrance examinations in musicianship and music history before their first term of enrollment. These examinations are given on or before the first day of registration each term. Students who do not pass the examinations (or portions thereof) must complete prescribed courses by the end of their second term of enrollment.

Formal Admission

Formal admission is accomplished by appearing before the graduate committee during the second or third term of residence (not including summer session). Students must meet this requirement to be permitted to enroll for subsequent terms. More information about formal admission is available from the graduate secretary, School of Music.

Program Requirements

Ensemble Requirements

Each degree requires a minimum number of terms of ensemble, and some require participation in specific ensembles. Students enrolled in studio instruction must be enrolled concurrently in a band, chorus, or orchestra, and they must audition for ensemble placement before each fall registration.

Keyboard and guitar specialists may enroll in a chamber ensemble instead of the large conducted ensemble. Other students who are enrolled in a chamber ensemble must be concurrently enrolled in an assigned conducted ensemble.

General Degree Requirements

In addition to the Graduate School's requirements for doctoral degrees, the School of Music has the following general requirements:

	credits
Ensemble: at least three terms	3–6
Advanced Pedagogy (MUE 591): two terms, one each in primary and supporting areas	6
Supervised College Music Teaching (MUE 602): two terms, one each in primary and supporting areas	
Research Methods in Music (MUS 611)	3
Concept Development in College Music Teaching (MUE 640, 641, 642)	9
A total of at least two courses or seminars in music history or theory, chosen from MUS 507 or the 600 level	4–6
At least two of the following: Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665)	6
A total of at least 9 credits in courses outside music, chosen in consultation with the faculty adviser and excluding elementary language courses	9

Proficiency in a foreign language, usually French, German, or Italian. Students with a primary or supporting area in voice must demonstrate proficiency in French, German, and Italian equivalent to two years of college study in one language and one year of study in each of the other two

Reading and Conference, Thesis, and Research are available during the summer session with adviser's consent

Specific Area Requirements

In addition to the general requirements of the Graduate School and the School of Music for doctoral degrees, the following are specific requirements for the various primary and supporting areas.

MUSIC COMPOSITION

Primary Area	*credits*
Advanced Pedagogy: Musicianship (MUE 591), one term; if the supporting area is other than musicianship, this term is in addition to the one term required in the supporting area	3
Courses in composition chosen with a faculty adviser, 20 credits including thesis	20
Courses outside the School of Music, chosen with a faculty adviser, 3 credits beyond what is required of all students	12

Public performance, usually a graduate composition recital on the University of Oregon campus, of compositions completed during the period of doctoral study and approved by the music composition faculty

Supporting Area	*credits*
Courses in composition, analysis, or pedagogy of musicianship or of composition, chosen in consultation with a faculty adviser	12

Public performance on the University of Oregon campus of compositions completed during the period of doctoral study and approved by the music composition faculty

MUSIC EDUCATION

Primary Area

The following requirements are the same for the D.M.A, Ph.D., and D.Ed. degrees:

	credits
Introduction to Statistical Methods in Education I,II (EPSY 515, 516) or equivalents	6
Dissertation (MUE 603)	18
Seminar: Thesis Organization (MUE 607)	
Research Methods in Music (MUS 613)	3
Resources in Music Education (MUE 614)	3
Studio instruction, three terms	
A total of at least 15 credits in additional graduate MUE courses	15

Supporting Area	*credits*
Introduction to Statistical Methods in Education I (EPSY 515) or equivalent	3
Research Methods in Music (MUS 613)	3
Studio instruction, three terms	
A total of at least 9 credits in additional graduate MUE courses	9

For the Ph.D. degree the supporting area is in research. For the D.Ed. degree the supporting area is in any field other than music

MUSIC HISTORY

Primary Area	*credits*
Dissertation (MUS 603)	18
A total of at least three terms in music history or theory seminars (MUS 507, 607)	
Seminar: Thesis Organization (MUE 607)	1–2
Notation of Medieval and Renaissance Music (MUS 643, 644)	6
Music in the Middle Ages (MUS 660)	3
Music in the Renaissance (MUS 661)	3
Music in the Baroque Era (MUS 662)	3
Music in the Classical Period (MUS 663)	3
Music in the Romantic Era (MUS 664)	3
Music in the 20th Century (MUS 665)	3
Performance Practices before 1800 (MUS 689)	3
Collegium Musicum (MUS 691)	3

Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the university campus

Supporting Area

At least three terms in music history or theory seminars (MUS 507, 607)

	credits
Music in the Middle Ages (MUS 660)	3
Music in the Renaissance (MUS 661)	3
Music in the Baroque Era (MUS 662)	3
Music in the Classical Period (MUS 663)	3
Music in the Romantic Era (MUS 664)	3
Music in the 20th Century (MUS 665)	3

MUSIC PERFORMANCE

Primary Area	*credits*
Dissertation (MUS 603) focusing on some aspect of the performance medium	18
Seminar: Thesis Organization (MUE 607)	1–2
Performance Studies (Studio Instruction) (MUP 771–794), six terms	24
Three public performances on the University of Oregon campus (subject to prerecital approval by a faculty jury); one must be a solo recital	

Supporting Area	*credits*
Performance Studies (Studio Instruction) (MUP 741–761), three terms	12
Two public performances (subject to prerecital approval by a faculty jury), one of which must be a solo recital	

MUSIC THEORY

Primary Area	*credits*
A total of at least three terms in music history and music theory seminars (MUS 507, 607)	
Seminar: Thesis Organization (MUE 607)	1–2
Advanced Analysis (MUS 530, 531, 532)	6
Choose at least three of the following: Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526, 527), Counterpoint (MUS 533, 534, 535)	9

Dissertation (MUS 603) 18
Choose at least three of the following:
Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665) 9
Collegium Musicum (MUS 691) 3

Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the University of Oregon campus

Supporting Area	*credits*
A total of at least three terms of music theory and history seminars (MUS 507, 607)	
Choose at least three of the following:	
Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526, 527), Counterpoint (MUS 533, 534, 535), Fugue I, II, (MUS 534, 535)	9
Advanced Analysis (MUS 530, 531, 532)	6
Choose at least three of the following:	
Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665)	9

CHORAL CONDUCTING

Supporting Area	*credits*
Advanced Instrumental Conducting (MUS 586)	3
Seminar: Advanced Choral Conducting (MUS 607) taken concurrently with MUE 609	
Practicum: Choral Conducting (MUE 609), one-term minimum. Supervised College Music Teaching (MUE 602) may be substituted	
Performance Studies (Studio Instruction) (MUS 741–761), three terms	
Choral literature courses to be selected after consultation with an adviser	
Inquire at the School of Music front desk for a list of recommended electives	
Two summer workshops held during the Oregon Bach Festival. Participation at least one summer as a conductor during the festival	
Piano proficiency: may be demonstrated by successful completion of Intermediate Performance Class Piano (MUP 231, 232, 233) or by examination	6
One public choral conducting performance (faculty approval required)	
Diction proficiency in French, German, Italian, and Latin: may be demonstrated by successful completion of Lyric Diction (MUS 555, 556) or by examination	6
Comprehensive examination in choral conducting	

WIND ENSEMBLE CONDUCTING

Supporting Area	*credits*
Advanced Instrumental Conducting (MUS 586)	3
Seminar: Wind Ensemble Conducting (MUS 607)	3
Seminar: Wind Repertoire 1500–1850 (MUS 607)	3
Seminar: Wind Repertoire 1850–1950 (MUS 607)	3
Seminar: Wind Repertoire from 1950 to the Present (MUS 607)	3
Practicum: Wind Ensemble Conducting (MUE 609)	3
Band: Wind Ensemble (MUS 695), three terms	6
Electives in subject chosen by student and adviser	

Comprehensive Examinations

Written and oral comprehensive examinations in the primary and supporting areas are taken before advancement to candidacy but after meeting the following conditions:

Formal admission to the doctoral program

Completion of all course work in the examination area

Approval of the dissertation proposal by the dissertation advisory committee

Approval from the adviser

Satisfaction of the foreign-language requirement

Additional information about comprehensive examinations is available from the graduate secretary, School of Music.

Advancement to Candidacy

Advancement to candidacy is based on successful completion of comprehensive examinations and foreign-language requirements, approval by the dissertation advisory committee, and the recommendation of the adviser.

Dissertation Requirement

A dissertation is required in all degree programs. For candidates whose primary area is composition, the dissertation must be an original composition of major proportions composed during doctoral study and performed and recorded on the university campus. For candidates whose primary area is performance, the dissertation consists of three required public performances and a written dissertation focusing on some aspect of the performance medium.

Time Limit

Doctoral students have seven years from the beginning of their first year in residence to complete the degree. All course work, the comprehensive examinations, any required recitals, and the dissertation must be satisfactorily completed before the end of the seven-year period. If this period is exceeded, an additional year of residence or a new set of comprehensive examinations, or both, are required.

Final Examination

A final oral examination is required in all degree programs. The candidate is expected to defend the dissertation and show a command of the primary area. Members of the dissertation advisory committee typically conduct the final examination; their appointment is subject to the approval of the dean of the Graduate School.

COURSES OFFERED

The School of Music curriculum is divided into three general categories, each designated by a specific prefix:

MUS: music courses and ensembles

MUE: music education

MUP: performance studies

MUSIC COURSES (MUS)

125 Basic Music (3) Elementary study of terms and notational symbols; designed to develop elementary competence in performing from notation and in notating musical ideas. Nonmajors or premajors only. Baird.

126 Rudiments of Music Theory (3) Elementary study of terms and notational symbols; designed to develop elementary competence in performing from notation and in notating musical ideas. For music majors and minors who need preparation to enter MUS 131 and 134. Prereq: instructor's consent or placement examination. Starling.

127 Rudiments of Aural Skills (3) Rudimentary study of sight singing, dictation, and related skills. For music majors and minors who need preparation to enter MUS 134. Prereq: placement examination. Starling.

131, 132, 133 Music Theory I (2,2,2S) Elementary study of musical structure, emphasizing the acquisition of descriptive and analytical capacity. Majors only. Prereq: placement examination; coreq: MUS 134, 135, 136 and laboratory. Hurwitz.

134, 135, 136 Aural Skills I (2,2,2S) Elementary ear training through sight singing, dictation, and related activities. Majors only. Prereq: placement examination; coreq: MUS 131, 132, 133 and laboratory. G. Karpinski.

137, 138, 139 Keyboard Skills I (1,1,1S) Performance of rhythmic patterns, scales, intervals, and chord progressions. Harmonization, transposition, improvisation, and figured bass on the keyboard. Majors only. Coreq: MUS 131, 132, 133; MUS 134, 135, 136. Allen, Baird, Hurwitz.

161, 162, 163 History of Music I (3,3,3S) Study of the history and evolution of music, principally of Western art music to ca. 1800. Smith, Starling.

191 Collegium Musicum (1R) Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight-reading: vocal and instrumental repertoire. Ensemble fee. Prereq: audition, instructor's consent. H. Owen.

194 Chamber Ensemble (1R) Study of music through small-group rehearsal. For string and wind instrument players, percussionists, keyboard players, and singers. Prereq: audition, instructor's consent.

195 Band (1–2R) Oregon Marching Band, Oregon Wind Ensemble, UO Symphonic Band, 2 credits; Oregon Basketball Band, UO Campus Band, Green Garter Band, 1 credit. Ensemble fee for Oregon Wind Ensemble, UO Symphonic Band, UO Campus Band. Prereq: audition for all bands except UO Campus Band. Booth, Paul.

196 Orchestra (1–2R) University Symphony Orchestra. Ensemble fee. Prereq: audition and instructor's consent. W. Bennett.

197 Chorus (1–2R) University Singers, Chamber Choir, Oregon Vocal Jazz Ensemble, University Men's Chorus, University Women's Chorus, University Gospel Ensemble. Ensemble fee. Prereq: audition, instructor's consent for all except University Men's Chorus. Clark, Doerksen, Gainer, Miller.

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201, 202, 203 Introduction to Music and Its Literature (3,3,3) Cultivation of understanding and intelligent enjoyment of music through a study of its elements, forms, and historical styles. Nonmajors only. Baird, Doerksen, L'Hommedieu, Smith.

231, 232, 233 Music Theory II (2,2,2S) Continuation of MUS 131, 132, 133. Majors only. Prereq: MUS 133 or equivalent proficiency; coreq: MUS 234, 235, 236; MUS 237, 238, 239. H. Owen, S. Owen.

234, 235, 236 Aural Skills II (2,2,2S) Continuation of MUS 134, 135, 136. Majors only. Prereq: MUS 133, 136 or equivalent

proficiency; coreq: MUS 231, 232, 233; MUS 237, 238, 239. Hurwitz, Starling.

237, 238, 239 Keyboard Skills II (1,1,1) Continuation of practical keyboard applications begun in MUS 137, 138, 139. Majors only. Coreq: MUS 231, 232, 233; MUS 234, 235, 236.

240, 241, 242 Composition I (3,3,3S) Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Prereq: MUS 133, 136 or equivalents, instructor's consent. Kyr, H. Owen.

258 Music in World Cultures (3) Not offered 1991–92.

261, 262, 263 History of Music II (3,3,3) Continuation of MUS 161, 162, 163. Intensive study of the history and evolution of music, principally Western art music. Prereq: MUS 163 or equivalent proficiency. G. Karpinski, Smith.

322 Music Fundamentals (3) Music notation and terminology; learning musical rudiments through singing simple songs; introduction to simple melodic, rhythmic, and harmonic instruments. Prospective elementary teachers only. Laboratory fee. R. Moore, Van Rysselberghe.

324, 325, 326 Analysis (3,3,3S) Techniques of analyzing melody, harmony, rhythm, and form in music from various periods and cultures. Prereq: MUS 233, 236, 263 or equivalent proficiency. Hurwitz, G. Karpinski.

340, 341, 342 Composition II (3,3,3) Composition and public performance of small works for piano, voice, and small ensembles. Prereq: MUS 242 or equivalent proficiency, instructor's consent. Kyr, H. Owen.

343 Aural Skills for Conductors (3) Music reading and listening skills for instrumental and choral conductors. Sight singing from scores including various clefs and transpositions. Timbre discrimination, tuning procedures, structural listening. Prereq: MUS 236 or equivalent.

351 The Music of Bach and Handel (3) Compositions by Bach and Handel such as organ chorale, cantata, oratorio, opera, and mass; cultural context in Germany, France, Italy, and England for the development of their styles. Primarily for nonmajors.

352 The Classic Symphony and Sonata (3) Symphonies and sonatas by Haydn, Mozart, and Beethoven; elements of style in the Viennese classic period and its legacy in the 19th century. Primarily for nonmajors.

353 Survey of Opera (3) *Le nozze di Figaro, Carmen, Otello, Tristan und Isolde, Pelléas et Melisande,* and *The Rake's Progress* as masterpieces fusing theatrical and musical modes of dramatic expression. Primarily for nonmajors.

354 Introduction to 20th-Century Music (3) Evolution and revolution in musical style since Debussy and Mahler; selected masterpieces by such composers as Stravinsky, Bartók, Schoenberg, Copland, and Varèse. Primarily for nonmajors. Tubb.

355 History of Jazz (3) Major historical styles in jazz, 1900 to present: ragtime, New Orleans jazz, swing, bop, cool jazz, hard bop, free jazz, and fusion; major jazz performers; sociological backgrounds of jazz. Prereq: sophomore standing or higher. Stone.

384, 385 Choral Conducting I, II (2,2) Conducting techniques with emphasis on practical application to choral organizations; score reading; analysis and interpretation of choral music. Conducting experience with laboratory chorus. Prereq: MUS 233, 236 or equivalents and instructor's consent.

386 Instrumental Conducting for Choral Majors (2) Transposition and instrumental conducting techniques. Third term in the conducting sequence for choral majors. Prereq: MUS 385, MUE 392 (one term), instructor's consent.

387, 388 Instrumental Conducting I, II (2,2) Baton techniques with emphasis on practical applications to instrumental organizations; score reading; general problems of the conductor of large instrumental ensembles. Conducting experience with laboratory ensembles. Prereq: MUS 233, 236, MUE 392 (one term) or equivalents, instructor's consent.

389 Choral Conducting for Instrumental Majors (2) Choral conducting techniques. Third term in the conducting sequence for instrumental majors. Prereq: MUS 388, instructor's consent.

391 Collegium Musicum (1R) See MUS 191 for description.

392 Small Jazz Ensembles (1R) Improvisatory group. Study of current and past small-group jazz performances. Prereq: audition, instructor's consent. S. Owen.

393 Jazz Laboratory Band (1R) Large ensembles performing progressive jazz-rock repertoire. Performances on campus and at jazz festivals. Improvisation as well as repertoire study. Prereq: audition. S. Owen, Williams.

394 Chamber Ensemble (1R) See MUS 194 for description.

395 Band (1–2R) See MUS 195 for description.

396 Orchestra (1–2R) See MUS 196 for description.

397 Chorus (1–2R) See MUS 197 for description.

398 Opera Workshop (2R) Traditional and contemporary repertory for the musical theater through analysis, rehearsal, and performance of complete and excerpted works; training in stage movement, diction, and rehearsal techniques. Prereq: instructor's consent, audition.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R) Prereq: instructor's consent.

403 Thesis (1–21R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (1–4R) Individual study of topics at a level beyond that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalents, instructor's consent.

407/507 Seminar: [Term Subject] (1–5R) Various topics at an advanced level, offered periodically according to student and faculty interest and availability. Recent topics are Art of Accompaniment, Composer's Forum, Gamelan, Gospel Experience, Jazz Band Arranging, Jazz Improvisation, Music for Film, Piano—The Inside Story, Rhythm Analysis, World Popular Music.

408/508 Workshop: [Term Subject] (1–21R) Various topics at a level beyond that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalents, instructor's consent.

409 Supervised Tutoring: [Term Subject] (1–21R)

410/510 Experimental Course: [Term Subject] (1–5R)

411/511 Percussion Master Class (1R) Techniques of percussion ensemble, performance, education methods, instrument construction, mallet construction. Limited to percussion specialists and music education majors. Prereq: instructor's consent; coreq: private percussion study. Dowd.

424 Advanced Aural Skills (3) Offered 1991–92 as MUS 407/507 Seminar.

425/525 Advanced Keyboard Harmony (2) Realization of figured bass notation in the light of baroque performance practices. Prereq: MUS 233, 236 or equivalents, instructor's consent.

426/526, 427/527 Score Reading (2,2) Analysis of musical scores of compositions for small and large ensembles involving transposition of parts; use of the piano as a means of studying ensemble scores. Maves.

430/530, 431/531, 432/532 Advanced Analysis (2,2,2) Advanced analytical techniques, especially those developed by Heinrich Schenker and Felix Salzer, applied to music of all periods and styles. Prereq: MUS 233, 236. Offered 1991–92 and alternate years.

433/533, 434/534, 435/535 Counterpoint (3,3,3S) Study of modal and tonal counterpoint through analysis and composition. **433/533:**1500–1650; **434/534:**1650–1750; **435/535:**1750–1950. Prereq: MUS 233, 236 or instructor's consent. H. Owen.

439/539 Scoring for Voices and Instruments (3) Techniques of arranging and scoring for various types of choral and instrumental groups. Prereq: MUS 233, 236. Maves. Offered winter term only.

440/540, 441/541, 442/542 Composition III (3,3,3) Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital. Prereq: MUS 342 and instructor's consent. H. Owen.

443/543 Synthesizer Techniques (3) Basic principles and techniques of electronic and computer-generated sound. Examines various types of digital synthesis, digital sampling, MIDI, computers and audio recording. Laboratory fee. Prereq: MUS 342, instructor's consent. Stolet.

444/544 Electronic Synthesizer Laboratory (1) Individual laboratory experience with computers, sound synthesis software and hardware, MIDI, and related electronic-computer music instruments. Laboratory fee. Prereq: MUS 443/543, instructor's consent. Stolet.

450/550 Listening with Understanding (3) Not offered 1991–92.

455/555, 456/556 Lyric Diction (3,3) Fundamentals of pronunciation of Italian, German, French, and English with emphasis on

the singer's approach to performance. Use of International Phonetic Alphabet (IPA) in analysis and transcription of song and opera texts. **455/555:** Italian and German. **456/556:** French and English. Tedards.

457/557 Sacred Choral Music (3) Not offered 1991–92.

461/561, 462/562, 463/563 Music for Chamber Ensemble (2,2,2) Basic repertory for string quartet and other ensembles using piano and strings; emphasis on listening and analysis. Prereq: MUS 263. Hladky. Not offered 1991–92.

464/564, 465/565, 466/566 Piano Literature (3,3,3) Solo piano music from J. S. Bach to the present; original works for four hands and for two pianos; the concerto; emphasis on style as it affects performance. Prereq: MUS 263. Thal.

467/567, 468/568, 469/569 Solo Vocal Music (2,2,2) Solo songs with accompaniment; the lute air and Purcell; 19th-century art songs in Germany and France; 20th-century British, American, and Continental song literature; development of bases for artistic performance and sound critical judgment through study of text, voice, and accompaniment. Prereq: MUS 263. Miller.

470/570, 471/571, 472/572 Orchestral Music (2,2,2) Major types of orchestral music from the 18th to the 20th centuries; dance suite, symphony tone poem, descriptive suite, pieces for string orchestra. Prereq: MUS 263. Not offered 1991–92.

473/573, 474/574, 475/575 History of Opera (2,2,2) Critical study of the musical and dramatic content of operas forming the standard international repertoire. **473/573:** antiquity to Mozart. **474/574:** Mozart to Verdi. **475/575:** Wagner to the present. Prereq: MUS 263. Smith.

476/576 Organ Music (3)

477/577 Wind Instrument Music (3) Not offered 1991–92.

478/578 History of the Band (3) The development of the wind band in Europe and the United States.

485/585 Advanced Choral Conducting (3) Refinement of choral conducting techniques; musical scores from contemporary and earlier periods with emphasis on analysis, interpretation, and rehearsal procedures. Administrative procedures for choral organizations. Prereq: MUS 384, 385, 386. Doerksen.

486/586 Advanced Instrumental Conducting (3) Conducting techniques as applied to band and orchestral music with emphasis on various styles and periods of music; study of 20th-century rhythms and related conducting problems. Prereq: MUS 387, 388 or equivalents. Paul.

Thesis, Research, and Reading and Conference are available during summer sessions with adviser's consent.

503 Thesis (1–16R) P/N only. Prereq: instructor's consent.

601 Research (1–16R) P/N only. Prereq: instructor's consent.

602 Supervised College Teaching (1–5R) Prereq: instructor's consent.

603 Dissertation (1–16R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Term Subject] (1–4R) Individual study of topics beyond the availability of the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic, instructor's consent.

607 Seminar: [Term Subject] (1–5R) Studies of various topics at an advanced level offered periodically according to student and faculty interest and availability. Advanced Aural Skills, Advanced Choral Conducting, and Wind Ensemble Conducting are current topics. For additional topics see MUS 407/507.

608 Workshop: [Term Subject] (1–16R)

609 Terminal Project: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

611, 612, 613 Research Methods in Music (3,3,3) 611: use of reference, research, and bibliographical sources in music. **612:** research methods in music history and theory. **613:** experimental research including problem identification, research design, influencing variables, research tools, and the interpretation of data in relation to the teaching of music. MUS 611 is a prerequisite to 612 and 613. L. Bennett, R. Moore.

620 Bibliography in Wind Ensemble Conducting (3) Survey of research in conducting. Discussion of rehearsal strategies and psychology. Not offered 1991–92.

621, 622, 623 Wind Repertoire (3, 3, 3S) Survey and analysis of music composed for large wind groups. **621:** 1500–1850. **622:** 1850–1950. **623:** 1950 to the present.

624 Wind Conducting Laboratory (2R) Not offered 1991–92.

633, 634 20th-Century Counterpoint (2, 2) Techniques of present-day contrapuntal practice; application in larger contrapuntal forms. Prereq: MUS 434/534. Not offered 1991–92.

640, 641, 642 Advanced Composition Studies (2, 2, 2) Studio instruction in composition. Prereq: MUS 442/542 or instructor's consent; coreq: Seminar: Composition (MUS 607). Kyr, H. Owen.

643, 644 Notation of Medieval and Renaissance Music (3, 3) Representative examples of notational systems and practices in Western European polyphony from 900 to 1600. Bergquist. Offered alternate years; not offered 1991–92.

660 Music in the Middle Ages (3) Sources of Western European music in classical antiquity and the Near East; sacred monophony, secular monophony; development of polyphony. Offered 1991–92 and alternate years.

661 Music in the Renaissance (3) The central Renaissance style in 15th-century France and Italy; high Renaissance music; late Renaissance music; developments in England and Germany; instrumental music; Renaissance music theory. Bergquist. Offered alternate years; not offered 1991–92.

662 Music in the Baroque Era (3) From the Florentine *Camerata* through the rococo; the monody, opera, oratorio, cantata, sonata, concerto, suite, and fugue; national styles; performance practices; representative works with emphasis on J. S. Bach. Trombley. Offered alternate years; not offered 1991–92.

663 Music in the Classical Period (3) Sources of classical style and their culmination in the Viennese high classical style of Haydn, Mozart, and Beethoven. Dramatic forms and procedures in opera. Offered 1991–92 and alternate years.

664 Music in the Romantic Era (3) Virtuosic and lyric extremes in instrumental and vocal styles. Literary romanticism, descriptive music, and the *Lied*; opera in France and Italy; Wagner's music drama as *Gesamtkunstwerk*; Wagnerism in France. Smith. Offered alternate years; not offered 1991–92.

665 Music in the 20th Century (3) The crisis of romanticism and tonality: the transition of Debussy, Mahler, and others; new styles of Stravinsky, Schoenberg, Bartók; developments in the United States; implications of recent developments. Hurwitz. Offered 1991–92 and alternate years.

689 Performance Practices before 1800 (3) Introduction to 17th- and 18th-century performance practices; investigation of primary sources; comparative study of recorded examples; preparation of a performing edition, class demonstrations. Trombley. Offered 1991–92 and alternate years.

691 Collegium Musicum (1R) See MUS 191 for description.

692 Small Jazz Ensembles (1R) See MUS 392 for description.

693 Jazz Laboratory Band (1R) See MUS 393 for description.

694 Chamber Ensemble (1R) See MUS 194 for description.

695 Band (1–2R) See MUS 195 for description.

696 Orchestra (2R) See MUS 196 for description.

697 Chorus (2R) See MUS 197 for description.

698 Opera Workshop (2R) See MUS 398 for description.

MUSIC EDUCATION COURSES (MUE)

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

280, 281, 282 Choral Conducting Laboratory I (1,1,1) Performance of choral music in an ensemble setting with student conductors. Covers literature of all levels. Basic conducting and rehearsal techniques. Clark, Doerksen.

283, 284, 285 Instrumental Conducting Laboratory I (1,1,1) Performing on secondary instruments in an ensemble setting with student conductors. Covers literature of all levels. Basic conducting skills and rehearsal techniques. Doerksen, Paul.

326 Foundations of Music Education (3) Observation of the total school music program (grades one through twelve). Includes dialogue with local teachers. Open to school administrators and teachers in areas other than music. Extra fee. L'Hommedieu.

380, 381, 382 Choral Conducting Laboratory II (1,1,1) Intermediate conducting and rehearsal techniques. See MUE 280, 281, 282 for description.

383, 384, 385 Instrumental Conducting Laboratory II (1,1,1) Intermediate conducting skills and rehearsal techniques. See MUE 283, 284, 285 for description.

391 Voice Pedagogy (1R) Vocal techniques for chorus, studio, and class instruction. Methods and materials for adolescent and mature soloists. Prereq: instrumental and choral majors only.

392 Instrumental Techniques (1R) Elementary instruction in pedagogy and performance of various instruments. Sections in strings, woodwinds, brass, percussion, flute, clarinet and saxophone, oboe and bassoon, trumpet, trombone, horn, violin and viola, and cello. Primarily for music education majors. Instrument rental fee. Prereq: instructor's consent.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R) Prereq: instructor's consent.

403 Thesis (1–21R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (1–4R) Individual study of topics at a level beyond the availability of the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalents, instructor's consent.

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–5R) Various topics at an advanced level, offered periodically according to student and faculty interest and availability.

408/508 Workshop: [Term Subject] (1–21R) Various topics at a level beyond that available in the standard curriculum. Prereq: instructor's consent.

409 Practicum: [Term Subject] (1–4R) Practical experience in guiding learning activities. Prereq: music education coordinator's consent.

410/510 Experimental Course: [Term Subject] (1–5R)

411/511 Teaching Methods: Instrumental (3) Concerns of music teachers in secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Instrumental technique classes recommended. Precedes student teaching. Doerksen.

412/512 Teaching Methods: Elementary Choral and General (3) Concerns of music teachers in the elementary school. Observations, procedures, instructional materials; planning and teaching lessons for analysis and criticism. Majors only. Laboratory fee. Precedes student teaching. Coreq: Practicum: Elementary School Music (MUE 409). Van Rysselberghe.

