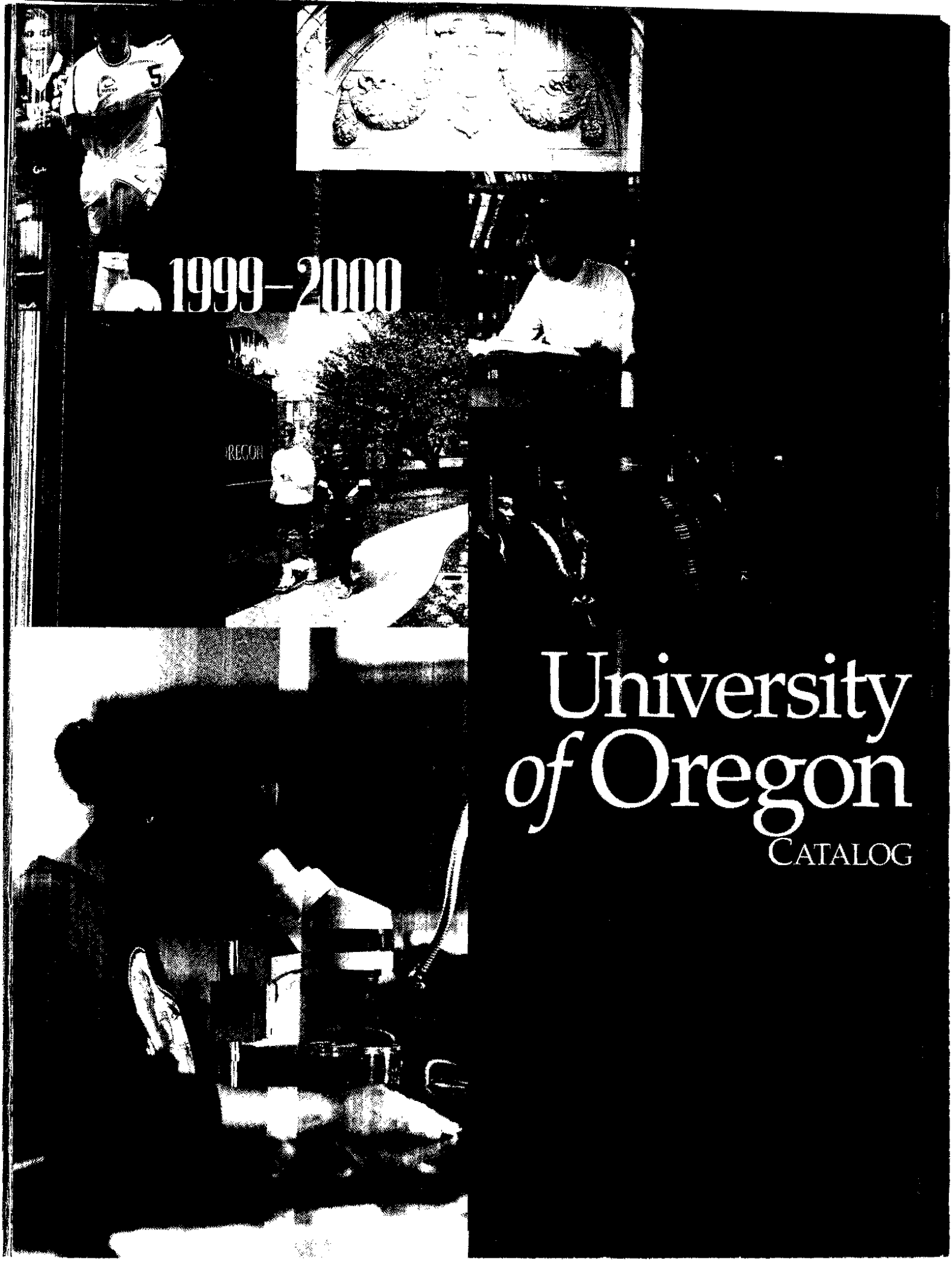


1999–2000

University of Oregon

CATALOG

The University of Oregon home page on the World Wide Web has links to this publication and to other university information: http://www.uoregon.edu/

Mens agitat molem, the Latin motto on the University of Oregon Seal, means "Mind moves the mass."

Cover photographs
John Bauguess
John Giustina
Jack Liu

Inside photographs
John Bauguess
George Beltran
Eric Evans
Jack Liu

WELCOME TO THE University of Oregon

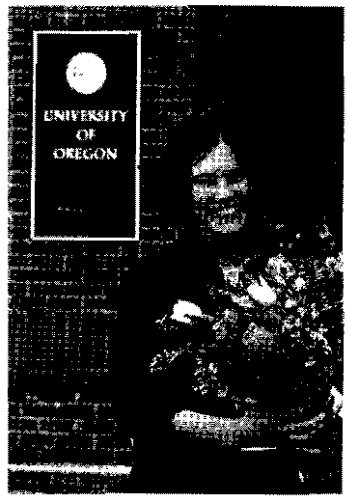
Learning and Research

Five generations of outstanding leaders and citizens have studied at the University of Oregon since it opened in 1876. Today's students, like the 157,000 alumni who graduated 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 six professional schools and colleges. Some 770 full-time and 380 part-time faculty member—and 1,200 graduate teaching and research assistants—serve as mentors, colleagues, and friends to the 17,200 undergraduate and graduate students currently enrolled at the university.

Although most students are from Oregon, about 35 percent are from other states and 10 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 campus learning community. In the past year, faculty members and students engaged in active research programs have brought the university more than $57.5 million in research grants, primarily from federal agencies. UO science departments receive national attention for their work in such areas as computer science, genetics, materials, optics, and neuroscience. Seven UO professors belong to the prestigious American Academy of Arts and Sciences, and six faculty members have been elected to the National Academy of Sciences.



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. Individual programs in the university's professional schools and colleges are accredited by the following organizations:

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

Public Service

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

Members of the UO faculty share their experience and knowledge in 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 variety of educational programs in the community and volunteer their help in service activities.

University programs designed to serve the public include the Continuation Center, which sponsors credit and noncredit activities throughout the state, and the UO's classical-music radio station, KWAX-FM, an affiliate of the Public Radio International Classical 24. KWAX programs are rebroadcast on translators in several coastal and central Oregon communities, and it is cybercast overseas on the World Wide Web.

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

In addition to attracting major research funding to Oregon, the university is one of Lane County's largest employers, with an annual payroll of about $174 million to about 8,000 faculty, staff, and student employees.

The Campus

The university's 280-acre campus is an arboretum of more than 500 species and more than 3,000 specimens of trees. Campus buildings date from 1876, when Deady Hall opened, to 1999, when the new William W. Knight Law Center was completed. The Museum of Natural History is located at 15th Avenue and Columbia Street. Across campus the Museum of Art, a member of the American Association of Museums, is noted for its collections of Oriental and Northwest art. The two-million-volume UO Library System, a member of the Association of Research Libraries, is an important research facility for scholars throughout the Northwest.

Campus athletic facilities include the 41,000-seat Autzen Stadium, the Casanova Athletic Center, Ed Moshofsky Sports Center, Papé Field, McArthur Court, Hayward Field's all-weather track, the Bowerman Family Building, and open-air and covered tennis courts.

ConDUCKtours offers student-guided tours of the university Monday through Friday. Tours may be arranged by calling (541) 346-3014. ConDUCKtours also distributes campus maps and pamphlets describing university programs, answers questions about services and office locations, and offers general information about the university.

CONTENTS

General Information

Degrees, Majors, Minors, and Certificates 5

Reader's Guide to the Catalog 7

1999–2000 Academic Calendar 10

Entering the University 11
Admissions 11
Registration and Academic Policies 14
Group Requirements 16
Multicultural Requirement 19
Tuition and Fees 23
Student Financial Aid 25
Employment Services 30
Student Housing 31
Academic and Career Planning 33

Graduate School 35
Advanced Degrees and Certificates 35
General Information 37
General Requirements and Policies 38
Graduate Tuition, Fees, and Financial Aid 39
Master's Degrees 40
Doctoral Degrees 42

Honors at Oregon 44
Robert Donald Clark Honors College 44
Academic Honors 46
Honors Lists 46
Latin Honors 46
Honorary Societies 46
Awards and Prizes 49

Liberal Arts and Sciences

College of Arts and Sciences 50
African Studies 51
Anthropology 51
Asian Studies 56
Biology 58
Canadian Studies 64
Chemistry 64
Classics 69
Greek
Latin
Comparative Literature 72
Computer and Information Science 75
Creative Writing 80
East Asian Languages and Literatures 81
Chinese
Japanese
Korean
Economics 86
English 90
Expository Writing
Environmental Studies 96
Ethnic Studies 101
European Studies 102
Exercise and Movement Science 103
Folklore 105
General Science 106
Geography 108
Geological Sciences 111
Germanic Languages and Literatures 116
German
Scandinavian
Danish
Finnish
Norwegian
Swedish
History 120
Humanities 125
Independent Study
International Studies 126
Judaic Studies 130
Latin American Studies 132
Linguistics 133
American English for International Students
Indonesian
Thai
Vietnamese
Mathematics 137
Mathematics and Computer Science 142
Medieval Studies 143
Neuroscience 144
Pacific Island Studies 144
Peace Studies 145
Philosophy 146
Physics 148
Astronomy
Political Science 152
Psychology 156
Religious Studies 160
Romance Languages 162
French
Italian
Spanish
Russian and East European Studies Center 169
Russian
Scandinavian Studies 172
Sociology 172
Southeast Asian Studies 176
Statistics 177
Theater Arts 177
Women's Studies 180

Professional Schools

School of Architecture and Allied Arts 183
Architecture 185
Art History 191
Arts and Administration 195
Fine and Applied Arts 197
Historic Preservation 202
Interior Architecture 204
Landscape Architecture 208
Planning, Public Policy and Management 211

Charles H. Lundquist College of Business 219
Undergraduate School of Business 221
Graduate School of Management 223
Accounting 227
Decision Sciences 228
Finance 229
Management 230
Marketing 232
Business Environment

College of Education 235
Undergraduate Studies 239
Educational Studies
Special Education
Applied Behavioral and Communication Sciences 241
Communication Disorders and Sciences
Counseling Psychology
Special Education–Early Intervention
Educational Leadership, Technology, and Administration 246
Educational Policy and Management

Special Education and Community Resources 250
School Psychology
Special Education–Developmental Disabilities
Special Education–Exceptional Learner

School of Journalism and Communication 255

School of Law 263

School of Music 269
Dance 269
Music 274
Jazz Studies
Music Education
Performance Studies

Academic Affairs and Preparatory Programs

Academic Affairs 291
Academic Learning Services 292
Air Force ROTC 292
Army ROTC 293
Human Development 293
Labor Education and Research Center 293
Library System 293
Military Science 294
Overseas Study 294
Physical Activity and Recreation Services 295

Preparatory Programs 298
Engineering, Preparatory 298
Health Sciences, Preparatory 298
Law, Preparatory 302
Master of Business Administration, Preparatory 303
Social Work, Preparatory 303
Teacher Education, Preparatory 303

Resources and Student Services

Campus and Community Resources 304
CAPITAL Center 304
Computing Center 304
Continuation Center 305
International Education and Exchange 306
Library System 308
Museums 310
Condon Museum of Geology
Museum of Art
Museum of Natural History
Oregon State Museum of Anthropology
Portland Center 311
Research Institutes and Centers 312
Center for Asian and Pacific Studies 312
Center for Housing Innovation 312
Center for the Study of Women in Society 312
Computational Intelligence Research Laboratory 312
Computational Science Institute 312
Institute for a Sustainable Environment 313
Institute of Cognitive and Decision Sciences 313
Institute of Industrial Relations 313
Institute of Molecular Biology 313
Institute of Neuroscience 314
Institute of Theoretical Science 314
International Institute for Sport and Human Performance 314
Materials Science Institute 315
Oregon Center for Optics 315
Oregon Humanities Center 315
Oregon Institute of Marine Biology 316
Oregon Survey Research Laboratory 316
Solar Energy Center 316

Services for Students 317
Academic Advising and Student Services 317
Affirmative Action and Equal Opportunity 317
Associated Students of the University of Oregon 318
Bookstore 320
Career Center 321
Counseling and Testing 321
Erb Memorial Union 321
Health Services 322
Intercollegiate Athletics 323
Physical Activity and Recreation Services 323
Public Safety 323
Special Services 323
Student Alumni Association 325
Student Life 325
Student Retention Programs 326
Work and Family Services 327

References

Enrollment Statistics 328

Faculty Index 330

Subject Index 336

Campus Map 342

Living in Oregon 344

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University of Oregon

Dave Frohnmayer, president. B.A., 1962, Harvard; B.A., 1964, M.A., 1971, Oxford; J.D., 1967, California, Berkeley. (1970)

John T. Moseley, vice president for academic affairs and provost. B.S., 1964, M.S., 1966, Ph.D., 1969, Georgia Institute of Technology. (1979)

Daniel A. Williams, vice president for administration. B.S., 1962, Oregon; M.P.A., 1980, San Francisco. (1980)

Duncan L. McDonald, vice president for public affairs and development. B.S., 1966, Ohio; M.S., 1972, Oregon. (1975)

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.

Policy Statement on Equal Opportunity

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 474 Oregon Hall, 5221 University of Oregon, Eugene OR 97403-5221; telephone (541) 346-3123, TTY (541) 346-1021.

This publication will be made available in accessible formats upon request. Call the Office of University Publications at (541) 346-5396.

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

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Mission Statement

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

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

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

Catalog Expiration and Requirements Policies

The *University of Oregon Catalog* (formerly the *UO Undergraduate and Graduate Bulletin*) lists requirements for all active degrees offered by the university.

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

Candidates for all bachelor of arts (B.A.) and bachelor of science (B.S.) degrees conferred fall 1995 and thereafter must satisfy the general university requirements that went into effect fall 1993 or after. See the Bachelor's Degree Requirements section of this catalog for more information.

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 catalog in effect when the student was first admitted and enrolled at the University of Oregon

   or

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

   or

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

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

Graduate Students

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

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

DEGREES, MAJORS, MINORS, AND CERTIFICATES

Colleges and Schools

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

Undergraduate Majors

Accounting (BUS) B.A., B.S.
Anthropology (CAS) B.A., B.S.
Architecture (A&AA) B.Arch.
Art history (A&AA) B.A.
Asian studies (CAS) B.A.
Biochemistry (CAS) B.A., B.S.
Biology (CAS) B.A., B.S.
Business administration (BUS) B.A., B.S.
Ceramics (A&AA) B.F.A.
Chemistry (CAS) B.A., B.S
Chinese (CAS) B.A.
Classical civilization (CAS) B.A.
Classics (CAS) B.A.
Communication disorders and sciences (ED) B.A., B.S.
Comparative literature (CAS) B.A.
Computer and information science (CAS) B.A., B.S.
Dance (MUS) B.A., B.S.
Economics (CAS) B.A., B.S.
Educational studies (ED) B.A., B.S., B.Ed.
English (CAS) B.A.
Environmental science (CAS) B.A., B.S.
Environmental studies (CAS) B.A., B.S.
Ethnic studies (CAS) B.A., B.S.
Exercise and movement science (CAS) B.A., B.S.
Fibers (A&AA) B.F.A.
Fine and applied arts (A&AA) B.A., B.S., B.F.A.
French (CAS) B.A.
General science (CAS) B.A., B.S.
Geography (CAS) B.A., B.S.
Geological sciences (CAS) B.A., B.S.
German (CAS) B.A.
Greek (CAS) B.A.
History (CAS) B.A., B.S.
Humanities (CAS) B.A.
Independent study (CAS) B.A.
Interior architecture (A&AA) B.I.Arch.
International studies (CAS) B.A.
Italian (CAS) B.A.
Japanese (CAS) B.A.
Jazz studies (MUS) B.Mus.
Journalism (J&C) B.A., B.S.
Journalism: advertising (J&C) B.A., B.S.
Journalism: communication studies (J&C) B.A., B.S.
Journalism: electronic media (J&C) B.A., B.S.
Journalism: magazine (J&C) B.A., B.S.
Journalism: news-editorial (J&C) B.A., B.S.
Journalism: public relations (J&C) B.A., B.S.
Judaic studies (CAS) B.A.
Landscape architecture (A&AA) B.L.A.
Latin (CAS) B.A.
Linguistics (CAS) B.A.
Mathematics (CAS) B.A., B.S.
Mathematics and computer science (CAS) B.A., B.S.
Metalsmithing and jewelry (A&AA) B.F.A.
Music (MUS) B.A., B.S.
Music composition (MUS) B.Mus.
Music education (MUS) B.Mus.
Music performance (MUS) B.Mus.
Music theory (MUS) B.Mus.
Painting (A&AA) B.F.A.
Philosophy (CAS) B.A., B.S.
Physics (CAS) B.A., B.S.
Planning, public policy and management (A&AA) B.A., B.S.
Political science (CAS) B.A., B.S.
Printmaking (A&AA) B.F.A.
Psychology (CAS) B.A., B.S.
Religious studies (CAS) B.A., B.S.
Romance languages (CAS) B.A.
Russian (CAS) B.A.
Sculpture (A&AA) B.F.A.
Sociology (CAS) B.A., B.S.
Spanish (CAS) B.A.
Theater arts (CAS) B.A., B.S.
Visual design (A&AA) B.F.A.
Women's studies (CAS) B.A., B.S.

Undergraduate Minors

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

Music (MUS)

Music education: elementary education (MUS)

Peace studies (CAS)

Philosophy (CAS)

Physics (CAS)

Planning, public policy and management (A&AA)

Political science (CAS)

Psychology (CAS)

Religious studies (CAS)

Russian (CAS)

Scandinavian (CAS)

Sociology (CAS) *inactive*

Southeast Asian studies (CAS)

Spanish (CAS)

Special education (ED)

Theater arts (CAS)

Women's studies (CAS)

Graduate Majors

Accounting (BUS) M.Actg. *fall 2000,* Ph.D.

Anthropology (CAS) M.A., M.S., Ph.D.

Applied information management. *See* Interdisciplinary studies: individualized program

Applied physics (CAS), M.S. *pending*

Architecture (A&AA) M.Arch.

Art history (A&AA) M.A., Ph.D.

Arts management (A&AA) M.A., M.S.

Asian studies (CAS) M.A., M.S.

Biology (CAS) M.A., M.S., Ph.D.

Ceramics (A&AA) M.F.A.

Chemistry (CAS) M.A., M.S., Ph.D.

Classics (CAS) M.A.

Communication and society (J&C) Ph.D.

Communication disorders and sciences (ED) M.A., M.S., M.Ed., D.Ed., Ph.D.

Community and regional planning (A&AA) M.C.R.P.

Comparative literature (CAS) M.A., Ph.D.

Computer and information science (CAS) M.A., M.S., Ph.D.

Counseling (ED) M.A., M.S., M.Ed.

Counseling psychology (ED) D.Ed., Ph.D.

Creative writing (CAS) M.F.A.

Dance (MUS) M.A., M.S.

Decision sciences (BUS) M.A., M.S.

Decision sciences: business statistics (BUS) M.A., M.S., Ph.D.

Decision sciences: production and operations management (BUS) M.A., M.S., Ph.D.

East Asian languages and literatures (CAS) M.A.

Economics (CAS) M.A., M.S., Ph.D.

Educational policy and management (ED) M.A., M.S., M.Ed., D.Ed., Ph.D.

English (CAS) M.A., Ph.D.

Environmental sciences, studies, and policy (CAS) Ph.D.

Environmental studies (CAS) M.A., M.S.

Exercise and movement science (CAS) M.S., Ph.D.

Fibers (A&AA) M.F.A.

Finance (BUS) M.A., M.S., Ph.D.

Fine and applied arts (A&AA) M.F.A.

Folklore. *See* Interdisciplinary studies: individualized program

French (CAS) M.A.

Geography (CAS) M.A., M.S., Ph.D.

Geological sciences (CAS) M.A., M.S., Ph.D.

German (CAS) M.A., Ph.D.

Historic preservation (A&AA) M.S.

History (CAS) M.A., Ph.D.

Human resources and industrial relations (BUS) M.H.R.I.R. *inactive*

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

International studies (CAS) M.A.

Interior architecture (A&AA) M.I.Arch.

Italian (CAS) M.A.

Jazz studies (MUS) M.Mus.

Journalism (J&C) M.A., M.S.

Journalism: advertising (J&C) M.A., M.S.

Journalism: electronic media (J&C) M.A., M.S.

Journalism: magazine (J&C) M.A., M.S.

Journalism: news-editorial (J&C) M.A., M.S.

Journalism: public relations (J&C) M.A., M.S.

Landscape architecture (A&AA) M.L.A.

Law (LAW) J.D.

Linguistics (CAS) M.A., Ph.D.

Management (BUS) M.A., M.S., Ph.D.

Management: general business (BUS) M.B.A.

Marketing (BUS) M.A., M.S., Ph.D.

Mathematics (CAS) M.A., M.S., Ph.D.

Metalsmithing and jewelry (A&AA) M.F.A.

Music composition (MUS) M.Mus., D.M.A., Ph.D.

Music: conducting (MUS) M.Mus.

Music education (MUS) M.Mus., D.M.A., Ph.D.

Music history (MUS) M.A., M.Mus., Ph.D.

Music performance (MUS) M.Mus., D.M.A.

Music: piano pedagogy (MUS) M.Mus.

Music theory (MUS) M.A., M.Mus., Ph.D.

Painting (A&AA) M.F.A.

Philosophy (CAS) M.A., Ph.D.

Physics (CAS) M.A., M.S., Ph.D.

Political science (CAS) M.A., M.S., Ph.D.

Printmaking (A&AA) M.F.A.

Psychology (CAS) M.A., M.S., Ph.D.

Public affairs (A&AA) M.A., M.S.

Religious studies. *See* Interdisciplinary studies: individualized program

Romance languages (CAS) M.A., Ph.D.

Russian (CAS) M.A.

School psychology (ED) M.A., M.S., M.Ed., Ph.D.

Sculpture (A&AA) M.F.A.

Sociology (CAS) M.A., M.S., Ph.D.

Software engineering (CAS), M.S.E.

Spanish (CAS) M.A.

Special education (ED) M.A., M.S., M.Ed., D.Ed., Ph.D.

Special education: developmental disabilities (ED) M.A., M.S., M.Ed., D.Ed., Ph.D.

Special education: early intervention (ED) M.A., M.S., M.Ed., Ph.D.

Special education: exceptional learner (ED) M.A., M.S., M.Ed., D.Ed., Ph.D.

Special education: rehabilitation (ED) D.Ed., Ph.D.

Teaching (ED) M.A. (French, German, Latin, Russian, Spanish)

Theater arts (CAS) M.A., M.S., M.F.A., Ph.D.

Visual design (A&AA) M.F.A.

Certificates

Communication disorders (ED) graduate

Continuing administrator–superintendent (ED) graduate

Early childhood (ED) graduate

Early intervention–early childhood special education (ED) graduate

Elementary (ED) graduate

English speakers other languages (ED) graduate

English speakers other languages—bilingual (ED) graduate

Ethnic studies (CAS) undergraduate

European studies (CAS) undergraduate

Folklore (CAS) undergraduate

Early childhood–elementary special education (ED) graduate

Initial administrator (ED) graduate

Middle-secondary special education (ED) graduate

Music education (ED) graduate

Reading education teaching (ED) graduate

Russian and East European studies (CAS) undergraduate, graduate

School psychology (ED) graduate

Second-language acquisition and teaching (CAS) undergraduate

Technical teaching in architecture (A&AA) graduate

Women's studies (CAS) graduate

Majors, Minors, Options

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

READER'S GUIDE TO THE CATALOG

Organization

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

Where to Find It

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

Still Can't Find It?

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

Definitions

The academic terms defined below are used throughout this catalog.

Certificate. A formal document that recognizes academic achievement in a specific discipline—usually as an adjunct to an undergraduate or graduate degree program.

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 courses; 100–299 are lower division, and 300–499 are upper division. Courses numbered 500 and above are graduate or professional.

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

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.

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

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

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

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

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

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

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

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

Minor. A secondary undergraduate field of specialized study.

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

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

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

Prerequisite. A course or other educational requirement that must be completed prior to 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. Except for generic, studio, or performance courses, the circumstances under which a course may be repeated for credit are typically restricted.

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

this includes courses taken in UO overseas study programs.

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

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

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

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

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

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

Courses

Abbreviations

The following abbreviations are used in course descriptions.

Coreq: corequisite

H: honors college

P/N: pass/no pass

Prereq: prerequisite

R: repeatable for credit

Sample Course Listings

The following examples are from **Biology (BI):**

123 [*BI freshman-level course number*] **Biology of Cancer** [*course title*] **(4)** [*course credits*] Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental facotrs; and the biological basis of therapy. [*course description*] For nonmajors. [*enrollment limitation*]

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

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

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

Subject Codes

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

AAA	Architecture and Allied Arts
AAAP	Architecture and Allied Arts: Historic Preservation
AAD	Arts and Administration
ACTG	Accounting
AEIS	Academic English for International Students
AIM	Applied Information Management
ALS	Academic Learning Services
ANAT	Anatomy
ANTH	Anthropology
ARCH	Architecture
ARH	Art History
ART	General Art
ARTC	Art: Ceramics
ARTF	Art: Fibers
ARTM	Art: Metalsmithing and Jewelry
ARTO	Art: Photography
ARTP	Art: Painting
ARTR	Art: Printmaking
ARTS	Art: Sculpture
ARTV	Art: Visual Design
ARTX	Art: Multidisciplinary
ASIA	Asian Studies
ASTR	Astronomy
BA	Business Administration
BE	Business Environment
BI	Biology
CDS	Communication Disorders and Sciences
CH	Chemistry
CHN	Chinese
CIS	Computer and Information Science
CIT	Computer Information Technology
CLAS	Classics
COLT	Comparative Literature
CPSY	Counseling Psychology
CRWR	Creative Writing
DAN	Professional Dance
DANC	Introductory Dance
DANE	Danish
DSC	Decision Sciences
EALL	East Asian Languages and Literatures
EC	Economics
EDST	Educational Studies
EDUC	Education
ELTA	Educational Leadership, Technology, and Administration
EMS	Exercise and Movement Science
ENG	English
ENVS	Environmental Studies
ES	Ethnic Studies
EURO	European Studies
FINL	Finance
FINN	Finnish
FLR	Folklore
FR	French
GEOG	Geography
GEOL	Geological Sciences
GER	German
GRK	Greek
HC	Honors College
HDEV	Human Development
HIST	History
HPHY	Human Physiology
HUM	Humanities
IARC	Interior Architecture
INDO	Indonesian
INTL	International Studies
IST	Interdisciplinary Studies
ITAL	Italian
J	Journalism
JPN	Japanese
KRN	Korean
LA	Landscape Architecture
LAT	Latin
LAW	Law
LERC	Labor Education and Research Center
LIB	Library
LING	Linguistics
MATH	Mathematics
MGMT	Management
MIL	Military Science
MKTG	Marketing
MUE	Music Education
MUJ	Jazz Studies
MUP	Music Performance
MUS	Music
NORW	Norwegian
OACT	Overseas Studies: American Council of Teachers of Russian [Russia]
OAGU	Overseas Studies: Tokyo, Aoyama Gakuin University [Japan]
OAVI	Overseas Studies: Avignon, NICSA Program [France]
OBEI	Overseas Studies: Beijing, Central Institute for Nationalities [China]
OBER	Overseas Studies: Bergen, University of Bergen [Norway]
OBRT	Overseas Studies: London [England]
OBWU	Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg [Germany]
OCHA	Overseas Studies: Prague, Charles University [Czech Republic]
OCOL	Cologne, NICSA Program [Germany]
OCUR	Overseas Studies: Curtin University [Australia]
ODIS	Overseas Studies: Copenhagen, Denmark's International Study Program
OHAN	Overseas Studies: Hanoi, Hanoi University [Vietnam]
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
OKEI	Overseas Studies: Tokyo, Keio University [Japan]

OKKU	Overseas Studies: Khon Kaen, Khon Kaen University [Thailand]
OLAT	Overseas Studies: La Trobe University [Australia]
OLON	Overseas Studies: London, NICSA Program [England]
OLYO	Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) [France]
OMAL	Overseas Studies: Malang, Institut Keguran Dan Ilmu Pendidikan [Indonesia]
OMEI	Overseas Studies: Tokyo, Meiji University [Japan]
OMSE	Oregon Master of Software Engineering
OPAV	Overseas Studies: Pavia, University of Pavia [Italy]
OPER	Overseas Studies: Perugia, Italian University for Foreigners
OPOI	Overseas Studies: Poitiers, University of Poitiers Universities in Lyon [France]
OQUE	Overseas Studies: Querétaro, Summer Study in Mexico
OQUI	Overseas Studies: Quito, Catholic University of Ecuador
OROM	Overseas Studies: Rome, Summer Architecture Studio [Italy]
OSEV	Overseas Studies: Seville, Study in Spain
OSIE	Overseas Studies: NICSA Program [Italy]
OSIP	Overseas Studies: Baden-Württemberg, Spring Intensive Program [Germany]
OSTP	Overseas Studies: Russia
OSVL	Overseas Studies: Seville, University of Seville [Spain]
OTAM	Overseas Studies: Tampere, University of Tampere [Finland]
OUAB	Overseas Studies: Aberdeen, University of Aberdeen [Scotland]
OUAC	Overseas Studies: Cholula, Universidad de las Americas [Mexico]
OUEA	Overseas Studies: Norwich, University of East Anglia [England]
OUPP	Overseas Studies: Uppsala, University of Uppsala [Sweden]
OWAR	Overseas Studies: Warsaw, Central Institute of Planning and Statistics [Poland]
OWAS	Overseas Studies: Tokyo, Waseda University [Japan]
OXAF	Overseas Experimental Program: Africa
OXAO	Overseas Experimental Program: Asia and Oceania
OXEU	Overseas Experimental Program: Europe
OXLA	Overseas Experimental Program: Latin American
OXME	Overseas Experimental Program: Middle East
OYON	Overseas Studies: Seoul, Yonsei University [Korea]
PEAE	Physical Education Aerobics
PEAQ	Physical Education Aquatics
PEAS	Physical Education Aquatic SCUBA
PEI	Physical Education Individual Activities
PEIA	Physical Education Intercollegiate Athletics
PEMA	Physical Education Martial Arts
PEOL	Physical Education Outdoor Pursuits—Land
PEOW	Physical Education Outdoor Pursuits—Water
PEPE	Physical Education Professional Experience
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
REES	Russian and East European Studies
REL	Religious Studies
RL	Romance Languages
RUSS	Russian
SCAN	Scandinavian
SOC	Sociology
SPAN	Spanish
SPDD	Special Education—Developmental Disabilities
SPED	Special Education—Exceptional Learner
SPEI	Special Education—Early Intervention
SPSY	School Psychology
SWED	Swedish
TA	Theater Arts
THAI	Thai
VIET	Vietnamese
WR	Expository Writing
WST	Women's Studies

Course Numbering System

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

1–99
Remedial, terminal, semiprofessional, or non-credit 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.

Generic Courses

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

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

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

1999–2000 Academic Calendar

Fall Term 1999

Reenrollment applications due for priority registration
April 23

Week of Welcome
September 22–24

Advance Registration
Returning students: May 17 to June 30

New students: July 1–31

Registration by telephone
August 2 to October 6

Classes begin
September 27

Last day to drop courses without recorded "W"
October 4

Last day to register or add courses
October 6

Thanksgiving vacation
November 25–28

Fall-term final examinations
December 6–10

Winter vacation
December 12, 1999, to January 4, 2000

Winter Term 2000

Reenrollment applications due for priority registration
October 21, 1999

Registration by telephone
November 15, 1999, to January 12, 2000

Classes begin
January 5

Last day to drop courses without recorded "W"
January 10

Last day to register or add courses
January 12

Martin Luther King Jr. Day holiday
January 17

Winter-term final examinations
March 13–17

Spring vacation
March 20–26

Spring Term 2000

Reenrollment applications due for priority registration
January 28

Registration by telephone
February 21 to April 5

Classes begin
March 27

Last day to drop courses without recorded "W"
April 3

Last day to register or add courses
April 5

Memorial Day holiday
May 29

Spring-term final examinations
June 5–9

Commencement Day
June 10

Summer Session 2000

Registration by telephone
May 1 to September 1

Classes begin
June 19

Independence Day holiday
July 4

Eight-week session ends
August 11

Summer-session graduation convocation
August 12

Eleven-week session ends
September 1

Labor Day holiday
September 4

Fall Term 2000

Advance registration
May 15 to June 30

Registration by telephone
August 1 to October 4

Reenrollment applications due for priority registration
April 22

Week of Welcome
September 20–22

Classes begin
September 25

Last day to drop courses without recorded "W"
October 2

Last day to register or add courses
October 4

Thanksgiving vacation
November 23–26

Fall-term final examinations
December 4–8

Winter vacation
December 11, 2000, to January 2, 2001

1999

September

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

October

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17	18	19	20	21	22	23
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31						

November

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December

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2000

January

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February

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March

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May

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28	29	30	31			

June

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18	19	20	21	22	23	24
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July

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30	31					

August

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September

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October

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22	23	24	25	26	27	28
29	30	31				

November

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

December

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

2001

January

S	M	T	W	T	F	S
	1	2	3	4	5	6
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21	22	23	24	25	26	27
28	29	30	31			

February

S	M	T	W	T	F	S
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18	19	20	21	22	23	24
25	26	27	28			

ENTERING THE UNIVERSITY

Admissions

Martha Pitts, Director

(541) 346-3201
(541) 346-5815 fax
240 Oregon Hall
http://darkwing.uoregon.edu/~admit/

Admission requirements apply to all students seeking to enroll at the University of Oregon. Late applications are considered; qualified late applicants are admitted if space is available. *Undergraduate international students are admitted fall term only.*

Application Deadlines

Student Classification	*Application Deadline for Winter 2000 Enrollment*
All classifications except international undergraduates	October 15, 1999
	for Spring 2000 Enrollment
All classifications except international undergraduates	January 20, 2000
	for Summer 2000 Enrollment
Freshman	April 14, 2000
Transfer	April 14, 2000
Postbaccalaureate nongraduate or graduate	April 14, 2000
Graduate	April 14, 2000
	for Fall 2000 Enrollment
Architecture	December 15, 1999
Freshman	February 1, 2000
International undergraduate	April 14, 2000
Transfer	May 15, 2000
Postbaccalaureate nongraduate or graduate	May 15, 2000
Graduate	July 7, 2000

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

Fall Term 2000	*Departmental Application Deadline*
Architecture	January 15, 2000
Interior Architecture	January 15, 2000
Landscape Architecture	February 1, 2000
Fine and Applied Arts	March 1, 2000
Clark Honors College	
Early notification	November 1, 1999
Standard	February 1, 2000

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

Freshman Admission

Freshman Application Procedures

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

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

Freshman Admission Prerequisites

To be 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 include preparatory composition and literature with emphasis on and frequent practice in writing expository prose.

Mathematics—three years. Study must include first-year algebra and two additional years of college preparatory mathematics such as geometry, advanced algebra, trigonometry, analytical geometry, calculus, finite mathematics, advanced applications, probability and statistics, or courses that integrate topics from two or more of these areas. It is recommended that an advanced mathematics course be taken in the senior year. Regardless of the pattern of mathematics courses or the number of years of mathematics taken, the mathematics course work must culminate at the Algebra II (or equivalent) level or higher.

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

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

Second language—two years. Two years of study in one language.

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
2. Applicants must have a 3.00 high school grade point average (GPA) or better in all high school subjects taken toward graduation. Applicants whose GPA is lower than 3.00 may be considered for admission based on a combination of high school GPA and SAT I or ACT scores that predict success at the university; such students must submit with their application a one-page personal statement discussing what motivates them to succeed academically

Fulfilling the minimum admission requirements does not guarantee admission to the University of Oregon.

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

Students who do not meet the minimum requirements for admission may request additional consideration by including an essay and two letters of recommendation with their application. These students are considered for special admission programs.

Computing Admission Grade Point Averages

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

Admission Exceptions

Oregon University System policy permits the university to admit a limited number of freshmen who do not meet 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.

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

Transfer of Credit

The amount of credit transferred depends upon the nature of the applicant's college work, which is evaluated according to the academic requirements of the University of Oregon. Records from institutions fully accredited by appropriate accrediting associations are evaluated before admission is granted. Up to 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. 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 must submit the following to the Office of Admissions:

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

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

Premajor Status

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

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 catalog for details.

International Admission

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

Undergraduate applicants from countries other than the United States 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.

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

English Proficiency. Proficiency in the English language is vital to the academic success of international students. Students whose native language is not English must supply results of the Test of English as a Foreign Language (TOEFL) as part of the application process. A TOEFL score of at least 500 is required to be considered for undergraduate or graduate admission. Students who take the electronic TOEFL must score at least 173 under the scoring system that went into effect July 1998. A score of 6.5 on the International English Language Testing System (IELTS) is also acceptable for demonstration of proficiency in English. The TOEFL is given worldwide. For more information write to TOEFL, PO Box 899, Princeton NJ 08540, USA.

After arriving at the university, students whose TOEFL scores are between 500 and 574 (or 173 and 233 for the electronic TOEFL) must take additional English tests. Students whose scores on these tests indicate that more language training is needed must take courses in the Academic English for International Students (AEIS) program. Students who are placed in AEIS courses may also enroll in regular academic courses. For more information about the AEIS program, write to the AEIS Adviser, Office of International Education and Exchange, 5209 University of Oregon 97403-5209, USA. See also the American English Institute section of this catalog.

International Application Procedure

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

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

Specialized Admission Assistance

Assistance is available from the following offices:

- Office of Academic Advising and Student Services, 164 Oregon Hall; telephone (541) 346-3211
- Office of Admissions, 240 Oregon Hall; telephone (541) 346-3201
- Office of Multicultural Affairs, 470 Oregon Hall; telephone (541) 346-3479

See also the **Academic Advising and Student Services** section of this catalog.

Graduate Admission

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

Postbaccalaureate Admission

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

Notice to Nonresidents of the State of Oregon

Residence Classification Policy and Procedures

In Oregon, as in all other states, instruction fees at publicly supported four-year colleges and universities are higher for nonresident students than for resident students. Nonresident students are assessed instruction fees that approximate the full cost of instruction.

The current rules and amendments used in determining residency seek to ensure that only bona fide Oregon residents are assessed the resident fee. Those rules—Oregon Administrative Rules Chapter 580, Division 10–Board of Higher Education—appear below.

Only duly authorized admissions officers have authority to apply and interpret these rules and procedures. No other indication or determination of residency by any other institutional office, department, program, or staff represents the official institutional determination of residency.

Summary of Key Considerations in Determining Classification as a Resident:

(1) Establishment of a domicile in Oregon for a period of 12 months or more prior to the beginning of the term for which residency is sought.

(2) Financial dependence on an Oregon resident or financial independence.

(3) Primary purpose for being in Oregon other than to obtain an education.

(4) Nature and source of financial resources.

(5) Various other indicia of residency (e.g., ownership of Oregon living quarters, permanent Oregon employment, payment of Oregon income taxes).

Oregon Board of Higher Education Administrative Rules

These are the residency rules of the Board of Higher Education.

Residence Classification

Definitions 580-010-0029 *For the purpose of rules 580-010-0030 through 580-010-0045, the following words and phrases mean:*

(1) "Domicile" denotes a person's true, fixed, and permanent home and place of habitation. It is the place where a person intends to remain and to which the person expects to return when the person leaves without intending to establish a new domicile elsewhere.

(2) "Financially independent" denotes a person who has not been and will not be claimed as an exemption and has not received and will not receive financial assistance in cash or in-kind of an amount equal to or greater than that which would qualify him or her to be claimed as an exemption for federal income tax purposes by another person except his or her spouse for the current calendar year and for the calendar year immediately prior to the year in which application is made.

(3) A "dependent" is a person who is not financially independent.

Determination of Residence 580-010-0030

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

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

(a) Has established and maintained a domicile in Oregon of not less than 12 consecutive months; and

(b) Is primarily engaged in activities other than those of being a college student. (i) A student may be considered primarily engaged in educational activities regardless of the number of hours for which the student is enrolled. However, a student who is enrolled for more than eight hours per semester or quarter shall be presumed to be in Oregon primarily for educational purposes. (ii) Such period of enrollment shall not be counted toward the establishment of a bona fide domicile of one year in this state unless the student proves, in fact, establishment of a bona fide domicile in this state primarily for purposes other than educational.

(3) An Oregon resident is also a person who is dependent on a parent or legal custodian who meets the Oregon residency requirements of these rules.

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

(5) If institution records show that the residence of a person or the person's legal custodian upon whom the person 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.

Residency Consideration Factors 580-010-0031

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

(a) Be primarily engaged in activities other than those of a student and reside in Oregon for 12 consecutive months immediately prior to the beginning of the term for which resident classification is sought;

(b) Reliance upon Oregon resources for financial support;

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

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

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

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

(a) Voting or registration to vote;

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

(c) The lease of living quarters;

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

(e) Automobile registration;

(f) Public records (e.g., birth and marriage records, Oregon driver's license);

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

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

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

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

(4) The resident classification of a dependent person shall be that of his or her parents or legal custodians, or, in case of divorce or other similar circumstances, the parent or legal custodian upon whom the person is financially dependent, unless the dependent has been in Oregon with the other parent or a legal custodian and established Oregon residency under these rules 12 months prior to the term for which Oregon resident classification is requested.

Evidence of Financial Dependency 580-010-0033

(1) In determining whether a student is financially dependent, and whether his or her parent or legal custodian has maintained a bona fide domicile in Oregon for one year, a student must provide:

(a) Legal proof of custodianship;

(b) Evidence of established domicile of parent or legal custodian; and

(c) The identification of the student as a dependent on the federal income tax return of the parents or legal custodian.

Additional documentation to substantiate dependency during the current calendar year may be required at a later time if deemed necessary by the institution.

(2) A student who provides evidence that he or she is a dependent of a parent or legal custodian who has maintained a one-year domicile in Oregon shall not be required to establish a one-year domicile prior to classification of resident status, provided such a student may not be classified as a resident while receiving financial assistance from another state or state agency for educational purposes.

Residence Classification of Armed Forces Personnel 580-010-0035

(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 580-010-0030, 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 that 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 60 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 24 years of age, unmarried, enrolled in a full-time course of study in an institution of higher learning, and dependent on the member for over one-half of his/her support.

Residence Classification of Aliens 580-010-0040

(1) An alien holding an immigrant visa or an A, E, G, H, I, K, L, N, R, NATO, TC, TN , or TD visa, or granted refugee or political asylum, Family Unity or Voluntary Departure in Lieu of Family Unity status or otherwise admitted for permanent residence in the United States, is eligible to be considered an Oregon resident if OAR 580-010-0030 is otherwise satisfied. The date of receipt of the immigrant visa, the date of approval of political asylum or refugee status, or the date of approval of lawful permanent residence, whichever is earlier, shall be the date upon which the 12 months and other residency requirements under OAR 580-010-0030 shall begin to accrue.

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

Changes in Residence Classification 580-010-0041

(1) If an Oregon resident student enrolls in an institution outside of Oregon and later seeks to re-enroll in an OUS institution, the residence classification of that student shall be reexamined 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 580-010-0030 during a term when the dependent is enrolled at an OUS institution may register as a resident at the beginning of the next term.

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

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

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

Review of Residence Classification Decisions by IRC 580-010-0045

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

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

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

(4) A person dissatisfied with the IRC decision may, within ten (10) days of the date of the mailing or other service of the IRC decision, appeal the IRC decision to the Vice Chancellor for Academic Affairs or designee. An appeal to the Vice Chancellor shall be in writing only. The Vice Chancellor's decision shall be final.

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

Residents under WICHE 580-010-0047

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

Contact the WICHE Certification Officer, PO Box 3175, Eugene OR 97403-0175; telephone (541) 346-5725.

Residency Classification Procedures

To be considered for classification as a resident, certain procedures and materials must be submitted to the institutional residency officer in a complete and timely manner.

(1) Obtain and complete the Residence Information Affidavit, which is available from the institutional residency officer.

(2) Consult with the residency officer on the provision of all the required supportive documents and materials.

(3) Submit the affidavit and all other required materials and documents by the last day to register for the term in which resident status is sought. The deadline for UO summer session is the first day of classes.

Residency Classification Appeals

Any person may appeal an institutional residency classification decision within ten (10) days of the date of mailing or other notification of the decision. The appeal may be made to the State System's Interinstitutional Residency Committee (IRC) in writing or in person by notifying the institutional residency officer.

The decision of the IRC may be appealed to the Vice Chancellor for Academic Affairs in writing within ten (10) days of notification of the IRC decision. The decision of the Vice Chancellor is final.

More information or assistance with residency classification may be obtained from Larry Waddell, 1217 University of Oregon, Eugene OR 97403-1217; telephone (541) 346-3201; toll free (800) 232-3825. Send E-mail to <lwaddell@oregon.uoregon.edu>.

Registration and Academic Policies

Herbert R. Chereck, University Registrar

(541) 346-3243
220 Oregon Hall

Academic Year

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

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

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

Students are held responsible for familiarity with university requirements governing such matters as registration, academic standards, student activities, student conduct, and organizations. Complete academic regulations are included each term in the *UO Schedule of Classes*, which may be purchased for 25¢ at the UO Bookstore and the Erb Memorial Union main desk store.

This publication, the *1999–2000 University of Oregon Catalog*, is a statement of university rules, regulations, and calendars that go into effect at the opening of fall term 1999. A student who is admitted and enrolls at the university during any academic year may graduate under the general requirement provisions of the catalog in effect that year, provided the catalog has not expired. A student may choose to graduate under the general requirements of a subsequent catalog, provided he or she completes all of those requirements. Major requirements are determined by the academic departments and programs; requirements are subject to change for students who are not continuously enrolled. See Catalog Expiration and Requirements Policies, in the Contents section of this catalog, for more information.

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

Details on major classification and procedures for change appear in the current *UO Schedule of Classes*.

Grading Systems

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

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

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

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

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

Marks

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

I (incomplete). 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. Applicants for graduation should see special limitations under Application for a Degree. Graduate students should refer to the Graduate School section of this catalog for time limits on the removal of incompletes.

W (withdrawal). A student-initiated mark. Students may withdraw from a course by using telephone registration. See the *UO 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 only for work done at the University of Oregon. Four points are assigned for each credit of A, three points for each credit of B, two points for each credit of C, one point for each credit of D, and zero points for each credit of F.

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

Application for an Undergraduate Degree

Students who plan to receive a bachelor's 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 schedule to ensure completion of all requirements.

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

Applications for graduate degrees are available from the Graduate School.

Bachelor's Degree Requirements

Candidates for bachelor's degrees conferred since summer 1995 must satisfy the general university requirements that went into effect fall 1993 or later. See Catalog Expiration and Requirements Policies for more information.

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

University Requirements

Credits

A total of 180 credits with passing grades are required for the bachelor of arts, bachelor of science, bachelor of education, and bachelor of music. 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.

Concurrent Degrees

Concurrent degrees are awarded under the following conditions:

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

Academic Major

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

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

Academic Minor

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

Upper-Division Work

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

Residency

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

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

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

UO Credits of A, B, C, D

A minimum of 45 credits graded A, B, C, or D must be earned at the University of Oregon as a formally admitted student. Courses required in the major and designated P/N only in the *UO Schedule of Classes* may be counted toward the 45-credit requirement only if the 168-credit requirement has been satisfied.

Satisfactory Work

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

Written English.

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

Requirements for Bachelor of Arts and Bachelor of Science

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

Bachelor of Arts (B.A.) Requirements

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

1. Completion of at least the third term, second year of a second-language course taught in the language, with a grade of C– or P or better
2. Satisfactory completion of an examination administered by the appropriate language department, showing language proficiency equivalent to that attained at the end of two years of college study. Scores on the second-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 to the Office of Admissions as evidence of formal training in the native language ***and*** satisfactory completion of WR 121 and either WR 122 or 123

Bachelor of Science (B.S.) Requirements

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

1. Students with a limited background in mathematics can complete the requirement with any of the combinations of three courses listed below. Inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall, for other possible combinations.
   MATH 105, 106, 107, 111 (any three)
   MATH 105, 111, 243
   MATH 111, 425, 426
   HC 171H, 172H, 173H or MATH 111
2. Students who placed above the MATH 111 level on the mathematics placement test may complete the requirement with any two courses chosen from the following:
   MATH 112, 231, 241, 243 or 425
   CIS 121, 122, 133, 134, 210
3. Students who have MATH 111 skills and an additional prerequisite course or appropriate skills may complete the requirement with one course chosen from the following:
   MATH 232, 233, 242, 251, 252, 253, 271, 272
   CIS 211, 212, 234
4. Satisfactory completion of MATH 111 (or a mathematics course for which MATH 111 is a prerequisite) and MATH 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. Approved group-satisfying courses must be at least 3 credits each.

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 UO catalogs.

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

Group Requirements for Specific Degrees

These requirements apply to all bachelor's degree candidates.

Bachelor of Arts, Fine Arts, or Science

Students must complete a minimum of 48 credits including 16 credits in approved group-satisfying courses in each of three general-education groups: arts and letters, social science, and science. Each group must include (1) at least two courses with the same subject code and (2) at least one course with a different subject code. No more than three courses with the same subject code may be used to fulfill the 48-credit requirement.

"Double-Dipping" Restriction. Students who are admitted fall term 1999 or after may not use courses that fulfill the second-language requirement for the bachelor of arts degree to fulfill the arts and letters group requirement. Courses used to demonstrate proficiency in mathematics or in computer and information science or in a combination of the two for the bachelor of science degree may not also be used to fulfill the science group requirement.

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

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

Group I: Arts and Letters

See "Double-Dipping" Restriction under Group Requirements.

Architecture and Allied Arts

See AAA 180, 181 under Fine and Applied Arts

Art History (ARH)

204, 205, 206 History of Western Art I,II,III
207 History of Indian Art
208 History of Chinese Art
209 History of Japanese Art
314, 315 History of Western Architecture I,II
322 Art of Ancient Greece
323 Art of Ancient Rome
348 Rome in Age of Bernini
349 History of Prints
351 19th-Century Art
352 20th-Century Art
358 History of Design
359 History of Photography
360 American Art
381 Nomadic Art of Eurasia
382 Art of the Silk Route
394, 395, 396 Japanese Art I,II,III
397 Japanese Buddhist Art

Arts and Administration (AAD)

250 Art and Human Values
251 The Arts and Visual Literacy
252 Art and Gender

Classics in English Translation (CLAS)

201 Greek Life and Culture
202 Roman Life and Culture
301 Greek and Roman Epic
302 Greek and Roman Tragedy
303 Classical Greek Philosophers
304 Classical Comedy
305 Latin Literature
314 Gender and Sexuality in Antiquity
321 Classic Myths
322 Ancient Historiography
323 Ancient Rhetoric and Oratory

Classics: Greek (GRK)

301, 302, 303 Authors: [Topic]

Classics: Latin (LAT)

301, 302, 303 Authors: [Topic]

Comparative Literature (COLT)

101 Literature, Language, Culture
201 The World of Epic
202 The World of Drama
203 The World of Poetry
204 The World of Fiction
206 The World of Autobiography
301 Approaches to Comparative Literature
360 Gender and Identity in Literature

Dance (DAN)

251 Looking at Dance
301 Dance and Folk Culture
302 Dance in Asia

East Asian Languages and Literatures (EALL)

210 China: A Cultural Odyssey
211 Japan: A Cultural Odyssey

East Asian Languages and Literatures: Chinese (CHN)

150 Introduction to the Chinese Novel
151 Introduction to Chinese Film
152 Introduction to Chinese Popular Culture
201, 202, 203 Second-Year Chinese
301, 302, 303 Third-Year Chinese
305, 306, 307 Introduction to Chinese Literature
350 Women, Gender, and Chinese Literature

East Asian Languages and Literatures: Japanese (JPN)

201, 202, 203 Second-Year Japanese
301, 302, 303 Third-Year Japanese
305, 306, 307 Introduction to Japanese Literature

East Asian Languages and Literatures: Korean (KRN)

201, 202, 203 Second-Year Korean

English (ENG)

104, 105, 106 Introduction to Literature
107, 108, 109 World Literature
151 Introduction to African American Literature
207, 208 Shakespeare
210, 211 Survey of English Literature
215, 216 Survey of American Literature
240 Introduction to Native American Literature

250 Introduction to Folklore
265, 266 History of the Motion Picture
308 Studies in Genre: Epic and Romance
309 Studies in Genre: Tragedy and Comedy
310 African American Prose
311 African American Poetry
312 African American Drama
321, 322, 323 English Novel
391, 392 American Novel
394, 395 20th-Century Literature

Environmental Studies (ENVS)
203 Introduction to Environmental Studies: Humanities

Fine and Applied Arts (AAA)
180, 181 Introduction to Visual Inquiry I,II

Germanic Languages and Literatures: Danish (DANE)
201, 202, 203 Second-Year Danish

Germanic Languages and Literatures: Finnish (FINN)
201, 202, 203 Second-Year Finnish

Germanic Languages and Literatures: German (GER)
201, 202, 203 Second-Year German
204, 205 Intensive Second-Year German
221 Postwar Germany: Nation Divided
222 Voices of Dissent in Germany
223 Germany: A Multicultural Society
311, 312, 313 Intermediate Language Training
340, 341 Introduction to German Culture and Society
350 Genres in German Literature
351 Constructions of Identity in German Culture
352 Authors in German Literature
354 German Gender Studies
355 German Cinema: History, Theory, Practice
360, 361, 362 Introduction to German Literature
366, 367, 368 Themes in German Literature

Germanic Languages and Literatures: Norwegian (NORW)
201, 202, 203 Second-Year Norwegian
301, 302, 303 Third-Year Norwegian

Germanic Languages and Literatures: Scandinavian (SCAN)
250 Scandinavian Fantasies
315 Cinematic Traditions in Scandinavia
325 Constructions versus Constrictions of Identity
340 Emergence of Nordic Cultures and Society
341 Revisions of the Scandinavian Dream
351 Periods in Scandinavian Literature
352 Topics in Scandinavian Literature
353 Scandinavian Women Writers
354 Genres in Scandinavian Literature

Germanic Languages and Literatures: Swedish (SWED)
201, 202, 203 Second-Year Swedish
301, 302, 303 Third-Year Swedish

Humanities (HUM)
101, 102, 103 Introduction to the Humanities I,II,III
300 Themes in the Humanities

Judaic Studies: Hebrew (HBRW)
201,202, 203 Second-Year Modern Hebrew

Linguistics (LING)
150 Structure of English Words

Linguistics: Indonesian (INDO)
201, 202, 203 Second-Year Indonesian
301, 302, 303 Third-Year Indonesian

Linguistics: Thai (THAI)
201, 202, 203 Second-Year Thai
301, 302, 303 Third-Year Thai

Linguistics: Vietnamese (VIET)
201, 202, 203 Second-Year Vietnamese

Music (MUS)
125 Basic Music
207, 208 Introduction to Music and its Literature
267, 268, 269 Survey of Music History
270 History of the Blues
351 The Music of Bach and Handel
352 The Classic Symphony and Sonata
353 Survey of Opera
354 Introduction to 20th-Century Music
355 Beethoven
358 Music in World Cultures
359 Music of the Americas
380 Film: Drama, Photography, Music

Music: Jazz Studies (MUJ)
350 History of Jazz

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

Religious Studies (REL)
111 Introduction to the Study of the Bible

Romance Languages: French (FR)
150 Cultural Legacies of France
201, 202, 203 Second-Year French
211, 212 Intensive Intermediate French
301 Reading French
303 Writing French
317 French Survey: Medieval and Renaissance
318 French Survey: Baroque and Enlightenment
319 French Survey: 19th and 20th Centuries
330 French Poetry
331 French Theater
333 French Narrative
361 Francophone Literature and Culture
362 French Film

Romance Languages: Italian (ITAL)
150 Cultural Legacies of Italy
201, 202, 203 Second-Year Italian
301 Reading Italian
303 Writing Italian
317 Italian Survey: Medieval and Renaissance
318 Italian Survey: Baroque and Enlightenment
319 Italian Survey: 19th and 20th Centuries
341 Dante in Translation
342 Italian Literature in Translation
362 Classic Italian Film
363 Contemporary Italian Film

Romance Languages: Spanish (SPAN)
150 Cultural Legacies of Spain
201, 202, 203 Second-Year Spanish
211, 212 Intensive Intermediate Spanish
301 *Cultura y lengua: identidades hispañas*
303 *Cultura y lengua: expresiones artisticas*
316, 317 Survey of Peninsular Spanish Literature
318, 319 Survey of Spanish American Literature
328 Hispanic Literature in the United States
330 Introduction to Spanish Poetry
331 Introduction to Spanish Theater
333 Introduction to Spanish Narrative

Russian and East European Studies (REES)
283, 284, 285 Second-Year Polish
345 Balkan Cultures

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

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

Women's Studies (WST)
351, 352 Women's Literature, Art, and Society

Group II: Social Science

Anthropology (ANTH)
110 Introduction to Cultural Anthropology
150 Introduction to Archaeology
180 Introduction to Language and Culture
220 Introduction to Japanese Society and Culture
222 Life Stories
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 Northeast Asia Prehistory
343 Pacific Islands Archaeology
344 Oregon Archaeology

Business Administration (BA)
101 Introduction to Business

Economics (EC)
101 Contemporary Economic Issues
201 Introduction to Economic Analysis: Microeconomics
202 Introduction to Economic Analysis: Macroeconomics
330 Urban and Regional Economic Problems
333 Resource and Environmental Economic Issues
340 Issues in Public Economics
350 Labor Market Issues
360 Issues in Industrial Organization
370 Money and Banking

380 International Economic Issues
390 Problems and Issues in the Developing Economies
393 Historical Foundation of Economics

Educational Studies (EDST)
111 Educational Issues and Problems
211 Historical Foundations of Education
212 Foundations of Learning and Intervention

Environmental Studies (ENVS)
201 Introduction to Environmental Studies: Social Sciences

Ethnic Studies (ES)
101, 102 Introduction to Ethnic Studies
252, 253 Introduction to the Asian American Experience
254, 255 Introduction to the Chicano and Latino Experience
256, 257 Introduction to the Native American Experience

Geography (GEOG)
103 Cultural Geography
104 Geography and Environment
201 World Regional Geography
202 Geography of Europe
204 Geography of Post-Soviet States
205 Geography of Pacific Asia
206 Geography of Oregon
207 Geography of the United States
209 Geography of the Middle East and North Africa
341 Population and Environment
342 Geography of the World Economy
343 Society, Culture, and Place

History (HIST)
101, 102, 103 Western Civilization
120, 121 World History to 1700
122, 123 World History since 1700
201, 202, 203 United States
240 War and the Modern World
245 Russia, America, and the World
250, 251 African American History
253 African Americans in the West
290 Foundations of East Asian Civilization
291 China, Past and Present
292 Japan, Past and Present
301, 302, 303 Modern Europe
308, 309 History of Women in the United States I,II
310 Perceptions and Roles of Women from the Greeks through the 17th Century
311 Women and Social Movements in Europe from 1750 to the Present
325 Precolonial Africa
326 Colonial and Postcolonial Africa
331, 332, 333 England
353, 354 American Foreign Relations since 1933
359 Religious Life in the United States
380, 381, 382 Latin America
387 Early China

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

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

Linguistics (LING)
101 Introduction to Language
225 Writing Systems
290 Introduction to Linguistics
295 Language, Culture, and Society
311 Languages of the World
396 Language and Cognition

Philosophy (PHIL)
215 Philosophy and Feminism
307, 308 Social and Political Philosophy
339 Introduction to Philosophy of Science
344 Introduction to Philosophy of Law

Planning, Public Policy and Management (PPPM)
201 Introduction to Planning, Public Policy and Management

Political Science (PS)
101 Modern World Governments
104 Problems in United States Politics
201 United States Politics
203 State and Local Government
204 Introduction to Comparative Politics
205 Introduction to International Relations
207 Introduction to Contemporary Political Theory
208 Introduction to the Tradition of Political Theory
225 Political Ideologies
230 Introduction to Urban Politics
240 Introduction to Public Policy and Administration
255 Mexican Politics
275 Legal Process
280 Introduction to Political Psychology
301 Art and the State
321 Introduction to Political Economy
326 United States Foreign Policy I
331 Social Justice
344 Public Policy and Citizen Action
347 Political Power, Influence, and Control
349 Mass Media and American Politics
386 United States Social Movements and Political Change

Psychology (PSY)
202 Mind and Society
330 Thinking
375 Development
380 Psychology of Gender

Religious Studies (REL)
201, 202 Great Religions of the World
302 Chinese Religions
303 Japanese Religions
314 Greek and Roman Religions
315 Early Judaism
316 Beginnings of Christianity
321, 322, 323 History of Christianity
324, 325 History of Eastern Christianity

Sociology (SOC)
204 Introduction to Sociology
207 Social Inequality
301 American Society
303 World Population and Social Structure
304 Community, Environment, and Society
305 America's Peoples
313 Social Issues and Movements
317 Sociology of the Mass Media
328 Introduction to Social Psychology
335 Interaction and Social Order
345 Race, Class, and Ethnic Groups
346 Work and Occupations
355 Sociology of Women
380 Introduction: Deviance, Control, and Crime

Women's Studies (WST)
101 Introduction to Women's Studies
301, 302 History and Development of Feminist Theory
321 Feminist Perspectives: Identity, Race, Culture
341 Women, Work, and Class

Group III: Science

See "Double-Dipping" Restriction under Group Requirements.

Anthropology (ANTH)
170 Introduction to Human Evolution
171 Evolution of Monkeys and Apes
172 Evolution of Human Adaptation
173 Evolution of Human Sexuality
361 Human Evolution
362 Human Biological Variation
363 Nutritional Anthropology
367 Human Adaptation

Biology (BI)
120 Reproduction and Development
121 Introduction to Human Physiology
122 Human Genetics
123 Biology of Cancer
130 Introduction to Ecology
131 Introduction to Evolution
132 Introduction to Animal Behavior
211 General Biology I: Cells
212 General Biology II: Organisms
213 General Biology III: Populations
261 Foundations I: Genetics and Evolution
262 Foundations II: Molecular Genetics
263 Foundations III: Biochemical Basis of Life
264 Foundations IV: Biological Interactions
307 Forest Biology
308 Freshwater Biology
357 Marine Biology

Chemistry (CH)
101, 102 Science and Society
111 Introduction to Chemical Principles
211, 212, 213 Introductory General Chemistry
221, 222, 223 General Chemistry
224, 225, 226 (H) Honors General Chemistry

Computer and Information Science (CIS)
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

Environmental Studies (ENVS)
202 Introduction to Environment Studies: Natural Sciences

Exercise and Movement Science (EMS)
101 Exercise as Medicine
102 Exercise and Wellness across the Life Span
103 Exercise and Performance

Geography (GEOG)
101 The Natural Environment
102 Global Environmental Change
321 Climatology
322 Geomorphology
323 Biogeography

Geological Sciences (GEOL)
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
303 Geology of National Parks
304 The Fossil Record
306 Volcanoes and Earthquakes
307 Oceanography
308 Geology of Oregon and the Pacific Northwest
310 Earth Resources and the Environment
353 Geologic Hazards

Mathematics (MATH)
105, 106, 107 University Mathematics I,II,III
211, 212, 213 Fundamentals of Elementary Mathematics I,II,III
231, 232, 233 Elements of Discrete Mathematics I,II,III
241, 242 Calculus for Business and Social Science I,II
243 Introduction to Methods of Probability and Statistics
251, 252, 253 Calculus I,II,III
271, 272, Mathematical Structures I,II

Physics (PHYS)
101, 102, 103 Essentials of Physics
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 and Other Renewable Energies
201, 202, 203 General Physics
211, 212, 213 General Physics with Calculus
301, 302, 303 Physicists' View of Nature

Physics: Astronomy (ASTR)
121 The Solar System
122 Birth and Death of Stars
123 Galaxies and the Expanding Universe

Psychology (PSY)
201 Mind and Brain
304 Biopsychology

Multicultural Requirement

Bachelor's degree candidates entering the university fall 1995 or after, including those with associate of arts degrees, must complete one course in two of the following categories: A: American Cultures; B: Identity, Pluralism, and Tolerance; C: International Cultures. A minimum of 6 credits in approved courses must be earned.

The multicultural requirement replaces the race, gender, non-European-American requirement. Students admitted to the university before fall term 1995 who graduate before the fall term 2000 must complete one approved course from any of the three multicultural categories.