413/513 Teaching Methods: Secondary Choral and General (3) See MUE 412/512 for description.

414/514 Mixed Instrument Strategies (3) Learning comprehensive musicianship through orchestra and band performance in a laboratory setting. Performance on primary and secondary instruments, conducting, developing teaching strategies with goals and objectives. May be taken prior to MUE 411/511. Paul.

415/515 General Music in the Middle School (3) Musical characteristics and capabilities of middle school students. Suitable materials and music experiences; alternative approaches to curriculum development, methods, and evaluation. Laboratory fee. Van Rysselberghe.

416/516, 417/517 Kodály Context I, II (3,3) Development of musicianship through sol-fa and hand signs. Sequential steps for teaching music literacy. Review of folk and composed musical literature for children. R. Moore.

420/520 Orff-*Schulwerk*: Introduction (3R) Introduction to Orff-*Schulwerk*. Speech and rhythm improvisation, basic instrumentation. **R** when instructor changes.

421/521 Orff-*Schulwerk*: Level I (3R) Ostinati, simple bourdon, recorders, creative movements. Prereq: MUE 420/520. **R** when instructor changes.

422/522 Orff-*Schulwerk*: Level II (3R) Moving bourdon orchestrations: I-V, I-IV, I-IV-V. Prereq: MUE 421/521. **R** when instructor changes.

424/524 Children's Choir (3) Study techniques that lead to beautiful singing by children. Warm-ups, intonation exercises, motivation strategies, high-quality music, programming concerts, rehearsals. R. Moore.

425 Classroom Instruments (2) Basic performing skills on the recorder and guitar; advanced strumming techniques on the autoharp. Laboratory fee. Prereq: instructor's consent. R. Moore.

426/526 The General Music Program: Elementary (3) Musical development of children from nursery through elementary school; curriculum, methods, materials, and evaluation. Laboratory fee. Prereq: MUE 383 or 412/512. Van Rysselberghe.

427/527 The General Music Program: Secondary (3) Objectives, procedures, instructional materials, and evaluation of music programs for the general student in both middle and high schools.

428/528 Music for Early Childhood (3R) Musical characteristics and abilities of preschool children. Suitable materials and musical experiences; techniques involving parents and children in a laboratory setting. Laboratory fee. Coreq: laboratory. **R** for maximum of 9 credits. Van Rysselberghe.

429/529 Music in Special Education (3) Music for handicapped or gifted learners. Educational and therapeutic uses of music for mentally, physically, and emotionally disabled as well as gifted learners. R. Moore.

430/530 Classroom Management in Music (3) Alternative techniques for maintaining an environment conducive to music learning. Emphasis on observing effective public-school music classes and interpretation of effects on children. Van Rysselberghe.

444/544 Choral Materials for Schools (2) Repertoire for choral groups in secondary schools: choral music from early historical periods to the avant-garde; criteria for selection of choral music; instructional program and concert planning.

445/545 String Materials for Schools (2) Repertoire for orchestra and other string instrument groups in elementary and secondary schools; problems of leadership, presentation, organization, and program planning. Prereq: instructor's consent.

446/546 Wind Instrument Materials for Schools (2) Repertoire for bands and other wind instrument groups in elementary and secondary schools; problems of leadership, presentation, and organization. Prereq: instructor's consent. Paul.

447/547 Psychology of Music (3) Functions of the musical mind; knowledge and intellectual skills related to mature perception; implications for the teaching of music. Prereq: EPSY 213 or equivalent.

471/571 Piano Pedagogy I: Fundamentals of Teaching (3S) Basic processes of piano teaching. Observation of individual, group, and laboratory instruction at all levels of student proficiency. S with MUE 472/572, 473/573. Allen.

472/572 Piano Pedagogy II: Pre-Piano and Beginning Piano Study (3S) Processes and materials for teaching children during the first three years of piano study. Group and individual teaching experiences. S with MUE 471/571, 473/573; coreq: MUE 409 or 609. Allen.

473/573 Piano Pedagogy III: Teaching Teenagers and Adults (3S) Processes and materials for teaching older beginners and intermediate students. Group, individual, and laboratory teaching experiences. S with MUE 471/571, 472/572; coreq: MUE 409 or 609. Allen.

480, 481, 482 Choral Conducting Laboratory III (1,1,1) Advanced conducting and rehearsal techniques. See MUE 280, 281, 282 for description.

483, 484, 485 Instrumental Conducting Laboratory III (1,1,1) Advanced conducting skills and rehearsal techniques. See MUE 283, 284, 285 for description.

491/591 Advanced Pedagogy (3R) Sections in theory, strings, woodwinds, and other topics. **R** for maximum of 9 credits.

503 Thesis (1–16R) P/N only. Prereq: instructor's consent.

601 Research (1–16R) P/N only. Prereq: instructor's consent.

602 Supervised College Music Teaching (1–5R)

603 Dissertation (1–16R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Term Subject] (1–2R) Individual study of topics beyond the availability of regularly scheduled courses. Prereq: completion of all regularly scheduled courses related to the topic or equivalents, instructor's consent.

606 Field Studies (1–16R)

607 Seminar: [Term Subject] (1–5R) Thesis Organization is a recent topic.

608 Workshop: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–4R) Professionally related experience on campus or elsewhere, with supervision by a qualified expert both in planning and in carrying out the project. Prereq: knowledge and competence in the substance of the activity and in curricular planning, instructor's consent.

610 Experimental Course: [Term Subject] (1–5R)

612 Introduction to Research in Music Education (3) Examination of the epistemological and methodological foundations of empirical research in music education. Emphasis on design strategies, interpretation of research, and the systematic review and synthesis of literature. Prereq: MUE 614.

614 Resources in Music Education (3) Review of resources in musical pedagogy. Compilation of annotated bibliography. Ways to evaluate music teaching and learning in order to improve ensemble and classroom instruction. L'Hommedieu.

631 Music in the Elementary and Middle School (2) Musical characteristics and capabilities of elementary and middle school learners. Methods for integrating music of diverse cultures with other subject areas in the elementary and middle school. Offered summer session only.

632 Music in School and Society (3) Musical experiences and responses in contemporary society; standards for musical quality. Elementary and secondary school music programs, past and present, and their relationships to the communities they serve. Paul.

633 Music in the Elementary School (3) Curricula, materials, and procedures of teaching general music in the elementary school. Laboratory fee. R. Moore.

634 Music in the Junior High School (3) Not offered 1991–92.

635 Music in the Senior High School (3) Not offered 1991–92.

636 Administration of School Music (3) Principles underlying a sound policy in the administration of school music programs; budgets, personnel, curriculum, facilities. Doerksen.

637 Technology of Teaching Music (3) Use of electronic equipment and computers in teaching music. Hardware and software appropriate for classroom use and for individualized instruction.

638 Curricular Strategies in Music Education (3) Procedures for developing music courses for today's schools; determination of goals, content, instructional materials, and evaluative criteria; exploration of significant curriculum development projects in music education. Doerksen.

640, 641, 642 Concept Development in College Music Teaching (3,3,3) Developing knowledge, skills, and attitudes useful for teaching music; current principles of educational psychology, instructional techniques, tests and measurements. Doctoral students only. Prereq: instructor's consent. Martin.

PERFORMANCE STUDIES COURSES (MUP)

There is an extra fee for nonmajors enrolled in MUP 170–794. Unless it is a degree requirement, majors taking more than one performance study pay an extra fee.

MUP 140–794 coreq for majors: enroll in major ensemble

MUP 161, 191, 291, 361, 391, 491, 631, 661, 691, 761, 791 coreq: MUP 411/511

100 Basic Performance Studies (2R) P/N only. Class piano. Extra fee. Prereq: instructor's consent.

101–107 Basic Performance Studies (2R) P/N only. 101: Voice, **102:** Strings, **103:** Woodwinds, **104:** Brass, **105:** Percussion, **106:** Guitar, **107:** Recorder. Extra fee. Prereq: instructor's consent, audition for MUP 102–105. **R** twice for maximum of 6 credits.

131, 132, 133 Basic Performance Class Piano (2,2,2) Not offered 1991–92.

140–162 Intermediate Performance Studies (2R) P/N only. Instruction in performance for students with minimal previous training. **140:** Voice for Nonvoice Specialists, **141:** Piano, **142:** Harpsichord, **143:** Organ, **144:** Voice for Voice Specialists, **145:** Violin, **146:** Viola, **147:** Cello, **148:** Bass, **149:** Harp, **150:** Guitar, **151:** Flute **152:** Oboe, **153:** Clarinet, **154:** Saxophone, **155:** Bassoon, **156:** Trumpet, **157:** French Horn, **158:** Trombone, **159:** Baritone Horn, **160:** Tuba, **161:** Percussion, **162:** Recorder. Extra fee. Prereq: audition, instructor's consent. **R** twice for maximum of 6 credits.

170–194 Performance Studies (Studio Instruction) (2–4R) First level of lower-division studio instruction. Technique and style of artistic performance. **170:** Voice for Nonvoice Specialists, **171:** Piano, **172:** Harpsichord, **173:** Organ, **174:** Voice for Voice Specialists, **175:** Violin, **176:** Viola, **177:** Cello, **178:** Bass, **179:** Harp, **180:** Guitar, **181:** Flute, **182:** Oboe, **183:** Clarinet, **184:** Saxophone, **185:** Bassoon, **186:** Trumpet, **187:** French Horn, **188:** Trombone, **189:** Baritone, **190:** Tuba, **191:** Percussion, **192:** Recorder, **193:** Fortepiano, **194:** Clavichord. Prereq: audition, instructor's consent.

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

231, 232, 233 Intermediate Performance Class Piano (2,2,2) Chords, harmonization, transposition, and playing by ear. Closed- and open-score reading. Improvisation in classical and 20th-century traditions. Solo and ensemble repertoire from baroque, classical, romantic, and contemporary periods. Music majors only.

271–294 Performance Studies (Studio Instruction) (2–4R) Second level of lower-division study. **271:** Piano, **272:** Harpsichord, **273:** Organ, **274:** Voice, **275:** Violin, **276:** Viola, **277:** Cello, **278:** Bass, **279:** Harp, **280:** Guitar, **281:** Flute, **282:** Oboe, **283:** Clarinet, **284:** Saxophone, **285:** Bassoon, **286:** Trumpet, **287:** French Horn, **288:** Trombone, **289:** Baritone, **290:** Tuba, **291:** Percussion, **292:** Recorder, **293:** Fortepiano, **294:** Clavichord. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to completion of 100 level.

341–362 Performance Studies (Studio Instruction) (2–4R) Upper-division study for qualified degree candidates specializing in an area other than performance. **341:** Piano, **342:** Harpsichord, **343:** Organ, **344:** Voice, **345:** Violin, **346:** Viola, **347:** Cello, **348:** Bass, **349:** Harp, **350:** Guitar, **351:** Flute, **352:** Oboe, **353:** Clarinet, **354:** Saxophone, **355:** Bassoon, **356:** Trumpet, **357:** French Horn, **358:** Trombone, **359:** Baritone, **360:** Tuba, **361:** Percussion, **362:** Recorder. Prereq: jury audition, instructor's consent, proficiency equivalent to completion of 200 level.

365 Performance Studies for Music Minors (2–4R) Studies in a variety of performance areas for the student seeking a music minor. Extra fee.

371–394 Performance Studies (Studio Instruction) (2–4R) First level of upper-division study for degree candidates. **371:** Piano, **372:** Harpsichord, **373:** Organ, **374:** Voice, **375:** Violin, **376:** Viola, **377:** Cello, **378:** Bass, **379:** Harp, **380:** Guitar, **381:** Flute, **382:** Oboe, **383:** Clarinet, **384:** Saxophone, **385:** Bassoon, **386:** Trumpet, **387:** French Horn, **388:** Trombone, **389:** Baritone, **390:** Tuba, **391:** Percussion, **392:** Recorder, **393:** Fortepiano, **394:** Clavichord. Prereq: jury audition, instructor's consent, proficiency equivalent to completion of MUP 271–294.

400 Innovative Education: [Term Subject] (1–3R)

410 Experimental Course: [Term Subject] (1–5R)

471–494 Performance Studies (Studio Instruction) (2–4R) Second level of upper-division study for degree candidates preparing a recital. **471:** Piano, **472:** Harpsichord, **473:** Organ, **474:** Voice, **475:** Violin, **476:** Viola, **477:** Cello, **478:** Bass, **479:** Harp, **480:** Guitar, **481:** Flute, **482:** Oboe, **483:** Clarinet, **484:** Saxophone, **485:** Bassoon, **486:** Trumpet, **487:** French Horn, **488:** Trombone, **489:** Baritone, **490:** Tuba, **491:** Percussion, **492:** Recorder, **493:** Fortepiano, **494:** Clavichord. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to completion of MUP 371–394.

610 Experimental Course: [Term Subject] (1–5R)

611–632 Performance Studies (Studio Instruction) (2R) Beginning study for graduate students in a secondary performance medium. **611:** Piano, **612:** Harpsichord, **613:** Organ, **614:** Voice, **615:** Violin, **616:** Viola, **617:** Cello, **618:** Bass, **619:** Harp, **620:** Guitar, **621:** Flute, **622:** Oboe, **623:** Clarinet, **624:** Saxophone, **625:** Bassoon, **626:** Trumpet, **627:** French Horn, **628:** Trombone, **629:** Baritone, **630:** Tuba, **631:** Percussion **632:** Recorder. Prereq: instructor's consent, jury audition in primary performance medium to demonstrate proficiency required for admission to MUP 341–362 or 371–394. **R** for maximum of 6 credits.

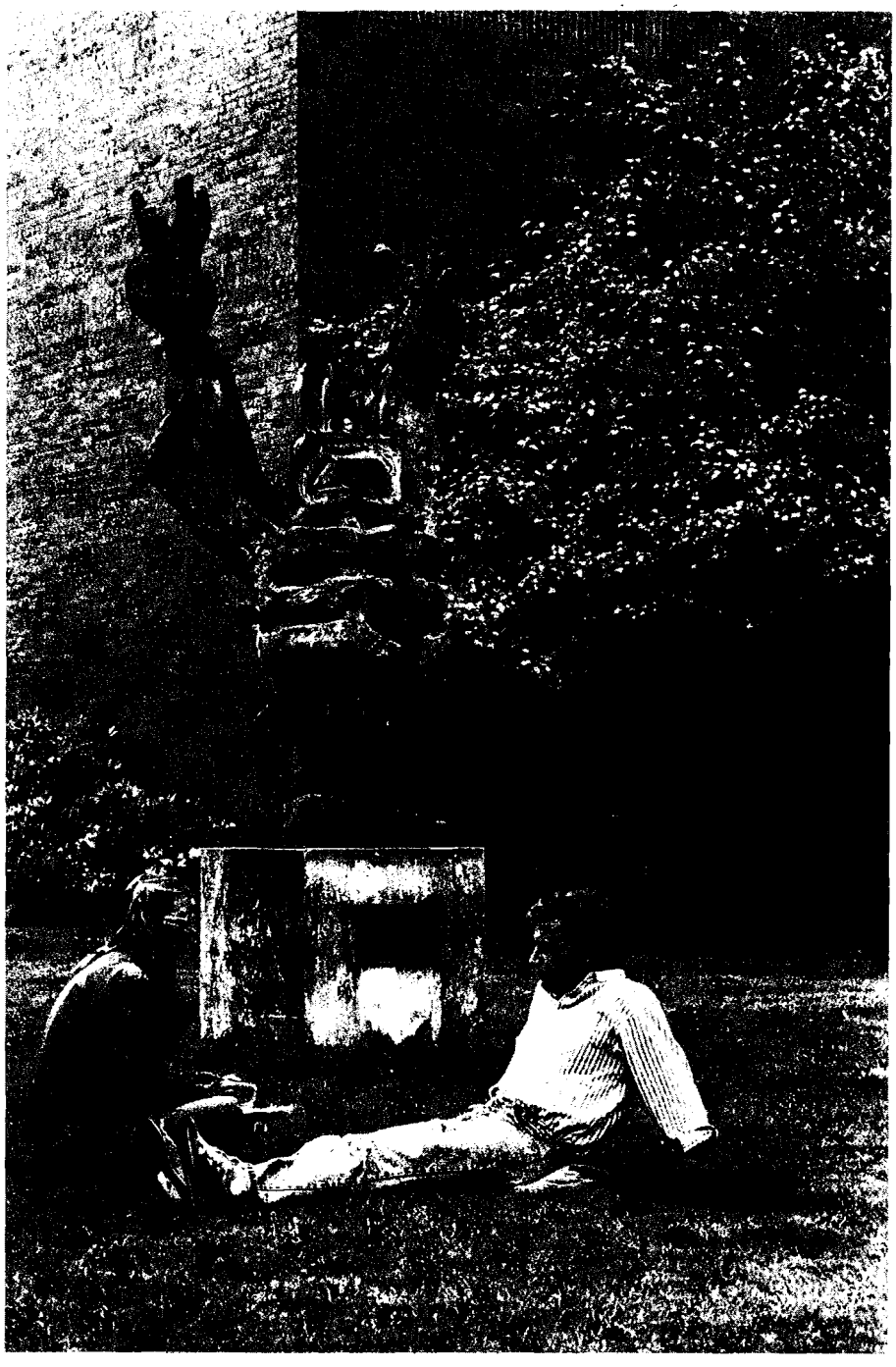
641–662 Performance Studies (Studio Instruction) (2–4R) Graduate-level study for degree candidates specializing in areas other than performance. **641:** Piano, **642:** Harpsichord, **643:** Organ, **644:** Voice, **645:** Violin, **646:** Viola, **647:** Cello, **648:** Bass, **649:** Harp, **650:** Guitar, **651:** Flute, **652:** Oboe, **653:** Clarinet, **654:** Saxophone, **655:** Bassoon, **656:** Trumpet, **657:** French Horn, **658:** Trombone, **659:** Baritone, **660:** Tuba, **661:** Percussion, **662:** Recorder. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 271–294. **R** for maximum of 12 credits.

670 Performance Studies (Studio Instruction): Piano Accompanying (2–4R) Master's-level piano accompanying for degree candidates specializing in performance. Concentration on vocal and instrumental repertoire. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to MUP 671.

671–694 Performance Studies (Studio Instruction) (2–4R) Master's-level study for degree candidates specializing in performance. **671:** Piano, **672:** Harpsichord, **673:** Organ, **674:** Voice, **675:** Violin, **676:** Viola, **677:** Cello, **678:** Bass, **679:** Harp, **680:** Guitar, **681:** Flute, **682:** Oboe, **683:** Clarinet, **684:** Saxophone, **685:** Bassoon, **686:** Trumpet, **687:** French Horn, **688:** Trombone, **689:** Baritone, **690:** Tuba, **691:** Percussion, **692:** Recorder, **693:** Fortepiano, **694:** Clavichord. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 471–494.

741–761 Performance Studies (Studio Instruction) (2–4R) Doctoral-level study for degree candidates with a supporting area in performance. **741:** Piano, **742:** Harpsichord, **743:** Organ, **744:** Voice, **745:** Violin, **746:** Viola, **747:** Cello, **748:** Bass, **749:** Harp, **750:** Guitar, **751:** Flute, **752:** Oboe, **753:** Clarinet, **754:** Saxophone, **755:** Bassoon, **756:** Trumpet, **757:** French Horn, **758:** Trombone, **759:** Baritone, **760:** Tuba, **761:** Percussion. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 671–694, sufficient talent and experience to justify undertaking performance as a supporting area.

771–794 Performance Studies (Studio Instruction) (2–4R) Doctoral-level study for degree candidates with a primary area in performance. **771:** Piano, **772:** Harpsichord, **773:** Organ, **774:** Voice, **775:** Violin, **776:** Viola, **777:** Cello, **778:** Bass, **779:** Harp, **780:** Guitar, **781:** Flute, **782:** Oboe, **783:** Clarinet, **784:** Saxophone, **785:** Bassoon, **786:** Trumpet, **787:** French Horn, **788:** Trombone, **789:** Baritone, **790:** Tuba, **791:** Percussion, **792:** Recorder, **793:** Fortepiano, **794:** Clavichord. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 671–694, sufficient talent and experience to justify undertaking performance as a primary area.



GRADUATE SCHOOL

125 Chapman Hall
Telephone (503) 346-5129
Steadman Upham, Vice-Provost and Dean

Graduate Council Faculty

Patrick J. Bartlein, geography
Roger J. Best, marketing, transportation, and business environment
Warren B. Brown, management
Rogena M. Degge, art education
Marilyn Farwell, English
Evlyn Gould, Romance languages
Kenneth M. Kempner, educational policy and management
Gary M. Martin, music
John Nicols, history
Louis R. Osternig, physical education and human movement studies
Norman M. Savage, geological sciences
Steadman Upham, Graduate School (*ex officio*)
Marie A. Vitulli, mathematics

ADVANCED DEGREES

Through the Graduate School, the University of Oregon offers studies leading to advanced degrees in the liberal arts and sciences and in the professional fields of architecture and allied arts; business administration; education; human development and performance; journalism; and music. Program offerings are listed below. The advanced degree granted is printed next to the degree program. Where no degree is listed, the subject is an area of focus within the college, school, or department.

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

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

Withdrawal of state funds for 1991–92 has forced the University of Oregon to recommend reorganization, transfer, or cancellation of some academic programs. For current status of programs, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

College of Arts and Sciences

Anthropology: M.A., M.S., Ph.D.
- Archaeology
- Cultural anthropology
- Linguistics
- Physical anthropology

Biology: M.A., M.S., Ph.D.
- Cell biology
- Developmental biology
- Ecology
- Genetics
- Marine biology
- Microbiology
- Molecular biology
- Neuroscience

Chemistry: M.A., M.S., Ph.D.
- Biochemistry
- Cell biology
- Chemical physics
- Materials science
- Molecular biology
- Neuroscience
- Organic chemistry
- Physical chemistry
- Theoretical chemistry

Classics: M.A.
- Classics
- Greek
- Latin

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

Economics: M.A., M.S., Ph.D.
- Advanced macroeconomics
- Applied econometrics
- Economic growth and development
- Economic theory
- Industrial organization
- Labor economics
- Public finance
- Urban-regional economics

English: M.A., M.F.A., Ph.D.
- American literature
- Creative writing: M.F.A.
- English literature

Geography: M.A., M.S., Ph.D.
- Biogeography
- Cultural geography
- Environmental studies
- Physical geography
- Quaternary geography

Geological sciences: M.A., M.S., Ph.D.
- Mineral deposits
- Mineralogy-petrology-geochemistry
- Stratigraphy-sedimentary petrology-paleontology
- Structural geology-geophysics

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

History: M.A., Ph.D.
- Ancient history
- Britain and its empire
- East Asia
- England since 1789
- Europe 1400–1815
- German-speaking world
- Latin America
- Medieval Europe
- Russia
- Southeast Asia
- United States

Linguistics: M.A., Ph.D.
- Applied linguistics
- General linguistics

Mathematics: M.A., M.S., Ph.D.
- Algebra
- Analysis
- Combinatorics
- Differential and algebraic geometry
- Geometry
- Mathematical physics
- Numerical analysis
- Probability
- Statistics
- Topology

Philosophy: M.A., Ph.D.

Physics: M.A., M.S., Ph.D.
- Astronomy, astrophysics, cosmology
- Atomic, molecular, and optical physics
- Biophysics
- Condensed-matter physics
- Elementary-particle physics
- Fluid and superfluid mechanics
- Nuclear physics

Political science: M.A., M.S., Ph.D.
- American government
- Classical and contemporary political theory
- Comparative politics
- International relations
- Research methodology

Psychology: M.A., M.S., Ph.D.
- Clinical
- Cognitive
- Developmental
- Physiological-neuroscience
- Social and personality

Romance languages: M.A., Ph.D.
- French language and literature: M.A.
- Italian language and literature: M.A.
- Spanish language and literature: M.A.

Russian: M.A.

Sociology: M.A., M.S., Ph.D.
- Family, sex roles, and socialization
- Population, community, and environment
- Sociology of women
- Stratification and political sociology
- Theory
- Work, occupations, and organization

Speech
- Speech: rhetoric and communication: M.A., M.S., Ph.D.
- Speech: telecommunication and film: M.A., M.S., Ph.D.
- Speech: theater arts: M.A., M.S., M.F.A., Ph.D.

Interdisciplinary Programs

Asian studies: M.A., M.S.
- China
- Japan
- Southeast Asia

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

Corrections: M.A., M.S.

Individualized program: M.A., M.S.

e.g., applied information management, environmental studies, folklore, gerontology

Industrial relations: M.A., M.S.

International studies: M.A.

Teaching: M.A., M.S.

PROFESSIONAL SCHOOLS AND COLLEGES

School of Architecture and Allied Arts

Architecture: M.Arch.
- Interior architecture: M.I.Arch.

Art education: M.A., M.S., D.Ed., Ph.D. (D.Ed. and Ph.D. degrees granted by College of Education)

Art history: M.A., Ph.D.

Fine and applied arts: M.F.A.
- Ceramics: M.F.A.
- Metalsmithing and jewelry: M.F.A.
- Painting: M.F.A.
- Printmaking: M.F.A.
- Sculpture: M.F.A.
- Visual design: M.F.A.
- Weaving: M.F.A.

Historic preservation: M.S.

Landscape architecture: M.L.A.

Planning, public policy and management
- Public affairs: M.A., M.S.
- Urban and regional planning: M.U.P.

College of Business Administration

Accounting: Ph.D.

Decision sciences: M.A., M.S., M.B.A., Ph.D.
- Decision sciences: business statistics: M.A., M.S., M.B.A., Ph.D.
- Decision sciences: production and operations management: M.A., M.S., M.B.A., Ph.D.

Finance: M.A., M.S., M.B.A., Ph.D.

Management: M.A., M.S., M.B.A., Ph.D.
- Management: corporate strategy and policy: Ph.D.
- Management: general business: M.B.A.
- Management: human resource management: Ph.D.
- Management: organizational studies: Ph.D.

Marketing: M.A., M.S., M.B.A., Ph.D.
- Marketing: international business: M.A., M.S., M.B.A.

College of Education

Counseling psychology: D.Ed., Ph.D.

Counseling: M.A., M.S., M.Ed.
- Community and other agency settings
- Employment and vocational
- Individual and family

Curriculum and instruction: M.A., M.S., M.Ed., D.Ed., Ph.D.
- Early childhood education: M.A., M.S., M.Ed.
- Elementary education: M.A., M.S., M.Ed.
- Instructional technology: M.A., M.S., M.Ed.
- Special education: handicapped learner: M.A., M.S., M.Ed., D.Ed., Ph.D.
- Curriculum and supervision: M.A., M.S., M.Ed.
- Reading and language arts: M.A., M.S., M.Ed.
- Secondary education: M.A., M.S., M.Ed.
- Talented and gifted: M.A., M.S., M.Ed.

Educational policy and management: M.S., D.Ed., Ph.D.

Educational psychology: M.A., M.S., M.Ed., D.Ed., Ph.D.
- Applied human development
- General educational psychology
- Measurement and research
- School psychology: M.A., M.S., M.Ed., Ph.D.

Special education: M.A., M.S., M.Ed., D.Ed., Ph.D.
- Communication disorders and sciences: M.A., M.S., M.Ed., D.Ed., Ph.D.
- Special education: developmental disabilities: M.A., M.S., M.Ed., D.Ed., Ph.D.
- Special education: rehabilitation: D.Ed., Ph.D.

College of Human Development and Performance

Dance: M.A., M.S.

Leisure studies and services: M.A., M.S., D.Ed., Ph.D.
- Leisure behavior
- Leisure management
- Management and program development
- Pacific Rim studies
- Social psychology of leisure
- Therapeutic recreation
- Tourism

Physical education: M.A., M.S., D.Ed., Ph.D.
- Adapted physical education
- Athletic training
- Biomechanics
- Curriculum
- Fitness and lifestyle management
- Growth and development
- Human anatomy
- Human movement studies
- Motor learning and neuromuscular control
- Physiology of exercise
- Social psychology of sport
- Teaching analysis

School and community health
- Health education: M.A., M.S., D.Ed., Ph.D.
- Health policy and administration
- Public health
- School health
- Work-site health

School of Journalism

Journalism: M.A., M.S.

School of Music

Music
- Music: conducting: M.Mus.
- Music composition: M.Mus., D.M.A.
- Music history: M.A., M.Mus., D.M.A.
- Music performance: instrumental: M.Mus., D.M.A.
- Music performance: keyboard: M.Mus., D.M.A.
- Music performance: percussion: M.Mus., D.M.A.
- Music performance: voice: M.Mus., D.M.A.
- Music theory: M.A., M.Mus., D.M.A.
- Music: piano pedagogy: M.Mus.

Music education: M.A., M.Mus., D.M.A., D.Ed., Ph.D. (D.Ed. and Ph.D. degrees granted by College of Education)
- Music education: choral-general: M.A., M.Mus., D.M.A, D.Ed., Ph.D.
- Music education: choral-instrumental: M.A., M.Mus., D.M.A., D.Ed., Ph.D.
- Music education: instrumental: M.A., M.Mus., D.M.A., D.Ed., Ph.D.

GENERAL INFORMATION

Students wanting to earn a second bachelor's degree should not apply to the Graduate School. They should request an application for Postbaccalaureate Nongraduate Student status from the Office of Admissions, University of Oregon, Eugene OR 97403; telephone (503) 346-3201.

Students wanting to earn a graduate degree at the university are admitted to the Graduate School in accordance with the procedures described below.

Graduate Admission

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

Graduate Classification

Students seeking advanced degrees or certificates are classified as follows:

Graduate premaster's

Graduate postmaster's

Graduate postdoctoral

Graduate postbaccalaureate

Graduate conditional master's

Graduate master's

Graduate conditional doctoral

Graduate doctoral

A student from an unaccredited institution, or one that offers the equivalent of bachelor's degree instruction but not the degree itself, may be admitted under special procedures once he or she has been recommended for admission by a school or department at the University of Oregon and has received the approval of the dean of the Graduate School.

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

Initial admission may be either *conditional* or *unconditional*. If a conditionally accepted student has not been granted unconditional admission after the completion of 36 credits of graduate course work, the Graduate School may ask why and recommend that a decision on the student's status be made as soon as possible.

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

All students must pay a nonrefundable $40 fee when applying for admission. Applicants should address inquiries concerning graduate admission to the department or school in which they plan to study, not to the Graduate School or to the Office of Admissions.

Application Procedure

Students seeking admission to the Graduate School must submit an application on an official university application form. The first copy of the Graduate Admission Application and an official transcript from the college or university from which the applicant received a degree must be sent to the Office of Admissions, PO Box 3237, University of Oregon, Eugene OR 97403.

The remaining copies of the application form and official transcripts of all previous college work, both undergraduate and graduate, must be sent to the department or professional school of the university in which the applicant plans to study.

At the option of the school or department, the applicant may also be requested to furnish additional materials such as transcripts of test scores (e.g., Graduate Record Examinations, Miller Analogies Test), evidence of foreign-language proficiency, and letters of reference. The applicant should ascertain from the school or department what additional materials, if any, are expected. These additional materials are to be sent directly to the department.

Admission for Graduate Postbaccalaureate Study. An applicant with a bachelor's degree or the equivalent from an accredited institution who wants to take additional graduate work, but not in pursuit of a specific graduate degree, must submit the official application form and an official transcript from the college or university from which he or she received either the bachelor's degree or a subsequent advanced degree to the Office of Admissions, University of Oregon, Eugene OR 97403. (University of Oregon graduates do not need to send an official transcript to the Office of Admissions.) Graduate postbaccalaureate status is a nondegree classification. A satisfactory record is a major factor in allowing reenrollment. Credits earned by postbaccalaureate students are recorded in the Office of the Registrar. For more information see Other Graduate Classifications below under General Requirements and Policies.

International Students

Students whose native language is not English must supply the results of the Test of English as a Foreign Language (TOEFL) with their application.

For information about testing dates and places write to TOEFL, PO Box 899, Princeton NJ 08540, USA. Each department has a TOEFL score requirement; however, if a student has been admitted to the university with a score between 500 and 574, the student must take an additional English-proficiency test after arrival on campus. If the score on the English-proficiency test indicates that additional training is necessary, the student is required to enroll in special English classes. For more information about the Supplementary English Language Training program and its cost, write to the SELT Adviser, Office of International Services, 330 Oregon Hall, University of Oregon, Eugene OR 97403, USA.

International students who want English training before beginning their studies at the University of Oregon or another United States university may enroll in the American English Institute. For more information write to the American English Institute, 107 Pacific Hall, University of Oregon, Eugene OR 97403, USA.

Course Numbering System

500–599

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

600–699

Graduate courses for graduate students only

503, 507, 508, 510, 601–610

Graduate and professional courses that may be repeated for credit under the same number. Credit ranges indicate minimum and maximum credit available in a single course, and credit is assigned according to the work load in a particular course. Some departments have established different credit ranges than those specified below.

The following numbers are reserved for special types of work. Except in the School of Law, courses numbered 503, 601, 603 are offered pass/no pass only.

503 Thesis (1–16R)

507 Seminar: [Term Subject] (1–5R)

508 Workshop, Special Topics, or Colloquium: [Term Subject] (1–21R)

510 Experimental Course: [Term Subject] (1–5R)

601 Research: [Term Subject] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

604 Internship: [Term Subject] (1–16R)

605 Reading and Conference: [Term Subject] (1–16R)

606 Field Studies or Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R)

608 Workshop, Special Topics, or Colloquium: [Term Subject] (1–16R)

609 Terminal Project, Practicum, or Supervised Tutoring: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

704 Internship: [Term Subject] (1–16R)

705 Reading and Conference: [Term Subject] (1–16R)

706 Field Studies or Special Problems (1–16R)

707 Seminar: [Term Subject] (1–5R)

708 Workshop, Special Topics, or Colloquium: [Term Subject] (1–16R)

709 Terminal Project, Practicum, or Supervised Tutoring: [Term Subject] (1–16R)

710 Experimental Course: [Term Subject] (1–5R)

700–799

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

GENERAL REQUIREMENTS AND POLICIES

Course Registration Requirements and Limits

A graduate student may register for up to 16 credits of graduate or undergraduate course work. Registration in excess of this level requires payment of additional fees for each extra credit. Minimum registration is 3 graduate credits a term.

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

In the term in which a student receives the degree, he or she must be registered for at least 3 graduate credits. If the student is completing a master's degree thesis in this final term, registration must include 1–3 credits of Thesis (503). If a doctoral dissertation is being completed, registration must include no fewer than 3 credits of Dissertation (603).

Students living elsewhere while writing a thesis or dissertation and sending chapters to an adviser for criticism must also be registered for a minimum of 3 credits; they may register for thesis or dissertation credits.

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

Course Enrollment for Faculty and Staff Members

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

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

Joint-Campus Program

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

WICHE Regional Graduate Programs

The Western Interstate Commission for Higher Education (WICHE) coordinates a regional graduate exchange program to enable students from Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming to apply for admission to selected professional programs and, if admitted, to be treated as resident students for tuition purposes.

The University of Oregon has graduate WICHE programs in historic preservation, molecular biology, neurosciences, and physical education. For information about the following degree programs, write to the listed coordinators at the University of Oregon, Eugene OR 97403:

M.S. in historic preservation—Jerry V. Finrow, School of Architecture and Allied Arts; Ph.D., D.Ed. in physical education—Jan Broekhoff, Department of Physical Education and Human Movement Studies. Molecular biology and neurosciences are interdisciplinary programs offering a Ph.D. through sponsoring academic departments. For specialization in molecular biology (Ph.D. in biology, chemistry, or physics), write to Brian W. Matthews, Institute of Molecular Biology. For neurosciences (Ph.D. in biology, chemistry, or psychology), write to Monte Westerfield, Institute of Neuroscience.

Graduate Credit by Examination

Currently enrolled graduate students may submit a petition to the major department to receive graduate credit by examination for areas in which they feel qualified by experience or independent study. These areas must be directly equivalent to graduate courses listed by title in the current *University of Oregon General Bulletin*. Credit earned in this manner does not count toward satisfaction of the residence requirement for the master's degree. Procedures for credit by examination for graduate students are as follows:

1. The graduate adviser and the dean or department head of the division offering the course must approve the student's petition
2. The student must pay in advance a special examination fee of $40 a course
3. The student must complete arrangements for the examination at least one month before the examination date
4. Graduate credit by examination is recorded as a P (pass) unless the course in question is listed in the most recent schedule of classes as graded only
5. Credit by examination is not awarded for Thesis (503), Research (601), Dissertation (603), Internship (604), Reading and Conference (605), Workshop (508, 608), Practicum (609), and Experimental Course (510, 610)
6. Students may not receive graduate credit by examination for (a) courses they have previously failed at the university or elsewhere or (b) courses that would substantially duplicate credit already received and being applied toward an advanced degree at the university

Petition forms are available in the Office of the Registrar.

Grade Requirements

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

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

Other Graduate Classifications

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

premaster's

postmaster's

postdoctoral

postbaccalaureate

nonadmitted Community Education Program

nonadmitted summer session

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

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

I and Y Marks

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

Students may request added time for the removal of the incomplete by submitting a petition, stating the course requirements that were not initially completed and signed by the instructor, to the dean of the Graduate School for approval. This policy does not apply to incompletes assigned to Thesis (503), Research (601), Dissertation (603), and Terminal Project (609). Thesis and dissertation credits are automatically converted when the thesis or dissertation is completed and accepted by the Graduate School. Research and terminal project credits should be converted by the instructor submitting a supplementary grade report to the Office of the Registrar. Incompletes remaining on the academic record subsequent to completion of a degree may not be removed.

Graduate students are not permitted to convert a mark of Y (no basis for a grade) unless the Y was the result of an administrative error.

Continuous Enrollment

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

On-Leave Status

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

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

A student pursuing a master's degree during summer sessions only must obtain on-leave status for each ensuing school year. These summer students must still complete all requirements within the seven-year time limit.

Waiver of Regulations

All graduate students have the right to file a petition for exemption from any academic requirement. The Graduate School reviews, upon petition, the educational purpose the regulation in question was designed to serve. Petitions are seldom granted if the only reason given is to save the student from inconvenience or expense.

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

Student Records Policy

A summary of the Student Records Policy appears in the fall-term schedule of classes. Copies may also be obtained at the Office of the Dean of Students and the Office of the Dean of the School of Law. The following is a summary of that policy:

Students enrolled in the university generally have the right to inspect records maintained by the university that directly affect them. The university maintains only student records relevant to the educational or related purposes of the university and does not release those records to anyone other than the student except to university personnel who have legitimate interests, at the direction of a court, or in emergency situations. Upon request the university releases directory information about the student, but the student may ask that such information not be released. The student may request the correction of errors in university records and is also entitled to a hearing, if necessary. Students may review letters of recommendation received after December 31, 1974, unless they have waived that right with the appropriate university department.

GRADUATE TUITION, FEES, AND FINANCIAL AID

Tuition and Fees

All fees are subject to change by the Oregon State Board of Higher Education. The tuition schedule for graduate students each term of the 1990–91 academic year was as follows:

Credits	*Resident*	*Nonresident*
3	$395	$ 603
4	486	765
5	577	927
6	668	1,089
7	759	1,251
8	850	1,413
9–16	941	1,575
Each credit over 16	86	157

A graduate student pays a nonrefundable $40 application fee and sends it with the application materials to the Office of Admissions.

All authors of doctoral dissertations and master's theses are assessed a microfilming fee to cover reproduction costs. Every doctoral student must submit the dissertation to University Microfilms International in Ann Arbor, Michigan. Copyrighting is optional. Consult the *University of Oregon Style and Policy Manual for Theses and Dissertations*, for sale at the Graduate School, for more information.

Fellowships and Financial Aid

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

Teaching Fellowships. Nearly all schools and departments award GTFs. In 1990–91 maximum-level stipends ranged from $6,924 to $9,819 for the academic year. The minimum appointment is a 0.20 FTE (full-time equivalent) position. GTFs must be enrolled in an advanced degree program and must register for and complete a minimum of 9 graduate credits a term. Audit hours do not count. Tuition is paid by the university for up to 16 credits a term. Failure to complete the minimum of 9 credits a term may nullify an appointment. GTFs on nine-month teaching appointments who are designated for reappointment the following fall term may also have tuition paid during the summer.

Research Fellowships. A number of departments and schools employ graduate students to work on research projects under the supervision of faculty members. Funds come from research grants and contracts. Stipends and tuition policy are the same as for graduate students with teaching fellowships.

It is sometimes possible to extend these fellowships through the summer, thus increasing the total stipend. In addition, some departments have federally supported training grants and consider fellowship applicants for support through these resources.

Fellowships from Other Sources. Graduate students at the university are sometimes eligible for fellowship awards granted by federal agencies and private foundations. Specific information is available from the Graduate School, University of Oregon, Eugene OR 97403.

Postdoctoral Fellowships. The University of Oregon participates in several postdoctoral fellowship programs and provides facilities for postdoctoral study under faculty supervision.

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

International Students. International students may work on campus during the school year but should not expect to work off campus. Those who hold student (F-1) visas are expected to have sufficient funds for the period of their studies. Their dependents are not usually allowed to work. However, if it is necessary for a dependent to work, students should write for assistance to the Office of International Services, 330 Oregon Hall, University of Oregon, Eugene OR 97403, USA.

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

MASTER'S DEGREES

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

To earn a master's degree, students must complete an integrated program of study through either a departmental discipline or a program of interdisciplinary studies totaling no fewer than 45 credits in courses approved for graduate credit.

As noted above, some departments require more than 45 credits. The credits must be taken after admission to the master's degree program (conditional or unconditional) or approved by petition. Of the total, 24 must be in University of Oregon graded courses passed with a GPA of 3.00 or better.

A minimum of 30 credits in the major are ordinarily required for a master's degree with a departmental major. In addition, there must be at least 9 credits in courses numbered 600–699 taken in residence. The grade point average (GPA) of all graded courses must be 3.00 or better.

Credit Requirements

Students working toward a 45-credit master's degree with thesis must register for a minimum of 36 credits of course work and 9 credits of Thesis (503). By Graduate School general petition and with departmental approval, up to 3 of the 9 credits of thesis may be taken in Research (601) instead. Credit for thesis and research is given on a pass/no pass basis.

Second Master's Degree

Students earning the first master's degree from the University of Oregon may receive a second master's degree in another field by taking at least 30 graduate credits, of which 24 must be in graded courses, after official admission as a master's degree candidate in the new major at the university. (This provision does not apply to a second master's degree in the Interdisciplinary Studies: Individualized Program [IS:IP], because it is a composite master's degree program.) Schools and departments may require more than this minimum or may not approve 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 (45 credits). A Concurrent Master's Degree form is available in the Graduate School.

Time Limit

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

Residence and Enrollment Requirements

The Graduate School requires for a master's degree a minimum of 30 credits (applicable to degree requirements) taken at the Eugene campus over a minimum period of two terms. A second master's degree also requires a minimum of two terms of full-time study on the Eugene campus. Individual schools or departments may have additional residence requirements. For example, the M.F.A. degree in studio arts has a residence requirement of two academic years (six terms).

In addition, students enrolled in an advanced degree program must attend the university continuously, except for summers, until all of the program requirements have been completed, unless on-leave status (maximum time of three academic terms) has been approved. In the term the degree is received, the graduate student must register for at least 3 graduate credits. For more information see Course Registration Requirements and Limits under General Requirements and Policies.

Transferred Credit

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

1. The total transferred credit may not exceed 15 credits in a 45-credit master's degree program
2. The courses must be relevant to the degree program as a whole
3. The student's home department and the Graduate School must approve the transfer
4. The grades earned must be A+, A, A–, B+, B, or P

Transferred credit of this kind may not be used to meet the requirement of 24 credits in University of Oregon graded graduate courses.

Graduate credit is not allowed for correspondence courses.

Transfer of Baccalaureate Credit

Undergraduates who have passed graduate-level courses during their senior year at the University of Oregon—beyond all bachelor's degree requirements—may apply up to 9 credits toward a master's degree (within the overall 15-credit maximum for transfer credit).

Credits in Research (601), Thesis (503), Internship (604), Reading and Conference (605), Workshop, Special Topics, or Colloquium (508 or 608); and Practicum, Terminal Project, or Supervised Tutoring (609) do not qualify.

Work in graded courses (mid-B or better) and P/N courses, if accompanied by the instructor's statement that the passing grade was equal to a mid-B or better, can count toward meeting all relevant university master's degree requirements, with departmental or school approval. A Transfer of Baccalaureate Credit form (available at the Graduate School) must be filed within two terms of acceptance into a master's degree program and within two years of earning the bachelor's degree.

Other University of Oregon Transferred Credit

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

Distinction between M.A. and M.S. Degrees

Students pursuing an M.A. degree must demonstrate competence in one foreign language. The minimum requirement is the same as that for completing the foreign language for the bachelor of arts degree. (See Requirements for the Bachelor of Arts in the **Registration and Academic Policies** section of this bulletin.) The student's major department may establish a higher level of proficiency or a different method of determining that level. Language competence must be demonstrated within the overall seven-year limitation for completion of a master's degree. There is no language requirement for the M.S. and professional advanced degrees unless the department so specifies.

Examinations and Thesis

The student's major school or department may require qualifying, comprehensive, or final examinations or any combination of these. The content and methods of conducting such examinations are the responsibility of the school or department.

In some fields, all master's degree candidates are required to submit a thesis; in others the thesis is optional. Students writing 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. Purchase from the Graduate School a current copy of the *University of Oregon Style and Policy Manual for Theses and Dissertations* (only theses meeting the standards of style and form discussed in that manual are accepted)
3. Find out at the Graduate School the exact number of copies of the thesis to submit
4. Submit three copies of an abstract (150-word maximum) to the Graduate School

Upon submission of the thesis and the abstract, the Graduate School assesses a fee for the mandatory microfilming of the thesis.

Summary of Graduate School Master's Degree Requirements

The following outline of Graduate School requirements for master's degrees lists minimum requirements. Specific departmental requirements must also be met before the student is awarded an advanced degree.

Language requirement	M.A. only
Required 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 graduate credits
Minimum graded credits taken in residence	24 credits
Minimum 600-level credits in residence	9 credits
Minimum credits in major	30 credits**
Minimum credits in residence	30 credits
Department requirements	specified by school or department

*The school or department specifies whether a thesis is mandatory or optional; however, a student writing a thesis must register for 9 credits of 503 Thesis. (Three credits of 601 Research may apply; the student must submit a general petition to the Graduate School.)

**Exception: College of Human Development and Performance, 24 credits for M.A. and M.S.

INTERDISCIPLINARY MASTER'S DEGREE PROGRAMS

In addition to specialized graduate work in the traditional fields of learning, the university provides opportunities for integrated interdisciplinary studies leading to the M.A. or the M.S. degree. These programs are planned according to the individual student's interests and the established programs of study organized and administered through interdepartmental faculty committees.

Graduate students pursuing a program of interdisciplinary studies may supplement graduate courses offered by the various departments and schools with individualized studies by enrolling under the following course numbers.

Interdisciplinary Studies Courses (IST)

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only. Not offered 1991–92.

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Studies (1–16R)

607 Seminar: [Term Subject] (1–5R) Current topics are Asian Studies, Environmental Studies, Justice and Social Policy, Policy and Practice in Corrections.

608 Colloquium: [Term Subject] (1–16R)

609 Terminal Project: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

A student interested in one of the specified interdisciplinary programs approved by the Graduate Council should direct inquiries to the program director. Approved programs and their directors are Asian studies, William S. Ayres; corrections, Kenneth Viegas; environmental studies, Alvin W. Urquhart; folklore, Sharon R. Sherman; gerontology, Christopher R. Bolton; industrial relations, Gregory S. Hundley; teacher's program and individualized program, Steadman Upham.

The requirements for an M.S. degree in interdisciplinary studies are the same as those for a departmental master's degree, except those requirements relating to primary or secondary fields. For the M.A. degree, the student must show a reading knowledge of a foreign language either by examination (Graduate Student Foreign Language Test minimum score of 440) or by adequate undergraduate courses (satisfactory completion of the second-year college sequence). As with all work for the master's degree, demonstration of language competence must be within the overall seven-year time limit.

Interdisciplinary Studies: Individualized Program

The individualized program is the university's most flexible interdisciplinary program leading to M.A. and M.S. degrees. The program is intended to meet the needs of students with specific, well-articulated goals that cannot be reached through established departmental programs. Although considerable flexibility is allowed in program design, the program must be composed of existing graduate courses from approved master's degree programs in three professional schools, in three departments within the College of Arts and Sciences, or in a combination of three programs from two professional schools and the College of Arts and Sciences.

The Interdisciplinary Studies Individualized Program (IS:IP) requires a total of at least 54 graduate credits; a minimum of 15 graduate credits in each of the three areas of concentration; and 9 credits for an integrated terminal project or thesis determined by the student and three advisers during the course of study.

Additional guidelines in the IS:IP program include the following:

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

Admission is selective. Acceptance into the program is based on background qualifications, the statement of purpose, and the appropriateness and availability of courses and advisers within the university. An applicant who previously has been denied admission to a departmental graduate program at the university must have departmental permission in order to use that department as a program area.

Consent must be obtained in writing from each of the three advisers, indicating their willingness to serve and their approval of the final listing of courses in each of the three areas. One of the three advisers must be designated as chair. Later changes in the program must be approved by both the adviser in the area involved and the IS:IP director. Address inquiries about the individualized program to Steadman Upham, Director, Interdisciplinary Studies: Individualized Program, Graduate School, University of Oregon, Eugene OR 97403.

Individualized Program: Applied Information Management. The interdisciplinary master's degree focusing on applied information management is designed as a professional master's degree serving the needs of Portland-area residents. Coordinated by the Continuation Center, the program combines course work in information management, business management, information design, and research methods. For individuals unable to pursue the degree program, nondegree certificates of completion are offered in each of the four content areas. The applied information management program is described in the **Special Studies** section of this bulletin. Address inquiries to Program Coordinator, Applied Information Management Program, University of Oregon Continuation Center, 333 Oregon Hall, Eugene OR 97403.

Individualized Program: Environmental Studies. Available through the Interdisciplinary Studies: Individualized Program this special program of courses leads to an interdisciplinary master's degree focusing on environmental studies. The program is described in the **Environmental Studies** section of this bulletin. Address inquiries to Alvin W. Urquhart, Director, Environmental Studies Program, 104 Condon Hall, University of Oregon, Eugene OR 97403.

Individualized Program: Folklore. Available through the Interdisciplinary Studies: Individualized Program, this special program of courses leads to an interdisciplinary master's degree focusing on folklore studies. The program is described in the **Folklore and Ethnic Studies** section of this bulletin. Address inquiries to Sharon R. Sherman, Director, Folklore and Ethnic Studies Program, 466 Prince Lucien Campbell Hall, University of Oregon, Eugene OR 97403.

Individualized Program: Gerontology. Address inquiries about this program to Christopher R. Bolton, Director, University of Oregon Center for Gerontology, 122 Esslinger Hall, Eugene OR 97403.

Interdisciplinary Studies: Corrections Program

The corrections program is designed as a flexible professional master's degree program that uses the strengths of existing disciplines at the university. Program faculty members and the student develop an individualized program of study with a well-defined set of goals that allows professional development in an area of corrections and defines a specific issue or topic for analysis.

The program contract is designed according to the student's professional goals, faculty expertise, and relevant curriculum content available within the disciplines and professional schools.

Each student admitted to the program develops a contract with a program adviser that includes course content in theories of crime and delinquency causation, applied social research, and examination of contemporary issues of justice. The program provides opportunity for internships in situations where students can gain practical experience. It is recommended that each participant select an issue of special interest for thorough examination through the entire period of the program. This issue analysis becomes the focus of the required oral examination.

Each student must complete at least one IST 607 seminar in corrections. The seminars are organized around contemporary policy and practice issues in the administration of justice.

Address inquiries about the program to Kenneth Viegas, Director, Interdisciplinary Studies: Corrections Program, 111 Hendricks Hall, University of Oregon, Eugene OR 97403.

Interdisciplinary Studies: Teaching

The university offers an interdisciplinary master's degree program for secondary teachers who are also working toward the standard teaching certificate. Students must have a background of undergraduate study in education and in the field or fields in which they propose to work, as evidenced by holding a basic Oregon certificate for secondary teaching.

Although certification requirements for institutional recommendation for the standard certificate are separate from the university master's degree requirements, some courses taken as part of a master's degree program may also be applied toward certification requirements. Depending on the student's background, additional courses at the undergraduate or the graduate level or both may be required for certification. Every admitted student must file a planned program with the College of Education's Office of Student Support Services, 117 Education Building, in order to meet certification requirements. Inquiries regarding certification requirements should also be directed to that office.

The student must plan a well-rounded program of related courses. The program culminates in a comprehensive examination in each subject-matter field or in an approved terminal project.

Requirements. A minimum of 45 credits in graduate courses, distributed as shown below, is required for an interdisciplinary master's degree for secondary teachers. However, the total number of required credits may be as high as 54 or 57, depending on the number of courses a student needs to meet standard certification requirements. To be granted the interdisciplinary studies: teaching degree, a student must complete both the program requirements for the master's degree and the requirements designated by the Office of Student Support Services for recommendation for the standard teaching certificate.

A total of 36 credits in subject fields (work in professional schools or in arts and sciences) are required in accordance with one of the following options:

One-Subject Emphasis (IT1). A minimum of 36 credits in a subject-matter field in which secondary certificates are issued.

Two-Subject Emphasis (IT2). Between 15 and 21 credits in each of two subject-matter fields in which secondary certificates are issued.

Social Science Emphasis (ITSS) or ***Science Emphasis (ITS).*** A minimum of 36 credits in the composite field of social studies including work in any three of the following: anthropology, economics, geography, history, political science, psychology, and sociology—or in the composite field of science—including work in any three of the following: biology, chemistry, geological sciences, mathematics, and physics. Twelve credits are required in each field.

In each of the emphases listed above, the student must take at least 9 credits in 600-level courses; the remaining courses may include, with some restrictions, courses at the 500 level.

A student electing the ***one-subject emphasis*** or the ***two-subject emphasis*** must have had at least 18 credits of course work in the chosen subject-matter field or fields as an undergraduate. An undergraduate prerequisite of at least 12 credits of course work in each of the three chosen subject-matter fields is required of the student electing the ***social science emphasis*** or the ***science emphasis.***

Based on the amount of work in professional education that the student completed as an undergraduate, no fewer than 9 credits of graduate professional education must be included as part of the master's degree requirements. However, additional courses in education may be required to satisfy certification requirements.

Address inquiries about programs under the ***one-subject emphasis*** to the appropriate departmental adviser for teacher certification. Address general inquiries about the program as a whole or about the ***two-subject emphasis,*** the ***social science emphasis,*** or the ***science emphasis*** to the Interdisciplinary Master's Teaching Program, Graduate School, University of Oregon, Eugene OR 97403.

DOCTORAL DEGREES

DOCTOR OF PHILOSOPHY

The degree of doctor of philosophy (Ph.D.) requires distinguished achievement in both scholarship and original research. The degree is granted chiefly in recognition of the candidate's high attainment and ability in a special field of an academic discipline, as shown by work on required examinations and by the preparation of a dissertation. Minimum university and school or department requirements of residence and study must be satisfied. The requirements for all Ph.D. degrees established by the Graduate School are given below. Individual programs have additional specific requirements, which are presented in the departmental sections of this bulletin. It is recommended that a student not take all undergraduate and all graduate work at the University of Oregon.

Residence and Credit Requirements

For the Ph.D. degree the student must complete at least three years of full-time graduate-level academic work beyond the bachelor's degree, of which at least one academic year must be spent in residence on the Eugene campus after the student has been classified as a conditionally or an unconditionally admitted student in a doctoral program. One academic year consists of three consecutive terms of full-time study, with a minimum of 9 completed graduate credits a term. Research (601) and Dissertation (603) may be a part of the 9 credits per term, although dissertation credits are not recorded as completed until the final dissertation is submitted.

A doctoral candidate may fulfill the residency requirement during the period in which he or she works toward a master's degree on the university campus as long as the doctoral degree program immediately follows the master's degree program and when both the master's degree and the doctoral degree are in the same discipline.

Students working toward a Ph.D. or professional doctorate must register for a minimum total of 18 credits in Dissertation (603); with departmental and Graduate School approval, up to 6 of the 18 credits may be in Research (601). Credit for Dissertation and Research is recorded P/N (pass/no pass). Credit for Dissertation (603) is not accepted until the candidate is advanced to candidacy.

Language Requirement

Individual schools or departments may require knowledge of a foreign language or of other specialized disciplines, such as computer science or statistics, as part of a Ph.D. program. For information on such requirements, consult the school or department directly.

Advisory Committee

The advisory committee is appointed by the department and 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, with the student's adviser chairing.

Examinations and Advancement to Candidacy

Every student must pass a group of comprehensive examinations (oral, written, or both) that cover the primary areas of the student's program and, if applicable, any supporting area required by the department. The student is responsible for material directly covered in completed graduate courses and for additional independent study in his or her field.

Within two weeks after the student has passed these examinations, the home department must submit a report to the dean of the Graduate School recommending advancement to candidacy.

Dissertation

All candidates must submit a dissertation based on independent and original research. The dissertation must contribute significantly to knowledge, show a mastery of the literature of the subject, be written in acceptable literary style, and conform to the standards outlined in the *University of Oregon Style and Policy Manual for Theses and Dissertations*. Copies of the manual are for sale at the Graduate School office and the UO Bookstore. The preparation of the dissertation usually requires the greater part of one academic year.