Category A: American Cultures

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

Anthropology (ANTH)
320 Native North Americans
344 Oregon Archaeology
442 Northwest Coast Prehistory

Art History (ARH)
360 American Art
463 Native American Architecture

Comparative Literature (COLT)
474 Culture and Identity in the Americas

English (ENG)
151 Introduction to African American Literature
240 Introduction to Native American Literature
310 African American Prose
311 African American Poetry
312 African American Drama
489 Native American Literature: [Topic]

Ethnic Studies (ES)
101, 102 Introduction to Ethnic Studies
330 Minority Women: Issues and Concerns

Folklore (FLR)
486 African American Folklore

Geography (GEOG)
207 Geography of the United States

History (HIST)
250, 251 African American History
253 African Americans in the West
360 The American City: [Topic]
449 Race and Ethnicity in the American West
455 Colonial American History
470 American Social History: [Topic]

Honors College (HC)
307 (H) Race and Ethnicity in the United States

Music (MUS)
264, 265 History of Rock Music I,II
270 History of the Blues
356 Innovative Jazz Musicians: [Topic]
359 Music of the Americas
450 History of Gospel Music

Music: Jazz Studies (MUJ)
350 History of Jazz

Philosophy (PHIL)
216 Philosophy and Cultural Diversity
450 African American Philosophy
451 Native American Philosophy

Political Science (PS)
230 Introduction to Urban Politics

Romance Languages: Spanish (SPAN)
328 Hispanic Literature in the United States

Sociology (SOC)
305 America's Peoples
345 Race, Class, and Ethnic Groups
445 Sociology of Race Relations

Theater Arts (TA)
472 Multicultural Theater: [Topic]

Women's Studies (WST)
321 Feminist Perspectives: Identity, Race, Culture

Category B: Identity, Pluralism, and Tolerance

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

Anthropology (ANTH)
173 Evolution of Human Sexuality
314 Women and Culture I: Politics, Production, and Power
315 Women and Culture II: Creativity and Symbols
322 Euro-American Images of Native North America
362 Human Biological Variation
368 Scientific Racism: An Anthropological History
418 Anthropology of Religion
421 Anthropology of Gender
429 Jewish Folklore and Ethnology
439 Feminism and Ethnography
443 North American Prehistory
444 Middle American Prehistory
465 Gender Issues in Nutritional Anthropology
468 Race, Culture, and Sociobiology

Arts and Administration (AAD)
250 Art and Human Values
251 The Arts and Visual Literacy
252 Art and Gender
452 Women and Their Art

Classics in English Translation (CLAS)
314 Gender and Sexuality in Antiquity

Comparative Literature (COLT)
101 Literature, Language, Culture
301 Approaches to Comparative Literature
360 Gender and Identity in Literature
438 Latino Poetry of the United States
463 Comparative Feminisms
464 Cross-Cultural Investigations of Gender
473 New World Poetics
477 Nation and Resistance
479 Literature and Testimony

East Asian Languages and Literatures: Chinese (CHN)
350 Women, Gender, and Chinese Literature
Economics (EC)
330 Urban and Regional Economic Problems
430 Urban and Regional Economics
431 Issues in Urban and Regional Economics
English (ENG)
315 Women Writers' Cultures: [Topic]
316 Women Writers' Forms: [Topic]
340 Jewish Writers
488 Race and Representation in Film
496 Feminist Film Criticism: [Topic]
497 Feminist Literary Theory
498 Studies in Women and Literature: [Topic]
Ethnic Studies (ES)
452 Asian Americans and the Law
454 Chicanos and the Law
Folklore (FLR)
483 Folklore and Mythology of the British Isles
Geography (GEOG)
343 Society, Culture, and Place
441 Political Geography
444 Geography of Languages
445 Culture, Ethnicity, and Nationalism
Germanic Languages and Literatures: German (GER)
222 Voices of Dissent in Germany
223 Germany: A Multicultural Society
351 Constructions of Identity in German Culture
354 German Gender Studies
Germanic Languages and Literatures: Scandinavian (SCAN)
325 Constructions versus Constrictions of Identity
353 Scandinavian Women Writers
History (HIST)
308, 309 History of Women in the United States I,II
310 Perceptions and Roles of Women from the Greeks through the 17th Century
311 Women and Social Movements in Europe from 1750 to the Present
350, 351 American Radicalism
359 Religious Life in the United States
386 India
388 Vietnam and the United States
414 Ancient Rome: [Topic]
454 American Women: [Topic]
469 American Indian History: [Topic]
479 Law in American Society: [Topic]
Honors College (HC)
308 (H) Unequal Relations in the United States
315 (H) Women Writers: [Topic]
412 (H) Gender Studies: [Topic]
International Studies (INTL)
421 Gender and International Development
Journalism (J)
320 Women, Minorities, and Media
Music (MUS)
460 Music and Gender
Philosophy (PHIL)
170 Love and Sex
215 Philosophy and Feminism
Political Science (PS)
348 Women and Politics
434 Feminism and Ecology
435 Feminist Theories of Politics
471 Outsider Jurisprudence
483 Feminist Theory
Psychology (PSY)
380 Psychology of Gender
Romance Languages: Italian (ITAL)
498 Italian Women's Writing
Romance Languages: Spanish (SPAN)
497 Spanish Women Writers
Russian and East European Studies: Russian (RUSS)
330 Women in Russian Literature
Sociology (SOC)
207 Social Inequality
355 Sociology of Women
455 Issues in Sociology of Gender: [Topic]
456 Feminist Theory
Women's Studies (WST)
101 Introduction to Women's Studies
301, 302 History and Development of Feminist Theory
331 Science, Technology, and Gender
341 Women, Work, and Class
351, 352 Women's Literature, Art, and Society
411 Feminist Praxis
421 Sexuality: [Topic]
422 Lesbian and Gay Studies: [Topic]

Category C: International Cultures

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

Anthropology (ANTH)
110 Introduction to Cultural Anthropology
220 Introduction to Japanese Society and Culture
222 Life Stories
321 Peoples of India
323 Pacific Basin: Polynesia and Micronesia
324 Pacific Basin: Melanesia and Australia
341 Asian Archaeology
342 Northeast Asia Prehistory
343 Pacific Islands Archaeology
425 Topics in Pacific Ethnology: [Topic]
426 Peoples of South Africa
427 Peoples of Central and East Africa
428 Peoples of West Africa and the Sahara
430 Balkan Society and Folklore
431 Peoples of East Asia
433 Native Central Americans
434 Native South Americans
436 Cultures of Island Southeast Asia
437 Cultures of Mainland Southeast Asia
438 Minority Cultures of Southeast Asia
Art History (ARH)
207 History of Indian Art
208 History of Chinese Art
209 History of Japanese Art
381 Nomadic Art of Eurasia
382 Art of the Silk Route
384, 385, 386 Chinese Art I,II,III
387 Chinese Buddhist Art
389 Art and Politics in 20th-Century China
391, 392 Art of the Pacific Islands I,II
394, 395, 396 Japanese Art I,II,III
397 Japanese Buddhist Art
484 Problems in Chinese Art: [Topic]
488 Japanese Prints
490 Islamic Art and Architecture
494 Problems in Japanese Art: [Topic]
Comparative Literature (COLT)
206 The World of Autobiography
478 Suicide and Literature East and West
Dance (DAN)
301 Dance and Folk Culture
302 Dance in Asia
452 Tribal Dance Cultures
East Asian Languages and Literatures (EALL)
210 China: A Cultural Odyssey
211 Japan: A Cultural Odyssey
East Asian Languages and Literatures: Chinese (CHN)
150 Introduction to the Chinese Novel
151 Introduction to Chinese Film
152 Introduction to Chinese Popular Culture
305, 306, 307 Introduction to Chinese Literature
423 Issues in Early Chinese Literature
424 Issues in Medieval Chinese Literature
425 Issues in Modern Chinese Literature
451 Post-Mao Fiction and Debate
452 Chinese Film and Theory
454 Early Chinese Poetry: Scholar's Lament
455 The Han-Tang Poetic Tradition
456 Traditional Chinese Law and Literature
461 The Confucian Canon
462 The Beginnings of Chinese Narrative
East Asian Languages and Literatures: Japanese (JPN)
305, 306, 307 Introduction to Japanese Literature
424 Premodern Japanese Literature: [Topic]
425 Modern Japanese Literature: [Topic]
426 Major Japanese Writers: [Topic]
437, 438, 439 Classical Japanese Literary Language
471 Japanese Cinema
472 Japanese Film and Literature
Economics (EC)
390 Problems and Issues in the Developing Economies
490 Economic Growth and Development
Folklore (FLR)
411 Folklore and Religion
412 Folklore of Subcultures
Geography (GEOG)
103 Cultural Geography
201 World Regional Geography
204 Geography of Post-Soviet States
205 Geography of Pacific Asia
209 Geography of the Middle East and North Africa
341 Population and Environment

446 Geography of Religion
465 Environment and Development
475 Advanced Geography of Non-European-American Regions: [Topic]

Germanic Languages and Literatures: German (GER)
221 Postwar Germany: Nation Divided
355 German Cinema: History, Theory, Practice

Germanic Languages and Literatures: Scandinavian (SCAN)
315 Cinematic Traditions in Scandinavia
340 Emergence of Nordic Cultures and Society
341 Revisions of the Scandinavian Dream

History (HIST)
120, 121 World History to 1700
122, 123 World History since 1700
290 Foundations of East Asian Civilization
291 China, Past and Present
292 Japan, Past and Present
312 African Women
325 Precolonial Africa
326 Colonial and Postcolonial Africa
345, 346, 347 Russia and the Soviet Union
380, 381, 382 Latin America
385 India
387 Early China
417 Society and Culture in Modern Africa: [Topic]
478 Revolutions in Modern Latin America
480 Mexico
481 Latin American Regional History: [Topic]
482 Latin America's Indian Peoples
483 Latin America: [Topic]
484 Philippines
485 Southeast Asian History: [Topic]
486 Peasant Uprisings in Southeast Asia: [Topic]
487 China: [Topic]
488 Knowledge and Power in China: [Topic]
489 State and Society Relations in Modern China: [Topic]
490 Japan: [Topic]
491 Medicine and Society in Premodern Japan
492 Postwar Japan: [Topic]
494 East Asia—Concepts and Issues: [Topic]
495 Issues in Southeast Asian History: [Topic]
496 Chinese Society in the Late Imperial Period: [Topic]
497 Culture, Modernity, and Revolution in China: [Topic]
498 Early Japanese Culture and Society: [Topic]

Honors College (HC)
415 (H) World Perspectives: [Topic]

Humanities (HUM)
315 Introduction to African Studies

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

Journalism (J)
455 Third World Development Communication

Linguistics (LING)
295 Language, Culture, and Society
311 Languages of the World

Music (MUS)
358 Music in World Cultures
451 Introduction to Ethnomusicology
452 Musical Instruments of the World
453 Folk Music of the Balkans
454 Music of India

Philosophy (PHIL)
213 Eastern Philosophy

Political Science (PS)
255 Mexican Politics
338 Southeast Asia in Modern Times
342 Politics of China I
442 Politics of China II
459 Chinese Foreign Policy
463, 464 Government and Politics of Latin America I, II

Religious Studies (REL)
201 Great Religions of the World
302 Chinese Religions
303 Japanese Religions
330, 331 Buddhism and Asian Culture
440 Readings in Buddhist Scriptures

Romance Languages: French (FR)
150 Cultural Legacies of France
361 Francophone Literature and Culture
362 French Film

Romance Languages: Italian (ITAL)
150 Cultural Legacies of Italy

Romance Languages: Spanish (SPAN)
150 Cultural Legacies of Spain
318, 319 Survey of Spanish American Literature
450 Colonial Latin American Literature: [Topic]
480 19th-Century Spanish American Literature: [Topic]
490 20th-Century Latin American Literature: [Topic]

Russian and East European Studies (REES)
345 Balkan Cultures
420 Slavic Civilization

Russian and East European Studies: Russian (RUSS)
204, 205, 206 Introduction to Russian Literature
240 Russian Culture
241 Great Russian Writers
301 Readings in Russian Literature
304, 305, 306 Doing Business in Russia
350 Russian Cinema
351 Russian Film and Literature
411 Russian History and Literature: [Topic]
419 Pushkin
420 Russian Folklore
421 Old Russian Literature
422 Modern Russian Poetry
424 Dostoevsky
425 Tolstoy
429 20th-Century Russian Literature
430 Contemporary Russian Literature
432 Russian Prose Classics: [Topic]

Sociology (SOC)
303 World Population and Social Structure
450 Sociology of Developing Areas

Theater Arts (TA)
473 Non-Western Theater: [Topic]

Women's Studies (WST)
431 Global Feminisms
432 Postcolonial Women Writers

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 the following areas (a, b, and c) with not more than 12 in any one area:
   a. Lower-division vocational technical courses
   b. Physical education and dance activity courses
   c. Studio instruction in music, except for majors in music
5. For music majors, a maximum of 24 credits in studio instruction, of which not more than 12 may be taken in the student's freshman and sophomore years, may count toward requirements for the B.A. or B.S. degree
6. A maximum of 12 credits in ALS (academic learning services) courses may be counted toward the 180, 220, 225, or 231 credits required for a bachelor's degree
7. Grade changes, removal of incompletes, or transfer work essential to completion of degree requirements must be filed in the Office of the Registrar by the Friday following the end of the term of graduation. Any other changes of grades, including removal of incompletes, must be filed in the Office of the Registrar within thirty days after the granting of a degree or within established deadlines. See also Marks in this section of the catalog
8. Undergraduate credits earned through credit by examination (course challenge), advanced placement (Advanced Placement Program), and the College-Level Examination Program (CLEP) are counted toward the satisfaction of bachelor's degree requirements except residency and the 45 UO credits graded A, B, C, D. The university grants pass credit for successful completion of advanced placement and CLEP examinations
9. Courses cannot be repeated for credit unless designated as repeatable (**R**) by the University Committee on Courses; 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 receive credit for courses that are prerequisites for courses in which they are currently enrolled
12. Students may not receive credit for courses that are prerequisites for courses for which they have already received credit

Second Bachelor's Degree

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

1. The student must complete an additional 36 credits 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 major for the second degree must be completed after the conferral of the first degree
5. The bachelor of arts degree requires proficiency in a second language. Students whose native language is not English satisfy this requirement by providing high school transcripts as evidence of formal training in the native language and satisfactorily completing WR 121 and either WR 122 or 123. The bachelor of science degree requires proficiency in mathematics and/or computer and information science

Bachelor's Degree with Honors

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

Academic Standing

When there is evidence of lack of satisfactory progress toward meeting graduation requirements, the Scholastic Review Committee may place students on academic probation or disqualify them from attendance at the university. For information and assistance, students should inquire at the Office of Academic Advising 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, admitted or nonadmitted. A student's academic standing is based on term and cumulative UO GPAs.

If a grade change affects the student's term and cumulative UO GPAs and his or her academic standing, the student should ask the instructor to record the grade change with the registrar's office immediately and notify the Office of Academic Advising and Student Services as soon as the grade change has been officially recorded.

Retroactive changes to a term's academic standing are made only if grade changes are recorded by the last day to register and add classes for the following term. If grade changes that affect GPAs and academic standing are submitted later than this, the student's previous-term academic standing is not amended.

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

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

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

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

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

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

Academic Disqualification

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

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

Exceptions to Academic Regulations

1. Two standing university committees review requests in writing for exceptions to university rules, regulations, deadlines, policies, and requirements: the Academic Requirements Committee and the Scholastic Review Committee. For information about how to submit a petition to the Academic Requirements Committee, inquire at the Office of the Registrar, 220 Oregon Hall; telephone (541) 346-3243. For information about how to submit a petition to the Scholastic Review Committee, inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall; telephone (541) 346-3211
2. For information about removal from academic probation and academic reinstatement options, inquire at the Office of Academic Advising and Student Services

Registering for Classes

Schedule of Classes

The *UO Schedule of Classes* is published shortly before registration each term. Copies may be purchased for 25¢ at the UO Bookstore and the Erb Memorial Union main desk store.

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

Registration

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

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

Freshman Preregistration

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

Reenrollment

Students planning to register any time during an academic year (except summer session) after an absence of one or more terms must notify the Office of Admissions by filing a reenrollment form several weeks before registration to allow time for the preparation of registration materials. Deadlines for reenrollment applications are shown below.

Deadline	*Term of Reenrollment*
October 21, 1999	winter 2000
January 28, 2000	spring 2000
April 22, 2000	summer session 2000
April 22, 2000	fall 2000

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

Summer Session

Students planning to register for summer session should file a Registration Eligibility form, which is provided in the summer session catalog. It is also available from the summer session office and the Office of Admissions. Students who were enrolled spring term need not submit this form.

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 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 at other universities in the Oregon University System up to overtime levels at no additional cost. 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 standard undergraduate study. Brief descriptions of these programs appear below. Additional information is available from the Office of Admissions and from the Office of Academic Advising and Student Services.

Advanced Placement

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

College-Level Examination Program

For some courses, departments have authorized the use of subject examinations prepared by the College-Level Examination Program (CLEP). Examinations are available, for example, in 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 12 credits toward graduation and may fulfill a part of the group requirements for the bachelor's degree. Once a student is admitted to the university, UO accepts as transfer credit the successful completion of CLEP subject and general examinations by students.

Community Education Program

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

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 faculty member who administers the test and of the appropriate dean or department head
2. Arrangements for the examination must be completed at least one month before the examination date
3. The student is billed an examination fee of $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) 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 credits graded A, B, C, D at the University of Oregon. The grading option for credit by examination is based on the course listing in the *UO Schedule of Classes*
7. Credit by examination may be earned only in courses whose content is identified by title in the University of Oregon catalog; credit by examination may not be earned for Field Studies (196), Workshop, Laboratory Projects, or Colloquium (198), Special Studies (199); courses numbered 50–99, 200, or 399–410; or for first-year second languages
8. A student may not receive credit by examination in courses that
   a. substantially duplicate credit already received or
   b. are more elementary than courses in which 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

International Baccalaureate

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

Military Credit

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

Tuition and Fees

Sherri C. McDowell, Director
Office of Business Affairs

(541) 346-3170
First Floor, Oregon Hall

Tuition

Tuition is a basic charge paid by students enrolled at the University of Oregon. It includes instruction costs, health service fees, incidental fees, technology fee, and building fees. Except in the School of Law, for a full-time student in 1998–99, the health service fee was $81, the incidental fee was $157.75, the technology fee was $65, the recreation center bond fee was $15.25, and the building fee was $25. Each law student paid a $121.50 health service fee, a $221.50 incidental fee, a $97.50 technology fee, a $23 recreation center bond fee, and a $37.50 building fee. Each admitted student, at the time of first enrollment, is assessed a matriculation fee of $100–$200 to cover the cost of enrollment services. The fees are subject to change for 1999–2000.

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

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

Tuition for resident and nonresident law students is listed in the School of Law catalog, available free from the 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 students under the standard conditions of undergraduate or graduate study, and it is payable as specified in the *UO Schedule of Classes* or other official notices during registration each term. Special fees are paid under the conditions noted. The university's policies on student charges and refunds follow the guidelines recommended by the American Council on Education. Details of the policies are available at the Office of Business Affairs on the first floor of Oregon Hall.

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

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

The tuition figures listed below are for 1998–99. Increases proposed for 1999–2000 had not been confirmed at publication.

Tuition Schedule

Undergraduate Tuition	*Resident*	*Nonresident*
Full-time registration (one term):		
12–18 credits	$1,242	$4,170
Part-time registration:		
1 credit	290	531
2 credits	376	861
3 credits	462	1,191
4 credits	548	1,521
5 credits	635	1,852
6 credits	722	2,183
7 credits	809	2,514
8 credits	896	2,845
9 credits	983	3,176
10 credits	1,070	3,507
11 credits	1,157	3,838
Each additional credit beyond 18	75	319

Graduate Tuition	*Resident*	*Nonresident*
Full-time registration (one term):		
9–16 credits	$2,128	$3,604
Part-time registration:		
1 credit	434	591
2 credits	646	968
3 credits	858	1,345
4 credits	1,070	1,722
5 credits	1,282	2,099
6 credits	1,494	2,476
7 credits	1,706	2,853
8 credits	1,918	3,230
Each additional credit beyond 16	198	363
Graduate assistant (9–16 credits)	221.50	221.50

Tuition Billing

Tuition may be paid in monthly installments. Unpaid balances are assessed a $5 billing fee and are charged 9 percent annual interest. Tuition billings are mailed to students; payments are due on the first of each month.

Community Education Program

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

Special Fees

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

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

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

Bicycle Registration. Bicycle registration with the 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 continues 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.

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

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

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

Matriculation Fee: $150–$200 for ndergraduates; $100 for graduate students

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

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

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

Replacement of Photo I.D. Card: $15

Returned Check: $15. Charge billed to the writer of any check that is returned to the university by the bank. Exceptions are bank or university errors. If not paid within thirty days, a returned check may be subject to a fine of $100–$500.

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

Staff: $15 per Credit plus Technology Fee. University employees are permitted to enroll in university classes with the approval of their department head. Employees may enroll at the staff rate for a maximum of 10 credits per term.

Testing: $3–$50

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

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

Tuition and Fee Refunds

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

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

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

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

Student Financial Aid

Edmond Vignoul, Director

(541) 346-3221
(800) 760-6953
260 Oregon Hall
http://www-vms.uoregon.edu/~finaid/fa.html

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 administers a comprehensive program of financial assistance. Financial aid counselors are available to see students who drop by during office hours: 8:00 A.M. to 5:00 P.M., Monday through Friday.

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

Attendance Costs

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

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

Residence hall room and board for 1998–99 ranged from $5,100 to $8,186. Cooperative housing costs were generally less than the minimum residence hall rate. Sorority and fraternity costs were somewhat higher.

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

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

The figures in the following table are the tuition and fees for a full-time student in 1998–99. Tuition and fee schedules are subject to revision by the Oregon University System. See the **Tuition and Fees** section of this catalog.

Student Classification	*One Term*	*Three Terms*
Undergraduate resident	$1,242	$3,726
Undergraduate nonresident	4,170	12,510
Graduate resident	2,128	6,384
Graduate nonresident	3,604	10,812
Graduate assistant	222	666

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

The expenses in the following tables are used by the Office of Student Financial Aid to estimate a student's educational costs for the 1999–2000 academic year.

Meals and Housing	*One Term*	*Three Terms*
Student commuter living with parents	$ 645	$1,935
Student living on or off campus	1,785	5,355

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

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

Books and Supplies	*One Term*	*Three Terms*
Graduates and undergraduates	$235	$705
Law (semester)	380	760
Miscellaneous Personal Expenses		
Graduates and undergraduates	$615	$1,845

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

Applying for Financial Aid

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

1. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Free Application for Federal Student Aid and mail it to the federal processor. Students may also apply at the FAFSA web site <http://fafsa.ed.gov/>
2. List the University of Oregon, code number 003223, as a school to receive the application information
3. Apply for admission to the University of Oregon

Deadlines

To be given priority consideration for the Federal Perkins Loan, Federal Work-Study Program, and Federal Supplemental Educational Opportunity Grant for all or part of any given academic year, the application information from the federal processor must be received by the Office of Student Financial Aid on or before March 1 prior to the academic year for which the student is applying. To meet this deadline, mail the FAFSA or the Renewal FAFSA in early February. On-line applicants should mail the FAFSA signature page, obtained from the web site, 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. When a student's expected contribution is less than the cost of education, the university attempts to meet the difference with financial aid.

Assessing Financial Aid Eligibility

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

Financial Aid Packages

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

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

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

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

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

Undergraduates

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

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

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

Graduate and Law Students

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

Notification of Financial Aid

Notifications of financial aid eligibility are mailed between April 15 and May 1 to 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 students who have supplied the necessary information between March 2 and July 31.

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

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

Students may arrange to meet with a counselor to discuss eligibility and financial aid notification by calling the Office of Student Financial Aid.

Financial Aid Programs

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

Federal Pell Grant

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

To be eligible for a Federal Pell Grant, a student must be admitted to the university in a program leading to a degree and enrolled in good standing.

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

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal supplemental grants, which do not need to be repaid, are for undergraduates with exceptional need. To be eligible, a student must be admitted to the university in a program leading to a degree and enrolled in good standing at least half time (6 credits a term). The federal limitations on an FSEOG are a minimum of $100 and a maximum of $4,000 an academic year. The amount a student receives is determined by university policy and fund availability.

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

State of Oregon Need Grants

Need Grants are awarded to eligible undergraduate Oregon residents who complete the FAFSA, the Renewal FAFSA, or the on-line FAFSA. Need Grants for the 1998–99 academic year were $1,140.

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 Need Grant may be transferred to other eligible institutions in Oregon.

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.

Oregon University System Supplemental Fee Waiver

Supplemental fee waivers were provided by the Oregon University System to help offset instructional fees for 1998–99. Limited funds may be available in 1999–2000 for Oregon residents who demonstrate the greatest financial need. Students whose instructional fees are paid or waived by other sources are not eligible to receive the waiver.

Federal Work-Study Program

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

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

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

Technology Fee Work Program

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

Federal Perkins Loan

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

The maximums that may be borrowed are $3,000 a year for undergraduates, up to a total of $15,000; $5,000 a year for graduate students; $30,000 combined total for both undergraduate and graduate study. The amount a student receives is determined by university policy and fund availability.

Repayment of a Federal Perkins Loan begins nine months after the student ceases to be enrolled at least half time. The minimum repayment is $40 a month or $120 a quarter. The university bills quarterly throughout the year. The maximum repayment period is ten years. However, the actual amount of payments and the length of the repayment period depend 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 Federal Perkins Loan that is not delinquent or in default may be deferred if a borrower is enrolled at least half time in an eligible institution.

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

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

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

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

Money available for Federal Perkins Loans is collected from former university borrowers to

lend to eligible students. Disbursement, repayment, deferment, and cancellation are transacted with the Office of Business Affairs.

William D. Ford Federal Direct Loan Program

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

The university is responsible for providing, collecting, and forwarding a signed promissory note to a contracted servicer. When loans are due, borrowers repay them directly to the federal government through the servicer. Borrowers are charged a loan fee of 4 percent of the principal.

Federal Direct Stafford/Ford Loan

Students must demonstrate need to qualify for a Federal Direct Stafford/Ford Loan. The university determines the amount the student may borrow. The federal government has set loan limits: $2,625 for the first academic year of undergraduate study (up to 44 credits); $3,500 for the second academic year (45–89 credits); and $5,500 an academic year for the remaining years of undergraduate study, up to an aggregate of $23,000. For graduate students the maximum is $8,500 an academic year, with a $65,500 combined total for both undergraduate and graduate study. Not all students are eligible for the maximums.

Student borrowers must be enrolled in good standing at least half time and have been accepted for admission to a program leading to a degree or certificate. Borrowers are charged a variable interest rate capped at 8.25 percent. The rate is adjusted annually on July 1. All Federal Direct Stafford/Ford Loan borrowers are eligible for this rate.

Federal Direct Unsubsidized Stafford/Ford Loan

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

Additional Federal Direct Unsubsidized Stafford/Ford Loan

Independent students and dependent students whose parents are unable to borrow under the Federal Direct Parent Loan for Undergraduate Students (Federal Direct PLUS) program may be eligible for additional Federal Direct Unsubsidized Stafford/Ford Loan money. Students with fewer than 90 credits may borrow a maximum of $4,000 a year in additional funds above the maximum Federal Direct Stafford/Ford Loan limits. Students who have earned 90 credits or more may borrow a maximum of an additional $5,000 a year; graduate students, $10,000 a year in addition to the Federal Direct Stafford/Ford Loan. Not all applicants qualify for the maximums. The Federal Direct Unsubsidized Stafford/Ford Loan may be used to replace expected family contribution, but total direct loan (subsidized and unsubsidized) borrowing cannot exceed the cost of education.

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

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

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

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

Repayment

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

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

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

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

Deferring Repayment

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

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

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

Forbearance

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

Deferments and forbearance are handled by the Loan Servicing Center.

Federal Direct Consolidation Loan

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

Entrance and Exit Counseling

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

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

Refunds and Repayment

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

The refund policy, procedures, and schedule are published in the *UO Schedule of Classes* each term. The policy and examples of how it works are available for review in the Office of Student Financial Aid.

Debt Management and Default Reduction

The University of Oregon is committed to helping students achieve sound financial planning and debt management. Information about loans,

repayment options, and debt management strategies is available in the Office of Student Financial Aid.

National and Community Service Trust Act

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

Private 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. Interest rates and repayment terms vary but are generally less favorable than those provided through the federal direct lending program. Private loans are used to supplement the federal programs when the cost of education minus federal aid still leaves unmet need.

Bank Trust Student Loans

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

Academic Progress

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

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

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

National ROTC Merit Scholarships

The Army Reserve Officers' Training Corps (ROTC) Scholarship Program provides more than 500 four-year scholarships annually to high school seniors. Additionally, hundreds of three- and two-year scholarships are awarded to college students. These scholarships include tuition ($5,000–$12,000), books ($450), and a stipend of $150 per month during the school year. For more information, call the Department of Military Science at (800) 542-3945. High school students also can contact their school's counselor.

Scholarships Awarded through the Office of Student Financial Aid

http://darkwing.uoregon.edu/~admit/expense/scholar.htm

This group of university scholarships, not attached to a particular department or school, includes Presidential, Laurel, and general university scholarships. Detailed information is available on the web at the UO's scholarship site listed above. All of these scholarships require academic achievement (merit). Some of them require financial need. Scholarships administered by the Office of Student Financial Aid are governed by the University Scholarship Committee, whose members are drawn from the faculty and from the student body. This committee reviews and formulates policies and evaluates applicants' academic qualifications.

A single application form is used for all the scholarships in this group. Application and recommendation forms are available in the Office of Student Financial Aid and on the scholarship web site. Applicants must provide copies of academic transcripts from schools they have attended. The deadline for submitting a scholarship application and other necessary documents is February 1 for the following academic year. Prospective students also must apply for admission to the University of Oregon by February 1.

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

Presidential Scholarship. In 1983 the university established the Presidential Scholarship Program to recognize and reward outstanding Oregon high school graduates. The University Scholarship Committee selects candidates to receive scholarships in the amount of tuition and fees plus a $450 book allowance 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 per academic year, are awarded. Interested high school students should consult their high school counselors and arrange to take the Preliminary Scholastic Assessment Test (PSAT) in their junior year. This test is usually offered during October.

Target of Opportunity Laurel Award Scholarship

In 1990 the UO Graduate School created the Target of Opportunity Laurel Award Scholarship to help undergraduate students of color further their education with graduate studies. Covering instructional fees only, these merit-based scholarships are open to full-time UO undergraduate and graduate students of color who are United States citizens or permanent residents. Undergraduates must have junior or senior standing with a minimum grade point average of 2.75. Graduate students must have a minimum grade point average of 3.00.

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

Diversity-Building Scholarship

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

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

Scholarship Criteria. In order to be considered for this scholarship, applicants must be a United States citizen or permanent resident and be either a currently enrolled UO student in good academic standing or apply for admission and meet standard UO admission requirements. Scholarship recipients are selected competitively by the UO Diversity-Building Scholarship Committee. Factors considered in the selection process include, but are not limited to (1) potential impact on the educational diversity of UO students; (2) commitment to diversity through documented history of community service, leadership or other activities; (3) educational background and performance as documented by official high school and/or college transcripts; (4) financial aid eligibility as determined by federal guidelines; (4) a personal statement submitted to the scholarship committee with the application; and (5) a letter of recommendation. Preference is given to members of an ethnic minority, to first generation and/or nontraditional students as defined by federal guidelines, and to Oregon residents.

Application. The application postmark deadline for the Diversity-Building Scholarship is

February 1. For complete eligibility and selection information, call the Office of Admissions, (541) 346-3201, or the Office of Multicultural Affairs, (541) 346-3479.

UO Loan Fund

The University of Oregon Loan Fund has been established through donations and bequests for the purpose of helping University of Oregon students continue their education. Information about 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 grows because of interest on loans or investments of available cash. The fund is composed of two basic loan categories, short term and long term.

Short-Term Loans

Under the short-term loan program, a maximum of $250 may be borrowed for thirty to ninety days. A small service charge is assessed on the loans.

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

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 total amount borrowed may not exceed $1,200.

A $25 service charge is assessed as an application fee. 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 at least half time at the University of Oregon. A late charge of $5 is assessed on each installment not paid by the due date.

Available Loans

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

Unrestricted Funds

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

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

Restricted Funds

Funds with special restrictions are described below.

American Association of University Women. Emergency loans to women upon recommendation of the Office of Academic Advising 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 annual interest after the borrower leaves the university.

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

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

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

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

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

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

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

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

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

Fred and Elva Cuthbert Fund. Loans may 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, and the maximum loan is $200. Loans are due within one year from the date of issue and are interest free if paid within four months after the date of issue. After the first four-month period, the interest rate 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 and Communication is required.

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

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

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

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

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

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

Law School Computer Loan Fund. Loans for law students based on need, for purchasing required computers. Loans up to $2,000 using the standard University of Oregon long-term loan policies and procedures.

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

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

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

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

Mary E. McCornack Music Loan Fund. Standard long-term loan fund for music students preparing for a life of religious work as singers and musicians. Applications must be approved by the

dean of the School of Music. Interest is 6 percent while a student and 8 percent upon graduation.

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

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

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

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

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

Phi Beta Alumnae Fund. Loans to students majoring in music or theater arts.

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

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

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

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

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

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

Employment Services

(541) 346-3214
(541) 346-7030 Job Hotline
Career Center, 244 Hendricks Hall
http://uocareer.uoregon.edu

Employment Services, part of the UO Career Center, provides job listings to students interested in part-time or temporary jobs, work-study and technology-fee programs, and full-time job opportunities. All part-time, temporary, work-study, and technology-fee job listings are available in 247 Hendricks Hall or on the Career Center's web site.

A majority of UO students are employed in part-time work. Students interested in obtaining part-time work should visit this office upon arrival at the university and after determining class schedules. University students enjoy a well-deserved reputation with Eugene-Springfield employers as reliable, dependable, hard-working, and intelligent employees.

Part-time Job Opportunities. Openings in the community are usually available in the areas of office work, childcare, and general labor. Some jobs are continuing; others are limited to specific projects. Students can call the Job Hotline to hear part-time, temporary, and seasonal job listings twenty-four hours a day.

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

Summer Employment. The Career Center has a variety of resources available to students looking for summer jobs, and seasonal positions are posted in job binders located in 247 Hendricks Hall, on the Career Center's web site, and on the Job-Hotline. The Campus Interview Program provides opportunities for students to interview for paid internships or summer work at camps, national parks, businesses, and other summer positions. Students should attend an orientation to learn how to schedule these interviews.

Listed below are other sources of on-campus employment for 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 115B, Knight Library.

Physical Plant. Students who want custodial or grounds maintenance work should watch for postings at 244 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. Inquiries should be sent to the Personnel Clerk, Erb Memorial Union, 1228 University of Oregon, Eugene OR 97403-1228.

Student Housing

Michael Eyster, Director
Office of University Housing

(541) 346-4277
Walton Complex
University Housing, 1220 University of Oregon, Eugene OR 97403-1220
housing@darkwing.uoregon.edu
http://darkwing.uoregon.edu/~housing

University of Oregon students may choose living arrangements from a variety of accommodations provided by the university and the community. Adapted facilities are available for students who identify a need for accommodation on their applications.

The Office of University Housing affirms the following statement: "The University of Oregon actively promotes cultural diversity and equal opportunity. We honor the humanity the joins us, and we celebrate the differences that distinguish us. University housing has the expectation that all residents will actively participate in creating welcoming communities that value all members without regard to race, color, sex, sexual orientation, national origin, age, religion, marital status, disability, or veteran status."

Students living in the residence halls and other university-owned housing are expected to adhere to regulations established by the Office of University Housing and the university Code of Student Conduct. The university expects students to conduct themselves with respect for the comfort and property of others and to pay financial obligations.

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 3,250 students. The five complexes located on campus 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. Double-occupancy rooms are available in all halls. A limited number of single rooms are available. All residence halls are coeducational and usually have floors reserved alternately for men and women. Special-interest halls house students interested in intensive academic pursuit, creative arts, honors (by invitation only), outdoor pursuits, music, cross-cultural programs, health and fitness, and substance-free living. A graduate student hall and cyberhall are also available.

Residence Hall Facilities and Services

Residence halls offer two meal plans: sixteen meals a week or nineteen meals a week except during vacations. Most common areas contain color televisions, table tennis, and vending machines. Basketball courts, a sand volleyball court, and tennis courts provide more recreational options. Coin-operated washers, dryers, and ironing boards are in each hall. A limited amount of locked storage space for luggage is available. Rooms are furnished with local telephone service, basic cable television connection, access to the UO computer network, carpeting, draperies, desk lamps, study chairs, and wastebaskets. Reduced-rate evening and weekend long-distance telephone service is available from residence hall rooms through the university telephone system. Furnishings may vary for leased facilities.

Residence Hall Costs

These charges are payable at the beginning of the term, but may be paid in monthly installments. Payments become delinquent after ten calendar days. Beginning ten days after the university billing statement due date, interest accrues on unpaid balances.

Residence hall rates for 1999–2000 are listed below. The rates include an annual $24 social and educational fee for programs to be determined by the residents in each unit. Fall term rates include the $250 prepayment.

Standard Hall

Sixteen Meals a Week

	Double	*Single*	*Small Single*	*Deluxe Double*
Fall	$2,140	$2,649	$2,140	$2,568
Winter	1,873	2,318	1,873	2,247
Spring	1,337	1,655	1,337	1,605
Total	$5,350	$6,622	$5,350	$6,420

Nineteen Meals a Week

	Double	*Single*	*Small Single*	*Deluxe Double*
Fall	$2,276	$2,785	$2,276	$2,731
Winter	1,992	2,437	1,992	2,390
Spring	1,422	1,740	1,422	1,707
Total	$5,690	$6,962	$5,690	$6,828

University Inn

The University Inn, at 1000 Patterson Street, offers additional services and private baths.

Sixteen Meals a Week

	Double	*Designed Single*	*Large Single*	*Small Single*
Fall	$2,568	$3,179	$3,484	$2,568
Winter	2,247	2,781	3,049	2,247
Spring	1,605	1,987	2,177	1,605
Total	$6,420	$7,947	$8,710	$6,420

Nineteen Meals a Week

	Double	*Designed Single*	*Large Single*	*Small Single*
Fall	$2,731	$3,342	$3,647	$2,731
Winter	2,390	2,924	3,191	2,390
Spring	1,707	2,089	2,280	1,707
Total	$6,828	$8,355	$9,118	$6,828

Reservations and Contracts

Students receive the *Housing Preview* and application after they have applied for admission to the university. The order in which room assignments are made is determined by the dates housing applications are received. Applications received by March 31 are guaranteed a housing offer. The residence hall application form must be accompanied by a $30 nonrefundable application fee. Address inquiries to University Housing.

Beginning in mid-April, housing-offer packets are sent to applicants from the reservations file. To guarantee a housing assignment, applicants must return—by the date specified in the offer letter—a signed contract, the assignment questionnaire, residence hall preference, and a $250 room-and-board prepayment. Applicants who miss the deadline are placed at the end of the waiting list and are offered housing only if it becomes available.

In late August assignments are mailed to applicants who have a guaranteed housing offer and have paid or deferred the $250 room-and-board prepayment.

Cancellations. Cancellations of reservations must be received in writing at the Office of University Housing.

Contracts. Residents are required to sign a contract—the terms and conditions of occupancy—that 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 meals in a residence hall throughout the fall-through-spring school year. (See summer session below.) Students who withdraw or graduate from the university are released from their contracts; no additional fees are charged.

Refund Policy. The refund policy is described in the residence hall contract.

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.

Summer Session. Summer session students may choose between two meal plans. A contract for both room and meals 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 meal rate for each person. In addition, housing and food services are available to workshop and conference groups. Address inquiries to University Housing—Summer.

Housing and Apartments for Families and Graduate Students

University Apartments

University-owned apartment housing is available to a parent with legal custody of a child, a graduate student without children, or an undergraduate student twenty-one years of age or older without children.

Westmoreland, three miles from campus, consists of 404 one- and two-bedroom furnished apartments. Rent is $250 and $285 a month (subject to change) and includes water and garbage service. The apartments have electric heat and appliances, and the grounds are landscaped and maintained. University students may ride free on city buses. An elementary school and shopping areas are nearby.

Spencer View, the newest complex has 272 apartments located about a half-mile southwest of campus. Two-bedroom apartments are $445 a month, and three-bedroom apartments are $545 (subject to change). The energy-efficient apartments are located close to grocery stores, schools, and parks. Each apartment is wired for high-speed Ethernet connection to UONet, the university's computer network. Water, recycling, and garbage services are provided. Each apartment has a patio or a balcony as well as individual, locked storage areas.

A short distance from campus, Agate is a twenty-unit complex of one- and two-bedroom apartments. Rent, starting at $445 a month (subject to change), includes access to the university's computer network, water, and garbage and recycling service. Units include stove and refrigerator but are otherwise unfurnished.

Parking at Agate, Westmoreland, and Spencer View is limited to one vehicle per household. On-site day care is available at Spencer View and Westmoreland.

East Campus Housing

The university also owns more than 100 houses in a four-block area east of the campus. A lottery, conducted about six weeks before the beginning of each term, is used to assign student families to available units from a limited waiting list maintained by Office of University Housing. Pets are permitted. Rental rates are specific to each unit.

Moon Court, a small one- and two-story housing community, consists of six two-bedroom, energy-efficient units. Rent starts at $600 a month and includes water and garbage and recycling service.

University Housing rates are subject to change by the Oregon University System, which reserves the right to increase charges during the fiscal year if actual expenses of housing operations exceed budgeted expenses. Address inquiries to University Housing, Family Housing and Apartments.

Eligibility. To be eligible for family housing, students must enroll full time at the university and maintain full-time status.

Assignments are based on financial need, family status, class level, and the date of application. Established guidelines ensure that financial means are taken into account.

Occupancy limits are based on the number of bedrooms and the number and ages of children. No more than two adults may reside in a unit.

Application and Assignment. Applications for family housing must be accompanied by a $35 application fee. A $75 security deposit and prorated first month's rent are required at the time of assignment.

Affiliated Housing

Fraternities and Sororities

Information about fraternities and sororities affiliated with the university is available from the Greek Life Office, Suite 5, Erb Memorial Union; telephone (541) 346-1146.

Fraternities and sororities are more than just a housing option. They are concerned with the cultural, social, and academic growth of their members, 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 atmosphere at costs comparable to those charged in university residence halls. Meals are cooked and served family style. Quiet sleep and study areas are available along with living and recreational areas. Room and meal costs and social fees vary from house to house, but yearly costs average $3,950. 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 (541) 346-3701 or -3888, or call the Office of Greek Life at (541) 346-1146. 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, Gamma Phi Beta, Kappa Alpha Theta, Kappa Delta, Kappa Kappa Gamma, Pi Beta Phi, and Sigma Kappa.

All sororities at the UO have resident house directors.

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, Pi Kappa Alpha, Sigma Alpha Epsilon, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, and Theta Chi.

Nonuniversity Housing

The Rental Information Office provides a free service to help students who want to rent off-campus housing. 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. In addition to the referral service, the Rental Information Office provides free model rental agreements, inventory and condition reports, the *Roommate Survival Guide*, and a courtesy telephone. Following are a variety of off-campus housing situations.

Houses and Duplexes. This type of housing is probably the most difficult to find, especially near campus. Rents range from $450 to $1,500, 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, $350–525; two-bedroom, $450–725; and three-bedroom, $600 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 $300 to $450 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 $185 to $295 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 range from $200 to $400 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 a student needs inexpensive housing or has children or pets. If a student plans to share housing or live in a quad, it might be possible to wait until September.

For more information call the office at (541) 346-3731, stop by the office on the ground floor of the EMU, or write to Rental Information Office, Erb Memorial Union, 1228 University of Oregon, Eugene OR 97403-1228.

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, 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 personal access code needed for registration is issued by the student's major adviser.

The importance of program planning cannot be overemphasized. A sound academic program usually indicates a growing intellectual maturity 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 with an intellectual framework in which intelligent planning and decision-making can be completed, so students are strongly urged to consult advisers regularly. The university considers advising an extension of teaching and regards it as a primary responsibility of faculty members, who schedule time each term especially for advising.

Students who have declared majors are assigned to faculty advisers in their departments. The Office of Academic Advising and Student Services coordinates advising for students who have not declared majors (classified as undeclared premajors) and for those interested in law, health professions, and fifth-year education programs.

The Career Center plays an important role in the planning process. Career planning is also discussed in the **Student Services** section of this catalog.

General Principles in Program Planning

1. To earn a degree in four years (twelve terms), students should average 15 credits a term. In planning a term's studies, students should anticipate that each credit requires at least three hours a week for class meetings or homework. 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 catalog) and requirements for the major. Major requirements are listed in this catalog under the academic department headings (see Contents or **Subject Index**). Students who have not selected a major should spend some time exploring possible majors
3. Students should read the course descriptions in this catalog and the notes in the *UO 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 a bachelor of science degree requirement. Mathematics should be started in the freshman year
5. A second 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 programs Freshman Interest Groups, Transfer Interest Groups, Freshman Seminars, Pathways, the Clark Honors College, the Honors Track, and departmental orientation courses. These courses and programs should be investigated early during the first year. Freshman Seminars, Transfer Interest Groups, and Freshman Interest Groups are described in the **Student Retention Programs** section of this catalog. For information about the Clark Honors College, see the **Honors at Oregon** section of this catalog
8. It takes sound planning to design a program that combines courses demanding extensive reading, daily exercises, laboratory work, and lengthy papers
9. Planning might also include the use of university resources for improving skills in reading, computation, note taking, test taking, and writing

Academic Majors, Minors, and Careers

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

A minor is another way to focus studies toward career and interest areas. Inquiries about minors should be directed to specific departments.

See **Degrees, Majors, Minors, and Certificates** at the front of this catalog for a list of degree and certificate programs.

Career Planning

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

To assist students in career planning, the Career Center offers vocational inventories; a web site worksheet to track skill development during college study; internships, workshops on job-search strategies, résumé writing and interviewing; job fairs; Campus Interview Program; and job-opportunity listings for part-time, summer, and full-time employment. Orientations to the full array of services are available weekly and enable registration and access to scheduling of employment interviews and to part-time job and a résumé data bank.

Establishing Goals

Setting clear and achievable goals for the college years is very important. Realistic goals include selecting a major near the start of the second year; participating in internships or volunteer work, especially during the junior year; and graduating in four years. It is also important to identify personal skills—such as critical thinking, communication, self-management, and teamwork—that need to be strategically strengthened.

Identifying a Career

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

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

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

Special Studies: Career Exploration (CPSY 199) uses similar inventories to help participants make career and educational decisions. In the course students learn how to gather career information in a supportive learning environment.

Special Problems: Career Decisions (CPSY 406) is designed for juniors and seniors who want to finalize their educational direction and determine their next steps toward a rewarding career.

Gathering Career Information

Students can find information about careers in the following resources:

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

Workshop: College to Career (CPSY 408) discusses résumé writing, interview skill building, informational interviewing, and job-search strategies. Workshops and seminars, offered by the Career Center 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 and products or services, entry-level requirements, and the characteristics sought in applicants. These presentations are listed in the *Oregon Daily Emerald* student newspaper.

Mentor Program. The Mentor Program links juniors and seniors with professionals who have five to twenty-five years of experience in their careers. Participants conduct informational interviews with the alumni about prospective professional careers. A 1-credit course, coordinated by the Career Center, teaches skills in networking, informational interviewing, and cover letter and résumé writing. More information is available from the Career Center's program coordinator.

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.

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 early in the sophomore year; seek assistance as needed from Office of Academic Advising and Student Services. 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. Review progress report on Duck Web, and print a copy to use in consultations with advisers.	Obtain information about careers through career planning seminars, workshops, and employer presentations. Discuss with academic adviser which career skills to develop. Look up college outcomes of the Career Center's web site. Examine career information related to the major by using career information resources offered by the Career Center. Talk to family and friends about their professions and how they entered them. Use the Career Assessment Program or register for Special Studies: Career Exploration (CPSY 199) Apply for summer work related to career goals (begin in December). Join curricular clubs. The Career Center's web site and Job Hotline lists part-time and summer jobs; telephone (541) 346-7030.
Junior Year 90–134 credits	Review progress report on Duck Web, and print a copy to use in consultations with advisers. 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 Rotary scholarships. Consider earning an academic minor or another major.	Attend a Career Center orientation and register with the Career Center. Attend Career Center workshops in job search, résumé writing, and interview skills or register for Special Problems: Career Decisions (CPSY 406) or Workshop: College to Career (CPSY 408). Arrange an internship or practicum through major department, the Career Center's Career Development Internship Program, or a professional organization. Interview individuals with jobs in anticipated career areas through the the Mentor Program.. Discuss career options with major adviser and other faculty members. Apply for summer work related to career goals. Begin establishing a file of letters of recommendation to support application for graduate school (begin in December). Visit the quarterly career fairs.
Senior Year 135+ credits	Review progress report on Duck Web, and print a copy to use in consultations with advisers. 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 Workshop: College to Career (CPSY 408) (fall or spring term) Arrange an internship or practicum through major department, the Career Center's Career Development Internship Program, or a professional organization. Check with the Career Center for current job listings and the campus interview schedule (fall term). Arrange interviews with organizations scheduled for Career Center visits. Design and begin job search. Visit the quarterly career fairs.

Internships and practicums are field-based experiences required of some majors and may be open to nonmajors as electives. Opportunities should be discussed with an academic adviser or with counselors at the Career Center.

Student organizations provide opportunities to develop 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. Information about summer and part-time employment is available from Employment Services, part of the Career Center.

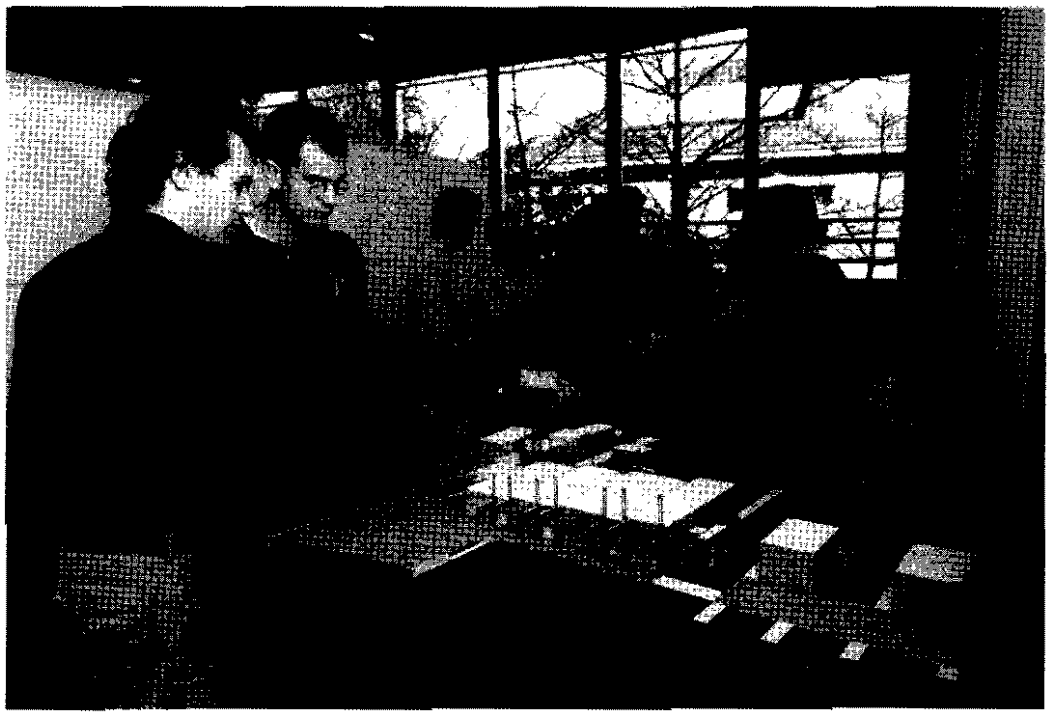
GRADUATE SCHOOL

Marian Friestad, Dean

(541) 346-5129
125 Chapman Hall
Graduate School
1219 University of Oregon
Eugene OR 97403-1219
http://darkwing.uoregon.edu/~gradschool.html

Graduate Council Faculty

Lynne Anderson-Inman, educational leadership, technology, and administration
Kenneth S. Calhoon, Germanic languages and literatures
Deborah A. Carver, library (*ex officio*)
Paul F. Doerksen, music
Marian Friestad, Graduate School (*ex officio*)
Roger Haydock, physics
Linda Kintz, English
Peggy Pascoe, history
James M. O'Fallon, law (*ex officio*)
Hal Sadofsky, mathematics
Wayne M. Wanta, journalism and communication
Polly Welch, architecture
Philip D. Young, anthropology



Advanced Degrees and Certificates

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, education, journalism and communication, and music. Program offerings are listed below. The advanced degree or certificate granted is noted next to the degree program. Where no degree is listed, the subject is an area of focus within the college, school, or department.

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

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

College of Arts and Sciences

Anthropology: M.A., M.S., Ph.D.
- Archaeology
- Cultural anthropology
- Linguistic anthropology
- Physical anthropology

Asian studies: M.A., M.S.
- China
- Japan
- Southeast Asia

Biology: M.A., M.S., Ph.D.
- Cell biology
- Developmental biology
- Ecology
- Evolution
- Genetics
- Marine biology
- Microbiology
- Molecular biology
- Neuroscience

Chemistry: M.A., M.S., Ph.D.
- Biochemistry
- Cell biology
- Chemical physics
- Inorganic chemistry
- Materials science
- Molecular biology
- Neuroscience
- Organic chemistry
- Physical chemistry
- Theoretical chemistry

Classics: M.A.
- Classics
- Greek
- Latin

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

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

Creative writing: M.F.A.

East Asian languages and literatures: M.A., Ph.D.
- Chinese literature
- Japanese language and pedagogy
- Japanese literature

Economics: M.A., M.S., Ph.D.
- Advanced macroeconomics
- Applied econometrics
- Applied game theory
- Economic growth and development
- Economic theory
- Industrial organization
- International economics
- Labor economics
- Public finance
- Urban-regional economics

English: M.A., Ph.D.
- American literature
- English literature

Environmental studies: M.A., M.S.
- Environmental sciences, studies, and policy: Ph.D.

Exercise and movement science: M.S., Ph.D.
- Athletic training
- Biomechanics
- Motor control
- Physiology of exercise

Geography: M.A., M.S., Ph.D.
- Biogeography
- Climatology

Cultural and historical geography
Ethnocultural geography
Europe
Former Soviet Union
Geomorphology and soils
Global change
Middle East
North America
Political geography
Quaternary environments
Sub-Saharan Africa
Urban geography
Geological sciences: M.A., M.S., Ph.D.
Fluid mechanics
Hydrology
Mineral deposits
Mineralogy-petrology-geochemistry
Stratigraphy-sedimentary petrology-paleontology
Structural geology-geophysics, tectonics, volcanology
Germanic languages and literatures: German: M.A., Ph.D.
History: M.A., Ph.D.
Ancient history
Britain and its empire
China and Japan
Europe since 1789
Europe 1400–1815
Latin America
Medieval Europe
Russia
Southeast Asia
United States
International studies: M.A.
Linguistics: M.A., Ph.D.
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
Political science: M.A., M.S., Ph.D.
Classical and contemporary political theory
Comparative politics
International relations
Public policy
Research methodology
United States politics
Psychology: M.A., M.S., Ph.D.
Clinical: Ph.D.
Cognitive
Developmental
Neuroscience
Social and personality
Romance languages: M.A., Ph.D.
French: M.A.
Italian: M.A.
Spanish: M.A.
Russian and East European Studies: certificate
Russian: M.A.
Sociology: M.A., M.S., Ph.D.
Environment
Labor, organization, and political economy
Research methods
Sex and gender
Social psychology, language and culture
Theory
Theater arts: M.A., M.S., M.F.A., Ph.D.
Women's studes: certificate

Professional Schools and Colleges

School of Architecture and Allied Arts

Architecture: M.Arch.
Interior architecture: M.I.Arch.
Technical teaching in architecture: certificate
Art history: M.A., Ph.D.
Architectural history
Ancient art
Medieval art
Renaissance-baroque art
Modern art
Asian art
Arts and administration
Arts management: M.A., M.S.
Fine and applied arts: M.F.A.
Ceramics: M.F.A.
Fibers: 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.
Historic preservation: M.S.
Landscape architecture: M.L.A.
Design theory
Landscape history
Landscape planning
Landscape ecology
Planning, public policy and management
Community and regional planning: M.C.R.P.
Public affairs: M.A., M.S.

Charles H. Lundquist College of Business

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

College of Education

Communication disorders: certificate
Communication disorders and sciences: M.A., M.S., M.Ed., D.Ed., Ph.D.
Continuing administrator–superintendent: certificate
Counseling: M.A., M.S., M.Ed.
Community and other agency settings
Employment and vocational
Individual and family
Counseling psychology: D.Ed., Ph.D.
Early childhood: certificate
Early childhood–elementary special education: certificate
Early intervention–early childhood special education: certificate
Educational policy and management: M.A., M.S., M.Ed., D.Ed., Ph.D.
Elementary: certificate
English speakers other languages: certificate
English speakers other languages—bilingual: certificate
Initial administrator: certificate
Middle-secondary special education: certificate
Music education: certificate
Reading education teaching: certificate
School psychology: M.A., M.S., M.Ed., Ph.D., certificate
Special education: M.A., M.S., M.Ed., D.Ed., Ph.D.
Special education: developmental disabilities: M.A., M.S., M.Ed., D.Ed., Ph.D.
Special education: early intervention: M.A., M.S., M.Ed., Ph.D.
Special education: exceptional learner: M.A., M.S., M.Ed., D.Ed., Ph.D.
Talented and gifted
Special education: rehabilitation: D.Ed., Ph.D.
Interdisciplinary studies: teaching: one subject: M.A. (no admission 1999–2000)

School of Journalism and Communication

Communication and society: Ph.D.
Journalism: M.A., M.S.
Creative nonfiction
Journalism: advertising: M.A., M.S.
Journalism: electronic media: M.A., M.S.
Journalism: magazine: M.A., M.S.
Journalism: news-editorial: M.A., M.S.
Journalism: public relations: M.A., M.S.

School of Music

Dance: M.A., M.S.
Music
Jazz studies: M.Mus.
Music composition: M.Mus., D.M.A., Ph.D.
Music: conducting: M.Mus.

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

Graduate School

Interdisciplinary Programs

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

General Information

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

Students who want to earn a graduate degree 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 certificates or advanced degrees are classified as follows:

Graduate postbaccalaureate

Graduate premaster's

Graduate conditional master's

Graduate master's

Graduate postmaster's

Graduate conditional doctoral

Graduate doctoral

Graduate postdoctoral

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

The university's schools and departments determine their own 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.

Students must pay a nonrefundable $50 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 application form, the fee, and official transcripts from all colleges or universities from which the student has received a bachelor's or advanced degree must be sent to the Office of Admissions.

The remaining copies of the application form and official transcripts of all college work, both undergraduate and graduate, must be sent to the department or professional school of the university in which the applicant plans to study.

At the option of the school or department, the applicant may be asked 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 and send them directly to the department.

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

International Students

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

Proficiency in the English language is vital to the academic success of international students. Students whose native language is not English are required to supply results of the Test of English as a Foreign Language (TOEFL) as part of the application process. Each school or department determines its own specific TOEFL requirements (500 or higher) and application deadlines for graduate admission. The TOEFL is given worldwide. For more information write to TOEFL, PO Box 899, Princeton NJ 08540, USA. If a student has been admitted to the university with a score between 500 and 574, 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 must enroll in special English classes. For more information about the Academic English for International Students (AEIS) and its cost, write to the AEIS Adviser, Office of International Education and Exchange, 5209 University of Oregon, Eugene OR 97403-5209, USA.

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

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

Course Numbering System

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

600–699
Graduate courses for graduate students only

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

503, 507, 508, 510, 601–610, 704–710
Graduate and professional courses that may be repeated for credit under the same number. Credit ranges indicate the minimum and maximum number of credits available for a single course during a single term. Credit is assigned according to the workload in a particular course. Some departments have established different credit ranges from those given below.

The following generic numbers are reserved for special types of work. Credit ranges vary. Except in the School of Law, courses numbered 503, 601, 603 are offered pass/no pass only.

503 Thesis

507 Seminar: [Topic]

508 Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic]

510 Experimental Course: [Topic]

601 Research: [Topic]

602 Supervised College Teaching

603 Dissertation

604 Internship: [Topic]

605 Reading and Conference: [Topic]

606 Field Studies: [Topic] or Special Problems: [Topic]

607 Seminar: [Topic]

608 Workshop: [Topic] or Colloquium: [Topic] or Special Topics: [Topic]

609 Practicum: [Topic] or Supervised Tutoring or Terminal Project

610 Experimental Course: [Topic]

704 Internship: [Topic]

705 Reading and Conference: [Topic]

706 Field Studies: [Topic] or Special Problems: [Topic]

707 Seminar: [Topic]

708 Workshop: [Topic] or Colloquium: [Topic] or Special Topics: [Topic]

709 Practicum: [Topic] or Supervised Tutoring or Terminal Project

710 Experimental Course: [Topic]

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 fall through spring terms. Registration in excess of this level, up to a maximum of 18 credits, requires payment of additional fees for each extra credit. During summer session graduate students are limited to a maximum of 12 credits. Minimum registration is 3 graduate credits a term.

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

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 taking only comprehensive or final examinations or presenting recitals or terminal projects.

In the term in which a degree is granted, the student must register for at least 3 graduate credits. If the student is completing a master's degree thesis in this final term, registration must include 1 to 3 credits 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 register for a minimum of 3 graduate credits a term; they should register for thesis or dissertation credits.

Various on- and off-campus agencies and offices have their own course-load requirements. For example, some agencies who offer 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 required number of credits.

Course Enrollment for Faculty and Staff Members

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

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

Joint-Campus Program

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

WICHE Regional Graduate Programs

The Western Interstate Commission for Higher Education (WICHE) coordinates a regional graduate exchange program to enable students from Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming to apply for admission to selected professional programs and, if admitted, to be treated as resident students for tuition purposes.

The University of Oregon has graduate WICHE programs in historic preservation and exercise and movement science. For information about the following degree programs, write to the listed coordinators: M.S. in historic preservation—Donald L. Peting, School of Architecture and Allied Arts, 5249 University of Oregon 97403-5249; Ph.D. in exercise and movement science—Louis R. Osternig, Department of Exercise and Movement Science, 1240 University of Oregon, Eugene OR 97403-1240.

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 Catalog*. 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 academic unit 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); Field Studies, Special Problems (606); Workshop, Colloquium, Special Topics (508, 608); Practicum (609); and Experimental Course (510, 610)
6. Students may not receive graduate credit by examination for (a) courses they have failed at the university or elsewhere or (b) courses that would substantially duplicate credit already received and applied toward an advanced degree at the university

Petition forms are available in the Office of the Registrar.

Grade Requirements

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

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

Other Graduate Classifications

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

postbaccalaureate

premaster's

postmaster's

postdoctoral

nonadmitted Community Education Program

nonadmitted summer session

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

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

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 session, to be continuously enrolled.

On-Leave Status

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

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

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

Permission to Reregister

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

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

When reregistration is approved, a master's candidate must register for 3 credits for each term he or she has stopped out. If the accumulated credits total more than 16, the student may be required to enroll in more than one term of increased registration. Doctoral candidates must register for a new year of residency—three consecutive terms of at least 9 graduate credits in each term. They must also retake the comprehensive examinations if completed prior to stopping out.

Graduate Residency

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

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

Waiver of Regulations

Graduate students may file a petition requesting 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

Copies of the policy may be obtained at the Office of the Dean of Student Life 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.

Application for a Degree

The application for degree must be filed in the Graduate School by the second week of classes in the term of graduation. All grade changes, removal of incompletes, and transfer work necessary to complete degree requirements must be filed with the Graduate School the term prior to the term of graduation. Corrections to an academic record can be made *only* during the thirty days following the granting of a degree.

Graduate Tuition, Fees, and Financial Aid

Tuition and Fees

All fees are subject to change by the Oregon University System. The tuition schedule for graduate students each term of the 1998-99 academic year was as follows:

Credits	*Resident*	*Nonresident*
3	$873	$1,360
4	1,085	1,737
5	1,297	2,114
6	1,509	2,491
7	1,721	2,868
8	1,933	3,245
9–16	2,143	3,619
Each credit over 16	198	363

Authors of doctoral dissertations must submit the dissertation to University Microfilms International in Ann Arbor, Michigan. Copyright registration is optional. Consult the *University of Oregon Style and Policy Manual for Theses and Dissertations*, which is available on the Graduate School web site.

Fellowships and Financial Aid

One purpose of scholarship and fellowship support provided by the UO Graduate School is to enhance the diversity of the graduate student population by seeking talented students from groups historically underrepresented in graduate education. Broadening the talent pool from which graduate students are chosen enriches the educational and scholarly activities of all students and faculty members and is good academic

practice. By bringing diverse individuals together to engage in intellectual activities, graduate programs engender respect for intellect, regardless of source, and help to build a community whose members are judged by the quality of their ideas.

At the University of Oregon, financial aid is available through graduate teaching and research fellowships (GTFs), training grant stipends, scholarships, work-study, loans, and part-time jobs. GTFs are available to qualified graduate students who are enrolled in the Graduate School and 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. For 1998–99 minimum-level stipends at 0.49 full-time equivalent (FTE) range from $8,184 to $9,765 for the academic year. The minimum appointment is a 0.20 FTE position. GTFs must be enrolled in an advanced degree program and must register for and complete a minimum of 9 graduate credits a term. Audit credits 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.

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

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

Research Fellowships. A number of departments and schools employ graduate students to work on research projects under the supervision of faculty members. Funds come from research grants and contracts. Stipends and tuition policy are the same as for graduate students with teaching fellowships.

These fellowships may be extended through the summer, thus increasing the total stipend. In addition, some departments have federally supported training grants and consider fellowship applicants for support through these resources.

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

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

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

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

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

Master's Degrees

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

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 grade point average (GPA) of 3.00 or better.

A minimum of 30 credits in the major are required for a master's degree with a departmental major. In addition, at least 9 credits in courses numbered 600–699 must be taken in residence. The 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). Credit for thesis is given pass/no pass.

Second Master's Degree

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

Time Limit

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

Residency and Enrollment Requirements

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

Students enrolled in an advanced degree program must attend the university continuously, except for summers, until all program requirements have been completed, unless on-leave status (maximum 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, Continuous Enrollment, Graduate Residency, and On-Leave Status under General Requirements and Policies.

Transferred Credit

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

1. Total transferred credits may not exceed 15 credits in a 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

5. The courses may not have been used to satisfy the requirements for another degree

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

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

Reservation of Graduate Credit: Permission to Register for Graduate Credit. Since fall term 1991, a University of Oregon senior undergraduate must request permission to register for a graduate-level course. The student must file a form with the Graduate School *prior* to the beginning of the term of registration. He or she may choose one of two options:

Option 1. Include the course in requirements for the bachelor's degree (500-level course only)

Option 2. Reserve the course as graduate credit for consideration by a department after admission as a graduate student

Registration in a graduate-level course is available only to senior-level students with at least a 3.00 GPA in the last three terms of work. A student may take a maximum of 9 graduate credits while classified as an undergraduate.

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

Transfer of Reserved Graduate Credit. Undergraduates who have passed graduate-level courses that have been approved in Option 2 of the Reservation of Graduate Credit process may apply up to 9 credits toward a master's degree (within the overall 15-credit maximum for transfer credit).

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

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

Distinction between M.A. and M.S. Degrees

Students pursuing an M.A. degree must demonstrate competence in a second language. The minimum requirement is the same as that for fulfilling the second-language requirement for the bachelor of arts degree. (See Requirements for the Bachelor of Arts in the **Registration and Academic Policies** section of this catalog.) The student's major department may establish a higher level of proficiency or a different method of determining that level. Language competence must be demonstrated within the overall seven-year limitation for completion of a master's degree. There is no language requirement for the M.S. and professional advanced degrees unless the department so specifies.

Examinations and Thesis

The student's major school or department may require qualifying, comprehensive, or final examinations or any combination of these. The content and methods of conducting such examinations are the responsibility of the school or department.

In some fields, master's degree candidates must submit a thesis; in others the thesis is optional. A student who writes a thesis must complete the following procedures:

1. Request information from the major school or department about the various steps involved and the standards expected
2. Obtain 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

Research Compliance

See Research Compliance under Doctor of Philosophy in the **Doctoral Degrees** section of this catalog.

Summary of Graduate School Requirements for a Master's Degree

The following outline lists minimum Graduate School requirements for master's degrees. Specific departmental requirements must also be met before the student is awarded an advanced degree. Credit requirements listed below must be met with graduate credits.

Language requirement	M.A. only
Minimum GPA	3.00
Minimum thesis credits	*9 credits
Time limit for program completion	seven years
Total credit minimum	45 credits
Registration minimum per term	3 credits
Minimum graded credits taken in residence	24 credits
Minimum 600-level credits in residence	9 credits
Minimum credits in major	30 credits
Minimum credits in residence	30 credits
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 at least 9 credits of Thesis (503)

Interdisciplinary Master's Degree Programs

In addition to specialized graduate work in traditional fields of learning, the university provides opportunities for integrated interdisciplinary studies leading to the M.A. or the M.S. degree. These programs are planned according to the individual student's interests and the established programs of study organized and administered through interdepartmental faculty committees.

Graduate students pursuing a program of interdisciplinary studies may supplement graduate courses offered by the various departments and schools with individualized studies by enrolling under the following course numbers.

Interdisciplinary Studies Courses (IST)

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] or Colloquium: [Topic] or Special Topics: [Topic] (1–16R)

609 Terminal Project (1–16R)

610 Experimental Course: [Topic] (1–5R)

A student interested in one of the interdisciplinary programs approved by the Graduate Council should direct inquiries to the appropriate program. Approved programs are applied information management, folklore, and individualized program. Each interdisciplinary program is described below.

The requirements for an M.S. degree in interdisciplinary studies are the same as those for a departmental master's degree, except those requirements relating to primary or secondary fields. For the M.A. degree, the student must show a reading knowledge of a second language equivalent to satisfactory completion of the second-year college sequence either with the Graduate Student Foreign Language Test or with adequate undergraduate course work. As with all work for the master's degree, language competence must be demonstrated within the overall seven-year time limit.

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 flexibility is allowed in program design, the program must be composed of existing graduate courses from approved master's degree programs in three professional schools, in three departments in the College of Arts and Sciences, or in a combination of three programs from two professional schools and the College of Arts and Sciences.

The Interdisciplinary Studies: Individualized Program (IS:IP) requires a total of at least 54 graduate credits; a minimum of 15 graduate credits in each of the three areas of concentration; and 9 graduate credits for an integrated terminal project or thesis determined by the student and three advisers during the course of study.

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 9 credits distributed across at least two areas. Credit for this project is earn in Terminal Project (IST 609); credit for the thesis is earn in Thesis (IST 503)
3. At least 39 of the 54 minimum credits for the degree must be taken after the candidate is admitted to the IS:IP program

Admission is selective. Acceptance into the program is based on background qualifications, the statement of purpose, and the appropriateness and availability of courses and advisers at the university. An applicant who has been denied admission to a departmental graduate program at the university must have departmental permission to use that department as a program area.

Consent must be obtained in writing from each of the three advisers, indicating their willingness to serve and their approval of the final listing of courses in each of the three areas. One of the three advisers must be designated as chair. Subsequent changes in the program must be approved by both the adviser in the area involved and the IS:IP director. Address inquiries about the individualized program to Director, Interdisciplinary Studies: Individualized Program, Graduate School, 1219 University of Oregon, Eugene OR 97403-1219.

Individualized Program: Applied Information Management. The interdisciplinary master's degree in applied information management is designed as a professional master's degree to serve 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 who are 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 **Campus and Community Resources** section of this catalog under Continuation Center. Address inquiries to UO AIM Program Coordinator, CAPITAL Center, 18640 NW Walker Road, Suite 1007, Beaverton OR 97006.

Individualized Program: Folklore. This program of courses leads to an interdisciplinary master's degree focusing on folklore studies. The program is described in the **Folklore** section of this catalog. Address inquiries to Sharon R. Sherman, Director, Folklore Program, 1287 University of Oregon, Eugene OR 97403-1287.

Doctoral Degrees

Doctor of Philosophy

The degree of doctor of philosophy (Ph.D.) requires distinguished achievement in both scholarship and original research. The degree is granted chiefly in recognition of the candidate's high attainment and ability in a special field of an academic discipline, as shown by work on required examinations and by the preparation of a dissertation. Minimum university and school or department requirements of residence and study must be satisfied. The requirements for Ph.D. degrees established by the Graduate School are given below. Individual programs have additional specific requirements, which are presented in the departmental sections of this catalog. It is recommended that a student not take all undergraduate and all graduate work at the University of Oregon.

Residency and Credit Requirements

For the Ph.D. degree the student must complete at least three years of full-time graduate-level academic work beyond the bachelor's degree. At least one academic year—the residency year—must be spent in residence on the Eugene campus after the student has been classified as a conditionally or an unconditionally admitted student in a doctoral program. During this residency year the student is expected to make progress toward the degree by completing course credit and satisfying doctoral degree requirements. The residency year consists of three consecutive terms of full-time study, with a minimum of 9 completed graduate credits a term. Research (601) may be a part of the 9 credits.

A doctoral candidate may fulfill the residency requirement during the period in which he or she works toward a master's degree on the university campus as long as the student has been officially awarded the master's degree, the doctoral degree program immediately follows the master's degree program, and both the master's degree and the doctoral degree are in the same discipline.

Students working toward a Ph.D. or professional doctorate must register for a minimum of 18 credits in Dissertation (603). Credit for Dissertation is recorded P/N (pass/no pass). See Dissertation Registration for more information.

Language Requirement

Individual schools or departments may require knowledge of a second language or of other specialized disciplines, such as computer science or statistics, as part of a Ph.D. program. Information about these requirements is available from the school or department.

Candidates for the doctor of philosophy degree at the University of Oregon are expected to have proficiency in at least one language in addition to English if a substantial, relevant body of literature in one or more languages exists in the candidate's specialized field of dissertation research. It is the responsibility of the candidate's adviser or doctoral committee to determine which languages the candidate is expected to know before beginning dissertation research. Guidelines for language proficiency are established by the candidate's home department.

Advisory Committee

The advisory committee 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, and the student's adviser is chair.

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 of the student passing these examinations, the home department and the student must submit a report to the dean of the Graduate School recommending advancement to candidacy.

Dissertation

All candidates must submit a dissertation based on independent and original research. The dissertation must contribute significantly to knowledge, show a mastery of the literature of the subject, be written in acceptable literary style, and conform to the standards outlined in the *University of Oregon Style and Policy Manual for Theses and Dissertations*. Copies of the manual are available from the Graduate School. Preparation of the dissertation usually requires the greater part of one academic year.

Research Compliance. University policy requires that students who intend to engage in research that involves human or animal subjects receive approval of their research procedures before beginning to collect data. Researchers who want to use human subjects may obtain protocol forms and procedures from the Human Subjects Compliance Office, located in the Riverfront Research Park. Researchers who want to use vertebrate animals may obtain protocol forms and procedures from the Office of Veterinary Services and Animal Care located in Streisinger Hall.

Dissertation Committee. Following advancement to candidacy, the candidate's department proposes the membership of the dissertation committee to the dean of the Graduate School, who appoints the committee after approving it.

The committee includes at least four instructional faculty members with the rank of assistant professor or higher. Three of the members are from the department awarding the degree and one is from outside the department. When appropriate, some of the home department committee members may be from another department, with the approval of the dean of the Graduate School and the home department. The committee should be proposed to the dean within one month 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 earned, 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 either approval or disapproval of the final version. Approval requires a unanimous vote. In the event of a split vote, the dean of the Graduate School determines the review procedure after consultation with the student, the department chair (or the school dean), and the committee.

Following final approval of the dissertation, two copies must be submitted to the Graduate School. Committee members should sign approval of the dissertation only if they have seen and approved what is substantially a final draft and if they are willing to delegate the overseeing of remaining minor revisions to the chair. If this is not the case, they should not sign the final oral form. If no signed approval form is received by the Graduate School within two weeks following the scheduled oral examination, another oral examination must be scheduled for defense of the dissertation.

Time Limit

The required year of residency spent on the Eugene campus, the passing of the comprehensive examinations required for advancement to candidacy, and the completion of the doctoral dissertation must all be accomplished within 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 staying informed about 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. See On-Leave Status under General Requirements and Policies.

In Absentia Registration

Following advancement to candidacy, only a single academic year of registration *in absentia* is allowed. When registering *in absentia*, the doctoral candidate acknowledges that he or she is neither doing any work toward the degree nor using any university or faculty services (e.g., no examinations are being taken, no committee changes are being processed, and no dissertation chapters are being submitted for review). This *in absentia* registration maintains the student's status as a degree candidate and reserves a place for dissertation supervision and other academic affairs upon the student's return to active enrollment within the seven-year time limit.

Doctoral candidates must register the term prior to the term of defense to ensure sufficient time for evaluation of the dissertation by every committee member. Students who do not register the term prior to the defense may be required to register retroactively and could incur late fines and petition fees.

Doctor of Education

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

General Requirements

A student interested in the D.Ed. degree 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 permission to take the examinations.

Doctor of Musical Arts

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

D.M.A. in Performance. The doctor of musical arts degree in performance has two options.

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

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

Chronological Summary of Procedures Leading to Doctoral Degrees

1. Admission
2. Continuous enrollment. Students enrolled in advanced degree programs must attend the university continuously (except for summers) until all 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. Second languages or other specialized knowledge. Regulations are set by the department, school, or college
5. Comprehensive examination, covering the major discipline, advances the student to candidacy for the degree. The examination is taken after the majority of required course work has been completed and after most of the requirements for the degree, except completion and defense of the dissertation, have been satisfied
6. Appointment of dissertation committee, registration for Dissertation (603), and completion of dissertation. The committee is appointed following advancement to candidacy and at least six months before completion of the dissertation. Typically, the committee consists of at least three members of the graduate faculty of the candidate's home department, school, or college as well as a Graduate School representative who is a graduate faculty member from outside the candidate's department, school, or college. A minimum of 18 credits of Dissertation (603) are required after advancement
7. *In absentia*. Postadvancement doctoral students are allowed only a single academic year of registration *in absentia* following advancement to candidacy
8. Application for degree made to the Graduate School. Deadlines are available from the Graduate School
9. Defense of dissertation. Application for oral defense, confirmation of agreement to attend, and four copies of final abstract must be filed with the Graduate School no fewer than three weeks before the date of defense
10. Dissertation publication, arranged through the Graduate School
11. Granting of degree at end of term in which all degree requirements are satisfied
12. Diploma, with commencement date, issued by registrar

HONORS AT OREGON

Honors Programs

Robert Donald Clark Honors College

Paul L. Csonka, Director

(541) 346-5414
320 Chapman Hall
1293 University of Oregon
Eugene OR 97403-1293
honors@darkwing.uoregon.edu
http://darkwing.uoregon.edu/~honors

Faculty

Henry M. Alley, professor (creative writing, 19th-century British fiction). B.A., 1967, Stanford; M.F.A., 1969, Ph.D., 1971, Cornell. (1982)

Erica Bastress-Dukehart, visiting assistant professor (early modern European history). B.S., 1988, Oregon; M.A., 1993, Ph.D., 1997, California, Berkeley. (1996)

Louise M. Bishop, adjunct assistant professor. See English

Frances B. Cogan, associate professor (Victorian, 19th-century literature). B.A., 1969, M.A., 1970, Ph.D., 1981, Oregon. (1981)

Joseph G. Fracchia, associate professor (European intellectual history). B.A., 1972, California, Davis; M.A., 1975, California, Santa Barbara; Ph.D., 1985, California, Davis. (1986)

David A. Frank, associate professor (rhetoric and communication); director, forensics. B.A., 1978, M.A., 1979, Western Washington; Ph.D., 1982, Oregon. (1979)

Sharon Schuman, visiting assistant professor (Renaissance, Shakespeare, modern theory). A.B., 1967, Stanford; M.A., 1969, San Francisco State; Ph.D., 1975, Chicago. (1994)

Dennis Todd, adjunct assistant professor (ecology, evolution). B.S., 1969, Oregon; M.S., 1971, Scripps; Ph.D., 1984, Oregon. (1984)

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

Affiliated Faculty

Holly Arrow, psychology

Diane B. Baxter, anthropology

Stephen W. Durrant, East Asian languages and literatures

Jennifer J. Freyd, psychology

Gordon G. Goles, geological sciences

Roland Greene, comparative literature and English

Joseph A. Hynes Jr., English

Bertram F. Malle, psychology

John M. Orbell, political science

Robert C. Proudfoot, international studies

Cheyney C. Ryan, philosophy

Steven Shankman, English and classics

Larry D. Singell Jr., economics

Donald S. Taylor, English

Louise Westling, English

Robert L. Zimmerman, physics

Clark Honors College

The Robert Donald Clark Honors College is a small, liberal arts college of 500 students. The purpose of the college is to bring together excellent students and selected faculty members in a challenging and supportive academic program. Carefully designed small classes, a collegial environment, and close advising prepare students for advanced study leading to the bachelor of arts (B.A.) or bachelor of science (B.S.) degree 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 lifetime of broad intellectual curiosity and continuing self-sustained inquiry and personal growth.

Honors college courses are taught by its home faculty as well as by faculty members from other campus departments. Two writing specialists are on the college staff.

Honors college courses provide an alternative to university group requirements with a balanced curriculum of humanities, social sciences, and sciences. Survey courses taken in the first two years are supplemented with special colloquiums and seminars in the junior and senior years. Course enrollments rarely exceed twenty-five students.

Each honors college student selects a major from the academic departments or professional schools of the university.

Work in the major begins by the first term of the junior year. The student's undergraduate education culminates in an advanced research project in the major field of study. The senior thesis, which results from this work, is presented to an oral examination committee made up of faculty members from the major department and the honors college. In this way, each student is given the opportunity to join the benefits of a liberal arts education with those of professional and specialized learning in departments.

Students and Faculty

Those who study and teach in the honors college share an openness to new ideas, a commitment to the energetic pursuit of excellence, and a concern for the full, harmonious development of the individual. Honors college students represent interests in all the scholarly disciplines and come from all over the nation and beyond.

Honors college students participate in a range of campus and community activities: student and university government and committees; the student newspaper, the *Oregon Daily Emerald;* University Theatre; *Honors College Creative Arts Journal;* Honors College Student Association; School of Music productions; debate; and intramural and varsity athletics.

Many honors college alumni continue their education in graduate schools around the country and the world. They study such diverse fields as law, architecture, medicine, molecular biology, and English language and literature. Other graduates go on to endeavors in such areas as public service, private enterprise, and the Peace Corps.

Facilities

The honors college is located in Chapman Hall on the west side of the University of Oregon campus, close to Knight Library and the UO Bookstore.

Honors college facilities consist of a classroom, 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 who are enrolled in the university or elsewhere are encouraged to consider entering the honors college.

Application Procedure

Application must be made to both the university and the honors college. Information on applying to the university is available from the university's Office of Admissions.

Honors college application materials 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 honors college office:

1. Completed application form
2. A concise, well-organized essay of 250 to 500 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 honors college might affect his or her future education
3. Two letters of recommendation from two of the applicant's teachers
4. High school grade transcripts and results of the College Board Scholastic Assessment Test (SAT I) or American College Test (ACT)

Students who have attended another higher education institution, or who are enrolled in the university but not in the honors college, may apply for admission if they (1) have a sound academic record, (2) have faculty sponsorship in the form of two letters of recommendation from

faculty members who can speak pointedly to the applicant's qualities, and (3) in particular have a strong desire for a challenging liberal arts education in addition to specialized work in a major.

Transfer students should forward to the honors college transcripts of all college work to date in addition to items 1 through 4 listed above.

The early notification deadline is November 1 for the following academic year. The deadline for regular admission is February 1. Applications received between February 1 and May 1 are considered if space is available. Applications and questions about the honors college may be addressed to the director of the Clark Honors College.

Academic Requirements

Requirements in the honors college substitute for the group requirements that other University of Oregon students must meet for graduation. The honors college core curriculum can be combined with any major at the university. In consultation with advisers, students take full responsibility for understanding and shaping their study programs within the broad context provided by these requirements. This process is itself a significant part of the education offered at the honors college.

Full-Year Sequences

History. Honors College History (HC 107H, 108H, 109H)

Literature. Honors College Literature (HC 101H, 102H, 103H)

Additional Courses

Arts and Letters and Social Science Requirement

Students must take a total of three courses in arts and letters and in social science; at least one course must be taken in each area.

Arts and Letters. Honors College Arts and Letters (HC 311H, 312H), Women Writers (HC 315H)

Social Science. Approved courses. For example, Honors College Social Science (HC 304H, 305H) *or* Honors College Introduction to Microeconomics (HC 204H) and Honors College Introduction to Macroeconomics (HC 205H) *or* Honors College Introduction to Psychology (HC 212H) *or* Historical-Comparative Inequality in the United States (HC 307H) and Unequal Relations in the United States (HC 308H); *or* approved courses in one of the social science departments

Mathematics and Science Requirement

Students must take a total of four courses in mathematics and science; at least one course must be taken in each area. Courses may be chosen from the list below.

Mathematics. Courses chosen from mathematics courses numbered MATH 105 and higher; Honors College Topics in Modern Mathematics (HC 171H, 172H); PSY 302; SOC 412, 413; or other approved courses

Science. Approved courses at the 200 level or above in biology, chemistry, geology, physics, or psychology; *or* Honors College Introduction to Experimental Psychology (HC 211H): some of the major concepts and areas of research in modern psychology; *or* Honors College Science (HC 207H, 208H, 209H)

Multicultural Requirement

All university undergraduate students must take one approved course in two of the three multicultural categories described in the **Registration and Academic Policies** section of this catalog.

Colloquiums. The two required colloquiums are generally taken in the junior or senior year. Variable topics and fields are designed to be interdisciplinary or intercultural. Recent topics include Arab-Israeli Conflict, Frontiers in Medicine and Science, Indigenous Cultural Survivals, Literature by and about Gay Men, Literature of Skepticism, The Place of Love in Personal and Political Life.

Senior Thesis Seminar. Coordinated with major departments. Senior Thesis Seminar (HC 407H) aids students in the preparation of the senior thesis or creative project.

Other Requirements. Honors college requirements represent roughly one-third of a student's total four-year schedule, leaving time for general university requirements, major requirements, and electives.

The honors college is committed to excellence in writing. The program integrates instruction and practice in fundamental rhetorical skills—writing, reading, speaking, and listening—with the subject matter of the core courses, particularly in Honors College Literature (HC 101H, 102H, 103H), Honors College History (HC 107H, 108H, 109H), and the Senior Thesis Seminar (HC 407H). Students who graduate in the honors college generally do not take the university's required writing courses. Students who transfer out of the honors college before completing their degree work must satisfy the university writing requirement.

For either a bachelor of arts (B.A.) or a bachelor of science (B.S.) degree, honors college students must (1) demonstrate second-language proficiency equivalent to completion of the second college year in a second language and (2) satisfy all requirements in a university department that offers a major leading to a B.A. or B.S. degree. If a department requires more than than 90 credits of course work for a major leading to a B.S. degree, the second-language requirement is waived. Such majors include biology, business administration, chemistry, computer and information science, exercise and movement science, general science, geological sciences, and physics.

Before graduating, Clark Honors College students must also meet the particular requirements, listed elsewhere in this catalog, of their major department or professional school. They must have a 3.00 or better cumulative grade point average (GPA) at graduation.

Honors College Courses (HC)

101, 102, 103 (H) Honors College Literature (4,4,4) Study of literature and the nature of literary experience through the reading of great works drawn from English and world literatures.

107, 108, 109 (H) Honors College History (4,4,4) Examination, through close study of secondary and primary source materials, of institutions and ideas that have shaped the modern world.

171, 172 (H) Honors College Topics in Modern Mathematics (4,4) Not offered 1999–2000.

199 (H) Special Studies: [Topic] (1–5R) Topics of current interest.

204 (H) Honors College Introduction to Microeconomics (4) Principles of microeconomic analysis; focus is on demand and supply behavior in a decentralized market economy.

205 (H) Honors College Introduction to Macroeconomics (4) Principles of macroeconomic analysis; focus is on determination of unemployment, inflation, and aggregate output.

207, 208, 209 (H) Honors College Science (4,4,4) How science can be applied and misapplied in answering questions about nature and society. Includes discussions and demonstrations. Primarily for nonscience students.

211, 212 (H) Honors College Introduction to Experimental Psychology (4,4) 211: introduction to perception, memory, learning, and cognition. **212:** introduction to the psychological processes affecting social perception and behavior as well as personality development. Sequence.

The following courses are open to sophomores, juniors, and seniors.

304, 305 (H) Honors College Social Science (4,4) The thought, works, and methods of the social sciences.

307 (H) Historical-Comparative Inequality in the United States: [Topic] (4R) Graded only. Focuses on race and ethnicity in the United States from a historical and/or comparative perspective with special reference to at least two minority groups. R once when topic changes for maximum of 8 credits. Not offered 1999–2000.

308 (H) Unequal Relations in the United States: [Topic] (4R) Graded only. Focuses on disparities in the treatment of ethnic, racial, and sexual minorities. Includes the determinants and effects of discrimination and prejudice or intolerance. R once when topic changes for maximum of 8 credits. Not offered 1999–2000.

311, 312 (H) Honors College Arts and Letters: [Topic] (4,4R) Intensive study of major writers, artists, philosophers, and composers. Topics and areas change each term. R when topic changes.

315 (H) Women Writers: [Topic] (4R) Topics and cultural emphases vary but always focus on writings by women. R three times when topic changes for maximum of 16 credits.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

402 Independent Study: [Topic] (1–17R) Not offered 1999–2000.

403 Thesis (1–21R)

405 (H) Reading and Conference: [Topic] (1–21R)

406 (H) Special Problems: [Topic] (1–21R)

407 (H) Seminar: [Topic] (1–5R) The 2-credit Senior Thesis Seminar supports early work on the senior thesis.

408/508 (H) Colloquium: [Topic] (1–21R) Offered in a wide range of topics.

409 (H) Practicum: [Topic] (1–21R)

410 Experimental Course: [Topic] (1–5R)

412 (H) Gender Studies: [Topic] (4R) Historical, cultural, and social scientific explorations of topics that focus on gender (e.g., sexuality, the family, androgyny). R twice when topic changes for maximum of 12 credits.

415 (H) World Perspectives: [Topic] (4R) Topics vary but always focus on societies and cultures that are non-European or non-European-American. R thrice when topic changes for maximum of 16 credits.

Academic Honors

Departmental Honors

Many departments at the University of Oregon offer a bachelor's degree with honors in the academic major. Students may graduate with honors in the following majors—in the College of Arts and Sciences unless indicated otherwise: accounting (Lundquist College of Business), anthropology, biochemistry, biology, business administration (Lundquist College of Business), chemistry, Chinese, classics, comparative literature, computer and information science, economics, educational studies (College of Education), English; environmental science; environmental studies; exercise and movement science; general science; geography; geological sciences; German; history; humanities; international studies; Japanese; journalism (School of Journalism and Communication); linguistics; mathematics; philosophy; physics; planning, public policy and management (School of Architecture and Allied Arts); political science; psychology; religious studies; Romance languages; Russian; sociology; theater arts.

For specific requirements of departmental honors programs, see the departmental sections in this catalog.

Honors Track

The College of Arts and Sciences Honors Track offers qualified entering students the opportunity to participate in small, 1-credit seminars that focus on one of the college's three disciplinary areas—the humanities, the social sciences, and the natural sciences. In these seminars students review the disciplines associated with the area, meet distinguished faculty members from those disciplines, learn about the questions researchers are answering, and investigate career opportunities. For more information about the Honors Track, write to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217, or telephone (541) 346-3201.

Honors Lists

Dean's List

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

Junior Scholars

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

Latin Honors

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

Top 10 percent *cum laude*

Top 5 percent *magna cum laude*

Top 2 percent *summa cum laude*

The Office of the Registrar computes Latin honors upon graduation.

Honorary Societies

Mary Hudzikiewicz, Coordinator

(541) 346-3216
364 Oregon Hall

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

members by invitation only; for others, students must submit applications.

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

Honoraries Based on Scholarship

(membership by invitation)

Alpha Lambda Delta

Mary Hudzikiewicz, Adviser

(541) 346-3216

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

Golden Key

Hilda Yee Young, Adviser

(541) 346-3211

Golden Key national honorary 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 3.60 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: $50

Phi Beta Kappa Society

Nan Coppock-Bland, Adviser

(541) 346-2221

Founded in 1776, the Phi Beta Kappa Society is the oldest and most prestigious honorary society in the nation. Alpha of Oregon became the first chapter in this state in 1923. Although three private schools in Oregon now have chapters, the UO still has the only Phi Beta Kappa chapter in the Oregon University System.

The society honors students whose undergraduate academic records fulfill the objectives of a liberal-arts education. Besides electing new members each spring, the chapter brings to campus national scholars to give free public lectures and converse with students. Recent Phi Beta Kappa Visiting Scholars are Stan Brakhage, Elaine Showalter, Marjorie Perloff, and Ramón Gutiérrez.

Selection for Phi Beta Kappa is not automatic, but students do not have to apply or be nominated for consideration. After screening academic records to determine whether they meet the minimum requirements for membership in the society, a faculty-staff committee of Phi Beta Kappa members makes recommendations to the membership at large. Following an election meeting in late May, elected students are invited to join 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: $45

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

1. 164 credits completed by the beginning of the spring term of the election
2. Cumulative UO grade-point average (GPA) of 3.70, or 3.50 if the last five terms' GPA is at least 3.80. In computing the last-five-term GPA, any term is counted in which a student has earned 9 credits or more of A, B, C, D, or F grades
3. Five terms and 80 credits completed at the UO before the term in which the election is held
4. Either 123 UO credits or 75 percent of the credits earned at the UO in courses considered liberal in character
5. 32 upper-division liberal credits in UO courses of at least 3 credits each. No more than 8 of these 32 credits shall be elective pass/no pass (P/N), i.e., P without an asterisk; at least two breadth courses outside the major subject code must be taken for letter grades. Liberal courses that are outside the College of Arts and Sciences (CAS) and share the same subject code are assigned to one of the three groups
6. Breadth requirement—distribution among these 32 credits in one of the following three ways:
   a. at least three courses in each of two groups that correspond to the three undergraduate general-education groups (arts and letters, social science, science) or
   b. at least three courses in one of these groups and two courses in each of the other two or
   c. at least three courses in each of two departments in one group and two courses in a third department in any group

   Although some upper-division liberal courses with the same subject code belong to two different groups, only the courses from one of those groups can be counted for breadth.
7. No evidence of academic misconduct or poor character

Fulfillment of the minimum requirements does not guarantee election to the Phi Beta Kappa Society.

Because students are typically invited to join the society shortly before they graduate, those who become members are not expected to participate in chapter activities on this campus. They may, however, become active in chapters at other institutions or in associations—the community equivalents of campus chapters.

Phi Eta Sigma

Mary Hudzikiewicz, Adviser

(541) 346-3216

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

Honoraries Based on Scholarship, Leadership, and Service

(membership by invitation and application)

Ancient Order of the Druids

Beth Pfeiffer, Adviser

(541) 346-6009

Druids is an honorary society for juniors who exhibit outstanding scholarship, leadership, service, character, and participation in student activities. It is open to anyone with a 3.20 GPA or better who 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

(541) 346-3216

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

Mortar Board

Mary Hudzikiewicz, Adviser

(541) 346-3216

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

Professional Organizations

Alpha Kappa Delta

Michael C. Dreiling, Adviser

(541) 346-5025

An international sociological honorary society, Alpha Kappa Delta is open to students 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

Michael F. Dore, Adviser

(541) 346-3249

Alpha Kappa Psi is a national, professional fraternity for majors and minors in business, computer and information science, and economics.

Founded to enhance the business education of men and women, the organization's mission is to develop well-trained, ethical, skilled, resourceful, and experienced business leaders. To achieve this goal, each chapter supplements the traditional classroom experience with business field trips, seminars, career activities, research surveys, and other professional events. A cumulative GPA of at least 3.00 is required for membership. Alpha Kappa Psi stands for the highest ideals of conduct and achievement in university and professional life. Initiation fee: $35

Asklepiads

Stephen Stolp, Adviser

(541) 346-3211

Asklepiads is a scholastic honorary society 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 earned a high GPA in science courses, completed at least one term of organic chemistry, and participated in extracurricular activities. Applications are available in 164 Oregon Hall. Initiation fee: $20

Beta Alpha Psi

Steven R. Matsunaga, Adviser

(541) 346-3340

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

Jeanne Coe, Adviser

(541) 346-3257

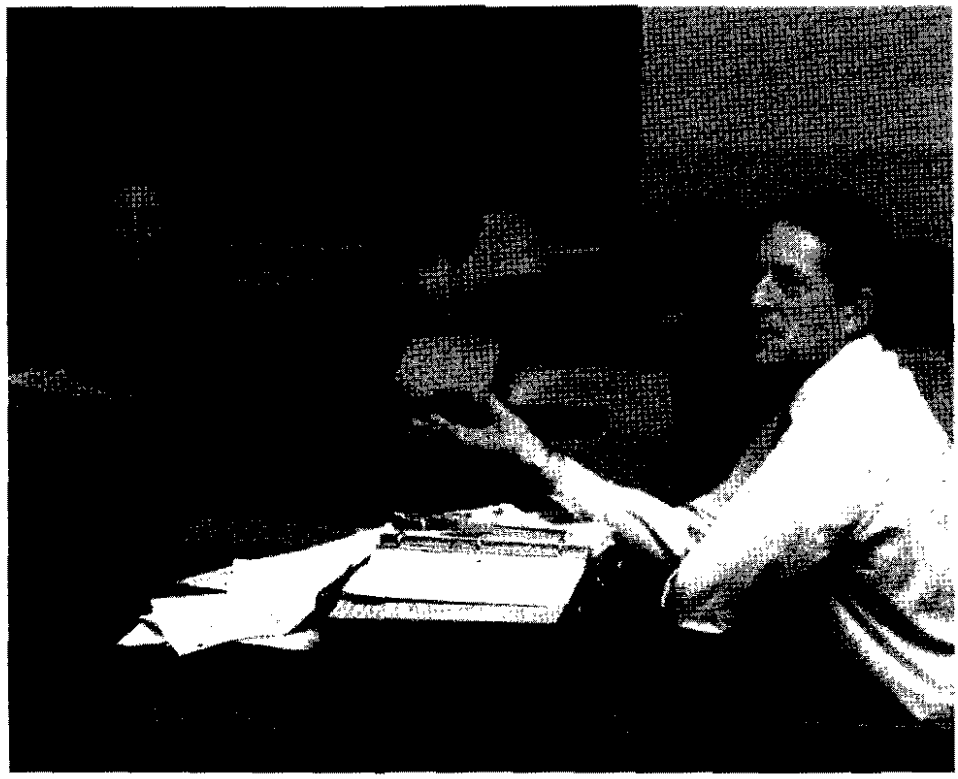
Beta Gamma Sigma, a national scholastic honorary society in business administration, promotes the advancement of education in the art and science of business and fosters integrity in the conduct of business operations. To be eligible for membership, a student must rank in the top 5 percent of the junior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

Delta Phi Alpha

Kathy Saranpa, Adviser

(541) 346-4086

Chartered in 1936, Delta Phi Alpha is a national honorary society dedicated to promoting the study of German language, literature, and



civilization; to furthering an interest in and a better understanding of German-speaking people; and to fostering a sympathetic appreciation of German culture.

Membership is open to graduate and undergraduate students who have completed two years of college German. Students must have an overall GPA of 2.75 and a GPA of 3.20 in their German courses. Initiation fee: $10

Kappa Tau Alpha

Alan G. Stavitsky, Adviser

(541) 346-5848

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 percent of their graduating class. Faculty members in the School of Journalism and Communication select new members. Initiation fee: $12

Mathematics Association of America

Richard M. Koch, Adviser

(541) 346-5630

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

Claire L. Wachter, Adviser

(541) 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

Laird C. Kirkpatrick, President

(541) 346-3854

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

Phi Alpha Theta

John McCole, Adviser

(541) 346-5906

Phi Alpha Theta was organized for the purpose of recognizing excellence in the study of history. An undergraduate must have completed at least 12 credits with a grade point average of 3.10 or better. Initiation fee.

Phi Beta

School of Music Adviser

(541) 346-5661

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

Pi Alpha Alpha

Bryan T. Downes, Adviser

(541) 346-3817

The purposes of Pi Alpha Alpha, a national honorary 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: $30

Psi Chi

Michael C. Anderson, Adviser

(541) 346-4796

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

Service Organizations

Alpha Phi Omega

Mary Hudzikiewicz, Adviser

(541) 346-3216

A service honorary organization 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

Mary Hudzikiewicz, Coordinator

(541) 346-3216

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.

Awards and Prizes

Individual and Organization Awards

Listed are major university awards presented during Family Weekend in May. Selection criteria are available from the honors and awards coordinator in the Office of the Dean of Student Life.

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

Bess Templeton Cristman Award
(junior woman)

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

Centurian Awards
(undergraduate students)

Dean's Award for Service
(senior)

Doyle Higdon Memorial Trophy
(sophomore student-athlete)

Emerald Athletic Award
(senior student-athlete)

Friendship Foundation Awards
(international student)

Gerlinger Cup
(junior woman)

Global Citizen Award
(any student)

Golda Parker Wickham Scholarship
(any student)

Graduate Service Awards
(master's or doctoral students)

Jackson Athletic Trophy
(senior woman athlete)

Jewel Hairston Bell Award
(person of color)

Koyl Cup
(junior man)

Maurice Harold Hunter Leadership Scholarship
(junior man from Oregon)

Mother's Club Scholarships
(any student)

Ola Love Fellowship, American Association of University Women
(graduate student)

Outstanding International Student Awards
(any student)

Paul Olum Award
(senior)

Ray Hawk Award
(senior)

School of Music
(any student)

Theresa Kelly Janes Award
(any student)

Vernon Barkhurst Award
(sophomore)

Wilson Cup
(senior)

Fellowships and Scholarships

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

Neil D. Blackman Memorial Scholarship
(political science award to undergraduate and graduate students studying humanities or political philosophy relevant to human rights and the responsibilities of individuals to democratic institutions)

Thomas Condon Fellowship in Paleontology
(graduate student of paleontology)

Eric Englund Scholarship
(senior or first-year graduate student in English or history)

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

Barry M. Goldwater Scholarship
(sophomore or junior math and science majors)

Fulbright Grants for Overseas Study
(graduate students)

Fulbright-Hays Dissertation Research Abroad Program
(doctoral candidates)

German Academic Exchange Service Study Grant

Walter and Nancy Kidd Scholarships
(undergraduate students)

Marshall Scholarship

Outstanding Graduate Teaching Fellow Award
(graduate teaching fellow in geological sciences)

Rhodes Scholarship

Rotary International Ambassadorial Scholarship
(junior- or senior-year undergraduate or graduate)

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

Lloyd Staples Fellowship
(undergraduate and graduate students in geological sciences)

Truman Scholarship
(junior-year undergraduate student)

James C. Stovall Fellowship Fund
(awards to undergraduate students of geological sciences)

Prizes

Several cash prizes are awarded for student essays and other competitions. The Women's Studies Program administers the Bruce M. Abrams Award in Lesbian/Gay/Bisexual Studies. The winning undergraduate project may be from any discipline and is honored with a $500 prize.

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

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

The Department of Philosophy oversees the George Rebec Essay Contest. Prizes of $200 each are awarded for the best undergraduate and graduate essays on any area of philosophy. Walter and Nancy Kidd Writing Prizes for undergraduate students are administered by the Creative Writing Program.

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

College of Arts and Sciences

Joe A. Stone, Dean
(541) 346-3902
114 Friendly Hall

About the College

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 courses that satisfy general-education requirements and more advanced courses for majors and graduate students in specialized fields. The fundamental academic mission of the college is to supply a solid and broad general education: an introduction to social and intellectual history; basic training in quantitative, analytic, and communication skills; and an understanding of the nature and uses of critical thought. This strong liberal arts core is essential to the strength and excellence of the University of Oregon.

Liberal Education

The increasingly technological nature of our society makes a broad educational base ever more important. The *Chronicle of Higher Education* noted a "growing recognition that a solid foundation of liberal learning . . . is an essential part of all undergraduate education." Even students who plan to move into specialized postgraduate careers need to develop fundamental tools offered in a general-education program. These tools are essential to a lifetime of work and growth, in which the particular demands of specific jobs require constant re-education in new or changing fields.

Indeed, surveys of liberal arts and sciences graduates show that their initial salaries are lower than those of graduates from professional schools. In as little as three to four years time, the liberal arts and sciences graduate fares better, not worse, than graduates from more vocationally oriented fields.

Departments and Programs

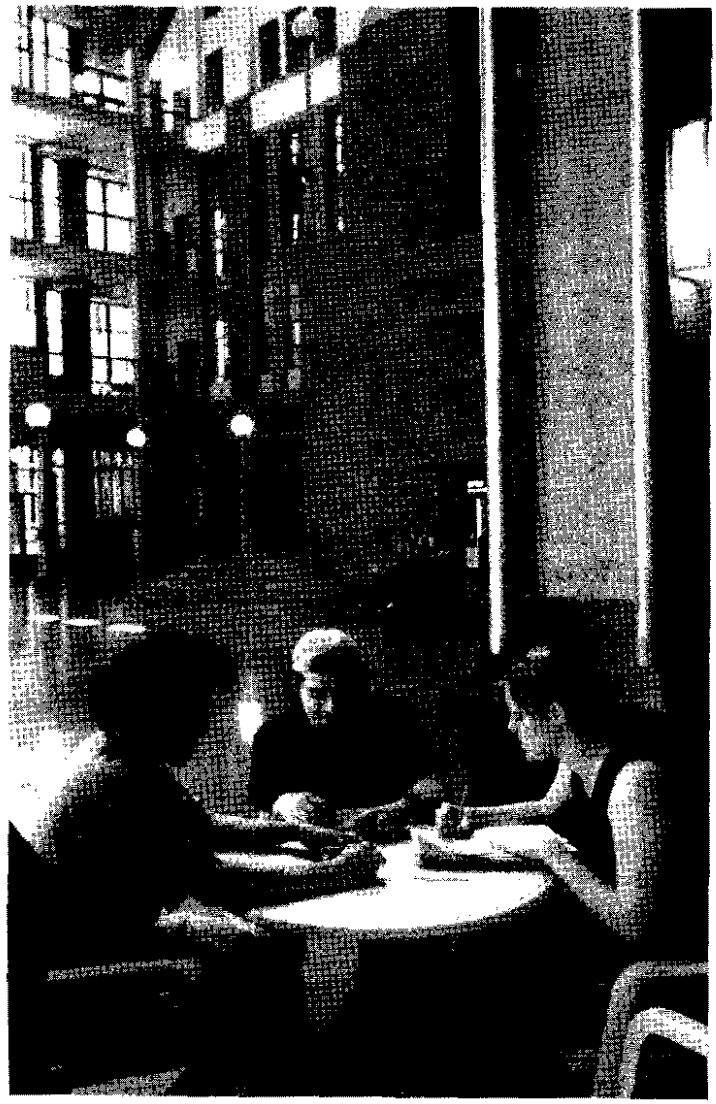
The College of Arts and Sciences offers numerous disciplinary and interdisciplinary degree programs and majors, a broad array of minors, and several certificates. These are described in detail in the pages that follow. As part of the requirements for graduation from the University of Oregon, every student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

The college also offers a number of preparatory programs for professional specializations. For information on these programs—both those offered by the College of Arts and Sciences and those offered elsewhere in the university—see the **Preparatory Programs** section of this catalog.

Opportunities are available for undergraduate students to participate in faculty research projects. Participation is arranged with individual faculty members and departments.

Advising

Students who have declared a major, or who are premajors in a particular field, plan their programs with advisers in those major departments. Majors should be chosen by the middle of the sophomore year. Most entering freshmen—and some students at more advanced stages—have not decided on a major or even the general direction of their academic work. These students—called undeclared premajors—are assigned academic advisers through the Office of Academic Advising and Student Services, which also directs them to special advisers from various departments in the College of Arts and Sciences.



Honors Programs

There are several ways to pursue an honors degree at the University of Oregon, which are described in the **Honors at Oregon** section of this catalog. The College of Arts and Sciences offers the Clark Honors College and the Honors Track—a program for first-year students who want to begin an honors curriculum. These honors programs are open to majors from any discipline, school, or college, and the individual characteristics and strengths of the programs allow students to choose one that best fits their needs. Consult individual program listings for specific requirements for honors in particular majors.

African Studies

H. Leslie Steeves, Committee Chair

(541) 346-3751
208 Allen Hall

Steering Committee

Jenifer P. Craig, dance
Vernan R. Dorjahn, anthropology
Rebecca Easton, international education and exchange
Laura Fair, history
Ibrahim J. Gassama, law
Olakunle George, English
Rita Honka, dance
Doris L. Payne, linguistics
Kathy Poole, international education and exchange
H. Leslie Steeves, journalism and communication
Peter A. Walker, geography

About the Program

The University of Oregon does not have a formal academic program in African studies. The African studies committee seeks to encourage teaching and scholarship on Africa, with an emphasis on sub-Saharan Africa. The committee monitors and provides information about resources at the University of Oregon, including faculty and staff members with expertise in African studies, study abroad programs, internships, course offerings and syllabi, journals, and films. The committee also seeks funding to expand African studies resources, and organizes campus and local community events pertaining to Africa.

UO students may apply to study at the University of Ghana or at the University of Cape Town, South Africa through the Council on International Educational Exchange. Beginning in 1999, students may elect one of eighteen programs in eleven African countries sponsored by the School for International Training. The eleven countries are Botswana, Cameroon, Ghana, Kenya, Madagascar, Mali, Morocco, South Africa, Tanzania, Uganda, and Zimbabwe. Financial aid is available for all these programs. Information is available from the Office of International Education and Exchange; telephone (541) 346-3206.

Students in all University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the Academic Affairs section of this catalog.

UO students may earn academic credit while gaining career-related work experience through internships in sub-Saharan Africa overseen by the Oregon University System Global Graduates Program. Financial aid is available. Up-to-date information is available from the Office of International Education and Exchange.

The UO offers opportunities for Swahili self-study with the assistance of native speakers. Information is available from the Yamada Language Center; telephone (541) 346-4011.

Each spring the African studies committee coordinates the offering of Introduction to African Studies (HUM 315). HUM 315 is recommended for students considering a study abroad or internship program in Africa or further course work on Africa.

The following courses with content on Africa may be offered at the university during 1999–2000.

Anthropology. Peoples of South Africa (ANTH 426), Peoples of Central and East Africa (ANTH 427), Peoples of West Africa and the Sahara (ANTH 428)

Dance. African Dance (DANC 185), African Drumming (DANC 399), Tribal Dance Cultures (DANC 452/552)

English. World Literature (ENG 109), African Literature (ENG 399)

Geography. Geography of Africa (GEOG 475/575)

History. African Women (HIST 312), Precolonial Africa (HIST 325), Colonial and Postcolonial Africa (HIST 326), Film and Culture in Colonial and Post-Colonial Africa (HIST 417/418), South African Urban History (HIST 407/507)

Humanities. Introduction to African Studies (HUM 315)

Journalism. Third World Development Communication (J 455/555)

Linguistics. Languages of the World (LING 311), Introduction to Linguistics (LING 290), Analytical Methods in Morphology and Syntax (LING 351), Syntax and Semantics (LING 451)

Music. Music in World Cultures (MUS 358), Introduction to Ethnomusicology (MUS 451/551), Musical Instruments of the World (MUS 452/552)

Romance Languages. Francophone Literature and Culture (FR 361)

Anthropology

William S. Ayres, Department Head

(541) 346-5102
(541) 346-0668 fax
308 Condon Hall
http://darkwing.uoregon.edu/~anthro/

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 islands and Southeast Asian archaeology, Old World prehistory, chiefdoms, archaeometry). B.A., 1966, Wyoming; Ph.D., 1973, Tulane. (1976)

Diane B. Baxter, adjunct assistant professor (politics of identity, transnationalism, Middle East). B.A., 1976, California, Los Angeles; M.A., 1982, California, Northridge; Ph.D., 1991, California, Los Angeles. (1996)

Aletta Biersack, professor (New Guinea, social and historical anthropology, materialisms). B.A., 1965, M.A., 1969, 1972, Ph.D., 1980, Michigan. (1982)

Jon M. Erlandson, associate professor (New World archaeology, coastal adaptations, California, Pacific coast of North America). B.A., 1980, M.A., 1983, Ph.D., 1988, California, Santa Barbara. (1990)

Kenneth M. George, associate professor (social theory, politics of culture, Southeast Asia). B.A., 1975, Tufts; M.A., 1978, North Carolina; M.A., 1980, Ph.D., 1989, Michigan. (1996)

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, associate professor (public health, reproductive health, human adaptation). B.A., 1969, Puget Sound; M.P.H., 1979, Dr.P.H., 1984, California, Los Angeles. (1984)

Karen L. Kelsky, assistant professor (Japan, gender, cultural studies). B.A., 1985, Michigan; M.A., 1992, Ph.D., 1996, Hawaii. (1996)

John R. Lukacs, professor (biological and dental anthropology, paleoanthropology, South Asia). A.B., 1969, M.A., 1970, Syracuse; Ph.D., 1977, Cornell. (1976)

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

Madonna L. Moss, associate professor (Northwest coast, gender and archaeology, cultural resource management). B.A., 1976, William and Mary; M.A., 1982, Ph.D., 1989, California, Santa Barbara. (1990)

Theresa D. O'Nell, assistant professor (cultural anthropology, psychological and medical anthropology, native North America). B.A., 1981, Notre Dame; A.M., 1985, Ph.D., 1992, Harvard. (1998)

Carol T. Silverman, associate professor (folklore, eastern Europe, gender). B.A., 1972, City University of New York City College; 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)

Lynn Stephen, visiting professor (ethnicity and social movements, gender, Latin America). B.A., 1979, Carlton; Ph.D., 1987, Brandeis. (1998)

Lawrence S. Sugiyama, assistant professor (evolutionary psychology, behavior ecology, indigenous Amazonia). B.A., 1985, M.A., 1991, Ph.D., 1996, California, Santa Barbara. (1996)

Courtesy

Bhavani B. Manheim, courtesy associate professor (native cultures of the U.S. southwest and South Asia). B.A., 1951, M.A., 1952, Mysore; Ph.D., 1958, Poona. (1989)

Sandra L. Morgen, courtesy assistant professor (women and health care, women and work, social movements). See Sociology

Greg C. Nelson, courtesy assitant professor (dental anthropology, paleoanthropology, skeletal biology and human osteology). B.A., 1981, California, Berkeley; M.A., 1989, Ph.D., 1998, Oregon. (1997)

Song Nai Rhee, courtesy professor (Korean prehistory and culture). B.Th., 1958, Northwest Christian; B.A., 1960, M.A., 1960, Butler; Ph.D., 1963, Dropsie; Ph.D., 1984, Oregon. (1990)

Emeriti

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

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

Paul E. Simonds, professor emeritus. B.A., 1954, M.A., 1959, Ph.D., 1963, California, Berkeley. (1962)

Theodore Stern, professor emeritus. B.A., 1939, Bowdoin; A.M., 1941, Ph.D., 1948, Pennsylvania. (1948)

Harry F. Wolcott, professor emeritus. B.S., 1951, California, Berkeley; M.A., 1959, San Francisco State; Ph.D., 1964, Stanford. (1964)

Philip D. Young, professor emeritus. B.A., 1961, Ph.D., 1968, Illinois. (1966)

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

Participating

Thomas J. Connolly, Museum of Natural History

Pamela E. Endzweig, Museum of Natural History

Dennis L. Jenkins, Museum of Natural History

Patricia Krier, Museum of Natural History

Brian L. O'Neill, Museum of Natural History

Guy Tasa, Museum of Natural History

Undergraduate Studies

Anthropology, the study of human development and diversity, includes social or cultural anthropology, physical anthropology, and archaeology. Courses offered by the Department of Anthropology span the natural sciences, social sciences, and humanities and provide a broad understanding of human nature and society for students in all fields for anthropology majors.

Anthropology offers a broad perspective on Western and non-Western cultures and can augment studies in many other fields, including second language study; history; international studies; art history; and planning, public policy and mangement.

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 second language. They should also have a sound background in English.

Students transferring with two years of college work 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 a second language are recommended.

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

Bachelor's Degree Requirements

The department offers work leading to bachelor of arts (B.A.) and bachelor of science (B.S.) degrees. 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 catalog.

Major Requirements

The major in anthropology requires 48 credits distributed as follows:

1. 12 credits in 100- or 200-level courses
2. 8 credits in physical anthropology at the 300–499 level
3. 8 credits in cultural anthropology at the 300–499 level
4. 8 credits in archaeology or prehistory at the 300–499 level
5. 12 credits in electives at the 300–499 level

Ask an adviser how the department's summer field school in archaeology applies to these requirements. Majors must meet with an anthropology adviser at least once a year.

Of the 48 credits required in anthropology, 40 must be graded and at least 16 must be at the 400 level. No more than 8 credits with grades of D+, D, or 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 52 credits. Students planning to do graduate work are advised to complete two years of one or more second languages. Preparation in statistics and computer science is also desirable.

Sample Program

Major requirements may be met by the following schedule:

Freshman Year. Three introductory courses in anthropology, chosen from ANTH 110, 150, 170–173, 180, 220, 222 (in any combination or order)

Sophomore Year. 12 credits in 300- to 499-level anthropology course from the archaeology, cultural, and physical offerings (in any combination or order)

Junior Year. 12 credits in 300- to 499-level anthropology courses

Senior Year. 12 credits in 300- to 499-level anthropology courses

Cultural Resource Management Archaeology Option (44 credits)

Undergraduate and graduate anthropology majors may choose this option, which satisfies most of the requirements listed above.

Required Courses	*12 credits*
Workshop: Archaeological Field School (ANTH 408/508) or equivalent	8
Cultural Resource Management (ANTH 449/549)	4

Elective Courses	*32 credits*
Two courses selected from each of the following areas:	
Cultural Anthropology. ANTH 320, 322, 323, 344, 407/507, 415/515, 425/525, 607, 695	8
Regional Prehistory. ANTH 310, 341, 342, 343, 407/507, 410/510, 442/542, 443/543, 444/544, 607	8
Method and Theory. ANTH 366, 407/507, 446/546, 447/547, 471/571, 607, 681, 697	8
Practical Applications. Special Problems: Cultural Resource Management Archaeology Internship (ANTH 406, 606), Practicum: Cultural Resource Management Archaeology (ANTH 409, 609)	8

The following complementary courses are recommended:

Geography. Cartographic Methods (GEOG 311), Advanced Cartography (GEOG 411/511), Introductory Geographic Information Systems (GEOG 416/516)

Historic Preservation. Introduction to Historic Preservation (AAAP 411/511), Historic Survey and Inventory Methodology (AAAP 451/551)

Honors

Application for graduation with honors must be made through the student's departmental adviser no later than winter term of the senior year.

Approval for graduation with honors is granted to a student who

1. Maintains a 4.00 or higher grade point average (GPA) in anthropology and at least a 3.50 overall GPA *or*
2. Maintains at least a 3.75 GPA in anthropology and at least a 3.50 overall GPA and submits an acceptable honors thesis written under the guidance of a departmental faculty member serving as thesis adviser

Minor Requirements

The minor in anthropology is intended to complement the student's major in another discipline. Courses used to complete the minor must be chosen in consultation with an anthropology adviser. The 24 credits required for the minor must include at a minimum:

1. 4 credits in 100- or 200-level courses
2. 16 credits in 300- or 400-level courses of which 8 credits must be at the 400 level
3. 4 elective credits at any level

Of the 24 credits required in anthropology, 20 must be graded; no more than 4 credits with a grade of D+, D, or D– may be counted.

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

Three advanced degrees are offered in anthropology: the master of arts (M.A.), the master of science (M.S.), and the doctor of philosophy (Ph.D.). These degrees entail work in the

following subfields: archaeology, cultural anthropology, anthropological linguistics, and physical anthropology. Graduate students must demonstrate competence in three 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) or its equivalent during the first year of graduate study.

Master's Degree Requirements

The master's degree requires a minimum of 45 credits of graduate work, of which at least 32 must be in anthropology, and the successful completion of special courses—or in some cases a special examination—in three 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 demonstrate competence in a second language. There is no language requirement for the M.S., but the candidate for that degree must demonstrate proficiency in a 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 not required. Admission is limited, and preference is given to 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 second language training, and who can demonstrate evidence of a sincere interest in the field. It typically takes two years to complete the program.

Ph.D. Degree Requirements

Admission to the doctoral program is contingent on the possession of a valid master's degree in anthropology from a recognized institution or on the completion of three of the master's core courses. Those who enter with a master's degree in another discipline, 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 second 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 two special fields of concentration in anthropology; a formal dissertation prospectus; and, finally, a doctoral dissertation. The dissertation should be based upon original research, which ordinarily involves fieldwork or laboratory work, and should be written in a professional and publishable style appropriate to the subfield of specialization.

For information about general requirements, see the **Graduate School** section of this catalog. More information about programs in anthropology may be obtained from the department.

Biological Anthropology. Applicants who meet the requirements for admission to the doctoral program may apply to enter the biological anthropology specialization. Drawing on faculty expertise in the UO Department of Anthropology and in anthropology departments from other schools in the Oregon University System, the specialization comprises paleoanthropology; primatology; evolutionary anatomy and morphology—skeletal and dental; medicine and disease; human adaptation, biology, and nutrition; and forensic anthropology.

Anthropology Courses (ANTH)

Not all courses listed are offered each year. For specific and current information, consult the most recent UO Schedule of Classes, *sold at the Erb Memorial Union and the UO Bookstore, or inquire at the department office.*

110 Introduction to Cultural Anthropology (4) Organization and functioning of society and culture. Two lectures, one discussion.

150 Introduction to Archaeology (4) Archaeological evidence for the evolution of human culture. Two lectures, one discussion.

170 Introduction to Human Evolution (4) *Homo sapiens* as a living organism; biological evolution and genetics; fossil hominids. Two lectures, one discussion.

171 Evolution of Monkeys and Apes (4) Evolutionary biology of the primates: the fossil record and ecology in the age of mammals, primate anatomy, locomotor feeding adaptations, taxonomic relations, and primate ethology.

172 Evolution of Human Adaptation (4) Physiological, anatomical, and behavioral adaptations of the human species and the evolutionary events that produced them.

173 Evolution of Human Sexuality (4) Includes basic genetics, physiology, and behavior. Evolution of sex, of the sexes, and of the role of sex in mammal, primate, and human behavior. P. Simonds, Sugiyama.

180 Introduction to Language and Culture (4) Language and culture relationships and methodology. George.

196 Field Studies: [Topic] (1–2R)

198 Laboratory Projects: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

220 Introduction to Japanese Society and Culture (4) Social relationships between the sexes, among generations, and toward minorities in everyday Japanese life at the workplace, at home, and in education. Kelsky.

222 Life Stories (4) Explores the social poetics of narrated experience and reexamines anthropology's theoretical and practical engagement with personal narrative. George.

310 Exploring Other Cultures: [Topic] (4R) How anthropologists study and describe human cultures. Content varies; draws on fieldwork, famous ethnographies, specific ethnographic areas and their problems, and comparative study of selected cultures. R when topic changes.

314 Women and Culture I: Politics, Production, and Power (4) Cross-cultural exploration of women's power in relation to political, economic, social, and cultural roles. Case studies from Africa, Asia, the Middle East, Europe, and America. Silverman.

315 Women and Culture II: Creativity and Symbols (4) Cross-cultural exploration of the expressive and artistic realm of women's lives. Topics include life-cycle rituals, religion, healing, verbal arts, crafts, and music. Silverman, Stephen.

317 Marriage, Family, and Kinship (4) Empirical and theoretical examination of the interrelationship of kinship and the structure of society. Stephen.

320 Native North Americans (4) Indian and Eskimo life in North America before white contact; contemporary life. Prereq: 8 credits in social science or instructor's consent. O'Nell.

321 Peoples of India (4) The emergence of traditional Indian culture and its subsequent transformation under Islamic and Western influences. Prereq: ANTH 110 or 180. Lukacs.

322 Euro-American Images of Native North America (4) Anthropological perspective on the nature and development of European settlers' ideas and beliefs about American Indians.

323 Pacific Basin: Polynesia and Micronesia (4) General introduction to the area emphasizing colonialism and its aftermath, traditional political and gender systems, migration, and contemporary sovereignty and pro-democracy movements. Biersack.

324 Pacific Basin: Melanesia and Australia (4) General introduction to the area emphasizing traditional political, gender, and marriage systems; exchange; religious beliefs and ritual; and the effects of and responses to contact. Biersack.

341 Asian Archaeology (4) Emphasizes 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. Ayres.

342 Northeast Asia Prehistory (4) Cultural history of North China, Japan, and Korea from Paleolithic times to the early imperial civilizations. Emphasis on functional and adaptive characteristics and ecological factors. Aikens.

343 Pacific Islands Archaeology (4) 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 150 recommended. Ayres.

344 Oregon Archaeology (4) Native American cultural history of Oregon based on archaeological evidence. Focuses on environmental and ecological factors that condition human adaptations and on contemporary cultural resource protection issues. Aikens.

360 Human Ecology (4) 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. Moreno.

361 Human Evolution (4) 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. Lukacs.

362 Human Biological Variation (4) Genetic and biological structure of human populations; population dynamics and causes of diversity; analysis of genetically differentiated human populations and their geographic distribution.

Prereq: 3 credits in physical anthropology or biology or instructor's consent. Lukacs.

363 Nutritional Anthropology (4) Human nutrition and adaptation. Evolution of human diet; diet-related disease patterns in different populations; biological, social, economic, political, and historical factors in human nutrition. Prereq: ANTH 172 or instructor's consent. Moreno.

364 Evolutionary Biology of Primates (4) Comparative biology and anatomy of the nonhuman primates with special emphasis on evolutionary trends and adaptive complexes.

365 Food and Culture (4) Anthropological approach to the role of nutrients in human development (individual and group); cultural determinants and differences among populations; world food policy; and applied nutritional anthropology. Moreno.

366 Human Osteology Laboratory (4) Human and nonhuman primate osteology and osteometry; fundamentals of dissection and primate anatomy. Coreq: ANTH 360 or 361 or 362. Lukacs.

367 Human Adaptation (4) Individual human biological responses to environmental stresses: physiological, morphological, and behavioral adaptations to sunlight, heat and cold, high altitude, and nutritional stress. Prereq: ANTH 170 or BI 120 or instructor's consent. Moreno.

368 Scientific Racism: An Anthropological History (4) Discussion of the origin and evolution of the concept of race. Scientific perspectives on race from 1800 to the present from an anthropological viewpoint. Prereq: ANTH 362. Lukacs.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R) P/N only

403 Thesis (1–21R) P/N only

405 Reading and Conference: [Topic] (1–21R) P/N only

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R) P/N only

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

411/511 Political Anthropology (4) Government in primitive societies; political innovations under colonial rule and the new nationalistic administrations in Africa and Asia. Prereq: upper-division standing in a social science. Dorjahn.

412/512 Economic Anthropology (4) 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 a social science. Dorjahn.

413/513 Culture and Personality (4) Interrelation of group and individual conceptual frameworks in cross-cultural study of human behavior. Prereq: 3 credits in cultural anthropology or instructor's consent. Chaney.

414/514 Contemporary Issues in Anthropology (4) Overview of diverse presuppositions that structure various theories and methods in contemporary anthropology. Prereq: 3 credits in cultural anthropology or instructor's consent. Chaney.

415/515 Cultural Dynamics (4) 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 (4) Nontheoretical study of the beginnings and specialized developments in the fields of archaeology, physical anthropology, ethnology, and linguistics. Prereq: 8 credits in anthropology or instructor's consent.

417/517 Field Methods in Cultural Anthropology (4) Techniques of participant observation, community definition and extension, nondirective interviewing, and establishing rapport. Provides theoretical perspectives and emphasizes investigator's ethical responsibilities. Prereq: 8 credits of upper-division cultural anthropology or instructor's consent. Stephen.

419/519 Anthropology and Folklore (4) Exploration of the theoretical convergences and divergences between the two disciplines, mutual topical foci, and historical connections. Emphasizes the period 1965 to the present. Prereq: 3 credits in cultural anthropology or instructor's consent. Silverman.

421/521 Anthropology of Gender (4) Overview of the anthropology of gender as an emerging focus in anthropology: strengths, weaknesses, promises, possibilities. Prereq: sophomore standing; 8 credits in social sciences, humanities, and/or women's studies. Kelsky, Stephen.

425/525 Topics in Pacific Ethnology: [Topic] (4R) In-depth introduction to various topics bearing on historical and/or contemporary regions of the Pacific. Prereq: upper-division or graduate standing. Biersack. R when topic changes.

426/526 Peoples of South Africa (4) United States interests in Africa; overview of African prehistory, history, geography, language, and ethnic groups. Prereq: 8 credits in social science or instructor's consent. Dorjahn.

427/527 Peoples of Central and East Africa (4) Culture, history, and ethnology of contemporary African peoples in Central and East Africa, including Ethiopia. Prereq: 8 credits in a social science or instructor's consent. Dorjahn.

428/528 Peoples of West Africa and the Sahara (4) Societies of the West African coast, the Sudan, and the Sahara from the 19th century to the present. Prereq: 8 credits in social science or instructor's consent. Dorjahn.

429/529 Jewish Folklore and Ethnology (4) Traditional expressive culture of East European Jews including narrative, proverbs, jokes, folk beliefs, rituals, holidays, food, customs, music, gender, and immigrant folklore in the United States. Silverman.

430/530 Balkan Society and Folklore (4) Explores ethnic groups of the Balkans with attention to the roles of folklore, nationalism, rural-urban relationships, gender, music, and folk arts. Silverman.

431/531 Peoples of East Asia (4) Survey of the Chinese cultural sphere, primarily the institutions of traditional China, with reference to modern developments. Prereq: 8 credits in social science or instructor's consent. Kelsky.

433/533 Native Central Americans (4) 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. Stephen.

434/534 Native South Americans (4) 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. Stephen, Sugiyama.

435/535 Approaches to the Symbolic (4) Surveys the frameworks used in and outside anthropology: structuralism, hermeneutics, symbolic interactionism and performance, cultural Marxism, and the new textualism. Prereq: junior standing, 8 credits in social science or humanities or both. Biersack

436/536 Cultures of Island Southeast Asia (4) Peoples and cultures of Indonesia, Malaya, and the Philippines. Topics include precolonial state systems; colonialism; gender, kinship, and religion; local economies and industrialization. George. Not offered 1999–2000.

437/537 Cultures of Mainland Southeast Asia (4) Peoples and cultures of Thailand, Burma, Vietnam, Laos, and Cambodia. Overview of precolonial state systems and impact of colonialism. Indigenous gender, kinship, religious, economic systems. Prereq: 8 credits of social science or instructor's consent. George. Not offered 1999–2000.

438/538 Minority Cultures of Southeast Asia (4) Upland and minority cultures of island and mainland Southeast Asia; tribal cultures, their relations to lowland states; nationalism and the role of minority cultures. Prereq: 8 credits of social science or instructor's consent. George. Not offered 1999–2000.

439/539 Feminism and Ethnography (4) Uses current literature to explore the relationship between feminism, postmodernism, and ethnography. Investigates reflexivity, subjectivity, multiple voicings, and the politics of fieldwork and the text. Prereq for 439: instructor's consent; prereq for 539: 8 credits in social science or humanities. Silverman.

440/540 Topics in Old World Prehistory: [Topic] (4R) Archaeology of prehistoric cultures in selected regions of the Middle East, Southeast Asia, or Africa, from the first human cultures to the historic periods. Prereq: 3 credits in archaeology or prehistory or instructor's consent. Ayres. R when topic changes for maximum of 12 credits.

442/542 Northwest Coast Prehistory (4) Archaeological and prehistoric cultural development of peoples indigenous to the Northwest Coast of North America, from Alaska to northern California, from earliest settlement through Western contact. Prereq: ANTH 150. Moss.

443/543 North American Prehistory (4) Survey of interdisciplinary research applied to prehistoric culture and environment in North America. Prereq: 3 credits in archaeology or prehistory or instructor's consent. Moss.

444/544 Middle American Prehistory (4) Archaeology and prehistory of Mexico and Central America. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

446/546 Laboratory in Archaeological Analysis (4) 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 (4) 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. Erlandson.

449/549 Cultural Resource Management (4) Objectives, legal background, operational problems, ethical and scholarly considerations in the management of prehistoric and historic cultural resources. Prereq: graduate standing in anthropology, 8 credits of upper-division archaeology or prehistory or instructor's consent. Moss.

450/550 The Anthropology Museum (3) Introduction to the operation of anthropology and natural history museums; organization, collection management, exhibit and public programs, funding.

461/561 Primate Systematics and Taxonomy (4) 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. P. Simonds.

462/562 Paleoprimatology (4) The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations; locomotion, special senses, dentition. Prereq: ANTH 361 or instructor's consent. Lukacs.

463/563 Primate Behavior (4) 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: instructor's consent. P. Simonds.

464/564 Methods and Perspectives in Human Biology (4) 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 172 or 367 or instructor's consent. Moreno.

465/565 Gender Issues in Nutritional Anthropology (4) Discussion of gender differences in nutritional status, dietary requirements, and diet-related diseases. Topics include gender-related aspects of food, politics, economics, and policies. Prereq: ANTH 365 or instructor's consent. Moreno.

467/567 Paleoecology and Human Evolution (4) 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. Lukacs.

468/568 Race, Culture, and Sociobiology (4) Racial classifications and comparisons; the biological base of culture; attitudes toward race in human relations. Prereq: 8 credits in anthropology or instructor's consent.

469/569 Anthropological Perspectives of Health and Illness (4) Overview of medical anthropology; cross-cultural theories of illness and treatment strategies, cultural roles of patient and healer, and human adaptations to disease. Prereq: ANTH 365 or instructor's consent. Moreno.

471/571 Zooarchaeology (4) Hands-on experience with analysis and interpretation of bone and shell animal remains from archaeological sites. Seminar, laboratory. Prereq: ANTH 150, one upper-division prehistory course, instructor's consent. Moss.

473/573 Paleoanthropology of South Asia (4) Traces the development of the peoples and cultures of the Indian subcontinent through a survey of the main fossil discoveries, archaeological sites, and human skeletal collections. Prereq: ANTH 150, 170. Lukacs.

485/585 Polythematic World Human Science (4) Explores the creation of a multiconceptual world human science that is based on Western and non-Western concepts. Prereq: 8 credits in cultural anthropology or instructor's consent. Chaney.

486/586 Japanese Society and Culture (4) Descriptive introduction to contemporary Japan combined with theoretical perspectives for evaluating popularized depiction of Japanese society. Prereq for 486: instructor's consent. Kelsky.

487/587 Technology and Culture (4) Sources of technological innovation from prehistory to modern times, and relationships between technology and social organization; cross-cultural evaluation of technologies. Prereq: junior standing or above.

490/590 Health Care Services (4) Structure and function of American health care services. Components include health care facilities, personnel, financing, and issues and trends in health care delivery.

491/591 Behavioral Sciences in Health (4) Application of behavioral science theory to understanding and solving health problems. Examines theories about how social environmental factors influence health.

492/592 World Health Problems (4) Provides information on world health problems and international programs, the World Health Organization, and its supporting agencies; intensive study of a regional health problem. Moreno.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R) P/N only

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Current topics are California Prehistory, Great Basin Archaeology, Paleoanthropology of South Asia, Plateau Archaeology, and Spatial Archaeology.

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R) P/N only

610 Experimental Course: [Topic] (1–5R)

680 Basic Graduate Physical Anthropology (5) Introduction to major subfields of physical anthropology; geochronology, primate classification, paleoprimatology, paleoanthropology, human biology and diversity, processes of evolution, and primate ethology. For graduate students with little or no background in physical anthropology.

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.

682 Social Theory (5) Advanced theoretical topics in social anthropology and cultural studies. Topics and readings vary. Prereq: background in cultural anthropology or instructor's consent.

683 Anthropological Linguistics (5) Prereq: LING 421/521 or equivalent, instructor's consent. Primarily for master's degree candidates in anthropology.

684 Comparative Research Methods (4) Discussion of basic comparative research tools, particularly explicit inductive, deductive, and retroductive methods of statistical and conceptual analysis. Prereq: 3 credits in introductory statistics. Chaney.

685 Professional Writing (2–4) Covers the basics of professional writing for grant proposals, journal articles, and papers presented at professional meetings. Requires short proposal, longer proposal or article, and workshop participation. Prereq: instructor's consent.

686 Sociocultural Theory (5) Cross-cultural types, culture area types, modes of thought, cultural dynamics, reality of social structure, meta-anthropology. Chaney.

691 Comparative Morphology and Human Evolution (4) 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. Lukacs.

692 Dental Morphology and Human Evolution (4) Taxonomy, ecology, pathology, and sexual dimorphism of early hominids; comparative dental morphology. Theoretical models of dental evolution and disease. Biocultural interaction in hominid dental evolution. Prereq: instructor's consent. Lukacs.

695 Cultural Ecology (4) Comparative analysis of cultural responses to environmental conditions; implications for cultural evolution. Prereq: graduate standing in anthropology or instructor's consent. Young.

697 Ethnoarchaeology (4) Examines relationships between archaeology and ethnography to show how ethnographic data illuminate the past and how archaeologists can study material culture behavior in a living context. Prereq: instructor's consent. Ayres.

698 Legal and Ethical Issues in Health (4) 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.

Art History

See School of Architecture and Allied Arts

Asian Studies

Stephen W. Durrant, Program Director

(541) 346-5082
(541) 346-5041 fax
837 Prince Lucien Campell Hall
5206 University of Oregon
Eugene OR 97403-5206
ast@oregon.uoregon.edu
http://darkwing.uoregon.edu/~ast/

Program Committee Faculty

C. Melvin Aikens, anthropology (Japan)
William S. Ayres, anthropology (Southeast Asia)
Aletta Biersack, anthropology (Southeast Asia)
Cynthea J. Bogel, art history (Japan)
Cynthia J. Brokaw, history (China)
Steven T. Brown, East Asian languages and literatures (Japan)
Kathie Carpenter, linguistics (Southeast Asia)
Carolyn L. Cartier, geography (Southeast Asia, China)
Scott DeLancey, linguistics (Southeast Asia)
Janet W. Descutner, dance (Southeast Asia)
Stephen W. Durrant, East Asian languages and literatures (China)
Maram Epstein, East Asian languages and literatures (China)
Robert H. Felsing, library (East Asia)
Michael B. Fishlen, East Asian languages and literatures (China)
Gerald W. Fry, international studies (Southeast Asia)
Noriko Fujii, East Asian languages and literatures (Japan)
Kenneth M. George, anthropology (Southeast Asia)
Andrew E. Goble, history (Japan)
Bryna Goodman, history (China)
Jeffrey E. Hanes, history (Japan)
Jyoti Hosagrahar, architecture (South Asia)
Esther Jacobson, art history (Central Asia, China)
Ruth Kanagy, East Asian languages and literatures (Japan)
Karen L. Kelsky, anthropology (Japan)
Stephen W. Kohl, East Asian languages and literatures (Japan)
Richard Kraus, political science (China)
Robert Kyr, music (Southeast Asia)
Charles H. Lachman, art history (China)
Wendy Larson, East Asian languages and literatures (China)
John R. Lukacs, anthropology (South Asia)
Glenn A. May, history (Southeast Asia)
Geraldine Moreno, anthropology (Southeast Asia)
Robin Paynter, library (Southeast Asia)
Robert C. Proudfoot, international studies (Southeast Asia)
Tze-Lan Sang, East Asian languages and literatures (China)
Richard M. Steers, management (Korea)
Richard P. Suttmeier, political science (China)
Kyoko Tokuno, religious studies (China)
Anita M. Weiss, international studies (South Asia)

Undergraduate Studies

The Asian Studies Program offers interdisciplinary programs in East Asian and Southeast Asian studies leading to a bachelor of arts (B.A.) degree. Students may enhance majors in other departments with a minor in East Asian studies or Southeast Asian studies.

Students who major in Asian studies often complement their course work with a year or more of residence in Asia or double major to combine a profession with their area of expertise. Job possibilities are increasing in such fields as business, journalism, government, and education. Many students go on to graduate studies.

The curriculum includes courses in anthropology; art history; Chinese language and literature; dance; geography; history; Indonesian; Thai; and Vietnamese languages; international studies; Japanese language and literature; linguistics; political science; and religious studies. The program is administered by the Asian studies committee; which is composed of faculty members with Asian specializations.

Declaring a Major

To be accepted into the Asian studies major program, a student must

1. Request acceptance as a major in the Asian studies office before attaining senior status
2. Submit a one-page statement of purpose designed to show sufficient understanding of Asian studies to conceptualize an interdisciplinary course of study leading to the B.A. degree
3. Have a minimum cumulative grade point average of 3.00

Depending on interests and career objectives, students are encouraged to discuss with their advisers or the program director the advisability of pursuing a second major in a supporting discipline or preprofessional program

Major Requirements

The major in Asian studies offers (1) strong training in at least one Asian language, (2) knowledge of the histories and cultures of the societies in which that language is used, (3) a sense of how academic disciplines contribute to interdisciplinary study, and (4) a knowledge of Asia beyond the primary language and civilization focused on in (1) and (2) above. The requirements for the major are derived from these objectives.