Dissertation Committee. Following advancement to candidacy, the candidate's department proposes the membership of the dissertation committee to the dean of the Graduate School, who appoints the committee after approving it.

The committee includes at least four instructional faculty members with the rank of assistant professor or higher. Three of the members are from the department awarding the degree and one is from outside the department. When appropriate, some of the "department" committee members may be from another department, with the approval of the dean of the Graduate School and the department. The committee should be proposed to the dean within one month after advancement to candidacy but in no case later than six months before completion of the dissertation.

A detailed description of the policy on dissertation committees is available in the Graduate School, 125 Chapman Hall.

Dissertation Registration. The dissertation committee cannot be appointed formally, nor can Dissertation (603) credits be accepted, until the candidate is advanced to candidacy.

Defense of Dissertation. Formal, public defense must take place on the campus at a date set by the committee chair and approved by the Graduate School.

Tentative approval of the dissertation by the committee is recommended prior to formal defense. This evaluation is based on copies of the final manuscript, which the candidate provides for the dissertation committee at least three weeks before the formal defense.

Four copies of the dissertation abstract (350-word maximum) must also be filed with the Graduate School at this time.

The time and place of the defense must be publicly noted. The dissertation committee must be present at the defense, and the chair of the committee must certify to the Graduate School within two weeks following the defense that the defense was held as scheduled.

Completion of Dissertation. Within two weeks following the defense of the dissertation but before the dissertation is submitted in duplicate to the Graduate School, each member of the dissertation committee must confirm in writing approval or disapproval of the final version. Approval requires a unanimous vote. In the event of a split vote, the dean of the Graduate School determines the review procedure after consultation with the student, the department chair (or the school dean), and the committee.

Following final approval of the dissertation, two copies must be submitted to the Graduate School. Committee members should sign approval of the dissertation only if they have seen and approved what is substantially a final draft and, further, if they are willing to delegate the overseeing of remaining minor revisions to the chair. If this is not the case, they should not sign the final oral form. If no signed approval form is received by the Graduate School within two weeks following the scheduled oral examination, another oral examination must be scheduled for defense of the dissertation.

Time Limit

The one year of residency required to be spent on the Eugene campus, the passing of the comprehensive examinations required for advancement to candidacy, and the completion of the doctoral dissertation must all be accomplished within a seven-year period. If this period is exceeded, either a second year of residency or a new set of comprehensive examinations or both are required. In addition, some departments may require that the dissertation be completed within a certain number of years after advancement to candidacy (e.g., three years) to ensure currency of knowledge. Students are responsible for informing themselves regarding individual departmental regulations.

Continuous Enrollment

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

Beyond this, the doctoral student is permitted to register *in absentia*, for a reduced term fee, when he or she is neither doing any work toward the degree nor using any university or faculty services (e.g., no examinations are being taken, no committee changes are being processed, and no dissertation chapters are being sent in for review). This *in absentia* registration maintains the student's status as a degree candidate and reserves a place for dissertation supervision and other academic affairs upon the student's return to active enrollment within the seven-year time limit.

DOCTOR OF EDUCATION

The doctor of education (D.Ed.) degree is granted in recognition of the candidate's mastery of theory, practice, and research in professional education or in human development and performance.

General Requirements

A student interested in the D.Ed. degree in the College of Human Development and Performance or in the College of Education must meet the requirements established by the college. In addition to a primary specialization, the student's plan of study should include work in supporting areas of education, such as foundation areas, a research area, and some noneducation courses related to the program. With the exceptions noted here, the general requirements for residence, dissertation, examinations, time limit, and continuous enrollment are the same as those listed for the Ph.D. degree

Dissertation

The student should develop the dissertation proposal early in the doctoral program. The dissertation may be either a report of research that makes an original contribution to knowledge or a study in which the student deals with knowledge already available and produces a constructive result of importance and value for educational practice.

Advancement to Candidacy

Advancement to candidacy for the D.Ed. degree in the College of Education is based on the recommendation of a doctoral advisory committee and demonstrated proficiency in comprehensive examinations. The student may take these examinations only after (1) being admitted to the degree program, (2) substantially completing all of the planned course work, and (3) receiving the adviser's consent to take the examinations.

DOCTOR OF MUSICAL ARTS

Requirements for the doctor of musical arts (D.M.A.) degree include formal admission, proficiency and comprehensive examinations, foreign languages, a program of study including area of emphasis, and a dissertation. Requirements for residence, time limit, and continuous enrollment are the same as those listed for the Ph.D. degree. See the **School of Music** section of this bulletin for details.

CHRONOLOGICAL SUMMARY OF PROCEDURES LEADING TO DOCTORAL DEGREES

1. Admission
2. Continuous enrollment. Students en rolled in advanced degree programs must attend the university continuously, except for summers, until all program requirements are completed, unless on-leave status has been approved. Enrollment minimum is 3 graduate credits a term
3. Course work and residence. Student's advisory committee, appointed by the department, school, or college, determines the program, which must include three years of accredited, full-time graduate work beyond the bachelor's degree, of which at least one academic year (three consecutive terms of full-time study—minimum of 9 completed graduate credits a term) must be spent on the Eugene campus
4. Foreign languages or other specialized knowledge. Regulations are set by the department, school, or college
5. Comprehensive examination, covering the major discipline, advances the student to candidacy for the degree. The examination is taken after the majority of required course work has been completed and after most of the requirements for the degree, except completion and defense of the dissertation, have been satisfied
6. Appointment of dissertation committee, registration for Dissertation (603), and completion of dissertation. The committee is appointed following advancement to candidacy and at least six months before completion of the dissertation. Typically, the committee consists of at least three members of the graduate faculty of the candidate's home department, school, or college as well as a Graduate School representative who is a graduate faculty member from outside the candidate's department, school, or college. A minimum of 18 credits of Dissertation (603) are required after advancement
7. *In absentia.* Postadvancement doctoral students are allowed only a single academic year of leave following advancement to candidacy. Beyond this, permission to register *in absentia is* allowed for a reduced term fee when *no* work or use of faculty or staff members or facilities occurs
8. Application for degree made to the Graduate School. Deadlines are available from the Graduate School
9. Defense of dissertation. Application for oral defense, confirmation of agreement to attend, and four copies of final abstract must be filed with the Graduate School no fewer than three weeks before the date of defense
10. Dissertation publication, arranged through the Graduate School. Microfilming fee is required
11. Granting of degree at end of term in which all degree requirements are satisfied
12. Diploma, with commencement date, issued by registrar



CAMPUS AND COMMUNITY RESOURCES

COMPUTING

250 Computing Center
Telephone (503) 346-1700
Gordon P. Ashby, Joanne R. Hugi, JQ Johnson, Directors

University Computing provides the university with central computing facilities and services to support instruction, administration, and research.

Hardware. Central computing hardware includes the VAXcluster, an array of large-scale VAX computers for interactive research and administrative applications; PC and Macintosh instructional microcomputer laboratories; a fiber-optic campus network that provides interbuilding communications and access to outside networks; and an NCS 7008 marksense document scanner.

Software. The University Computing staff supports a sizable collection of programming languages, applications packages, and other software on the VAXcluster, including

- electronic mail and other communications software for use on the Internet, BITNET, and NWNet networks
- FORTRAN, Pascal, COBOL, C, PROLOG, and VAX MACRO programming languages
- SAS, SPSSx, BMDP, MINITAB, and SYSTAT general statistics packages
- special-purpose applications programs and packages, including TeX (text-formatting), IMSL (FORTRAN subroutine library), LISREL (linear structural equation modeling), MAPLE (symbolic mathematics), and NCAR and IMSL (graphics)

Services. Accompanying the Computing Center's hardware and software resources are a full complement of support services, including

- consulting assistance on a wide range of computing-related topics
- a microcomputer support laboratory that offers information about the university's discount Microcomputer Purchase Plan, demonstrations of equipment, and assistance in making purchase decisions
- a microcomputer services area that provides public domain software, laser printing, office system consulting, and other microcomputer services
- a series of elementary and advanced workshops offered each term that provide instruction on computing-related topics
- limited contract programming
- network support, ranging from installation of network hardware and software to troubleshooting and diagnosing network problems
- data entry and scanning
- a documents library of vendor manuals, local documentation, and computing-related periodicals and textbooks
- microcomputer and electronics maintenance services

University Computing is a service unit independent of the Department of Computer and Information Science, the academic department that offers credit courses toward bachelor's and advanced degrees. For information about that department, see the **Computer and Information Science** section of this bulletin.

CONTINUATION CENTER

333 Oregon Hall
Telephone (503) 346-4231
In Oregon 1 (800) 524-2404
Curt Lind and Ronald E. Trebon, Directors

COMMUNITY EDUCATION PROGRAM

Corinne Hunt, Director

An important dimension of the university's continuing education responsibility is the Community Education Program, which provides an opportunity for individuals who are not formally admitted to enroll in university classes.

Community education students may register for a maximum of 7 credits a term at reduced fees. Credits earned through the Community Education Program are listed on a student's permanent UO academic record and are evaluated as transfer credits when applied to a graduate or undergraduate degree.

For more information write or call Community Education Program, 333 Oregon Hall, University of Oregon, Eugene OR 97403; telephone (503) 346-5614.

CONTINUING EDUCATION

Curt Lind, Director

Continuing Education is the program through which the Continuation Center offers a wide range of educational activities in the Eugene area and throughout Oregon. Activities include credit and noncredit lectures, conferences, seminars, workshops, and formal courses. Topics include such diverse subjects as microcomputer applications, international affairs, business computing, art therapy, teacher education, and educational administration. Divisions of Continuing Education are Off-Campus Programs, the Division of Conferences and Special Programs, and the Microcomputer Program.

Off-Campus Programs. The Continuation Center, in cooperation with the Paul D. Lintner Center for Advanced Education in Portland, offers computer classes and nondegree certificates of completion. The Off-Campus Teacher and Administrator Education Program serves teachers and administrators throughout Oregon. This program is described in greater detail later in this section. The interdisciplinary master of science (M.S.) degree and certificate programs in applied information management include course work in business management and information management and design. This program is described later in the **Special Studies** section of this bulletin.

Division of Conferences and Special Programs. This division offers major conferences and noncredit workshops and supports academic departments and individual facultymembers in the development of activities for both UO students and community members. It sponsors annual events including the Pacific Northwest Computer Graphics Conference, Technology in Education Conference, the Computers in Business Conference, the Education 2000 Conference, the UO Computer Camp for students ten to sixteen years of age, and Elderhostel. In addition, the division sponsors academic society and association regional meetings, nonacademic community-interest programs, which offer credit opportunities for the nontraditional student.

Two special components of the Division of Conferences and Special Programs are the Computer-Aided Design Training Program and the Corporate Training Program. The Computer-Aided Design Training Program links Continuing Education to an international network of training centers specializing in computer-aided design (CAD) applications for engineers, architects, and other design professionals. Areas of study include CAD, computer-aided manufacturing (CAM), and computer-integrated manufacturing (CIM). A variety of applications software, including AutoCAD and AutoCAD AEC, are used. Offerings include regular five- and ten-week courses and intensive seminars. The Corporate Training Program addresses the special needs of local, regional, and national organizations in business, industry, public utilities, and education. Individualized programs provide educational support and staff development. Courses are specifically designed for applications in the participating organization.

Address written inquiries to Continuing Education, University of Oregon, 1553 Moss Street, Eugene OR 97403. In Oregon call toll free 1 (800) 824-2714; others call (503) 346-3537.

See also Microcomputer Program below.

MICROCOMPUTER PROGRAM

Curt Lind, Director

The Microcomputer Program, a division of the Continuation Center, offers classes in Eugene, Medford, Portland, and other cities in Oregon. The intensive, interdisciplinary program offers practical experience on Apple IIe, Macintosh, IBM, and Compaq personal computers as well as on printers, plotters, digitizers, VCRs, and projectors. Courses show specific applications of computers to various areas of study.

The Microcomputer Program offers numerous noncredit educational activities. These include the University of Oregon Computer Camp for students ten to sixteen years old, workshops in basic computer skills for senior citizens, courses for university faculty and staff members on the use of the Macintosh and various applications software, and, for the Eugene business community, such courses as General Introduction to the Macintosh Computer, Desktop Publishing with the Macintosh Computer, and Using Hypercard. Courses are also offered in Microsoft DOS, Lotus 1-2-3, dBase III Plus, Desktop Publishing with the IBM PC and Compatibles, and AutoCAD: Level I and Level II.

OFF-CAMPUS TEACHER AND ADMINISTRATOR EDUCATION

A special segment of Continuing Education is its off-campus service to teachers and administrators throughout the state. Courses are offered in local areas for both professional self-improvement and credential requirements. Students are not required to complete formal admission procedures or to travel to the University of Oregon campus in Eugene to attend classes. Courses in teaching skills, supervision skills, and public school administration are offered in a variety of areas including art education, curriculum and instruction, educational policy and management, counseling and educational psychology, physical education, and special education. All courses and instructors are approved by the UO College of Education, and the courses apply to a number of graduate and certification programs.

Registration for these offerings takes place at the first class meeting. Courses can be arranged in most communities with strong student needs. Communities such as Ashland, Bend, Coos Bay, Klamath Falls, La Grande, Lebanon, Medford, Myrtle Creek, Portland, Redmond, Roseburg, and Salem have actively participated in the Off-Campus Teacher Education Program. University of Oregon credit may also be arranged for community-based educational events. For details on courses and additional information, or to be placed on a mailing list, write or call the Program Coordinator, Off-Campus Teacher and Administration Education, Continuation Center, 333 Oregon Hall, University of Oregon, Eugene OR 97403; telephone (503) 346-4231, in Oregon 1 (800) 524-2404.

SUMMER SESSION

Ronald E. Trebon, Director

Enrollment during summer session is open to anyone. Formal admission to the university is necessary only if a student decides to pursue a formal degree program. All summer courses offer regular university credit. In addition, all students pay in-state tuition. The free summer session bulletin is available in mid-March and lists all summer courses, fees, and registration information. In Oregon call toll free 1 (800) 524-2404; others call (503) 346-3475.

Financial Aid

The university has loans, grants, and part-time work available during the summer. Financial aid is available only for students who are admitted to the university and enrolled in a program leading to a degree or certificate. Students must be in good academic standing to receive financial aid, and they must have completed applications for 1991–92 in the Office of Student Financial Aid and the Office of Admissions on or before April 13.

Housing

Single- and multiple-occupancy rooms in university residence halls are abundant in summer. Student family housing is limited because most units are occupied during the summer by year-round students. Rental houses, apartments, and boarding houses are available near the campus.

Registration

The dates for the eight-week 1992 summer session are June 22–August 14. Telephone registration takes place May 18–June 6 and June 15–30. After June 30, students may register in person, if space if available, for courses that begin July 1 or later. Selected eleven-week courses begin June 22 and end September 4. Students may also register the first day of class.

Detailed information about summer session courses and registration procedures may be obtained from the summer session bulletin or by writing to Summer Session, 333 Oregon Hall, University of Oregon, Eugene OR 97403. In Oregon call toll free 1 (800) 524-2404; others call (503) 346-3475.

HERBARIUM

1811 Garden Avenue
Telephone (503) 346-3033
David H. Wagner, Director and Curator

The University of Oregon Herbarium is a systematically arranged collection of pressed, dried, mounted, and carefully labeled plants. The collections document the flora of Oregon and the Pacific Northwest. Only a few specimens are from other parts of the world. The herbarium was established in 1903 and soon thereafter became the repository for the original collections of most of Oregon's resident pioneer botanists. A succession of professional botanists has cared for the herbarium since that time, beginning with Albert R. Sweetser and continued by Louis Henderson, LeRoy E. Detling, and Georgia Mason. Each contributed to the growth and significance of the collections and has left a valuable legacy in published studies of the flora of the region.

Current holdings are in excess of 120,000 prepared specimens of lichens, bryophytes, and vascular plants. The vascular plant Type Collection contains more than 1,100 nomenclatural types. The collection is used for research and educational purposes, mainly by students and scientists at the university. Several hundred specimens are sent each year for specialized study at other botanical institutions throughout the country and abroad. Current research, directed mainly toward solving regional taxonomic problems, includes special projects involving liverworts, ferns, and rare and endangered plants of Oregon. Educational activities center around training in systematic botany. Public services include identification of native plants for the general public, consultation with federal and state agencies, and informal community education programs.

LIBRARY

113 Knight Library
Telephone (503) 346-3056
George W. Shipman, University Librarian

FACULTY

Alice J. Allen, professor; assistant university librarian for technical services. B.A., 1962, Drake; M.A., 1966, Rice; A.M.L.S., 1968, Michigan. (1982)

David M. Barber, assistant professor; documents reference librarian. B.A., 1986, M.L.I.S., 1989, University of Alberta. (1989)

Jane Woolum Barnwell, assistant professor; reference librarian. B.A., 1979, Michigan State; A.M.L.S., 1985, Michigan. (1985)

Leslie K. Bennett, associate professor; music reference librarian. B.A., 1971, M.A., 1977, California State, Long Beach; M.L.S., 1979, California, Los Angeles. (1983)

Andrew R. Bonamici, assistant professor; assistant university librarian for administrative services. B.A., 1983, Marylhurst; A.M.L.S.,1984, Michigan. (1985)

Sara N. Brownmiller, associate professor; reference librarian; coordinator, electronic resources. B.A., 1974, Incarnate Word; M.L.S., 1978, Arizona. (1987)

Daniel G. CannCasciato, assistant professor; catalogue librarian. B.A., 1979, Oregon; M.L.I.S., 1989, California, Berkeley. (1991)

Leslan J. Carlson, instructor; coordinator, library development. B.A., 1963, Bates. (1990)

James H. Carmin, associate professor; architecture and allied arts reference librarian. B.A., 1976, M.L.S., 1981, Ball State. (1983)

Deborah A. Carver, associate professor; assistant university librarian for public services. B.A., 1973, Massachusetts; M.L.S., 1976, North Carolina, Chapel Hill; M.P.A., 1984,Virginia, Charlottesville. (1990)

Rodney E. Christensen, professor; reference librarian. B.S., 1956, M.S., 1957, Northern Illinois; M.S., 1967, Southern California. (1967)

Mary E. Clayton, associate professor; associate law librarian. B.A., 1971, Illinois State; M.L.S., 1973, Oregon; J.D., 1975, Marshall. (1984)

J. Fraser Cocks III, associate professor; curator of special collections. B.A., 1963, Occidental; M.A., 1965, Ph.D., 1975, Michigan. (1990)

Lelah A. Conrad, assistant professor; assistant law librarian for technical services. B.A., 1973, University of the Pacific; M.L.S., 1976, Oregon. (1989)

Lawrence N. Crumb, associate professor; reference librarian. B.A., 1958, Pomona; M.A., 1967, Wisconsin, Madison; M.Div., 1961, S.T.M., 1973, Nashotah House. (1978)

Karen D. Darling, associate professor; head, serials department. B.A., 1973, St. Olaf; Dipl.Lib., 1975, Polytechnic of North London. (1982)

Sharon H. Domier, assistant professor; Japanese catalogue librarian. B.A., 1982, University of Alberta; M.L.I.S., 1988, University of Library and Information Science (Tsukuba, Japan); M.L.I.S., 1989, University of Alberta. (1989)

Robert H. Felsing, associate professor; Orientalia bibliographer. B.A., 1968, Briar Cliff (Sioux City); M.A., 1970, Hawaii, Manoa; Ph.D., 1979, M.L.I.S., 1984, Iowa. (1989)

Ann C. Fletcher, assistant professor; assistant law librarian for public service. B.S., 1982, J.D., 1986, Nebraska at Lincoln; M.L.L., 1987, Washington (Seattle). (1987)

James D. Fox, assistant professor; rare books and special collections librarian. B.A., 1981, California, Santa Cruz; M.A., 1984, Chicago; M.L.S., 1986, Columbia. (1989)

Paul A. Frantz, associate professor; coordinator, library instruction. B.A., 1972, University of Alberta; M.A.,1977, Portland State; M.L.S., 1984, Washington (Seattle). (1986)

Carolyn Martin Gates, assistant professor; catalogue librarian. B.A., 1980, Biola; M.L.S., 1988, Arizona. (1990)

Richard E. Gates, assistant professor; systems librarian. B.A., 1984, M.L.S., 1988, Arizona. (1988)

Christine Grandy, associate professor; music catalogue librarian. B.A., 1971, M.L.S., 1972, Oregon. (1973)

Joanne V. Halgren, associate professor; head, interlibrary loan service. B.A., 1966, George Fox; M.L., 1967, Washington (Seattle). (1967)

J. Richard Heinzkill, professor; reference librarian. B.A., 1955, Saint John's (Collegeville); A.M.L.S., 1964, Michigan. (1967)

John F. Helmer, assistant professor; authorities and catalogue librarian. B.A., 1981, California, San Diego; M.L.S., 1988, California, Los Angeles. (1988)

Dennis R. Hyatt, professor; law librarian. B.A., 1969, Missouri; J.D., 1972, M.L.L., 1974, Washington (Seattle). (1976)

Victoria A. Jones, assistant professor, manuscripts curator. B.A., 1986, Wichita State; M.A., 1988, M.L.I.S., 1990, Texas, Austin. (1990)

Cheryl Kern-Simirenko, associate professor; assistant university librarian for collection development and resource services. B.A., 1967, Minnesota; B.A., 1968, Wisconsin, Madison; M.A., 1971, Pennsylvania State; M.L.S., 1977, Pittsburgh. (1988)

Sheila M. Klos, associate professor; head, Architecture and Allied Arts Library. B.A., 1976, State University of New York College at Brockport; M.L.S., 1977, State University of New York College at Geneseo; M.A., 1983, Brown. (1985)

Kathleen M. Lenn, assistant professor; reference librarian. B.A., 1983, Eastern Illinois; M.L.S., 1985, Illinois. (1985)

William C. Leonard, professor; head, graphic arts service, Instructional Media Center. A.A., 1958, San Jose City; B.S., 1965, M.S., 1970, Oregon. (1968)

Howard A. Lindstrom, assistant professor; assistant director, Instructional Media Center. B.S., 1958, Southern Oregon State; M.A., 1966, California State, San Jose; Ed.D., 1987, Oregon. (1987)

James V. Mahoney, associate professor; director, Instructional Media Center. B.S., 1956, Saint Peter's College (Jersey City); M.A., 1972, Incarnate Word; M.H.A., 1975, Baylor; Ph.D., 1988, Texas A&M. (1990)

Jan C. Maxwell, associate professor; head, acquisition department. B.A., 1979, M.L.S., 1982, Indiana. (1988)

Britt K. Mueller, assistant professor; serials catalogue librarian. B.A., 1986, Bates; M.L.S., 1988, Michigan. (1988)

K. Keith Richard, professor; university archivist; secretary of the faculty. B.S., 1958, Oregon College of Education; M.S., 1964, M.L.S., 1971, Oregon. (1972)

Howard W. Robertson, associate professor; Slavic catalogue librarian. B.A., 1970, Oregon; M.S.L.S., 1975, Southern California; M.A., 1978, Oregon. (1975)

George W. Shipman, professor. B.A., 1963, Albion; M.A., 1965, Western Michigan; A.M.L.S., 1967, Michigan. (1980)

Terry M. Smith, associate professor; catalogue librarian. B.S., 1972, Purdue; M.L.S., 1976, M.S., 1978, Oregon. (1979)

Ruth E. South, associate professor; reference librarian. B.A., 1950, M.L.S., 1972, M.A., 1981, Oregon. (1973)

Laine Stambaugh, assistant professor; personnel librarian. B.A., 1977, M.A., 1986, California State, Long Beach; M.L.S., 1987, Arizona. (1987)

Peter L. Stark, associate professor; head, Map and Aerial Photograph Library. A.B., 1976, California, Berkeley; M.L., 1978, Washington (Seattle). (1983)

Thomas A. Stave, associate professor; head, documents and public affairs service. B.A., 1972, Whitworth; M.L., 1974, Washington (Seattle). (1980)

Isabel A. Stirling, professor; head, Science Library. B.A., 1970, California, Riverside; M.L.S., 1977, Western Michigan. (1982)

Christine L. Sundt, assistant professor; slide curator. B.A., 1969, Illinois, Chicago; M.A., 1972, Wisconsin, Madison. (1985)

Luise E. Walker, associate professor; science reference librarian. A.B., 1951, Washington (Seattle); A.M.L.S., 1955, Michigan; M.S., 1961, State University of New York College of Environmental Sciences and Forestry. (1967)

Hsiao-Guang Wang, assistant professor; Chinese catalogue librarian. B.A., 1984, M.L.S., 1986, Rutgers. (1986)

Mark R. Watson, assistant professor; head, catalogue department. B.A., 1981, Whitworth; M.A., 1983, Washington State; A.M., 1986, Chicago. (1986)

Pamela J. White, assistant professor; science reference librarian. B.A., 1985, California State, Northridge; M.L.S., 1990, California, Los Angeles. (1990)

Bradley K. Wycoff, assistant professor; science reference librarian. B.A., 1980, M.L.S., 1987, Washington (Seattle). (1988)

Emeriti

Eugene B. Barnes, professor emeritus. B.A., 1941, M.A., 1943, Minnesota; Ph.D., 1947, Chicago. (1947)

Kenneth W. Duckett, professor emeritus. B.A., 1950, Denver; M.S., 1954, Wisconsin, Madison. (1979)

Jane B. Durnell, professor emerita. B.A., 1938, Iowa; M.L.S., 1968, Oregon. (1968)

Katherine G. Eaton, associate professor emerita. B.A., 1944, Minnesota; M.S., 1952, M.S., 1968, Oregon. (1970)

Elizabeth Findly, professor emerita of librarianship. A.B., 1929, Drake; B.S., 1934, Illinois; A.M.L.S., 1945, Michigan. (1934)

Alfred Heilpern, senior instructor emeritus; acquisition librarian emeritus. B.A., 1956, M.L., 1957, Washington (Seattle). (1957)

Carl W. Hintz, professor emeritus of libarianship; university librarian emeritus. A.B., 1932, DePauw; A.B.L.S., 1933, A.M.L.S., 1935, Michigan; Ph.D., 1952, Chicago. (1948)

Jane Yen-Cheng Hsu, assistant professor emerita. B.A., 1946, Gingling Girls' School, Nanking. (1956)

Dwight H. Humphrey, senior instructor emeritus; catalogue librarian emeritus. A.B., 1934, B.S., 1939, M.A., 1963, Southern California. (1963)

Donald L. Hunter, professor emeritus. B.S., 1945, Nebraska. (1946)

Edward C. Kemp, professor emeritus. A.B., 1951, Harvard; M.L.S., 1955, California, Berkeley. (1955)

Clarice E. Krieg, professor emerita. B.A., 1932, Iowa; B.S., 1933, A.M., 1935, Illinois. (1941)

Robert R. Lockard, assistant professor emeritus. B.A., 1952, Colorado State; M.A., 1965, Denver; M.A., 1970, Oregon. (1961)

Robin B. Lodewick, assistant professor emerita. B.A., 1959, Brooklyn; M.L.S., 1961, Rutgers. (1961)

Richard J. Long, senior instructor emeritus. B.S., 1949, Pennsylvania State; M.S., 1966, Oregon. (1966)

Margaret Markley, associate professor emerita; senior catalogue librarian emerita. A.B., 1933, Southwest Missouri State; B.S., 1941, Illinois. (1945)

Robert R. McCollough, professor emeritus. B.A., 1940, M.A., 1942, Wyoming; M.S., 1950, Columbia. (1950)

Reyburn R. McCready, associate professor emeritus. B.A., 1950, John Brown; M.A., 1961, Denver. (1961)

Perry D. Morrison, professor emeritus. A.B., 1942, M.A., 1947, Whittier; B.L.S., 1949, D.L.S., 1961, California, Berkeley. (1949)

Guido A. Palandri, professor emeritus. B.A., 1949, Oregon; B.L.S., 1954, California, Berkeley. (1960)

Huibert Paul, assistant professor emeritus. B.A., 1963, Sophia, Tokyo; M.L.S., 1965, California, Berkeley. (1965)

Claire Runkel, assistant professor emerita. B.A., 1958, M.A., 1961, Minnesota. (1961)

Lois M. Schreiner, assistant professor emerita. B.S., 1968, M.L.S., 1969, Oregon. (1970)

Rose Marie Service, associate professor emerita. A.B., 1944, Michigan State Normal, Ypsilanti; M.A., 1950, M.A., 1955, Minnesota. (1961)

Marcia J. Sigler, assistant professor emerita. B.A., 1944, Ohio Wesleyan; B.S., 1956, M.L.S., 1958, California, Berkeley. (1969)

Donald T. Smith, professor emeritus. B.A., 1949, M.A., 1950, Wesleyan; M.S., 1951, Columbia. (1963)

Edmund F. Soule, professor emeritus. B.Mus., 1939, M.A., 1946, Pennsylvania; B.Mus., 1948, Yale; Ph.D., 1956, Eastman School of Music. (1966)

Edward P. Thatcher, professor emeritus. B.A., 1940, Swarthmore; M.A., 1940, B.S.L.S., 1952, Minnesota. (1952)

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

Facilities and Services

The University of Oregon Library supports the instructional and research programs of the uni-

versity. Services provided by the library include reference, library instruction, online and CD-ROM searching, interlibrary loan, and reserve reading. The library has more than 1,800,000 volumes and subscribes to more than 21,000 journals. In addition to books and journals, the library has extensive collections of microforms; slides; maps; compact discs; phonograph records; films and videotapes; and state, federal, and international documents.