Students must complete 40 credits as specified below. Up to 8 of these credits may be taken pass/no pass. All other courses used to satisfy major requirements must be taken for letter grades and passed with grades of C– or better. Students should consult their advisers in planning programs of study.

1. **History (12 credits).** Three upper-division history courses (300 or 400 level) in the chosen civilization or region. Students whose concentration is Southeast Asia may substitute up to two courses in anthropology or Southeast Asia in Modern Times (PS 338)
2. **Electives (16 credits).** Four courses, chosen in consultation with an adviser
3. **Discipline (12 credits).** Three courses in one discipline other than history or language
4. **Regional Breadth.** From the courses chosen in categories 2 and 3 above, at least two courses must be in areas outside the student's primary focus. For example, if the primary focus is Japan, the 8 credits must deal with China, Southeast Asia, or South Asia
5. **Seminar (at least 3 credits).** One 400-level seminar (at least 3 credits) pertaining to the chosen civilization

Language Requirement. Students who major in Asian studies must complete three years of an Asian language: Chinese and Japanese are taught through the fifth year in the Department of East Asian Languages and Literatures. The first three years of Indonesian, Thai, and Vietnamese are offered through the Department of Linguistics. Languages must be taken for letter grades and passed with grades of C– or better. Under special circumstances, students may demonstrate an equivalent competence by examination or by work in advanced language courses.

Minor Requirements

Students should consult with the Asian studies director to determine whether a course has a full or partial focus on East Asia or Southeast Asia. A list of preapproved courses for either minor is available in the Asian studies office. Students should acquaint themselves with the availability of experimental courses offered each term and may pursue directed readings with East Asian or Southeast Asian specialists. First- and second-year language courses cannot be used to satisfy requirements for either minor.

East Asian Studies

Students who want a minor in East Asian studies must complete 24 credits distributed as follows:

1. 20 credits in courses with a focus entirely on East Asian. At least 12 credits must be upper division
2. 4 credits in courses with a partial focus on East Asia

Southeast Asian Studies

Students who want a minor in Southeast Asian studies must complete 24 credits distributed as follows:

1. 20 credits in courses with a focus entirely on Southeast Asian. At least 12 credits must be upper division
2. 4 credits in courses with a partial focus on Southeast Asian

Graduate Studies

The university offers an interdisciplinary program in Asian studies leading to the master of arts (M.A.) degree. Degree concentrations in East or Southeast Asia are available. The curriculum includes courses in anthropology, art history, Chinese language and literature, geography, history, international studies, Japanese language and literature, linguistics, political science, and religious studies. The program is administered by the Asian studies committee, which is composed of faculty members with Asian specializations. The M.S. degree program is inactive.

A bachelor's degree is required for admission, and it is expected that applicants have some undergraduate preparation in courses relating to Asia. Students lacking adequate Asian language or disciplinary training must take appropriate preparatory courses, for which no graduate credit is earned.

Prior to registration, the Asian studies committee assigns each student an adviser, who helps the student develop an individual program. At the end of the first year, the student should request that an Asian studies graduate committee be

formed to provide guidance through the second year of study and thesis preparation. Graduate students should meet with their advisers at least once a term.

Application for Admission

An applicant for admission to the master's program must hold a bachelor's degree from an accredited four-year university. Required materials for admission and financial aid are:

1. University of Oregon application form and application fee
2. Transcripts of all college or university course work, including the final transcripts for any degree received
3. Three letters of recommendation
4. Statement of objectives
5. Test score for Graduate Record Examinations (GRE) or Test of English as a Foreign Language. International applicants must submit a score of at least 575 (paper-based test) or 233 (computer-based test) from the TOEFL, if they have not received a bachelor's degree from a college or university in an English-speaking country
6. Supplementary Application and Financial Statement for International Students must be submitted by international students
7. Application for Graduate Award, if applying for a graduate teaching fellowship (GTF).
   a. **GTF in Chinese.** All applicants must submit a cassette tape of spoken Chinese
   b. **GTF in Japanese.** Nonnative speakers must submit a cassette tape of spoken of Japanese

   Applicants may read a story or essay on any subject for the tape submission

Application information and materials are available from the Asian studies office.

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 32 graduate credits in approved Asia-related courses and (2) demonstrate the language competence required for the M.A. degree in Asian studies. A required thesis applies the methodology of the student's discipline to an Asian subject.

The requirements for both the Asian studies and the departmental degree programs must be completed at the same time. A student completing this option is granted two master's degrees, one in Asian studies and another in the departmental discipline.

Master's Degree Requirements

Students pursuing an M.A. in Asian studies must complete 48 credits of graduate study, including at least 44 in Asia-related courses. Graduate credit for language study may only be earned for work beyond the third-year level.

1. Of the 44 credits, at least 12 must be earned in seminars or colloquia at the 600 level, including Perspectives on Asian Studies (ASIA 611) and Issues in Asian Studies (ASIA 612), which should be taken during the the first year of study

2. To ensure interdisciplinary breadth, students must complete at least two courses in each of the following areas
   a. Humanities—courses in architecture, art history, literature, music, religious studies
   b. Social science—courses in anthropology, economics, geography, international studies, political science
   c. History
3. To ensure a cross-regional awareness, at least 8 credits of the 44 must be in courses about a culture or civilization other than the student's primary language and civilization focus
4. At least 9 of the 44 credits are earned in Thesis (ASIA 503). In unusual circumstances, students may petition the program committee to waive the thesis requirement for the degree. If the waiver is granted, the student is expected to complete 56 graduate course credits (of which at least 44 are Asia related), submit two substantial research papers on Asian topics developed in seminars or colloquia, and pass a general Asian studies field examination

A list of Asia-related courses approved for inclusion in the Asian studies graduate curriculum is available from the program coordinator. Students who choose a concentration in Southeast Asian Studies should note that additional courses on Southeast Asia are available through the Northwest Regional Consortium for Southeast Asian Studies at the University of Washington and at the University of British Columbia.

The M.A. candidate is required to demonstrate competence in an approved Asian language equivalent to at least three years of college training. The language requirement is a critical part of the program and must be planned from the outset of graduate work, particularly if the student has no training in an Asian language. Languages offered at the University of Oregon are Chinese, Japanese, and Korean for the East Asia concentration and Indonesian, Thai, and Vietnamese for the Southeast Asia concentration. Graduate credit for language courses is earned only for work beyond the third year of language study.

Students should also review the Graduate School's regulations for information on the university's general master of arts degree requirements.

Asian Studies Courses (ASIA)

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–5R)

405 Reading and Conference: [Topic] (1–6R)

407/507 Seminar: [Topic] (1–5R)

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

503 Thesis (1–9R) P/N only

601 Research: [Topic] (1–6R) P/N only

605 Reading and Conference: [Topic] (1–6R)

607 Seminar: [Topic] (1–5R)

611 Perspectives on Asian Studies: [Topic] (1) Explores the diverse perspectives that define Asian studies. Samples conflicts, controversies, and areas of consensus that characterize the field. Prereq: instructor's consent.

612 Issues in Asian Studies: [Topic] (3R) Selected Asian studies issues. Prereq: instructor's consent. R once when topic changes for maximum of 6 credits.

Biology

Janis C. Weeks, Department Head

(541) 346-4502
77 Klamath Hall
1210 University of Oregon
Eugene OR 97403-1210
http://biology.uoregon.edu/

Faculty

Alice Barkan, associate professor (molecular genetics). B.S., 1978, Massachusetts Institute of Technology; Ph.D., 1983, Wisconsin, Madison. (1991)

Bruce A. Bowerman, associate professor (developmental genetics, regulation of cell fate in *C. elegans*). B.A., 1981, Kansas State; Ph.D., 1989, California, San Francisco. (1992)

William E. Bradshaw, professor (population biology, evolution, biological clocks). B.A., 1964, Princeton; M.S., 1965, Ph.D., 1969, Michigan. (1971)

Roderick A. Capaldi, professor (bioenergetics). 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)

Philip J. DeVries, assistant professor (ecology, behavior, evolution and tropical biology). B.S., 1975, Michigan, Ann Arbor; Ph.D., 1987, Texas at Austin. (1994)

Alan Dickman, senior instructor (forest ecology, science education); curriculum director. B.A., 1976, California, Santa Cruz; Ph.D., 1984, Oregon. (1986)

Christopher Q. Doe, professor (developmental neurobiology); B.A., 1981, New College, Sarasota; Ph.D., 1987, Stanford. (1998)

Judith S. Eisen, professor (development and function of the nervous system). B.S., 1973, M.S., 1977, Utah State; Ph.D., 1982, Brandeis. (1985)

Richard B. Emlet, associate professor (evolution and development of marine invertebrates). B.S., 1977, Duke; Ph.D., 1985, Washington (Seattle). (1992)

Jane Gray, professor (evolution, paleoecology). B.A., 1951, Harvard; Ph.D., 1958, California, Berkeley. (1963)

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, undergraduate advising. B.S., 1963, Washington State; M.S., 1967, Oregon. (1967)

Shawn R. Lockery, assistant professor (invertebrate neurobiology and neural networks). B.A., 1981, Yale; Ph.D., 1989, California, San Diego. (1993)

V. Patteson Lombardi, senior instructor with title of research assistant professor (human, cardiovascular, and exercise physiology). B.A., 1977, M.A.T., 1979, North Carolina at Chapel Hill; Ph.D., 1984, Oregon. (1984)

Michael R. Lynch, professor (evolution, population biology, quantitative genetics); director, ecology and evolution program. B.S., 1973, St. Bonaventure; Ph.D., 1977, Minnesota. (1989)

Emilia P. Martins, assistant professor (animal behavior, evolution, communication). B.A., 1987, California, Berkeley; Ph.D., 1992, Wisconsin, Madison. (1994)

Peter M. O'Day, senior research associate with title of associate 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)

John H. Postlethwait, professor (molecular genetic regulation of development). B.S., 1966, Purdue; Ph.D., 1970, Case Western Reserve. (1971)

William Roberts, associate professor (spatial localization of ion channels); director, Institute of Neuroscience. B.A., 1970, Harvard; Ph.D., 1979, California, San Diego. (1989)

Margaret E. Saks, assistant professor (molecular evolution, evolution of the translation machinery, coevolution of RNA and protein). B.A., 1973, Washington (St Louis); M.S., 1976, Connecticut; Ph.D., 1983, State University of New York at Stony Brook. (1998)

Eric Selker, professor (molecular genetics of *Neurospora crassa*, DNA methylation). B.A., 1975, Reed; Ph.D., 1980, Stanford. (1985)

Alan Shanks, associate professor (marine and intertidal ecology, larval biology, zooplankton). B.A., 1977, California, Santa Cruz; Ph.D., 1985, California, San Diego. (1993)

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)

George F. Sprague Jr., professor (genetic regulatory mechanisms in yeast). B.S., 1969, North Carolina State; Ph.D., 1977, Yale. (1981)

Karen U. Sprague, professor (control of gene expression in eukaryotes). B.A., 1964, Bryn Mawr; Ph.D., 1970, Yale. (1977)

Franklin W. Stahl, American Cancer Society Professor of Molecular Biology. A.B., 1951, Harvard; Ph.D., 1956, Rochester. (1959)

Terry Takahashi, associate 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, professor (peptidergic regulation of behavior in insects and cephalopod mollusks). B.A., 1975, Reed; Ph.D., 1983, Washington (Seattle). (1986)

Daniel Udovic, associate professor (computers in biology, science education, population ecology). B.A., 1970, Texas; Ph.D., 1973, Cornell. (1973)

Douglas Ry Wagner, associate professor (molecular genetic analysis of floral development). B.S., 1978, Michigan State; Ph.D., 1985, Washington (Seattle). (1988)

Janis C. Weeks, professor (neurophysiology, endocrinology, and development). B.S., 1975, Massachusetts Institute of Technology; Ph.D., 1980, California, San Diego. (1989)

Monte Westerfield, professor (development of the nervous system). A.B., 1973, Princeton; Ph.D., 1977, Duke. (1981)

James A. Weston, professor (developmental biology). B.A., 1958, Cornell; Ph.D., 1963, Yale. (1970)

Peter B. Wetherwax, instructor (poilination ecology, science education). B.A., 1980, California, Los Angeles; M.A., 1985, Humboldt State; Ph.D., 1993, Oregon State. (1991)

John H. Willis, assistant professor (plant population biology, quantitative genetics, evolution of systems of reproduction). A.B., 1985, Brown; Ph.D., 1991, Chicago. (1993)

A. Michelle Wood, associate professor (microbial ecology and evolution, biological oceanography). B.A., 1973, Corpus Christi; Ph.D., 1980, Georgia. (1990)

Courtesy

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)

Steven S. Rumrill, courtesy assistant professor; director of research, South Slough National Estuarine Reserve. B.A., 1981, M.S., 1983, California, Santa Cruz; Ph.D., 1987, Alberta, Edmonton. (1990)

David H. Wagner, courtesy associate professor (plant taxonomy, ecology, evolution of bryophytes and pteridophytes). B.A., 1968, Puget Sound; M.S., 1974, Ph.D., 1976, Washington State. (1976)

Emeriti

Andrew S. Bajer, professor emeritus. Ph.D., 1950, D.Sc., 1956, Cracow. (1964)

Howard T. Bonnett Jr., professor emeritus. B.A., 1958, Amherst; Ph.D., 1964, Harvard. (1965)

Peter W. Frank, professor emeritus. B.A., 1944, Earlham; Ph.D., 1951, Chicago. (1957)

Philip Grant, professor emeritus. B.S., 1947, City University of New York City College; M.A., 1949, Ph.D., 1952, Columbia. (1966)

James Kezer, professor emeritus. B.A., 1930, Iowa; M.S., 1937, Ph.D., 1948, Cornell. (1954)

Bayard H. McConnaughey, professor emeritus. B.A., 1938, Pomona; M.A., 1941, Hawaii; Ph.D., 1948, California, Berkeley. (1948)

Frederick W. Munz, professor emeritus. B.A., 1950, Pomona; M.A., 1952, Ph.D., 1958, California, Los Angeles. (1959)

Gordon J. Murphy, senior instructor emeritus. B.S., 1953, M.S., 1958, Oregon State. (1962)

Aaron Novick, professor emeritus. B.S., 1940, Ph.D., 1943, Chicago. (1959)

Edward Novitski, professor emeritus. B.S., 1938, Purdue; Ph.D., 1942, California Institute of Technology. (1958)

Paul P. Rudy, professor emeritus. B.A., 1955, M.A., 1959, Ph.D., 1966, California, Davis. (1968)

Eric Schabtach, senior instructor emeritus. B.S., 1963, McGill. (1969)

Bradley T. Scheer, professor emeritus. B.S., 1936, California Institute of Technology; Ph.D., 1940, California, Berkeley. (1950)

Arnold L. Soderwall, professor emeritus. B.A., 1936, Linfield; M.A., 1938, Illinois; Ph.D., 1941, Brown. (1941)

Sanford S. Tepfer, professor emeritus. B.S., 1938, City University of New York, City College; M.S., 1939, Cornell; Ph.D., 1950, California, Berkeley. (1955)

Norman K. Wessells, professor emeritus; provost emeritus, academic affairs. B.S., 1954, Ph.D., 1960, Yale. (1988)

Herbert P. Wisner, senior instructor emeritus. B.A., 1949, M.A., 1950, Syracuse. (1966)

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

Undergraduate Studies

Biologists investigate a broad spectrum of questions about living organisms and life processes—the physical and chemical bases of life, how organisms and their component parts are structured, how they function, how they interact with their environment, and how they have evolved.

Departmental teaching and research emphases in cellular and molecular biology, ecology and evolution, marine biology, and neurobiology offer students opportunities to learn from and work with scientists who are making important contributions to knowledge in these broad areas. Students also benefit from departmental research in science education, the results of which are being used to improve teaching at the university and throughout the country.

Students may enter the program with a high school education or transfer from a community college or university. The curriculum includes courses for majors in biology and related

disciplines, preprofessional courses, and courses that serve as important elements in a liberal education for students in other majors. Course work for the biology major provides an exceptional foundation for students who plan to study at a graduate or professional school.

Biology Undergraduate Advising Center and Student Lounge

(541) 346-4525
73 Klamath Hall
bioadvis@oregon.uoregon.edu
http://biology.uoregon.edu/Biology_WWW/Advising/

At the biology advising center, students can meet with trained peer advisers or the director of undergraduate advising to receive help in planning a program of study.

The advising center also provides various resources including job and internship files, a file of special study opportunities, and graduate bulletins from many schools. In the student lounge, undergraduates relax between classes, use the resources, meet friends, and talk with peer advisers.

Nonmajors

Several courses are offered at the 100 level for students who want to develop a familiarity with biology so they can better understand issues that range from the problems in developing treatments for AIDS to understanding why loss of global biodiversity is important, and what might be done about it. These courses require no previous knowledge of biology or chemistry and fulfill university group requirements for science.

Students who want an overview of biology as part of preprofessional training for health-related fields, psychology, or environmental sciences should consider the three-term general biology sequence (BI 211–213). This sequence requires some background in mathematics and chemistry and prepares students to take many upper-division courses in biology. Some preprofessional students may want to take the biology major's sequence (BI 261–264) even though they are not biology majors. Students who want help selecting appropriate courses should seek guidance from the biology undergraduate advising center.

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.

Transfer Students. Students who intend to transfer as biology majors from a community college or university should carefully plan the program of course work they take before transferring. Students who transfer after one year of college should have completed a year of general chemistry with laboratories and a year of college-level mathematics. A yearlong biology major's introductory sequence that includes laboratories and features strong components of evolution, molecular genetics, and Mendelian genetics allows transfer students to enter the third term of the major's sequence (BI 263) with concurrent enrollment in a 3-credit course that covers the essentials of molecular genetics.

Students who transfer after two years typically need to complete part of the introductory sequence for biology majors at the University of Oregon. In addition to completing the course work outlined for the first year, these students can facilitate completion of major requirements by taking 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. Many students use the biology major as preparation for graduate programs or health-related professional programs. Others find employment in a variety of settings as exemplified by the following list of some positions held by graduates of the Department of Biology: county water-quality wetlands biologist, biology preparator at a university, quality-control biologist, physician's assistant, science teacher with the Peace Corps, pharmaceutical sales representative, marine-biology research scientist, environmental educator, biotechnology research scientist, U.S. Forest Service botanist, high school biology teacher, physical therapy assistant, owner of a software company, forensic scientist with the state police crime lab, owner of an oyster farm, fisheries biologist.

Biology majors are encouraged to become involved in a variety of learning experiences in addition to their college courses. Internships, community service, or similar experiences are increasingly important in securing jobs or a position in professional programs. Career-related information is available in the Career Center, 244 Hendricks Hall; students are also encouraged to peruse resources in the biology undergraduate advising center.

Major Requirements

A major in biology leads to a bachelor of science (B.S.) or to a bachelor of arts (B.A.) degree. The latter requires completion of the foreign-language requirement. Twenty-four credits of biology that are applied to the major must be taken at the University of Oregon. Biology majors must either meet the major requirements in effect at the time they are accepted as majors or complete subsequent major requirements. 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, 238, 239)
3. Mathematics, to include Calculus I,II (MATH 251, 252); a course in statistics is recommended
4. General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213)
5. Organic chemistry sequence (CH 331, 332 or CH 331, 335, 336)
6. Foundations of Biology I,II,III,IV (BI 261–264). This curriculum is essential to understanding modern biology regardless of a student's intended area of specialization. Because the sequence has specific and stringent prerequisites for enrollment, students should consult advisers in the biology undergraduate advising center for help in evaluating eligibility
7. A minimum of 40 upper-division biology credits with the following restrictions:
   a. 20 credits in 300-level biology courses selected from three areas—cellular-molecular, systematics-organisms, and ecology-evolution—with at least one course from each of these areas
   b. At least two courses with a BI subject code and numbered 420 to 499
   c. At least two courses at the 300 or 400 level with significant laboratory or fieldwork

   Handouts containing detailed information about limitations and allowances within the 40 upper-division credit requirement, descriptions of the 300-level areas, a list of approved courses from other departments, and a list of courses that fulfill the significant laboratory or fieldwork requirement are available at the biology undergraduate advising center

Animal Use in Teaching Laboratories. Students should be aware that the biology major program requires them 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 should discuss it with their advisers before beginning the biology program. Students are encouraged to review the syllabi for laboratory courses before enrolling. Each syllabus contains a list and brief descriptions of the laboratory exercises for that course or sequence. Syllabi are available in the biology undergraduate advising center.

Department and university policies require that the use of live vertebrate animals be minimized in teaching laboratories and be approved by the curriculum committee of the Department of Biology and by the Institutional Animal Care and Use Committee of the University of Oregon. Students who have ethical objections to animal use in a course that requires it should consult the director of undergraduate advising before enrolling.

Recommended Program. Each student should consult an adviser in the biology undergraduate advising center for help with determining a program of study. Freshman biology majors enrolled in a calculus course typically take general chemistry with laboratories, and the first two terms of the biology sequence for majors (BI 261, 262). In the sophomore year, these majors take organic chemistry (CH 331, 332 or CH 331, 335, 336) and complete the last two terms of the major's introductory sequence (BI 263, 264).

Upper-division biology electives and General Physics (PHYS 201, 202, 203) are typically taken by majors after successful completion of the major's introductory sequence.

Students who start with the lower levels of mathematics typically defer registering for the major's biology sequence until the sophomore year.

By the end of the sophomore year, each student should have met with a biology adviser to develop a program that satisfies both the interests of the student and the major requirements.

Unless stated otherwise, biology courses taken to meet major requirements must be passed with grades of C–, P, or better. Grades of N or D+ or lower are unacceptable, and students with such grades should consult the director of

undergraduate advising to determine corrective action. Students should choose the pass/no pass (P/N) option sparingly or not at all if they plan to attend a professional health program or to pursue a graduate degree in biology.

Students meet the general-education group requirement in science by fulfilling the requirements for a major in biology. Transfer students should consult their advisers when selecting courses to meet the group requirements in arts and letters and in social science. For more information see Group Requirements in the **Registration and Academic Policies** section of this catalog.

Oregon Institute of Marine Biology. Located in Charleston on Coos Bay, OIMB offers a coordinated program of study for undergraduates in biology, general science, and environmental studies. During fall and spring terms, OIMB offers 300- and 400-level courses that take advantage of the institute's unique opportunities. Courses change each term, but typical offerings include Ecology (BI 370), Marine Molecular Physiology (BI 399), Invertebrate Biology (BI 451), Marine Biology; Biology of Estuaries, Biology of Fishes, or Marine Environmental Issues (BI 457), Marine Ecology (BI 474), and Biological Oceanography (BI 478). A seminar series features invited speakers who are actively involved in research and illustrates the range of research currently occurring in marine biology. Undergraduate research is encouraged at OIMB.

The summer program at OIMB emphasizes field studies and includes a variety of courses such as Invertebrate Zoology (BI 451), Marine Birds and Mammals (BI 455), Marine Ecology (BI 474), and some two-week courses. A seminar, weekend, and workshop series is also held. Detailed information and applications may be obtained from the biology undergraduate advising center, from the director of the Oregon Institute of Marine Biology, or from the OIMB web site. See also the **Research Institutes and Centers** section of this catalog.

Malheur Field Station. The University of Oregon is a member of the Malheur Field Station consortium. Located in southeastern Oregon in the heart of the Great Basin desert, the field station provides an excellent opportunity for students to study 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. Courses that have been preapproved by the department may be counted for the biology major. Detailed course information and applications may be obtained from the biology undergraduate advising center.

Second Bachelor's Degree. Students may obtain a second bachelor's degree in biology after earning a bachelor's degree in another field. These students are admitted as postbaccalaureate nongraduates. For the second degree all departmental and university requirements must be met. For more information, see Second Bachelor's Degree in the **Registration and Academic Policies** section of this catalog.

Preprofessional Students. Prehealth students who want to major in biology need to plan carefully to complete the biology major requirements and meet entrance requirements of professional schools. These students should consult a biology adviser as well as the adviser for the professional area of their choice. See the **Health Sciences, Preparatory** section of this catalog for more information about these requirements.

Although Organic Chemistry Laboratory (CH 337, 338) and Introductory Physics Laboratory (PHYS 204, 205, 206) are not required for the biology major, they are required for programs at most professional schools, including many programs at the Oregon Health Sciences University in Portland.

Honors Program in Biology

Biology majors who satisfy the following requirements are eligible to graduate with honors in biology.

1. Complete all of the requirements for the major in biology
2. Earn a minimum GPA of 3.30 in biology courses that are applied to the major
3. Take biology courses used to satisfy biology major requirements for letter grades
4. Register for the honors program through the biology undergraduate advising center, which includes obtaining an acceptance signature from the faculty research adviser or an honors committee member, before beginning research
5. Complete a minimum of 9 credits in Research (BI 401) during three consecutive terms
6. Complete a thesis based on laboratory or library research that is approved by the biology honors committee and the faculty adviser
7. Defend the thesis in a public forum

For more information, see an adviser in the biology undergraduate advising center.

Special Opportunities for Biology Undergraduates

Students majoring in biology may take advantage of opportunities to participate in research; attend department research seminars; work as a teaching assistant, computer laboratory assistant, tutor, or a peer adviser; or participate in other related activities.

Credit may be earned for conducting research under the supervision of a faculty member by enrolling in BI 401, 406, or 408. For more information, consult individual faculty members in the department.

Students are invited to attend seminars that feature visiting and local scientists. Information about seminars is posted on the department's bulletin boards.

Students may assist in teaching laboratory sections of some biology courses. Applications may be filed with the department for the limited number of assistantships available.

Peer advising is another way for students to become involved in the department. Interested students are trained during the spring term before the year they plan to work in the advising center.

Students are encouraged to express ideas and offer suggestions about curriculum and student relations to the chair of the department's curriculum committee, the director of undergraduate advising, the chair of the student relations committee, or the head of the department.

Students are asked to evaluate their biology courses and instructors near the end of each term. This information is available to instructors after the end of the term and placed on file for possible use in promotion and tenure deliberations. Student answers to two summary questions are available in electronic format in the Knight Library and in the Office of Academic Advising and Student Services.

Efforts to improve biology education through student feedback is highlighted by the Biology Teacher Recognition award. Initiated by student nominations, the award recognizes faculty members and teaching assistants who exemplify excellence in effective teaching.

Minor in Biology

Students interested in a minor in biology should develop a plan for the minor in consultation with an adviser in the biology advising center. Students completing the minor in biology must provide the biology adviser with a transcript or transfer evaluation that shows any transfer courses applied to the minor.

Requirements

At least 28 credits of biology that includes

1. Completion of an introductory biology sequence: BI 211–213 or its equivalent or BI 261–264
2. At least 16 credits of upper-division course work. No more than 8 credits from BI 401–419 may be applied to the minor including no more than 4 credits from BI 401–409. Students who complete BI 261–264 may apply 4 credits to the 401–419 category
3. At least 16 credits must be taken at the University of Oregon
4. Course work must be completed with grades of P, C–, or better

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in biology and integrated sciences. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

The department offers graduate work leading to the degrees of master of arts (M.A.) and master of science (M.S.) and the doctor of philosophy (Ph.D.) degree. The department's primary emphasis for graduate study is the Ph.D. program.

Applications are reviewed by members of the following programs:

1. Molecular and cellular biology
2. Neuroscience and development
3. Ecology and evolution
4. Marine biology

Interdisciplinary opportunities are available among the programs in biology as well as between biology and other departments, e.g., chemistry, physics, and psychology.

Financial support for graduate students is available through training grants, research grants, and teaching assistantships.

Detailed information about the graduate program, faculty research interests, and physical facilities is available at the biology department web site.

Master's Degree. Master's degrees earned on the UO campus generally emphasize ecology and evolution and can involve research on terrestrial, aquatic, or marine organisms.

Candidates for the master's degree complete one of the following sets of requirements:

1. A minimum of 60 credits of course work and the preparation of a critical essay
2. 45 credits of course work and the completion of a research project that is presented as a thesis

Two years are typically required for completion of the master's degree. More information is available from the biology department graduate secretary.

A two-year master's degree with a specialty in marine biology is offered at the Oregon Institute of Marine Biology in Charleston. Master's degree students enrolled in the program at the institute must be admitted to the thesis master's option. These programs provide training for a career in environmental biology or serve as preparation for advancement to a Ph.D. program.

Students may be able to accelerate completion of a master's degree program by completing graduate courses while still in the undergraduate program. For information see Reservation of Graduate Credit in the Graduate School section of this catalog.

Ph.D. Degree. During the first year, students take courses in their area of interest and participate in a laboratory rotation program. The rotations provide direct exposure to research activities in three 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.

Admission

Application and reference forms and additional information may be obtained from the department's web site or from the department office.

Requirements for admission to the graduate program include the following:

1. A completed application for admission form
2. Three letters of recommendation
3. Transcripts of all college work
4. Scores on the quantitative, verbal, and analytical sections of the Graduate Record Examinations
5. TOEFL score of 600 or better for international students

Completed application forms, copies of college transcripts, and letters of reference should be sent to the department's graduate secretary. Official transcripts of all college work must be sent directly to the UO Office of Admissions.

Application Deadline. Applications must be received by the department by January 10, when the graduate admissions committee begins reviewing applications.

Institute of Molecular Biology

To foster research and training, the institute brings together scientists from various disciplines who have common intellectual goals and provides them with a well-maintained, shared facility. Research is directed toward understanding basic cellular, genetic, and developmental mechanisms in both eukaryotes and prokaryotes. The faculty members of the institute hold appointments in the biology, chemistry, or physics departments. The research community also includes approximately twenty affiliated faculty members, sixty postdoctoral fellows, and ninety doctoral students. Graduate students are admitted into academic departments and subsequently receive their degrees through those departments. They may, however, choose any faculty member as a dissertation adviser. For more information see the Research Institutes and Centers section of this catalog, or send inquiries to the director of the institute.

Institute of Neuroscience

Neuroscientists in the biology, computer and information science, exercise and movement science, and psychology departments have formed an interdisciplinary institute in the neurosciences. Faculty members are engaged in research in cellular neuroscience, developmental biology, systems neuroscience, neural plasticity, and cognitive neuroscience. A coordinated graduate-degree program of instruction and research is available to students through any of the participating departments. For more information see the Research Institutes and Centers section of this catalog.

Ecology and Evolution Program

The program in ecology and evolution is particularly strong in the areas of population biology and evolutionary genetics. Active research programs emphasize life-history evolution, photoperiodism and seasonal development, ecological genetics, plant-insect interactions, tropical ecology, genetic conservation, molecular evolution, behavior, theoretical ecology, microbial ecology, and paleoecology. Most laboratories use several approaches to answer a variety of questions and capitalize on the wealth of habitats near the Eugene campus.

Developmental Biology Program

A vigorous graduate training program investigates the mechanisms that lead from a fertilized egg to an adult organism. Various laboratories in the Institutes of Neuroscience and of Molecular Biology emphasize how vertebrate embryos develop their axes and their brains; how signals program cell-fate choice in vertebrates, invertebrates, and plants; and how genes are regulated during development. For more information see the Research Institutes and Centers section of this catalog.

Oregon Institute of Marine Biology

The Oregon Institute of Marine Biology offers a full program of study and research for graduate students. Graduate courses are offered mainly during summer session and fall and spring terms, and research is conducted year round. The marine biology graduate program focuses on research in biological oceanography, phytoplankton and microbial food webs, invertebrate physiology, larval ecology and evolution, and marine ecology. Direct inquiries to the biology department's graduate program coordinator. See also the Research Institutes and Centers section of this catalog.

Environmental Studies

An interdisciplinary master's degree is offered by the Environmental Studies Program. Graduate courses in geography; planning, public policy and management; biology; economics; and other disciplines make up the program.

Address inquiries to the Director, Environmental Studies Program, 10 Pacific Hall, 5223 University of Oregon, Eugene OR 97403-5223.

Biology Courses (BI)

Current course syllabi, detailed course descriptions, and a tentative schedule of the year's course offerings can be found on the department's web page and in the undergraduate advising center. An extra fee may be charged for courses that have laboratories or field trips.

120 Reproduction and Development (4) Intended to help nonscientists understand biomedical information encountered in daily life. Human reproduction and development in the light of modern scientific experience. For nonmajors.

121 Introduction to Human Physiology (4) Study of normal body function at the organ level, emphasizing basic physiological principles. No chemistry background required. For nonmajors.

122 Human Genetics (4) Basic concepts of genetics as they relate to humans. Blood groups, transplantation and immune reaction, prenatal effects, the biology of twinning, selection in humans, and sociological implications. For nonmajors.

123 Biology of Cancer (4) Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental factors; and the biological basis of therapy. For nonmajors.

130 Introduction to Ecology (4) The concept of an ecosystem; organismal energetics; biogeochemical cycles; succession; population growth; species interactions, species diversity; implications for human ecosystems. For nonmajors.

131 Introduction to Evolution (4) Darwinian evolution; examples from modern ecology, population genetics, the fossil record. Mechanics of evolution, speciation, and extinction. For nonmajors.

132 Introduction to Animal Behavior (4) Animal behavior, its evolutionary origins, and its neural mechanisms. Readings and films illustrate the adaptive nature of orientation, navigation, communication, and social behavior. For nonmajors.

196 Field Studies: [Topic] (1–2R)

198 Laboratory Projects: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Topics include Introduction to Health Professions, Medical Terminology, and a variety of Freshman Seminars.

211 General Biology I: Cells (4) How cells carry out functions of living organisms; genetic basis of inheritance; how genes and proteins work. Lectures, laboratory-discussion. Pre- or coreq: one term of college-level general chemistry (CH 111 or higher) or equivalent.

212 General Biology II: Organisms (4) How cells develop and interact within complex organisms. Comparative anatomy and

physiology of plants, animals, and fungi. Lectures, laboratory-discussion. Prereq: C– or better in BI 211.

213 General Biology III: Populations (4) How organisms interact with their environments and with each other; ecology, evolution, and behavior. Lectures, laboratory-discussion. Prereq: C– or better in BI 211, MATH 95 or higher.

261 Foundations I: Genetics and Evolution (5) Genetic basis of life and evolutionary basis of biological diversity. Prereq: grade of P or C– or better in first or third term of college-level general chemistry; pre- or coreq: second term of college-level general chemistry. For biology majors and others planning life-science careers.

262 Foundations II: Molecular Genetics (5) Biological processes of reproduction and variation at the molecular level. How genes and proteins interact. Lectures, laboratory. Prereq: grades of P or C– or better in BI 261 and second term of general chemistry; pre- or coreq: third term of general chemistry. For biology majors and others planning life-science careers.

263 Foundations III: Biochemical Basis of Life (5) How macromolecules generate the structural elements of living cells and direct universal cellular functions such as the interconversion of food and energy. Lectures, laboratory. Prereq: grades of P or C– or better in BI 262 and third term of general chemistry. Pre- or coreq: CH 331. For biology majors and others planning life-science careers. *Students cannot receive credit for both BI 263 and CH 360.*

264 Foundations IV: Biological Interactions (5) How living organisms develop, function as a whole, and interact with each other. Lectures, laboratory. Prereq: grade of P or C– or better in BI 263. For biology majors and others planning life-science careers.

307 Forest Biology (4) Structure and function of forested ecosystems emphasizing the Pacific Northwest. Interactions among trees, microorganisms, and animals; disturbance and recovery; forest management. Lectures, laboratory. Prereq: BI 213 or 264 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. Lectures, laboratory. Prereq: BI 213 or 264 or instructor's consent.

311 Human Anatomy I: Bones, Muscles, Nerves (4) Gross human anatomy; the skeletal, muscular, and neural systems. Lectures, laboratory. Prereq: BI 212 or 264 or instructor's consent.

312 Human Anatomy II: Systems of the Body (4) The circulatory, respiratory, digestive, and urogenital systems. Lectures, laboratory. Prereq: BI 311.

313 Human Physiology I: Nerve, Muscle, Senses (4) 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. Lectures, laboratory. Prereq: BI 212 or 264 or instructor's consent. College anatomy strongly recommended.

314 Human Physiology II: Homeostatic Mechanisms (4) Circulatory, respiratory, digestive, metabolic, immune, endocrine, and reproductive physiology. Lectures, laboratory. 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 summer session only.* Not offered 1999–2000.

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 264 or instructor's consent.

322 Cell Biology (4) Eukaryotic cell nuclear structure and exchange, protein trafficking, endocytosis, chaperones, cytoskeletal functions, intercellular junctions, extracellular materials, signaling, cell division mechanics and controls, aging and death. Lectures, laboratory-discussion. Prereq: BI 211–213 or BI 264 or instructor's consent.

328 Developmental Biology (4) Topics include genetic regulation, nucleocytoplasmic interactions, organellogenesis, morphogenesis, pattern formation, cell differentiation, and neoplasia. Lectures, laboratory. Prereq: BI 264 or instructor's consent.

330 Microbiology (3) Biology of bacteria: photosynthetic, heterotrophic, and others. Cell structure and function, metabolism including anaerobic and O_2-producing photosynthesis, nitrogen fixation, species interactions, and role in major geochemical cycles. Prereq: BI 263 or instructor's consent.

331 Microbiology Laboratory (2) Microbial diversity through laboratory projects involving enrichments, culture isolations, and partial characterizations. Pre- or coreq: BI 330 or instructor's consent. Two scheduled laboratories per week; additional unscheduled time required.

340 Plant Diversity and Physiology (4) Structure, development, and physiology of the important plant divisions, including adaptations essential for colonization and survival in various aquatic and terrestrial environments. Lectures, laboratory. Prereq: BI 211–213 or BI 264 or instructor's consent.

351 Invertebrate Biology (4) Representative invertebrate groups, with emphasis on marine forms, morphology, systematics, life history, and ecology. Prereq: BI 211–213 or BI 264 or instructor's consent. *Students cannot receive credit for both BI 351 and BI 451 if taken for 8 credits. Offered at Oregon Institute of Marine Biology.*

354 Vertebrate Form and Function (4) Evolution of the skeleton and locomotor adaptations. Comparative anatomy and evolution of major body systems of vertebrates and their adaptations to various environments. Lectures, laboratory. Prereq: BI 213 or 264 or instructor's consent. *Offered at Oregon Institute of Marine Biology.* Not offered 1999–2000.

355 Vertebrate Evolution and Development (4) Comparisons of vertebrate organs and tissues with emphasis on evolutionary trends, development, and diversification. How origins of novel structures may arise by changes in regulatory gene activities. Prereq: BI 264.

356 Animal Physiology (4) Neurophysiology, endocrinology, muscle contraction, and homeostatic mechanisms of circulation, respiration, metabolism, ionic regulation, and excretion in mammals; comparison with those in other animals. Lectures, laboratory. Prereq: BI 211–213 or BI 264 or instructor's consent.

357 Marine Biology (4) Ecology and physiology of marine plants and animals. Comparisons of various marine habitats. Human influences on marine systems. Prereq: BI 213 or 264 or instructor's consent. *Not open to students who have credit for BI 458 or 474.*

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 211–213 or BI 264 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. Required fieldwork. Prereq: BI 211–213 or BI 264 or instructor's consent. Calculus or statistics recommended.

375 Biological Diversity (4) Patterns of global biological diversity in space and time; major systematic groups of organisms and their ecological roles; historical and human effects on biological diversity. Prereq: BI 213 or 264 or instructor's consent.

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 264, or instructor's consent.

390 Animal Behavior (4) How and why animals behave, and how animal behavior is studied. Mechanisms of behavior, behavioral ecology, and sociobiology. Prereq: BI 211–213 or 264.

399 Special Studies: [Topic] (1–5R) R when topic changes.

The following 400-level courses are primarily for undergraduate majors in biology.

401 Research: [Topic] (1–16R) P/N only

402 Supervised College Teaching (1–6R) P/N only. R for maximum of 9 credits.

403 Thesis (1–16R) P/N only

405 Reading and Conference: [Topic] (1–16R) P/N only

406 Field Studies: [Topic] (1–16R)

407/507 Seminar: [Topic] (1–2R) P/N only. Topics vary from year to year.

408/508 Laboratory Projects: [Topic] (1–16R) Special laboratory training in research methods. A fee may be charged for supplies and materials that become the property of the student.

409 Practicum: [Topic] (1–6R) P/N only

410/510 Experimental Course: [Topic] (1–16R) Topics vary from year to year.

412/512 Marine Field Studies: [Topic] (4–8R) Variable topics include field studies of marine organisms, marine biology, wetlands biology, and coastal ecosystems. Prereq: instructor's consent. R when topic changes. *Offered at Oregon Institute of Marine Biology.*

417/517 Techniques in Electron Microscopy (5) Techniques in biological electron microscopy, including fixation, embedding, thin section, positive and negative staining, shadowing, and microscope operation. Emphasis on transmission electron microscopy. Prereq: instructor's consent.

421/521 Eukaryotic Gene Regulation (4) Molecular mechanisms regulating gene expression in eukaryotes. Emphasis on genetic and biochemical analysis of transcriptional control. Prereq: BI 320 or instructor's consent. Not offered 1999–2000.

424/524 Advanced Molecular Genetics (4) Structure and function of chromosomes with emphasis on unsolved genetic problems such as genomic imprinting, position effects, and gene silencing. Prereq: BI 320 or instructor's consent.

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.

428/528 Developmental Genetics (4) Genetic regulation of development, including investigations of molecular mechanisms and studies of developmental mutants. Topics include molecular biology of eukaryotic chromosomes, genetic mosaics, and models of gene regulation. Prereq: BI 320 or 328 or instructor's consent. Not offered 1999–2000.

429/529 Developmental Patterning and Morphogenesis (4) Investigations and theoretical aspects of pattern formation in multicellular organisms. Cell lineage, cell cycle, and morphogenetic behaviors during embryogenesis of plants and animals. Prereq: BI 328 or instructor's consent.

431/531 Algae and Photosynthetic Bacteria (5) Structure, cytology, life history, and ecology of representative freshwater and marine algae. Lectures, laboratory. Prereq: BI 264 or instructor's consent.

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 264 or instructor's consent.

442/542 Systematic Botany (5) Principles of plant classification with emphasis on flowering plants, introduction to taxonomic theory and methods of biosystematics, collection and identification procedures, recognition of common families in native flora. Lectures, laboratory. Prereq: BI 340 or instructor's consent.

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. Lectures, laboratory. Prereq: instructor's consent. *Students cannot receive credit for both BI 351 and BI 451 if taken for 8 credits. Offered at Oregon Institute of Marine Biology.*

452/552 Insect Biology (4) Anatomy, physiology, and behavior of insects. Insect societies. Lectures, laboratory. Prereq: BI 211–213 or BI 264 or instructor's consent.

455/555 Marine Birds and Mammals (4–6) Principles of morphology, physiology, evolution, life history, and systematics as demonstrated through study of birds and mammals of the Oregon coast. Comparison of the fauna from the open sea to coastal waters. Lectures, laboratory. Prereq: instructor's consent. *Offered at Oregon Institute of Marine Biology.*

457/557 Marine Biology: [Topic] (4–8R) Content varies. Topics include plankton studies, biology of fishes, and other subjects related to marine biology. Lectures, laboratory. Prereq: instructor's consent. R when topic changes. *Offered at Oregon Institute of Marine Biology.*

458/558 Biological Oceanography (5) Examines patterns of biological productivity and controlling physical and chemical mechanisms in the various environments of the world's oceans. Lectures, laboratory. Prereq: BI 264 or instructor's consent. *Offered at Oregon Institute of Marine Biology.*

459/559 Field Ornithology (4) Natural history and identification of birds. Fieldwork emphasizes adaptation, behavior, breeding, distribution, migration, and ecology. *Offered summer session only.*

461/561 Systems Neuroscience (4) Principles of organization of nervous systems with emphasis on vertebrate brain and spinal cord. Functional implications of synaptic organization and pattern of projections, and comparative aspects. Prereq: BI 360 and PHYS 201–203 or instructor's consent.

CH 461/561, 462/562, 463/563 Biochemistry (4,4,4) See **Chemistry**

463/563 Cellular Neuroscience (4) Physiology of excitation, conduction, and synaptic transmission. Prereq: BI 360 or instructor's consent.

466/566 Developmental Neurobiology (4) Mechanisms underlying development of the nervous system. The genesis of nerve cells; differentiation of neurons; synaptogenesis and neuronal specificity; plasticity, regeneration, and degeneration of nervous tissue. Prereq: BI 320 and 328, or instructor's consent.

467/567 Hormones and the Nervous System (4) Effects of hormones on neuronal structure and function in vertebrates and invertebrates, particularly during development and metamorphosis. Relationship between neural and behavioral changes. Prereq: BI 360 or instructor's consent. Not offered 1999–2000.

CH 467/567 Biochemistry Laboratory (4) See **Chemistry**

468/568 Neuroethology (4) The neural mechanisms of naturally occurring behaviors such as echo location, bird song, navigation, and electroreception. Prereq: BI 360 or instructor's consent.

471/571 Population Ecology (4) Theoretical, experimental and applied aspects of growth, structure, and regulation of natural populations; population estimation; demographic analysis; life-history theory. Prereq: BI 370 or instructor's consent.

472/572 Community Ecology (4) Quantitative and conceptual approaches to the study of biological communities. Biodiversity measurement. Effect of climate and climate change on ecosystem structure and function. Pre- or coreq: BI 370 or BI 380 or instructor's consent.

473/573 Quantitative Ecology (5) Quantitative methods applied to field analyses of pattern, dominance, community structure, and interactions. Required fieldwork. Pre- or coreq: BI 370 or instructor's consent. Not offered 1999–2000.

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. Lectures, laboratory; required fieldwork. Prereq: BI 370 or instructor's consent.

477/577 Microbial Ecology (4) Survey of microorganisms; evolution and structure of microbial communities in relation to habitats; biogeochemical cycling; interaction among microorganisms and multicellular eukaryotes; biotechnology. Emphasis on terrestrial ecosystems. Prereq: BI 330 or 370 or instructor's consent.

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.

482/582 Advanced Evolutionary Genetics (4) Natural selection, levels of selection, life history evolution, coevolution, speciation, macroevolution, and phylogenetic inference. Prereq: BI 380 or instructor's consent.

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.

484/584 Molecular Evolution (4) General description of patterns of molecular variation within and between species, underlying mechanisms, and methods of analysis. Prereq: BI 320.

485/585 Paleobiology and Paleoecology (4) 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. Prereq: BI 370 or instructor's consent.

488/588 Evolution in Plant Populations (4) Critical examination of experimental and theoretical approaches to understanding how plant populations evolve in nature. Emphasis on genetic and ecological factors. Prereq: BI 380 or instructor's consent.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (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: [Topic] (1–16R) P/N only

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–3R) P/N only. Topics may include neurobiology, developmental biology, ecology colloquium, genetics, molecular biology, and neuroscience.

608 Special Topics: [Topic] (1–5R) Lecture course devoted to advanced topics that reflect instructor's current research interests.

609 Practicum: [Topic] (1–3R) P/N only

610 Experimental Course: [Topic] (1–5R)

Canadian Studies

Bryan T. Downes, Committee Chair

(541) 346-3817
103 Hendricks Hall

Steering Committee

John H. Baldwin, planning, public policy and management
Doug Blandy, arts and administration
Bryan T. Downes, planning, public policy and management
C. H. Edson, educational leadership, technology, and administration
Gerald W. Fry, international studies
Paul Goldman, educational leadership, technology, and administration
Steven Hecker, labor education and research
Jon L. Jacobson, law
Ronald W. Kellett, architecture
Glen A. Love, English
Madonna L. Moss, anthropology
Larry L. Neal, academic affairs
Deanna M. Robinson, journalism and communication
Ronald E. Sherriffs, journalism and communication
Everett G. Smith Jr., geography
Ted D. Smith, library
Janet Wasko, journalism and communication

About the Program

The University of Oregon does not have a formal department of Canadian studies. The Canadian studies committee seeks to integrate existing instructional and research activities on Canada and Canadian-United States relations and to stimulate research and course work. Through the auspices of the Canadian Publishing Centre, the University of Oregon Library System is a selected repository for Canadian federal documents.

Grant programs—available through the Academic Relations Division of the Canadian Embassy to support new course development, faculty and doctoral research, conferences, and outreach programs—have provided funds for a number of university faculty members and graduate students. Canadian studies courses enhance American students' understanding of Canada's economy, politics, culture, and social system as well as the strong ties that exist between the United States and Canada. The following courses that focus specifically on Canada and United States may be offered at the university during 1999–2000:

Anthropology. Native North Americans (ANTH 320)

English. Western American Literature (ENG 326)

Geography. Urban Geography (GEOG 442/542), Advanced Geography of European-American Regions: Canada (GEOG 470/570)

International Studies. The Pacific Challenge (INTL 440/540)

Law. International Law (LAW 671), Law of the Sea (LAW 677)

Planning, Public Policy and Management. City Management (PPPM 471/571)

Information about other courses with content on Canada is available from the committee chair.

Chemistry

Frederick W. Dahlquist, Department Head

(541) 346-4601
(541) 346-4643 fax
91 Klamath Hall
http://darkwing.uoregon.edu/~chem/

Faculty

Ralph J. Barnhard, senior instructor. 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, professor (organic). B.S., 1976, Massachusetts; M.A., 1981, Dartmouth; Ph.D., 1981, Harvard. (1983)

Jeffrey A. Cina, associate professor (physical). B.S., 1979, Wisconsin, Madison; Ph.D., 1985, California, Berkeley. (1995)

Frederick W. Dahlquist, professor (biochemistry). B.A., 1964, Wabash; Ph.D., 1969, California Institute of Technology. (1971)

Kenneth M. Doxsee, associate professor (organic). B.S., 1978, M.S., 1979, Stanford; Ph.D., 1983, California Institute of Technology. (1989)

Thomas R. Dyke, professor (physical); vice provost for research. B.A., 1966, Wooster; Ph.D., 1972, Harvard. (1974)

Paul C. Engelking, professor (physical). B.S., 1971, California Institute of Technology; M.Phil., 1974, Ph.D., 1976, Yale. (1978)

Deborah B. Exton, instructor. B.S., 1987, Metropolitan State College of Denver; Ph.D., 1992, Denver. (1993)

O. Hayes Griffith, professor (physical, biophysical). A.B., 1960, California, Riverside; Ph.D., 1964, California Institute of Technology. (1965)

Michael M. Haley, associate professor (organic). B.A., 1987, Ph.D., 1991, Rice. (1993)

Diane K. Hawley, professor (biochemistry). B.A., 1976, Kansas; Ph.D., 1982, Harvard. (1986)

David R. Herrick, professor (physical). B.S., 1969, Rochester; M.S., 1971, Ph.D., 1973, Yale. (1975)

James E. Hutchison, assistant professor (organic). B.S., 1986, Oregon; Ph.D., 1991, Stanford. (1994)

David C. Johnson, 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, 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)

Mark Lonergan, assistant professor (physical). B.S., 1990, Oregon; Ph.D., 1994, Northwestern. (1996)

James W. Long, senior instructor. B.S., 1965, Washington (Seattle); Ph.D., 1969, California, Berkeley. (1978)

Andrew Marcus, assistant professor (physical). B.A., 1987, California, San Diego; Ph.D., 1993, Stanford. (1996)

Catherine J. Page, associate professor (inorganic). B.A., 1980, Oberlin; Ph.D., 1984, Cornell. (1986)

Geraldine L. Richmond, Knight Professor of Liberal Arts and Sciences (physical). B.S., 1975, Kansas State; Ph.D., 1980, California, Berkeley. (1985)

Tom H. Stevens, professor (biochemistry); director, Institute of Molecular Biology. B.A., 1974, M.S., 1976, San Francisco State; Ph.D., 1980, California Institute of Technology. (1982)

David R. Tyler, professor (inorganic). B.S., 1975, Purdue; Ph.D., 1979, California Institute of Technology. (1985)

Peter H. von Hippel, professor (physical biochemistry). B.S., 1952, M.S., 1953, Ph.D., 1955, Massachusetts Institute of Technology. (1967)

Special Staff

Marina G. Cuenza, senior research associate. Doctoral, 1985, Ph.D., 1987, University of Genoa (Italy). (1998)

John Hardwick, courtesy senior instructor and senior research associate. See Physics

Timothy Weakley, research associate. B.S., 1956, Ph.D., 1959, Oxford University. (1987)

Richard A. Wielesek, research associate (lecture demonstrations). B.S., 1964, Illinois Institute of Technology; Ph.D., 1968, Oregon. (1973)

Emeriti

Robert M. Mazo, professor emeritus. A.B., 1952, Harvard; M.S., 1953, Ph.D., 1955, Yale. (1962)

Warner L. Peticolas, professor emeritus. B.S., 1950, Texas Technological; Ph.D., 1954, Northwestern. (1967)

Francis J. Reithel, professor emeritus. B.A., 1936, Reed; M.A., 1938, Ph.D., 1942, Oregon Medical School. (1946)

John A. Schellman, professor emeritus. A.B., 1948, Temple; M.A., 1949, Ph.D., 1951, Princeton. (1958)

William T. Simpson, professor emeritus. A.B., 1943, Ph.D., 1948, California, Berkeley. (1963)

Raymond C. Wolfe Jr., professor emeritus. A.B., 1942, M.A., 1948, Ph.D., 1955, California, Berkeley. (1956)

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

Undergraduate Studies

The Department of Chemistry offers bachelor of arts and bachelor of science degrees with majors in chemistry or biochemistry. The department enjoys a strong national reputation. A recent American Council on Education survey identifies the department among the thirty strongest in the nation.

The curriculum in chemistry 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 is a sound foundation for students interested in advanced work in chemistry or related sciences, particularly such fields as biochemistry, geochemistry, material science, and molecular biology.

One strength of the program is the opportunity undergraduates have to participate in the activities of a dynamic research group that considers problems extending well beyond textbook instruction. Major and nonmajor students alike can enjoy this experience of scientific inquiry. Two to three years of preparatory course work typically precede the research experience. The department enrolls twenty to thirty undergraduate students each term in Research (CH 401).

Preparation. The high school preparation of a prospective chemistry major should include chemistry, physics, and a minimum of three years of mathematics. Those interested in biochemistry would also profit from biology courses in high school. High school work in second 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.

The department offers three general-chemistry sequences—Introductory General Chemistry (CH 211, 212, 213), General Chemistry (CH 221, 222, 223), and Honors General Chemistry (CH 224, 225, 226)—all of which lead to organic chemistry, the second-year sequence in chemistry. Each general-chemistry sequence covers the

fundamentals of chemistry but uses a different approach and a textbook tailored to suit a student's background in high school chemistry and mathematics.

Careers. Career opportunities for chemists are available in education, government, and industry (see the annual October issue of *Chemical and Engineering News*). A bachelor's degree in chemistry provides a good background for advanced study in such fields as biochemistry, molecular biology, biology, pharmacy, pharmacology, physiology, medicine, medicinal chemistry, materials science, metallurgy, neuroscience, oceanography, forensic science, geochemistry, geological sciences, atmospheric science, and environmental sciences. Chemists also find jobs in science writing, public relations, personnel, plant production, sales, management, safety management, market research, patent law, and even financial analysis. The alumni newsletter, *Chemistry News*, has examples of careers UO majors have chosen. Follow the links from the department's web page.

Chemistry Major

The program described below is the recommended curriculum for chemistry majors. It includes courses in chemistry and related fields. Courses taken to satisfy major requirements must be passed with grades of C– or better. Variations in courses and order may be worked out in consultation with an adviser. Advisers can also provide lists of substitute courses and courses that are recommended but not required.

Students are encouraged to participate in Research (CH 401).

Chemistry Major Requirements

78–81 credits

Honors General Chemistry (CH 224H, 225H, 226H) *or* General Chemistry (CH 221, 222, 223) *or* Introductory General Chemistry (CH 211, 212, 213) 12
General Chemistry Laboratory (CH 227, 228, 229) *or* Advanced General Chemistry Laboratory (CH 237, 238, 239) 6
Organic Chemistry I,II,III (CH 331, 335, 336) 12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) 10
Physical Chemistry (CH 411, 412, 413) 12
Physical Chemistry Laboratory (CH 417, 418, 419) 12
Advanced electives or Research (CH 401) or a combination of Research and electives 9–12
Instrumental Analysis (CH 429) 5

Related Science Requirements ***38 credits***

Calculus I,II,III (MATH 251, 252, 253) 12
Introduction to Differential Equations (MATH 256), Several-Variable Calculus I (MATH 281) 8
General Physics with Calculus (PHYS 211, 212, 213) *or* General Physics (PHYS 201, 202, 203) .. 12
Introductory Physics Laboratory (PHYS 204, 205, 206) 6

Advanced Electives

Three courses *or* one course and 6 credits of Research (CH 401) *or* 9 credits of Research (CH 401). Courses not included below may be submitted to an adviser for consideration and approval.

credits

Research (CH 401) ..... minimum of 6
Mechanics, Electricity, and Magnetism (PHYS 412, 413) 8
Inorganic Chemistry (CH 431, 432, 433) 12
Advanced Organic-Inorganic Synthesis (CH 438) 5
Quantum Chemistry (CH 441) 4
Quantum Chemistry and Spectroscopy (CH 442, 443) 8
Chemical Thermodynamics (CH 444) 4
Statistical Mechanics (CH 445) 4
Chemical Kinetics (CH 446) 4
Advanced Organic-Inorganic Chemistry (CH 451, 452, 453) 12
Biochemistry (CH 461, 462, 463) 12
Research Instruments (CH 470) .... minimum of 4
Introduction to Geochemistry (GEOL 470) *or* Thermodynamic Geochemistry (GEOL 471) *or* Aqueous Geochemistry (GEOL 472) *or* Isotope Geochemistry (GEOL 473) 3–4

Sample Program for Majors

Freshman Year ***49 credits***

Honors General Chemistry (CH 224H, 225H, 226H) *or* General Chemistry (CH 221, 222, 223) *or* Introductory General Chemistry (CH 211, 212, 213) 12
General Chemistry Laboratory (CH 227, 228, 229) *or* Advanced General Chemistry (CH 237, 238, 239) 6
Calculus I,II,III (MATH 251, 252, 253) 12
College Composition I,II or III (WR 121, WR 122 or 123) 6
Electives 9
Introduction to Numerical Computation with FORTRAN (CIS 133) *or* Problem Solving in Pascal (CIS 134) *or* elective 4

Sophomore Year ***49–52 credits***

Organic Chemistry I,II,III (CH 331, 335, 336) 12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) 10
General Physics with Calculus (PHYS 211, 212, 213) *or* General Physics (PHYS 201, 202, 203) .. 12
Introductory Physics Laboratory (PHYS 204, 205, 206) 6
Second language or electives 9–12

Junior Year ***41–44 credits***

Physical Chemistry (CH 411, 412, 413) 12
Physical Chemistry Laboratory (CH 417, 418, 419) 12
Introduction to Differential Equations (MATH 256) 4
Several-Variable Calculus I (MATH 281) 4
Second language or electives 9–12

Senior Year ***32–35 credits***

Advanced electives or Research (CH 401) or a combination of Research and electives 9–12
Instrumental Analysis (CH 429) 5
Electives 18

Biochemistry Major

Many undergraduate students who are interested in advanced study using molecular approaches to biological problems (e.g., biochemistry, molecular biology, neurochemistry, physical biochemistry, or perhaps medical research) may want to base their training in chemistry but include courses in biologically based subjects. For these students, the Department of Chemistry offers a biochemistry major.

Courses taken to satisfy major requirements must be passed with grades of C– or better. Variations in courses and order may be worked out in consultation with an adviser.

Students who plan to attend graduate school should include research in their advanced work. If chemical research is included as part of the advanced work, at least 6 credits of Research (CH 401) must be completed. Students who plan to apply to medical schools should investigate the need for a physics laboratory course that is not included in this curriculum.

Biochemistry-Major Requirements

85 or 88 credits

Honors General Chemistry (CH 224H, 225H, 226H) *or* General Chemistry (CH 221, 222, 223) *or* Introductory General Chemistry (CH 211, 212, 213) 12
General Chemistry Laboratory (CH 227, 228, 229) ... 6
Organic Chemistry I,II,III (CH 331, 335, 336) 12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) 10
Physical Chemistry (CH 411, 412, 413) 12
Physical Chemistry Laboratory (CH 417, 418, 419) (choose two) 8
Biochemistry (CH 461, 462, 463) 12
Biochemistry Laboratory (CH 467) 4
Advanced electives or Research (CH 401) or a combination of Research and electives 9–12

Related Science Requirements ***42 credits***

Calculus I,II,III (MATH 251, 252, 253) 12
Introduction to Differential Equations (MATH 256) 4
General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213) 12
Foundations of Biology I,II: Genetics and Evolution, Molecular Genetics (BI 261, 262) 10
Genetics (BI 320) 4

Advanced Electives

Three courses or one course and 6 credits of Research (CH 401). The advanced elective courses are similar to those listed under the chemistry major; biochemistry majors might direct attention to biology or biochemical courses.

Sample Program for Biochemistry Majors

Freshman Year ***50 credits***

Honors General Chemistry (CH 224H, 225H, 226H) *or* General Chemistry (CH 221, 222, 223) *or* Introductory General Chemistry (CH 211, 212, 213) 12
General Chemistry Laboratory (CH 227, 228, 229) 6
College Composition I,III (WR 121, 123) 6
Calculus I,II,III (MATH 251, 252, 253) 12
Foundations of Biology I,II: Genetics and Evolution, Molecular Genetics (BI 261, 262) 10
Electives 4

Sophomore Year ***46–50 credits***

General Physics with Calculus (PHYS 211, 212, 213) *or* General Physics (PHYS 201, 202, 203) .. 12
Genetics (BI 320) 4
Organic Chemistry I,II,III (CH 331, 335, 336) or comparable lower-division sequence 12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) 10
Electives 8–12

Junior Year ***35–45 credits***

Introduction to Differential Equations (MATH 256) 4
Biochemistry (CH 461, 462, 463) 12
Biochemistry Laboratory (CH 467) 4
Advanced elective 3–9
Electives 8–12

Senior Year ***31–41 credits***

Advanced electives or Research (CH 401) or a combination of Research and electives 3–9
Physical Chemistry (CH 411, 412, 413) 12

Physical Chemistry Laboratory (CH 417, 418, 419) (choose two) 8
Electives 8–12

Honors Program

The criteria used for the selection of students who graduate with departmental honors in chemistry or biochemistry are

1. Grade point average (GPA) of 3.50 or higher in all graded courses
2. Suitable accomplishment in undergraduate chemical or related research. Specifically, the student must pursue a research problem for one academic year or longer and be recommended as worthy of honors by the faculty supervisor. Positive accomplishment and publishable results are expected but not required
3. Completion of two years of a college-level second language
4. Endorsement for a major with honors by a member of the university faculty
5. Completion of all course requirements for the B.S. degree in chemistry. Waivers or substitutions allowed with the chemistry faculty's approval

Chemistry Minor

A minor in chemistry may be designed from course work in general chemistry, including the laboratory sequence, and at least four additional courses. Five possible options are outlined below. Other options may be submitted for consideration and approval by the department. University requirements for the minor include a total of 24 credits in chemistry, 15 of which must be in upper-division courses and 12 of which must be completed at the University of Oregon. All courses for the minor must be completed with grades of C– or better. Credit for Seminar (CH 407), Reading and Conference (CH 405), and laboratory problems (CH 409) may not be applied as required course work for the minor.

Analytical-Physical Chemistry Option: General chemistry with laboratories plus CH 411, 412, 413, 417, 429.

Inorganic Chemistry Option: General chemistry with laboratories plus CH 411, 412, 413, 431.

Organic Chemistry Option: General chemistry with laboratories plus CH 331, 335, 336, 337, 338.

Organic Chemistry–Biochemistry Option: General chemistry with laboratories plus CH 331, CH 332 or CH 335, CH 337, 338, 461.

Physical Chemistry Option: General chemistry with laboratories plus CH 411, 412, 413, 417.

Biochemistry Minor

The Department of Chemistry offers a minor in biochemistry. A total of 38 credits are required, distributed as follows:

Lower Division	***18 credits***
General chemistry sequence	12
General chemistry laboratories	6
Upper Division	***20 credits***
Organic Chemistry I (CH 331)	4
Organic Chemistry of Biological Molecules (CH 332) or Organic Chemistry II (CH 335)	4
Biochemistry (CH 461, 462)	8
Biochemistry (CH 463) or Biochemistry Laboratory (CH 467)	4

Other courses may be submitted for consideration and approval by the department. At least 12 credits for the biochemistry minor must be completed at the University of Oregon. All courses applied to the minor must be completed with grades of C– or better. Credit for Seminar (CH 407), Reading and Conference (CH 405, and Special Laboratory Problems (CH 409) may not be applied as required courses or credits for the biochemistry minor.

Academic Minors for Chemistry Majors

A carefully chosen minor can complement and enhance undergraduate study in chemistry. Chemistry majors are encouraged to consider an academic minor in one of the following disciplines: biology, business administration, computer and information science, economics, environmental studies, exercise and movement science, geological sciences, mathematics, or physics.

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in chemistry and integrated sciences. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

Graduate work in chemistry is a research-oriented Ph.D. program with options in organic chemistry, organometallic chemistry, inorganic chemistry, physical chemistry, materials science, biochemistry, and molecular or cell biology. Master of science (M.S.) and master of arts (M.A.) degrees are also offered.

A strength of the University of Oregon program is its interdisciplinary approach to research and teaching. Many important advances in chemistry occur at the junctions of classically defined divisions of science. Collaborative interaction of these divisions is fostered through interdisciplinary research institutes. Chemical scientists may be interested in the Institute of Molecular Biology, the Institute of Theoretical Science, the Materials Science Institute, the Oregon Center for Optics, and the programs in molecular synthesis, structure, and dynamics and 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 based on 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 are $15,800, plus tuition waiver, for the calendar year including summer research. During 1998–99 research projects in the Department of Chemistry were sponsored by the American Cancer Society, American Chemical Society, American Heart Association, Beckman Foundation, CoCensys, Inc., Department of Energy, Dreyfus Foundation, Fuji Silicia, Howard Hughes Medical Institute, Medical Research Foundation, National Institutes of Health, National Science Foundation, Office of Naval Research, Pardee Foundation, Research Corporation, U.S. Department of Education, and U.S.-Israel Binational Science Foundation.

An illustrated publication, *University of Oregon Doctoral Program in Chemistry*, may be requested from the department. The booklet presents information about the program, facilities, financial support, faculty members and their individual research interests, course offerings, housing, and the local environment. People who request the booklet also receive information about admission and application forms for admission and graduate teaching fellowships.

Biochemistry, Molecular Biology, Cell Biology

One of the most active areas of research is the study of the molecular bases of cell function, including synthesis of macromolecules, regulation of gene expression, development, cell movement, and the structure and function of biological membranes. Research in these areas has been fostered by close collaboration among biologists, chemists, and physicists. The interdisciplinary nature of these programs has been greatly strengthened by the Institute of Molecular Biology and the programs in cell biology. Eight members of the chemistry department are affiliated with these programs. Entering graduate students are in an excellent position to take advantage of the molecular-oriented avenues to the study of biological problems.

One group is investigating the secretory pathway in yeast, using mutants to analyze the steps in intracellular transport of proteins. Various aspects of regulation of transcription in yeast, plants, and animals are under investigation in several laboratories. Other groups are studying the control of cell movement (chemotaxis) in bacteria and signal transduction mechanisms in yeast and higher organisms. 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 structures, properties, and structure-property relationships of condensed phase materials. It is by nature interdisciplinary, combining expertise from the fields of chemistry, physics, geology, and molecular biology. 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 bulk crystalline solids but also includes low-dimensional materials such as thin solid films or nanoscopic "wires" as well as amorphous solids and some aspects of liquids. Much of the excitement of the research in this area derives from the discovery and the improved understanding of new materials that have potential technological applications.

The Materials Science Institute was created to foster collaboration among the materials-oriented research groups at the University of Oregon. Members of the institute are active in the study of the structure, reactivity, and thermodynamics of materials in addition to the characterization of their electronic, magnetic, and optical properties. The chemistry and physics departments, dominant members of the institute, offer courses and seminars on the chemistry and physics of materials to foster the educational and research aspects of materials science. The list of active research topics includes the application of novel synthetic strategies toward the preparation of metastable phases (including the use of thin-film superlattice composites, sol-gel synthesis, self-assembly, and electron beam lithography), ultra-high vacuum surface science, laser-induced dynamics at surfaces, nonlinear optics of interfaces, characterization of electronic materials and devices, studies on the properties of amorphous and glassy materials, quantum size effects and fundamental limits of microelectronic devices, scanning force and scanning tunneling microscopy of modified surfaces and biological molecules, and electron transport across protein assemblies and biotechnological materials. Sharing of facilities and expertise among the various research groups is an important and valued aspect of the Materials Science Institute. Collaboration between institute members and industrial and national research laboratories is also an important dimension of the program.