The University of Oregon Library system consists of the Knight Library, the law library, and four branch libraries. The Kenneth Lucas Fenton Memorial Law Library is located in the School of Law. The Science Library is located in the science complex; the Mathematics Library is in Fenton Hall. The Architecture and Allied Arts Library is located in Lawrence Hall, and the Map and Aerial Photograph Library is in Condon Hall.

The library's online catalogue, Janus, provides computerized access to more than 675,000 titles in the library's collections. Using Janus, patrons can find out if a book is in the library or, if the book is check out, its due date. Janus also displays information about materials on order or being processed. Information about journal receipts and holdings is constantly updated. All catalogued library materials added to the collection since 1975 may be accessed on Janus, including the complete holdings of the Architecture and Allied Arts Library, the law library, and the Mathematics Library. Users can log on to Janus from terminals throughout the library system, over UOnet and Internet, and by dial-in.

Reference service is provided in all the libraries. In addition to printed bibliographies and indexes, the library offers computerized access to more than 400 data bases, covering all disciplines. Although most of these data bases are bibliographic in nature, some provide directory information, numeric data, or full text. Selected data bases are available on CD-ROM (compact disk read-only-memory) work stations through the library system, allowing patrons to create their own tailor-made bibliographies. Patrons who need a more comprehensive or specialized search can make an appointment for an online search. For a fee, a librarian performs the search in consultation with the patron.

Regular tours of the Knight Library are offered during the first two weeks of each term on Wednesdays and Thursdays at 2:30 p.m. The library offers workshops, in-class presentations by librarians, and courses as part of its instruction program; these courses are listed in the **Special Studies** section of this bulletin.

The university library supports both undergraduate reading and advanced research. With membership in the Center for Research Libraries, and through interlibrary loan, many items not owned by the library can be obtained. The library's Special Collections contain 70,000 volumes, 20 million manuscripts, 130,000 photographic images, 75,000 architectural drawings, and 20,000 pieces of sheet music. The Oregon Collection contains specialized materials about Oregon history, life, and letters.

The library's Instructional Media Center supports the instructional and research endeavors of the university's faculty with more than a million-dollar inventory of audio-visual hardware and nonprint software. The center's services include centralized purchasing, maintenance, and distribution of equipment; support of audio programs and instructional television; graphics; film rental and distribution; and a satellite down link site for teleconferences and programming. Faculty members offer assistance and consultation for instructional improvement.

Dating from 1872, the records of the University of Oregon are on deposit in the University Archives, a department of the university library. These materials are open for research under the state of Oregon laws governing the use of public records. The archives contain several thousand photographs and negatives concerning the university community, audio tapes of campus events, and memorabilia reflecting the history of the university. The University Archives are in the west end of Fenton Hall.

For library hours, call (503) 346-3054.

History

The original library building was constructed in 1937 with Public Works Administration labor through a loan from the federal government that was repaid by student building fees. Additions were constructed in 1950 and 1966. The handsome facade of the Knight Library shows some influence of the Lombard Romanesque style. Notable fine-arts pieces that embellish the building include the fifteen stone heads by Edna Dunberg and Louise Utter Pritchard, ornamental memorial gates by O. B. Dawson located in the entrance hall, carved wooden panels by Arthur Clough, and two large murals painted by Albert and Arthur Runquist.

Friends of the Library

The Friends of the Library is a volunteer membership organization founded in 1940 to promote the welfare of the University of Oregon Library. In addition to making financial contributions to the library, the Friends of the Library regularly sponsors lectures and social and cultural events that are open to the public. More information is available in the Office of the University Librarian.

Borrowing Privileges

Students and faculty and staff members who have valid UO identification cards may borrow most library materials. With a few exceptions, library materials may be renewed once either in person or by telephone. Other circulation services include holds and recalls for books checked out to other borrowers and searches for books that cannot be located in the stacks. Patrons may also request a printout of materials currently charged to their names.

Borrowers are subject to fines for overdue materials. Borrowers who lose library materials or return damaged materials pay a replacement or repair charge, a service charge of $6 an item, and any accrued fines.

The libraries of the Oregon State System of Higher Education honor each other's faculty and currently validated student identification cards for the purpose of borrowing library materials, subject to the lending library's circulation policies. Any fines or charges accrued by faculty members and students from other state system libraries are submitted to the librarian of their home institution for routine billing.

SCHOOL OF LIBRARIANSHIP

The School of Librarianship was suspended in August 1978. Questions about the operation of this school should be directed to George W. Shipman, University Librarian, University of Oregon Library, Eugene OR 97403.

The program leading to certification for school library media is no longer offered by the University of Oregon.

Library courses are listed in the **Special Studies** section of this bulletin.

MUSEUMS

CONDON MUSEUM OF GEOLOGY

Cascade Hall
Telephone (503) 346-4577
William N. Orr, Curator

The Condon Museum of Geology houses the geological collection of Thomas Condon, pioneer geologist and professor of natural history and geology at the University of Oregon. Condon was one of the first professors to join the faculty of the university when it was established in 1876. When he died in 1907 his personal and extensive collection of vertebrate fossils, which he used for teaching, became the permanent possession of the university. Since 1907 the collection has been added to by various people, particularly A. J. Shotwell during the 1950s and 1960s.

The museum houses approximately 35,550 specimens. Vertebrate fossils make up the bulk of the collection, but it also includes some invertebrate fossils, large holdings of fossil plants (largely leaf impressions), and several thousand skulls and skeletons of recent birds, reptiles, amphibians, and fish. Several hundred technical papers have been published documenting the collections, and some research on the collections has been published in the University of Oregon Museum of Natural History bulletin series. A list of publication titles and a pamphlet with additional information about the museum may be obtained by writing to the Condon Museum of Geology, University of Oregon, Eugene OR 97403.

MUSEUM OF ART

1430 Johnson Lane
Telephone (503) 346-3027
Stephen C. McGough, Director

The University of Oregon Museum of Art is a valuable resource for the visual arts on campus and in the Pacific Northwest. Among the museum's 14,000 works of art is a large and renowned collection of Oriental art, which principally represents the cultures of China and Japan but includes works from Korea, Cambodia, and Mongolia as well as American and

British works of Oriental influence. The museum also has collections of Russian icon paintings; Ghandaran and Indian sculpture; Persian miniatures and ceramics; Syrian glass; African art, mostly from Ghana and Nigeria; and works from European and American traditions. A strong collection of paintings and sculpture by contemporary Northwest artists contains more than 500 items by Morris Graves.

The museum building was constructed in 1930 with private funds to house the Murray Warner Collection of Oriental Art, a gift from Gertrude Bass Warner. The adjoining courtyard is dedicated to the memory of Prince Lucien Campbell, fourth president of the university.

An important teaching resource for faculty members and students, the museum brings an ambitious schedule of temporary exhibitions to campus each year, often in collaboration with course offerings in academic departments. Museum staff members encourage student involvement at several levels, ranging from occasional volunteer opportunities to research on class projects.

Through its traveling exhibition division, Visual Arts Resources, the museum offers extensive outreach programs to communities throughout the state and the region. In addition to a wide-ranging selection of exhibitions, Visual Arts Resources programs include artists' workshops and museum consultation.

Volunteer docents give guided tours through the museum's collections and special exhibitions. Tour appointments may be made by calling the Museum of Art office.

The museum's membership program, the Friends of the Museum, provides financial support for a variety of museum activities, including exhibitions and the purchase of art for the collections. Membership is open to the public, and dues range from $10 (student) to $250 and higher (benefactor). The Friends of the Museum organizes fund-raising events regularly for the museum, and members serve as volunteers in museum activities.

Admission to the museum is free. A small gift shop offers unusual items related to the museum's collections. Museum hours are noon to 5:00 p.m., Wednesday through Sunday.

MUSEUM OF NATURAL HISTORY

1680 East 15th Avenue
Telephone (503) 346-3024
Don E. Dumond, Director

The Museum of Natural History was originally established in 1936 as an umbrella organization to include existing research collections such as the Condon Museum of Geology, the University of Oregon Herbarium, and the Oregon State Museum of Anthropology. Since 1977, when some of the subsidiary museums became autonomous, the Museum of Natural History has served as the public education and exhibit vehicle for those museums and for other university-owned reference collections that relate to natural history. Much of the direct financial support for museum programs is obtained from nonstate sources. A United States Department of Energy grant and private donations financed the building of a handsome new and expanded museum in 1987.

In addition to changing exhibits in the natural and cultural sciences, museum programs include lectures, receptions, and field trips to archaeological and geological sites around the state. Workshops about artifact identification, stream ecology, and native American traditions are offered, and facilities are available for use in connection with university classes in biology, geology, anthropology, folklore, and other appropriate subjects.

Group tours are offered by trained docents Wednesday through Friday, 9:30 a.m. to 4:00 p.m., and Saturday and Sunday, noon to 5:00 p.m. Tours are by reservation only and require a minimum of two weeks' advance notice.

The museum gift shop features natural history publications and gifts. Museum and gift shop hours are noon to 5:00 p.m., Wednesday through Sunday. The museum is closed mid-August through mid-September and on university holidays. Admission is free, but donations are gladly accepted.

OREGON STATE MUSEUM OF ANTHROPOLOGY

1680 E. 15th Avenue
Telephone (503) 346-5120
Don E. Dumond, Director

Established by the Oregon Legislative Assembly in 1935 to serve as custodian of archaeological and anthropological material in the possession of the state of Oregon, the Oregon State Museum of Anthropology contains holdings that are among the most important in the Pacific Northwest. They include extensive archaeological collections resulting from excavations in Oregon and elsewhere in the Northwest that were begun by Luther S. Cressman and continued by numerous successors. The museum has a fine collection of northwest Indian baskets made before 1900. Collections of archaeological material from southwestern Alaska are also particularly important.

The Oregon State Museum of Anthropology also sponsors research in its field by faculty members and students and contracts archaeology for state and federal agencies. Facilities for fieldwork in archaeology are especially complete. The museum is administered as a division of the Museum of Natural History.

PORTLAND CENTER

722 S.W. 2nd Avenue
Portland OR 97204
Telephone (503) 725-3055

The University of Oregon's Portland Center, opened in 1987, is the headquarters for all university activities in the Portland area. The center includes branch offices for the UO Alumni Association, Duck Athletic Fund, UO Bookstore, Continuation Center, and Labor Education and Research Center. All university programs can use the facilities for special events, seminars, workshops, and meetings. The center occupies approximately 9,000 square feet on the corner of Southwest Second Avenue and Yamhill Street, where the following services are available.

The UO Alumni Association holds monthly chapter meetings, meetings of the committees of the alumni association and its board, admission-information nights for Portland-area high school students, and social activities at the center. The alumni association has a full-time assistant director at the center.

The UO Foundation hosts receptions and committee meetings at the Portland Center.

The Continuation Center coordinates the academic programs offered at the Portland Center. Faculty members from the University of Oregon campus in Eugene, representing various academic departments, participate in a multidisciplinary master of science degree program with an emphasis in applied information management. Additional workshops and seminars are available in other subject areas including architecture, journalism, law, music, education, human performance, and the arts and sciences. Courses in computing applications enroll 300–400 working professionals and other nontraditional students each month in noncredit courses. The Continuation Center has a full-time assistant director, microcomputer laboratory manager, administrative assistant, and other support personnel at the Portland Center.

The Office of Admissions hosts presentations and receptions at the Portland Center for prospective students and their parents. Also available at the center are applications for admission and brochures containing general information about the university.

The Duck Athletic Fund has two full-time staff members in Portland. The staff coordinates fund raising, promotions, information, special events, and ticket requirements in the Portland area. The office is headquarters for the Oregon Club of Portland, an athletics booster organization, which also employs a full-time office assistant.

The UO Bookstore outlet sells memorabilia, emblematic clothing, books by faculty members, and football game tickets.

The Labor Education and Research Center provides services to Oregon workers and their labor organizations; the Portland Center is the base for LERC's offerings in northern Oregon. Included in the offerings are both noncredit and credit short courses, workshops, conferences, and institutes.

RESEARCH INSTITUTES

110 Johnson Hall
Telephone (503) 346-3186
John T. Moseley, Vice-President for Research

Several interdisciplinary institutes provide opportunities for graduate training and research in addition to those offered by schools and departments. Institute staff members hold joint appointments in related teaching departments. Graduate students who intend to do thesis or

dissertation research work in one of the institutes must also satisfy the graduate degree requirements of the related department through which they will receive their degree.

Students who want to work in any of these fields may obtain detailed information from the institute directors concerning the programs and available financial aid.

ADVANCED SCIENCE AND TECHNOLOGY INSTITUTE

318 Hendricks Hall
Telephone (503)346-3189
Robert McQuate, Executive Director

The Advanced Science and Technology Institute (ASTI) is a joint institute of the University of Oregon and Oregon State University. Oregon Health Sciences University and Portland State University also participate in institute activities. The institute's purpose is to increase business and corporate access to research and scholarship of participating universities. Toward this end, ASTI

- Organizes colloquia, workshops, and conferences for industry in various research areas
- Publishes the quarterly newsletter *Connections*
- Administers the Industrial Associates Program
- Promotes industry-university collaboration on specific research topics
- Solicits industry support for research programs
- Facilitates technology transfer (patent and licensing agreements) in coordination with the technology transfer offices at Oregon universities

BUREAU OF GOVERNMENTAL RESEARCH AND SERVICE

340 Hendricks Hall
Telephone (503) 346-5232
Kenneth C. Tollenaar, Acting Director

Faculty

Kathryn Harnden, research assistant (land use and environmental planning). B.S., 1983, Boise State; M.S., 1988, Oregon. (1990)

Sharon Hobart, senior research assistant (local government, economic development, management issues and policy). B.A., 1969, Central Michigan; M.A., 1971, Connecticut. (1989)

Lluana McCann, research associate (public policy and program analysis, public management, political theory). B.A., 1971, University of the Pacific; M.P.A., 1977, California State, Hayward. (1987)

Sarah Satre, research associate (women's reproductive health). B.A., 1987, Augustana; M.S., 1989, Oregon. (1987)

Karen Seidel, senior research associate (public finance, data systems). B.A., 1957, Knox. (1963)

Peter K. Watt, research associate (land use policy, mediation, coastal planning). B.A., 1964, Ohio State; M.U.P., 1971, Oregon. (1985)

Emeriti

Herman Kehrli, professor emeritus (state and local government); director emeritus. B.A., 1923, Reed; M.A., 1933, Minnesota. (1933)

Robert E. Keith, planning consultant emeritus (urban and regional planning). B.S., 1944, Kansas State; M.Arch., 1950, Oregon. (1963)

Kenneth C. Tollenaar, director emeritus (state and local government, intergovernmental relations). B.A., 1950, Reed; M.A., 1953, Minnesota. (1966)

A. Mark Westling, planning and public works consultant emeritus (planning and public works). B.S., 1943, Washington (Seattle). (1947)

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

The Bureau of Governmental Research and Service is a university research center, established and maintained especially to serve Oregon state and local governments as well as citizens, students, scholars, organizations, news media, and other individuals and agencies interested or involved in state and local government. The bureau has programs in the areas of public finance, public law, public administration, planning, and economic development.

The bureau conducts and publishes policy research studies; compiles and disseminates related information; provides consultation to local governments, state agencies, citizen groups, and other interested people or agencies; sponsors and participates in training conferences; and undertakes special service activities at the request of government agencies, who reimburse the bureau for the cost of these activities. In addition to their research, consultation, training, and service activities, bureau staff members teach university courses and provide other instructional support.

Bureau researchers work closely with faculty members in the Department of Planning, Public Policy and Management and other university social science departments.

CENTER FOR ASIAN AND PACIFIC STUDIES

131 Gilbert Hall
Telephone (503) 346-5087
Richard P. Suttmeier, Director

Advisory Board
William S. Ayres, anthropology
Kathleen G. Bowman, international affairs
Cynthia J. Brokaw, history
Kathie L. Carpenter, linguistics
Stephen W. Durrant, East Asian languages and literatures
Robert H. Felsing, library
Gerald W. Fry, political science
Andrew E. Goble, history
John Lie, sociology
Glenn A. May, history
Gerardo R. Ungson, management
Anita Weiss, international studies

The Center for Asian and Pacific Studies facilitates the coordination of undergraduate and graduate academic programs in Asian studies, East Asian languages and literatures, international business, international studies, Pacific Islands studies, and Southeast Asian studies. The center is committed to the development of innovative academic programs relating to Asia and the Pacific. One of its primary concerns is the support of individual and group developmental proposals leading to such programs. The center's associates include close to seventy faculty members teaching and doing research in the humanities, social sciences, and sciences as well as in the UO professional schools and colleges. The center encourages the active involvement of its associates in interdisciplinary and cross-national teaching and research. By sponsoring visitors and public speakers and through collaborative efforts with other Oregon institutions, the center fosters a broader public awareness and knowledge of Asian and Pacific languages and cultural traditions. Through its outreach activities, the center encourages programs in public school education and provides a knowledge base to Oregon's business community.

The Office of International Affairs oversees the Center for Asian and Pacific Studies.

CENTER FOR THE STUDY OF WOMEN IN SOCIETY

636 Prince Lucien Campbell Hall
Telephone (503) 346-5015
Sandra L. Morgen, Director

Executive Committee
S. Marie Harvey, school and community health
Suzanne Clark, English
Julia Lesage, speech
Sandra L. Morgen, sociology

The Center for the Study of Women in Society offers grants and services to faculty members, graduate students, and community researchers to encourage research on women within a broadly defined sociological perspective. Dissertation fellowships are also provided by the center. More than one hundred scholars from twenty disciplines are affiliated with the center. Areas of research include, but are not limited to, women and social structure, symbolic representations of gender and sexuality, and gender differentiation in developmental and life-span perspectives. The center fosters collaboration and interchange among faculty and student researchers interested in questions about women, gender, and the new women's scholarship. Visiting scholars, seminars, conferences, and a lecture series are part of the program. A bequest from William B. Harris in honor of his wife, Jane Grant, a writer and feminist, to establish a Fund for the Study of Woman, provided the initial support for the center program.

CENTER FOR THE STUDY OF WORK, ECONOMY, AND COMMUNITY

616 Prince Lucien Campbell Hall
Telephone (503) 346-5487
Steven Deutsch, Director

Participating Faculty
Joan R. Acker, sociology
Carl R. Bybee, speech
Steven Deutsch, sociology
John B. Foster, sociology
Linda O. Fuller, sociology
Paul Goldman, educational policy and management
Daniel Goldrich, political science
Margaret J. Hallock, labor, education, and research

Steven Hecker, labor, education, and research
John Lie, sociology
Gregory McLauchlan, sociology
Daniel A. Pope, history
Mary Romero, sociology
George J. Sheridan, Jr., history
Donald R. Van Houten, sociology

The Center for the Study of Work, Economy, and Community provides a facilitating structure for interdisciplinary research on issues of work and work organizations, labor force and labor market, and the economy and linkages to the community. Projects and interests of participants include labor and new technology; American and Japanese organizational and managerial applications within United States industry; form, content, and direction of labor-management cooperation in the United States economy; changing positions of women in the United States labor force; the politics of comparable worth; labor and community connections in historical and contemporary perspective; alternative policies for reindustrialization and economic growth in Oregon and the United States; international comparisons of worker participation in industry, including quality of working life applications; and energy and community-regional economic development.

The center has hosted visiting American and international scholars and conducts forums, conferences, and seminars as part of its programs.

Participating faculty members hold appointments in academic departments. Research opportunities are available for graduate and undergraduate students.

CHEMICAL PHYSICS INSTITUTE

240 Willamette Hall
Telephone (503) 346-4773
Geraldine L. Richmond, Director

Members
Howard J. Carmichael, physics
Bernd Crasemann, physics
Thomas R. Dyke, chemistry
Paul C. Engelking, chemistry
Marvin D. Girardeau, physics
John Hardwick, physics
David R. Herrick, chemistry
Bruce S. Hudson, chemistry
Michael E. Kellman, chemistry
Aaron C. Koskelo, chemistry
John T. Moseley, physics
Thomas W. Mossberg, physics
Warner L. Peticolas, chemistry
Michael G. Raymer, physics
Geraldine L. Richmond, chemistry

Associates
Robert M. Mazo, chemistry
Richard M. Noyes, chemistry

The Chemical Physics Institute promotes fundamental research in atomic and molecular systems. A combination of concepts and techniques from traditional chemistry and physics disciplines offers a unique approach to this work. The main thrust of the institute is research on isolated atomic and molecular processes and their relation to condensed phase and interfacial phenomena. A principal mode of investigation is the interaction of matter and light including laser spectroscopy, synchrotron radiation, quantum optics studies, and traditional spectroscopy.

Problems under active investigation include high-resolution electronic spectroscopy of molecular ions and radicals to understand their structure and chemical dynamics. Fundamental studies are conducted of transient optical phenomena and related quantum optics subjects. Interfacial and surface phenomena are probed by second-harmonic generation techniques. The structure and dynamics of small clusters formed in molecular beams are studied by microwave, infrared diode laser, and visible laser spectroscopy. Experimental and theoretical studies elucidate inner-shell atomic processes and highly excited states of atoms in plasmas. Studies of electron correlation in atomic and molecular systems are conducted with sophisticated group theoretical methods, as are studies of large clusters. The dynamics of vibrationally excited molecules are studied using techniques of nonlinear dynamics. Larger molecules are studied with Raman and resonance Raman scattering including the far ultraviolet. Picosecond laser studies of dynamics and laser absorption and fluorescence techniques are also used for these large molecules.

This reseatch environment encourages interdisciplinary exchange of ideas among faculty members and students. The Chemical Physics Institute faculty is drawn from the physics and chemistry departments. A student, regardless of departmental affiliation, may elect to work with a staff member from either department. Formal course work and degree requirements are handled through the cooperating departments. Facilities, support, and research guidance are provided for qualified undergraduates, graduate students, and postdoctoral fellows.

Institute facilities include the UO Shared Laser Facility, which contains ten major laser systems spanning a frequency range from the infrared to the vacuum ultraviolet and covering a temporal range from continuous operation to durations shorter than a picosecond. The institute also participates in the Optical Science Center of Excellence, one of five UO Centers of Excellence in Advanced Science and Technology approved by the 1985 Oregon Legislative Assembly.

HUMANITIES CENTER

154 Prince Lucien Campbell Hall
Telephone (503) 346-3934
John J. Stuhr, Director

Advisory Board
Paul B. Armstrong, English
Deborah Baumgold, political science
Kathleen G. Bowman, international affairs
Carl R. Bybee, speech
Kenneth I. Helphand, landscape architecture
Gary S. Karpinski, music
Mavis Howe Mate, history
James M. O'Fallon, law
George Rowe, English
Karla L. Schultz, Germanic languages and literatures
Steven Shankman, English
Richard L. Stein, English
Peter H. von Hippel, chemistry
Alan S. Wolfe, East Asian languages and literatures

The Humanities Center, established by the Oregon State Board of Higher Education in 1983, seeks to serve and nurture a community of scholars, educators, and citizens. It is at once a research institute, a catalyst for educational innovation and coherence, and a public forum. Its primary activities may be categorized as follows:

Research. The center stimulates, supports, and disseminates important humanistic research. Its program of Humanities Center Research Fellowships supports full-time research in residence for university faculty members. In addition, its Visiting Fellows Program brings to campus leading researchers from other institutions. The Humanities Center also provides other forms of research support in connection with travel, library needs, and research publication.

Curriculum. The center offers an innovative nonmajor undergraduate humanities program. This program seeks to provide opportunities for intellectual integration, self-examination, awareness of context, and the connection of humanistic theory to practice through courses that are both multicultural and interdisciplinary. Accordingly, these courses are offered in this new humanities program rather than by individual departments. The center's Humanities Curriculum Development Awards provide faculty members with the support necessary to develop these courses.

Public Programs. The center offers a broad range of public lectures, conferences, symposia, exhibitions, and performances to extend humanistic understanding. These include a Distinguished Lecturers Program, a Humanities Lecture Series, and a Work-in-Progress Program as well as activities cosponsored with other groups.

Throughout these activities, the term *humanities* is understood to include literature; philosophy; history; the study of languages; linguistics; religion; ethics; jurisprudence; archaeology; history, theory, and criticism of the arts; and historical, interpretive, conceptual, and normative aspects of the social and natural sciences and the professions. In addition, the center seeks to explore the relations of the humanities to other disciplines and to question traditionally accepted disciplinary boundaries and self-understandings.

INSTITUTE OF COGNITIVE AND DECISION SCIENCES

38 Straub Hall
Telephone (503) 346-4941
Michael I. Posner, Director

Members and Associates
Cynthia Adams, gerontology
Jacob Beck, psychology
Myles Brand, philosophy

Kathie L. Carpenter, linguistics
Robert T. Clemen, decision sciences
Scott DeLancey, linguistics
Sarah A. Douglas, computer and information science
John S. Dryzek, political science
Arthur M. Farley, computer and information science
Jennifer J. Freyd, psychology
Deborah Frisch, psychology
Morton Ann Gernsbacher, psychology
T. Givón, linguistics
Douglas L. Hintzman, psychology
Ray Hyman, psychology
Jeri Janowsky, psychology
Steven Keele, psychology
Shinobu Kitayama, psychology
Robert Mauro, psychology
John M. Orbell, political science
Michael M. Posner, psychology
Myron Rothbart, psychology
Paul Slovic, psychology
Kent A. Stevens, computer and information science
Terry Takahashi, biology
Marjorie Taylor, psychology
Russell S. Tomlin, linguistics
Don M. Tucker, psychology

The Institute of Cognitive and Decision Sciences, established in 1987, promotes the study of intelligent systems. The computer revolution has produced important new approaches to understanding the nature and functioning of intelligence as manifested in animals, humans, social organizations, and machines. University of Oregon faculty members study questions ranging from the neural basis of thought processes through the organization of memory and language to how individuals and groups make decisions and manage risks. Common to the institute is the use of observational and experimental methods to formulate and test theories. Faculty members and students from several different departments meet weekly to discuss their research. There is an active collaboration with the Institute of Neuroscience and the university's Center for the Cognitive Neuroscience of Attention.

Research projects being carried out at Oregon include work on human-computer interaction, computer instruction, the perception and comprehension of language, semantics, attention, motor skills, visual cognition, memory, computer models of sensory and cognitive processes, neuropsychology of cognition and emotion, linguistic and conceptual development, social categories and prejudice, deception, social dilemmas, negotiation, decision theory, expert systems, and risk assessment. Off-campus facilities affiliated with the institute include Decision Research, in Eugene, and the Laboratory of Cognitive Neuropsychology, in Portland.

Courses, seminars, and research projects allow graduate and undergraduate students to participate actively in the life of the institute. Students wanting to do graduate work in cognitive and decision sciences should apply for admission to one of the participating departments.

INSTITUTE OF MOLECULAR BIOLOGY

297 Klamath Hall
Telephone (503) 346-5151
Brian W. Matthews, Director

Members
Alice Barkan, biology
Carlos J. Bustamante, chemistry
Roderick A. Capaldi, biology
Vicki L. Chandler, biology
Frederick W. Dahlquist, chemistry
O. Hayes Griffith, chemistry
Diane K. Hawley, chemistry
Brian W. Matthews, physics
Douglas Ry Meeks-Wagner, biology
Aaron Novick, biology
Stephen J. Remington, physics
John A. Schellman, chemistry
Eric Selker, biology
George F. Sprague, Jr., biology
Karen U. Sprague, biology
Franklin W. Stahl, biology
Tom H. Stevens, chemistry
Tadmiri R. Venkatesh, chemistry
Peter H. von Hippel, chemistry

The Institute of Molecular Biology fosters research and training in contemporary biology at the molecular level by bringing together scientists from various disciplines into a common intellectual and physical space. Collaboration is encouraged through the sharing of facilities and ideas. Because a broad range of expertise is focused on related problems, researchers with specialties ranging from molecular genetics to physical biochemistry and protein structure directly benefit from each other.

Current research is directed toward understanding basic cellular mechanisms in both eukaryotes and prokaryotes, including control of gene expression and development, genetic recombination, replication and transcription of DNA, and chemotaxis. A more fundamental understanding is developed through studies of DNA-protein interactions as the basis for control of gene expression, protein structure through X-ray crystallography combined with molecular genetics, conformational changes in proteins as the result of ligand binding, and structure-function relationships in proteins and in membranes.