Organic, Bioorganic, Inorganic, Organometallic, Materials Chemistry

The synthesis of new chemical substances and the study of their fundamental chemical and physical properties is at the heart of organic, bioorganic, organometallic, inorganic, and materials chemistry. Research and teaching in these traditionally distinct subareas is unified through a single, cohesive organic-inorganic area 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, organometallic, 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 state-of-the-art instrumentation in the shared organic-inorganic instrumentation facility adjoining the research laboratories. Most faculty members in this area have multiple research interests and expertise. Collaboration with researchers working in physics, materials science, biochemistry, and medicinal chemistry enhances the program.

Physical Chemistry and 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 Institute of Theoretical Science, the Materials Science Institute, and the biophysical chemistry program discussed earlier.

Using sophisticated experimental and theoretical techniques, research groups investigate the structure and dynamics of molecular systems and their relation to interfacial and condensed phase phenomena. Projects include theoretical and experimental studies of molecular clusters, intermolecular forces, polymers, and complex fluids. Advanced methods from dynamical systems theory 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. Nonlinear dynamics techniques are used for analysis of highly excited chaotic molecular systems.

The close interactions of physical chemists in the Institute of Theoretical Science, the Materials Science Institute, and the Oregon Center for Optics 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; highly excited vibrational states and energy flow processes in molecules; and quantum optics research. The Shared Laser Facility provides a convenient mechanism for sharing and supporting major laser systems used in much of this work.

Industrial Internships for Master's Degrees in Chemistry or Physics

Internship in Polymers. This internship introduces the fundamental concept, processes, preparation, and physical characterization of polymers, with emphasis placed on those of commercial interest.

Internship in the Semiconductor Industry. This internship introduces the fundamental concept, processes, and fabrication methods used in the semiconductor processing industry.

These interdisciplinary internship programs are designed to make students more effective problem solvers in the industrial environment. Courses start during summer session and are followed by interviews for a six- to nine-month internship with a participating host company. The 42 credits earned in during the internship program may be applied to requirements for a master's degree in chemistry or physics; 12 additional credits of course work are required to complete a master's degree in chemistry or physics. Information and application materials are available through the UO Materials Science Institute.

Chemistry Courses (CH)

101, 102 Science and Society (4,4) Applies chemical concepts to societal aspects of environmental concerns for air and water quality, herbicides, pesticides, metal poisoning, conventional and nuclear energy sources, and the greenhouse effect; chemical concepts of acids and bases, polymers, detergents, and cosmetics; biochemistry of food and energy production, nutrition, drugs and pharmaceuticals, and disease. Sequence. Prereq for 102: CH 101 or high school chemistry or one year of college chemistry.

111 Introduction to Chemical Principles (4) Chemical concepts for students in health care, biological applications, and environmental studies. Topics include atomic structure, solutions, acids, bases, stoichiometry, equilibrium, biomolecules, and organic functional groups. Lecture, demonstration. Prereq: MATH 95.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] **(1–5R)** R when topic changes.

211, 212, 213 Introductory General Chemistry (4,4,4) First-year university chemistry: atomic and molecular structure, thermodynamics, equilibrium, physical properties, and the chemical reactions of the elements. Pre- or coreq: MATH 95,

111, or 112. Concurrent CH 227, 228, 229 recommended. For students without extensive chemical or mathematics backgrounds. *Students can receive credit for only one of the following sequences: CH 211–213 or 221–223 or 224–226H.*

221, 222, 223 General Chemistry (4,4,4) First-year university chemistry: atomic and molecular structure, thermodynamics, equilibrium, physical properties, and the chemical reactions of the elements. Lectures. Prereq: high school chemistry; coreq: MATH 111, 112 or equivalents. Concurrent calculus recommended. *Students can receive credit for only one of the following sequences: CH 211–213 or 221–223 or 224–226H.*

224, 225, 226 (H) Honors General Chemistry (4,4,4) First-year university chemistry for students with excellent backgrounds in high school chemistry, physics, and mathematics. Chemical structure, equilibrium dynamics, reactions, thermodynamics, and an introduction to quantum chemistry. Pre- or coreq: calculus. Coreq: CH 237, 238, 239. For science majors and Clark Honors College students. *Students can receive credit for only one of the following sequences: CH 211–213 or 221–223 or 224–226H.*

227, 228, 229 General Chemistry Laboratory (2,2,2) Teaches laboratory skills through chemical reactions and writing equations, phase diagrams, equilibrium constants, acid-base titrations, volumetric analyses, voltaic cells, exercises in kinetics and inorganic chemistry. Pre-or coreq: CH 211, 212, 213 or CH 221, 222, 223 or instructor's consent.

237 Advanced General Chemistry Laboratory (2) Experiments in chemistry emphasize gravimetric techniques, periodic relationships, chemical equations, phase diagrams, volumetric and spectrophotometric techniques. Coreq: CH 224H or instructor's consent. Limited to selected students; primarily for prospective chemistry and other science majors and for Clark Honors College students.

238, 239 Advanced General Chemistry Laboratory (2,2) Experiments in chemistry use spectrophotometric, titrimetric, and electrochemical techniques and culminate in a laboratory research project. Coreq for 238: CH 225H; coreq for 239: CH 226H; or instructor's consent. Limited to selected students; primarily for prospective chemistry and other science majors and for Clark Honors College students.

331 Organic Chemistry I (4) Structure, properties, and bonding of organic molecules. Prereq: CH 213 or 223 or 226H. Concurrent CH 337 recommended.

332 Organic Chemistry of Biological Molecules (4) Organic chemistry of the major classes of biomolecules (carbohydrates, lipids, amino acids, proteins, nucleic acids) with a focus on biological aspects. Prereq: CH 331. Concurrent CH 338 recommended. For biology majors and students in prehealth sciences, environmental sciences, and programs that do not require a full-year sequence in organic chemistry. *Students cannot receive credit for both CH 332 and 336.*

335 Organic Chemistry II (4) Reactions and mechanisms of organic chemistry. Prereq: CH 331. Concurrent CH 338 recommended. For chemistry majors, premedical and predental students.

336 Organic Chemistry III (4) Organic chemistry of biomolecules with a focus on chemical aspects. Prereq: CH 335. Concurrent CH 339 recommended. For chemistry majors, premedical and predental students. *Students cannot receive credit for both CH 332 and 336.*

337, 338 Organic Chemistry Laboratory (3,3) Principles and techniques of laboratory practice in organic chemistry. Prereq: CH 229 or 239; pre- or coreq: CH 331, 332 or CH 331, 335.

339 Organic Analysis (4) Qualitative analysis and structure determination of unknowns. Pre- or coreq: CH 337, 338 with grades of C– or better and CH 331, 335, 336 or equivalents or instructor's consent. For chemistry majors and others who require a year of organic laboratory.

360 Physiological Biochemistry (4) Topics include protein structure and function, enzyme mechanisms, central metabolism and bioenergetics, integration and regulation of metabolism, cytoskeleton, muscle and hormone action, and muscle physiology. Prereq: CH 332 or instructor's consent. *Students cannot receive credit for both BI 263 and CH 360.*

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (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 a bachelor's degree with honors in chemistry or biochemistry.

405 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) P/N only. Biochemistry seminar for undergraduates who have completed or are enrolled in CH 461, 462, 463. No graduate credit.

408/508 Workshop: [Topic] (1–21R)

409 Special Laboratory Problems (1–21R) Nonresearch-oriented laboratory instruction; laboratory work covered in other courses is not duplicated. Prereq: instructor's consent.

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

411/511, 412/512, 413/513 Physical Chemistry (4,4,4) Methods of physics applied to chemical problems in chemistry, including inorganic, organic, and biochemistry. Introduction to chemical thermodynamics, rate processes, and quantum chemistry. Prereq: two years of college chemistry (except for physics majors), PHYS 211, 212, 213 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. Prereq: PHYS 204, 205, 206; pre- or coreq: CH 411/511, 412/512, 413/513.

429 Instrumental Analysis (5) Use of instrumental methods for quantitative determinations of unknown chemical samples. Prereq: CH 417 or instructor's consent.

431/531, 432/532, 433/533 Inorganic Chemistry (4,4,4) 431/531: introduction to chemical bonding and group theory for molecular symmetry. Multielectron approximations, valence bond and molecular orbital theories, and crystal field theory of transition metal compounds. **432/532, 433/533:** syntheses, structures, reactions, and reaction mechanisms of coordination complexes, solid state materials, and bioinorganic molecules. Prereq: CH 413/513; concurrent CH 441/541 recommended.

438/538 Advanced Organic-Inorganic Synthesis (5) Methods of organic and inorganic synthetic chemistry and solid state chemistry from the perspective of Nobel Prize–winning research. Prereq: CH 336, 339.

441/541 Quantum Chemistry (4) The principles of time-independent quantum mechanics and their application to model atomic and molecular systems. Prereq: CH 413/513 or equivalent.

442/542, 443/543 Quantum Chemistry and Spectroscopy (4,4) 442/542: molecular structure theory, perturbation theory, time-dependent quantum mechanics, theory of spectra, selection rules. **443/543:** experimental spectra of atomic and molecular systems and surfaces. Prereq: CH 441/541 or equivalent.

444/544 Chemical Thermodynamics (4) The laws of thermodynamics and their applications, including those to nonideal chemical systems. Prereq: CH 413/513 or equivalent.

445/545 Statistical Mechanics (4) 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: [Topic] (4R) Description and interpretation of the time evolution of chemical systems. Prereq: CH 413/513 or equivalent.

451/551, 452/552, 453/553 Advanced Organic-Inorganic Chemistry (4,4,4) 451/551: principles of organic-inorganic reaction dynamics; kinetics and mechanisms, linear free-energy relationships, isotope effects, substitution reactions, dynamic behavior of reactive intermediates, electron transfer chemistry. **452/552:** 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. **453/553:** strategies and tactics for the synthesis of complex organic molecules. Sequence.

461/561 Biochemistry (4) Structure and function of macromolecules. Prereq: BI 263, CH 332 or 335 or equivalent. Prior exposure to calculus and physical chemistry recommended.

462/562 Biochemistry (4) Metabolism and metabolic control processes. Energy and sensory transduction mechanisms. Prereq: BI 263, CH 461/561 or instructor's consent.

463/563 Biochemistry (4) Mechanisms and regulation of nucleic acid and protein biosynthesis. Other current topics in biochemical genetics. Prereq: BI 263, CH 462/562 or instructor's consent.

467/567 Biochemistry Laboratory (4) Methods of modern molecular biology and protein purification. Prereq: instructor's consent.

470/570 Research Instruments: [Topic] (1–3R) Advanced experimental and theoretical concepts and the operation of instrumentation used in chemical research. Topics include Fourier transform nuclear magnetic resonance (FT-NMR), Fourier transform infrared spectroscopy (FT-IR), electron pair magnetic resonance (EPR), and computers. Prereq: instructor's consent.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Seminars offered in biochemistry, chemical physics, materials science, molecular biology, neuroscience, organic-inorganic chemistry, and physical chemistry.

608 Workshop: [Topic] (1–16R)

609 Terminal Project (1–16R)

610 Experimental Course: [Topic] (1–5R)

613 Organic-Inorganic Chemistry: [Topic] (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 Physical Chemistry: [Topic] (1–4R) Topics include group theory, rotational and vibrational spectroscopy, magnetic resonance, electronic spectroscopy, statistical mechanics, theory of polymer s and complex fluids, kinetics of complex systems, solution thermodynamics. R when topic changes.

616 Biochemistry: [Topic] (1–4R) Topics include enzyme mechanisms, stability and conformation of macromolecules, nucleic acids and nucleic acid protein complexes, conformational analysis of macromolecules, protein and nucleic acid biosynthesis. R when topic changes.

623 Organic-Inorganic Chemistry Journal Club: [Topic] (1R) Preparation and delivery of colloquium-style lectures in organic-inorganic chemistry based on papers from the literature. R for maximum of 12 credits.

624 Physical Chemistry Journal Club: [Topic] (1R) Preparation and delivery of colloquium-style lectures in physical chemistry based on papers from the literature. R for maximum of 12 credits.

634 Physical Methods of NMR Spectroscopy (4) Principles of pulsed Fourier transform nuclear magnetic resonance, Bloch equations, density matrix formalism, spin relaxation, one- and multidimensional methods, data analysis, and analysis of both small and macromolecules.

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.

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.

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.

Classics

John Nicols, Department Head

(541) 346-4069
(541) 346-5544 fax
307 Prince Lucien Campbell Hall
1267 University of Oregon,
Eugene OR 97403-1267
classics@oregon.uoregon.edu
http://darkwing.uoregon.edu/~classics/

Faculty

P. Lowell Bowditch, assistant professor (Latin literature, comparative literature, literary theory). B.A., 1984, California, Berkeley, M.A., 1989, Ph.D., 1992, Brown. (1993)

Jeffrey M. Hurwit, professor. See **Art History**

Mary K. Jaeger, associate professor (Latin literature). B.A., 1982, Gustavus Adolphus; M.A., 1984, Ph.D., 1990, California, Berkeley. (1990)

Steven Lowenstam, professor (archaic epic, literary criticism, Plato). B.A., 1967, Chicago; M.A., 1969, Ph.D., 1975, Harvard. (1975)

John Nicols, professor. See **History**

Steven Shankman, professor. See **English**

Malcolm Wilson, assistant professor (ancient philosophy). B.A., 1985, Western Ontario; M.A., 1986, Toronto; Ph.D., 1993, California, Berkeley. (1990)

Emeriti

Frederick M. Combellack, professor emeritus. B.A., 1928, Stanford; Ph.D., 1936, California, Berkeley. (1937)

C. Bennett Pascal, professor emeritus. B.A., 1949, M.A., 1950, California, Los Angeles; M.A., 1953, Ph.D., 1956, Harvard. (1960)

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

Participating

Martha J. Bayless, English

Marianne S. Nicols, arts and sciences

Undergraduate Studies

The field of classics embraces all aspects of Greek and Roman culture from the prehistoric to the medieval periods. The study of the Greek and Latin languages is essential to the discipline.

The undergraduate's primary aim in studying classics at the university is to learn Greek or Latin (or both) well enough to read the ancient authors in their original languages.

Through the study of classical literature in the original and in English translation, and through the study of other areas encompassed by the classics, such as ancient history, philosophy, art history, mythology, and rhetoric, a student gains an understanding of the culture and ideals of the classical world and their influence on the languages and institutions of Western civilization.

Students who intend to major in classics begin the study of one or both of the classical languages as early as possible in their undergraduate careers. Those who expect to do graduate work should take French or German while they are undergraduates.

Careers. A bachelor's degree in classics prepares students for entry into graduate programs in classics, linguistics, comparative literature, ancient history, and archaeology, eventually leading to careers in college teaching, fieldwork, or the editorial professions.

Many prestigious professional schools look upon broad and thorough schooling in the humanities with greater favor than upon narrow preprofessional undergraduate training. Accordingly, students graduating from classics departments throughout the country have had notable success in schools of law, medicine, and business.

Major Requirements

The department offers the bachelor of arts (B.A.) degree in four majors. Students may choose to focus on Latin language and literature (Latin major), Greek language and literature (Greek major), or a combination of Greek and Latin (classics major). Students may also study the literature and culture of the ancient civilizations through courses that use secondary sources and translated texts (classical civilization major).

Courses used to satisfy major requirements must be taken for letter grades and passed with grades of mid-C or better.

Greek. In preparation, students must complete one year of college Greek (GRK 101, 102, 103) or demonstrate proficiency at the introductory level. For the major, students must complete the following:

Greek Major Requirements ***52 credits***

Greek courses beyond the first-year level, selected from GRK 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses; GRK 411 32
Ancient Greece (HIST 412) 8
Three upper-division Greek or Latin courses beyond the first year or courses in translation or from related departments. A list of approved courses is available from the department 12

Majors in Greek are encouraged to take electives in ancient literature in translation and in ancient art, religion, or mythology. They are also urged to take course work in Latin.

Latin. In preparation, students must complete one year of college Latin (LAT 101, 102, 103) or demonstrate proficiency at the introductory level. For the major, students must complete the following:

Latin Major Requirements ***52 credits***

Latin courses beyond the first-year level, selected from LAT 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses; LAT 411 32
Ancient Rome (HIST 414) 8
Three upper-division Latin or Greek courses beyond the first year, or courses in translation or from related departments. A list of approved courses is available from the department 12

Majors in Latin are encouraged to take electives in ancient literature in translation and in ancient art, religion, or mythology. They are also urged to take course work in Greek.

Classics. In preparation, students must complete one year of college Greek and one year of college Latin or demonstrate proficiency in both languages at the introductory level. For the major, students must complete the following:

Classics Major Requirements ***52 credits***

Latin and Greek courses beyond the first year with no fewer than 12 credits devoted to either language. Courses selected from LAT 301, 302, 303 or GRK 301, 302, 303, repeated with departmental approval; other 300- or 400-level

courses in either language except LAT 421; Latin and Greek prose composition 36
Ancient Greece (HIST 412) and Ancient Rome (HIST 414) 8
Upper-division Latin or Greek courses, courses in translation or from related departments, or Greek or Latin composition. A list of approved courses is available from the department 8

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

Classical Civilization. In preparation, students must demonstrate proficiency in Greek or Latin by completing LAT 301, 302, 303 or GRK 301, 302, 303 or their equivalents with grades of mid-C or better. Students whose Greek or Latin was taken entirely in high school must take one year of second- or third-year Greek or Latin (301, 302, 303, or 411) at the University of Oregon in works not read in their high school courses.

For the major, students must complete 44 credits, distributed as follows:

Classical Civilization
Major Requirements ***44 credits***
Ancient Greece (HIST 412) and Ancient Rome (HIST 414) 8
Two courses in classical literature in translation (e.g., CLAS 301, 302, 303, 304 or, with department head's consent, HUM 101) 8
Two courses in ancient art, selected from ARH 322, 323, 422, 423, 424 8
Chosen in consultation with a classics department adviser, electives in Greek (GRK), Latin (LAT), classics (CLAS), or relevant courses in art history (ARH), English (ENG), history (HIST), philosophy (PHIL), religious studies (REL) 20

Honors

The honors program in classics provides an opportunity for a student to focus on an area of concentration in a written thesis. The requirements for a bachelor's degree with honors in classics are as follows:

1. Satisfaction of the requirements for the major
2. A grade point average (GPA) of 3.50 or better in courses taken to meet the upper-division requirements of the major
3. A senior thesis of substantial quality, approved by the thesis director and at least one member of the program committee

Minor Requirements

Greek. The minor in Greek requires 24 credits distributed as follows:

8 credits in 400-level courses in Greek (GRK)

16 upper-division credits in related courses in classics (CLAS), history (HIST), Latin (LAT), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL)

Students must have a grade point average of 2.50 or higher in courses applied to the minor. At least 15 credits must be earned at the University of Oregon.

Latin. The minor in Latin requires 24 credits distributed as follows:

8 credits in 400-level courses in Latin (LAT)

16 upper-division credits in related courses in classics (CLAS), history (HIST), Greek (GRK), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL)

Students must have a grade point average of 2.50 or higher in courses applied to the minor. At least 15 credits must be earned at the University of Oregon.

Secondary School Teaching

The Department of Classics offers work for preparation to teach Latin in Oregon public secondary schools. Licensure as a secondary teacher requires completion of a graduate-level teacher preparation program. All work for the Latin endorsement should be completed before entering the teacher preparation program. For specific information about departmental requirements for the Latin endorsement, students should contact the departmental adviser. The College of Education offers a fifth-year program for teaching licensure in a second language. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

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, adding courses selected from the other two departments. The following are the three programs recommended for a specialization in classical archaeology. Approved Seminars (407) are also recommended.

Art History. Departmental major, with an option in Greek and Roman art, to include Art of Ancient Greece (ARH 322) *or* Art of Ancient Rome (ARH 323), Aegean Art (ARH 422), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427), Roman Architecture (ARH 428)

Courses recommended in addition to the major: Ancient Greece (HIST 412), Ancient Rome (HIST 414), two years of Greek or Latin

Classics. Departmental major in Latin, Greek, or classics (Latin and Greek) beyond the second year. Ancient Greece (HIST 412), Ancient Rome (HIST 414)

Courses recommended in addition to the major: seminar in Greek or Roman art (ARH 407), Aegean Art (ARH 422) *or* Art of Ancient Greece (ARH 322) *or* Art of Ancient Rome (ARH 323), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427), Roman Architecture (ARH 428)

History. Departmental major, with an option in the history of Greece and Rome, to include Ancient Greece (HIST 412), Ancient Rome (HIST 414)

Courses recommended in addition to the major: Art of Ancient Greece (ARH 322) *or* Art of Ancient Rome (ARH 323), Aegean Art (ARH 422), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427), Roman Architecture (ARH 428), 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 or with a comprehensive examination.

The option in Greek or Latin is earned with a concentration in one of the classical languages, but students concentrating in one language typically take some work in the other.

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, and English.

Admission

Procedures for admission to do graduate work in classics include the following:

1. A completed Graduate Admission Application
2. Transcripts of all college work
3. Three letters of recommendation
4. Scores on the verbal and quantitative sections of the Graduate Record Examinations (GRE)
5. Test of English as a Foreign Language (TOEFL) scores are required for international students
6. A sample of written work and a statement of academic purpose

Several graduate teaching fellowships are available each year for entering graduate students.

Master of Arts Degree

Requirements

1. Complete at least 45 credits of graduate course work, which must include one Seminar (ARH, HIST, GRK, LAT, or CLAS 507)
2. Complete surveys of Greek history (HIST 512) and Roman history (HIST 514). Equivalent courses taken as an undergraduate may fulfill this requirement
3. Pass a translation examination in one modern language, usually French or German. This requirement may be fulfilled with a standardized examination offered by the university or by the successful translation of a significant scholarly text
4. Choose one of two plans for completing the master of arts degree in classics with specialization in Greek, Latin, or both:

   Plan 1: Write a thesis in one of the fields mentioned above. Up to 9 credits of Thesis 503 may be counted toward the 45-credit minimum

Plan 2: Pass a comprehensive examination in three parts: translation, textual interpretation, and culture. The candidate must, in consultation with his or her advisers, define a reading list for the translation part of the examination

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

Interdisciplinary Program in Classical Civilization

The Department of Classics administers an interdisciplinary master of arts degree in classical civilization to provide predoctoral training for prospective candidates in classical archaeology and ancient history, or for students interested in a general graduate program in ancient studies. The candidates must satisfy requirements (1), (2), and (3) required for the master of arts degree in classics; pass with a grade of mid-B or better Authors (LAT or GRK 511); and define, with the help of an advisory committee, a coherent program of study. More information may be obtained from the classics department office.

Classics in English Translation (CLAS)

199 Special Studies: [Topic] (1–5R)

201 Greek Life and Culture (4) Uses literary sources, art, and architecture to examine Greek civilization from Mycenean times to the conquest of Rome. Wilson.

202 Roman Life and Culture (4) Examines Roman civilization from the founding of Rome in the 8th century B.C. to the victory of Constantine and his religion early in the 4th century A.D. Jaeger.

301 Greek and Roman Epic (4) Analysis of the heroic tradition and epic themes in the Homeric poems, the works of Hesiod, and the *Aeneid*. Emphasis on literary criticism and intellectual history. Lowenstam.

302 Greek and Roman Tragedy (4) Examination of Aeschylus, Sophocles, Euripides, and perhaps Seneca from the viewpoint of literary criticism and intellectual history. Bowditch.

303 Classical Greek Philosophers (4) Introduction to the philosophies of Plato and Aristotle from the viewpoint of Greek intellectual history. Lowenstam, Wilson.

304 Classical Comedy (4) Analysis of Old Comedy (Aristophanes), Middle Comedy (Aristophanes), and New Comedy (Menander, Roman drama) in juxtaposition with Euripidean satyr drama and "melodrama." Bowditch.

305 Latin Literature (4) Representative selections from major authors of Republican and Imperial Rome: epic, comedy, satire, lyric, and the ancient novel. Bowditch.

314 Gender and Sexuality in Antiquity (4) Introduction to construction of the categories of norms of Western sexuality through study of Greek and Roman attitudes toward gender roles, homo- and heterosexuality, the family, and privacy. Bowditch.

321 Classic Myths (4) The major mythological cycles of the ancient world: Troy, Thebes, and heroes. Literary and mythographic sources. Wilson.

322 Ancient Historiography (4) Introduction to the study of history as a discipline and as a genre; the structure of historical analysis, methods, and causation. Jaeger.

323 Ancient Rhetoric and Oratory (4) Oratory and rhetorical theory from 5th-century Athens to Rome under the emperors. Emphasis on the rule of persuasive speaking in politics and education. Jaeger.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Colloquium: [Topic] (1–21R)

409 Supervised Tutoring (1–21R)

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

503 Thesis (1–16R) P/N only. Prereq: second-year proficiency in Greek or Latin.

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Colloquium: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R)

Greek Courses (GRK)

101, 102, 103 Basic Greek (5,5,5) Fundamentals of the Attic Greek language; readings in Attic Greek and in *koiné*. Bowditch, Jaeger, Wilson.

199 Special Studies: [Topic] (1–5R)

301, 302, 303 Authors: [Topic] (4,4,4R) Second-year Greek: selections from major Greek authors with focus on reading and syntax. **301:** Plato. **302:** Euripides. **303:** Homer. R when reading material changes. Jaeger, Lowenstam.

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. Lowenstam, Wilson.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Colloquium: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R)

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

411/511 Authors: [Topic] (4R) Each term devoted to a different author or literary genre: Euripides, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes, Herodotus, Aristophanes, lyric poetry, comedy, pastoral. R when topic changes. Bowditch, Lowenstam, Wilson.

447/547, 448/548, 449/549 Greek Prose Composition: [Topic] (1–3,1–3,1–3R) Composition of continuous Greek prose based on an intensive study of stylistic models from classical literature. Prereq: GRK 347, 348, 349. R with instructor's consent. Lowenstam, Wilson.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

607 Greek Seminar: [Topic] (1–5R)

608 Colloquium: [Topic] (1–16R)

609 Terminal Project (1–16R)

610 Experimental Course: [Topic] (1–5R)

Latin Courses (LAT)

101, 102, 103 Basic Latin (5,5,5) Fundamentals of Latin grammar; selected readings from classical and medieval authors. Bowditch, Calhoon, Jaeger.

199 Special Studies: [Topic] (1–5R)

301, 302, 303 Authors: [Topic] (4,4,4R) Second-year Latin: selections from major Roman authors with focus on reading and syntax. **301:** Caesar. **302:** Virgil's *Aeneid*. **303:** Ovid. R when reading material changes. Bowditch, Jaeger, Lowenstam, M. Nicols, Wilson.

347, 348, 349 Latin Composition (1,1,1) Survey of Classical Latin syntax; extensive practice in prose composition. Designed for majors and prospective teachers. Bowditch, Lowenstam.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Colloquium: [Topic] (1–21R)

409 Supervised Tutoring: [Topic] (1–21R)

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

411/511 Authors: [Topic] (4R) Each term devoted to a different author or literary genre: Catullus, Tacitus, Juvenal, Pliny, Ovid, Lucretius, comedy, philosophy, elegy, epic, satire. R when topic changes. Jaeger, Lowenstam, Wilson.

414/514 Readings in Medieval Latin: [Topic] (1–4R) Representative selections from medieval authors with analysis of the period and its institutions. R when topic changes.

447/547, 448/548, 449/549 Latin Prose Composition: [Topic] (1–3,1–3,1–3R) Composition of continuous Latin prose based on an intensive study of stylistic models from classical literature. Prereq: LAT 347, 348, 349. R with instructor's consent. Lowenstam.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Colloquium: [Topic] (1–21R)

609 Terminal Project (1–16R)

610 Experimental Course: [Topic] (1–5R)

Comparative Literature

Roland Greene, Program Director

(541) 346-3986
(541) 346-3240 fax
313 Villard Hall
5242 University of Oregon
Eugene OR 97403-5242
complit@oregon.uoregon.edu
http://babel.uoregon.edu/complit/welcome.html

Faculty

Kenneth S. Calhoon, associate professor (German literature, psychoanalysis, Romanticism). See **Germanic Languages and Literatures**

Roland Greene, professor (early modern European and American literatures, poetry and poetics). A.B., 1979, Brown; M.A., 1982, Ph.D., 1985, Princeton. (1993)

Katya E. Hokanson, assistant professor (Russian literature, travel literature, cultural studies). B.A., 1984, Williams; M.A., 1988, Ph.D., 1994, Stanford. (1995)

Clare A. Lees, associate professor (medieval studies, cultural studies, feminism). B.A., 1980, M.A., 1981, Leeds; Ph.D., 1985, Liverpool. (1994)

Timothy J. Reiss, professor (Renaissance and 18th-century literature, history and theory of theater, cultural and political theory). B.A., 1964, Manchester; M.A., 1965, Ph.D., 1968, Illinois. (1999)

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)

Emeritus

Thomas R. Hart, professor emeritus. B.A., 1948, Ph.D., 1952, Yale. (1964)

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

Executive Committee

Steven T. Brown, East Asian languages and literatures
F. Regina Psaki, Romance languages
Steven Shankman, English and classics

Participating

Barbara K. Altmann, Romance languages
Zoe Borovsky, Germanic languages and literatures
P. Lowell Bowditch, classics
Carl R. Bybee, journalism and communication
Carolyn L. Cartier, geography
David R. Castillo, Romance languages
Suzanne Clark, English
Jacqueline Cruz, Romance languages
Dianne M. Dugaw, English
Ian Duncan, English
Maram Epstein, East Asian languages and literatures
Laura Fair, history
Joseph G. Fracchia, honors college
Lisa Freinkel, English
Leonardo García-Pabón, Romance languages
Kenneth M. George, anthropology
Olakunle George, English
Evlyn Gould, Romance languages
Garrett K. Hongo, creative writing
Shari M. Huhndorf, English
Kathleen Rowe Karlyn, English
Karen L. Kelsky, anthropology
Robert Kyr, music
Wendy Larson, East Asian languages and literatures
Massimo Lollini, Romance languages
John McCole, history
Karen S. McPherson, Romance languages
Andrew Morrogh, art history
Peggy Pascoe, history
Paul W. Peppis, English
Forest Pyle, English
Judith Raiskin, women's studies
Jennifer F. Rondeau, history
George Rowe, English
Cheyney C. Ryan, philosophy
Tze-Lan Sang, East Asian languages and literatures
Kathy Saranpa, Germanic languages and literatures
George J. Sheridan Jr., history
Arlene Stein, sociology
Mónica Szurmuk, Romance languages
Julian Weiss, Romance languages
Elizabeth A. Wheeler, English
Daniel N. Wojcik, English
Henry B. Wonham, English
Virpi Zuck, Germanic languages and literatures

About the Program

The University of Oregon offers major programs in comparative literature leading to the bachelor of arts (B.A.), master of arts (M.A.), and doctor of philosophy (Ph.D.) degrees.

Comparative literature is perhaps the central discipline of the humanities, a field of and for our times. Closely allied with literary and critical theory, philology, historicism, and cultural studies, but identical with none of them, comparative literature creates its own subject matter by the ways in which it approaches texts. Where the national literatures designate their subjects by language or nation, comparative literature allows a pluralistic, speculative approach to any material that can be considered to be—or to influence—literature.

Oregon's graduate program, established in 1962, has an international reputation. It is the home of the principal journal in the field, *Comparative Literature*, and is closely involved with the leading national organization, the American Comparative Literature Association.

Every year the program sponsors a major lecture series on a topic of broad interest to literary scholars and the humanities community. The series typically comprises not only public lectures but workshops, seminars, and other events for undergraduates, graduate students, and the public. In 1999–2000 the topic is "Making Worlds, Marking Time."

The program maintains an active schedule of other lectures and seminars. Recent visitors include Nancy Armstrong, Charles Bernstein, Eduardo Cadava, Rey Chow, Jean Franco, Monika Greenleaf, Hans Ulrich Gumbrecht, Timothy Hampton, Lynda Hart, David Harvey, Heather James, Gregory Jusdanis, Karma Lochrie, Andrew Parker, Marjorie Perloff, Andrew Ross, Ramón Saldívar, Haun Saussy, Henry M. Sayre, Jeffrey Schnapp, Ella Shohat, Peter Stallybrass, John Whittier Treat, and Nancy J. Vickers.

Library holdings, which are strong in all areas of research in literature, include an outstanding collection of journals, many of which come to the library in exchange for *Comparative Literature*.

Undergraduate Studies

The undergraduate program offers a unique major that cuts across disciplines, teaches critical skills, and provides an intellectually challenging curriculum while preparing students for career possibilities in the media, law, government, business, or teaching. Students with a good background in one or more languages other than English find that the program gives them the opportunity to study literature and related cultural productions, including canonical and emerging writings, in a variety of historical and theoretical perspectives.

The program provides maximum flexibility for developing the individual student's major. Working with the undergraduate coordinator or an adviser, the student works out a plan of study suited to her or his interests within the broad parameters of the two concentrations described below. Two honors options are described later in this section.

Major Requirements

Majors must satisfy the university language requirement for the B.A. degree and complete the following courses:

Literature, Language, Culture (COLT 101)

Two courses selected from The World of Epic (COLT 201), The World of Drama (COLT 202), The World of Poetry (COLT 203), The World of Fiction (COLT 204), The World of Autobiography (COLT 206), Genre (COLT 208)

Approaches to Comparative Literature (COLT 301)

Concentrations

The undergraduate program has two concentrations, either of which may be chosen when the student declares the major. Students in each concentration become familiar with the fundamental methods and issues of the other—a number of courses may be applied to both—but they choose a clear emphasis on either theoretical or historical study.

Concentration in Critical Theory and Cultural Studies. This concentration, which offers a theoretical approach to literature in its various cultural contexts, requires two approved 300- or 400-level courses that involve the interpretive study of documents and/or traditions of culture.

Concentration in Comparative Literary Studies. This concentration, which emphasizes the historical study of literature with a transnational, cross-cultural focus on authors, periods, genres, and texts, requires the completion of three years of a second language or the equivalent and includes two more upper-division literature courses than the other concentration.

In addition to requirements specific to the concentration areas listed above, all majors select appropriate courses from the following categories:

Theories and Methods. Two 300- or 400-level courses—selected from a list approved by the program—that explore fundamental problems in critical theory and methods.

Focus. Two approved, closely related 300- or 400-level courses that consider a particular literary or cultural form, issue, or problem.

Literature. Two upper-division courses in the student's designated foreign literature, read in the original language, or a combination of appropriate courses in the foreign literature and

comparative literature courses that include that literature. In the case of the latter, arrangements must be made to do relevant reading in the original language to the extent possible.

Electives. Two approved upper-division elective courses.

Upper-Division Courses. At least four upper-division courses beyond COLT 301 must be COLT or COLT cross-listed courses.

Honors in Comparative Literature

Majors may request approval to pursue one of the two honors options.

Second Foreign Literature Honors. Completion of three upper-division courses in a second foreign literature, read in the original language.

Senior Thesis Honors. Successful completion and presentation (by the end of the second term of the senior year) of an essay written under the direction of a comparative literature faculty member and a second faculty reader. Students choosing this option enroll for two terms of Thesis (COLT 403).

Graduate Studies

Students are admitted to the graduate program with the expectation that they will work toward the Ph.D. degree. The M.A. is typically granted after the student passes the qualifying examinations, not as a terminal degree.

The Oregon program in comparative literature is based on the conviction that a scholar in the discipline should be closely trained in a national literature as well as in its international contexts; that literary and cultural theory in its widest sense has become indispensable to the field; that every comparatist should have a multidimensional training that allows him or her to contribute to several distinct areas of the field over a career; and that an education in the discipline includes explicit preparation in such areas as philology, bibliography, and pedagogy as well as exposure to current issues in comparative literature's continuing self-definition. The program is intended to take about seven years from admission to the Ph.D.

Admission

A complete application for admission includes the university's application form, a transcript of all college- and graduate-level work to the date of application, three letters of recommendation, a statement of purpose, a ten- to twenty-page sample in English of critical writing about literature, and, if appropriate, the application for a graduate teaching fellowship (GTF). The application deadline is January 15 for entrance the following fall term. Application packets may be obtained from the address above.

Candidates for admission typically have an undergraduate major in one literature and competence in two of the following languages: Chinese, Danish, French, German, Greek, Italian, Japanese, Latin, Norwegian, Russian, Spanish, Swedish. Under special circumstances arrangements may be made with the program director to study other literatures.

Overview of Requirements

Between entrance and advancement to doctoral candidacy, students must complete ten courses in the primary and contextual fields, four courses in the focus field, four courses in the field on theory and methodology, and one course in the professional field (COLT 614); pass the relevant language examinations; pass the qualifying examination; identify a committee of advisers; and submit an approved statement of purpose. Course work must be completed with a minimum grade point average (GPA) of 3.25. The requirements after candidacy are an approved prospectus, Dissertation Work in Progress (COLT 611), Comparative Literature in the Academy (COLT 612), and the dissertation.

Course Work

Course work in the program is organized into five fields.

Primary Field. The primary field is the basis of each student's graduate education and may well become the fundamental element in his or her professional identity. Based in a chosen national literature, the primary field reflects the conventions of that literature. Often it is defined as a period (e.g., medieval Italian, 20th-century Peninsular Spanish), but where appropriate may be defined as a genre (e.g., the English novel) or in other ways (e.g., modern Japanese, contemporary Luso-Brazilian).

Contextual Field. The contextual field is designed to complement the primary field, building international, multilinguistic, and interdisciplinary contexts around it. Where the primary field is a period in a national literature (e.g., 19th-century French), the contextual field often treats that period in wider perspective (e.g., 19th-century western Europe, including courses in German and English literature and European history). The contextual field largely entails graduate-level literature courses in the student's second and third languages.

The primary and contextual fields together consist of ten courses.

Focus Field. Courses in the focus field are chosen by the student to establish a basis for scholarship and teaching in an area that might not be defined in national or period terms. These courses often address a genre, a discipline (e.g., art history, psychology), an approach (e.g., feminism, Marxism), a problem (e.g., interpretation, the politics of literature), or another special interest. The courses typically involve work in more than one language and should be sufficiently unlike the primary and contextual fields to give the student a distinctive intellectual outlook.

Theory and Methods. This field ensures that every student has at least four courses in these areas, as defined by his or her interests.

The focus and theory and method fields together consist of eight courses.

Professional. The professional field includes three specific courses, two of which are taken after the qualifying examinations. Graduate Studies in Comparative Literature (COLT 614) must be taken before the end of the student's first two years in the program. Comparative Literature in the Academy (COLT 612) should betaken within a year of the completion of the qualifying examination; and Dissertation Work in Progress (COLT 611) is required at least once—but may be repeated—after the examination. Students whose GTF appointments require course work in pedagogical methodology may use one such course to satisfy requirements of this field.

Timetable from Entrance to Examinations

Language Examinations. As early as possible in the first year and no later than the start of spring term, students must demonstrate their knowledge of at least one language of which they are not native speakers. No one is examined on English. Language examinations are set by members of the participating faculty and administered through the program office. In unusual circumstances this examination may be waived on the recommendation of a qualified faculty member and with the approval of the director of graduate studies. Language examinations may be retaken, but competence in relevant languages must be demonstrated before the end of the second year.

Statement of Purpose. By the last week of the first year's winter term, each student must submit a brief statement of purpose identifying and justifying the primary, contextual, and focus fields that the student intends to study. The final draft of the statement must be submitted by the first week of spring term.

First-Year Conversation. In the third and fourth weeks of spring term, the student, his or her adviser, and two participating faculty members meet for a conversation about the statement of purpose. They evaluate the student's progress to date, including course work and language examinations; discuss the intended fields; and offer guidance for the next two years that lead to the qualifying examination. With the committee's approval of the statement of purpose and the student's general plan of study as well as the satisfactory completion of first-year course work, the student may proceed to the second year of work.

Second-Year Report. In the spring term of the second year, the adviser writes a detailed report on the student's progress, based on performance in courses as reflected in the student's grades, written work, and narrative evaluations from faculty members who have taught the student in comparative literature courses. If the student's progress is unsatisfactory at this point, he or she may be advised not to continue in the program.

Qualifying Examinations

Students take qualifying examinations between the third and seventh weeks of the term following completion of at least sixteen courses. The examination has two parts, written and oral.

Committee. Each student identifies three faculty members who represent the primary, contextual, and focus fields and obtains their agreement to participate in the qualifying examination. This committee must be approved by the director of graduate studies no later than three months before the date of the examination.

Reading List. For the primary, contextual, and focus fields each student compiles, in consultation with his or her advisers, a single comprehensive reading list of not fewer than fifty titles. This list must be submitted to the examiners and the director of graduate studies one month before the examinations.

Written Examination. In the written examination, the student writes three essays, one on each of

the relevant fields, over three twenty-four-hour periods. At the student's option, the minimum time frame of the written examination is three days; the maximum, three weeks.

Oral Examination. The oral examination takes place after the student's committee has graded the written examination—typically two weeks later. In preparation for the oral, the student compiles a short list that is a synthesis of the qualifying examination's reading list. This list is the basis of the bibliography for the dissertation. During the oral examination, the committee and the student review the written examination, discussing areas of strength and weakness. The oral examination itself may be neither passed nor failed. It is intended to contribute to the student's plans for the dissertation. On completion of a successful written examination and the oral, the student is advanced to doctoral candidacy.

Dissertation

Prospectus. The prospectus for the dissertation should be submitted to the adviser and committee during the term following the written and oral examinations.

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

More information about requirements may be found in the handbook of the graduate program, which supersedes the above description.

Comparative Literature Courses (COLT)

101 Literature, Language, Culture (4) Introduction to the international study of literature in its historical, linguistic, and cultural contexts of production and reception. Lees.

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201 The World of Epic (4) Explores narratives of nation- or culture-building, classical to modern.

202 The World of Drama (4) Studies drama as a genre, a critical paradigm, and a social and cultural phenomenon.

203 The World of Poetry (4) Surveys poetries of different languages, periods, and cultures.

204 The World of Fiction (4) Explores novels and short stories. Examines narrative features—point of view, authority, voice, style, structure in cultural and international contexts.

206 The World of Autobiography (4) Examines the nature and problems of writing about the self. Explores autobiography and its subgenres in cultural and international contexts.

208 Genre: [Topic] (4R) Identifies emerging, hybrid, or minor genres in cultural and international contexts. Topics include cyberpunk, the fantastic, prison literature, magic realism, travel writing. R twice when topic changes for maximum of 12 credits.

301 Approaches to Comparative Literature (4) Introduction to theory and methods in comparative literature, with some attention to the history and problems of the discipline. Greene, Hokanson.

350 Comparative Literature: [Topic] (4R) Topic for 1999–2000 is Tragedy. Reiss. R when topic changes.

360 Gender and Identity in Literature (4) Introduction to the study of gender in literature, from Asia to Europe to the Americas, and from the classics to the late 20th century. Hokanson.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Topics for 1999–2000 include The Russian Novel and World Literature, Dostoevsky and the West. Rice.

408/508 Workshop: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–5R) Topics for 1999–2000 include Verbal Art, Pathology, and Healing; Literatures, Tricksters, and Culture Exchange. Reiss, Rice.

411/511 Classicisms: [Topic] (4–5R) Antiquity of East and West: its literature and thought, its uses as a critical concept, and its outcomes in the postclassical world. Bowditch, Brown, Epstein, Shankman. R twice when topic changes for maximum of 15 credits.

412/512 Medieval Culture: [Topic] (4R) Examines the relation between cultural studies and medieval societies. Concentrates on such issues as belief, aesthetics, gender. Lees. R twice when topic changes for maximum of 12 credits.

413/513 Early Modern Literature in Context: [Topic] (4–5R) Literature of the Renaissance in aesthetic, intellectual, and social contexts. Topic for 1999–2000 is Culture and Identy in the Americas. Sayre. R twice when topic changes for maximum of 15 credits.

414/514 Literature and Institutions of the Enlightenment: [Topic] (4–5R) The genesis of modern sites of authority, discourses, and political beliefs in the Enlightenment project. Topic for 1999–2000 is Fables of Civility. Calhoon. R twice when topic changes for maximum of 15 credits.

416/516 Revaluations of the 19th Century: [Topic] (4–5R) Issues and problems in 19th-century literature. Includes Romanticism, realism, nationalism, colonialism, orientalism, socialism, decadence, and the rise of modern scientific discourse. Topic for 1999–2000 is Romanticism. Calhoon. R twice when topic changes for maximum of 15 credits.

418/518 Modernisms: [Topic] (4–5R) Comparative study of modernism as a force for aesthetic and social renovation. Topics for 1999–2000 are The Politics of Style: Modernism and Anarchy, The Uncanny. Calhoon, Clark. R twice when topic changes for maximum of 15 credits.

419/519 Study of the Contemporary: [Topic] (4–5R) Approaches to the critical study of the present, including topics such as postmodernism, digital culture, cyberpunk. Topic for 1999–2000 is The City in Modernity and Postmodernity. Agis. R twice when topic changes for maximum of 15 credits.

423/523 Early Modern Prose Fiction (4) Uses historical and contemporary narrative theory to chart a critically unarticulated episode in early modern European literature: the emergence of vernacular prose fiction before the novel. Greene.

432/532 Medieval Lyric to Petrarch (4) Examines, in whole or in significant part, the corpora of representative poets of the medieval tradition in several national literatures. Psaki.

433/533 Early Modern Lyric (4) Examines European and American poetry after Petrarch, from 1500 to 1700, with attention to generic innovation, differentiation of modes and styles, emerging theories of lyric, and social contexts. Greene.

438/538 Latino Poetry of the United States (4–5) Investigates how Chicano and Chicana, Puerto Rican, Cuban, and other Latino and Latina identities are represented and interrogated in recent poetry. Readings in Spanish and English. Greene.

439/539 Lyric Theory and Interpretation (4) Literary and cultural theory of Western lyric. Topics include temporality, person, figuration, materiality, openness and closure, and lyric in the age of popular music video. Greene.

440/540 Comparative Theatricalities: [Topic] (4–5R) Drama and other manifestations of the dramatic in literature and culture, considered in comparative context. Brown, Kintz, Sohlich. R twice when topic changes for maximum of 15 credits.

450/550 Cinematic Representations: [Topic] (4–5R) Film treated in broad aesthetic (including literary) and cultural contexts. Lesage. R twice when topic changes for maximum of 15 credits.

461/561 Studies in Contemporary Theory: [Topic] (4–5R) Identifies issues in literary and/or cultural theory for close examination. Freinkel, Lees, McCole, Pyle. R twice when topic changes for maximum of 15 credits.

462/562 Cultural Intersections: [Topic] (4–5R) Studies designated issues between literatures and societies remote from one another, e.g., "minor" and "major" cultures, Asia and the West, developing and developed countries. Topic for 1999–2000 is Caribbean Writing. Reiss. R twice when topic changes for maximum of 15 credits.

463/563 Comparative Feminisms (4) Uses a comparative feminist approach on a series of important debates within feminism to find the commonalities and differences among various European and American voices. Lees.

464/564 Cross-Cultural Investigations of Gender: [Topic] (4–5R) Advanced study of gender in settings of historical and/or cultural difference with explicit attention to the theoretical premises underlying comparison. Topic for 1999–2000 is Queer Love. Block, Brown, Hokanson, Kintz, Lees. R twice when topic changes for maximum of 15 credits.

472/572 The Body in History (4) Survey of the subject of the body in late Antique to early Renaissance writing in the light of current theories of gender. Lees.

473/573 New World Poetics (4) Sixteenth-century European discourse about the Americas and responses to it by the first generations of colonial, *criollo*, and *mestizo* writers. Particular attention to race, institution, and nation. Greene.

474/574 Culture and Identity in the Americas (4) The formation of American cultural, racial, and national identity from Whitman and Martí to Ginsberg, *Tropicália*, and Anzaldúa. Greene.

477/577 Nation and Resistance (4) Explores how people of four continents have used language, literature, and film to resist imperialism, neocolonialism, racism, sexism, and other forms of group oppression.

478/578 Suicide and Literature East and West (4) Investigates the phenomenon of suicide, from sociology to literature, in the United States, Europe, and Japan. Includes the warrior's

"honorable suicide" and the "love suicide" ideals.

479/579 Literature and Testimony (4–5) The literature of testimony as both a historical phenomenon and a challenge to the critical and ethical canons of comparative literature. Lollini.

490/590 Philosophical Problems and Literary Contexts: [Topic] (4–5R) Establishes a dialogue between philosophy and literature—as disciplines, as historical constructions, as value systems. Topic for 1999–2000 is Descartes in History. Reiss. R twice when topic changes for maximum of 15 credits.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Topic for 1999–2000 is Feminist Epistemology. Sohlich.

608 Colloquium: [Topic] (1–16R) Recent topics include Contemporary Science and Literary Theory, Global Cultural Studies, The Frankfurt School, The Nature of the Literary.

610 Experimental Course: [Topic] (1–5R) Topic for 1999–2000 is Aspects of Personhood in Ancient Europe. Reiss.

611 Dissertation Work in Progress (2R) P/N only. Presentation of work in progress and related intellectual matters by doctoral candidates. Pre- or coreq: advancement to candidacy. R once for maximum of 4 credits.

612 Comparative Literature in the Academy (1–2) P/N only. Explores professional issues for graduate students who plan careers in college and university teaching and scholarship. Prereq: instructor's consent.

614, 615, 616 Graduate Studies in Comparative Literature (5,5,5) 614: overview of the state of the discipline. Treats historical and theoretical developments in literary studies including philology and cultural studies; reconsiders the place of comparative literature in a global, pluralistic curriculum. Greene. **615:** survey of contemporary literary theory. **616:** problems and methods in practical criticism. Greene, Lees.

Computer and Information Science

Sarah A. Douglas, Department Head

(541) 346-4408
120 Deschutes Hall

Faculty

Zena M. Ariola, associate professor (lambda calculus, programming languages, term rewriting systems). B.S., 1980, University of Pisa (Italy); Ph.D., 1992, Harvard. (1992)

John S. Conery, professor (computational biology, logic programming, parallel processing). B.A., 1976, California, San Diego; Ph.D., 1983, California, Irvine. (1983)

Janice Cuny, associate professor (computational science, parallel processing, programming environments). B.A., 1973, Princeton; M.S., 1974, Wisconsin; Ph.D., 1981, Michigan. On leave 1999–2000. (1993)

Sarah A. Douglas, professor (human-computer interaction). A.B., 1966, California, Berkeley; M.S., 1979, Ph.D., 1983, Stanford. (1983)

Arthur M. Farley, professor (applied graph theory, artificial intelligence). B.S., 1968, Rensselaer Polytechnic Institute; Ph.D., 1974, Carnegie-Mellon. (1974)

Stephen F. Fickas, professor (requirements engineering, software engineering and the World Wide Web). 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)

Anthony J. Hornof, assistant professor (human-computer interaction, cognitive modeling, visual search). B.A., 1988, Columbia; M.S., 1996, Ph.D., 1999, Michigan.

Virginia M. Lo, associate professor (parallel and distributed computing). B.A., 1969, Michigan; M.S., 1977, Pennsylvania State; Ph.D., 1983, Illinois at Urbana-Champaign. (1984)

Eugene M. Luks, professor (algebraic algorithms, computational complexity, symbolic computation). B.S., 1960, City University of New York City College; Ph.D., 1966, Massachusetts Institute of Technology. (1983)

Allen D. Malony, associate professor (computational science, parallel processing, performance evaluation of supercomputing systems). B.S., 1980, M.S., 1982, California, Los Angeles; Ph.D., 1990, Illinois at Urbana-Champaign. (1991)

Gary Meyer, associate professor (color synthesis and reproduction, computer graphics). B.S., 1974, Michigan; M.S., 1975, Stanford; Ph.D., 1986, Cornell. (1986)

Andrzej Proskurowski, professor (algorithmic graph theory, models of communication networks). 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)

Amr A. Sabry, assistant professor (compilers, programming languages, semantics). B.S., 1986, M.S., 1989, Cairo; M.S., 1993, Ph.D., 1994, Rice. (1995)

Zary Segall, professor (building computer systems with guaranteed properties, software systems, wearable information systems). M.S., 1976, Ph.D., 1979, Technion Israel Institute of Technology. (1993)

Kent A. Stevens, professor (computational biomechanics, three-dimensional visualization). B.S., 1969, M.S., 1971, California, Los Angeles; Ph.D., 1979, Massachusetts Institute of Technology. (1982)

Christopher B. Wilson, associate professor (computational complexity, models of computation). B.S., 1978, Oregon; M.S., 1980, Ph.D., 1984, Toronto. (1984)

Michal Young, associate professor (software engineering, software test and analysis). B.A., 1983, Oregon; M.S., 1985, Ph.D., 1989, California, Irvine. (1997)

Daniel Zappala, assistant professor (networks). B.S., 1990, Stanford; Ph.D., 1997, Southern California. (1997)

Courtesy

William M. Kantor, courtesy professor (combinatorics, finite geometries, finite groups). See **Mathematics**

Charles R. B. Wright, courtesy professor (group theory). See **Mathematics**

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 a strong research program and a rewarding educational experience for undergraduate and graduate students.

The department offers instruction and opportunities for research in the following areas:

- theoretical computer science (computational complexity, models of computation, algorithm design)
- computer architecture
- operating systems, parallel processing, distributed systems, performance evaluation
- graphics
- software engineering
- networking
- database systems
- programming languages and compilers
- artificial intelligence (natural language processing, expert systems, human interfaces, vision)

In addition, the department offers an undergraduate minor and a selection of service courses for students who want introductory exposure to computers and computer applications. The computer science programs at the university are continually evolving as the discipline matures and as students' needs change.

Facilities

The Department of Computer and Information Science is housed in Deschutes Hall. This three-story, 27,000-square-foot science facility, which opened in 1989, holds faculty and graduate student offices and extensive laboratory space for research and instruction.

The departmental computing environment is a mix of Unix, Apple Macintosh, and Intel-based computers. The main servers are two Sun SPARCs and several SPARC workstations. These provide NFS file service and support World Wide Web, ftp, E-mail, USENET News, and other network services. First year undergraduates use Intel-based computer labs in the Computing Center, while upper-division undergraduates

and graduate students use a Sun Ultra SPARC workstation lab.

Research labs operate a variety of Unix workstations and Intel-based computers. The Interactive Systems Lab is equipped with Sun workstations, Macintoshes, and several Pentium processors. Specialized equipment for interactive systems research includes a PHANTOM force feedback control device and the DecTalk speech synthesizer. Usability studies are supported by a laboratory with multiple video cameras, video cassette recorders, and audio recording. The Computer Graphics Laboratory includes color scanners, color film recorders, color calibrated monitors and HP 755 series workstations with CRX 48Z graphics.

Research in high-performance computing is supported by the facilities in the Computational Science Institute. The institute has two Silicon Graphics Power Challenge systems with ten and twelve R8000 CPUs and Indigo2 High Impact graphics, and a Power Onyx with 8 R10000 CPUs, Reality Engine graphics, and Sirius Video. These machines are connected with 100mb Fast Ethernet to a dedicated Ethernet switch. Research in the institute is also supported by a four-processor Origin 2000, four Indigo2 High Impact workstations, and eight 02 desktop workstations.

The Network Research Lab contains a model of a wide-area network that is used to develop and prototype new Internet applications. Any of the computers may be used for simulations and as general-purpose workstations. The network is composed of custom-built PCs running the FreeBSD operating system.

The department network is primarily a switched 100-Base-T network, connected to the UO's one-gigabit network. The university is a member of Internet2, a high-speed network, connecting major research institutions..

Affiliated Institutes

Computational Intelligence Research Laboratory. The laboratory's research focuses on basic questions in artificial intelligence, including search, knowledge representation, and reasoning. The laboratory provides financial support for students and fosters an intimate relationship among a small group of researchers who work in closely related areas.

Computational Science Institute. The institute combines research in the physical sciences with work in applied mathematics, linear algebra, and computer science. This association of researchers from nine departments supports computational science efforts at the University of Oregon.

Software Engineering Research Center. One of several national sites sponsored by the National Science Foundation, the center includes members from all four of the state's research universities. This technology transfer center supports short- and long-term applied research projects related to software engineering that are of interest to industry.

Careers

The CIS undergraduate program is designed to prepare students for professional careers or for graduate study. Students with a B.A. or a B.S. degree in computer science have ever-expanding career opportunities. Possibilities range from the development of time-critical software for aerospace applications to the design of graphics and animation software to implementation and testing of next-generation Internet protocols. The field of computer science, which has become increasingly interdisciplinary over the past decade, offers a rich array of opportunities in fields as disparate as medicine, manufacturing, and the media, as well as abundant possibilities in the computer industry itself.

The CIS program prepares students for these challenges by emphasizing the fundamental concepts needed to be a successful computer scientist in the face of continuously evolving technology. 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 work effectively in dynamic, problem-solving teams. 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 requirements are listed below.

The Department of Mathematics and the Department of Computer and Information Science jointly offer an undergraduate major in mathematics and computer science, leading to a bachelor of arts or a bachelor of science degree. This major is described in the **Mathematics and Computer Science** section of this catalog.

Preparation. High school students planning to take substantial course work or major in computer and information science should pursue a strong academic program, including substantial work in mathematics and science. Students who have taken a programming course and who have 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). Students should call or write the department to determine if computer courses they have taken fulfill CIS major requirements.

The necessity of sequential completion of the required courses may make it difficult for students who declare their major after the sophomore year, and for some transfer students or students working toward a second bachelor's degree, to complete the major in a timely fashion. More information is available in the department office.

Major Requirements

Computer and Information Science. Fifty-four 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). These courses and laboratories introduce students to the principles of computation and the fundamental concepts of hardware and software.

Required Courses. Majors receive training in the techniques and tools needed for advanced courses in the following required courses: Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Data Structures Lab (CIS 323), Operating Systems (CIS 415), Software Methodology I (CIS 422), and Principles of Programming Languages (CIS 425).

Electives. The 16 upper-division elective credits allow students to explore areas beyond the core courses and to probe into areas of particular interest. The department office has information about the following optional areas of specialization: networking, software engineering, cognitive science, computational science, multimedia, and pregraduate studies.

Mathematics. Thirty credits including Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233), Calculus I,II,III (MATH 251, 252, 253), and 6 credits in upper-division mathematics courses from a list of department-approved courses. With the approval of a CIS adviser, students may substitute Mathematical Structures I,II (MATH 271, 272) and a course in probability or statistics for MATH 231, 232, 233.

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: either Scientific and Technical Writing (WR 320) or Business Communications (WR 321).

Science. Twelve 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)
3. General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213)
4. 12 credits in psychology courses at the 200 level or above, of which at least 8 must be from the experimental and physiological fields (PSY 430–450)

Progress Review. CIS majors must file a Progress Review Form with the CIS department after completing CIS 212 and before registering for CIS 315. 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, 313–315, 323, 415, 422, and 425—and 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 (MATH 271, 272)—must be passed with letter grades of C– or better. Other courses required for the degree and the 16 upper-division elective credits in CIS courses may be taken for letter grades or pass/no pass (P/N). Grades of C– or P or better must be earned in these courses.

Prerequisites. Prerequisites for CIS core courses must be completed with grades of C– or better. Students who can present evidence of equivalent academic experience may request a waiver for a prerequisite by submitting a petition to the CIS undergraduate education committee. Petition forms are available in the CIS office.

Programming Experience. Students who take CIS 210, 211, 212 are expected to have programming experience, which may have been acquired in a high school course, through employment, or in a course such as CIS 122. Students who are unsure about their level of preparation should meet with a CIS adviser.

Sample Program

Freshman Year	*42–46 credits*
Concepts of Computing: Algorithms and Programming (CIS 122)	4
Calculus I,II,III (MATH 251, 252, 253)	12
College Composition I,II or III (WR 121, WR 122 or 123)	6
Arts and letters group-satisfying courses	8–12
Multicultural requirement or elective	4
Social-science group-satisfying courses	8
Sophomore Year	***40–48 credits***
Computer Science I,II,III (CIS 210, 211, 212)	12
Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233)	12
Arts and letters group-satisfying courses	4–8
Social science group-satisfying course	4
Multicultural requirement or elective	4
Electives	4–8
Junior Year	***45–50 credits***
Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Data Structures Lab (CIS 323)	14
Upper-division mathematics electives	6–8
Upper-division CIS elective	4
CIS-major science requirement	12
Electives	9–12
Senior Year	***43–48 credits***
Scientific and Technical Writing (WR 320) or Business Communications (WR 321)	4
Operating Systems (CIS 415), Software Methodology I (CIS 422), Principles of Programming Languages (CIS 425)	12
Upper-division CIS electives	12
Electives	15–20

Accelerated Program for Majors

The accelerated program is designed for students who have solid experience in computer science (e.g., a year of programming in high school) and a strong background in mathematics. This program allows motivated students to take courses beyond the minimum requirements and allows qualified students to fulfill the requirements for the honors program. Students who complete the program's requirements can be admitted to the department's accelerated M.S. program, which is described under Graduate Studies in this section of the catalog.

Sample Program

Freshman Year	*42–46 credits*
Computer Science I,II,III (CIS 210, 211, 212)	12
Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233)	12
College Composition I,II or III (WR 121, WR 122 or 123)	6
Arts and letters group-satisfying courses	8–12
Multicultural requirement	4
Sophomore Year	***46–50 credits***
Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Data Structures Laboratory (CIS 323)	14
Calculus I,II,III (MATH 251, 252, 253)	12
CIS-major science requirement	12
Social science group-satisfying courses	8–12
Junior Year	***42–48 credits***
Operating Systems (CIS 415), Software Methodology I (CIS 422), Principles of Programming Languages (CIS 425)	12
Upper-division mathematics electives	6–8
Upper-division CIS elective	4
Multicultural requirement	4
Arts and letters group-satisfying course	4
Social science group-satisfying course	4
Electives	8–12
Senior Year	***40–44 credits***
Computer Architecture (CIS 429)	4
Upper-division CIS electives	8
CIS-major honors courses	8
Scientific and Technical Writing (WR 320) or Business Communications (WR 321)	4
Electives	16–20

Everyone associated with the discipline recognizes the dynamic nature of computer science. It is likely that occasional curricular modifications will be necessary. While every effort is made to avoid disrupting the programs of students who are actively pursuing degrees, substitutions and improvements in CIS courses should be anticipated. Recent curriculum changes may not be reflected in this catalog; information about curriculum changes is available in the department office.

Honors Program

Students with at least a 3.50 grade point average (GPA) in computer and information science and a cumulative GPA of 3.00 or higher are encouraged to apply to the department honors program when they have completed Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), and Introduction to Algorithms (CIS 315). To graduate with departmental honors a student must write a thesis under the supervision of a faculty member. 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 24 credits, of which 12 must be in upper-division courses. The following courses are required: Computer Science I,II,III (CIS 210, 211, 212), and Introduction to Data Structures (CIS 313). Courses applied to the minor must be completed with grades of C– or better. CIS 409 may not be used to fulfill requirements for the minor.

Before enrolling in CIS 313 or other upper-division CIS courses, students who plan a CIS minor should register their intention with an application form available in the CIS office. This allows 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. More information is available in the department office.

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.).

Master's Degree Program

Admission. Admission to the master's degree program in computer and information science is competitive. It is based on prior academic performance, Graduate Record Examinations (GRE) scores, and computer science background. Minimum requirements for admission with graduate master's status are:

1. Documented knowledge of the following:
   a. Principles of computer organization
   b. Assembly and structured programming languages
   c. Program development and analysis
   d. Data structures and algorithms analysis and design
2. GRE score on the general test is required; the computer science test is recommended, especially for Ph.D. applicants and international students seeking graduate teaching or research assistantships
3. A score of at least 600 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 February 1 for admission the following fall term.

Admission to the master's degree program requires the substantive equivalent of an undergraduate degree in computer science. A second bachelor's degree program can be used to gain the required level of computer science background.

Basic Degree Requirements

The 54-credit master's degree program consists of core courses (12 credits), cluster depth-and-breadth courses (12 credits), and elective courses (30 credits).

Core Courses (12 credits). Students must take the required course from each of the three core clusters:

1. Theoretical computer science—Algorithms and Complexity (CIS 621)
2. Programming languages—Structure of Programming Languages (CIS 624)
3. Computer architecture—Computer Architecture (CIS 629)

Cluster Courses (12 credits). Each student must take the required course (4 credits) and two depth courses (8 credits) from one of the curriculum's clusters of related courses. If the chosen cluster is one of the core clusters listed above, the student must take the required course from one of the noncore clusters. A list of clusters is available in the department office.

Elective Courses (30 credits). Of the 30 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 student's adviser; 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

Complex Software Systems. Students must show competency in the design and implementation of complex software systems by taking a designated course or by demonstrating practical experience.

Grade Requirements. The 24 credits in the required courses and the cluster courses must be passed with grades of B– or better. Up to 12 of the 30 elective credits may be taken pass/no pass (P/N); graded elective courses must be passed with grades of mid-C or better. A 3.00 grade point average (GPA) must be maintained for all courses taken in the program.

Master's Thesis. The research option requires a written thesis and 9 to 12 credits in Thesis (CIS 503). Thesis research is supervised by a faculty adviser; this adviser and other faculty members constitute the thesis committee. The master's thesis is expected to be scholarly and to demonstrate mastery of the practices of computer science. This option is strongly recommended for students who plan subsequent Ph.D. research.

Master's Project. The project option requires a master's degree project and up to 12 credits in Final Project (CIS 609).

Under the supervision of a faculty member, the project may entail a group effort involving several master's degree students. The project is subject to approval by the department's graduate affairs committee.

Accelerated Master's Degree Program

This program is open to students who earn a B.S. degree in computer and information science at the University of Oregon and who want to enter the master's degree program.

Admission procedure. Application to the master's program should be made by February 1 of the graduation year. Students should submit a Graduate Record Examinations (GRE) score, Test of English as a Foreign Language (TOEFL) score if not a native English speaker, three letters of recommendation, and a statement of goals.

If a UO undergraduate takes one or two 400-level electives that have a corresponding 500 level, the student can petition the department to have four or eight credits deducted from the total number of credits required for the master's degree. The student must earn an A– or better in the 400-level course and have an overall GPA of 3.50 in upper-division CIS courses to participate in this accelerated master's program. Candidates for the degree must still complete the 24-credit core and cluster requirements for breadth and depth.

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 science and an ability to do creative research. Each Ph.D. student produces a significant piece of original research, presented in a written dissertation and defended in an oral examination.

The Ph.D. program is structured to facilitate the process of learning how to do research. Students begin by taking required courses to build a foundation of knowledge that is essential for advanced research. Early in the program the student gains research experience by undertaking a directed research project under the close supervision of a faculty member and the scrutiny of a faculty committee. In the later stages of the program, students take fewer courses and spend most of their time exploring their dissertation area in order to learn how to identify and solve open problems. The final steps are to propose an independent research project, do the research, and write and defend a dissertation.

Admission. Application materials should be submitted by February 1 for the following fall term. Materials should include everything that is required for admission to the master's program as well as a discussion of the anticipated research area. Successful applicants are admitted conditionally.