Faculty members in the institute hold joint appointments in the biology, chemistry, or physics departments. Graduate students are admitted through one of these departments and are supported by the institute. Prospective students should indicate an interest in the institute when applying directly to one of the participating departments.

Along with the Institute of Neuroscience and the Department of Biology's Cell Biology Program, the Institute of Molecular Biology is part of the Biotechnology Center of Excellence at the University of Oregon.

The institute includes the Center for Macromolecular Assemblies, funded by a grant from the Lucille P. Markey Charitable Trust.

INSTITUTE OF NEUROSCIENCE

222 Huestis Hall
Telephone (503) 346-4556
Monte Westerfield, Director

Members
Judith S. Eisen, biology
Russell D. Fernald, biology
Barbara Gordon-Lickey, psychology
Marvin Gordon-Lickey, psychology
Jeri Janowsky, psychology
Steven Keele, psychology
Daniel P. Kimble, psychology
Charles B. Kimmel, biology
Gary A. Klug, physical education and human movement studies
Richard Marrocco, psychology
Peter M. O'Day, biology
Michael I. Posner, psychology
William Roberts, biology
Kent A. Stevens, computer and information science
Terry Takahashi, biology
Nathan J. Tublitz, biology
Tadmiri R. Venkatesh, chemistry
Janis C. Weeks, biology
Monte Westerfield, biology
James A. Weston, biology
Marjorie Woollacott, physical education and human movement studies

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The objective of the interdisciplinary Institute of Neuroscience is to promote research training in the field of neuroscience at the university by providing a formal structure that facilitates collaboration among individual scientists and students from five departments. It fosters the development of a graduate curriculum in neuroscience that makes most efficient use of the participating faculty members.

The focus of the institute is on experimental neuroscience, with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A special aspect of the program is an effective interdisciplinary approach to problems, brought about by the collaboration of scientists from various disciplines who have differing viewpoints about neuroscience. Within the program, a strong group of developmental neurobiologists is pursuing questions concerning the establishment of nervous system patterns during growth. Members of the group from both biology and psychology are interested in various aspects of visual neurobiology. Additional research programs focus on the neuronal and neuroendocrine control of behavior, molecular neurogenetics, membrane biophysics, CNS regeneration, and proprioceptive mechanisms in humans.

The 1985 Oregon Legislative Assembly approved funding for the Centers of Excellence at the University of Oregon. Along with the Institute of Molecular Biology and the Department of Biology's Cell Biology Program, the Institute of Neuroscience is part of the Biotechnology Center of Excellence.

Staff members of the institute hold appointments in academic departments. Research sci-

entists are encouraged to visit the institute for varying periods of time.

A coordinated program of graduate instruction is offered, supported by faculty members associated with the Institute of Neuroscience. Graduate students who want to enter the program should apply through the appropriate academic department.

For a list of relevant graduate courses offered at the university, see the **Neuroscience** section of this bulletin.

INSTITUTE OF THEORETICAL SCIENCE

450 Willamette Hall
Telephone (503) 346-5204
Nilendra G. Deshpande, Director

Members
Dietrich Belitz, physics
Howard J. Carmichael, physics
Paul L. Csonka, physics
Charles W. Curtis, mathematics
Nilendra G. Deshpande, physics
Marvin D. Girardeau, physics
Amit Goswami, physics
David R. Herrick, chemistry
Rudolph C. Hwa, physics
James N. Imamura, physics
James A. Isenberg, mathematics
Michael E. Kellman, chemistry
John V. Leahy, mathematics
Robert M. Mazo, chemistry
Joel W. McClure, Jr., physics
Davison E. Soper, physics
Robert L. Zimmerman, physics

Associates
Thomas R. Dyke, chemistry
Warner L. Peticolas, chemistry

The Institute of Theoretical Science provides a center for interdisciplinary research in overlapping areas of theoretical physics, theoretical chemistry, and mathematics. Current research focuses on the areas of statistical mechanics, chemical physics, theory of solids and liquids, nuclear theory, elementary particle theory, accelerators, X-ray and lasers, astrophysics, general relativity, and applied mathematics.

Graduate students with adequate preparation in one of the science departments may do thesis or dissertation research in the institute.

The institute also sponsors postdoctoral research associateships and visiting professorships, usually funded by the United States Department of Energy and the National Science Foundation.

MATERIALS SCIENCE INSTITUTE

163 Willamette Hall
Telephone (503) 346-4784
Roger Haydock, Director

Members
Dietrich Belitz, physics
J. David Cohen, physics
M. Darby Dyar, geological sciences
Roger Haydock, physics
David C. Johnson, chemistry
Stephen D. Kevan, physics
Catherine J. Page, chemistry
Geraldine L. Richmond, chemistry
James M. Valles, Jr., physics
Martin Wybourne, physics

Associates
Russell J. Donnelly, physics
Kenneth M. Doxsee, chemistry
Richard G. Finke, chemistry
Thomas W. Mossberg, physics
George W. Rayfield, physics
Michael G. Raymer, physics
Jack M. Rice, geological sciences
David R. Tyler, chemistry

The Materials Science Institute fosters research and education in the structure and properties of solids and liquids by encouraging collaborations between scientists in chemistry, geological sciences, molecular biology, and physics. The institute structure facilitates a coordinated attack on topical problems with ideas, techniques, and specialized resources. While the institute emphasizes the science of materials, applications are often close at hand.

Current research, for example, will influence future developments in electronic, optoelectronic, solar-cell, and superconductor materials and devices as well as applications in catalysis and electrochemistry. Close coordination is also maintained with materials and device colleagues at nearby Oregon State University and with Oregon's growing microelectronics industry. Resources include materials preparation such as crystal and film growth; electronic, optical, and defect characterization equipment as well as X-ray diffraction; transmission electron microscopy and X-ray microprobing; a 5-MV Van de Graaf accelerator with a 1 pm scanning ion microprobe; a Convex C-1/XP minisupercomputer; electrochemical and ultra high-vacuum surface equipment; 10 T magnetic fields; nanometer structure fabrication; transport measurement; and low-temperature(0.3 K) facilities.

The institute is located in the new advanced science and technology building, which includes clean-room and microphysics facilities for fine-scale patterning of electronic and physics devices. Access to the university's $2 million Shared Laser Facility and a resident helium liquifier is also available. Regional collaboration gives institute scientists access to molecular beam epitaxy and metal-organic chemical vapor deposition growth methods as well as sophisticated semiconductor device fabrication facilities.

Current research topics include synthesis and characterization of novel metastable materials; characterization of heterostructure and amorphous materials, interfaces, and devices; surfaces, surface-reaction dynamics, and interface formation; limited dimensionality; organic conductors and polymer science; biotechnological materials; and ion-modification and ion probes for materials. Prospective students should apply to a participating academic department (chemistry, geological sciences, or physics) and mention specifically an interest in the institute.

The institute is one of five University of Oregon Centers of Excellence funded by the 1985 Oregon Legislative Assembly to encourage science activities that promote economic development. The state funds the institute administration and provides seed and match money for new faculty members. In addition to the institute's state budget, members receive federal and industrial grants averaging more than $1 million a year. Some members of the institute are Presidential Young Investigators or Sloan Fellows or hold other national awards.

OREGON INSTITUTE OF MARINE BIOLOGY

Charleston OR 97420
Telephone (503) 888-2581
Lynda P. Shapiro, Director

Faculty
Richard W. Castenholz. See **Biology** for credentials
Janet Hodder, assistant professor; program coordinator. B.S., 1977, University of Liverpool; Ph.D., 1986, Oregon. (1991)
Lynda P. Shapiro. See **Biology** for credentials
Nora B. Terwilliger. See **Biology** for credentials
A. Michelle Wood. See **Biology** for credentials
The date in parentheses is the first year on the University of Oregon faculty.

The Oregon Institute of Marine Biology is situated on 107 acres of coastal property along Coos Bay on the southern Oregon Coast. The many different marine environments in that area provide the institute with an ideal location for the study of marine organisms. Current research focuses on the biochemistry of respiratory pigments and on ecology and physiology of marine phytoplankton; it also permits graduate research on a range of related subjects.

The institute offers summer and fall programs for undergraduate and graduate biology students, and, in the spring, an interdisciplinary course for undergraduates. Facilities for individual research are available throughout the year. Courses include marine ecology, invertebrate zoology, vertebrate biology, comparative physiology, marine birds and mammals, algae, and biological oceanography. Students have the opportunity to conduct research projects in these areas. The institute also sponsors seminar programs on a variety of topics. For detailed information and applications, inquire at the Department of Biology on the Eugene campus or write to the Director, Oregon Institute of Marine Biology, Charleston OR 97420.

SOCIAL SCIENCE INSTRUCTIONAL LABORATORY

72 Prince Lucien Campbell Hall
Telephone (503) 346-2547
Cathleen S. Leué, Director

The Social Science Instructional Laboratory (SSIL), part of the College of Arts and Sciences, is a state-of-the-art microcomputer laboratory. SSIL aids social science instructors teaching computer applications by scheduling and teaching computer application classes and providing students with consulting services. SSIL also supports social science graduate stu-

dents conducting research. In addition, any student can gain access to SSIL's facilities by purchasing a laboratory pass.

SSIL houses twenty-four networked IBM PS/2 model 30 computers and four printers including a laser printer. Software and hardware used to teach computer applications are available. SSIL offers a wide variety of software to analyze statistical data, course-specific software, and spreadsheet and wordprocessing software. In addition, SSIL users can access the university's VAX mainframe computer through UOnet.

SOLAR ENERGY CENTER

202 Lawrence Hall
Telephone (503) 346-3656
John S. Reynolds, Director

Participating Faculty
G. Z. Brown, architecture
Virginia Cartwright, architecture
David K. McDaniels, physics
John S. Reynolds, architecture

Associate
John H. Baldwin, planning, public policy and management
Frank Vignola, physics

The Solar Energy Center emphasizes a regional approach to research in the utilization of the sun's radiant energy for heating water; for the lighting, heating, and cooling of buildings; and for the generation of electricity. Current work includes expanded collection and improved monitoring of insolation data in Oregon, evaluation of basic solar cell parameters, and development of passive solar design information in solar heating, passive cooling, and daylighting. The center's efforts also include the development and distribution of information; the development of needed technology and the facilitation of its application; and the study of legal, economic, and subsequent technical problems that accompany solar energy development in this region.

University research personnel in the areas of architecture, planning, business administration, law, and physics are involved in the center.

In addition to continuing publications, the center sponsors frequent seminars attended by university and community people involved in various aspects of solar energy use. Courses in solar energy are offered in the architecture; planning, public policy and management; and physics departments.

OTHER RESEARCH FACILITIES

Listed below are research facilities described in other sections of this bulletin. Please consult the **Subject Index** for page references.

American English Institute. See Special Services

Architecture and Allied Arts Office of Research and Development. See School of Architecture and Allied Arts

Career Information System. See College of Education

Center for Advanced Technology in Education. See College of Education

Center for Environmental Design, Planning, and Visual Arts Research. See School of Architecture and Allied Arts

Center for Gerontology. See Gerontology

Center on Human Development. See Special Education and Rehabilitation

Center for Volcanology. See Geological Sciences

Child Development and Rehabilitation Center. See Special Education and Rehabilitation

Clearinghouse for the Association of Computer-based Systems for Career Information. See College of Education

Communication Research Center. See Speech

DeBusk Memorial Center. See Counseling and Educational Psychology

Developmental Delay Clinic. See Special Education and Rehabilitation

Early Intervention Program. See Center on Human Development

E. C. Brown Foundation. See College of Education

Energy Studies in Buildings Laboratory. See School of Architecture and Allied Arts

ERIC Clearinghouse on Educational Management. See College of Education

Foreign Language Resource Center. See Romance Languages

Forest Industries Management Center. See College of Business Administration

Institute of Industrial Relations. See College of Business Administration

Institute of Recreation Research and Service. See Leisure Studies and Services

International Institute for Sport and Human Performance. See College of Human Development and Performance

International Society for Technology in Education. See College of Education

Labor Education and Research Center. See Special Studies

Malheur Field Station. See Biology

Northwest Regional Consortium for Southeast Asian Studies. See Asian Studies

Ocean and Coastal Law Center. See School of Law

Oregon School Study Council. See College of Education

Pine Mountain Observatory. See Physics

Regional Daylighting Center. See School of Architecture and Allied Arts

Russian and East European Studies Center. See Russian and East European Studies

Slocum Sports Medicine and Fitness Research Laboratory. See Physical Education and Human Movement Studies

Specialized Training Program. See Center on Human Development

Speech-Language-Hearing Center. See Special Education and Rehabilitation

University Affiliated Program. See Center on Human Development

Western Regional Resource Center. See Center on Human Development

SERVICES FOR STUDENTS

364 Oregon Hall
Telephone (503) 346-3105
Gerard F. Moseley, Vice-Provost for Academic Support and Student Services

Under the general direction of the vice-provost for academic support and student services and with the assistance of the dean of students, the university provides an array of services and programs to help students benefit more fully from their educational programs. These services are described below.

ACADEMIC ADVISING AND STUDENT SERVICES

164 Oregon Hall
Telephone (503) 346-3211
Joe Wade, Director

Academic Advising

Advising Services
The Office of Academic Advising and Student Services advises students who have not declared an academic major. Classified as arts and sciences premajors, these students are assigned advisers from the academic advising and student services staff or from selected faculty members in the College of Arts and Sciences. The staff also coordinates advising meetings between students who have indicated a major preference and faculty advisers from academic departments. Students in the prehealth sciences and prelaw receive special advising assistance in this office.

Workshops, held throughout the year, include How to Apply to Graduate School, How to Choose a Major, Preparing for Law School, and Redirecting Academic Focus.

Students interested in careers that use interpersonal and problem-solving skills are trained by office staff members to assist other students who come to the Office of Academic Advising and Student Services for peer advising. The opportunity to work with and assist professional counselors gives student advisers valuable skills, increases their knowledge of the university, and builds self-confidence. For more information, consult Betsy Brune, coordinator of the peer advising program.

Students seeking help with a variety of problems such as choosing a major, making a smooth transition to the university, cutting red tape, and withdrawing from the university also receive assistance in this office. Students may drop in weekdays between 10:00 a.m. and 5:00 p.m. to seek advice about general university requirements, personal or academic problems.

Services for Student Athletes
The counselor for student athletes provides academic advising for student athletes. The counselor is available to all student athletes listed on a varsity roster to help them balance academic responsibilities with athletic activities. The counselor also assists student athletes with academic program planning and course registration issues as well as monitoring their academic progress. The counselor can provide information about academic majors and help student athletes relate academic interests to potential career opportunities. Located in McArthur Court, the office is open weekdays from 8:30 a.m. to 4:30 p.m. including the noon hour. For more information contact Margaret Donahue; telephone (503) 346-5428.

Peer Advising
The Peer Academic Advising Program supplements faculty advising available to undergraduate students. Specially trained students assist their peers in using academic advising appointments to their best advantage. More than twenty academic departments now participate in the program.

Peer advisers have the opportunity to combine instruction in problem solving and organizational and leadership skills with on-the-job experience. Students seeking advice can talk over personal concerns about academic and career goals with trained and empathetic fellow students.

For more information contact Patty Scott in 164 Oregon Hall; telephone (503) 346-1069.

Academic Standing
Academic standing at the university is determined by the grade point average (GPA) a student earns in University of Oregon courses. Good academic standing means that the student has a cumulative GPA of 2.00 or better.

Academic sanctions are explained in the **Registration and Academic Policies** section of this bulletin and in the schedule of classes. Counselors in the Office of Academic Advising and Student Services are available to assist students who are not in good academic standing.

Student Services

Adult Learners
The staff of the Office of Admissions helps people who have been away from high school or college courses for a number of years and want to resume their education at the university. These students are offered preenrollment information and advice, help in resolving procedural problems, and general assistance to ease the return to the classroom. After applying for admission, students may consult counselors or student advisers in the Office of Academic Advising and Student Services. For more information contact Hilda Yee Young in 164 Oregon Hall; telephone (503) 346-1068.

Emergencies
The Office of Academic Advising and Student Services is the university contact point in the event of an emergency situation involving a student. For example, in the event of a sudden family illness, the staff provides help in reaching the student. In case of emergency, telephone (503) 346-3211.

Freshman Interest Groups
Freshman Interest Groups (FIGs) are designed to help students begin meeting general university requirements while focusing on a particular area of interest and possibly a major. Students in each interest group share enrollment in three related courses. One of these classes has a small enrollment, so that members are likely to meet other students who share similar interests. Besides the FIG courses, students plan an individual schedule in consultation with an adviser. Social and academic activities are coordinated by a trained peer, who acts as the FIG group leader. Freshmen who are undecided about their majors and are not attending the Early Orientation and Registration Program (EORP) can join a FIG in September if space is available. For more information consult Jack Bennett in 164 Oregon Hall; telephone (503) 346-1080.

Students with Disabilities
It is the policy of the University of Oregon that no man or woman shall, solely by reason of physical limitation, be subjected to discrimination or denied the benefit of, or be excluded from, participation in any university program or activity.

Staff members in the Office of Academic Advising and Student Services are available to assist students with disabilities in obtaining required accommodations to facilitate completion of their studies. These accommodations, in compliance with Section 504 of the Vocational Rehabilitation Act of 1973, may consist of modification of classroom techniques and practices to accommodate visual or auditory limitations; provision of lecture notes or auxiliary aids such as readers, audio-visual materials, and sign language interpreters; and modification, such as substitution or waiver of some degree requirements, to allow accessibility to degree or program objectives. Assistance with registration, academic advising, counseling, and referral information is available. For more information consult Hilary Gerdes in 164 Oregon Hall; telephone (503) 346-1063.

AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

474 Oregon Hall
Telephone (503) 346-3121
Diane Wong, Director

The University of Oregon is committed to equal opportunity in education and employment for everyone on campus. Students and employees have a legally protected right to a working and learning environment that is free from discrimination and harassment and free from retaliation.

Students and employees who feel they have encountered discrimination or harassment should inquire at the Office of Affirmative Action and Equal Opportunity for information on their rights, options, and resources. The Office of Affirmative Action and Equal Opportunity staff offers information on grievance procedures and referrals. Confidentiality is respected for all parties.

ASSOCIATED STUDENTS OF THE UNIVERSITY OF OREGON

Erb Memorial Union, Suite 4
Telephone (503) 346-3724

The Associated Students of the University of Oregon (ASUO) is the recognized representative organization of students at the university. It is a network of agencies, activities, and programs designed to serve student needs and interests. Its purpose is to give students the opportunity to plan and direct their own programs, to become involved with every aspect of university life, and to influence the decisions that affect the quality of education and student life at the university. All students who pay incidental fees are members of the ASUO.

Organization. The ASUO elects five specialized branches of student government—the ASUO Executive, the Incidental Fee Committee (IFC), the Student Senate, five members of the Erb Memorial Union Board, and the Associated Students President's Advisory Council (ASPAC). The ASUO Executive appoints part of ASPAC and the EMU Board, the Constitution Court, and the ASUO Health Insurance Committee. Together these bodies provide governance, leadership, and representation for student concerns.

ASUO Executive. The ASUO Executive is composed of an elected president, a vice-president, and hired officers and staff members. It is the recognized voice of UO students and administers more than eighty-five funded ASUO programs. The ASUO Constitution describes the legal and procedural functioning and the general make-up of the ASUO Executive.

Incidental Fee Committee. The incidental fee is a self-imposed tax by which students finance student nonacademic activities. The IFC is a seven-member committee elected from the student body to allocate incidental fees. Each year all recipients of support from incidental fees (the ASUO student programs, the Department of Intercollegiate Athletics, and the EMU, among others) submit their proposed budgets to the ASUO Executive. The ASUO Executive submits its recommendations to the IFC. After a series of public hearings on each budget proposal, the committee presents its recommendations to the ASUO president, who forwards the recommendation on the allocation of incidental fees to the president of the University of Oregon. The final incidental fee budget is approved by the Oregon State Board of Higher Education.

Student Senate. The eighteen members of the Student Senate are elected for rotating two-year terms. Student Senate members represent specific academic departments and colleges. The Student Senate is one-third of the University Senate; the other two-thirds are faculty members. The Student Senate members are also full voting members of the University Assembly, the faculty body that debates and sets general university policies. In addition, Student Senate members staff an information and grievance table once a week in the lobby of the EMU, approve appointments, and help make up the ASUO Committee on Committees, which nominates students for more than eighty positions on twenty-six student-faculty committees.

EMU Board. The EMU Board is a fifteen-member committee consisting of students, faculty members, and EMU staff personnel. It is responsible for making general policy decisions and long-range plans for all aspects of the operation of the EMU. The board is responsible for allocating a $1.1 million budget to programs and service areas and for allocating space in the 200,000-square-foot facility. The board, of which students form the majority, also advises staff members in the management and administration of the EMU.

Constitution Court. The ASUO Constitution Court, appointed by the ASUO president and confirmed by the Student Senate, serves as the court of appeals for the ASUO. The court has the authority to rule on any questions arising under the ASUO Constitution or any rule promulgated under it. This power of review covers almost any action by ASUO government bodies, programs, and individual students that fall under the ASUO Constitution.

Associated Students President's Advisory Council (ASPAC) offers discussion and advice about matters of student concern in monthly meetings with the UO president. The fourteen-member council includes representatives from the ASUO Executive, IFC, Student Senate, Residence Hall Governance Committee, EMU Board, ASUO programs, and two students elected for one-year terms from the student body at large.

ASUO Health Insurance Committee. The ASUO Health Insurance Committee, consisting of five students appointed by the ASUO president and confirmed by the Student Senate, is responsible for setting policy for the ASUO Health Insurance Program, hiring an insurance coordinator, negotiating contracts, and reviewing benefits offered.

Student Interests

Advertising Club is a national organization of professional and student groups whose goal is to encourage students to enter advertising careers.

Alpha Kappa Psi is a professional business fraternity that helps members gain experience in activities essential to their future careers.

Amazon Child Care Center is a student cooperative offering good, low-cost care and seminars on parenting, teacher education, and child development.

Amazon Cooperative Community Tenants, an elected body, represents the interests of Amazon tenants and participates in the Family Board, which sets all the policies concerning the Amazon housing complex.

American Institute of Architects associated student chapters offer speaker and film series, peer advising, design competitions, and tours of local architecture offices.

American Society of Interior Design educates students about interior design and related issues.

Asian-Pacific American Student Union serves the university's considerable population of Asian-Pacific Americans.

ASUO Course Guide is distributed to students and faculty members free of charge each term. It contains descriptions of courses offered.

Avenu is the student newspaper of the School of Architecture and Allied Arts. It is published nine times a year by the university's student chapter of the American Institute of Architects.

Big Brother/Big Sister Program of Mid-Oregon provides UO student friends to children in single-parent homes. Other student volunteers are advisers for junior and senior high school programs.

Black Student Union serves as a support group for black students and exposes the university and Eugene-Springfield communities to black culture by sponsoring social and cultural events.

Campus Information Exchange is a computer conferencing service available to all UO students and to faculty and staff members.

Center for Innovative Educational Development is an ASUO program offering innovative credit and noncredit courses in all disciplines. Courses are taught by students, faculty members, and community members.

Chinese Student Association coordinates academic, social, and cultural activities for about 300 UO Chinese students.

College Republicans, the official campus affiliate of the Republican Party, works in campaigns, registers voters, attends Republican Party conventions, and works to have legislation approved.

Committee for the Musical Arts sponsors artists who represent traditions, cultures, and repertoires not provided by the School of Music, the Cultural Forum, or other campus organizations.

Crisis Center provides emergency counseling when other university and ASUO facilities are not available. The Crisis Center phone line operates twenty-four hours a day; telephone 346-4488. Staff members can also refer students to other specialized agencies.

Dance Oregon! offers students the opportunity to see, perform, and participate in dance con-

certs, master classes, and workshops. Performing membership is obtained through auditions held each fall.

Division of Educational Policy and Management Graduate Student Association is primarily a support group for educational policy and management graduate students.

ESCAPE (Every Student Caring About Personalized Education) is a student-initiated and student-run accredited practicum that places student volunteers.

Footnotes provides lecture notes as study supplements for lower-division courses. Notes may be purchased for the whole term or for individual class days.

Forensics is the university's debate society and speech club.

Interfraternity Council provides a central organization for general fraternity activities and leadership opportunities and promotes campus involvement.

International Student Association (ISA) is an umbrella organization for students from nations around the world. Included are the Arab Student Club, Indian Student Association, Indonesian Student Association, Iranian Student Association, Japanese Student Association, Kultura Filipinas, Muslim Student Association, and Organization of Arab Students. Under the guidance of the ISA, these associations of students work to promote the educational, social, and cultural activities of international students at the university.

Jewish Student Union serves the entire student body through conferences, retreats, speakers, films, and discussion groups scheduled for the best possible benefit to both Jewish students and the university community.

Journal of Environmental Law and Litigation, a publication by UO law students, provides a national forum on reform and litigation in the natural resources area.

Latin America Support Committee sponsors cultural events and educational programs from Latin America. Programs include art shows, folk music, concerts, films, educational speakers, and *Latin America Reports*, a weekly publication covering important news events from Latin America.

Legal Services provides legal services free of charge to all regular UO students through incidental fees provided by the ASUO. Services include, but are not limited to, landlord-tenant disputes, uncontested divorce, small-claims counseling.

Lesbian, Gay, and Bisexual Alliance serves members who seek relaxed, nonoppressive interaction, worthwhile activities, and a positive sense of self.

M.B.A. Association aims to improve the UO graduate business program through student involvement.

MEChA (*Movimiento Estudianti Chicanos de Aztlan*) coordinates Chicano student activities and represents the interests of Chicano students at the university.

Mediation Program is a service provided to students by the ASUO and the university. Mediation provides pregrievance problem resolution to students or student groups. The program offers workshops and courses to members of the university community.

Men Against Rape works to separate the myths from the realities of sexual assault and domestic violence. Members lobby for a safer physical environment for women and children. Educational programs are being developed for presentation to student and community groups.

Minority Law Students Association helps minority law students make the transition to legal study and supports them in law school.

Muslim Student Association fosters understanding of Islamic culture.

Native American Student Union, an important part of the native American community, is an ethnic student association that works with students, community organizations, and Northwest tribes.

Office of Student Advocacy (OSA) is a constituent service of the ASUO providing representation, at no charge, to students in matters of student grievances, conduct code, and related matters. OSA assists students in resolving problems arising out of university life.

Oregon Commentator, a student-run newspaper, serves as an alternative to the *Oregon Daily Emerald*.

Oregon Daily Emerald is the UO's independent student newspaper. The ASUO purchases a subscription for each UO student.

Oregon Marching Band is the musical representative of UO spirit at all home football games and selected away games. Members also participate in the Basketball Band and the Green Garter Band.

Oregon Marine Student Association coordinates student activities between the Eugene campus and the Oregon Institute of Marine Biology in Charleston, Oregon.

Oregon Student Lobby provides a collective voice for students of Oregon's institutions of higher education to influence public policy decisions. It conducts research on issues affecting students, lobbies decision makers, and provides a mechanism for sharing information among students.

Oregon Student Public Interest Research Group (OSPIRG) is a consumer and environmental advocacy organization.

Panhellenic Council consists of representatives from campus sororities. Its members are sorority leaders who serve as links to the university administration, the Interfraternity Council, other sororities, and other student groups. The council promotes the understanding of the sorority system and furthers intellectual accomplishment and opportunities for leadership and campus involvement.

Philosophy Club stimulates philosophical thought by sponsoring speakers, papers, and discussions.

Prehealth Sciences offers seminars, professional school information, and clinical observation for premedical and predental students.

Prelaw Society provides services for prelaw students, including meetings, a newsletter, and an information area, especially for juniors and seniors engaged in the law school application process.

Project Saferide is a campus shuttle service for women that is available seven nights a week during the academic year. Its vans are driven by women and serve the university and family housing neighborhoods.

Singapore Student Association, a social and cultural organization, serves approximately 400 students from Singapore.

Sister University Project is a joint program between the University of Oregon and the University of El Salvador.

Student Bar Association is the umbrella agency for student interest groups within the University of Oregon School of Law.

Student Campaign for Disarmament (SCD) is a response to the threat to world peace and human survival that is created by the escalating arms race, both conventional and nuclear. Through education and organization, SCD attempts to offer peaceful alternatives for a livable future.

Student Economics Association provides an educational forum in the field of economics.

Survival Center is a clearinghouse for students interested in environmental concerns.

University Democrats is a campus organization that gives student Democrats a chance to be involved in local, state, and national politics.

University Song and Dance Troupe provides a creative outlet for students with interests in singing, dancing, and acting as well as entertainment for the university community.

University Theatre, the production wing of the theater arts program, is an independent organization that produces shows from its own box office.

UO YWCA provides services to women, minorities, and disabled youth through the Exceptional Friendship Program and the Outreach Program.

USSA, the nation's oldest and largest student organization, represents 4.5 million students nationwide and is the recognized voice of students in Washington, D.C.

Westmoreland Tenants Council, an elected body, represents the interests of Westmoreland family housing tenants.

Whitebird Clinic contracts with the ASUO to provide a nationwide Rideshare system free to UO students. Whitebird services include medical cases, drug treatment, and counseling.

Women in Communications, Inc. is a dynamic organization that helps communications students define their professional goals. Advantages for members include developing a national network of career contacts, hearing speakers and attending events on current issues in communications, and enhancing their educational experiences by meeting and working with a variety of creative people.

Women in Transition provides assistance and support to mature women who are returning to the university to further their education.

Women's Center provides a central location and staff for women's student organizations and services that support the cultural and educational development of women on campus, increase access to education for women, and improve retention of women. This office houses Women in Transition, Women's Resource and Referral Services, Saferide, and Women's Diversity Program.

BOOKSTORE

Thirteenth Avenue at Kincaid Street
Telephone (503) 346-4331
James L. Williams, General Manager

The University of Oregon Bookstore is just west of the campus. The bookstore was established in 1920 to serve students and faculty and staff members of the University of Oregon.

The bookstore is open during the school year from 7:30 a.m. to 6:00 p.m., Monday through Friday, and 10:00 a.m. to 6:00 p.m. Saturdays. During the summer, the bookstore is closed Saturdays and opens at 8:15 a.m. weekdays.

Services
The bookstore is a small department store. The lower level displays a wide selection of school and office supplies as well as art and architecture supplies. Public restrooms are located at this level.

The street level offers a variety of merchandise, including calculators, typewriters, televisions, and stereos. A complete university sportswear and insignia department is located along the west side of the floor. On the east side are greeting cards, gifts, drug sundries, magazines, candy, and snacks.

On the upper level, in the general book department, the bookstore offers more than 60,000 separate titles for reading pleasure. The store specializes in carrying books seldom found in other bookstores. If the bookstore does not carry a particular book or if it is out of print, the staff is always ready to make a special order. Bookstore staff members also enjoy recommending books to customers.

The course book department is located at the rear of the upper level. The bookstore sells both new and used course books at a discount and also saves students money throughout the year by buying back many books that will be used again on campus. The buy-back list is largest at the end of each academic term, when the bookstore brings in professional used-book buyers during finals week for the convenience of students wanting to sell their books. Each year the board of directors reviews the book department discount. Although there is no guarantee of a set discount, last year the bookstore gave a 9 percent discount off the publisher's list price to its members. Since 1973 the bookstore has returned more than $6 million to its members through this discount.

Specific services offered at the bookstore include no-charge check cashing, a U-Lane-O Exchange automatic teller machine, free gift wrapping for store purchases, a free notary public service, free self-service coin lockers, key making, acceptance of *Oregon Daily Emerald* classified advertisements, postage stamp sales, a film-processing service, University of Oregon jewelry sales, graduation cap and gown sales and rentals, a free campus telephone, public restrooms, and bicycle parking and benches outside the store.

EMU Computer Shoppe
The bookstore sells computers, printers, computer software, and computer supplies at the EMU Computer Shoppe, located on the breezeway level of the Erb Memorial Union. For the EMU Computer Shoppe's business hours, call (503) 346-4331.

Portland Center
For the convenience of Portland area alumni and friends of the university, the bookstore sells university sportswear and insignia merchandise at the UO Portland Center. The center is located at 722 S.W. Second Avenue in Portland; telephone (503) 725-3055.

Organization and Management
For many years a cooperative store, the bookstore is now an independent, nonprofit corporation whose membership is composed of all the students, faculty members, and civil service staff members of the university. Policy is made by a board of directors of eight students, two faculty members, and one classified staff member. The directors are elected by the bookstore's membership in annual elections. The operation of the store is conducted by twelve full-time managers and a large staff, many of whom are spouses of students or part-time students.

Policy
It is the fixed policy of the bookstore to supply the consumer needs of students and faculty members in the best manner possible.

The bookstore continually strives to find new ways to serve its membership better, and it welcomes suggestions and constructive criticism. To this end, a suggestion box has been placed in the lobby of the store with a standing invitation for all to use it. People are also welcome to call the manager and staff for additional information.

CAREER PLANNING AND PLACEMENT SERVICE

244 Hendricks Hall
Telephone (503) 346-3235
Lawrence H. Smith, Director

The Career Planning and Placement Service is the primary campus resource for students and alumni seeking career direction and employment assistance.

Career Planning. Career planning services help students combine educational and career goals. The Career Assessment Program provides a systematic approach for identifying skills, interests, and abilities. Individual counseling, the publication *Focus Your Education*, and the Special Studies course Career and Life Planning (CPSY 199) are available to help students select courses and majors to fit their goals. The office keeps up-to-date files on careers and employment trends. Information is provided about local, regional, and national internship programs, and the service manages the Career Development Internship Program.

Placement. Each year more than 14,000 jobs are listed with this office. The campus interview program brings approximately 175 employers to campus.

The job vacancy notebooks contain current openings in a variety of career areas, and the weekly job vacancy bulletin gives details about job openings. The University of Oregon Résumé Book, a computerized job-matching service, provides information to employers that match the job seeker's qualifications, experience, and education.

Workshops and seminars, free to students, teach résumé writing, interview skills, and job-search strategies. Employer directories, salary surveys, and corporate brochures are available, and the office has a reference file service to support applications for graduate school or employment. Counselors are available for scheduled appointments or to people who drop in.

Currently enrolled students, alumni, and those who have completed 12 or more credits at the university are invited to use these services.

For more information, see the **Academic and Career Planning** and **Student Employment** sections of this bulletin.

COUNSELING

Second Floor, Student Health Center
Thirteenth Avenue at Agate Street
Telephone (503) 346-3227
Shirley J. Wilson, Acting Director

The University Counseling Center provides trained psychologists to help students with personal and relationship problems. Counseling, testing, and additional resources are available to help students make decisions and deal with academic concerns. Personal counseling emphasizes short-term and group interventions.

A modest fee is charged for some tests. Fees for other counseling services are generally not charged.

Staff members offer outreach presentations, workshops, and consultation to various student groups and departments of the university. Upon request, staff psychologists consult with faculty members, students, and others on behavioral and mental health problems.

Testing Service. The counseling center coordinates most of the national testing programs such as the College-Level Examination Program (CLEP), the College Entrance Examination Board (CEEB), the Graduate Record Examinations (GRE), and the Law School Admission Test (LSAT). Application forms and registration materials for these tests are available at the counseling center, Room 238.

Student Training. The center offers a predoctoral internship program that is approved by the American Psychological Association, a master's-level practicum, and supervised experience for graduate students in counseling and clinical psychology.

Crisis Center: 346-4488. The crisis line, a telephone service supervised by the counseling center, operates twenty-four hours a day.

DEAN OF STUDENTS

364 Oregon Hall
Telephone (503) 346-3210
Jane DeGidio, Acting Dean of Students

The Office of the Dean of Students provides the support students need to be educationally successful both in and out of the classroom. The staff is concerned with the welfare of each student and works with individuals, groups, parents, families, and other members of the university community. The Office of the Dean of Students also responds to students's interests and needs, helping to promote a high quality of life for all students.

The Office of Student Development coordinates programs that serve students individually and in large or small groups. The Office of Student Development is concerned with students's personal, social, cultural, and intellectual development as well as their interpersonal, leadership, and career-oriented skills.

DEAN OF STUDENTS PROGRAMS

Freshman Seminars
Gregg Lobisser, Coordinator

Freshman Seminars is an exciting program developed especially for University of Oregon freshmen and first-term transfer students. Seminars are small classes of fifteen to twenty students. Unlike traditional lecture courses, the emphasis is on active discussion by all participants and development of a sense of community among students with similar interests. This personalized method of instruction gives students the opportunity to interact with classmates and express their ideas and opinions freely. The seminars offer a great opportunity to meet new friends, be challenged intellectually in a relaxed atmosphere, and become better acquainted with faculty members at the University of Oregon. The Freshman Seminars brochure lists each term's course offerings. Brochures are available in the Office of the Dean of Students, 364 Oregon Hall.

Substance Abuse Prevention and Education
Joanie Robertson, Assistant Dean of Students

The Office of the Dean of Students administers campus programs on substance abuse education, prevention, and intervention. The Campus Organization for a Substance Abuse Free Environment (COSAFE), an advisory organization composed of administrators, faculty and staff members, students, parents, and community representatives, helps coordinate the university's drug and alcohol programs. Programs and services are offered to campus organizations and students who want information about the use and abuse of alcohol and other drugs.

Mediation Program
318 Erb Memorial Union
Telephone (503) 346-4240
Jacqueline Gibson, Director

The Office of the Dean of Students and the Associated Students of the University of Oregon (ASUO) jointly fund confidential mediation services that are offered free to students and faculty and staff members. In mediation a neutral party helps individuals or groups creatively resolve or manage their disputes. The program provides trained mediators and interns who can help with problem solving, mediation, and skills training.

Student Conduct
Elaine Green, Student Conduct Coordinator

The university's student conduct program is designed to protect the rights and the health, safety, and well-being of everyone within the university community and, at the same time, protect the educational objectives of the university.

A faculty-student committee has primary responsibility for formulating and evaluating student conduct policies and procedures. The program is administered by the student conduct coordinator.

An abridged version of the Code of Student Conduct and information concerning the student conduct program appear in the schedule of classes, available in the Office of the Registrar. Copies of the complete code are available for examination in the offices of the dean of students and the registrar and from the Office of Academic Advising and Student Services, University Housing, the ASUO, and the Office of Student Advocacy.

Faculty Firesides
Joanie Robertson, Coordinator

Faculty Firesides are a joint effort of the University of Oregon Foundation and the Office of Academic Support and Student Services. The program's goal is to help stimulate ideas and discussion between faculty members and students in casual settings, where open dialogues flourish and relationships grow.

STUDENT DEVELOPMENT PROGRAMS

364 Oregon Hall
Telephone (503) 346-3216

Greek Life Advising
Mark Latimer and Shelley Sutherland, Advisers

The Greek life advisers, as staff members of the Office of Student Development, oversee efforts to establish and maintain programs that create positive group-living experiences. Sororities and fraternities are actively involved in academic growth, leadership, community services, and athletic and social events.

For more information see Affiliated Housing in the **Student Housing** section of this bulletin or inquire at the Office of Student Development.

Honors and Awards
See the **Honors and Awards** section of this bulletin for information about honor societies, outstanding student awards, scholarships and prizes, and the Dean's List.

Leadership Classes
The student development leadership classes program is based on the assumption that individuals can learn to be effective leaders. Many of the classes are offered for academic credit in cooperation with the Division of Educational Policy and Management in the College of Education. Student development leadership classes provide a blend of theoretical knowledge and practical experiences necessary to develop skills in effective communication, leadership, and consulting as well as program and organization development. For more information, visit the Office of Student Development in 364 Oregon Hall or call (503) 346-3216.

On-Campus Internships
Mary Hudzikiewicz, Coordinator

This program provides undergraduates with special training and practical experience directly related to their major courses of study and career goals. Through the internships, students gain valuable skills, build self-confidence, and increase awareness and involvement.

Each internship is tailored to fit the needs of the department or office as well as the special interests of the student. In all practicum placements students learn on the job while working with professional staff members.

The program is jointly sponsored by the Office of Student Development and the Division of Educational Policy and Management. Interested students should call or write to the program office.

Orientation Office
Roger Morris, Director

Orientation programs for new undergraduate students focus on improving the quality of the new student experience at the University of Oregon by providing early assistance with academic, social, and personal adjustment to the university.

Early Orientation and Registration. The Early Orientation and Registration Program (EORP) provides entering freshmen with an opportunity to learn about support services, receive academic advising, and register for classes during the month of July. Freshmen who participate in early orientation are already registered for classes when they return to campus in the fall and are therefore free to participate in activities available to students during New Student Orientation.

International Student Orientation. This program, coordinated by the Office of International Services, assists international students entering the United States and the University of Oregon for the first time. The program includes an introduction to the academic system of the university and to its social and cultural environment. It may include a temporary stay with a host family in Eugene.

New Student Orientation. The week of fall-term registration is called New Student Orientation. During New Student Orientation more than 200 social, cultural, and academic programs are presented by faculty members and returning students. Programs are held throughout the campus to help entering freshmen and new transfer students start their academic careers smoothly. New Student Orientation provides opportunities to meet other students and to discover the campus and community resources vital to the student's educational goals.

Programs for Parents
Mary Hudzidiewicz, Director

A variety of programs provide parents with information about the university community. Each fall and spring term parents are invited to spend a weekend on campus. Receptions, entertainment, visits to classes, athletic events, awards luncheons, and speakers are some of the events offered during Parents' Weekends. Commencement exercises are held each June and August. Parents of prospective students are invited to an annual Preview Day in February, and a summer Early Orientation and Registration Program introduces newly admitted students and their parents to the university. A quarterly newsletter, *Especially For Parents*, is published by the Office of Student Development.

Video Project

The Video Project makes videotapes of academic departments available to students to help them choose majors and select classes. The tapes describe departmental emphases, general university and departmental graduation requirements, special courses, faculty areas of specialization, research emphases, facilities, practical experience available to students, and career options after graduation.

The tapes may be viewed in the Office of Academic Advising and Student Services, 164 Oregon Hall, from 10:00 a.m. to 4:00 p.m. weekdays.

ERB MEMORIAL UNION

Thirteenth Avenue at University Street
Telephone (503) 346-3705
Adell McMillan, Director

The Erb Memorial Union (EMU) is a combination of facilities, services, and programs dedicated to making the extracurricular life of students an integral part of their education. The EMU provides group meeting rooms, a variety of food service units, lounges, a recreation center, and a staff of program consultants to help groups and individuals in planning programs. Student government and activities offices are located on the ground floor of the EMU.

Also housed in the building are the *Oregon Daily Emerald* offices, a branch of the United States Post Office, the Campus Copy Center, photo I.D. service, an information center, a small variety store, a ticket outlet, the university lost-and-found service, a travel desk, two automatic teller machines, a hair salon, a computer lounge, and a computer supply store. Another facility of the EMU, but not housed in the building, is the Waterworks Canoe Company, which rents canoes and kayaks for use on the Millrace and elsewhere.

The Erb Memorial Union is funded from two sources: the incidental fees paid by all students each term and the income generated by some EMU units. Each year the EMU submits its budget to the Associated Students of the University of Oregon (ASUO) Incidental Fee Committee, which makes recommendations to the president of the university regarding the allocation of incidental fees to the Department of Intercollegiate Athletics, the ASUO, the University Counseling Center, and the EMU.

Board of Directors. The EMU Board of Directors has the responsibility for making general policy decisions and long-range plans for the Erb Memorial Union. The board also advises EMU staff members on matters of day-to-day management and administration. The board is made up of elected students, appointed students, and appointed faculty members.

The EMU also provides activities and programs for the educational, cultural, and recreational enrichment of the university community.

Child Care Centers
Seven state-certified child care sites are available for use by university students and, when space is available, by staff and faculty members.

Club Sports and Recreation Center
An intercollegiate program that emphasizes participation by all interested students, the Club Sports Program has teams in soccer, rugby, lacrosse, karate, fencing, water polo, table tennis, volleyball, skiing, crew, badminton, sailing, bicycling, bowling, horseback riding, baseball, judo, ultimate frisbee, Aikido, ranger challenger, rifle, swimming, Tae Kwon-Do, snow boarding, and ice hockey. The Recreation Center has facilities for bowling, billiards, and video and table games. It sponsors tournaments in billiards, table tennis, bowling, shuffleboard, chess, bridge, and backgammon.

Computer Lounge
The Computer Lounge is open to all members of the university community. The lounge offers term passes and hourly rental of personal computers and printers for desk-top publishing.

Craft Center
Open to all members of the university community including alumni, the Craft Center provides facilities and workshops for informal work in ceramics, jewelry, woodworking, graphics, photography, and various other crafts.

Cultural Forum
The Cultural Forum presents a program of campus entertainment and cultural activities including films, concerts, lectures, and symposia.

Outdoor Program
The Outdoor Program offers activities such as camping, hiking, mountaineering, ski touring, canoeing, kayaking, wind surfing, bicycle touring, river rafting, and an on-campus program of lectures, slide presentations, and instructional workshops.

Student Activities Resource Office
The Student Activities Resource Office, which provides resources to students and student organizations for any type of programming, includes a visual arts unit that is responsible for EMU art exhibitions and collections. In addition, the staff offers consultation to help meet individual or group goals.

HEALTH SERVICES

First Floor, Student Health Center
Thirteenth Avenue at Agate Street
Telephone (503) 346-4441
Gerald J. Fleischli, M.D., Director

The Student Health Center provides a wide variety of medical and health care services for currently enrolled University of Oregon students. These services are provided by a highly qualified staff that includes fifteen physicians, a dentist, four nurse practitioners, registered nurses, laboratory and X-ray technicians, athletic trainers, physical therapists, pharmacists, dental hygienists, health educators, administrators, and support employees.

Medical and Health Care Services

1. Diagnosis and treatment of student illnesses and injuries
2. Basic preventive dental services and dental education
3. Specialized medical care for allergies, internal medicine, psychiatry, and minor surgical procedures
4. Allergy skin testing
5. A women's health care clinic with gynecological services and counseling
6. Medical laboratory services
7. Medical X-ray services
8. Mental health counseling
9. A sports medicine clinic for treatment of injuries
10. Physical therapy services and rehabilitation treatment
11. A licensed pharmacy
12. Nutrition counseling
13. Health education services

Hours of Operation and Appointments
The Student Health Center is open from 8:00 a.m. to 6:00 p.m., Monday, Wednesday, Thursday, and Friday; from 9:00 a.m. to 6:00 p.m. Tuesday; 8:00 a.m. to 8:00 p.m. Saturday; and noon to 8:00 p.m. Sunday, fall through spring terms. Summer session hours are 8:00 a. m. to 4:30 p.m., Monday through Friday. The center is closed between terms.

Outpatient Care. Students must make appointments for outpatient care. Hours are 8:00 a.m. to 6:00 p.m., Monday, Wednesday, Thursday, and Friday and 9:00 a.m. to 6:00 p.m. Tuesday. An appointment can be made by telephone or in person during outpatient hours. A current university student identification card is needed to receive services at the Student Health Center.

Urgent Care. Ill or injured students receive care without an appointment. Hours are 8:00 a.m. to 6:00 p.m., Monday, Wednesday, Thursday, and Friday; 9:00 a.m. to 6:00 p.m. Tuesday; 8:00 a.m. to 8:00 p.m. Saturday; and noon to 8:00 p.m. Sunday.

Charges and Insurance The Student Health Center charges for laboratory tests, X-rays, medications and prescriptions, immunizations and injections, dental procedures, sports medicine and physical therapy procedures, and other special services and supplies. Every effort is made to keep these charges low.

There is no charge for basic nursing care or to use the health education facilities and services. There is a nominal fee for the first office visit each term with a staff physician, dentist, psychiatrist, or nurse practitioner. There is no charge for additional office visits during the term.

When students are referred for medical services not available at the Student Health Center or seek medical or health services elsewhere, they are fully responsible for all expenses.

Health Insurance. While all students are strongly encouraged to have health insurance coverage, currently registered university students with or without health insurance are eligible to use the Student Health Center. Health insurance can be purchased through the Associated Students of the University of Oregon (ASUO). For students with private or family health insurance coverage, the Student Health Center can generate a bill to submit to the insurance company. The Student Health Center staff can explain how to obtain a bill for insurance purposes, but the center does not bill insurance companies.

University Health Requirements for New Students and International Students

Each entering student must complete a medical history form and return it to the Student Health Center. A diphtheria-tetanus booster within the past ten years and polio, rubella, and mumps immunizations are strongly recommended.

All students born outside the United States are required to have a tuberculin PPD skin test administered by a staff member at the University of Oregon Student Health Center. This requirement may be waived for students born in low-risk countries (as defined by the Oregon Health Division). If the PPD test is positive, a chest X-ray is required.

Measles Booster Requirement. All students born after December 31, 1956, and entering the university after fall term 1990 must show proof of two measles vaccinations. Students will not be permitted to register for a second term without proof of measles immunization on record at the Student Health Center. After the beginning of a term, registered students can be vaccinated for measles at the health center for a fee.

Other General Information

1. All medical care and treatment provided at the Student Health Center is confidential. Medical records, patients' bills, and other patient information are not released, unless required by law, without the specific written authorization of the patient
2. Only currently registered university students who have paid the Student Health Center fee may use its services
3. Student Health Center services are not available to university faculty or staff members
4. The Student Health Center is fully accredited by the Accreditation Association for Ambulatory Health Care
5. For more information about Student Health Center services pick up an informational brochure at the Student Health Center

INTERNATIONAL SERVICES

330 Oregon Hall
Telephone (503) 346-3206
Thomas Mills, Director

The university currently enrolls about 1,300 international students from eighty countries and sponsors a variety of overseas study programs in Africa, Asia, Europe, and Latin America. Through the Office of International Services, the university assists students who want to study abroad and international students and faculty members who are teaching and studying at the university.

International Student and Faculty Assistance. Students and faculty members from other countries are invited to inquire at this office for information about admission, housing, United States immigration regulations, employment opportunities, and scholarship aid. The Office of International Services also offers academic and personal counseling, helps students adjust to life in this country, and coordinates the Friendship Family Program that introduces international students to local families.

This office is the official university liaison for several international agencies including the Institute of International Education and the African-American Institute.

Overseas Study Opportunities

Students at the university may broaden their education by taking part in overseas study programs that offer University of Oregon credit. More complete information about each of the following programs is published in the pamphlet *Overseas Study Opportunities*, available in the Office of International Services. Overseas study courses are listed in the **Special Studies** section of this bulletin.

Australia, Melbourne and Perth. La Trobe University and Curtin University offer a broad curriculum for students participating in these year-long exchange programs. Curtin University also offers a semester program. Students attend regular university classes and follow the Australian academic year that begins in February and ends the following November.

China, Beijing. This intensive language program offers a chance to begin study of Chinese in China. Students may attend fall semester.

China, Fuzhou. Students may spend winter and spring terms in Fuzhou study Chinese language and civilization. One year of college-level Chinese or successful completion of the fall Beijing program is required for participation.

Denmark, Copenhagen. This academic program at the University of Copenhagen offers semester and full-year programs in architecture, international business, and general studies (liberal arts). Field trips are integrated into the academic course work. A summer semester program is also offered. Courses are taught in English by Danish professors.

Ecuador, Quito. During the fall term, Spanish language and Latin American studies courses are offered at the Catholic University of Ecuador. Courses specially designed for foreigners are taught in Spanish.

England, Bath and Liverpool. These programs are inactive.

England, London. Historic London is the setting for this program, which emphasizes the humanities and social sciences. Field trips are integrated into the academic work to provide a balanced educational experience. Students live with British families.

France, Avignon. Students in this program study the culture, traditions, and language of France. Field trips are an integral part of the program. Instruction is in English, although acceptance into the program requires three terms of college-level French.

France, Lyon. Students with intermediate or advanced training in French language may choose the year-long program in Lyon. Opportunities in a variety of disciplines are available to University of Oregon students. Housing is arranged for students.

France, Poitiers. This one-year academic program is for students who have studied at least two years of college-level French. Most students are enrolled in the Institute for Foreigners at the University of Poitiers, where they study French language and literature. Students with sufficient academic preparation may enroll in regular University of Poitiers classes.

Germany, Baden-Württemberg. Students in this year-long program may study at any one of the participating universities at Freiburg, Heidelberg, Hohenheim, Konstanz, Mannheim, Stuttgart, or Tübingen. Instruction is in German; applicants must have had at least two years of college-level German prior to acceptance.

Germany, Cologne. Cologne offers a liberal arts and business curriculum that is similar to the programs in London and Avignon. Although courses are taught in English, one term of college-level German is required.

Germany, Tübingen. Students studying the German language are eligible for this intensive language program offered each year from April to July.

Hungary, Szeged. This program offers an opportunity to study in an East European setting. No previous study of Hungarian is required; students can begin their study of the language in Szeged.

Israel, Jerusalem. Historic Jerusalem is the site of a one-year or semester program. Course work focuses on the social sciences and humanities with special concentrations in international, urban, religious, and Middle East studies. Students live in campus dormitories. There is no language prerequisite.

Italy, Perugia. An eight-week summer program in Italian language and culture is offered at the Italian University for Foreigners in Perugia. Italian is offered at all levels.

Italy, Rome. Each summer the University of Oregon School of Architecture and Allied Arts sponsors a studio in Rome. A faculty member from the Department of Architecture accompanies the Oregon group.

Italy, Siena. Italian language, humanities, and the social sciences are emphasized in this program. Students must complete at least one

term of college-level Italian prior to participating in the program.

Japan, Tokyo. Aoyama Gakuin University's School of International Politics, Economics, and Business is the center of this program that integrates American and Japanese students. Instruction is in English, but students with a prior knowledge of Japanese are given preference in the selection process.

Japan, Tokyo. Semester-long programs in Japanese business and society are offered through the Council on International Educational Exchange (CIEE) for summer session and fall or spring terms. No prior knowledge of Japanese is required.

Japan, Tokyo. Meiji University offers students with advanced skills in Japanese an opportunity to study a wide range of subjects. Students must complete at least three years of college-level Japanese prior to participation. This year-long exchange program follows the Japanese academic calendar, starting at the beginning of April and ending in mid-February.

Japan, Tokyo. At Waseda University's International Division, students may enroll in a variety of courses in Asian studies. Knowledge of the Japanese language is not required; instruction is in English.

Korea, Seoul. Ewha Women's University and Yonsei University are the sites for a study program in Korea in which students take courses in Korean studies and language. Family home stays are arranged for students.

Mexico, Queretaro. Each summer the University of Oregon Department of Romance Languages sponsors a study program in Spanish language and culture in Queretaro. Applicants must have one year of college-level Spanish to participate in the eight-week session.

The Netherlands, Breukelen. Students participating in the program at the Netherlands School of Business take courses in international business, languages, and the social sciences. A summer program is also offered.

Norway, Bergen. Students proficient in Norwegian are eligible for a semester or a year-long exchange program.

Scotland, Aberdeen. The University of Aberdeen is the site of this year-long exchange program. Students have opportunities to take course work in a wide range of disciplines with the guidance of a faculty adviser. Housing is in university dormitories.

Soviet Union, Leningrad. Students in this program take courses in Russian language, literature, history, and culture at Leningrad State University. Because classes are conducted in Russian, students must have a minimum of two years of college-level Russian for the summer program and three years for the semester program.

Soviet Union. The Pushkin Institute, renowned for teaching Russian as a foreign language, is the site of this semester program for students of Russian. It is sponsored by the American Council of Teachers of Russian. Acceptance into the program requires three or more years of college-level Russian.

Spain, Seville. This semester program offers courses in Spanish language, literature, history, and culture. Applicants must have completed at least two years of college-level Spanish.

Sweden, Linköping. This year-long exchange program is available to students demonstrating sufficient proficiency in Swedish. Courses are taught in Swedish and emphasize Scandinavian studies.

Africa, Asia, and Latin America. Various sites. Through its membership in the International Student Exchange Program (ISEP), UO students may study at selected sites in Africa, Asia, and Latin America. Contact the ISEP coordinator in the Office of International Services for specific information.

New Programs

New programs are proposed in various locations around the world. Information about recent developments is available from the Office of International Services.

Grants and Scholarships for Study Abroad

Grants are available to qualified graduating seniors and graduate students for advanced research, university study, and overseas teaching. Fulbright grant applications must be submitted to the Fulbright program adviser, 330 Oregon Hall, by mid-October. The Office of International Services has reference books on other overseas scholarship opportunities.

PUBLIC SAFETY

Straub Hall
1319 East 15th Avenue
Telephone (503) 346-5444
Carey M. Drayton, Director

The Office of Public Safety is responsible for the general safety of the campus twenty-four hours a day, seven days a week. It oversees security, general safety, environmental health, radiation safety, keys and locks, parking, the Lane Transit District Ridership Program, and bicycle and car registration.

Parking regulations are available in the Office of Public Safety, which is open from 8:00 a.m. to noon and 1:00 to 5:00 p.m., Monday through Friday. Students and university employees may purchase parking permits for motor vehicles or obtain free bicycle permits in this office. Fees are listed under Special Fees in the **Tuition and Fees** section of this bulletin. Visitors may obtain free one-day parking permits.

RECREATION AND SPORTS

The Department of Physical Education and Human Movement Studies sponsors comprehensive sports and recreational programs for students and for faculty and staff members of the university.

Recreation and Intramural Activities

103 Gerlinger Hall
Telephone (503) 346-4113
Karla S. Rice, Director

The programs provide a wide variety of opportunities for participation in intramural sports, all-campus tournaments, special events, and noncredit classes. Whenever possible, activities at three skill levels are provided in men's, women's, and coed divisions.