Degree Requirements

1. **Breadth Courses.** Complete six breadth courses consisting of two each from the core groups of (a) computer architecture, (b) theory, and (c) programming languages, software engineering, and artificial intelligence. These six courses must include CIS 621, 624, and 629. The breadth courses must be passed with grades of B– or better, and the cumulative GPA for all six courses must be 3.50 or better. This requirement may be waived for students who have taken these or equivalent courses in another program or at another university
2. **Directed Research Project.** Complete a directed research project, which is supervised by a faculty member and evaluated by a faculty committee. The research project comprises
   a. The definition and expected results of the project in the form of a Directed Research Project Contract
   b. Delivery of the materials constituting the results of the project and oral presentation of the results
   c. A private oral examination by the committee members
3. **Unconditional Status.** Successful completion of the six breadth courses and the directed research project leads to a change in the student's doctoral status from conditional to unconditional
4. **Secondary Concentration.** Complete a secondary concentration consisting of two additional courses from any one of the three core groups described in the breadth requirement. These courses should be outside the student's research area
5. **Oral Comprehensive Examination.** Choose an area of research and work closely with an adviser to learn the area in depth by surveying the current research and by learning research methods, significant achievements, and how to pose and solve problems. The student gradually assumes more of an independent role and prepares for the oral comprehensive examination, which tests the depth of knowledge in the research area. The graduate education committee appoints the oral comprehension examination committee, typically three members, after considering nominations from the student and the adviser. The examination comprises:
   a. A survey of the area in the form of a position paper and an annotated bibliography
   b. A public presentation of the position paper
   c. A private oral examination by committee members
6. **Advancement to Candidacy.** After the oral comprehension examination, the committee decides whether the student is ready for independent research work; if so, the student is advanced to candidacy
7. **Dissertation and Defense.** Identify a significant unsolved research problem and submit a written dissertation proposal to the dissertation committee. The dissertation committee, typically comprising three department members, is appointed by the graduate education committee after considering nominations from the student and the adviser. In addition to members from the department, the dissertation committee typically includes an outside examiner. This outside examiner should be a leading researcher in the candidate's field who is not at the University of Oregon. The outside member should be selected a year before the candidate's dissertation defense, and certainly no later than six months before. The department makes every effort to bring the outside examiner to campus for the dissertation defense. The dissertation committee, which guides and evaluates the student's progress through completion of the degree, may request an oral presentation similar to the comprehensive examination to allow questions and answers about the proposed research. The student then carries out the required research. The final stage is writing a dissertation and defending it in a public forum by presenting the research and answering questions about the methods and results. The dissertation committee, augmented by outside members according to university regulations, may accept the dissertation, request small changes, or require the student to make substantial changes and schedule another defense
8. **Seminar Requirement.** In any three consecutive terms in residence at the UO, doctoral candidates must register for 3 credits each of Seminar (CIS 607) and Colloquium

(CIS 608), or candidates may register for either Seminar or Colloquium and a course numbered 610 or higher

9. **Graduate School Requirements.** Meet all requirements set by the Graduate School as listed in that section of this catalog

Research Areas. It is important that a Ph.D. student be able to work effectively with at least one dissertation adviser. Hence, the student should identify, at an early stage, one or more areas of research to pursue. The student should also find a faculty member with similar interests to supervise the dissertation.

Cognitive Science

In association with the Institute of Cognitive and Decision Sciences, the department offers graduate degrees with an option in that area. Specific research in 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 in the **Research Institutes and Centers** section of this catalog.

Computer and Information Science Courses (CIS)

120 Concepts of Computing: Information Processing (4) Integration of technology and information systems for creation, storage, and dissemination of information used decision-making. Labs cover word processing, spreadsheets, database, Telnet, FTP, web site creation. Prereq: MATH 111.

121 Concepts of Computing: Computers and Computation (4) Surveys current computer science topics; discusses social and ethical issues. Lab introduces local applications (productivity software), global applications (HTML and JavaScript), and team problem solving. Prereq: MATH 111; CIS 120 or equivalent recommended.

122 Concepts of Computing: Algorithms and Programming (4) Introduction to problem solving, algorithm design, data structures, and programming using C++. Introduces techniques for program testing and debugging. Prereq: MATH 111; CIS 120 or equivalent recommended.

123 Multimedia on the Web (4) Introduces the principles and practice of web communication using digital media, including graphics, animation, video, and sound. Labs cover software used to create interactive multimedia documents. Prereq: CIS 120.

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; CIS 120 or equivalent recommended.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies in Computer Science: [Topic] (1–5R) Topics vary with the interests and needs of students and faculty members. Typical topics include Multimedia, Programming in Java, and Problem Solving with Microcomputers.

210, 211, 212 Computer Science I,II,III (4,4,4) Basic concepts of computer science for majors and others wanting a strong introduction to computer science fundamentals. **210**: algorithms and levels of abstraction. **211**: system architecture and design. **212**: software modularity, abstract data types, specification, and implementation. Sequence. Prereq: programming course and MATH 112; coreq for CIS majors: MATH 231, 232, 233.

313 Introduction to Data Structures (4) Concepts of information organization, methods of representing information in storage, techniques for operating upon information structures. Prereq: CIS 212, MATH 232; coreq for CIS majors: CIS 323.

314 Computer Organization (4) Introduction to computer organization and instruction-set architecture—digital logic design, binary arithmetic, design of central processing unit and memory, microprogramming, machine-level programming, virtual memory, and semaphores. Prereq: CIS 212, MATH 231.

315 Introduction to Algorithms (4) Algorithm design, worst-case and average-behavior analysis, correctness, computational complexity. Prereq: CIS 313, MATH 233.

323 Data Structures Laboratory (2) Programming laboratory. Data structures and object-oriented implementation. Prereq: CIS 212, MATH 232; coreq for CIS majors: CIS 313.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R) P/N only

404 Internship: [Topic] (1–4R) P/N only. Prereq: CIS 313.

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

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Opportunity to study in greater depth specific topics arising out of other courses.

408/508 Workshop: [Topic] (1–21R)

409 Supervised Consulting (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: [Topic] (1–5R) New courses are offered under this number the first year or two, before final definition of the courses and pending permanent approval by the University Senate and the State Board of Higher Education. Recent topics include Networking and Object-Oriented Programming.

413/513 Data 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) Memory management, scheduling, file systems, protection, synchronization, and concurrency. Prereq: CIS 313, 314.

420/520 Automata Theory (4) Provides a mathematical basis for computability and complexity. Models of computation, formal languages, Turing machines, solvability. Nondeterminism and complexity classes. Prereq: CIS 315 or instructor's consent, MATH 233.

422/522 Software Methodology I (4) Analysis and structured design specification, system testing. Advanced development environments designed to create awareness 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. Prereq: CIS 422/522.

425 Principles of Programming Languages (4) Syntax and semantics. Scope rules, environments, stores, denoted and expressed values, procedures, and parameters. Definitional interpreters. Types, overloading, parametric polymorphism, and inheritance. Varieties of abstraction. Prereq: CIS 315.

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.

441/541 Introduction to Computer Graphics (4) Introduction to the hardware, geometrical transforms, interaction techniques, and shape representation schemes that are important in interactive computer graphics. Programming assignments using contemporary graphics hardware and software systems. Prereq: CIS 313; pre- or coreq: CIS 314.

442/542 Computer Graphics (4) Computer graphics techniques for realistic image synthesis: scan conversion, clipping, hidden surface algorithms, illumination modeling, and color perception. Prereq: CIS 441/541.

443/543 User Interfaces (4) Introduction to user interface software engineering. Emphasis on theory of interface design, understanding the behavior of the user, and implementing programs on advanced systems. Prereq: CIS 313, 314.

445/545 Modeling and Simulation (4) Theoretical foundations and practical problems for the modeling and computer simulation of discrete and continuous systems. Simulation languages, empirical validation, applications in computer science. Prereq: CIS 314, 315.

451/551 Database Processing (4) Introduction to the theory and application of database management. File and database organization, structured programming languages and embedded database instructions. Relational and entity-relationship modeling. Prereq: CIS 315.

452/552 Database Issues (4) Covers central database issues such as access methods, security, tuning, and concurrency control. Examines alternative database models. Prereq: CIS 451/551.

455/555 Computational Science (4) Solving scientific problems with high-performance computers; algorithms, languages, and software used in scientific computing and visualization. Group projects on current research in physics,

chemistry, biology, and other sciences. Prereq: CIS 314, 422 or instructor's consent.

461/561 Introduction to Compilers (4) Lexical analysis, parsing, attribution, code generation. Prereq: CIS 314, 425 or 624. CIS 420/520 strongly recommended.

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 315.

490/590 Computer Ethics (2) Addresses ethical issues and social impacts of computing. Topics include crime, hacking, intellectual property, privacy, software reliability, employment, and worldwide networks.

Prerequisites to graduate CIS courses are intended as guidelines. Students who are uncertain about eligibility for enrollment in a course are encouraged to consult the instructor.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

604 Internship: [Topic] (1–4R) P/N only

605 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (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: [Topic] (1R) P/N only

609 Final Project (1–16R) Final project for master's degree without thesis.

610 Experimental Course: [Topic] (1–5R) New graduate courses are offered under this number the first year or two, before final definition of the courses and pending permanent approval by the University Senate and the State Board of Higher Education.

621 Algorithms and Complexity (4) Design and analysis of algorithms, strategies for efficient algorithms, introduction to complexity theory including NP-completeness. CIS 420/520 strongly recommended.

622 Theoretical Foundations: [Topic] (4R) Selected topics from computability and complexity theory. CIS 621. R twice when topic changes for maximum of 12 credits. Prereq:

624 Structure of Programming Languages (4) Introduction to axiomatic, operational, and denotational semantics. Environments, stores, and continuations. Type theory, subtypes, polymorphism, and inheritance. Functional and logic programming.

629 Computer Architecture (4) Advanced readings in computer architecture research. Topics may include storage hierarchies, input-output subsystems, instruction- and data-level parallelism, symbolic computation, multiprocessor networks and consistency algorithms, performance modeling. Prereq: CIS 429.

630 Advanced Operating Systems (4) Principles of operating systems for multiprocessor and distributed computer systems: concurrent programming, synchronization, communication, process scheduling and migration, reaching agreement, time. Prereq: CIS 415.

631 Parallel Processing (4) Advanced topics in parallel processing including massively parallel computer architecture, supercomputers, parallelizing compiler technology, performance evaluation, parallel programming languages, parallel applications. Prereq: CIS 629.

632 Computer 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 415.

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.

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.

674 Visual Information Processing (4) Computer extraction and identification of objects in visual scenes. Fundamental techniques, current topics, and contemporary systems. Prereq: CIS 671 or 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.

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.

Creative Writing

Dorianne Laux, Program Director

(541) 346-3944
144 Columbia Hall

Faculty

Lynn Freed, visiting professor (fiction). B.A., 1967, Johannesburg, South Africa; M.A., 1968, Ph.D., 1972, Columbia. (1999)

Garrett K. Hongo, professor (poetry). B.A., 1973, Pomona; M.F.A., 1980, California, Irvine. (1989)

Dorianne Laux, associate professor (poetry). B.A., 1988, Mills. (1994)

Robert Hill Long, senior instructor (poetry). B.A., 1975, Davidson; M.F.A., 1983, Warren Wilson. (1991)

Richard M. Lyons, professor (fiction). B.A., 1957, Brooklyn; M.F.A., 1962, Iowa. (1969)

Fimone Triplett, assistant professor (poetry). B.A., 1987, Sarah Lawrence; M.F.A., 1990, Iowa. (1998)

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

Undergraduate Studies

While there is no undergraduate major in creative writing, the program does offer undergraduate-level creative writing courses. Undergraduate English majors who want to emphasize creative writing should complete Introduction to Imaginative Writing (CRWR 241, 243, 244). Other students should consult their major advisers about integrating creative writing courses into their programs.

Kidd Tutorial Program

Implemented through the generosity of the Walter P. Kidd family, this yearlong tutorial for juniors and seniors offers the chance to study writing and literary craft using literary models. The program, which requires a three-term commitment by participants, accommodates highly flexible and individualized study of fiction, poetry, and literary nonfiction writing. Each group of four to six students studies under the supervision of a graduate teaching fellow and is overseen by a head tutor and a faculty member. Participants earn 12 credits in CRWR 411. Information about application procedures is available from the tutorial program director.

Graduate Studies

Master of Fine Arts Degree

Admission Requirements

1. Bachelor's degree
2. Other materials submitted for admission that give evidence that the applicant will be able to complete the prescribed course of study satisfactorily

Admission Procedures

1. Obtain a Graduate Admission Application from the director of the Creative Writing Program
2. Send the first copy to the university Office of Admissions with a $50 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 following fall term.

Degree Requirements

The candidate for the M.F.A. degree must complete 72 credits of graduate work during six consecutive terms in residence at the university. Of the 72 credits, 36 must be in graduate creative writing (CRWR) courses, 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.

Creative Writing Courses (CRWR)

199 Special Studies: [Topic] (1–5R)

241 Introduction to Imaginative Writing: Fiction (4) Techniques of writing fiction. Development of a critical appreciation of the art of writing.

243 Introduction to Imaginative Writing: Poetry (4) Techniques of writing poetry. Development of a critical appreciation of the art of writing.

244 Introduction to Creative Writing: Literary Nonfiction (4) Not offered 1999–2000.

324, 325, 326 Intermediate Creative Writing: Short Story Writing (4,4,4) Examination of the basic techniques and structure of the short story; extensive analyses of student work and established models. Prereq: CRWR 241. Long, Lyons.

334, 335, 336 Intermediate Creative Writing: Literary Nonfiction (4,4,4) Not offered 1999–2000.

341, 342, 343 Intermediate Creative Writing: Poetry Writing (4,4,4) Verse writing; study of various verse forms as media of expression. Analysis of class work. Prereq: CRWR 243. Hongo, Laux, Long, Triplett.

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Writing and Conference: [Topic] (1–21R)

407 Seminar: [Topic] (1–5R)

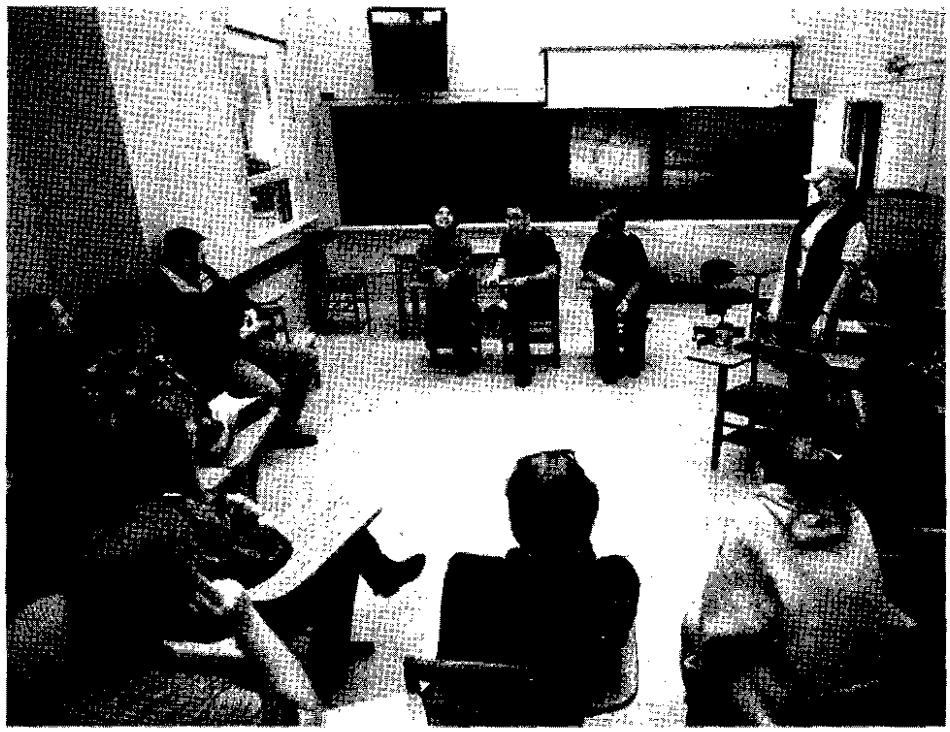
410 Experimental Course: [Topic] (1–5R)

411 Kidd Tutorial (4R) Tutorial creative writing focused on poetry, fiction, or literary nonfiction. Prereq: cumulative GPA of 3.30 (B+) or better, or one course selected from CRWR 324–343, or instructor's consent. R twice for maximum of 12 credits. Limited to six juniors and six seniors.

420 Craft of Poetry (4) Advanced undergraduate poets study literary models. Designed to broaden and deepen student writers' understanding of the pragmatics of the literary tradition. Prereq: CRWR 341 or 342 or 343.

421 Craft of Fiction (4) Advanced undergraduate writers study literary models. Designed to broaden and deepen student writers' understanding of the pragmatics of the literary tradition. Prereq: CRWR 324 or 325 or 326.

422 Craft of Literary Nonfiction (4) Not offered 1999–2000.



430, 431, 432 Advanced Creative Writing (4,4,4) Advanced study in short story, poetry, and literary nonfiction writing. Prereq: one course selected from CRWR 324–343 or instructor's consent. Hongo, Laux, Long, Lyons, Triplett.

451/551, 452/552, 453/553 Projects in Writing (3,3,3R) Advanced instruction and practice in writing short stories, novels, dramas, or nonfiction. Prereq: instructor's consent. R with instructor's consent.

503 Thesis (1–16R) P/N only. Prereq: instructor's consent.

601 Research: [Topic] (1–16R) P/N only

605 Writing and Conference: [Topic] (1–16R) Prereq: instructor's consent.

607 Seminar: [Topic] (1–5R) Selected seminars offered each year. Prereq: instructor's consent. R when topic changes.

630, 631, 632 Graduate Creative Writing: Poetry (6,6,6R) Concentration on student writing in a workshop setting. Prereq: instructor's consent. Hongo, Laux, Triplett. R once each academic year. Primarily for M.F.A. candidates but open to other graduate students with interest and talent.

640, 641, 642 Graduate Creative Writing: Fiction (6,6,6R) Concentration on student writing of fiction in a workshop setting. Prereq: instructor's consent. R once each academic year. Primarily for M.F.A. candidates but open to other graduate students with interest and talent.

East Asian Languages and Literatures

Michael B. Fishlen, Department Head

(541) 346-4041
308 Friendly Hall
1248 University of Oregon
Eugene OR 97403-1248

Faculty

Steven T. Brown, assistant professor (classical and medieval Japanese literature). B.A., 1987, Illinois at Urbana-Champaign; M.A., 1988, Ph.D., 1993, Stanford. (1993)

Stephen W. Durrant, professor (classical Chinese language, early Chinese literature). B.A., 1968, Brigham Young; Ph.D., 1975, Washington (Seattle). (1990)

Maram Epstein, assistant professor (Ming-Qing vernacular fiction). B.A., 1983, M.A., 1987, Ph.D., 1992, Princeton. (1994)

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, associate professor (Japanese language and linguistics). B.A., 1973, Wakayama University; M.A., 1978, Ph.D., 1985, Michigan. (1984)

Ruth Kanagy, assistant professor (Japanese language, pedagogy, second-language acquisition). B.A., 1974, Eastern Mennonite; M.A., 1977, Michigan; Ph.D., 1991, Pennsylvania. (1994)

Stephen W. Kohl, associate professor (modern Japanese literature). B.A., 1967, Ph.D., 1974, Washington (Seattle). (1972)

Wendy Larson, professor (modern Chinese language and literature). B.A., 1974, Oregon; M.A., 1978, Ph.D., 1984, California, Berkeley. (1985)

Tze-Lan Sang, assistant professor (Qing and modern Chinese literature). B.A., 1988, National Taiwan University; M.A., 1990, State University of New York at Albany; Ph.D., 1996, California, Berkeley. On leave 1999–2000. (1996)

Emeritae

Angela Jung-Palandri, professor emerita. B.A., 1946, Catholic University, Peking; M.A., 1949, M.L.S., 1954, Ph.D., 1955, Washington (Seattle). (1962)

Yoko M. McClain, professor emerita. Diploma, 1950, Tsuda College; B.A., 1956, M.A., 1967, Oregon. (1968)

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

Undergraduate Studies

The Department of East Asian Languages and Literatures offers undergraduate programs in Chinese and Japanese languages and literatures.

Each program enables students to achieve proficiency in reading, writing, and speaking the language and to acquire a fundamental knowledge of the literature of the country.

The department offers first- and second-year course sequences in Korean.

Preparation. Students considering a major in Chinese or Japanese should decide their major 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

Any course for which a grade lower than C– is received does not count toward the major.

Prospective majors who place above the first term of the third year of a language (CHN or JPN 301) must draft an individualized program in conjunction with a department adviser.

Chinese

Culture-Intensive Option. Forty-seven graded credits are required in courses beyond the second-year level, including 19 credits of upper-division Chinese-language courses, Introduction to Chinese (CHN 305, 306, 307), and 16 adviser-approved credits of upper-division course work in Chinese literature or culture (which may include a maximum of 4 credits in courses taught outside the Department of East Asian Languages and Literatures).

Language-Intensive Option. Forty-seven 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); Literary Chinese (CHN 436, 437); and three courses chosen from Fourth-Year Chinese (CHN 411, 412, 413), Advanced Chinese (CHN 431, 432, 433), Literary Chinese Texts (CHN 438).

Japanese

Culture-Intensive Option. Forty-seven graded credits are required, including third-year Japanese (JPN 301, 302, 303), 8 credits of upper-division Japanese language courses beyond the third-year level (which may include JPN 434, 435, 436, 437, 438, 439), Introduction to Japanese Literature (JPN 305, 306) and 16 adviser-approved credits of upper-division course work in Japanese literature or culture (which may include a maximum of 4 credits in courses taught outside the Department of East Asian Languages and Literatures).

Language-Intensive Option. Forty-seven 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), two terms of Fourth-Year Spoken Japanese (JPN 411, 412), two terms of Fourth-Year Reading and Writing Japanese (JPN 414, 415), and either the third term of Fourth-Year Spoken Japanese (JPN 413) or the third term of Fourth-Year Reading and Writing Japanese (JPN 416). The remaining credits may be earned in any other upper-division Japanese language or literature course, or in a comparative literature (COLT) course when the topic is Japanese literature. Students may also use credits earned in Japanese culture courses in other disciplines such as history, religious studies, and art history.

Honors

Graduation with departmental honors is approved for students who

1. Earn a cumulative GPA of 3.50 or better in all UO work
2. Earn a cumulative GPA of 3.75 or better in major course work
3. Complete, under the supervision of a faculty member, a senior thesis to be 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.

Minor Requirements

Chinese. The minor in Chinese requires 15 credits of modern Chinese language above the 200 level and two courses from Introduction to Chinese Literature (CHN 305, 306, 307).

Upper-division language courses must be taken at the University of Oregon or through an Oregon University System program in China. Lower-division courses must be passed with grades of P or C– or better; upper-division courses must be passed with grades of C– or better.

Japanese. The minor in Japanese requires 15 credits of modern Japanese language above the 200 level and Introduction to Japanese Literature (JPN 305, 306).

Upper-division language courses must be taken at the University of Oregon or through an Oregon University System program in Japan. Lower-division courses must be passed with grades of P or C– or better; upper-division courses must be passed with grades of C– or better.

East Asian Studies. See the **Asian Studies** section of this catalog for a description of a minor program in East Asian studies.

Overseas Study

The University of Oregon has one overseas study program in China and five in Tokyo, Japan. Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Academic Affairs** section of this catalog.

Secondary School Teaching

The College of Education offers a fifth-year program for teaching licensure in a second language. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog. Students interested in licensure as an Oregon secondary teacher with a Japanese endorsement may obtain information from the College of Education.

Graduate Studies

The Department of East Asian Languages and Literatures offers programs of study leading to the degrees of master of arts (M.A.) and doctor of philosophy (Ph.D.) in East Asian languages and literatures. Students may choose to specialize in Chinese or Japanese literary studies or in Japanese language and pedagogy.

In addition to departmental requirements, graduate students must fulfill the general requirements of the Graduate School listed in that section of this catalog.

The Chinese and Japanese literature programs, which prepare students to work in a variety of professional and academic fields, provide intensive training in linguistic and textual analysis and an extensive exposure to literary theory and comparative and cultural studies. The department encourages students to develop their specialization in Asian literatures in broader, more comparative, and more interdisciplinary perspectives than has been the case in traditional programs. The faculty's research and teaching interests, in addition to covering the major fields, genres, and chronological divisions of Chinese and Japanese literature, encourage creative connections and challenges to conventional disciplinary boundaries by exploring the relationships between literature and such areas as cinema, law, history, politics, religion, philosophy, sociology, theater and performing arts, and women's studies.

The department's Japanese language and pedagogy degree allows students to pursue advanced training and research in Japanese language teaching, learning, and linguistics. Three faculty members specialize in Japanese language pedagogy and/or linguistics, and students can consult specialists from the Department of Linguistics. The presence in the Eugene school district of a Japanese-immersion school as well as the university's Yamada Language Center, a state-of-the-art foreign-language laboratory and research center, offer an extraordinary support network to graduate students who want to pursue individual and collaborative research projects.

Comparative Literature. Several faculty members from the Department of East Asian Languages and Literatures participate in the Comparative Literature Program. For more information, see the **Comparative Literature** section of this catalog.

Complete details and answers to specific questions about graduate programs in the Department of East Asian Languages and Literatures are available from the department graduate secretary.

Admission

An applicant for admission to the M.A. program should have completed an undergraduate major in Chinese or Japanese language, literature, or linguistics, or have equivalent experience. Applications are accepted only for fall-term admission.

An applicant for admission to the Ph.D. program should have completed a master of arts degree in either Chinese or Japanese language and literature or its equivalent.

Application Procedure

1. Obtain a Graduate Admission Application from the department's graduate secretary
2. Send the first copy to the university Office of Admissions with a $50 fee, and the remaining copies to the department's graduate secretary
3. Submit or have sent to the department's graduate secretary:
   a. Official transcripts of college-level work as of the date of application
   b. A 750-word statement of purpose describing the applicant's academic experience to date, reasons for wanting to do graduate work in the UO Department of East Asian Languages and Literatures, and career goals
   c. Three letters of recommendation from teachers who can comment personally on the applicant's language competence and aptitude for graduate study
   d. Test of English as a Foreign Language (TOEFL) scores of at least 600 for international students
   e. GRE test scores for native speakers of English
   f. Applicants to the literature programs must submit a substantial writing sample (e.g., graduate seminar paper, undergraduate research paper on a relevant topic). Ph.D. candidates should submit a master's thesis or equivalent

Priority is given to applicants whose files are complete by February 15. A departmental faculty committee reviews the completed file and notifies the applicant of its decision.

Graduate Teaching Fellowships

A number of graduate teaching fellowships (GTFs) are available each year for new graduate students in the department. Students are encouraged to apply to the department by February 15 for admission and appointment the following fall term. During each term of the appointment, graduate teaching fellows must register for and complete at least 9 credits of course work that can be applied to the degree program.

All GTFs must take Teaching East Asian Languages and Literatures at College Level (EALL 560) in the fall term of the first and second years of their fellowship appointment.

Master of Arts Program Requirements

Chinese

The M.A. degree in East Asian languages and literatures with a specialization in Chinese literature requires successful completion of a minimum of fifteen graduate-level courses including Issues in Early Chinese Literature (CHN 523); Issues in Medieval Chinese Literature (CHN 524); Issues in Modern Chinese Literature (CHN 525); two graduate courses in literary theory or another literature; Chinese Bibliography (CHN 550); one course in language pedagogy, Asian history, or another field relevant to the student's career objectives; and five Chinese seminars. Inquire at the department office about required courses taught under generic numbers and titles. Nine credits of Thesis (CHN 503) may be applied to the master's degree. Students must pass a comprehensive written examination at the end of study or write a master of arts thesis.

Japanese

Language and Pedagogy. The M.A. degree in East Asian languages and literatures with a specialization in Japanese language and pedagogy requires successful completion of twelve graduate-level courses, all of which must be taken for letter grades. These courses must include seven courses in Japanese linguistics and pedagogy; 4 credits of Practicum (JPN 609); two courses in general linguistics; two electives; and 9 credits of Thesis (JPN 503) *or* a comprehensive examination and two electives *or* a curriculum or materials development project and one elective.

Literature. The M.A. degree in East Asian languages with a specialization in Japanese literature requires successful completion of a minimum of 12 graduate-level courses including:

1. Topics in Premodern Japanese Literature (JPN 524), Topics in Modern Japanese Literature (JPN 525), and Modern Japanese Writers (JPN 526)
2. Two graduate courses in literary theory and criticism, which may include Experimental Course: Critical Theories and Japanese Contexts (JPN 510) or Graduate Studies in Comparative Literature (COLT 614)
3. Three adviser-approved, seminar-level courses in Japanese culture, which may include a term of Advanced Readings in Japanese Literature (JPN 534, 535, 536) or one of the first two terms of Classical Japanese (JPN 537, 538). Students specializing in premodern Japanese literature may include both terms of Classical Japanese (JPN 537, 538)
4. The final term of Classical Japanese (JPN 539). Students without training in classical Japanese must take the first two terms of Classical Japanese (JPN 537, 538)
5. Japanese Bibliography (JPN 550)

Inquire at the department office about required courses taught under generic numbers and titles. Students must pass a comprehensive examination at the end of study.

Doctor of Philosophy Degree Program

The Ph.D. program in East Asian languages and literatures is designed to provide students with a high level of competence in their area of specialization and a familiarity with applicable methodologies and theories. Specific courses and projects used to fulfill requirements must be approved by the student's adviser, who works with the other faculty members to develop the student's program.

Chinese

The Ph.D. degree in East Asian languages and literatures with a specialization in Chinese literature requires the completion of nine graduate-level courses beyond those required for the M.A. degree. In addition, students must fulfill one of the following requirements:

1. Pass a reading examination in a second language
2. Demonstrate advanced knowledge of a particular methodology, approach, or theory by
   a. completing two additional graduate courses and one reading course in which the specific approach is used to write a paper about Chinese literature and
   b. successfully completing three additional graduate courses in a secondary literature
3. Successfully complete a course of study approved by the adviser that develops a particular interest or ability

Students must present and orally defend a dissertation proposal and bibliography—paying attention to methodology, sources, historical background, and theory—and write and successfully defend a Ph.D. dissertation.

Japanese

Language and Pedagogy. The Ph.D. degree with a specialization in Japanese language and pedagogy requires students to successfully complete twelve graduate courses beyond those required for the M.A. degree. These courses include general and Japanese linguistics, second-language acquisition, pedagogy, statistics, and research methods. Other courses may be approved by the student's adviser. The candidate must write a paper suitable for publication and pass a doctoral examination. After the examination, the student presents a dissertation proposal to the faculty committee for approval. The final step is to write and orally defend an original Ph.D. dissertation.

Literature. The Ph.D. with a specialization in Japanese literature requires students to successfully complete nine graduate courses beyond the number required for the M.A. degree. These courses must be chosen in consultation with the student's adviser. Taking into account the background, equivalent work and experience, the needs, and interests of the student, the approved program should ensure coverage of the recommended minimum of courses in each of the following fields. Appropriate courses in related fields deemed appropriate (e.g., Japanese history, religion) may be substituted with the adviser's approval.

1. Two or three courses in Japanese literature and/or film
2. Two or three courses in a period- or genre-based comparative field and/or in a minor literature
3. Two courses in critical theory

4. Two courses in professional methodology and skills (which may include Japanese Bibliography (JPN 550) or Japanese language pedagogy courses)

Where appropriate for the student's program, demonstration of acceptable reading knowledge of additional foreign or classical languages, or the successful completion of third-year level literature courses in that language.

The student must successfully complete an advancement to candidacy examination, which typically consists of the writing and presentation for approval to the faculty committee of a substantial prospectus (twenty to twenty-five pages) for the dissertation. The student who successfully defends the prospectus advances to candidacy and writes a doctoral dissertation according to the guidelines laid out by the Graduate School. Upon completion of the dissertation and following a successful oral defense, the student is recommended for the degree of doctor of philosophy.

East Asian Languages and Literatures Courses (EALL)

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

210 China: A Cultural Odyssey (4) Introduction to the distinctive features of China's linguistic, literary, artistic, and religio-philosophical heritage. Includes guest lectures, films.

211 Japan: A Cultural Odyssey (4) Introduction to distinctive features of Japan's linguistic, literary, artistic, and religio-philosophical heritage. Includes guest lectures, films.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–21R)

407 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

409 Supervised Tutoring (1–3R)

410/510 Experimental Course: [Topic] (1–5R) Prereq: instructor's consent.

460/560 Teaching East Asian Languages and Literatures at College Level (2R) Training in Chinese and Japanese language instruction through lectures, observations, and teaching practica. Prereq for non-GTFs: instructor's consent. R thrice for maximum of 8 credits.

Chinese Courses (CHN)

Placement examinations are required for new students who have exposure to Chinese, either through formal course work or through informal conversation. Native speakers of Chinese or students whose competence in the language already exceeds the scope of the material may not enroll in Chinese-language courses.

101, 102, 103 First-Year Chinese (5,5,5) Provides thorough grounding in listening comprehension, speaking, reading, and writing. Emphasis on aural-oral skills. For students with no background in Mandarin Chinese.

150 Introduction to the Chinese Novel (4) Introduction to one long or several short novels. Focuses on plot, character, cultural difference. No background in Chinese necessary; taught in English.

151 Introduction to Chinese Film (4) Introduction to fifth-generation films by directors Zhang Yimou, Hu Mei, and Chen Kaige. Discussion focuses on family, gender, cultural difference. No background in Chinese necessary; English subtitles.

152 Introduction to Chinese Popular Culture (4) Introduction to popular Chinese cultures in China, Hong Kong, Taiwan, and the United States. Discussion focuses on religion, literature, art, and media.No background in Chinese necessary; taught in English.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Chinese (5,5,5) Training in aural-oral skills designed to build listening comprehension and fluency. Development of proficiency in written Chinese. Prereq: one year of Chinese or equivalent.

301, 302, 303 Third-Year Chinese (5,5,5) Continued training in listening, speaking, reading, and writing. Prereq: two years of Chinese or equivalent.

305, 306, 307 Introduction to Chinese Literature (4,4,4) Survey ranging from early Confucian and Daoist classics through Tang and Song poetry, short fiction and novels, the 1919 May Fourth Movement writers, and into the contemporary period. Readings in English.

350 Women, Gender, and Chinese Literature (4) Theoretical and literary texts by and about women with Chinese cultures in various geographic locales. Special section on Chinese-American women writers. Readings in English.

399 Special Studies: [Topic] (1–5R) Topic varies from term to term. R for maximum of 12 credits.

401 Research: [Topic] (1–4R)

403 Thesis (1–6R) Prereq: instructor's consent. R for maximum of 6 credits. Departmental honors students only.

405 Reading and Conference: [Topic] (1–21R) Prereq: instructor's consent.

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–4R) Studies and projects in Chinese literature, linguistics, or pedagogy. Sources are in Chinese, English, or both. R when topic changes.

408/508 Workshop: [Topic] (1–21R)

409 Supervised Tutoring (1–4R) P/N only. Prereq: instructor's consent. R for maximum of 18 credits.

410/510 Experimental Course: [Topic] (1–5R) Prereq: instructor's consent.

411/511, 412/512 Fourth-Year Chinese (4,4R) Study of contemporary Chinese using written and spoken forms. Prereq: three years of Chinese or instructor's consent.

413/513 Modern Chinese Texts: [Topic] (4R) Readings and discussion in Chinese of Chinese modern literary and cultural texts. Topics change yearly. R once, with instructor's consent and when topic changes, for maximum of 8 credits.

423/523 Issues in Early Chinese Literature (4) Explores scholarship on and questions raised about early Chinese literary forms; examines the notions of history and narrative. Prereq: instructor's consent.

424/524 Issues in Medieval Chinese Literature (4) Explores scholarship on and questions raised about Chinese poetry and its characteristics. Prereq: instructor's consent.

425/525 Issues in Modern Chinese Literature (4) Explores scholarship on and questions raised about modern Chinese literature and culture; includes realism, modernism, gender, and literary form. Prereq: instructor's consent.

431/531, 432/532, 433/533 Advanced Chinese (4,4,4) Exclusive use of authentic materials, both spoken and written. Sequence. Prereq: four years of Chinese or instructor's consent.

436/536, 437/537 Literary Chinese (4,4) Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.

438/538 Literary Chinese Texts: [Topic] (4R) Focus on a theme in classical Chinese texts. Topics change yearly. R once for maximum of 8 credits.

441/541 Structure of the Chinese Language (4) Survey of the basic linguistic characteristics of Chinese including phonology, orthography, morphology, syntax, sociolinguistics, and dialects. Prereq: two years of Chinese, LING 290 or 421/521 or comparable basic linguistic background.

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.

451/551 Post-Mao Fiction and Debate (4) Covers major cultural and literary debates of post-Mao China with emphasis on selected representative writers. Prereq: instructor's consent.

452/552 Chinese Film and Theory (4) Examines Chinese film and film theory. Focuses on Chinese film in cultural debate and in the international film arena. Prereq: instructor's consent.

454/554 Early Chinese Poetry: Scholar's Lament (4) Examines the archetype of the literature of long suffering. Readings from the *Shijing* and *Chuci* and on questions of thematic and linguistic transmission. Prereq: instructor's consent.

455/555 The Han-Tang Poetic Tradition (4) Examines Han interpretations of classic poetry anthologies as they were received in the poetry of the Han, Six Dynasties, and Tang. Prereq: instructor's consent.

456/556 Traditional Chinese Law and Literature (4) Considers Chinese law as defined in the late Zhou and Han periods and as reflected in the statutes, short fiction, and drama of later dynasties. Prereq: instructor's consent.

461/561 The Confucian Canon (4) Examines how and why a small group of texts came to dominate Chinese education for 2,000 years. Prereq: instructor's consent.

462/562 The Beginnings of Chinese Narrative (4) Survey and discussion of the features and themes of the earliest Chinese historical narrative. Comparison with early Greek and Hebrew historical writing. Prereq: instructor's consent.

503 Thesis (1–6R) P/N only

601 Research: [Topic] (1–4R) P/N only

603 Dissertation (1–6R) P/N only

605 Reading and Conference: [Topic] (1–16R) Prereq: instructor's consent. R as student projects warrant.

606 Field Studies: [Topic] (1–16R) Prereq: instructor's consent.

609 Practicum: [Topic] (1–4R) Prereq: instructor's consent. R for maximum of 18 credits.

Japanese Courses (JPN)

Placement examinations are required for new students who have exposure to Japanese, either through formal course work or through informal conversation. Native speakers of Japanese or students whose competence in the language already exceeds the scope of the material may not enroll in Japanese-language courses.

101, 102, 103 First-Year Japanese (5,5,5) Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills. For beginners or by placement.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Japanese (5,5,5) Continuation of JPN 101, 102, 103. Additional training in oral-aural skills designed to build listening comprehension and fluency. Development of basic proficiency in reading and writing Japanese.

301, 302, 303 Third-Year Japanese (5,5,5) Provides a solid foundation in listening, speaking, reading, and writing. Prepares students for advanced study. Prereq: two years of Japanese or equivalent.

305, 306, 307 Introduction to Japanese Literature (4,4,4) Historical survey of Japanese literature from the 8th century to the present. Analysis and appreciation of major works, genres, and authors such as *The Tale of Genji*, Haiku, Kawabata, and Mishima. Readings in English.

399 Special Studies: [Topic] (1–5R) Prereq: instructor's consent. R for maximum of 12 credits.

401 Research: [Topic] (1–4R) Prereq: instructor's consent. R for maximum of 12 credits.

403 Thesis (1–6R) Prereq: instructor's consent. R for maximum of 6 credits. Departmental honors students only.

405 Reading and Conference: [Topic] (1–21R) Prereq: instructor's consent.

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–4R) Studies and projects in Japanese literature, linguistics, or pedagogy. Sources are in Japanese, English, or both. R when topic changes.

408/508 Workshop:[Topic] (1–21R)

409 Supervised Tutoring (1–4R) P/N only. Prereq: instructor's consent. R for maximum of 18 credits.

410/510 Experimental Course: [Topic] (1–5R) Prereq: instructor's consent.

411/511, 412/512, 413/513 Fourth-Year Spoken Japanese (4,4,4) Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills. Prereq: three years of Japanese or instructor's consent.

414/514, 415/515, 416/516 Fourth-Year Reading and Writing Japanese (4,4,4) Development of reading skills, vocabulary, and knowledge of *kanji*. Writing exercises include message writing, letter writing, and short essays. Prereq: three years of Japanese or instructor's consent.

424/524 Premodern Japanese Literature: [Topic] (4R) Investigates topics in premodern Japanese literature in relation to their sociopolitical contexts of emergence. A recent topic is sex and power in *The Tale of Genji*. Prereq: instructor's consent. R twice when topic changes for maximum of 12 credits.

425/525 Modern Japanese Literature: [Topic] (4R) Investigates topics relevant to Japanese literary studies in a comparative context. Recent topics include suicide and literature East and West, nations and resistance, atomic bomb literature. Prereq: instructor's consent. R twice when topic changes for maximum of 12 credits.

426/526 Major Japanese Writers: [Topic] (4R) Intensive study of one or more major Japanese authors of the late 19th and 20th centuries. Recent topics include the fiction of Tanizaki Junichiro, Mishima Yukio and Japanese postmodernity, the fiction of Inoue Yasushi. Prereq: instructor's consent. R twice when topic changes for maximum of 12 credits.

428/528 Teaching Japanese as a Foreign Language: K–12 (4) Discussion and examination of instructional materials, techniques, and methods for kindergarten through 12th-grade Japanese. Some discussion and practice in curriculum and materials development. Prereq: LING 290 or 421/521.

431/531, 432/532, 433/533 Advanced Spoken Japanese (4,4,4) Practice in speaking and listening at different speech levels on a variety of topics. Prereq: JPN 413/513 or instructor's consent. For students with advanced proficiency in speaking.

434/534, 435/535, 436/536 Advanced Readings in Japanese Literature (4,4,4) Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature. Prereq: JPN 416/516 or instructor's consent.

437/537, 438/538 Classical Japanese Literary Language (4,4) Introduction to the basic principles and forms of classical Japanese literary language—style, syntax, and textuality. Selected readings of texts in classical Japanese from Nara through Edo periods. Prereq: JPN 301, 302, 303.

439/539 Advanced Readings in Classical Japanese: [Topic] (4R) Selected advanced texts in classical Japanese from Nara through Edo periods. Special attention to poetics, gender, narrative perspective and structure, and the institutional mechanisms of transmission and reception. Prereq: JPN 437/537 or 438/538 or instructor's consent. R when topic changes.

440/540 Japanese Phonology and Morphology (4) Introduction to Japanese phonology and morphology. Covers basic phonetic aspects in relation to phonological analysis. Morphologic topics include word formation and other morphosyntactic aspects. Prereq: LING 321 or JPN 303 or instructor's consent.

441/541 Structure of the Japanese Language (4) General characteristics of Japanese grammar. Topics include word order, typological characteristics, case marking, passives, and causatives. Prereq: LING 321 or 421/521, three years of Japanese or instructor's consent.

442/542 Japanese Discourse Structure (4) Examination of Japanese discourse structure. Topics include paragraph and thematic structure, cohesion, referential choice, and sentence styles. Prereq: JPN 441/541 or instructor's consent.

443/543 Teaching Japanese as a Foreign Language I (4) Discussion and examination of instructional materials, techniques, and methods. Activities include class observation, demonstrations, and writing short papers. Prereq: three years of Japanese-language study and LING 444/544 or instructor's consent.

444/544 Teaching Japanese as a Foreign Language II (4) Focus on curriculum development, materials development, evaluation, and class management. Prereq: JPN 443/543.

450/550 Japanese Bibliography (2) Examination of basic reference works in both Western languages and Japanese, training in research methods. Prereq: two years of Japanese or instructor's consent.

453/553 Japanese Sociolinguistics (4) The relationship between Japanese social systems and values and the use of language. Prereq: LING 321 or 421/521.

454/554 Japanese Pedagogical Grammar (4) Analysis of Japanese grammar for the purpose of teaching Japanese. Making practice activities, lesson plans, and tests on grammatical structures. Prereq: JPN 443/543.

455/555 Second-Language Acquisition of Japanese (4) Introduction to processes of acquiring Japanese as a second or foreign language. Prereq: LING 444/544.

471/571 The Japanese Cinema (4) Major filmmakers and works are introduced. Comparative analysis of Japanese cinema as narrative form and artists' efforts to grapple with the Japanese experience of modernity. Readings, films, and discussions in English.

472/572 Japanese Film and Literature (4) Contemporary Japanese culture examined via film and fiction. Focus on writers' and filmmakers' efforts to define an autonomous art. Topics vary. Prereq: JPN 471/571. Readings, films, and discussions in English.

503 Thesis (1–6R) P/N only

601 Research: [Topic] (1–4R) P/N only

603 Dissertation (1–6R) P/N only

605 Reading and Conference: [Topic] (1–16R) Prereq: instructor's consent. R as approved by the faculty.

609 Practicum: [Topic] (1–4R) Prereq: instructor's consent. R for maximum of 18 credits.

Korean Courses (KRN)

101, 102, 103 First-Year Korean (5,5,5) Introduction to basic Korean grammar, syllabary, conversation, and characters.

201, 202, 203 Second-Year Korean (5,5,5) Continued development of skills in speaking, reading, and writing Korean. Introduction of additional characters. Prereq: KRN 103 or equivalent.

Economics

Mark A. Thoma, Department Head

(541) 346-4661
435 Prince Lucien Campbell Hall

Faculty

Bruce A. Blonigen, assistant professor (applied econometrics, industrial organization, international trade). B.A., 1988, Gustavus Adolphus; M.A., 1992, Ph.D., 1995, California, Davis. (1995)

Christopher J. Ellis, professor (economic theory). B.A., 1978, Essex University; M.A., 1979, Ph.D., 1983, Warwick University. (1983)

George W. Evans, John B. Hamacher Professor of Economics (econometrics, macroeconomics). B.A., 1969, California, Berkeley; B.A., 1971, Oxford; M.A., 1976, Ph.D., 1980, California, Berkeley. (1994)

Jo Anna Gray, professor (macroeconomic theory). B.A., 1971, Rockford; A.M., 1973, Ph.D., 1976, Chicago. (1989)

William T. Harbaugh, assistant professor (environmental, experimental, public). B.S., 1983, M.S., 1986, Montana State; Ph.D., 1995, Wisconsin, Madison. (1995)

Stephen E. Haynes, professor (econometrics, international finance). B.A., 1968, Ph.D., 1976, California, Santa Barbara. (1978)

Van W. Kolpin, professor (game theory, microeconomic theory). B.A., 1982, Coe; M.S., 1983, M.A., 1984, Ph.D., 1986, Iowa. (1986)

Emilson C. D. Silva, assistant professor (development, international trade, public finance). B.S., 1986, Universidade de Brasília; M.S., 1988, Ph.D., 1993, Illinois at Urbana-Champaign. (1993)

Larry D. Singell Jr., associate professor (labor, public finance). B.A., 1983, M.A., 1984, Ph.D., 1988, California, Santa Barbara. (1988)

Joe A. Stone, W. E. Miner Professor of Economics (international trade, labor economics); dean, arts and sciences. B.A., 1970, Texas at El Paso; M.A., 1974, Ph.D., 1977, Michigan State. (1979)

Mark A. Thoma, associate professor (econometrics, macroeconomics). B.A., 1980, California State, Chico; Ph.D., 1985, Washington State. (1987)

Anne van den Nouweland, assistant professor (game theory, microeconomic theory). B.A., 1984, M.A., 1989, University of Nijmegen; Ph.D., 1993, Tilburg University. (1996)

W. Ed Whitelaw, professor (urban economics). B.A., 1963, Montana; Ph.D., 1968, Massachusetts Institute of Technology. (1967)

Wesley W. Wilson, associate professor (applied econometrics, industrial organization, transportation economics). B.S., B.A., 1980, North Dakota; M.A., 1984, Ph.D., 1986, Washington State. (1989)

James Ziliak, assistant professor (applied econometrics, labor, public economics). B.A., B.S., 1988, Purdue; M.A., 1990, Ph.D., 1993, Indiana. (1993)

Special Staff

Cathleen S. Leué, associate professor (econometrics, labor); director, Social Science Instructional Laboratory; director, Social Science Data Services Laboratory. B.A., 1978, California State, Chico; Ph.D., 1985, Washington State. (1987)

Emeriti

Robert Campbell, professor emeritus. B.A., 1947, California, Berkeley; B.S., 1950, U.S. Merchant Marine Academy; Ph.D., 1953, California, Berkeley. (1952)

Richard M. Davis, professor emeritus. B.A., 1939, Colgate; M.A., 1941, Ph.D., 1949, Cornell. (1954)

Henry N. Goldstein, professor emeritus. B.A., 1950, North Carolina at Chapel Hill; M.S., 1953, Ph.D., 1967, Johns Hopkins. (1967)

Myron A. Grove, professor emeritus. B.S., 1957, M.S., 1959, Oregon; Ph.D., 1964, Northwestern. (1963)

Chulsoon Khang, professor emeritus. B.A., 1959, Michigan State; M.A., 1962, Ph.D., 1965, Minnesota. (1966)

Raymond Mikesell, professor emeritus. B.A., 1935, M.A., 1935, Ph.D., 1939, Ohio State. (1957)

Barry N. Siegel, professor emeritus. B.A., 1951, Ph.D., 1957, California, Berkeley. (1961)

Paul B. Simpson, professor emeritus. B.A., 1936, Reed; Ph.D., 1949, Cornell. (1949)

Robert E. Smith, professor emeritus. B.A., 1943, Southern California; Ph.D., 1963, California, Los Angeles. (1962)

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 addresses the problem of using scarce resources to satisfy society's unlimited wants. The discipline is divided into two general areas—microeconomics and macroeconomics. Microeconomics explores questions about the way society allocates resources; it applies to public policy in such areas as urban, industrial organization, and labor economics. Macroeconomics considers such questions as the causes of inflation and unemployment; it applies to such areas as monetary, development, and international economics.

The Department of Economics offers an undergraduate major leading to a bachelor's degree. Undergraduate courses in economics provide broad knowledge of the field as a part of the program of liberal education offered by the College of Arts and Sciences. They also give a substantial foundation in economics to students interested in professional graduate training in economics or in careers in business, law, government, or journalism.

For more detailed information students are encouraged to inquire at the department office.

Preparation. Suggested preparation for entering freshmen is four years of high school mathematics. Prospective majors are strongly urged to satisfy part of their science group requirement with an introductory calculus sequence, to be taken in the freshman or sophomore year. Suggested preparation for two-year college transfers is (1) the equivalents of Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202) and (2) the equivalents of either Calculus for Business and Social Science I,II (MATH 241, 242) or Calculus I,II,III (MATH 251, 252, 253) and Introduction to Methods of Probability and Statistics (MATH 243).

Undergraduate Resources. Rooms 405–407 in Prince Lucien Campbell Hall house the economics undergraduate resource center. Close to the department's main office and to faculty and graduate teaching fellow offices, this area has facilities for study-group meetings, research, and consultation with peer advisers. Its convenient location makes it easy to reach between classes or while waiting to see a faculty member. The undergraduate study room and peer-advising facility houses information on graduate schools, internships, jobs, and graduation requirements. The resource room, which contains four Pentium computers that are networked to university computing facilities, contains another study area.

On-line Courses. Two economics courses are offered via the Internet—Principles of Microeconomics (EC 201) and Principles of Macroeconomics (EC 202). These courses are self-paced, and the examinations are administered on the World Wide Web. The courses, which must be completed within a standard ten-week term, are open to enrolled and community-education students and to high school students who want accredited university course work. More information is available from the department or at <http://distanceeducation.uoregon.edu>.

Careers. Career opportunities in economics are found in federal, state, and local government agencies; private industry; various nonprofit organizations; and journalism. A bachelor's degree in economics provides an excellent background for admission to both law school and business school. Students with superior undergraduate academic records frequently go on to graduate work in economics, which leads to careers in higher education, economic research organizations in government, and private industry.

Major Requirements

1. Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202). Should be completed by the end of the sophomore year
2. Calculus for Business and Social Science I,II (MATH 241, 242) *or* Calculus I,II (MATH 251, 252). Should be completed by the end of the sophomore year
3. Introduction to Methods of Probability and Statistics (MATH 243) *or* Econometrics (EC 423) for students who have completed MATH 253. Should be completed by the end of the sophomore year
4. Intermediate Microeconomic Theory (EC 311) and Intermediate Macroeconomic Theory (EC 313) *or* Advanced Microeconomic Theory (EC 411) and Advanced Macroeconomic Theory (EC 413). Should be completed by the end of the junior year
5. Introduction to Econometrics (EC 420, 421) or Econometrics (EC 423, 424); EC 425 is recommended. Should be completed by the end of the junior year
6. Additional 28 credits in economics courses numbered 300 or above, with at least 20 credits in courses numbered 400 or above. At least 12 of the 28 credits must be taken at the UO
7. Grades of C– or better in all courses taken to satisfy the major requirements

A student who has already received credit for a 400-level course cannot apply the credit earned in a corresponding 300-level course to the economics major. For example, if a student has earned credit for one of the 400-level courses in international economics (EC 480, 481), the student cannot use International Economic Issues (EC 380) to satisfy part of the major course requirements

Professional Concentrations

Given the breadth of a degree in economics, students are encouraged to choose one or more professional concentrations that are consistent with their career path. Seven professional

concentrations are described below. Sample programs for each concentration, concentration advisers, descriptions of career possibilities, and recommendations for additional preparation are available in the undergraduate resource center and the department office.

Business Economics—Banking and Finance

1. Complete major requirements including
   a. Money and Banking (EC 370) or Monetary Policy (EC 470)
   b. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460) or Industrial Organization and Public Policy (EC 461)
   c. International Finance (EC 480) and International Trade (EC 481)
2. Complete a minor or approved equivalent in business administration

Business Economics—Management, Marketing, and Accounting

1. Complete major requirements including
   a. Labor Market Issues (EC 350) or Labor Economics (EC 450) or Topics in Labor Economics (EC 451)
   b. Urban and Regional Economics (EC 430) or Issues in Urban and Regional Economics (EC 431) or Economy of the Pacific Northwest (EC 432) or Public Economics (EC 440)
   c. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460) or Industrial Organization and Public Policy (EC 461)
2. Complete a minor or approved equivalent in business administration

Economics and Public Policy and Administration

1. Complete major requirements including
   a. Issues in Public Economics (EC 340) or Public Economics (EC 440)
   b. Urban and Regional Economics (EC 430) or Issues in Urban and Regional Economics (EC 431) or Economy of the Pacific Northwest (EC 432)
   c. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460) or Industrial Organization and Public Policy (EC 461)
   d. Labor Market Issues (EC 350) or Labor Economics (EC 450) or Topics in Labor Economics (EC 451)
2. Complete a minor or equivalent in political science or planning, public policy and management

Environmental Economics

1. Complete major requirements including
   a. Resource and Environmental Economic Issues (EC 333) or Environmental Economics (EC 433)
   b. Issues in Public Economics (EC 340) or Public Finance (EC 440)
   c. Issues in Industrial Organization (EC 360), Theories of Industrial Organization (EC 460) or Industrial Organization and Public Policy (EC 461)
2. Complete the environmental studies minor or an approved equivalent

Graduate Preparation in Economics and Mathematical Economics

1. Complete major requirements including
   a. Advanced Microeconomic Theory (EC 411) and Advanced Macroeconomic Theory (EC 413)
   b. Calculus I,II (MATH 251, 252)
   c. Econometrics (EC 423, 424)
   d. Topics in Mathematical Economics (EC 429)
2. Complete a minor in mathematics

International and Development Economics

1. Complete major requirements including
   a. International Finance (EC 480) and International Trade (EC 481)
   b. Problems and Issues in the Developing Economies (EC 390), or Economic Growth and Development (EC 490), or Issues in Economic Growth and Development (EC 491)
   c. Issues in Industrial Organization (EC 360) or Theories in Industrial Organization (EC 460)
   d. Money and Banking (EC 370) or Monetary Policy (EC 470)
2. Complete a minor or the equivalent in business administration, political science, history, international studies, or an area studies program

Law and Economics and Political Economy

1. Complete major requirements including
   a. Issues in Public Economics (EC 340) or Public Economics (EC 440)
   b. Labor Market Issues (EC 350) or Labor Economics (EC 450)
   c. Issues in Industrial Organization (EC 360) or Industrial Organization (EC 460) or Industrial Organization and Public Policy (EC 461)
   d. International Economics (EC 380) or International Trade (EC 481)
2. Complete a minor or equivalent in political science

Departmental Honors

Qualified students may apply to graduate with honors in economics. Two requirements must be met:

1. Completion of upper-division economics courses with at least a 3.50 grade point average
2. Completion of a research paper, written under the guidance of a faculty member, for 4 credits in Research (EC 401). A copy of the completed paper, approved by the faculty adviser, must be presented to the department by Friday of the week before final examinations during the term the student plans to graduate

Students who intend to satisfy these requirements should notify the director of undergraduate studies early in the term in which they intend to graduate.

Minor Requirements

A minor in economics requires 24 credits distributed as follows:

	24 credits
Introduction to Economic Analysis: Microeconomics (EC 201)	4
Introduction to Economic Analysis: Macroeconomics (EC 202)	4
Intermediate Microeconomic Theory (EC 311)	4
Intermediate Macroeconomic Theory (EC 313)	4
Two additional upper-division 4-credit courses in economics	8

The two upper-division 4-credit courses must be taken at the UO. All courses applied to the economics minor must be completed with grades of C– or better.

A student who has received credit for a 400-level course cannot receive credit toward the economics minor for a corresponding 300-level course.

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

The Department of Economics offers graduate work leading to the degrees of master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.). Graduate fields include economic theory, which is required of all graduate students; advanced macroeconomics; applied econometrics; applied game theory; economic growth and development; industrial organization; international economics; labor economics; public finance; and urban-regional economics. A detailed description of degree requirements may be obtained from the department office.

General information about graduate work at the University of Oregon is available in the **Graduate School** section of this catalog.

Applicants for admission must submit the following to the department:

1. Scores on the general test of the Graduate Record Examinations (GRE) sent by the testing center
2. Three letters of recommendation
3. Complete transcripts of previous work sent by the issuing institutions

At minimum, applicants should have a knowledge of mathematics equivalent to Calculus I,II,III (MATH 251, 252, 253). Knowledge equivalent to Several-Variable Calculus I,II (MATH 281, 282) and Linear Algebra (MATH 341, 342) is recommended.

Applicants whose native language is not English and who have not graduated from an American university must also submit their scores on the Test of English as a Foreign Language (TOEFL). Applicants to the Ph.D. program whose native language is not English must also submit a Speaking Proficiency English Assessment Kit (SPEAK) or Test of Spoken English (TSE) score.

Master's Degree

The Department of Economics offers a master's degree program 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 master's degree program consists of the following departmental requirements in addition

to university and Graduate School requirements for the master of arts (M.A.) or the master of science (M.S.) degree. Each master's degree candidate chooses either the course work or the research option.

Credit Requirements. The course work option requires a minimum of 48 graduate credits. The research option requires a minimum of 45 graduate credits if the candidate writes a research paper or a minimum of 51 graduate credits if the candidate writes a thesis.

Course Requirements

1. Three terms of Econometrics (EC 523, 524, 525) or equivalent to be completed by the end of the first full academic year
2. Two terms of economic theory (EC 511, 513) to be completed by the end of the first full academic year.
3. Elective economics courses excluding EC 503, 601, 605, 609, and Ph.D.-level micro- and macroeconomics core courses (EC 607). Ph.D. students who transfer to the master's program and who have completed the micro- and macroeconomics core courses (EC 607) may apply those courses to master's degree requirements
   a. **Course Work Option.** Seven elective field courses, at least four of which must be at the 600 level and must include Seminar: Econometrics I (EC 607) or Seminar: Econometrics II (EC 607). The 600-level courses must be approved by the candidate's adviser before the course work option is begun
   b. **Research Option.** Five elective field courses, at least two of which must be at the 600 level. No more than 5 credits in EC 601 may be applied to the 45-credit minimum for the research paper and no more than 9 credits in EC 503 may be applied to the 51-credit minimum for the thesis

   The thesis or research paper, on a topic from the area of economics in which a 600-level field course was taken, must be approved by two department faculty members. The candidate's committee must have approved a prospectus for the thesis or research paper before the term in which the thesis or research paper is approved
4. All courses taken to satisfy the master's degree requirements (except EC 503, 601, and 605) must be taken for letter grades with at least a 3.00 cumulative grade point average

Time Limits. Students who choose the course work option must complete all master's degree requirements within three years. Students who choose the research option must complete all master's degree requirements within five years.

The master's degree typically requires five to six terms of full-time work. A few well-qualified students have satisfied requirements for the degree in four terms, including a term spent completing the research paper or thesis.

Environmental Studies

An interdisciplinary master's degree is offered by the Environmental Studies Program. Graduate courses in geography; planning, public policy and management; biology; economics; and other disciplines make up the program.

Address inquiries to the Director, Environmental Studies Program, 10 Pacific Hall, 5223 University of Oregon, Eugene OR 97403-5223.

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. Except for EC 601, 603, 605, and 609, all economics courses 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. Students who complete these nine courses with a GPA of 2.90 or higher may take the qualifying examination in microeconomic and macroeconomic theory when it is offered in early July. Records of students whose GPA is lower than 2.90 are examined to determine eligibility for the qualifying examination. Students who fail the qualifying examination may be permitted to retake it early the following September
2. Students who pass the qualifying examination but have a GPA below 3.00 in econometrics must take a competency examination in econometrics, which is administered the Thursday before the first week of fall classes. Students who fail the competency examination must retake each econometrics course in which they received a grade lower than mid-B and pass it with a grade of mid-B or better
3. Students must file an approved program of study by December 15 following the qualifying examination
4. Two-term EC 607 sequences in two fields of economics must be completed with a 3.00 GPA or better. By winter term of the third year, a research paper for at least 6 credits of Research (EC 601) must be completed in one of the fields and approved by two members of the faculty with specialties in that field
5. Five elective EC 607 courses in economics must be taken outside the two fields

   Advancement to candidacy may be requested after the student has completed the above requirements and orally defended a prospectus for the dissertation, which must include a minimum of 6 credits in Research (EC 601). Students must be enrolled for at least 3 credits during the term of their advancement
6. A Ph.D. dissertation of significant contribution to the field must be completed in conjunction with at least 18 credits of Dissertation (EC 603). A formal, public defense must take place on the UO campus at a date set by the committee chair and approved by the Graduate School

Time Limits. The Graduate School's seven-year time limit for completion of all Ph.D. degree requirements begins with the most recent year of three consecutive terms of full-time enrollment in permanently numbered graduate courses. The economics department requires that every Ph.D. student in economics complete all degree requirements in eight years, beginning with the student's first term of enrollment in the economics doctoral program.

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 can the qualifying examination be waived.

The doctorate in economics at the University of Oregon is designed as a four-year program for full-time students. Students in the Ph.D. program may apply to be awarded a master's degree upon advancement to candidacy.

More detailed information is given in the department's pamphlet, *Graduate Studies in Economics.*

Support Services

Social Science Data Services Laboratory

Cathleen S. Leué, Director

(541) 346-1335
12 Prince Lucien Campbell Hall

The Social Science Data Services Laboratory specializes in data acquisition, access to on-line data, and the archiving of local data. The laboratory's membership in the Inter-University Consortium for Political and Social Research entitles the university community to order data from the largest data archive in the world. Data available to consortium members include panel study of income dynamics, international financial statistics, census data, national crime statistics, and current population surveys. The laboratory also participates in the National Center for Health Statistics Public Use Data Tape Program. The laboratory stores data from the panel study of income dynamics, international financial statistics, Citibase, and the Organization for Economic Cooperation and Development. Users can easily obtain data at their desks by using file transfer protocol (FTP).

Laboratory services include locating and ordering data and creating subsets of those data, training users to use the basic system and the SAS statistics package, and moving data to the university's VMScluster. The laboratory also archives data sets generated by campus researchers.

Social Science Instructional Laboratory

Cathleen S. Leué, Director

(541) 346-2547
72 Prince Lucien Campbell Hall

The Social Science Instructional Laboratory is a state-of-the-art microcomputer laboratory. Staff members assist social science instructors with educational technology applications and help them publish on the World Wide Web and design multimedia presentations. Staff members teach students computer applications, offer consulting services, help students find and retrieve real-world data, and provide research assistance to social science graduate students. Any UO student may use the laboratory when it is not in use by a class.

The laboratory's hardware includes twenty-nine networked computers, three X-terminals, a Sun workstation, three laser printers, two color printers, and two digitizers. The laboratory offers a variety of software including statistical, spreadsheet, graphic, word-processing, and course-specific applications. The Internet and the World

Wide Web can be accessed easily from the laboratory.

The Social Science Instructional Laboratory houses the instructional geographic information systems (GIS) laboratory, in which students can use the powerful Arc/Info software to create maps and conduct spatial analyses.

Economics Courses (EC)

101 Contemporary Economic Issues (4) Examines contemporary public policy using economic principles. Topics may include balanced budgets and tax reform, unemployment, health care, poverty and income redistribution, environmental policy, and international trade policy.

199 Special Studies: [Topic] (1–5R)

201 Introduction to Economic Analysis: Microeconomics (4) First term of introductory sequence in principles of economics. MATH 111 recommended.

202 Introduction to Economic Analysis: Macroeconomics (4) Second term of introductory sequence in principles of economics. Prereq: EC 201.

HC 204 (H) Honors College Introduction to Microeconomics (4) See Honors College

HC 205 (H) Honors College Introduction to Macroeconomics (4) See Honors College

311 Intermediate Microeconomic Theory (4) Consumer and firm behavior, market structures. General equilibrium theory, welfare economics, collective choice, rules for evaluating economic policy. Prereq: EC 201, MATH 111. *Students cannot receive credit for both EC 311 and FINL 311.*

313 Intermediate Macroeconomic Theory (4) Determination of aggregate income, employment, and unemployment; evaluation of macroeconomic policies. Prereq: EC 202, 311.

330 Urban and Regional Economic Problems (4) Topics may include urban and metropolitan growth, land use, race and poverty, education systems, slums and urban renewal, transportation, crime, and pollution and environmental quality. Prereq: EC 201, 202. Whitelaw.

333 Resource and Environmental Economic Issues (4) Economic analysis of replenishable and nonreplenishable natural resources; environmental issues and policies. Prereq: EC 201. Harbaugh, Whitelaw.

340 Issues in Public Economics (4) Principles and problems of government financing. Expenditures, revenues, debt, and financial administration. Production by government versus production by the private sector. Tax measures to control externalities. Prereq: EC 201, 202. Ellis, Harbaugh, Silva, Singell.

350 Labor Market Issues (4) Topics may include the changing structure of employment, the minimum wage, the dual labor market hypothesis, collective bargaining, discrimination, and health and safety regulation. Prereq: EC 201, 202. Singell, Stone, Ziliak.

360 Issues in Industrial Organization (4) Topics may include analysis of market power, trends in industrial structure, the role of advertising, pricing policies and inflation, impact of social regulation (e.g., OSHA, EPA), and international comparisons. Prereq: EC 201, 202. Blonigen, Wilson.

370 Money and Banking (4) Operations of commercial banks, the Federal Reserve System, and the Treasury that affect the United States monetary system. Prereq: EC 201, 202. Gray, Siegel. *Students cannot receive credit for both EC 370 and FINL 314.*

380 International Economic Issues (4) Exchange across international boundaries, theory of comparative advantage, balance of payments and adjustments, international financial movements, exchange rates and international financial institutions, trade restrictions and policy. Prereq: EC 201, 202. Haynes.

390 Problems and Issues in the Developing Economies (4) Topics may include the role of central planning, capital formation, population growth, agriculture, health and education, interaction between economic and cultural change, and the "North-South debate." Prereq: EC 201, 202. Silva.

393 Historical Foundation of Economics (4) Major schools of economic thought and their role in understanding contemporary economic issues. Topics may include free trade, minimum wage, central government, tax reform, and income distribution. Prereq: EC 202.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Yearly offerings vary depending on interests and needs of students and on availability of faculty members.

408/508 Workshop: [Topic] (1–21R)

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

411/511 Advanced Microeconomic Theory (4) Advanced theory of consumer and firm behavior, market structures. Prereq: calculus. Ellis, Silva.

413/513 Advanced Macroeconomic Theory (4) Advanced theory about the determination of aggregate income, employment, unemployment; evaluation of macroeconomic policies. Prereq: EC 411/511. Thoma.

420/520, 421/521 Introduction to Econometrics (4,4) Application of classical statistical techniques of estimation, hypothesis testing, and regression to economic models. Sequence. Prereq: MATH 241, 242, 243 or equivalents. Haynes, Wilson. Includes two-hour laboratory section in Social Science Instructional Laboratory.

423/523, 424/524, 425/525 Econometrics (4,4,4) Regression problems of autocorrelation, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; the identification problem in a simultaneous equation setting; development of simultaneous equation estimating procedures; the properties of these estimators; applications of these procedures to the problem of obtaining estimates of structural parameters in economic models containing many equations. Prereq: MATH 251, 252, 253 and elementary statistics. Haynes, Singell, Wilson, Ziliak.

429/529 Topics in Mathematical Economics (4) Mathematical formulations of economic theory. Linear programming, elementary growth models, matrices, stability analysis and equilibrium behavior under uncertainty, production functions, and Slutsky equation analysis of consumer demand. Prereq: EC 311, 313 and elementary calculus. Kolpin, van den Nouweland.

430/530 Urban and Regional Economics (4) Location theory; urbanization and metropolitan growth; regional analysis; intraurban rent, location and land use, size distribution of urban areas; welfare economics, political economy, and urban problems. Prereq: EC 311. Whitelaw.

431/531 Issues in Urban and Regional Economics (4) 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 311. Whitelaw.

432/532 Economy of the Pacific Northwest (4) Locational factors influencing development of the region's major industries; recent changes in income and population; problems and governmental policies in the areas of taxation, environment, and planning. Prereq: EC 311. Whitelaw.