Among the most popular activities are aerobics, badminton, basketball, bowling, cross-country, flag football, golf, racquetball, soccer, softball, swimming, tennis, track, ultimate frisbee, volleyball, and wrestling.

Open Recreation. The facilities and recreational equipment of the department are available for open recreation when not otherwise scheduled. These facilities include the gymnasiums, courts, weight room, and pools of Esslinger Hall, Gerlinger Hall, and Gerlinger Annex. Outside field space and tennis courts are also available on the same basis. Open recreation is a key element in the overall balance of Recreation and Intramurals (RIM) programming. Open recreation is an outlet for individuals who want a less structured, nontournament form of participation. Throughout the year, facilities are regularly set aside for drop-in activities.

Intercollegiate Athletics

Casanova Athletic Center
Telephone (503) 346-4481
Bill Byrne, Director

Head Coaches and Trainers

Dean Adams, trainer
Rich Brooks, football coach
Tami Brown, softball coach
Bill Dellinger, men's track-and-field and cross-country coach
Ron Finley, wrestling coach
Gerry Gregory, volleyball coach
Tom Greider, women's tennis coach
Tom Heinonen, women's track-and-field and cross-country coach
Elwin Heiny, women's basketball coach
Scott Krieger, men's golf coach
Renée Mack, women's golf coach
Don Monson, men's basketball coach
Emory Summers, men's tennis coach

Intercollegiate athletics at the university is an integral part of the institution's educational programs. Opportunities to participate in athletics are offered to students of both sexes.

The university has a rich heritage in men's intercollegiate athletics, one that includes five National Collegiate Athletic Association (NCAA) track-and-field championships, four NCAA cross-country championships, and the first-ever NCAA basketball championship in 1939. University women earned national cross-country titles in 1983 and 1987 and the outdoor track-and-field crown in 1985. The men were NCAA champions in 1962, 1964, 1965, 1970, and 1984.

In 1990, Oregon qualified for NCAA competition in wrestling, track and field, volleyball, softball, and cross-country, and the football team played in the last Freedom Bowl.

Success in sports has made Eugene and the university an attractive site for national championships. The university has been the championship host for NCAA and Association for Intercollegiate Athletics for Women (AIAW) track and basketball, and NCAA gymnastics, wrestling, and golf.

Eugene was the site of the 1972, 1976, and 1980 Olympic Track and Field Trials and hosted its seventh NCAA meet in spring 1991.

Numerous university teams—men's and women's—have won conference and regional championships. Many university athletes have won individual national titles and participated in the Olympic Games, World Championships, and other major competitions.

The university fields seven sports each for men and women. Men's sports include basketball, cross-country, football, golf, tennis, track and field, and wrestling. Women's sports include basketball, cross-country, golf, softball, tennis, track and field, and volleyball. Women's Intercollegiate Athletics, organized in 1973, has been a part of the Department of Intercollegiate Athletics since 1977.

The University of Oregon belongs to the NCAA, competing at the Division I level in men's and women's competition. The long-time organizer of men's athletics, the NCAA began sponsoring women's championships in the 1981–82 season.

The university also belongs to the Pacific-10 Conference (Pac-10). Other members of the Pac-10 are Arizona, Arizona State, UCLA, USC, California, Stanford, Oregon State, Washington, and Washington State.

Pac-10 schools have captured more NCAA titles than any other conference in the nation.

Duck Athletic Fund

The Duck Athletic Fund is the fund-raising arm of the Department of Intercollegiate Athletics. Home offices are in 19 Susan Campbell Hall on the UO campus; telephone (503) 346-5433. There are branch offices in Medford and at the Portland Center. The Medford branch is at 816 West 8th Avenue; telephone (503) 773-5487. The Portland Center is located at 722 S.W. Second Avenue in Portland; telephone (503) 725-3055.

SPECIAL SERVICES

Academic Learning Services

68 Prince Lucien Campbell Hall
Telephone (503) 346-3226
David Hubin, Director

The Center for Academic Learning Services (ALS) provides academic support to all university students at various stages in their educational programs. Through academic courses, noncredit workshops, individual counseling, and drop-in mathematics and writing laboratories, the center offers training in study-skill improvement, preparation for standardized entrance examinations, and tutoring in many subject areas.

Courses for Credit. Students concerned about their academic reading, research, writing, and general study skills may benefit from participation in Introduction to University Study (ALS 101). This 3-credit course, which gives students an academic orientation to the university, is particularly helpful for new students. Academic learning services courses are listed in the **Special Studies** section of this bulletin.

Noncredit Workshops. Among the noncredit workshops offered are academic speed reading, study techniques, grammar, mathematics review, and preparation for the Graduate Record Examinations, the Law School Admission Test, the Graduate Management Admission Test, and the Medical College Admission Test.

Tutoring. Peer tutors in entry-level undergraduate courses are available through ALS. Students may drop in to receive free assistance with mathematics and writing at the center's laboratories.

Educational Opportunities Program. A component of ALS, the Educational Opportunities Program (EOP) offers comprehensive, free academic assistance and advising to disadvantaged and traditionally underrepresented students. Eligibility for participation in EOP courses, workshops, personal counseling, and academic advising is determined by federal guidelines from the United States Department of Education, which provides funding for this service.

The Center for Academic Learning Services is open weekdays from 8:00 a.m. to 5:00 p.m.

American English Institute

107A Pacific Hall
Telephone (503) 346-3945
Peggy Dame, Director

The American English Institute (AEI) offers four English-language programs for adults who want to improve their English proficiency in order to perform effectively in an academic or professional setting. These are the Intensive English Program, the Supplementary English Language Training (SELT) program, the International Graduate Teaching Fellow (IGTF) program, and special short-term programs.

AEI instructors are university faculty members with specialized training in linguistics, applied linguistics, or teaching English as a second language (TESL). Classes begin in September, January, March, and June.

Intensive English Program. This program consists of a six-level basic curriculum and a broad elective curriculum.

The basic six-level curriculum is divided into two combined skill areas: oral communication, which emphasizes speaking and listening; and written communication, which emphasizes reading and composition.

The elective curriculum consists of a set of optional courses that focus on areas of special concern or interest to students, including Test of English as a Foreign Language (TOEFL) Preparation I and II, Business English, American Culture, Conversational English, and American Films.

Other services and facilities afford the student opportunities to develop English proficiency. Advanced students may enroll, with the director's approval, in one regular university course. Trained and supervised tutors help students individually with course work, conversation, listening, reading, composition, and pronunciation.

Supplementary English Language Training. Supplementary English Language Training (SELT) is offered to enrolled undergraduate and graduate students who need or request additional training in English as a second languages for academic work. Courses are offered in listening and note taking (LING 82), oral skills (LING 83), reading and vocabulary development (LING 84), and writing (LING 91, 92, 93). A placement test determines the area where supplemental work is needed. All these courses carry credit for enrollment (eligibility) but not toward graduation; they satisfy no university or college requirement. SELT courses may be taken at the same time as other university course work. Information on this program is available from either AEI or the Office of International Services.

International Graduate Teaching Fellow Program. English courses are offered to international graduate teaching fellows who need or want help to improve their English for use in the classroom. Courses are offered to improve pronunciation, listening and speaking abilities, and university-level teaching skills. Information about this program is available from the AEI office, the Office of International Services, or the Graduate School.

Short-Term Programs. Upon request, AEI designs and teaches three- or four-week programs for groups of students. Programs target areas of interest such as business, university preparation, American culture, or second-language teaching methodology.

Student Services. AEI's student services include an academic counselor, an extensive orientation program before classes begin, many planned social activities in Eugene and the state of Oregon, housing assistance, and host families.

Admission Procedures. AEI's Intensive English Program is open to any student who has completed secondary school and is able to demonstrate sufficient financial support for study at the institute. To apply, the following materials should be submitted:

1. An AEI application form
2. Original or certified copies of the most recent degree or diploma received
3. A personal (or guarantor's) bank statement showing the exact amount available for the period of study, or evidence of a scholarship
4. A nonrefundable application fee of $25

If a student is transferring from another English-language program in the United States, a recommendation from the program director should be included.

Admission to AEI does not imply admission to any other school or program at the University of Oregon.

Additional funds will be needed for transportation, living expenses during breaks, and miscellaneous personal expenses.

Inquiries regarding admission should be directed to the American English Institute, University of Oregon, Eugene OR 97403, USA.

Educational Opportunities Program

68 Prince Lucien Campbell Hall
Telephone (503) 346-3226
David Hubin, Director

The Educational Opportunities Program (EOP) is part of the Center for Academic Learning Services. Funded by a federal grant, EOP provides comprehensive academic support including courses, noncredit workshops, tutoring, academic and personal counseling,

and advocacy and mediation help for disadvantaged and traditionally underrepresented students. EOP offers services to students with a variety of problems and skill levels—from those who are having trouble staying in the university to those whose plans include graduate or professional schools.

For more information, see also Academic Learning Services in the **Special Services** section of this bulletin. The Educational Opportunities Program office is open weekdays from 8:00 a.m. to 5:00 p.m.

High School Equivalency Program

1685 East 17th Avenue
Telephone (503) 346-3531
Emilio Hernandez, Director

Federally funded and sponsored by the University of Oregon, the High School Equivalency Program (HEP) is a multicultural, bilingual alternative-education program for migrant and seasonal farm-worker youths. HEP offers services to students with a wide range of academic and language skills. The program prides instruction in the social, academic, and survival skills necessary to pass the general educational development (GED) test and to be placed in college, job training, or employment. The HEP office is open weekdays from 8:00 a.m. to 4:30 p.m.

Multicultural Affairs

314 Oregon Hall
Telephone (503) 346-3479
Marshall Sauceda, Acting Director

The Office of Multicultural Affairs (OMA) assists the university in the recruitment and retention of African-American, Asian-Pacific Islander, Chicano-Latino, and American Indian and native Alaskan students. In addition, staff members strive to provide a caring and supportive environment for people of color. OMA offers a range of support services including:

1. Assistance with admission
2. Academic advising
3. IBM and Macintosh computer laboratory
4. Internship and scholarship information
5. Student advocacy
6. Tutorial assistance
7. Selected course offerings including College Composition I,II (WR 121, 122), College Algebra (MATH 111), Calculus for Business and Social Science I,II (MATH 241, 242), Introduction to Probability and Statistics (MATH 243)

OMA sponsors the Scholar Speakers Series, the Mentor Program, and Recognition Awards honoring students and faculty members who have contributed to the diversity of the university. The office enhances the new student experience through its welcoming programs, the Fall Orientation Retreat, and the Leadership Team Program. OMA also works closely with the cross-cultural residence hall.

All services are free. Students of color are encouraged to use OMA.

National Student Exchange

164 Oregon Hall
Telephone (503) 346-3211
Joe Wade, Coordinator

The University of Oregon is one of more than ninety public colleges and universities throughout the country with membership in the National Student Exchange (NSE). Through NSE, qualified students at member institutions may apply for exchange enrollment at another participating school. This program enables students to study in different geographical areas of the country and take advantage of specialized courses or unique programs that may not be available on their home campuses. Participation in the program is limited to one year.

To qualify, a University of Oregon student should be in the sophomore or junior year during the exchange year and be a full-time student in good standing at the university when applying to participate in the program. Tuition is assessed by the host institution at the in-state resident rate in some situations it may be paid at the University of Oregon.

Upward Bound

1859 East 15th Avenue
Telephone (503) 346-3501
Pearl M. Hill, Director

Upward Bound is a federally funded college preparatory program designed to generate the skills and motivation necessary to complete high school successfully and gain admission to an institution of higher education. High school students from low-income families who are potential first-generation college graduates with academic promise are eligible. They are recruited from target schools in Portland, Eugene, Springfield, and Harrisburg.

Upward Bound students participate in an eight-week summer residential program emphasizing basic skill development and cultural enrichment. Career and personal counseling encourages creative thinking and developing a positive attitude toward education. During the school year, students are provided with tutoring and counseling services as well as cultural field trips and activities.

Veteran Affairs

220 Oregon Hall
Telephone (503) 346-3119
Herbert R. Chereck, Coordinator

The Office of Veteran Affairs, part of the Office of the Registrar, helps eligible student veterans and their dependents obtain veterans' educational benefits in compliance with Veterans Administration procedures and regulations.

The office provides basic information about Veterans Administration and Oregon State Veteran benefits, including Veteran Vocational Rehabilitation, Veterans Tutorial Assistance, and contact with the Veteran Administration Regional Office in Portland. A student wanting ***advance pay*** for educational benefits should write or call the Office of Veteran Affairs approximately sixty days before the beginning of his or her first term at the University of Oregon and no later than thirty days before. All other student veterans may be certified to receive benefits for an academic year upon registration, but they should visit the office before the beginning of each term to provide information about their academic plans for the term.

STUDENT UNIVERSITY RELATIONS COUNCIL

140 Hendricks Hall
Telephone (503) 346-2107
Dan Rodriguez, Adviser

The University of Oregon Student University Relations Council (SURC) is an independent, nonprofit organization of students who volunteer their time and skills as representatives of the University of Oregon in coordination with the Office of the Vice-President for Public Affairs and Development. SURC seeks to

- promote and foster the development of the highest-quality education at the University of Oregon
- establish programs that directly benefit UO students
- stimulate the interest and participation of the student body, alumni, parents, and community members in the activities and progress of the university
- create avenues of communication among students, faculty members, administrators, staff members, parents, alumni, and community residents

The group is composed of resourceful students, with good leadership and organizational skills, who are interested in and understand the university. New members are selected each spring by a committee of senior-class members.

In addition to planning, organizing, and implementing special events such as Homecoming, Mayfest, Parents' Weekend, blood drives, and fund raising for graduating class gifts, SURC also works as a liaison between the community and the university as well as between university groups and the administration.

Enrollment by Major and Classification 1989–90 Academic Year

College of Arts and Sciences	Freshmen	Sophomores	Juniors	Seniors	Postbaccalaureate Nongraduates	Postbaccalaureate Graduates	Nonmatriculated Undergrads	Nonmatriculated Graduates	Totals
American Studies	2	8	13	20	1	0	0	0	44
Anthropology	14	24	38	71	4	63	0	0	214
Arts and Letters	6	13	19	10	0	0	0	0	48
Arts and Sciences premajors	812	761	306	76	73	0	0	0	2,028
Asian Studies	4	9	12	54	2	19	0	0	100
Biology	86	105	94	149	18	99	0	0	551
Chemistry	12	32	25	57	2	87	0	0	215
Chinese	0	0	3	2	0	0	0	0	5
Classics	0	1	3	6	1	3	0	0	14
Comparative Literature	0	2	2	3	2	47	0	0	56
Computer and Information Science	26	41	47	103	21	78	0	0	316
Creative Writing	0	0	0	0	0	28	0	0	28
Economics	16	23	40	102	7	66	0	0	254
English	44	158	219	371	6	126	0	0	924
French	7	21	14	26	0	6	0	0	74
General Science	10	26	37	91	5	0	0	0	169
Geography	2	11	27	85	5	33	0	0	163
Geology	3	11	15	19	4	42	0	0	94
German	1	10	11	36	5	26	0	0	89
Greek	0	0	2	1	0	0	0	0	3
History	20	50	90	158	6	59	0	0	383
Humanitites	0	2	0	4	0	0	0	0	6
Independent Studies	0	0	0	3	0	0	0	0	3
International Studies	6	21	42	92	3	71	0	0	235
Italian	1	1	0	3	0	1	0	0	6
Japanese	4	14	6	9	0	0	0	0	33
Linguistics	4	8	10	35	2	33	0	0	92
Mathematics	14	24	21	56	11	87	0	0	213
Philosophy	4	15	20	35	0	30	0	0	104
Physics	11	24	27	26	3	159	0	0	250
Political Science	65	152	182	321	1	39	0	0	760
Preengineering	14	11	12	10	0	0	0	0	47
Psychology	123	271	320	480	9	73	0	0	1,276
Religious Studies	0	4	3	8	0	0	0	0	15
Romance Languages	7	21	19	24	3	57	0	0	131
Russian	3	6	11	20	1	16	0	0	57
Sociology	6	65	126	249	7	47	0	0	500
Spanish	10	17	21	44	3	6	0	0	101
Speech: Rhetoric and Communication	13	17	92	206	0	54	0	0	382
Speech: Telecommunication and Film	16	49	55	175	1	30	0	0	326
Speech: Theater Arts	21	24	23	58	1	32	0	0	159
Total	1,387	2,052	2,007	3,298	207	1,517	0	0	10,468
Professional Schools									
Architecture and Allied Arts	124	243	305	658	54	494	0	0	1,878
Business Administration	393	591	538	888	21	382	0	0	2,813
Education	7	14	28	201	180	1,434	0	0	1,864
Human Development and Performance	36	135	249	517	13	343	0	0	1,293
Journalism	153	263	251	386	13	36	0	0	1,102
Law	0	0	0	0	0	512	0	0	512
Music	44	42	40	92	12	166	0	0	396
Total	757	1,288	1,411	2,742	293	3,367	0	0	9,858
Other									
Community Education Program	0	0	0	0	0	0	395	940	1,335
Interdisciplinary Studies	0	0	0	0	0	226	0	0	226
Unaffiliated	0	0	0	0	0	0	63	0	63
Unclassified	0	0	0	0	0	115	597	3,207	3,919
Total All Majors	2,144	3,340	3,418	6,040	500	5,225	1,055	4,147	25,869

Summary of Degrees Granted: Summer 1989 through Spring 1990

Bachelor's Degrees	Male	Female	Total
Bachelor of Arts	394	806	1,200
Bachelor of Science	792	608	1,400
Bachelor of Architecture	55	12	67
Bachelor of Education	3	8	11
Bachelor of Fine Arts	8	23	31
Bachelor of Interior Architecture	1	14	15
Bachelor of Landscape Architecture	13	7	20
Bachelor of Music	15	9	24
Bachelor of Physical Education	0	1	1
Total	1,281	1,488	2,769

Advanced Degrees	Male	Female	Total
Master of Arts	58	75	133
Master of Science	203	228	431
Master of Architecture	25	12	37
Master of Business Administration	103	40	143
Master of Education	32	60	92
Master of Fine Arts	8	17	25
Master of Interior Architecture	3	1	4
Master of Landscape Architecture	4	5	9
Master of Music	16	10	26
Master of Urban Planning	9	8	17
Doctor of Philosophy	99	81	180
Doctor of Education	1	5	6
Doctor of Musical Arts	5	2	7
Doctor of Jurisprudence	104	49	153
Total	670	593	1,263
Total Degrees	1,951	2,081	4,032

Retention Data

Pursuant to Public Law 94-432 (Section 132 of the Education Amendments of 1976 to the Higher Education Act of 1965), the university is required to prepare and disseminate selected information to students. The required information includes a statement on the retention of students at the university. The following data is presented in support of this requirement.

Academic Year	1985–86	1986–87	1987–88	1988–89	1989–90
Final Enrollment Fall Term	16,430	17,157	17,703	18,537	17,826
Enrollment Spring Term for Fall Term Enrollees	13,408	14,119	14,617	15,393	14,892
Degrees Awarded Fall and Winter Terms	928	971	996	1,077	1,106
Total Spring Term Enrollment and Other Degrees Awarded	14,336	15,090	15,613	16,470	15,998
Percentage Retained or Graduated for the Year	87%	88%	88%	89%	90%


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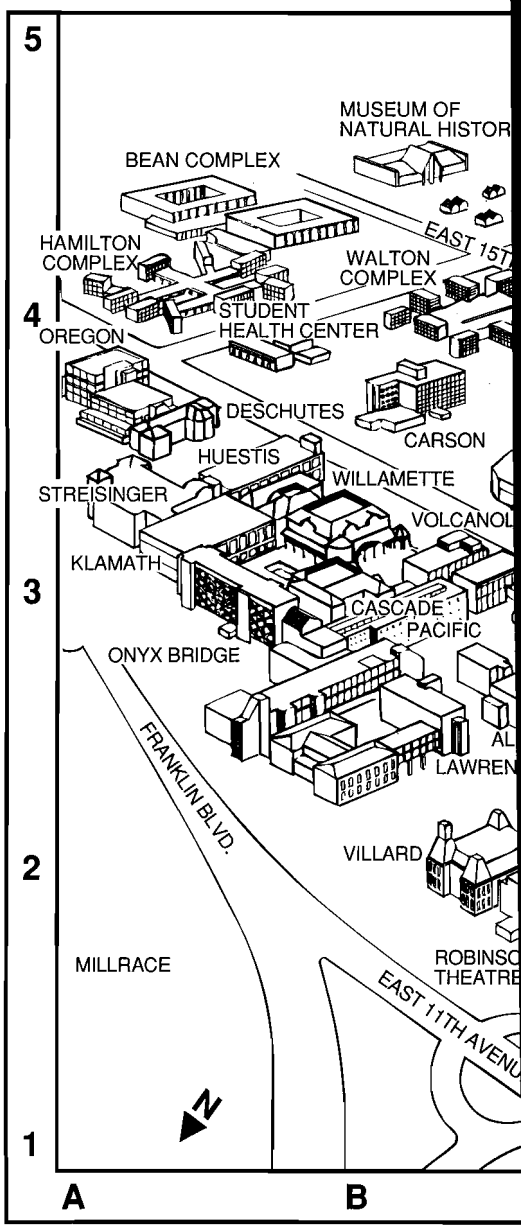
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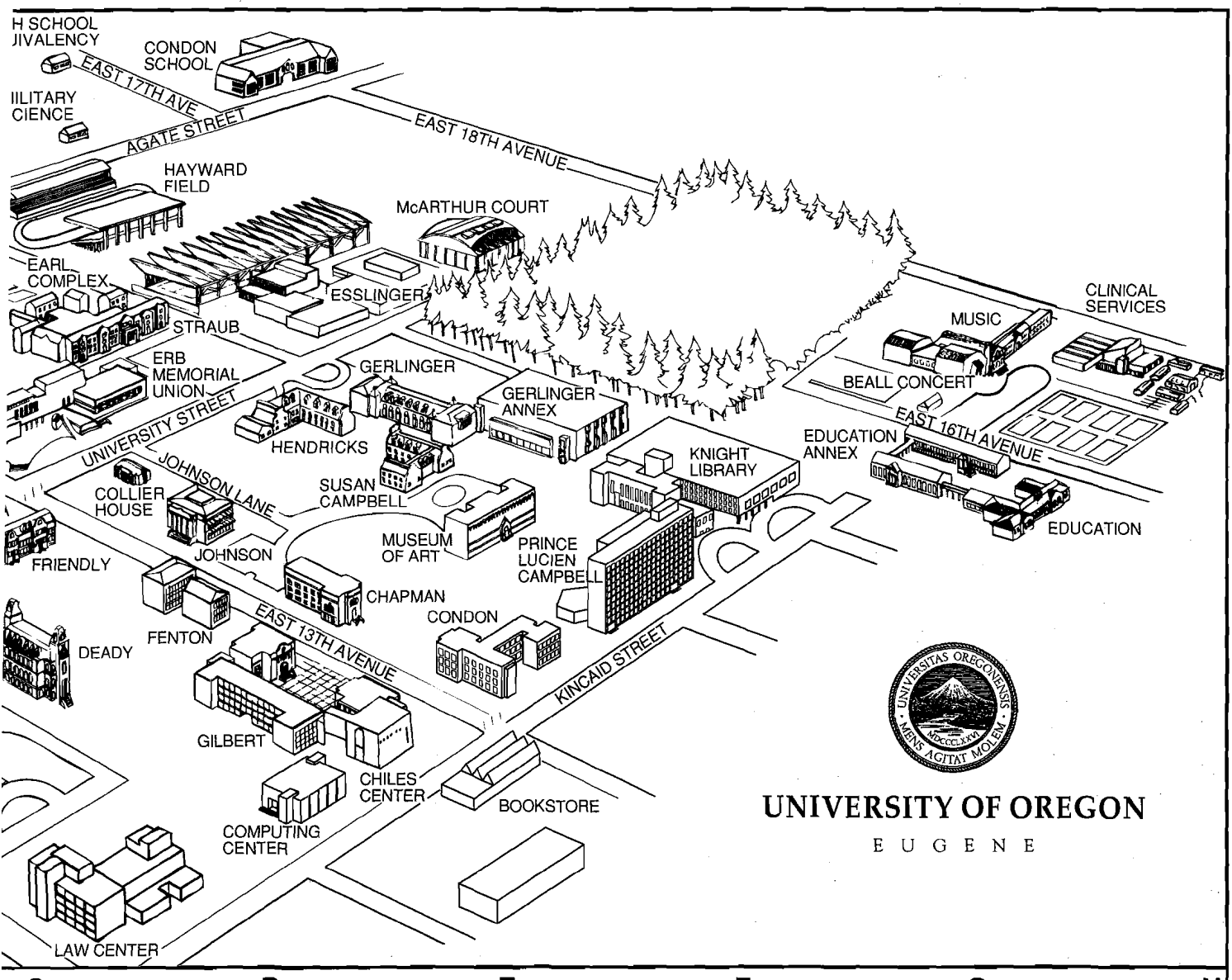
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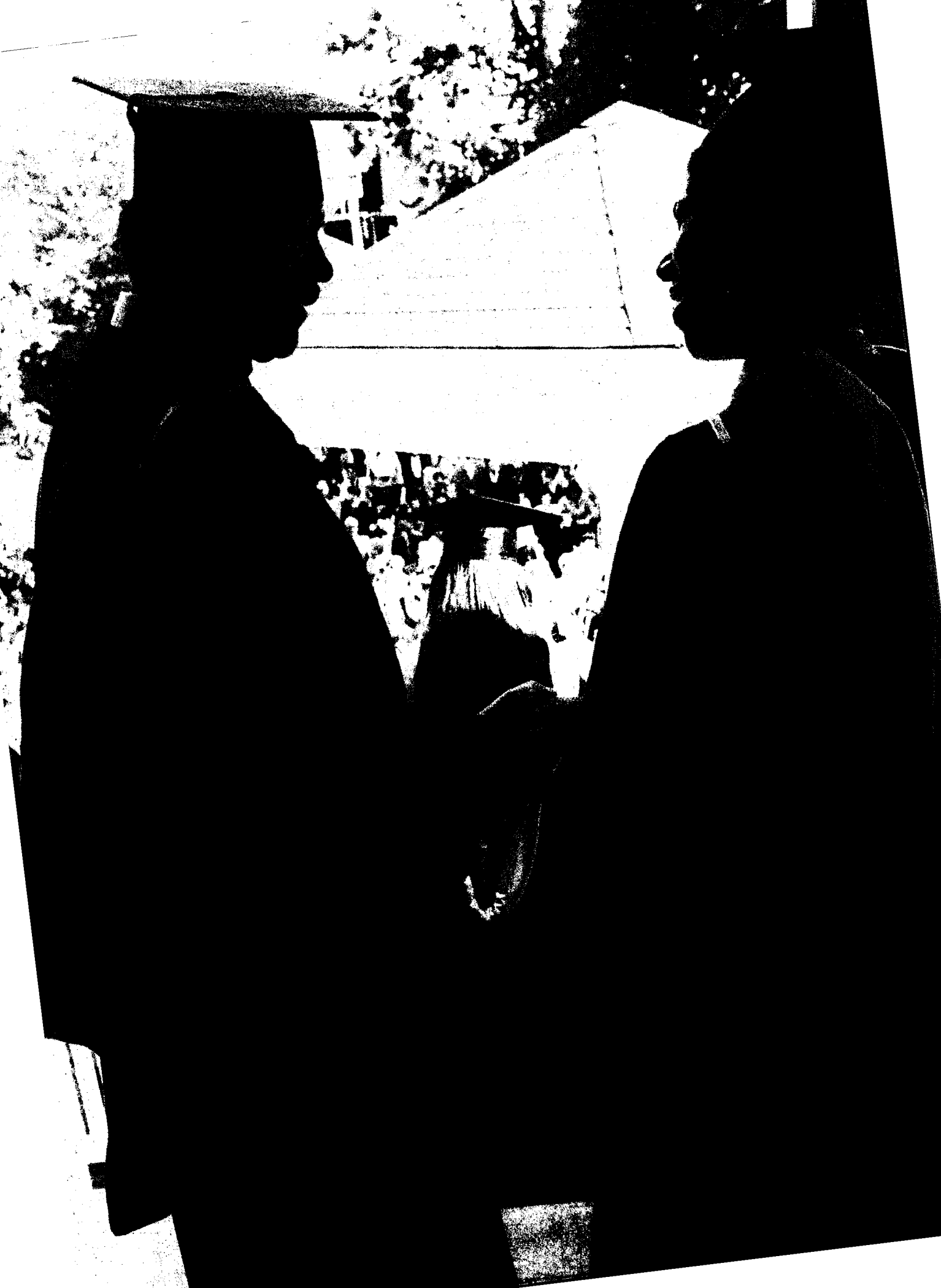


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