433/533 Resource and Environmental Economics (4) Appropriate time pattern of harvest for a replenishable resource and appropriate rate of exhaustion of a nonreplenishable resource. Issues in natural resource and environmental policies. Prereq: EC 311. Harbaugh, Whitelaw.

440/540 Public Economics (4) Theory of public goods and their optimal provision. Collective choice versus private choice and implications for resource allocation and efficiency. Prereq: EC 311, 313. Ellis, Harbaugh, Silva.

441/541 Public Finance (4) Public budgeting, detailed consideration of the principles of taxation and expenditure, analysis and comparison of various forms of taxation, government enterprises. Prereq: EC 311, 313. Kolpin.

450/550 Labor Economics (4) Supply and demand for labor wage determination under various market structures, low-wage labor markets, segmentation, the role of trade unions, wage differentials, discrimination, and the nature of work. Prereq: EC 311. Singell, Stone, Ziliak.

451/551 Topics in Labor Economics (4) Theories of unemployment, alienation, inequality, human resources, and the impact of unions. Economic policy affecting labor markets, particularly policies and institutions relating to unemployment. Prereq: EC 311. Singell, Stone, Ziliak.

460/560 Theories of Industrial Organization (4) Theories, quantitative measures, and institutional descriptions of the structure, conduct, and results that characterize American industry. Emphasis is on the determinants and consequences of market power. Prereq: EC 311. Blonigen, van den Nouweland, Wilson.

461/561 Industrial Organization and Public Policy (4) Major policy instruments that have been developed to cope with social problems created by market power. The two principal instruments are antitrust and income policies. Prereq: EC 311. Blonigen, van den Nouweland, Wilson.

470/570 Monetary Policy (4) Federal Reserve System strategies and methods of monetary and credit control. Effects of federal policies on prices, output, and employment. Prereq: EC 311, 313. Gray, Thoma.

471/571 Monetary Theory (4) Monetary theories of income, employment, and the price level. Critiques of Keynesian and classical analysis. Prereq: EC 311, 313. Gray, Thoma.

480/580 International Finance (4) Foreign exchange markets, interaction between spot and forward markets, speculation and interest arbitrage, balance-of-payments accounting, measures of deficits and surpluses, "open-economy" macroeconomic issues. Prereq: EC 311, 313. Haynes.

481/581 International Trade (4) Theories of international trade, direction of trade flows, determination of prices and volumes in international trade, tariffs, quotas, customs, unions, free versus restricted trade. Prereq: EC 311, 313. Blonigen, Stone.

490/590 Economic Growth and Development (4) Experience of developed countries and theories of development. Analysis of specific development programs, role of agriculture, sources of investment, techniques and strategies of investment planning. Prereq: EC 311, 313. Silva.

491/591 Issues in Economic Growth and Development (4) Economic issues in developing countries, including use of central planning or markets, capital formation, agriculture, population growth, health and education systems, and the "North-South debate." Prereq: EC 311, 313. Silva.

493/593 The Evolution of Economic Ideas (4) Economic thought from the ancient world to the 20th century. Major schools of economic thought and their relationship to other social ideas of their times. Prereq: EC 311, 313. Thoma.

494/594 Issues in Modern Economic Thought (4) 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 311.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (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: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recent topics are Applied Econometrics, Economic Growth and Development, Game Theory, Industrial Organization, International Trade and Finance, Labor Economics, Macroeconomic Theory, Microeconomic Theory, and Public Finance.

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–3R) P/N only. Graduate teaching fellows may receive 3 credits a term; available to other graduate students with department head's consent.

English

John T. Gage, Department Head

(541) 346-3911
(541) 346-1509 fax
118 Prince Lucien Campbell Hall
1286 University of Oregon
Eugene OR 97403-1286
http://darkwing.uoregon.edu/~engl

Faculty

Martha J. Bayless, associate professor (Middle English literature). B.A., 1980, Bryn Mawr; M.A., 1984, Ph.D., 1990, Cambridge. (1989)

Louise M. Bishop, senior instructor (Old English, medieval and Renaissance literature). B.A., 1978, Fairleigh Dickinson; M.A., 1980, Ph.D., 1984, Fordham. (1987)

Elizabeth A. Bohls, associate professor (18th-century literature). B.A., 1979, Mount Holyoke; Ph.D., 1989, Stanford. (1998)

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, professor (pedagogy, rhetoric, women writers). B.A., 1961, M.A., 1965, Oregon; Ph.D., 1980, California, Irvine. (1990)

James R. Crosswhite, associate professor (rhetoric and 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., 1971, Portland; M.A., 1976, Ph.D., 1982, California, Los Angeles. (1990)

Ian Duncan, Barbara and Carlisle Moore Professor of English (novel, 19th-century British literature, Scottish literature). B.A., 1977, Cambridge; Ph.D., 1989, Yale. (1995)

James W. Earl, professor (Anglo-Saxon literature). B.A., 1967, Bucknell; Ph.D., 1971, Cornell. (1987)

Susan J. Fagan, senior instructor (business and technical communication, American literature, folklore). B.A., 1968, M.A., 1975, D.A., 1979, Ph.D., 1982, Oregon. (1986)

Karen J. Ford, associate professor (poetry and poetics, modern poetry, American literature); director, graduate studies. B.A., 1978, California State, Sacramento; M.A., 1981, California, Davis; Ph.D., 1989, Illinois at Urbana-Champaign. (1992)

Lisa Freinkel, assistant professor (Renaissance literature). B.A., 1987, Harvard; M.A., 1989, Ph.D., 1993, California, Berkeley. (1995)

John T. Gage, professor (rhetoric, writing, modern poetry). B.A., 1969, M.A., 1971, Ph.D., 1976, California, Berkeley. (1980)

Olakunle George, assistant professor (Anglophone African literature, literary theory, cultural studies). B.S., 1984, M.A., 1986, University of Ibadan (Nigeria); Ph.D., 1992, Cornell. (1996)

Roland Greene, professor. See **Comparative Literature**

Shari M. Huhndorf, assistant professor (Native American literature; autobiography, American cultural history). B.A., 1985, Redlands; M.A., 1991, Ph.D., 1996, New York University. (1996)

Kathleen Rowe Karlyn, assistant professor (film studies). B.A., 1969, Connecticut; M.L.A., 1973, Johns Hopkins; Ph.D., 1992, Oregon. (1994)

Linda Kintz, associate professor (20th-century literature). B.A., 1967, Texas Tech; M.A., 1969, Southern Methodist; Ph.D., 1982, Oregon. (1988)

Ronald Ladau, senior instructor (expository writing, English as a second language). B.A., 1973, M.A., 1974, San Francisco State. (1980)

Sidner Larson, assistant professor (Native American literature). B.S., 1972, Northern Montana; M.A., 1982, South Dakota State; J.D., 1985, Minnesota; Ph.D., 1994, Arizona. (1995)

C. Anne Laskaya, assistant professor (medieval literature, women writers, composition); director, composition. B.A., 1976, Lawrence University; B.Mus., Lawrence Conservatory of Music; M.A., 1978, Ph.D., 1989, Rochester. (1983)

Clare A. Lees, associate professor. See **Comparative Literature**

Julia Lesage, associate professor (telecommunication and film). M.A., 1962, Ph.D., 1972, Indiana. (1988)

David Leiwei Li, Collins Professor of Humanities (Asian American literature and culture). B.A., 1982, Shanghai Foreign Languages Institute; M.A., 1986, Indiana University of Pennsylvania; Ph.D., 1991, Texas at Austin

Ajuan Maria Mance, assistant professor (African American literature). B.A., 1988, Brown; M.A., 1992, Ph.D., 1995, Michigan, Ann Arbor. On leave 1999–2000. (1995)

Joan K. Mariner, senior instructor (developmental expository writing). B.A., 1984, M.A., 1987, Oregon. (1988)

Margaret L. McBride, senior instructor (business communications, expository writing, science fiction). M.A., 1975, Oregon. (1981)

Candace Glass Montoya, senior instructor (expository writing). B.A., 1970, M.A., 1976, San Diego State; M.F.A., 1982, Arizona. (1988)

Paul W. Peppis, assistant professor (modern British literature). B.A., 1984, Williams; M.A., 1987, Ph.D., 1993, Chicago. (1995)

Forest Pyle, associate professor (Romanticism, literary theory). B.A., 1980, M.A., 1983, Ph.D., 1988, Texas at Austin. (1988)

William Rockett, associate professor (Renaissance literature). B.A., 1961, M.A., 1963, Oklahoma; Ph.D., 1969, Wisconsin, Madison. (1966)

William Rossi, associate professor (19th-century American literature). B.A., 1972, M.A., 1979, Missouri; Ph.D., 1986, Minnesota. (1989)

George Rowe, professor (Renaissance literature); editor, *Comparative Literature*. B.A., 1969, Brandeis; M.A., 1971, Ph.D., 1973, Johns Hopkins. (1985)

Gordon M. Sayre, assistant professor (early American literature, 18th-century literature). B.A., 1988, Brown; Ph.D., 1993, State University of New York at Buffalo. On leave winter and spring 2000. (1993)

Steven Shankman, professor (18th-century literature, the classical tradition, comparative literature); director, Oregon Humanities Center. B.A., 1969, Texas at Austin; B.A., 1971, M.A., 1976, Cambridge, Ph.D., 1977, Stanford. (1984)

Sharon R. Sherman, professor (film, folklore, popular culture). Ph.B., 1965, Wayne State; M.A., 1971, California, Los Angeles; Ph.D., 1978, Indiana. On leave winter and spring 2000. (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); associate department head; director, English honors. A.B., 1961, A.M., 1963, Ph.D., 1969, Harvard. (1968)

Nathaniel Teich, professor (Romanticism, writing, criticism). B.S., 1960, Carnegie-Mellon; M.A., 1962, Columbia; Ph.D., 1970, California, Riverside. (1969)

Louise Westling, professor (20th-century American literature). B.A., 1964, Randolph-Macon Woman's; M.A., 1965, Iowa; Ph.D., 1974, Oregon. On leave fall 1999 and spring 2000. (1985)

Elizabeth A. Wheeler, assistant professor (post-1945 literature, cultural studies). A.B., 1982, Bowdoin; M.A., 1988, City University of New York; Ph.D., 1996, California, Berkeley. (1996)

John C. Witte, senior instructor (creative writing); editor, *Northwest Review*. B.A., 1971, Colby; M.F.A., 1977, Oregon. (1979)

Daniel N. Wojcik, associate professor (folklore, popular culture). B.A., 1978, California, Santa Barbara; M.A., 1986, Ph.D., 1992, California, Los Angeles. (1991)

Henry B. Wonham, assistant professor (19th- and 20th-century American literature). B.A., 1983, Princeton; Ph.D., 1991, Virginia. (1995)

Mary E. Wood, associate professor (19th-century American literature). B.A., 1978, Yale; M.A., 1980, Ph.D., 1987, Stanford. (1987)

Emeriti

Roland Bartel, professor emeritus. B.A., 1947, Bethel; Ph.D., 1951, Indiana. (1951)

Constance Bordwell, associate professor emerita. B.A., 1931, Oregon; M.A., 1932, Washington State; diploma in linguistics, 1970, University College, London. (1947)

William Cadbury, professor emeritus. B.A., 1956, Harvard; M.S., 1957, Ph.D., 1961, Wisconsin, Madison. (1961)

Edwin L. Coleman II, professor emeritus. B.A., 1961, M.A., 1962, San Francisco State; Ph.D., 1971, Oregon. (1971)

Marilyn Farwell, professor emerita. A.B., 1963, MacMurray; M.A., 1966, Ph.D., 1971, Illinois. (1971)

Thelma Greenfield, professor emerita. B.A., 1944, M.A., 1947, Oregon; Ph.D., 1952, Wisconsin, Madison. (1963)

Clark Griffith, professor emeritus. A.B., 1947, Central Missouri State; M.A., 1948, Southern Methodist; Ph.D., 1952, Iowa. (1970)

Robert Grudin, professor emeritus. B.A., 1960, Harvard; M.A., 1963, Ph.D., 1969, California, Berkeley. (1971)

John A. Haislip, professor emeritus. B.A., 1950, Ph.D., 1965, Washington (Seattle). (1966)

Joseph A. Hynes Jr., professor emeritus. A.B., 1951, Detroit; A.M., 1952, Ph.D., 1961, Michigan. (1957)

Ruth F. Jackson, senior instructor emerita. B.A., 1929, M.A., 1933, Oregon. (1955)

Gloria E. Johnson, professor emerita. B.A., 1944, Barnard; M.A., 1946, Ph.D., 1954, Columbia. (1959)

Albert A. Kitzhaber, professor emeritus. B.A., 1939, Coe; M.A., 1941, Washington State; Ph.D., 1953, Washington (Seattle). (1962)

Glen A. Love, professor emeritus. B.A., 1954, M.A., 1959, Ph.D., 1964, Washington (Seattle). (1965)

Ralph J. Salisbury, professor emeritus. B.A., 1949, M.F.A., 1951, Iowa. (1961)

Donald S. Taylor, professor emeritus. B.A., 1947, M.A., 1948, Ph.D., 1950, California, Berkeley. (1968)

William C. Strange, professor emeritus. B.A., 1952, Whitman; M.A., 1953, Montana; Ph.D., 1963, Washington (Seattle). (1960)

A. Kingsley Weatherhead, professor emeritus. M.A., 1949, Cambridge; M.A., 1949, Edinburgh; Ph.D., 1958, Washington (Seattle). (1960)

Christof A. Wegelin, professor emeritus. Dip. Tech., 1933, Winterthur; M.A., 1942, North Carolina; Ph.D., 1947, Johns Hopkins. (1952)

George Wickes, professor emeritus. B.A., 1944, Toronto; M.A., 1949, Columbia; Ph.D., 1954, California, Berkeley. (1970)

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

Participating

T. Givón, linguistics

Russell S. Tomlin, linguistics

Undergraduate Studies

The Department of English offers instruction in English literature, American literature, writing, English linguistics, folklore, and the literature of ethnic minorities. Its lower-division courses provide training in writing and introduce the student to literature as a humanistic discipline. Its upper-division courses emphasize the humanistic values that emerge from studying literature and allied disciplines analytically and in depth.

Careers. The study of English opens doors to many careers. All fields of endeavor place high value on the ability to read intelligently and to write clearly. The English major may lead most directly to careers in education, journalism, or communications; it is also highly regarded as undergraduate training for law, government, social work, community service, and business. Indeed, the ability to handle the language with clarity and cogency is the 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. A student preparing for graduate study in English should construct an appropriate course of undergraduate study in consultation with a faculty adviser.

Major Requirements

The Department of English expects its majors to acquire knowledge of English and American literature. In addition, it expects them to gain a sense of history and a reading knowledge of at least one second language. Majors should construct their programs in consultation with an adviser. The major requirements for the degree of bachelor of arts (B.A.) in the Department of English are listed below.

Course work required for the English major, both lower division and upper division, must be passed with grades of mid-C or better.

All majors must complete the university foreign-language requirement for the B.A. degree.

credits

Introduction to the English Major (ENG 220, 221, 222) 12

One Shakespeare course (ENG 207 or 208) ..... minimum of 3

Two lower-division elective courses (excluding ENG 103, 104,105, 106 and courses with the WR subject code) ..... minimum of 6

36 credits in upper-division courses distributed as follows:

One English literature course, pre-1500 ..... minimum of 3

Two literature courses, 1500 to 1789 ..... minimum of 6

Two literature courses, 1789 to the present ..... minimum of 6

One literary theory or criticism course (not limited to ENG 300) ..... minimum of 3

One folklore, ethnic literature, or women's literature course ..... minimum of 3

Additional upper-division course work in literature or writing or a combination of both to total 36 credits. No more than 8 credits of ENG 401, 403, 405 or WR 408 or CRWR 405, 408 can be used to fulfill this requirement.

Honors Program in English

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 supervision 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 director. Honors seniors enroll in Thesis (ENG 403) during the first two terms of their senior year. The senior honors project consists of a thirty- to forty-page essay, creative work, or the equivalent, and is due at the end of the second term of ENG 403. The project is evaluated, along with the rest of the student's work, to determine if he or she will be awarded the degree of bachelor of arts with honors in English.

Minor in English

The English minor consists of 24 credits of approved course work listed in *University of Oregon English Major Requirements* and courses bearing the ENG and/or WR prefixes in the *Annual Advising Supplement* excluding Introduction to Literature (ENG 103, 104, 105, 106); ENG 401, 403, or 405; and any creative-writing course taught outside the Department of English. The publications listed above are available in the department office.

Minor Requirements. A total of 24 credits, a maximum of 8 credits may be in lower-division courses. All upper-division course work for the minor must be taken in residence at the

University of Oregon. Courses taken for the minor must be passed with grades of mid-C or better. Courses applied to any other major or minor may not be used for the minor in English. An application form, which is available in the English department office, must be signed before course evaluations for the minor can be processed.

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in language arts. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

The Department of English offers graduate work in English and American literature. It offers the master of arts (M.A.) and doctor of philosophy (Ph.D.) degrees in English. 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. that focuses on 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 specializing 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 at least 3.30 (B+) or, if the student has 12 or more credits of graduate work in English, a 3.30 or better graduate GPA
2. A minimum score of 550 on the verbal section of the general test of the Graduate Record Examinations (GRE)
3. For nonnative speakers: a minimum score of 600 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 250 on the computer-based test

Admission Procedures

1. Obtain a Graduate Admission Application from the department's graduate secretary
2. Send the first copy to the UO Office of Admissions with a $50 admission fee and the remaining copies to the graduate secretary
3. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the UO Office of Admissions, the other to the graduate secretary
4. Submit or have sent to the graduate secretary
   a. An official record of GRE scores
   b. Letters of recommendation from three people familiar with the applicant's academic background and intellectual abilities
   c. A brief 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 July 1; for winter term, October 1; for spring term, January 10; for summer session, April 1. The completed file is reviewed by the department's graduate admissions committee, which notifies the applicant of its decision. All admissions are conditional.

Degree Requirements

Completion of the degree requires reading competence in one foreign language. Reading competence may be demonstrated by a B+ average in the yearlong Old English sequence; a grade of mid-B or better in the last term of a second-year language course or an approved 300-, 400-, or 600-level literature course with readings in the target language; scoring at the 25th percentile or better on the Graduate Student Foreign Language Test (GSFLT); or passing the Toronto Medieval Latin examination at the master's level.

Students must take twelve formal 600-level seminars for the M.A. degree. A master's thesis may be substituted for one of these seminars, with the prior approval of the director of graduate studies in consultation with the faculty thesis adviser. The M.A. thesis is a substantial scholarly essay.

A minimum cumulative GPA of 3.30 in all graduate course work at the UO is required for completion of the M.A. degree. At least nine courses must be taken in residence at the University of Oregon.

Interdisciplinary M.A. For information see the description of the Interdisciplinary Studies: Individualized Program (IS:IP) in the **Graduate School** section of this catalog.

Doctor of Philosophy Degree

Students who want to pursue a Ph.D. at the University of Oregon should apply directly to the doctoral program. Students in the doctoral program who have not earned an M.A. prior to being admitted may receive the M.A. at the appropriate stage of their course of study, typically at the end of the second year (subject to the fulfillment of department and university M.A. requirements listed in the **Graduate School** section of this catalog.)

The number of places in the Ph.D. program is limited, and admission is competitive.

Admission Requirements

1. A bachelor of arts (B.A.) or a master of arts (M.A.) in English or a related field, with at least a 3.50 graduate grade point average (GPA)
2. A combined recommended Graduate Record Examinations (GRE) score of 1250 on the verbal section of the general test and the literature in English test
3. For nonnative speakers: a minimum score of 600 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 250 on the computer-based version

Admission procedures are the same as for M.A. degrees. The application deadline for fall term is January 15; candidates are admitted only for fall term.

Residency Requirements

The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate with at least one year spent in continuous residence on the Eugene campus. The Graduate School requires three consecutive terms (fall, winter, spring) with a minimum of nine graduate credit hours of formal course work per term for the Ph.D. year of residency; graduate teaching fellows must also enroll for a minimum of nine graduate credits each term they hold a GTF appointment.

Degree Requirements

Second Language. The graduate language requirement for the doctoral degree is reading competence in two languages or high proficiency in one. Reading competence may be demonstrated in each of two languages as specified under the language requirement for the M.A. degree. High proficiency may be demonstrated by a grade of A– or better in an approved 400- or 600-level literature course, with readings in the target language; scoring at the 75th percentile or better on the GSFLT; or passing the Toronto Medieval Latin examination at the Ph.D. level.

Students may petition the graduate committee to test in languages that don't fit the above criteria. Approvals for literature course work must be obtained in advance from the director of graduate studies.

Teaching. Doctoral candidates must have experience as classroom teachers in the department before they receive the degree.

Courses. The student must take eighteen seminars, six in designated areas:

- Introduction to Graduate Studies in English (ENG 690)
- Pre-1500
- Renaissance
- 1660–1800
- 19th century
- Literary theory

The twelve remaining seminars may be distributed among any areas but must be determined by a program of study that is approved by the student's graduate faculty adviser and the director of graduate studies before the second year of study.

Graduate course work should be done at the 600 level. Exceptions to this policy must be made in advance by the director of graduate studies in consultation with the individual faculty adviser.

A cumulative GPA of 3.50 or better in all graduate work at the University of Oregon is the minimum requirement for satisfactory progress toward the Ph.D.

Qualifying Examination

Doctoral candidates who enter with a M.A. degree must take the Ph.D. qualifying examination at the beginning of the second year of study. This examination, which covers the whole of English and American literature, is based on a reading list compiled by members of the faculty. This reading list may be subject to periodic change. A committee of faculty members administers the examination once a year in the fall term. Students who fail the qualifying examination may retake it once, the following spring term.

Students who pass the qualifying examination complete their remaining course work during the next three terms and begin preparing for the Ph.D. oral examination. Those who have completed twelve graduate-level English courses (ten taken at the university), attained reading knowledge of one second language, and maintained a

cumulative GPA of 3.30 or better may apply for the M.A. degree with a specialty in English or American literature.

Students whose work at this stage does not demonstrate sufficient potential for successful completion of the Ph.D. may not continue in the graduate program in English. If they have satisfactorily completed eighteen graduate-level English courses (nine taken at the university), attained reading knowledge of one second language, and maintained a cumulative GPA of at least 3.30, they may apply for the M.A. degree.

Ph.D. Oral Examination

After students in the Ph.D. program have completed their course work, they must take a two-and-a-half-hour oral examination. Typically taken fall term following completion of all course work, the Ph.D. oral examination provides each student with the opportunity to present and defend a short paper on a topic that might be developed in a dissertation.The examination also allows the student to demonstrate expertise in his or her field of specialization. It is divided into two parts:

1. A prepared presentation by the student on a topic or problem of the student's choice, followed by a discussion of that topic
2. A discussion of a relatively broad field that provides a context for the topic or problem examined in part 1

The topic and areas covered by the oral examination are defined, in the form of a project description and reading list, by the student in consultation with an adviser or advisers and must be approved by the English department graduate committee. As a supplement to the Ph.D. oral examination, a student may choose to complete a one- to two-hour written examination on part 2. The Ph.D. oral examination may be retaken only once.

Ph.D. Dissertation

After completing all other degree requirements, the candidate should consult with a faculty adviser willing to work in the area of the student's interest and submit a dissertation prospectus for approval by the student's dissertation committee. Once the prospectus is approved by the committee and the director of graduate studies, the student is advanced to candidacy.

A three-year period for completion of the dissertation begins when the Graduate School approves the advancement to candidacy. The department requires a considerably faster rate of progress toward completion of the degree for students holding graduate teaching fellowships. See the English department's Appointment and Reappointment of Graduate Teaching Fellows regulations, available in the office.

The dissertation may be a work of literary or linguistic scholarship or, with the approval of the committee, a collection of three substantial essays exhibiting internal coherence though not necessarily treating a single subject. The candidate gives an oral presentation or defense of the dissertation when it is completed and found acceptable by the committee.

Expository Writing

The English department offers required and elective courses in expository writing for all university students to help them improve their ability to write clearly and effectively. Students must fulfill the university writing requirement of two composition courses or be cleared according to established waiver and exemption policies. The requirement is WR 121 and either WR 122 or 123, or their approved equivalents. Students should complete the writing requirement—with course work, by exemption, or by waiver examination—early in their studies.

Exemptions. A score of 710 and above on the College Board (CB) recentered Scholastic Assessment Test (SAT I) waives the first-term writing course. No credit is given for this waiver. A test score of 650 on the SAT I-Verbal examination taken before recentering (April 1995) also waives WR 121. A student with a CB score of 5 on the Advanced Placement (AP) English Literature and Composition examination, or a 4 or 5 on the AP English Language and Composition examination, receives credit for both WR 121 and 122. A student with a score of 4 on the AP English Literature and Composition examination, or a 3 on the AP English Language and Composition examination, receives credit for WR 121 only. For students who take the American College Test (ACT), a score of 32 waives WR 121. No credit is given for this waiver.

Waiver Examinations. Waiver examinations for WR 121 and 122 are offered during the first week of classes, fall through spring terms, at the UO Testing Office, 238 University Health and Counseling Center Building; telephone (541) 346-3230. Call or visit the Testing Office to sign up for an examination. No credit is awarded for waiver examinations, and students may not take waiver examinations for both courses in the same term. The essay exams are graded pass/no pass by three members of the Department of English composition committee. Students who do not pass may not retake the examination and should register for the appropriate writing course as soon as possible. Students who pass the exam have an "exemption by exam" notation for either WR 121 or 122 placed on their transcripts. Waiver exams are not returned to students, nor are they used as a teaching device. Additional help and special tutoring is available to students through the Center for Academic Learning Services.

Placement

Students for whom English is the native language are placed in their first writing course based on 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. 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 49 or AEIS 110, 111, 112 (taught in the Department of Linguistics).

Nonnative Speakers. Students for whom English is not the native or primary language are placed in their first writing course on the basis of a placement test, which is administered before registration. Nonnative speakers should inquire at the American English Institute, 107 Pacific Hall, for placement test dates.

Transfer Students. Transfer students in doubt about the equivalency of courses taken elsewhere should bring transcripts and catalog descriptions to the composition office, Department of English, for evaluation.

English Courses (ENG)

Not every course listed here can be offered every year; students should consult the current UO Schedule of Classes.

104, 105, 106 Introduction to Literature(4, 4,4) Works representing the principal literary genres. **104:** fiction. **105:** drama. **106:** poetry. Bayless, Ford, George, Kintz, Pyle, Wheeler, Wood.

107, 108, 109 World Literature (4,4,4) Reading and analysis of selected works from ancient to modern. **107:** ancient to medieval. **108:** Renaissance to Neoclassic. **109:** 19th and 20th centuries. Earl, George, Sayre, Shankman, Teich.

151 Introduction to African American Literature (4) Reading and critical analysis of African American fiction, poetry, and drama in historical and thematic perspective; examination of the black experience that influenced the literature. Coleman, Mance.

199 Special Studies: [Topic] (1–5R)

207, 208 Shakespeare (4,4) The major plays in chronological order with emphasis in the first term on the early and middle plays through *Hamlet* and in the second term on the later plays beginning with *Twelfth Night*. Bishop, Freinkel, Grudin, Laskaya, Rockett, Rowe.

210, 211 Survey of English Literature (4,4) The principal works of English literature selected to represent major writers, literary forms, and significant currents of thought. **210:** to 1789. **211:** 1789 to the present. Dugaw, Earl, Peppis, Stein.

215, 216 Survey of American Literature (4,4) American literature from its beginnings to the present. **215:** to 1850. **216:** 1850 to the present. Gage, Rossi, Sayre, Westling, Wickes, Wonham, Wood.

220, 221, 222 Introduction to the English Major (4,4,4) Chronological study of literary works in English considered in the context of cultural histories. **220:** beginnings to 17th century. **221:** 17th to 19th centuries. **222:** 19th century to present. Bohls, Earl, Stein.

240 Introduction to Native American Literature (4) The nature and function of oral literature; the traditional literature as background for a study of contemporary Native American writing. Huhndorf, Larson.

250 Introduction to Folklore (4) The process and genres of traditional (i.e., folk) patterning; the relations between these forms of expression and other arts, especially English and American literature. Sherman, Wojcik.

260 Media Aesthetics (4) Conventions of visual representation in still photography, motion pictures, and video. Karlyn, Lesage.

265, 266 History of the Motion Picture (4,4) History of the motion picture as an art form. **265:** beginnings to 1945. **266:** 1945 to present. Karlyn, Lesage.

Sophomore standing or above is a prerequisite for 300-level courses.

300 Introduction to Literary Criticism (4) Various techniques and approaches to literary criticism (such as historical, feminist, formalist, deconstructionist, Freudian, Marxist, semiotic) and their applications. Clark, Crosswhite, Farwell, Huhndorf, Pyle.

308 Studies in Genre: Epic and Romance (4) Examination of the history and nature of the major literary genres of epic and romance. Bishop, Dugaw, Laskaya. Not offered 1999–2000.

309 Studies in Genre: Tragedy and Comedy (4) Examination of the history and nature of the major literary genres of tragedy and comedy. Rowe, Stein.

310 African American Prose (4) Forms, themes, and styles in the fictional and nonfictional prose of Africa, the West Indies, and African America. Novels, short stories, essays, autobiographies, and other narratives. Coleman, Mance.

311 African American Poetry (4) The study of African, West Indian, and African American poetry. Coleman, Mance.

312 African American Drama (4) Major achievements in African, West Indian, and African American drama. Coleman, Mance.

315 Women Writers' Cultures: [Topic] (4R) Women's writing in a particular cultural matrix (race, ethnicity, class, sexual orientation, region, religion) examined in the context of feminist literary theories. R when topic changes. Clark, Dugaw, Karlyn, Kintz, Wood.

316 Women Writers' Forms: [Topic] (4R) Women's writing in a particular genre or form (prose, fiction, drama, poetry, autobiography, folksong) examined in the context of current feminist literary theories. R when topic changes. Dugaw, Farwell, Ford, Kintz, Westling, Wood.

321, 322, 323 English Novel (4,4,4) 321: rise of the novel from Defoe to Austen. **322:** Scott to Hardy. **323:** Conrad to the present. Bohls, Duncan, Stevenson.

325 Literature of the Northwest (4) Survey of significant Pacific Northwest literature as set against the principles of literary regionalism. Clark, Love.

326 Western American Literature (4) Major literary works of the American West from frontier times to the present. Huhndorf, Kintz, Love, Pyle.

340 Jewish Writers (4) Forms and varieties of fiction, poetry, and drama by Jewish writers from the 19th century to the present. Stein.

391, 392 American Novel (4,4) Development of the American novel from its beginnings to the present. **391:** beginnings to 1900. **392:** 1900 to present. Love, Rossi, Sayre, Wonham, Wood.

394, 395 20th-Century Literature (4,4) Modern literature from American, British, and European cultures. Significant works of poetry, fiction, drama, and nonfiction in relation to intellectual and historical developments. **394:** 1890 to 1945. **395:** 1945 to present. Clark, Ford, Gage, George, Kintz, Peppis, Stein, Wonham.

399 Special Studies: [Topic] (1–5R) R when topic changes.

Junior standing or above is a prerequisite for 400-level courses.

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Selected seminars offered each year.

408/508 Workshop: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–5R) Selected topics offered each year.

411/511 Dramatic Screenwriting (4) Writing of dramatic screenplays for film and television. Prereq: ENG 260 or instructor's consent. Lesage.

414/514 Classical and Medieval Literary Theory (4) Origins of literary theory beginning with Plato through Plotinus and the Middle Ages, with attention to its importance for understanding the assumptions of later literary theory including contemporary. Shankman. Not offered 1999–2000.

415/515 Literary Theory and Pedagogy (4) Literary theory and practices of reading from the point of view of pedagogy. Examines professional issues involved with teaching and learning in literary studies. Clark. Not offered 1999–2000.

417/517 History of Literary Criticism (4) Studies in the theory and practice of literary criticism from Plato and Aristotle through the New Critics. Clark, Pyle, Shankman.

419/519 Contemporary Literary Theory (4) Developments in critical thinking after the New Criticism. Crosswhite, George, Kintz, Pyle.

421/521 The Bible and Literature (4) The Bible, Old and New Testaments, as a model for and influence on secular literature. Earl. Not offered 1999–2000.

422/522 History of the English Language (4) Origins and development of English from medieval to modern times. Study of syntactic, morphological, and semantic changes in the word stock. Development of British and American English. Prereq: LING 290. Bayless. Not offered 1999–2000.

423 The Age of *Beowulf* (4) A reading of Anglo-Saxon literature and culture as the intersection of Germanic, Celtic, and Christian traditions. Readings include Irish epic, Welsh romance, Norse mythology, and Icelandic saga. Earl.

425 Medieval Romance (4) Study of selected romances in the context of European intellectual and social history. May include elementary linguistic introduction to Middle English. Boren. Not offered 1999–2000.

427 Chaucer (4) Close textual study of selected *Canterbury Tales* in Middle English; instruction in the grammar and pronunciation of Chaucer's language. Bayless, Boren, Earl, Lees.

428/528, 429/529, 430/530 Old English I,II,III (4,4,4) 428/528: introduction to Old English language. **429/529:** continued study of Old English language. **430/530:** study of *Beowulf* in Old English. Sequence. Bayless, Earl, Lees.

431/531 Renaissance Thought (4) Major Continental and British theorists in aesthetics, metaphysics, theology, and statecraft such as Petrarch, Pico della Mirandola, Machiavelli, Castiglione, Boccaccio, Erasmus, Montaigne, More, and Francis Bacon. Freinkel, Grudin, Rowe.

432/532 16th-Century Poetry and Prose (4) Development of Tudor poetry and prose from Wyatt and Surrey to Sir Philip Sidney and Shakespeare. Freinkel, Greene, Rockett, Rowe. Not offered 1999–2000.

434/534 Spenser (4) Examines the works of Edmund Spenser. Greene, Rowe. Not offered 1999–2000.

436/536 Advanced Shakespeare (4) Detailed study of selected plays and/or poetry. Freinkel, Grudin, Rowe.

437/537 Medieval and Tudor Drama (4) Development of English drama from its medieval origins to the death of Christopher Marlow. Rowe. Not offered 1999–2000.

438/538 Shakespeare's Rivals (4) Representative plays by Ben Jonson, Thomas Middleton, John Webster, and other early 17th-century dramatists. Rowe. Not offered 1999–2000.

440/540 17th-Century Poetry and Prose (4) Poetry from the Metaphysicals and Jonson to the Restoration; prose from Burton and Bacon to Hobbes and Milton. Rockett, Rowe.

442/542 Milton (4) *Paradise Lost, Paradise Regained,* and *Samson Agonistes.* Greene, Rockett. Not offered 1999–2000.

446/546, 447/547, 448/548 Restoration and 18th-Century Literature (4,4,4) 446/546: Restoration period. **447/547:** primarily Swift, Gay, Defoe, and Pope. **448/548:** Johnson and his circle; classic to romantic; relations between England and the Enlightenment in France. Bohls, Dugaw, Shankman.

451/551 19th-Century Studies: [Topic] (4R) Comparative studies of selected problems and figures on both sides of the Atlantic; treating topics in literature, the fine arts, and social history. Duncan, Pyle, Rossi, Stein, Stevenson, Teich. R when topic changes.

452/552 19th-Century British Fiction: [Topic] (4R) Close study of selected novels. Duncan, Stevenson. R once when topic changes for maximum of 8 credits.

454/554, 455/555 English Romantic Writers (4,4) Romantic thought and expression. **454/554:** the first generation including Blake, Coleridge, Dorothy and William Wordsworth. **455/555:** the second generation including Byron, Keats, Mary and Percy Shelley. Pyle, Teich.

457/557, 458/558 Victorian Literature and Culture (4,4) Survey of major works, 1837–1901. Readings primarily in Victorian poetry and nonfictional prose; study of selected works of drama, fiction, and visual arts. Duncan, Stein. Not offered 1999–2000.

461/561 American Literature to 1800 (4) Readings in American poetry, nonfiction prose, drama, and fiction. Rossi, Sayre. Not offered 1999–2000.

462/562 American Literature 1800–1900 (4) Readings primarily in American poetry,

nonfiction prose, drama, and fiction. Rossi, Wood. Not offered 1999–2000.

467/567 American Literature 1900–Present (4) Readings in American poetry, nonfiction prose, drama, and fiction. Ford, Gage, Love, Westling, Wickes. Not offered 1999–2000.

469/569 Literature and the Environment (4) Relationship between literature and the natural worlds: "reading" nature from a literary perspective and literature from an ecological perspective. Crosswhite, Rossi.

471/571 Modern British Literature (4) Historical survey of dominant British genres, movements, works, and authors from 1900 to the present. Gage, Peppis, Wickes. Not offered 1999–2000.

475/575 Modern Poetry (4) 20th-century British and American poetry with emphasis on the modernist period, 1910–45. Representative authors include Yeats, Stein, Pound, Eliot, H. D., Williams, and Stevens. Ford. Not offered 1999–2000.

476/576 Modern Fiction (4) Representative modern fiction writers in English, American, and Continental literatures, such as Joyce, Woolf, Stein, Faulkner, Proust, Kafka, and Mann. Peppis, Wickes. Not offered 1999–2000.

477/577 Modern Drama (4) Growth of the modern theater in Europe, development of European and American drama and experimental theater from an international perspective. Kintz. Not offered 1999–2000.

479/579 Major Authors: [Topic] (4R) In-depth study of one to three major authors from medieval through modern periods. R when topic changes.

481/581 Theories of the Moving Image: [Topic] (4R) Film, television, and video theory and criticism from formative film criticism to the present. Prereq: ENG 260 or instructor's consent. Cadbury, Karlyn, Lesage. R when topic changes. Not offered 1999–2000.

482/582 Studies in Mythology (4) Survey of comparative mythologies of many cultures through time, with attention to world views, theoretical schools of interpretation, and myth in literature. Sherman. Not offered 1999–2000.

484/584 American Folklore (4) American folklore; its connections in American history and culture; its role in the development of the writings of selected American authors (e.g., Hawthorne, Melville). Sherman, Wojcik. Not offered 1999–2000.

487/587 American Popular Literature and Culture (4) 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. Not offered 1999–2000.

488/588 Race and Representation in Film (4) Screening, interpretation, and analysis of films from Latin America and other developing non-European cultures and by people of color. Mechanisms of racism in dominant U.S. media. Prereq: ENG 260. Huhndorf, Karlyn, Lesage. Not offered 1999–2000.

489/589 Native American Literature: [Topic] (4R) In-depth study of topics related to Native American literature. Huhndorf, Larson. R thrice when topic changes for maximum of 16 credits.

490/590 Film Directors and Genres: [Topic] (4R) Aesthetic, historical, and theoretical analysis of films, video, and television. Prereq: ENG 260. Karlyn, Lesage, Pyle. R when topic changes.

492/592 History of Rhetoric and Composition (4) History of rhetoric as related to the theory and practice of writing, relations between rhetoric and poetics, and rhetorical criticism through the 19th century. Crosswhite, Gage. Not offered 1999–2000.

493/593 Modern Rhetorical Criticism (4) Theoretical topics addressed by 20th-century rhetorical critics. Varieties of rhetorical interpretation, from neo-Aristotelian to reader-response, postmodernist views of metaphor. Clark, Crosswhite, Gage.

495/595 English Grammar (4) Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria. Givón, Tomlin.

496/596 Feminist Film Criticism: [Topic] (4R) Critical analysis of film and television texts from a feminist perspective. Prereq: ENG 260. Karlyn, Lesage. R when topic changes. Not offered 1999–2000.

497/597 Feminist Literary Theory (4) Current and/or historical schools of literary theory that depend primarily on gender analysis. Clark, Farwell, Kintz, Wood. Not offered 1999–2000.

498/598 Studies in Women and Literature: [Topic] (4R) Topics vary from year to year. The following list is representative: African American Women Writers, Gender of Modernism, Lesbian Literature and Theory, Renaissance Women, Women's Autobiography. Clark, Farwell, Ford, Kintz, Mance, Westling, Wood.

Instructor's consent is required for 600-level courses.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (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: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Selected seminars offered each year.

608 Workshop: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R)

611 Composition Graduate Teaching Fellow Seminar I (1–3) Graded only. Issues in pedagogy related to the university's writing requirement. Laskaya.

612 Composition Graduate Teaching Fellow Seminar II (1–3) Graded only. Discussions designed to increase the effectiveness of first-year graduate teaching fellows as teachers of courses that fulfill the university's writing requirement. Laskaya.

613 Graduate Teaching Fellow Composition Apprenticeship (1–3) P/N only. Supervised practical experience in all aspects of teaching WR 121, 122. Prereq: ENG 611 or equivalent or instructor's consent. Laskaya.

615 Advanced Studies in Literary Theory: [Topic] (5R) Intensive study of one to three major theorists or a significant theoretical problem. Clark, Crosswhite, George, Westling, Wood. R when topic changes.

620 Medieval Literature: [Topic] (5R) Recent offerings include Chaucer's *Troilus and Criseyde*, Humor and Vulgarity in Medieval Literature. Bayless, Boren, Earl, Laskaya, Lees. R when topic changes.

630 Renaissance Literature: [Topic] (5R) Recent offerings include *Hamlet*, Jacobean Potboilers, Renaissance Irrationalities. Freinkel, Greene, Grudin, Rockett, Rowe. R when topic changes.

645 18th-Century Literature: [Topic] (5R) Intensive study of one to three major authors or selected topics from the 18th century. Recent offerings include Enlightenment and Revolution. Bohls, Dugaw, Sayre, Shankman. R when topic changes.

650 19th-Century Literature: [Topic] (5R) Recent offerings include Scottish Fiction and Cultural Nationalism, Heroine and the English Novel. Duncan, Pyle, Stein, Stevenson, Teich. R when topic changes.

660 American Literature: [Topic] (5R) Recent offerings include African American Women Writers, Evolutionary Theories and Narrative, Sentimental Novel, V. Deloria and Native American Cultural Values. Coleman, Ford, Larson, Mance, Rossi, Westling, Wickes, Wonham, Wood. R when topic changes.

670 Modern Literature: [Topic] (5R) Recent offerings include H. James, Modernist Politics. Kintz, Peppis, Westling, Wickes. R when topic changes.

680 Folklore: [Topic] (5R) Intensive study of selected topics in folklore. Recent offerings include Topics in Folk Art, Film and Folklore Fieldwork. Sherman, Wojcik. R when topic changes.

690 Introduction to Graduate Studies in English (5) Examination of selected professional, methodological, and theoretical issues. Ford.

691 Composition Theory: [Topic] (5R) Intensive study of topics related to rhetorical theory and the teaching of writing. Crosswhite, Gage, Laskaya, Teich. R when topic changes. Not offered 1999–2000.

695 Film Studies: [Topic] (5R) Graded only. Intensive study of selected topics related to film studies and literature. Recent topics include Introduction to Film Theory; Feminism, Comedy, and the Carnivalesque; Melodrama. Karlyn, Lesage. R when topic changes.

696 Women and Literature: [Topic] (5R) Recent offerings include Hurston and Walker, Women and the Essay. Clark, Farwell, Laskaya, Mance, Westling, Wood. R when topic changes.

Expository Writing Courses (WR)

WR 49 is a self-support course offered through the Continuation Center, 333 Oregon Hall. A separate fee that is assessed for students enrolled in these courses must be paid in addition to regular tuition. This course carries credit for enrollment (eligibility) but not toward graduation; it satisfies no university or college requirement.

49 Developmental Composition (3) Concentrates on components of clear, focused essay writing. Emphasis on revision, identifying and correcting grammar and punctuation errors, and peer reviewing. Not primarily a course in grammar, but students deal with grammatical problems as they arise within the context of their writing. Recommended for students with Test of Standard Written English (TSWE) scores of 30 to 37. Mariner.

AEIS 110 Beginning Writing for International Students (3) See Linguistics

AEIS 111 Intermediate Writing for International Students (3) See Linguistics

AEIS 112 Advanced Writing for International Students (3) See Linguistics

121 College Composition I (4) Written reasoning as discovery and inquiry. Frequent essays explore relationship of thesis to structure and audience. Strong focus on the process of revising. Regular work on editing. Prereq: Test of Standard Written English (TSWE) score of 38 or better, WR 49, or equivalent.

122 College Composition II (4) Written reasoning as a process of argument. Developing and supporting theses in response to complex questions. Attention to critical reading in academic setting. Continuing focus on revising and editing. Prereq: WR 121 or equivalent.

123 College Composition III (4) Written reasoning in the context of research. Practice in writing documented essays based on the use of sources. Continuing focus on revising and editing. Prereq: WR 121 or equivalent.

198 Independent Writing Project: [Topic] (1–3R) Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent.

199 Special Studies: [Topic] (1–5R)

320 Scientific and Technical Writing (4) Emphasis on form and style of scientific, professional, and technical writing; weekly writing assignments include reports, proposals, instructions, and correspondence. Use of graphics and documentation in publication. Prereq: completion of university writing requirement, upper-division standing. Fagan.

321 Business Communications (4) Practice in writing and analyzing internal and external messages common to business, industry, and professions. Suggested for business and management students. Prereq: completion of university writing requirement, upper-division standing. Fagan, McBride.

399 Special Studies: [Topic] (1–5R) R when topic changes. Prereq: sophomore standing or above.

408/508 Independent Writing Projects (1–4R) Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent.

410 Experimental Course: [Topic] (1–5R) R when topic changes. Prereq: junior standing or above.

423/523 Advanced Composition (4) Emphasis on critical thinking skills and rhetorical strategies for advanced written reasoning in different academic disciplines. Prereq: WR 122 or equivalent, upper-division standing. Crosswhite, Gage, Teich.

Environmental Studies

Daniel Udovic, Program Director

(541) 346-5000
(541) 346-5954 fax
10 Pacific Hall
5223 University of Oregon
Eugene OR 97403-5223
ecostudy@oregon.uoregon.edu
http://darkwing.uoregon.edu/~ecostudy

Faculty

Robert W. Collin, associate professor (environmental equity, land use law, civil rights law). B.A., 1978, Buffalo State; J.D., 1981, Union; M.S.S.W., 1983, Columbia School of Social Work; M.S.U.P., 1983, Columbia School of Architecture, Planning, and Preservation; L.L.M., 1984, Missouri. (1993)

Courtesy

Chester A. Bowers, courtesy professor (cultural educational, and technical issues related to the environment). B.S., 1958, Portland State; Ph.D., 1962, California, Berkeley. (1967)

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

Program Committee

Gregory D. Bothun, physics
Matthew Dennis, history
Alan Dickman, biology
Patricia F. McDowell, geography
Ronald B. Mitchell, political science
Mark H. Reed, geological sciences
Robert G. Ribe, landscape architecture
William Rossi, English
Nancy Tuana, philosophy
Daniel Udovic, biology
Peter A. Walker, geography

Participating Faculty

William S. Ayres, anthropology
Michael D. Axline, law
John H. Baldwin, planning, public policy and management
Patrick J. Bartlein, geography
Carol Ann Bassett, journalism and communication
Ann Bettman, landscape architecture
Aletta Biersack, anthropology
James Blanchard, physical activity and recreation services
Shawn Boles, special education and community resources
John E. Bonine, law
G. Z. Brown, architecture
Aileen R. Buckley, georgraphy
George C. Carroll, biology
Lawrence R. Carter, sociology
Carolyn L. Cartier, geography
Richard W. Castenholz, biology
Suzanne Clark, English
Shaul E. Cohen, geography
Robin Morris Collin, law
John S. Conery, computer and information science
James R. Crosswhite, English
Robert G. Darst, political science
Jane I. Dawson, political science
Philip J. DeVries, biology
Irene Diamond, political science
Jerome Diethelm, landscape architecture
Rebecca J. Dorsey, geological science
Bryan T. Downes, planning, public policy and management
Richard B. Emlet, biology
Paul C. Engelking, chemistry
Arthur M. Farley, computer and information science
John B. Foster, sociology
John T. Gage, English
Maradel K. Gale, planning, public policy and management
Richard P. Gale, sociology
Daniel Goldrich, political science
Jane Gray, biology
William T. Harbaugh, economics
Kenneth I. Helphand, landscape architecture
Michael Hibbard, planning, public policy and management
Richard G. Hildreth, law
Janet Hodder, Oregon Institute of Marine Biology
Carl J. Hosticka, planning, public policy and management
David Hulse, landscape architecture
Jon L. Jacobson, law
Bart Johnson, landscape architecture
Lauren J. Kessler, journalism and communication
Russell S. Lande, biology
Michael R. Lynch, biology
John T. Lysaker, philosophy
Michael Manga, geological sciences
Emilia P. Martins, biology
Gregory McLauchlan, sociology
Jerry F. Medler, political science
Robert Z. Melnick, landscape architecture
Geraldine Moreno, anthropology
Madonna L. Moss, anthropology
Alexander B. Murphy, geography
Jeffrey Ostler, history
Stephen E. Ponder, journalism and communication
Daniel A. Pope, history
David C. Povey, planning, public policy and management
Robert C. Proudfoot, international studies
Gregory J. Retallack, geological sciences
John S. Reynolds, architecture
Elizabeth M. Rocha, planning, public policy and management
Charles W. Rusch, architecture
Michael V. Russo, management
Gordon M. Sayre, English
Alan Shanks, biology
Lynda P. Shapiro, biology
Paul Slovic, psychology
Michael Strong, physical activity and recreation services
Lawrence S. Sugiyama, anthropology
Richard P. Suttmeier, political science

Nora B. Terwilliger, biology
Dennis Todd, honors college
Douglas R. Toomey, geological sciences
Terri Warpinski, fine and applied arts
Peter B. Wetherwax, biology
Ray J. Weldon, geological sciences
Louise Westling, English
Cathy Whitlock, geography
A. Michelle Wood, biology
Mary C. Wood, law
Philip D. Young, anthropology

About the Program

Environmental studies crosses the boundaries of traditional disciplines such as the sciences, social sciences, humanities, management, policy, design, and law. It challenges faculty members and students to look at the relationship between humans and their environment from a new perspective. The Environmental Studies Program is dedicated to gaining greater understanding of the natural world from an ecological perspective; devising policies and behaviors that address contemporary environmental problems; and promoting a rethinking of basic cultural premises, ways of structuring knowledge, and the root metaphors of contemporary society.

Faculty. The program committee and participating faculty members listed above have demonstrated professional interests in environmental studies by researching environmental issues, teaching courses that meet program requirements, and participating in a variety of program activities. They are available to advise students who are interested in environmental studies. More information about the faculty is available on the World Wide Web.

Resources. The program's resource center has a small collection of books, journals, newsletters, and documents related to environmental topics. University of Oregon students and faculty and staff members may borrow items for up to two weeks.

Undergraduate Studies

The program offers undergraduate training leading to a bachelor of arts (B.A.) or a bachelor of science (B.S.) degree.

The environmental studies major provides a broad, solid, interdisciplinary perspective on the relationship between humans and nature. Its goals are to develop awareness of environmental issues and to develop an understanding of (1) the nature and scope of the forces underlying environmental problems, (2) the various approaches used to bring environmental problems to the public's attention, and (3) the methods and approaches used to solve these problems. Environmental studies majors learn the skills necessary to contribute to our understanding of the relationship between humans and nature and of the complexity of environmental challenges, and to help meet these challenges. They gain an appreciation of the interdisciplinary nature environmental studies, and they master content and skills associated with a number of different disciplines.

Students who major or minor in environmental studies have considerable latitude in designing a course of study that combines theory and practice, that invites active participation, and that fits specific interests, needs, and aptitudes. The major provides a well-rounded basic education that prepares students for entry-level positions in business, government, nongovernmental organizations, and for a variety of graduate and professional degree programs. Students are encouraged to take advantage of career planning services offered by the Career Center.

Students choose between two emphases in the environmental studies major. The environmental studies emphasis focuses on social sciences, policy studies, and the humanities. It is designed for students who are interested in such areas as environmental policy, planning, ethics or philosophy, ecocriticism, ecofeminism, environmental justice, sustainable development, international environmental issues, or social theory and the environment.

The environmental science emphasis is designed for majors who want to focus on scientific careers in conservation biology; climate; pollution prevention and abatement; or ecosystem protection, restoration, and management.

Students should plan their programs early in their undergraduate careers with the aid of an environmental studies academic adviser. Environmental studies majors are urged to consider completing a second major or a minor in a related field. A tip sheet listing courses that meet environmental studies major and minor requirements is published each term.

Up-to-date information and the tip sheet are available in the program office or on the web page.

Proposed Major in Environmental Science. A proposal for a major in environmental science is pending. If approved, the requirements for this major will be the same as for the environmental science emphasis.

Major Requirements

The environmental studies curriculum is designed to provide a solid foundation in the sciences, social sciences and humanities, to build on these foundations in advanced coursework in a variety of disciplines and across disciplines, to develop the skills needed to study human-environment interactions, and to encourage participation in experiential learning activities to help students prepare for active participation in the work force and in local and global communities. In addition, students should have a strong foundation in written and verbal skills and a thorough understanding of environmental policy and social behaviors.

Courses applied to the major, except environmental studies courses numbered 401 through 409, must be taken for letter grades and passed with grades of C– or better. At least 24 credits must be taken at the University of Oregon.

Curriculum Revisions. Significant revisions in the environmental studies major are expected by fall 1999. The requirements listed below represent the requirements at the time this catalog was published. Students considering a major in environmental studies or environmental science should visit the Environmental Studies Program office or the program's web page for updates.

Environmental Studies Emphasis

This emphasis requires a minimum of 64 credits including 32 lower-division credits and a minimum of 32 upper-division credits. Upper-division credits may be earned through course work or through a combination of course work and a student-initiated project or honors thesis.

1. **Core (12 credits).** Introduction to Environmental Studies: Social Sciences (ENVS 201), Introduction to Environmental Studies: Natural Sciences (ENVS 202), Introduction to Environmental Studies: Humanities (ENVS 203). These courses may be taken in any order. Consult an adviser for possible substitutions
2. **Basic Requirements in Mathematics and Natural Science (20 credits)**
   a. Majors must take at least one university-level mathematics course numbered 100 or higher; MATH 111 is recommended
   b. Choose a three-course combination from one of the following four groups

      Chemistry. General chemistry (CH 211–213) or (CH 221–223) or transfer equivalent

      Earth Sciences. Introduction to Geology: The Dynamic Earth, The Face of the Earth, The Evolving Earth (GEOL 101–103) or

      General Geology: Earth's Interior Heat and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (GEOL 201–203) or

      The Natural Environment (GEOG 101), Global Environmental Change (GEOG 102), and General Geology: Evolution of the Earth (GEOL 203)

      Life Sciences. Introduction to Chemical Principles (CH 111) and General Biology I,III: Cells, Populations (BI 211, 213) or

      General Biology I,II,III: Cells, Organisms, Populations (BI 211–213) or equivalent or

      Foundations I,II,III,IV: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life, Biological Interactions (BI 261–264)

      Physical Sciences. Introduction to Chemical Principles (CH 111), Physics of Energy and Light (PHYS 161), Solar and Other Renewable Energies (PHYS 162) or

      General Physics (PHYS 201–203) or transfer equivalent
   c. Choose one course from a different group or from the following list of additional approved lower-division courses: Introduction to Human Evolution (ANTH 170); Evolution of Human Adaptation (ANTH 172); Introduction to Ecology (BI 130), not in conjunction with BI 213; Introduction to Evolution (BI 131), not in conjunction with BI 213; Science and Society (CH 101 or 102), not in conjunction with any other chemistry course
3. **Upper-Division Electives.** Choose seven courses from the approved upper-division electives listed below, including at least three natural-science courses and three social-science or humanities courses. No more than three upper-division electives from the same department may be applied to the major. With prior approval from the undergraduate adviser, 4 credits in Research (ENVS 401), Thesis (ENVS 403), Field Studies (ENVS 406),

Workshop (ENVS 408), or Practicum (ENVS 409) may be included

4. **Capstone Course (4 credits).** Environmental Issues (ENVS 411)

Environmental Science Emphasis

The environmental science emphasis requires a minimum of 104 credits, including 60 lower-division credits and 44 upper-division credits. Upper-division credits may be earned through course work or through a combination of course work and a student-initiated project or honors thesis. A sample course plan is available on the Environmental Studies Program's web page.

The requirements are divided into the following four areas:

1. **Core (12 credits).** Introduction to Environmental Studies: Social Sciences (ENVS 201), Introduction to Environmental Studies: Natural Sciences (ENVS 202), Introduction to Environmental Studies: Humanities (ENVS 203). These courses may be taken in any order. Consult an adviser for possible substitutions.
2. **Basic Requirements in Mathematics and Natural Science (48–54 credits)**
   a. **Mathematics (12 credits).** Calculus I,II (MATH 251, 252) and a 300-level statistics or data analysis course (e.g., GEOG 314, MATH 425)
   b. **Lower-Division Natural Sciences (36–42 credits).** At least three introductory science sequences from the following list:

   Chemistry. General Chemistry (CH 211–213 or CH 221–223) or transfer equivalent. General Chemistry Laborartory (CH 227–229) is strongly recommended

   Earth Sciences. General Geology: Earth's Interior Heat and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (GEOL 201–203) or

   The Natural Environment (GEOG 101), Global Environmental Change (GEOG 102), General Geology: Evolution of the Earth (GEOL 203)

   Life Sciences. General Biology I,II,III: Cells, Organisms and Populations (BI 211–213) or transfer equivalent or

   Foundations I,II,III,IV: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life, Biological Interactions (BI 261–264) or

   Introduction to Chemical Principles (CH 111), General Biology I,III: Cells, Populations (BI 211, 213)

   Physical Sciences. General Physics (PHYS 201–203) or transfer equivalent. Introductory Physics Laboratory (PHYS 204–206) is strongly recommended
   c. **Upper-Division Environmental Science Core (24 credits).** Six natural science upper-division courses from the core areas listed below. Courses must be taken from at least four core areas, including at least one course from Human Dimensions and one course from Analytical Approaches. Consult the program's term-by-term tip sheet about courses numbered 399, 407, or 410 that fulfill core area requirements.

   Analytical Approaches. Advanced Geographic Data Analysis (GEOG 414), Introductory Geographic Information Systems (GEOG 416), Modeling and Simulation (CIS 445), Computational Science (CIS 455), Population Ecology (BI 471), Quantitative Ecology (BI 473)

   Atmosphere. Climatology (GEOG 321)

   Biosphere. Forest Biology (BI 307), Biogeography (GEOG 323), Marine Biology (BI 357), Ecology (BI 370), Biological Diversity (BI 375), Special Studies: Conservation Biology (BI 399), Principles of Applied Ecology (LA 441), Marine Biology (BI 457), Marine Ecology (BI 474)

   Geosphere. Mineralogy II: Systematic Mineralogy (GEOL 312), General Petrology (GEOL 313), Geomorphology (GEOG 322), Sedimentology and Stratigraphy (GEOL 334), Structural Geology (GEOL 350), Soil Genesis and Geography (GEOG 424)

   Hydrosphere. Freshwater Biology (BI 308), Hydrology and Water Resources (GEOG 425), Hydrogeology (GEOL 451), Marine Biology (BI 457), Biological Oceanography (BI 458), Aqueous Geochemistry (GEOL 472)

   Human Dimensions. Population and Environment (GEOG 341), Geologic Hazards (GEOL 353), Human Ecology (ANTH 360), Climatological Aspects of Global Change (GEOG 432), Environmental Alteration (GEOG 461)
3. **Upper-Division Electives (16 credits).** Choose four courses from the approved electives listed below. Two courses must be from the natural sciences and two from the social sciences or humanities. Courses taken to satisfy the upper-division core requirements cannot be used to satisfy the electives requirement. No more than three upper-division courses from one department (except the Environmental Studies Program) may be applied to the requirements of the environmental science emphasis.
4. **Capstone Experiences (a minimum of 4 credits)**
   a. Environmental Issues (ENVS 411)
   b. **Experiential Learning Requirement.** The experiential learning requirement can be satisfied in any of the following ways:
      - One term of study at a field station such as OIMB or Malheur Field Station
      - Two terms of research experience with a UO faculty member in environmental sciences
      - An internship with a substantial component in environmental science, which requires approval by the program's internship coordinator
      - A science-oriented student-initiated project, which requires approval by the program's student-initiated project coordinator
      - Other science-oriented experiential learning opportunities approved by the program's director or head adviser

Approved Upper-Division Electives

Consult the program's term-by-term tip sheet about courses numbered 399, 407, or 410 that fulfill upper-division elective requirements.

Natural Sciences

Anthropology. Human Ecology (ANTH 360), Human Evolution (ANTH 361), Food and Culture (ANTH 365), Human Adaptation (ANTH 367)

Biology. Forest Biology (BI 307), Freshwater Biology (BI 308), Microbiology (BI 330), Microbiology Laboratory (BI 331), Plant Diversity and Physiology (BI 340), Invertebrate Biology (BI 351), Marine Biology (BI 357), Ecology (BI 370), Biological Diversity (BI 375), Evolution (BI 380), Animal Behavior (BI 390), Marine Field Studies (BI 412), Algae and Photosynthetic Bacteria (BI 431), Mycology (BI 432), Systematic Botany (BI 442), Field Botany (BI 448), Invertebrate Zoology (BI 451), Insect Biology (BI 452), Marine Birds and Mammals (BI 455), Marine Biology (BI 457), Biological Oceanography (BI 458), Field Ornithology (BI 459), Population Ecology (BI 471), Community Ecology (BI 472), Quantitative Ecology (BI 473), Marine Ecology (BI 474), Freshwater Ecology (BI 475), Microbial Ecology (BI 477), Advanced Evolutionary Genetics (BI 482), Conservation Biology (BI 483), Paleobiology and Paleoecology (BI 485)

Chemistry. Organic Chemistry I (CHEM 331)

Computer and Information Science. Modeling and Simulation (CIS 445), Computational Science (CIS 455)

Geography. 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), Fluvial Geomorphology (GEOG 427), Long-Term Environmental Change (GEOG 430), Vegetation History and Ecosystem Dynamics (GEOG 431), Climatological Aspects of Global Change (GEOG 432)

Environmental Science Emphasis Only. Advanced Geographic Data Analysis (GEOG 414), Introductory Geographic Information Systems (GEOG 416), Environmental Alteration (GEOG 461)

Geological Sciences. Mineralogy II: Systematic Mineralogy (GEOL 312), General Petrology (GEOL 313), Sedimentology and Stratigraphy (GEOL 334), Structural Geology (GEOL 350), Geologic Hazards (GEOL 353), Sedimentary Petrology (GEOL 416), Geology of Ore Deposits (GEOL 425), Paleontology I: Paleozoic Marine Fossils (GEOL 431), Paleontology II: Mesozoic and Cenozoic Marine Fossils (GEOL 432), Paleontology III: Nonmarine Fossils (GEOL 433), Paleopedology (GEOL 435), Groundwater Hydrology (GEOL 451), Neotectonics and Quaternary Geology (GEOL 452), Tectonics (GEOL 453), Geological and Environmental Fluid Mechanics (GEOL 454), Exploration Geophysics (GEOL 464), Aqueous Geochemistry (GEOL 472)

Environmental Studies Emphasis Only. The Fossil Record (GEOL 304), Volcanoes and the Earth (GEOL 306), Oceanography (GEOL 307),

Geology of Oregon and the Pacific Northwest (GEOL 308), Earth Resources and the Environment (GEOL 310)

Landscape Architecture. Landscape Ecology (LA 412), Principles of Applied Ecology (LA 441)

Mathematics—*Environmental Science Emphasis Only.* Elementary Linear Algebra (MATH 341)

Social Sciences and Humanities

Architecture. Environmental Control Systems I, II (ARCH 491, 492), Solar Heating (ARCH 493), Passive Cooling (ARCH 494), Daylighting (ARCH 495)

Art History. Native American Architecture (ARH 463)

Economics. Resource and Environmental Economic Issues (EC 333), Urban and Regional Economics (EC 430), Issues in Urban and Regional Economics (EC 431), Economy of the Pacific Northwest (EC 432), Resource and Environmental Economics (EC 433), Economic Growth and Development (EC 490)

English. Literature of the Northwest (ENG 325), Literature and the Environment (ENG 469)

Geography. Population and Environment (GEOG 341), Political Geography (GEOG 441), Urban Geography (GEOG 442), Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463)

History. The American West (HIST 466, 467), The Pacific Northwest (HIST 468), American Indian History (HIST 469), American Environmental History (HIST 473), Latin America's Indian Peoples (HIST 482)

International Studies. International Community Development (INTL 420), Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), World Value Systems (INTL 430), Cross-Cultural Communication (INTL 431)

Landscape Architecture. Site Analysis (LA 361), Landscape Architectural Design (LA 389), Urban Farm (LA 390), Landscape Planning (LA 411), Introduction to Landscape Planning Analysis (LA 440), Land and Landscape (LA 443), Landscape Preservation (LA 480), National Parks (LA 482), Landscape Perception (LA 484), Contemporary American Landscape (LA 485), Site Planning and Design (LA 489)

Philosophy. Introduction to Philosophy of Science (PHIL 339), Environmental Philosophy (PHIL 340)

Planning, Public Policy and Management. Introduction to Public Service Management (PPPM 322), Public Service Policies and Programs (PPPM 323), Introduction to Public Law (PPPM 418), Environmental Planning (PPPM 426), Natural Resource Policy (PPPM 443), Communities and Regional Development (PPPM 445)

Political Science. Feminism and Ecology (PS 434), Government and Politics of Latin America I,II (PS 463, 464), Politics and Ecology (PS 474), International Environmental Politics (PS 477), Feminist Theory (PS 483), Environmental Politics (PS 497)

Sociology. World Population and Social Structure (SOC 303), Community, Environment, and Society (SOC 304), Issues in Sociology of the Environment (SOC 416)

Women's Studies. Science, Technology, and Gender (WST 331)

Options for Majors

Student-Initiated Project

Admission to this enrollment-limited option is competitive. Students submit a formal proposal for their project, which must discuss the focus of the project, and the desired distribution of credits. Admission is based on the quality of the proposal—general focus, integration of activities, detailed planning—and an evaluation of the student's academic record.

A minimum of 12 credits are required. Credits are earned in Research (ENVS 401), Thesis (ENVS 403), Field Studies (ENVS 406), Workshop (ENVS 408), or Practicum (ENVS 409) for work that focuses on an environmental theme or issue and leads to a written product.

Environmental Studies Emphasis. Students must complete five courses from the list of upper-division electives (instead of seven), including at least two natural science courses and at least two social science or humanities courses. No more than three upper-division electives from a single department may be applied to the major.

Environmental Science Emphasis. Students must complete two courses from the list of upper-division electives (instead of four)—one natural science course and one social science or humanities course.

Honors

Students who want to graduate with honors in environmental studies must have a 3.30 overall grade point average (GPA) and a 3.50 GPA in courses required for the major. Honors candidates must also complete a research-based thesis or creative project under the direction of a faculty adviser. Students preparing to graduate with honors should notify the honors coordinator no later than the first term of their senior year

Honors students who do not complete a student-initiated project must earn 8 credits of Research (401) and/or Thesis (403) in environmental studies or another appropriate department. These credits, which must be distributed over at least two terms, may not be applied to the upper-division elective requirement. Honors students who complete a student-initiated project must have the project reviewed by the student's project supervisor and the honors coordinator to determine whether the project meets the thesis or creative-project standards expected for graduation with honors.

Environmental Studies Emphasis. Students must complete six courses from the list of upper-division electives (instead of seven), including at least two natural science courses and at least two social science or humanities courses. No more than three upper-division electives from a single department may be applied to the major.

Environmental Science Emphasis. Students must complete three courses from the list of upper-division electives (instead of four), including at least one natural science course and at least one social science or humanities course.

Skills Packages

For students completing the environmental studies emphasis, a 12-credit skills package (typically three 4-credit courses that are used to satisfy requirements for another major or minor) can be substituted for one upper-division elective course. No other upper-division course that is used to satisfy requirements for another major or minor can be applied to the environmental studies major or minor. The skills package option is not available for students who choose the environmental science emphasis.

Business. Choose two: Introduction to Business (BA 101), Business Economics (FINL 201), Introduction to Accounting I (ACTG 211), Global, Legal, Social Environment of Business (BE 325).

Choose one: Economic Foundations of Competitive Analysis (FINL 311), Marketing Management (MKTG 311), Financial Management (FINL 316), Management and Organizational Behavior (MGMT 321)

Computer and Information Science. Three CIS courses, at least two of them numbered 210 or higher

Creative Writing. Three CRWR courses, at least two of them upper division

Economic Analysis. Three EC courses, at least one of them upper division

Expository Writing. Three WR courses numbered 320 or higher

Second Language. Completion of the third year of a second language

Geographic Techniques. Choose three: Cartographic Methods (GEOG 311), Geographic Field Studies (GEOG 313), Geographic Data Analysis (GEOG 314), Advanced Cartography (GEOG 411), Advanced Geographic Data Analysis (GEOG 414), Introductory Geographic Information Systems (GEOG 416), Advanced Geographic Information Systems (GEOG 472)

Journalism and Communication. Choose two: Grammar for Journalists (J 101), Information Gathering (J 202), Writing for the Media (J 203).

Choose one: Reporting I (J 361), Communication Theory and Criticism (J 388), Journalism and Public Opinion (J 394), Communication and Democracy (J 418)

Mathematics. Three MATH courses numbered 231 or higher, or two MATH courses numbered 231 or higher and one upper-division statistics course from any department

Outdoor Pursuits. Choose nine 1-credit courses numbered PEOL 285–381.

Choose one: Adventure Education (PEOL 451), Environmental Education (PEOL 453), Principles of Outdoor Leadership (PEOL 455)

Minor Requirements

The interdisciplinary minor in environmental studies includes five required courses and four upper-division elective courses for a minimum of 36 credits. Courses applied to the minor, except environmental studies courses number 401 through 409, must be taken for letter grades and passed with grades of C– or better. At least 12 of the 36 credits must be taken at the University of Oregon. With the adviser's consent, a course numbered 407, 408, or 410 can be substituted for one of the elective courses. Students may also

submit a petition to the minor adviser to substitute other courses.

Required Courses: 20 credits
Choose two courses from the following:

Introduction to Environmental Studies: Social Sciences (ENVS 201), Introduction to Environmental Studies: Natural Sciences (ENVS 202); Introduction to Environmental Studies: Humanities (ENVS 203). These courses may be taken in any order.

Choose two courses from one of the three-course combinations listed under Basic Requirements in Mathematics and Natural Science of the Environmental Studies Emphasis section.

Choose an additional course from a different science group or from the list of additional natural-science courses.

Electives: 16 credits
Choose two natural-science electives and two social-science or humanities electives from the list of upper-division electives. No more than two courses may be taken in any one department.

Graduate Studies

The Environmental Studies Program offers graduate study leading to a master of arts (M.A.) or master of science (M.S.) in environmental studies and an interdisciplinary doctor of philosophy (Ph.D.) degree in environmental sciences, studies, and policy.

Students may choose from courses offered in appropriate disciplines to design their own course plans based upon their individual goals and backgrounds.

Limited financial support for graduate students in the Environmental Studies Program may be available through graduate teaching fellowships. Support generally consists of a small stipend and a tuition waiver.There is no separate application for consideration as a GTF.

A brochure containing admission requirements and details of the master's and doctoral programs may be obtained from the program office. The admission packet contains a program brochure, admission forms, an order form for the UO catalog, answers to frequently asked questions, and a list of faculty members and their research interests. Students applying for graduate admission must submit all necessary materials by January 15. New students are accepted for fall term only.

Master's Degree

Students admitted to the two-year master's degree program must complete 63 credits distributed as follows:

Breadth-Area Courses (16 credits). These courses may overlap the concentration areas. One course each in areas of natural systems; resource law, policy, and planning; environment and society; and perspectives on the environment.

Seminars (3 credits). Three terms of weekly, 1-credit environmental studies graduate seminars.

Internship (3 credits). Ninety hours or more of environmental internship.

Concentration Areas (minimum of 45 credits). Four graduate-level courses related to an environmental theme in each of three concentration areas

Thesis or Terminal Project (9 credits)

Concurrent Master's Degree Programs
Environmental studies students may obtain concurrent degrees in other disciplines. For more information, contact the program office.

Doctor of Philosophy Degree

The interdisciplinary Ph.D. degree is offered by the Environmental Studies Program under the umbrella of the Joint-Campus Graduate Program in Environmental Sciences, Studies, and Policy, established by Oregon State University, Portland State University, and the University of Oregon.

The environmental sciences, studies, and policy program requires three to four years of post-master's degree study. Faculty members from the three participating institutions contribute to program seminars and workshops.

Admissions Procedure
Admission to the Ph.D. program must be granted by both the Environmental Studies Program and by an academic unit that offers a Ph.D. degree—the focal department. Applications are reviewed independently by the admissions committees in the Environmental Studies Program and in the focal department, and both committees must approve the application before the applicant can be accepted into the program.

Requirements
Ph.D. students satisfy breadth and concentration requirements established by the Environmental Studies Program and the requirements of the focal department. After admission to the program, each student meets with a preliminary advisory committee to discuss a proposed course plan for completion of the degree.

Students should consult the **Graduate School** section of this catalog for information about university admission, residency requirements, and degree reqirements. Departmental requirements are outlined in a handbook for new students that is available in the program office.

Focal Department Course Work. Varies by department.

Environmental Studies Breadth Course Work (16 credits)

Concentration Area Course Work (16 credits in each of two areas outside of the focal department)

Seminars (5 credits). Five terms of weekly 1-credit environmental studies graduate seminars.

Assessments of Competency. After passing assessment of competency in the focal department and in the Environmental Studies Program, students are advanced to candidacy and begin work on the doctoral dissertation.

Doctoral Dissertation (18 credits). Every degree candidate must submit a dissertation that is the result of original research and shows evidence of ability in independent investigation. The dissertation must be a real contribution to knowledge, show a mastery of the literature, and be written in a creditable prose style. A formal, public defense must take place on the UO campus at a date set by the committee chair and approved by the Graduate School.

Graduate Courses

Graduate students typically choose courses that contribute to their individual environmental focus from the Departments of Anthropology; Architecture; Biology; Chemistry; Economics; English; Geography; Geological Sciences; History; Landscape Architecture; Philosophy; Physics; Planning, Public Policy and Management; Political Science; and Sociology and from the International Studies Program and the School of Law. Consult the individual department listings in this catalog for course descriptions.

Environmental Studies Courses (ENVS)

198 Laboratory Projects: [Topic] (1–2R) P/N only. R with instructor's consent.

199 Special Studies: [Topic] (1–5R)

201 Introduction to Environmental Studies: Social Sciences (4) Contributions of the social sciences to analysis of environmental problems. Topics include human population; relations between social institutions and environmental problems; and appropriate political, policy, and economic processes.

202 Introduction to Environment Studies: Natural Sciences (4) Contributions of the natural sciences to analysis of environmental problems. Topics include biological processes, ecological principles, chemical cycling, ecosystem characteristics, and natural system vulnerability and recovery.

203 Introduction to Environmental Studies: Humanities (4) Contributions of the humanities and arts to understandings of the environment. Emphasis on the diverse ways of thinking, writing, creating, and engaging in environmental discourse.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–3R) P/N only. R with instructor's consent.

403 Thesis (1–6R) P/N only

404 Internship: [Topic] (1–18R) P/N only

405 Reading and Conference: [Topic] (1–18R)

406 Field Studies: [Topic] (1–5R) P/N only. R with instructor's consent.

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–5R) P/N only

409 Practicum: [Topic] (1–5R) P/N only. R with instructor's consent.

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

411/511 Environmental Issues: [Topic] (4R) In-depth examination of a particular environmental topic such as global warming, ecosystem restoration, energy alternatives, geothermal development, environmental justice, ethics, or environmental literature. R twice when topic changes for maximum of 12 credits.

503 Thesis (1–9R) P/N only

601 Research: [Topic] (1–9R) P/N only. R with instructor's consent.

602 Supervised College Teaching (1–5R) P/N only. R with instructor's consent.

603 Dissertation (1–16R) P/N only

604 Internship: [Topic] (1–5R) P/N only. R for maximum of 10 credits

605 Reading and Conference: [Topic] (1–5R) P/N only. R with instructor's consent and faculty approval.

606 Field Studies: [Topic] (1–5R) P/N only. R for maximum of 10 credits.

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–5R) P/N only

609 Terminal Project (1–9R) P/N only

610 Experimental Course: [Topic] (1–5R)

Ethnic Studies

Patricia J. Penn Hilden, Program Director

(541) 346-0900
(541) 346-0904 fax
304M Gerlinger Hall
5268 University of Oregon,
Eugene OR 97403-5268

Faculty

Patricia J. Penn Hilden, professor (Native American history and culture, comparative ethnic studies, gender and sexuality). B.A., 1965, California, Berkeley; M.A., 1977, California, Davis; Ph.D., 1981, Cambridge. (1999)

Program Committee

Steven W. Bender, law
Roland Greene, comparative literature
Shari M. Huhndorf, English
Forest Pyle, English
Mia Tuan, sociology

Participating Faculty

Carlos Aguirre, history
Keith Aoki, law
Robin Morris Collin, law
Joseph G. Fracchia, honors college
Linda O. Fuller, sociology
Olakunle George, English
Dennis Greene, law
Linda Kintz, English
Sidner Larson, English
David Leiwei Li, English
Ajuan Maria Mance, English
Barbara D. May, Romance languages
Sandra L. Morgen, sociology
Theresa D. O'Nell, anthropology
Jeffrey Ostler, history
Peggy Pascoe, history
Barbara Corrado Pope, women's studies
Robert C. Proudfoot, international studies
Judith Raiskin, women's studies
Gordon M. Sayre, English
Jiannbin Lee Shiao, sociology
Lynn Stephen, anthropology

About the Program

The Ethnic Studies Program examines the construction and context of ethnicity in the United States with a primary focus on Americans of African, Asian, Latino, and Native American descent. As an element of American identity that cuts across disciplinary categories, ethnicity requires a mode of study that draws on the humanities and the social sciences as well as interdisciplinary sources such as cultural studies. Ethnicity also must be addressed historically and comparatively, paying attention to the five centuries of North American minority experience and the perspectives of other New World societies—such as Mexico, Brazil, and Peru—where cognate experiences have had their own cultural and political expressions. In that spirit, the participating faculty of the program is an open roster of scholars committed to giving students a wide array of approaches to this challenging topic. Many courses, including the introductory sequence, are interdisciplinary. Above all, the program seeks to convey knowledge and understanding of ethnicity in the United States and to help students learn about the opportunities and responsibilities they have as citizens in an increasingly multicultural nation.

Undergraduate Studies

Students may earn a major, certificate, or minor in ethnic studies. 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 of literature, social sciences, education, urban planning, art history, humanities, and Asian or other international studies—to name only a few—find that related ethnic studies courses can enrich their academic programs.

See Group Requirements and Multicultural Requirement in the **Registration and Academic Policies** section of this catalog for ethnic studies courses that satisfy university general-education requirements.

Courses applied to a major, certificate, or minor in ethnic studies may not be used to satisfy major, certificate, or minor requirements for other programs.

Major Requirements

The Ethnic Studies Program offers an undergraduate major in ethnic studies leading to a bachelor of arts or a bachelor of science degree. A total of 52 credits are required, distributed as follows:

Lower Division ***20 credits***
Introduction to Ethnic Studies (ES 101, 102) 8
One two-course sequence selected from African American History (HIST 250, 251), Introduction to the Asian American Experience (ES 252, 253), Introduction to the Chicano and Latino Experience (ES 254, 255), Introduction to the Native American Experience (ES 256, 257) 8
One 200-level ES course or an approved 100- or 200-level course from another department (e.g., anthropology, English, geography, history, international studies, linguistics, sociology) 4

Upper Division ***32 credits***
Five approved courses in ethnic studies and other departments (e.g., anthropology, comparative literature, economics, English, geography, history, humanities, international studies, political science, sociology, Spanish, theater arts) 20
Two approved courses, selected from Special Studies (ES 399), Research (ES 401), Reading and Conference (ES 405), Field Studies (ES 406), Seminar (ES 407), Practicum (ES 409), Experimental Course (ES 410) 8
Ethnic Studies Proseminar (ES 499) 4

Majors must complete required courses with grades of mid-C or better and a grade point average of 2.50 or higher. At least 24 of the required upper-division credits must be taken in residence at the University of Oregon.

Minor Requirements

The interdisciplinary minor in ethnic studies requires a minimum of 27 credits, with at least 15 upper-division credits, distributed as follows:

Course Requirements ***27 credits***
Introduction to Ethnic Studies (ES 101, 102) 8
Special studies course (ES 199) 4
Related upper-division courses from areas such as anthropology (ANTH), comparative literature (COLT), East Asian languages and literatures (EALL), English (ENG), folklore (FLR), geography (GEOG), history (HIST), international studies (INTL), law (LAW), religious studies (REL), sociology (SOC), Spanish (SPAN), theater arts (TA), and women's studies (WST) 15

The minor program must be planned in consultation with an ethnic studies adviser at least two terms before graduation.

With the consent of 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 to the minor; at least four of the courses must be taken at the University of Oregon.

Certificate Requirements

The certificate in ethnic studies is administered by the Ethnic Studies Program, which reports to the College of Arts and Sciences.

Students may satisfy requirements for an ethnic studies certificate by completing, with grades of mid-C or better, the ethnic studies core and approved electives as listed below.

Ethnic Studies Core ***12 credits***
Introduction to Ethnic Studies (ES 101, 102) 8
Special studies course (ES 199) 4

Approved Electives ***27 credits***
Either related lower-division courses or Practicum: Field Experience (ES 409) or field-based courses 6
Related upper-division courses 21

Students seeking to qualify for an ethnic studies certificate must consult the ethnic studies director two terms before graduation for course work approval and transcript evaluation and to arrange the field experience. Students must complete major requirements for an undergraduate degree in another department or schoo of the university.

Ethnic Studies Courses (ES)

101, 102 Introduction to Ethnic Studies (4,4) Multidisciplinary study focuses on Americans of African, Asian, Latina and Latino, and Native American descent. Topics include group identity, language in society and culture, forms of resistance, migration, and social oppression. Sequence.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) By arrangement with instructor and approval of program director. Prereq: ES 101.

HIST 250, 251 African American History (4,4) See History

252, 253 Introduction to the Asian American Experience (4,4) 252: histories of Asian American groups in the United States: Chinese, Filipino, Japanese, Korean, and others. Investigates issues of Asian American history, community, and identity. Beginnings to World War II. **253:** uses a general historical approach to examine the Asian American experience in the United States. Investigates socioeconomic, political, and cultural issues from World War II to the present. Sequence. Prereq: ES 102. Not offered 1999–2000.

254, 255 Introduction to the Chicano and Latino Experience (4,4) Examines the historical experiences of people of Mexican and Latin

American backgrounds in the United States. Focuses on historical, societal, and cultural contributions by Chicanas and Chicanos, Latinas and Latinos to American society and the annals of American and world history. **254:** beginnings to late 19th century. **255:** late 19th century to present. Sequence. Prereq: ES 102. Not offered 1999–2000.

HIST 255 African Americans in the West (4) See History

256, 257 Introduction to the Native American Experience (4,4) Examines the historical experiences of Native Americans in the United States. Focuses on historical, societal, and cultural contributions by American Indians to American society and the annals of American and world history. **256:** beginnings to late 19th century. **257:** late 19th century to present. Sequence. Prereq: ES 102. Not offered 1999–2000.

330 Minority Women: Issues and Concerns (4) Contemporary social issues and feminism among women of color in the United States. Not offered 1999–2000.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

409 Practicum: [Topic] (1–21R)

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

HIST 449 Race and Ethnicity in the American West (4) See History

452/552 Asian Americans and the Law (4) Investigates critical theory relevant to Asian Americans in the legal system. Prereq: ES 102. Not offered 1999–2000.

454/554 Chicanos and the Law (4) Investigates topics relevant to Chicanas and Chicanos in the legal system. Includes immigration, affirmative action, the Treaty of Guadalupe Hidalgo, and the North American Free Trade Act. Prereq: ES 102.

499 Ethnic Studies Proseminar (4) Graded only. Capstone seminar. Focuses on concluding work and experience in ethnic studies through independent research, preparation and presentation of research paper. Prereq: completion of required courses for ethnic studies major or instructor's consent.

Additional Courses

Other upper-division courses with related subject matter may be included in an ethnic studies major, certificate, or minor program by arrangement with a course's instructor and the director of ethnic studies.

European Studies

George J. Sheridan Jr., Program Director

(541) 346-5851
(541) 346-2023 fax
221 Johnson Hall
1271 University of Oregon
Eugene OR 97403-1271

European Studies Committee

Warren B. Brown, management
Kenneth S. Calhoon, Germanic languages and literatures
Robert G. Darst, political science
Evlyn Gould, Romance languages
Massimo Lollini, Romance languages
Grant F. McKenzie, theater arts
Alexander B. Murphy, geography
George J. Sheridan Jr., history
Marian Elizabeth Smith, music
Malcolm Wilson, classics
Ronald Wixman, geography
Virpi Zuck, Germanic languages and literatures

About the Program

European studies offers an interdisciplinary certificate for undergraduates in any major or professional school discipline. The program is designed for students who seek to enhance work in the major with a broad and comparative knowledge of Europe. The program of study provides a focus on Europe emphasizing both coherence and diversity.

"Europe" is here understood in the broadest conceptual and regional sense, including the variety of territories, cultures, and political units of the region Europe, as well as the several topical themes, constructs, and experiences of Europe, considered both historically and in contemporary settings. The program seeks to elicit new interests and perspectives on Europe in a manner consistent with the individual student's needs, career goals, and intellectual and personal pursuits. Individual advising by a European studies adviser is therefore essential early in the student's program planning.

Requirements for the European Studies Certificate

The College of Arts and Sciences administers an undergraduate certificate program in European studies, overseen by the European Studies Committee.

To earn a certificate, a student must take the two core courses, in any order, and four elective courses approved by the European studies adviser, and must also complete the foreign-language and the independent-project requirements as specified below.

Core and elective courses applied to the certificate must be taken for letter grades and passed with grades of C– or better.

Students seeking to qualify for a European studies certificate should consult the program director as early as possible to be assigned a European studies adviser with whom a program of study is planned. Students must obtain the adviser's approval for the four elective courses and for the topic of the independent project and may not determine on their own the manner in which they fulfill these requirements.

No later than two terms before graduation, the student must notify the program director of intent to graduate for verification of European studies course work and transcript evaluation. Students must complete major requirements for an undergraduate degree in another department or school of the university.

Core (8 credits)

Geography of Europe (GEOG 202) and The Idea of Europe (HIST 420)

Electives (12–16) credits

Four 3- or 4-credit courses—at least two at the 300 or 400 level—that provide a combination of diversity (linguistic, national, subregional, disciplinary, or methodological) and coherence. The courses must be offered by a department other than the student's major department and must be approved by the student's European studies adviser.

Possible courses might be in anthropology, classics, comparative literature, economics, English, Finnish, French, geography, German, Greek, history, honors college, humanities, international studies, Italian, Latin, linguistics, Norwegian, philosophy, political science, Romance languages, Russian, Russian and East European studies, Scandinavian, Spanish, Swedish, theater arts, and women's studies. Selected courses in art history, marketing, music, and the natural sciences are other possibilities.

Foreign Languge

For bachelor of arts degree candidates, one European second language through the third-year college level. For other bachelor's degree candidates, one European second language through the second-year college level.

Independent Project

A research paper or project that requires performance or creative work and is appropriate to the student's interests and major is the final requirement for the certificate. The project should integrate different perspectives on Europe or on any of its constituent cultures, nations, or subregions. The student undertakes this project, under the supervision of an adviser in the appropriate discipline, for 3 graded credits (e.g., 403 Thesis). The project may, but need not, be developed from an existing course. Whatever the origin or context of the project, the topic must be approved in advance by the European studies adviser. The project adviser evaluates the project.

European Studies Courses (EURO)

399 Special Studies: [Topic] (1–5R)

403 Thesis (1–9R) P/N only

405 Reading and Conference: [Topic] (1–6R)

407 Seminar: [Topic] (1–6R)

410 Experimental Course: [Topic] (1–6R)

Exercise and Movement Science

Marjorie Woollacott, Department Head

(541) 346-4107
(541) 346-2841 fax
122C Esslinger Hall
1240 University of Oregon
Eugene OR 97403-1240
http://darkwing.uoregon.edu/~rtroxel/

Faculty

Ann Bode, associate professor (exercise physiology). B.S., 1969, M.S., 1975, Southern Illinois; Ph.D., 1987, Oregon. (1998)

Gary A. Klug, professor (physiology of exercise). B.S., 1970, M.S., 1973, Wisconsin State; Ph.D., 1980, Washington State. (1985)

V. Patteson Lombardi, senior instructor with title of research assistant professor. See **Biology**

Louis R. Ostemig, professor (sports medicine); director, graduate studies. B.S., 1965, M.S., 1967, California State, Hayward; Ph.D., 1971, Oregon. (1971)

Gregory M. Strum, adjunct instructor (anatomy). B.A., 1975, Northwestern; M.D., 1979, Illinois School of Medicine. (1997)

Richard K. Troxel, senior instructor (sports medicine). B.S., 1975, M.S., 1977, Oregon. (1976)

Paul van Donkelaar, assistant professor (motor control). B.P.E., 1987, M.P.E., 1990, British Columbia; Ph.D., 1994, Calgary. (1997)

Marjorie Woollacott, professor (motor control). B.A., 1968, Ph.D., 1973, Southern California. (1980)

Courtesy

Anne Bekoff, courtesy professor (motor control). B.A., 1969, Smith; Ph.D., 1974, Washington (St. Louis). (1997)

John Brandon, courtesy instructor. A.D., 1984, Lane Community; B.S., 1976, Ricker; M.S., 1980, Oregon. (1996)

Stephanie A. Harris, courtesy assistant professor. B.A., 1972, California, San Diego; M.D., 1979, Oregon Medical School. (1997)

Fay Horak, courtesy professor (motor control). B.S., 1973, Wisconsin; M.S., 1977, Minnesota; Ph.D., 1982, Washington (Seattle). (1997)

Stanley L. James, courtesy professor (sports medicine). B.S., 1953, M.D., 1962, Iowa. (1979)

Donald C. Jones, courtesy associate professor (sports medicine). B.S., 1969, Centenary (Hackettstown); M.D., 1973, Louisiana State. (1983)

Jane Macpherson, courtesy associate professor (motor control). B.S., 1973, Queen's University; Ph.D., 1979, Toronto. (1997)

Phillip McKinney, courtesy research associate (biomechanics and sports medicine). B.Med.S., 1981, Portland; B.Med.S., 1984, D.P.M., 1986, California College of Podiatric Medicine. (1997)

Scott Pengelly, courtesy assistant professor. B.A., 1965, Beloit; M.A., 1974, M.A., 1977, Ph.D., 1985, Oregon. (1995)

Anne Shumway-Cook, courtesy assistant professor (motor control). B.S., 1969, Indiana; M.S., 1979, Ph.D., 1983, Oregon. (1992)

Kevin J. Sims, courtesy instructor. Dipl. in physiotherapy, 1986, Auckland Technical Institute; master of manipulative physiotherapy, 1991, Queensland. (1999)

Kenneth M. Singer, courtesy professor (sports medicine). B.S., 1961, Massachusetts Institute of Technology; M.D., 1965, Columbia University College of Physicians and Surgeons. (1994)

Emeritus

Barry T. Bates, professor emeritus. B.S.E., 1960, Princeton; M.Ed., 1971, East Stroudsburg; Ph.D., 1973, Indiana. (1974)

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

About the Discipline

The study of exercise and movement science involves the exploration and understanding of the functional and structural mechanisms that underlie human performance in all of its manifestations from fundamental motor skills to sustained and demanding exercise. The analysis of movement and exercise requires the integration of several subdisciplines, which are rooted in the fields of biology, chemistry, and physics. Human performance is influenced by the quality of physiological regulation, sensorimotor control, and tolerance to mechanical and psychological stresses.

Undergraduate Studies

The Department of Exercise and Movement Science offers a program leading to either a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree. The undergraduate curriculum emphasizes depth and breadth in the biological and physical sciences that are relevant to the study of exercise and movement science.

Careers. The exercise and movement science program provides the scientific foundation necessary for postgraduate study in medicine, nursing, physical therapy, occupational therapy, and podiatry as well as sports medicine, biomechanics, motor control, and physiology of exercise.

Preparation. High school preparation should include a strong background in English, mathematics, biology, chemistry, psychology, and sociology.

Transfer students. Transfer students should have completed as many university requirements and prerequisites to major courses as possible.

Major Requirements

Prerequisite and major-requirement courses must be taken for letter grades. Students must maintain a 2.00 grade point average overall in courses required for the major.

The introductory chemistry sequence should be taken in the first year.

Prerequisites	*53–61 credits*
General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213) or Foundations I,II,III: Genetics and Evolution, Molecular Biology, Biochemical Basis of Life (BI 261, 262, 263)	12–15
Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223)	12
Calculus for Business and Social Science I (MATH 241) or Calculus I (MATH 251)	4
General Physics (PHYS 201, 202, 203)	12
General Chemistry Laboratory (CH 227, 228, 229) or Introductory Physics Laboratory (PHYS 204, 205, 206)	6
Mind and Brain (PSY 201), Mind and Society (PSY 202), and either Thinking (PSY 330) or Development (PSY 375) or Abnormal Psychology (427)	12

Major Requirements	*44 credits*
Human Anatomy I,II (BI 311, 312)	8
Human Physiology I,II (BI 313, 314)	8
Motor Development (EMS 331)	4
Motor Control (EMS 332)	4
Sports Medicine (EMS 361)	4
Physiology of Exercise (EMS 371)	4
Biomechanics (EMS 381)	4
Minimum of two 400-level courses excluding courses numbered 402, 403, 404, and 409. Majors must obtain departmental permission before they may use courses numbered 406, 407, 408, and 410	8

Honors

To apply to graduate with departmental honors, a student must have an overall GPA of 3.50. Candidates must complete an honors thesis under the supervision of a thesis committee, which consists of two exercise and movement studies faculty members.

University bachelor's degree requirements are described in the **Registration and Academic Policies** section of this catalog.

Graduate Studies

The Department of Exercise and Movement Science offers the master of science (M.S.) and the doctor of philosophy (Ph.D.) degrees. Each student's program of study is planned in consultation with the student's adviser and program committee. An integral part of the graduate program is the exchange of information and inquiry with other disciplines throughout the university.

Departmental Focus

The central focus of the department is the role of movement and exercise in human biological development and adaptation across the life span. This focus is studied from mechanical and physiological perspectives.

Graduate Teaching and Research Fellowships

The Department of Exercise and Movement Science, in cooperation with Physical Activity and Recreation Services, offers graduate teaching and research fellowships (GTFs) to qualified students. GTFs teach undergraduate laboratories or assist in research projects, teach physical-education activity courses, or assist with the administration or provision of recreation and intramural programs and athletic training. Each term a GTF with an appointment greater than or equal to 0.20 full-time equivalent (FTE) receives a monetary stipend based on the level of the appointment and pays no tuition on the first 16 credits of course work. Applications are available from the department's director of graduate studies.

General Requirements

Master's Degree

The master's degree program requires a minimum of 45 credits of graduate work, 30 of which must be taken in the Department of Exercise and Movement Science.

The degree requires a thesis, a published research paper, a research project, or a comprehensive examination. Department faculty members, in consultation with the student, decide which option the student should complete.

Doctoral Degree

The doctoral degree program consists of a minimum of 135 credits beyond the bachelor's degree; at least 60 of these credits must be completed in exercise and movement science courses.

Written and oral doctoral comprehensive examinations are taken after completing a substantial part of the program of study. Upon passing these examinations the student is advanced to candidacy and may enroll in Dissertation (EMS 603). A final oral defense is held after completion of the dissertation and after all other degree requirements have been met.

Admission Requirements

Applications for admission to either the master's or the doctoral degree program are available from the director of graduate studies. Admission into the department's graduate programs is based on the applicant's academic record and the following:

1. Minimum Graduate Record Examinations (GRE) scores
   a. Master's degree program: 470 verbal, 500 quantitative or combined GRE verbal and quantitative scores of 1000 with neither below 450
   b. Doctoral degree program: 520 verbal, 560 quantitative or combined GRE verbal and quantitative scores of 1100 with neither below 500
2. A minimum score of 550 on the Test of English as a Foreign Language (TOEFL) if the applicant's native language is not English
3. Candidate's statement of up to 500 words that indicates
   a. goals and objectives for pursuing the graduate degree
   b. the applicant's background and interests as they relate to the department's central focus and specific faculty interests as they are described in the department's graduate brochure
4. At least two letters of recommendation from individuals who can attest to the applicant's potential for master's or doctoral study
5. Acceptance by a department faculty member who agrees to serve as the student's adviser

Eugene Evonuk Memorial Graduate Fellowship

This award was established to aid promising advanced doctoral students whose research focus is applied physiology, particularly environmental or stress physiology. The amount of the award varies from year to year; $5,000 is the amount for 1999–2000. The application deadline is March 1; direct inquiries to the department's director of graduate studies.

International Institute for Sport and Human Performance

The institute promotes research and synthesizes findings in research related to human movement that benefits the inter- and cross-disciplinary areas in sport, exercise, and human movement sciences. The institute works in collaboration with the Department of Exercise and Movement Science to inform lay people, athletes, coaches, athletic trainers, teachers, and allied health and medical professionals about issues in health and exercise sciences. Communication occurs by means of publications, workshops, symposiums, conferences, continuing-education courses, and alliances with health-care providers. For more information see the **Research Institutes and Centers** section of this catalog.

Exercise and Movement Science Courses (EMS)

101 Exercise as Medicine (4) The effects of exercise on health and in the prevention and treatment of disease.

102 Exercise and Wellness across the Life Span (4) Processes affecting physical activity and exercise from infancy through elder adulthood. Topics include physiological, sensory-motor, and cognitive factors across the life span.

103 Exercise and Performance (4) Structure and function of the human body including movement analysis. Topics include training and exercise responses; sport, daily living, and workplace performance; and injury adaptations.

199 Special Studies: [Topic] (1–4R)

331 Motor Development (4) The development of motor skill: understanding the integration of neurophysiological, morphological, and cognitive function in producing changes in motor skills across the life span.

332 Motor Control (4) Introduction to the processes of control and coordination in the performance of motor skills. Neurophysiological, mechanical, and cognitive bases of motor skill acquisition.

361 Sports Medicine (4) Analysis of exercise as a physical stressor and resulting bodily adaptations. Prereq: BI 311, 312.

371 Physiology of Exercise (4) Physiological effects of muscular exercise, physical conditioning, and training; significance of these effects for health and performance in activity programs. Prereq: BI 313, 314.

381 Biomechanics (4) Mechanics applied to the analysis of human movement. Emphasis on developing abilities to analyze human movement quantitatively. Prereq: MATH 111, 112; PHYS 201.

399 Special Studies: [Topic] (1–4R)

401 Research: [Topic] (1–21R)

403 Thesis (1–4) P/N only. For honors students during the terms in which they conduct research or write a thesis.

404 Internship: [Topic] (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.

405 Reading and Conference: [Topic] (1–21R) Reading and assignments in connection with other courses for extra credit. Honors readings. Prereq: instructor's consent.

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Topics are offered regularly in such areas as health sciences, motor control, biomechanics, and physiology.

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R) Current topics include Preoccupational Therapy and Prephysical Therapy.

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

432/532 Typical and Atypical Motor Development (4) Normal and abnormal development of sensory, motor, and higher cognitive functions related to the acquisition of postural, locomotor, and eye-hand coordination skills. Prereq: EMS 331.

437/537 Clinical Gait Analysis (4) Study of typical and atypical patterns of human locomotion including changes associated with aging and pathology. Introduction to assessment techniques. Prereq: EMS 332 or 381 or 682; PHYS 201.

462/562 Issues in Sports Medicine (4) Current issues in sports medicine, their basis in research, and their impact on sport and exercise. Prereq: BI 312.

463/563 Sports Nutrition (4) Current concepts and research in sports nutrition. The effects of diet and exercise in disease prevention and enhancement of athletic performance. Prereq: BI 314.

471/571 Training in Health and Performance (4) Investigates how regular exercise influences quality of life, longevity, and ability to perform physical activity. Emphasizes integration of theory and practice. Prereq: BI 312, EMS 371.

472/572 Exercise and Special Populations (4) Investigates the use of exercise as a potential treatment for such diseases as diabetes, hypertension, atherosclerosis, and obesity. Prereq: BI 312, EMS 371.

481/581 Lower Extremity Biomechanics (4) Investigates functional aspects of the lower extremities in various situations including activities of daily living, sport and exercise, and clinical and rehabilitative interventions. Prereq: EMS 381 or instructor's consent.

482/582 Impact Biomechanics (4) Multifaceted investigation of impact in relation to various human movement applications. Topics include mechanical principles, human tolerance levels, and biomechanical ramifications. Prereq: EMS 381 or instructor's consent.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R) Study of selected problems in the field of exercise and movement science.

607 Seminar: [Topic] (1–5R) Seminars offered regularly in Biomechanics, Exercise and Movement Science, Exercise Physiology, Motor Control, and Sports Medicine.

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R) Current topics include Neural Control of Posture and Locomotion and Neural Control of Reaching.

634 Neurological Mechanisms underlying Human Movement (4) Neurophysiology underlying the control of human movement. Prereq: BI 311, 312, 313, 314 or instructor's consent.

635 **Theory of Motor Control and Learning (4)** Not offered 1999–2000.

636 **Motor Skill Learning (4)** Theoretical bases of motor skill acquisition. Topics include cognitive representational systems, conditions of practice, and knowledge of results. Prereq: EMS 332 or equivalent or instructor's consent. Not offered 1999–2000.

663, 664, 665 **Sports Medicine (4,4,4)** Health implications of human physical activity. Sequence. Prereq: BI 311, 312.

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.

674 **Clinical and Functional Anatomy (4)** Explores general principles of major joint structure and function as related to clinical areas of sports medicine. Prereq: BI 311, 312.

677 **Biochemical Principles of Exercise (4)** The physiological and chemical mechanisms underlying the major functions of the body during exercise.

678, 679 **Systems of Physiology I,II (4,4)** Advanced analysis of the responses of the cardiovascular system and skeletal muscle to acute and chronic exercise.

681, 682, 683 **Biomechanics (4,4,4)** The basic mechanisms of movement; application of mechanical principles and analysis of selected movement patterns. Sequence. Prereq: EMS 381 or equivalent.

691 **Statistical Methods I (4)** Statistical techniques applied to research including the normal probability curve, correlation and regression, and hypothesis testing techniques (t-test, one- and two-way analysis of variance). Prereq: PSY 302 or equivalent. Not offered 1999–2000.

693 **Critique and Interpretation of Research (4)** Critical analysis of contemporary research. Introduction to basic research design. Not offered 1999–2000.

694 **Applied Multivariate Statistics (4)** Not offered 1999–2000.

Folklore

Sharon R. Sherman, Program Director

(541) 346-3911
118 Prince Lucien Campbell Hall

Participating Faculty

Doug Blandy, arts and administration
Edwin L. Coleman II, English
Matthew Dennis, history
Janet W. Descutner, dance
Dianne M. Dugaw, English
Kenneth M. George, anthropology
Shari M. Huhndorf, English
Mark Levy, music
Anne Dhu McLucas, music
Jeffrey Ostler, history
Donald L. Peting, architecture
James L. Rice, comparative literature
Leland M. Roth, art history
Sharon R. Sherman, English
Carol T. Silverman, anthropology
Ronald Wixman, geography
Daniel N. Wojcik, English

About the Program

The interdisciplinary Folklore Program offers perspectives on ethnic, regional, occupational, age, gender, and other traditional identities of individuals in specific societies and cultures. Students in the program 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, folksong, dance, art, and architecture; delve into specific cultures; and make cross-cultural comparisons. Theoretical analysis, research methods, and fieldwork techniques, with emphasis on film and video documentation and presentation, are integral parts of the program offerings in folklore.

Resources

Film and Folklore

Among its many approaches to the study of folklore, a major strength of the 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. Tutorial training is available in equipment use, fieldwork methodologies, and editing. Although the program encourages shooting in the field, the School of Journalism and Communication and the off-campus Community Cable Access Center offer studio training.

Folklore Archive

The Randall V. Mills Archive of Northwest Folklore, the largest facility of its kind in the Northwest, is a research repository available to folklore scholars and students. It houses raw field data, student and faculty research projects, and audio and visual materials including audiotapes, videotapes, and more than 7,000 slides. A six-part indexing and cross-referencing system makes the data easily retrievable. Located in 453 Prince Lucien Campbell Hall, the archive is open to the public.

Undergraduate Studies

Students may earn a certificate in folklore while completing major and degree requirements in another department or school. A primary goal of the program is to encourage students to become more aware of the culture-based dimensions and applications of their particular major fields. Students of literature, social sciences, education, urban planning, art history, humanities, and Asian or other international studies—to name only a few—find that related folklore courses can enrich their degree programs.

Certificate in Folklore

Students may satisfy requirements for a folklore certificate by completing, with grades of mid-C or better, the folklore core and approved electives listed below:

Folklore Core	*12 credits*
Introduction to Native American Literature (ENG 240)	4
Introduction to Folklore (ENG 250)	4
Either Introduction to Cultural Anthropology (ANTH 110) or Native North Americans (ANTH 320)	4

Approved Electives	*20 credits*
Field Studies (FLR 406) or Practicum (FLR 409) or field-based courses (e.g., American Folklore (ENG 484)	8
Related upper-division courses	12

At least two terms before graduation, students who want to apply for a folklore certificate must consult a folklore adviser to obtain authorization and course-work approval.

Graduate Study in Folklore

To earn a master of arts (M.A.) or master of science (M.S.) degree in Interdisciplinary Studies: Individualized Program: Folklore, students create a plan of study that combines folklore and two additional areas of interest. Students typically select English or anthropology as the second area, and the third area from such disciplines as history, music, art, journalism, or geography. A thesis or terminal project is required for completion of the degree. Students working toward an M.A. degree must demonstrate competence in a second language.

Folklore may also be selected as an area of concentration in a master's or doctoral degree program in the English or anthropology departments.

Folklore Courses (FLR)

198 **Workshop: [Topic] (1–2R)**
199 **Special Studies: [Topic] (1–5R)**
399 **Special Studies: [Topic] (1–5R)**
401 **Research: [Topic] (1–6R)**
403 **Thesis (1–6R) P/N only**
404 **Internship: [Topic] (1–6R)**
405 **Reading and Conference: [Topic] (1–6R)**
406 **Field Studies: [Topic] (1–6R)**
407/507 **Seminar: [Topic] (1–5R)**
408/508 **Workshop: [Topic] (1–5R)**
409 **Practicum: [Topic] (1–6R)**
410/510 **Experimental Course: [Topic] (1–5R)**

411/511 **Folklore and Religion (4)** Explores the role of folklore in people's religious lives with particular emphasis on narrative, beliefs, rituals, celebrations, pilgrimage, and ecstatic states. Wojcik.

412/512 **Folklore of Subcultures (4)** Examines recent research on subcultures, especially the relation of folklore to subcultural identity and communication, and the ways folklore may challenge or reinforce dominant ideologies. Wojcik.

413/513 **Folk Art and Material Culture (4)** Survey of the research by folklorists on contemporary folk art, material culture, and the aesthetic impulse in everyday life. Sherman, Wojcik.

483/583 **Folklore and Mythology of the British Isles (4)** Basic folk traditions in the British Isles (e.g., ballads, folktales, legends, myths) and their treatment in the written literature of major British authors. Dugaw, Sherman.

485/585 **Film and Folklore (4)** The developmental use of film by folklorists. Folklore genres, theories, and fieldwork methods as related to filmmakers' techniques. Analysis includes documentary and ethnodocumentary films. Sherman.

486/586 **African American Folklore (4)** Analysis of African American customs, language, beliefs, sayings, and tales expressed through oral tradition. Coleman.

503 **Thesis (1–6R) P/N only**

601 **Research: [Topic] (1–6R) P/N only**

604 **Internship: [Topic] (1–6R)**

605 **Reading and Conference: [Topic] (1–6R)**

606 **Field Studies: [Topic] (1–6R)**

607 **Seminar: [Topic] (1–6R)**

608 **Workshop: [Topic] (1–6R)**

609 **Terminal Project (1–6R)**

610 **Experimental Course: [Topic] (1–5R)**

Additional Courses

Other undergraduate and graduate courses with related subject matter—including approved Reading and Conference (405, 605), Seminar (407/507, 607), and Experimental Course (410/510, 610)—may be applied to folklore certificate programs by arrangement with the instructors and the folklore director. For descriptions of the following courses, see departmental sections of this catalog.

Anthropology. Native North Americans (ANTH 320), Cultural Dynamics (ANTH 415/515), Anthropology and Folklore (ANTH 419/519), 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), Native Central Americans (ANTH 433/533), Native South Americans (ANTH 434/534), Cultures of Island Southeast Asia (ANTH 436/536), Race, Culture, and Sociobiology (ANTH 468/568)

Architecture. Vernacular Building (ARCH 434/534)

Art History. Museology (ARH 411/511)

Arts and Administration. Art in Society (AAD 450/550)

Dance. Dance and Folk Culture (DAN 301), Dance in Asia (DAN 302), Tribal Dance Cultures (DAN 452/552)

English. Introduction to African American Literature (ENG 151), Introduction to Native American Literature (ENG 240), Introduction to Folklore (ENG 250), African American Prose (ENG 310), African American Poetry (ENG 311), African American Drama (ENG 312), Studies in Mythology (ENG 482/582), American Folklore (ENG 484/584), American Popular Literature and Culture (ENG 487/587), Race and Representation in Film, (ENG 488/588), Native American Literature (ENG 489/589), Topics in Folklore (ENG 680)

Geography. Geography of Languages (GEOG 444/544), Culture, Ethnicity, and Nationalism (GEOG 445/545)

History. African American History (HIST 250, 251), Precolonial Africa (HIST 325), Colonial and Postcolonial Africa (HIST 326), The American West (HIST 466/566, 467/567), American Indian History (HIST 469/569)

International Studies. Cross-Cultural Communication (INTL 431/531)

Music. East European Folk Ensemble (MUS 190, 390), Music in World Cultures (MUS 358), Music of the Americas (MUS 359), History of Gospel Music (MUS 450/550), Introduction to Ethnomusicology (MUS 451/551), Musical Instruments of the World (MUS 452/552), Folk Music of the Balkans (MUS 453/553), Music of India (MUS 454/554)

Religious Studies. Great Religions of the World (REL 201, 202), Chinese Religions (REL 302), Japanese Religions (REL 303), History of Eastern Christianity (REL 324, 325), Buddhism and Asian Culture (REL 330, 331)

Romance Languages. Survey of Spanish American Literature (SPAN 318, 319)

Russian. Russian Folklore (RUSS 420/520)

Sociology. Race, Class, and Ethnic Groups (SOC 345), Sociology of Race Relations (SOC 445/545)

Theater Arts. Multicultural Theater (TA 472/572)

General Science

John V. Leahy, Program Director

(541) 346-3288
149 Willamette Hall
http://darkwing.uoregon.edu/~gensci/

Program Committee Faculty

Ralph J. Barnhard, chemistry
Gordon G. Goles, geological sciences
Gary A. Klug, exercise and movement science
Richard M. Koch, mathematics
John V. Leahy, mathematics
John R. Lukacs, anthropology
James M. Schombert, physics
Karen U. Sprague, biology
Cathy Whitlock, geography
Christopher B. Wilson, computer and information science
Robert L. Zimmerman, physics

About the Program

The general science curriculum allows students to design academic programs that satisfy the requirements for a bachelor of science degree and provide more breadth than traditional science programs. Many exciting areas of scientific inquiry, such as the neurosciences, environmental sciences, and biophysical sciences, require broad science backgrounds and encompass several science disciplines. Students planning graduate study or 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 variety 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 for professional schools and training programs should be selected in consultation with program advisers or committee members. Students should seek assistance in program planning when they identify or change career goals, because successful application to professional schools and training programs may require completion of additional courses beyond those required for the general science major.

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 and information science, mathematics

Environmental sciences: biology, chemistry, geography, geological sciences, physics

Neurosciences: biology, chemistry, psychology

General science majors are encouraged to consult with their advisers during the junior year to ensure that their remaining course work is structured to meet all the requirements for the major. A student should notify the General Science Program office of their intention to graduate at least one term before the proposed graduation date.

Preparation. High school students planning to major in general science should take as much mathematics as possible, including two years of algebra and trigonometry. They should also take science courses in their areas of interest. Students planning to transfer into the General Science Program after two years at a community college or at another college or university should complete courses equivalent to the lower-division requirements listed below and as many as possible of the general university graduation requirements for a bachelor's degree. Acceptance of transfer courses and credits is determined by evaluators in the Office of Admissions in consultation with general science advisers or committee members.

Upon admission, transfer students should consult a general science adviser in the General Science Program office.

Careers. 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 a bachelor's degree. General science, when combined with a minor or a second major, can work well for students planning careers in science-related business, public relations, and human services.

Graduate Studies. Students interested in graduate studies in science should select courses that will satisfy admission requirements. Most graduate programs in science require a year each of physics and organic chemistry.

Major Requirements

Lower Division

The following lower-division courses must be completed with grades of C– or P (pass) or better. Courses graded N (no pass) or F may be repeated for credit.

1. Calculus I,II (MATH 251, 252)
2. One course in computer and information science selected from Concepts of Computing: Computers and Computation (CIS 121), Introduction to Numerical Computation with FORTRAN (CIS 133), Problem Solving in Pascal (CIS 134), or Computer Science I (CIS 210)
3. Three of the sequences or three-course combinations listed below. At least two of the sequences must include or be accompanied by the corresponding laboratory sequences:

Anthropology. Introduction to Human Evolution (ANTH 170), and two from Evolution of Monkeys and Apes (ANTH 171), Evolution of Human Adaptation (ANTH 172), Human Evolution (ANTH 361), Human Biological Variation (ANTH 362), Human Osteology Laboratory (ANTH 366)

Biology. General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213) *or* three from Foundations I,II,III,IV: Genetics and Evolution (BI 261), Molecular Genetics (BI 262), Biochemical Basis of Life (BI 263), Biological Interactions (BI 264)

Chemistry. Introductory 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)

Geography. The Natural Environment (GEOG 101), Global Environmental Change (GEOG 102), and one from Climatology (GEOG 321), Geomorphology (GEOG 322), or Biogeography (GEOG 323)

Geological Sciences. 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)

Physics. 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

The upper-division requirements listed below are for students who declared the general science major fall 1996 or later. Students who declared the major before fall 1996 follow the requirements that were in effect when they declared the major.

1. Complete a minimum of 32 credits in approved science courses numbered 300 and above. At least 24 of these credits must be taken for letter grades and passed with grades of C– or better
2. Two areas of emphasis are required. At least 12 upper-division credits must be completed in each of two sciences. Courses applied to the emphasis requirement must be taken for letter grades
3. Tutorials may not be included. Courses numbered 400–410, 507, 508, or 510 may not be included unless approved in advance by the general science coordinator
4. Upper-division credits used to satisfy minimum requirements of another major may not be used to satisfy upper-division requirements in general science
5. At least 24 upper-division science credits must be completed at the University of Oregon to meet the general science residency requirement

Upper-division courses may be selected from:

Anthropology. Courses in human and primate anatomy and evolution (ANTH 461–463, 467, 469)

Biology. BI 307, 308 and BI 311 or a higher numbered course

Chemistry. CH 331–339 and CH 411–470

Computer and Information Science. CIS 313–315 and CIS 413–471

Exercise and Movement Science. EMS 331–381, 432, 437, 462, 471, 472, 481, 482

Geography. Physical geography courses (GEOG 421–432)

Geological Sciences. GEOL 311–350 and GEOL 414–473

Mathematics. MATH 315–352 and MATH 411–466

Physics. PHYS 351–390 and PHYS 411–490

Psychology. Courses in the experimental and physiological areas (PSY 302–304, 430–450, 494)

Honors Program

Students preparing to graduate with honors in general science should notify the program director no later than the first term of their senior year.

Honors in general science center on a thesis, which is the culmination of research conducted under the direction of a faculty adviser. The adviser does not need to be a member of the general science committee.

To graduate with honors, students must have a 3.50 overall grade point average and a GPA of 3.50 in the sciences. In addition, they must complete 9 credits of Research (401) or Thesis (403) or both in the appropriate department. These credits must be distributed over at least two terms and cannot be used to fulfill emphasis-area requirements.

Upon approval of the thesis by the adviser and the program director, honors in general sciences will be awarded.

For guidelines and calendar, see a general science adviser.

Program Planning

Information about program planning and detailed sample programs are available in the General Science Program office. Prehealth science students who choose the general science major should design their programs to meet the admission requirements of the professional school of their choice. See also the **Preparatory Programs** section of this catalog.

Preparation for Teaching

An academic major in general science can provide a strong background for certain teacher-education licensure programs. Students interested in teaching general science in middle school and junior high school should be aware that the integrated science endorsement requires broader preparation than the minimum requirements for the general science major. The College of Education offers a fifth-year program for middle-secondary teaching licensure in science. See the **Educational Leadership, Technology, and Administration** section of this catalog.

Geography

Alexander B. Murphy, Department Head

(541) 346-4555
(541) 346-2067 fax
107 Condon Hall
1251 University of Oregon
Eugene OR 97403-1251
uogeog@oregon.uoregon.edu
http://geography.uoregon.edu/

Faculty

Patrick J. Bartlein, professor (climatology, quantitative methods, water resources). B.A., 1972, M.S., 1975, Ph.D., 1978, Wisconsin, Madison. (1982)

Aileen R. Buckley, assistant professor (cartography, geographic information systems, environmental analysis). B.A., 1982, Valparaiso; M.A., 1993, Indiana; Ph.D. 1997, Oregon State (1997)

Carolyn L. Cartier, assistant professor (environment and development, Asia, gender). A.B., 1982, M.A., 1985, Ph.D., 1991, California, Berkeley. (1994)

Shaul E. Cohen, assistant professor (political, environmental, cultural; Middle East). B.A., 1983, Clark; M.A., 1987, Ph.D., 1991, Chicago. (1996)

Patricia F. McDowell, professor (geomorphology, river management and restoration, Quaternary environments). B.A., 1971, M.A., 1977, Illinois Institute of Technology; Ph.D., 1980, Wisconsin, Madison. (1982)

Grant A. Meyer, assistant professor (geomorphology, ecosystems, Quaternary studies). B.S., 1978, Idaho; M.S., 1986, Montana State; Ph.D., 1993, New Mexico. (1999)

Alexander B. Murphy, Rippey Chair in Liberal Arts and Sciences and professor (cultural and political geography, Europe, law and geography). B.A., 1977, Yale; J.D., 1981, Columbia; Ph.D., 1987, Chicago. (1987)

Gary H. Searl, adjunct assistant professor (geographic education, Oregon). B.B.A., 1959, M.S., 1966, Oregon. (1968)

Peter A. Walker, assistant professor (cultural and political ecology, human-environmental relations, Africa). B.A., 1986, California, Berkeley; M.S., 1990, Harvard; Ph.D., 1997, California, Berkeley. (1997)

Cathy Whitlock, professor (biogeography, Quaternary paleoecology). B.A., 1975, Colorado College; M.S., 1979, Ph.D., 1983, Washington (Seattle). (1990)

Ronald Wixman, professor (former Soviet Union, eastern Europe, cultural geography). B.A., 1968, Hunter; M.A., 1972, Columbia; Ph.D., 1978, Chicago. (1975)

Special Staff

James E. Meacham, research associate (cartographic design and production, geographic information systems); administrative and research director, InfoGraphics Laboratory. B.A., 1984, M.A., 1992, Oregon. (1992)

Emeriti

Stanton A. Cook, professor emeritus. A.B., 1951, Harvard; Ph.D., 1960, California, Berkeley. (1960)

Carl L. Johannessen, professor emeritus. B.A., 1950, M.A., 1953, Ph.D., 1959, California, Berkeley. (1959)

William G. Loy, professor emeritus. B.A., 1958, Minnesota at Duluth; M.S., 1962, Chicago; Ph.D., 1967, Minnesota. (1967)

Clyde P. Patton, professor emeritus. A.B., 1948, M.A., 1950, Ph.D., 1953, California, Berkeley. (1958)

Edward T. Price, professor emeritus. B.S., 1937, California Institute of Technology; Ph.D., 1950, California, Berkeley. (1963)

Everett G. Smith Jr., professor emeritus. B.A., 1953, M.A., 1956, Illinois; Ph.D., 1962, Minnesota. (1965)

Alvin W. Urquhart, professor emeritus. B.A., 1953, M.A., 1958, Ph.D., 1962, California, Berkeley. (1960)

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

Undergraduate Studies

Undergraduate students in the Department of Geography develop an awareness of the natural and cultural landscapes of several regions of the world and investigate the processes that form them. Lower-division courses are open to any student at the university; with the exception of Global Environmental Change (GEOG 102), 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. Both bachelor of arts (B.A.) and bachelor of science (B.S.) degrees are offered in the department.

Geography majors must take one of the following four sequences to satisfy the bachelor of science degree's mathematics requirement:

1. MATH 105, 106, 107—emphasizes problem solving and the interpretation of quantitative information
2. MATH 111, 425, 426—emphasizes the analysis of data
3. MATH 241, 242 or MATH 251, 252, 253—calculus sequences that should be taken by students planning graduate study in geography
4. CIS 121 and 122—introduces computer programming

Geography majors must demonstrate proficiency in a second language either by passing the third term of a second-year university language course or an examination indicating an equivalent level of proficiency.

The B.A. degree is recommended for students who plan to emphasize cultural or regional geography. The B.S. degree is recommended for students planning to emphasize physical geography.

Although a degree in geography is a liberal arts degree, many graduates have found related vocational opportunities in government or private employment, principally in planning, environmental research, cartography, or geographic information systems.

Group Requirements. All undergraduates must satisfy group requirements. For details see Group Requirements in the **Registration and Academic Policies** section of this catalog.

Geography majors should consult their advisers to determine which group-satisfying courses best support their major.

Major Requirements

A grade of at least C– or P (pass) is required in each of the twelve 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 eight courses in the major must be taken for letter grades.

Introductory Geography. Four courses: The Natural Environment (GEOG 101), Global Environmental Change (GEOG 102), Cultural Geography (GEOG 103), and Geography and Environment (GEOG 104)

Techniques for Geographers. Two courses selected from Cartographic Methods (GEOG 311), Geographic Field Studies (GEOG 313), Geographic Data Analysis (GEOG 314), Advanced Cartography (GEOG 411), Advanced Geographic Data Analysis (GEOG 414), Introductory Geographic Information Systems (GEOG 416), Advanced Geographic Information Systems (GEOG 472)

Physical Geography. Two courses selected from Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323), Advanced Climatology (GEOG 421), Advanced Geomorphology (GEOG 422), Advanced Biogeography (GEOG 423), Soil Genesis and Geography (GEOG 424), Hydrology and Water Resources (GEOG 425), Fluvial Geomorphology (GEOG 427), Long-Term Environmental Change (GEOG 430), Vegetation History and Ecosystem Dynamics (GEOG 431), Climatological Aspects of Global Change (GEOG 432)

Human Geography. Two courses selected from Population and Environment (GEOG 341), Geography of the World Economy (GEOG 342), Society, Culture, and Place (GEOG 343), Political Geography (GEOG 441), Urban Geography (GEOG 442), Geography of Languages (GEOG 444), Culture, Ethnicity, and Nationalism (GEOG 445), Geography of Religion (GEOG 446), Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463), Environment and Development (GEOG 465), Geography of Water Policy and Politics (GEOG 466)

Regional Geography. One course selected from World Regional Geography (GEOG 201), Geography of Europe (GEOG 202), Geography of Post-Soviet States (GEOG 204), Geography of Pacific Asia (GEOG 205), Geography of Oregon (GEOG 206), Geography of the United States (GEOG 207), Geography of the Middle East and North Africa (GEOG 209), Advanced Geography of European-American Regions (GEOG 470), Advanced Geography of Non-European-American Regions (GEOG 475)

Upper-Division Elective. One additional upper-division course selected from the above categories

Honors Programs

The Clark Honors College student majoring in geography must design a course of study in consultation with a major adviser in geography.

The Department of Geography also offers an honors option for its majors. More information is available in the department office.

Minor Requirements

Students who minor in geography must complete six geography courses with grades of C– or better. The six courses must include one regional geography course, one upper-division physical geography course, and one upper-division human geography course. At least four courses applied to the minor must be taken for letter grades.

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in social studies. See the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

Graduate work leading to the master of arts (M.A.), master of science (M.S.), and the doctor of philosophy (Ph.D.) degrees is offered.

A special option in the master's program emphasizing geography and education is available for students with public school teaching licensure.

The department's graduate programs emphasize human geography, physical geography with an emphasis on environmental change and Quaternary studies, 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. Most students follow an individualized program that also 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 catalog. Applicants whose application materials are received by January 15 are given preference for fall admission.

The applicant should also send the following application materials directly to the Department of Geography:

1. The two 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. For international applicants, a Test of English as a Foreign Language (TOEFL) score of at least 550

General Requirements

In both the master's and Ph.D. programs, students are expected to develop a broad background in the discipline of geography; in-depth knowledge in an area of emphasis; and the ability to conduct and report independent research, including the use of appropriate geographic techniques. The area of emphasis may combine more than one traditional subfield of geography. The Ph.D. requires development of more in-depth knowledge in the area of emphasis, and a substantial independent research project resulting in a dissertation. Areas of emphasis in human geography include urban environments, landscape, political geography, ethnicity, religion, language, nationality, and the diffusion of cultural traits.

Areas of emphasis in physical geography include long-term climate change, Quaternary environments, vegetation history, palynology, plant ecology, fluvial geomorphology, and arid lands geomorphology. Environmental studies in the department focus on historical, cultural, political and legal dimensions of human-environment relations, political ecology, and environment and development. In geographic techniques, data analysis and visualization, cartography, and geographic information systems are emphasized. The department also offers course work and faculty expertise in North America, Southeast Asia and China, Europe (both West and East), the former Soviet Union, the Middle East, and Africa.

To ensure breadth of knowledge in the discipline, the department requires Ph.D. and master's degree candidates to complete the following courses or their equivalents: Cartographic Methods (GEOG 311) or Introductory Geographic Information Systems (GEOG 516); Geographic Data Analysis (GEOG 314); two upper-division courses in physical geography from different subfields; and two upper-division courses in human geography from different subfields.

Theory and Practice of Geography (GEOG 620) must be taken during the first fall term the graduate student is in residence, and Current Trends in Geography (GEOG 621) must be taken winter term. Each graduate student must take 1 credit of Workshop (GEOG 608) every winter and spring term that student is in residence.

For students following the master's degree option in geography and education, some substitutions for these course requirements may be authorized by the departmental coordinator for that option.

Master's Degree Program

The general master's degree in geography emphasizes broad understanding of physical and human geography and basic geographic techniques. Students develop specialized research skills during work on the thesis. Beyond the general requirements for all graduate students in geography, two graduate seminars in geography (GEOG 507 or 607), one in human geography and one in physical geography, are required of each candidate.

Students must demonstrate skill in a second language, which may be met either by passing a second-year college-level second-language course during the seven-year period prior to the receipt of the master's degree or by passing the Graduate Student Foreign Language Test (GSFLT) in the twenty-fifth percentile or better.

Where appropriate for the thesis or dissertation topic and with the approval of the advisory committee, computer programming skills may be substituted for the second language. These skills are typically demonstrated by completing a minimum of two approved courses and writing a program used in the thesis research.

A committee of two geography faculty members supervises the research and writing of a master's thesis that shows evidence of original research and writing. The student must enroll 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.

Geography and Education. The geography and education option relates geographic research methods and perspectives to the teaching of social studies. Course and seminar requirements parallel those for the general master's program, but teacher licensure is deemed to be a substitute for foreign-language competence. Students must take at least one workshop (GEOG 608) that is designed for this option. A final written examination administered by a departmental committee is required. A learning activity project is substituted for the thesis.

Students interested in this option must have public school teaching licensure and must indicate their intent to pursue the option before being admitted to the graduate program. Completion of the geography and education option by itself does not lead to additional licensure in the state of Oregon.

Doctoral Program

The Ph.D. program requires competent understanding of one of the systematic fields of geography and a broad understanding of geographic topics that enables the student to address and synthesize problems that cross the various fields of geography. 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 Graduate School requirements and a master's degree in geography or equivalent study that includes courses required for a master's degree in geography at the University of Oregon, the Ph.D. program requires at least two graduate seminars in geography (GEOG 507 or 607), one in human geography and one in physical geography, and the completion of a second language or technical skill. The second-language or skill requirement may be met in any of the following ways:

1. Proficiency in a second language at the level required for the master's degree or computer-programming skills
2. Advanced second-language training to the level required to pass a third-year college-level course in composition and conversation
3. Mastery of a technique or method of geographic research by passing three courses in cartography or advanced geographic information systems or three approved advanced-level courses from outside the department

After completing appropriate course work, graduate seminars, and language or technical skills requirement, advancement to candidacy is achieved by passing comprehensive written examinations in the following areas: a world region, a systematic field of geography, a topic that integrates several fields of geography, and geographic thought and methodology. The

student, in consultation with a faculty committee, writes four questions in each area for the comprehensive examination. Two or three questions in each area are then selected by the advisory committee, and the student prepares written answers to them during a six-week period.

Within nine months of completing the comprehensive examination, the student must present a dissertation proposal for approval by the student's dissertation committee. The completed dissertation, the capstone of the doctoral program, presents the results of substantive and original research on a significant geographic problem. It is defended in a public oral presentation.

Financial Assistance

A limited number of graduate teaching fellowships (GTFs) are available. Fellows receive a modest stipend and a tuition waiver but must pay a small fee each term. GTFs usually register for 15 credits of course work each term and are assigned duties for 88 hours per term for each 0.20 full-time equivalency of their fellowship. Applications for fellowships should be received by January 15.

The College Work-Study Program (under federal funding for students from low-income families) provides an alternative means of financial assistance. To apply for loans or grants or for work-study certification, a separate request for forms should be made to the Office of Student Financial Aid, 1278 University of Oregon, Eugene OR 97403-1278.

Geography Courses (GEOG)

101 The Natural Environment (4) The earth's physical landscapes, vegetation patterns, weather, and climate; emphasis on the dynamic interactions among climate, landforms, vegetation, and soils. Whitlock.

102 Global Environmental Change (4) Natural and human-induced climatic changes and their impact on different environmental systems. Emphasizes biophysical systems. Prereq: GEOG 101. Bartlein.

103 Cultural Geography (4) Ways in which various cultures have evaluated and used their environments. Discussion of the changing distributions of major cultural elements. Cohen, Murphy, Searl.

104 Geography and Environment (4) Ways in which the major physical systems and ecosystems of the earth have been modified by human actions. Emphasizes human systems. Cartier.

196 Field Studies: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201 World Regional Geography (4) Introduction to the world's cultural regions. Study of the cultural and environmental factors that make different parts of the world distinct.

202 Geography of Europe (4) Physical and cultural processes that have shaped the rural and urban landscapes of Europe. Murphy.

204 Geography of Post-Soviet States (4) Natural regions, major population groups, and the economic development of the former Union of Soviet Socialist Republics.

205 Geography of Pacific Asia (4) Physical, cultural, and economic processes that have shaped the rural and urban landscapes of Pacific Asia. Cartier.

206 Geography of Oregon (4) Development of Oregon's natural and cultural landscapes, its natural and human resources, and its economic development and environmental problems. Searl.

207 Geography of the United States (4) Natural and cultural landscapes, settlement patterns and urban systems, regional divisions and integration.

209 Geography of the Middle East and North Africa (4) Physical and cultural processes that have shaped the rural and urban landscapes of the Middle East and North Africa. Cohen.

311 Cartographic Methods (4) Theory and laboratory production of thematic maps; study of the nature of map data, symbols, design, layout, and the history of cartography. Special fee. Buckley.

313 Geographic Field Studies (4) Research techniques in geography applied to local areas and problems. Field trip fee. Majors only.

314 Geographic Data Analysis (4) Nature of geographical data sets, description and summarization of patterns, distributions, and relationships among geographical data. Special fee. Bartlein. Majors only.

321 Climatology (4) Energy and moisture in the atmosphere, atmospheric circulation, controls of regional and microclimates, applied climatology, climatic variations, past and future climates. Special fee. Prereq: GEOG 102. Bartlein.

322 Geomorphology (4) Landforming processes with emphasis on mass movements, rivers, eolian, glacial, and coastal processes. Special fee. Prereq: GEOG 102 or GEOL 102. McDowell.

323 Biogeography (4) Relation of plants and animals to the environment, distribution of individual species, historical changes in plant distribution. Prereq: GEOG 102. Whitlock.

341 Population and Environment (4) Patterns of population growth over history and place, current policies and programs, and impacts and trends in United States and international contexts. Includes method and theory. Prereq: GEOG 103 or 104 or instructor's consent. Cohen.

342 Geography of the World Economy (4) Geographical evolution of the world economy. Patterns and processes of trade, manufacturing, multinationals. Culture and society in the creation of economic landscapes. Prereq: GEOG 103 or 104 or instructor's consent. Cartier, Murphy.

343 Society, Culture, and Place (4) Examines ways in which geographical context reflects and shapes cultural and social processes. Importance of place and territory in human affairs. Prereq: GEOG 103 or 104 or instructor's consent. Murphy, Wixman.

401 Research: [Topic] (1–21R) P/N only

403 Thesis (1–21R) P/N only

405 Reading and Conference: [Topic] (1–21R) P/N only

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Loy.

408/508 Workshop: [Topic] (1–16R)

409 Practicum: [Topic] (1–21R) P/N only

410/510 Experimental Course: [Topic] (1–4R) Topics offered in 1999–2000 are Air Photo, Remote Sensing, Visual Representation of Landscapes, Watershed Management. Special fee. McDowell, Renslow, Searl.

411/511 Advanced Cartography (4) Advanced topics in map design and production. Use of color, cartographic visualization, and computer-aided techniques. Special fee. Prereq: GEOG 311. Meacham.

414/514 Advanced Geographic Data Analysis: [Topic] (4R) Advanced topics in the analysis of spatial data. Special fee. Prereq: GEOG 314. Bartlein. R when topic changes.

416/516 Introductory Geographic Information Systems (4) Introduces fundamentals of geographic information systems. Covers data sources, input, manipulation analysis, data output, and product generation. Special fee. Prereq: GEOG 311 or 314 or other course in geographic techniques or instructor's consent. Buckley.

421/521 Advanced Climatology: [Topic] (4R) Topics in climatology, including physical climatology, dynamic and synoptic climatology, and paleoclimatology. Special fee. Prereq: GEOG 321. Bartlein. R when topic changes.

422/522 Advanced Geomorphology: [Topic] (4R) Study of one principal landforming process, its characteristics in time and space, and the resulting landforms. Prereq: GEOG 322. McDowell. R when topic changes.

423/523 Advanced Biogeography: [Topic] (4R) Selected topics in biogeography including relation of plants and animals to their environment, historical changes in plant distribution, and palynological analysis. Special fee. Prereq: GEOG 323. Whitlock. R when topic changes.

424/524 Soil Genesis and Geography (4) Pedogenic processes; description of soil profiles, soil classification; Quaternary soil stratigraphy and geomorphology; applications of soil information. Prereq: GEOG 322 or instructor's consent. McDowell. Required field trips.

425/525 Hydrology and Water Resources (4) Emphasis on surface water including precipitation, evapotranspiration, surface runoff, and stream flow. Understanding and analysis of processes. Management for water supply and quality. Special fee. Prereq: GEOG 321 or 322 and MATH 111, 112 or instructor's consent. Bartlein.

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. Prereq: GEOG 322; MATH 111, 112. McDowell. Required field trips. Offered alternate years; not offered 1999–2000.

430/530 Long-Term Environmental Change (4) Evolution of the physical landscape during the Quaternary period. Elements of paleoclimatology, paleoecology, and geomorphology. Special fee. Prereq: GEOG 321, 322, 323 or instructor's consent. Whitlock. Required field trips.

431/531 Vegetation History and Ecosystem Dynamics (4) Vegetation change through the Quaternary period as it appears in the paleoecological record; implications for modern ecology and biogeography. Special fee. Prereq: GEOG 323 or BI 130 or 370 or instructor's consent. Whitlock.

432/532 Climatological Aspects of Global Change (4) Role of the climatic system in global change, the Earth's climatic history, and potential future climatic changes. Prereq: GEOG 321, 322, 323; or instructor's consent. Bartlein.

441/541 Political Geography (4) Spatial perspectives on global political patterns and processes. Relationship of political territories to resources, ethnic patterns, and ideological communities. Impact of political arrangements on landscapes. Prereq: GEOG 103 or instructor's consent. Murphy.

442/542 Urban Geography (4) Urbanization throughout the world, the structure of urban settlements; cities as regional centers, physical places, and homes for people; geographic problems in major urban environments. Special fee. Prereq: GEOG 103 or instructor's consent. Cohen.

444/544 Geography of Languages (4) 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.

445/545 Culture, Ethnicity, and Nationalism (4) Relationship of ethnic groups and nationality to landscapes, perception, and cultural geographic phenomena. Distribution of ethnic and national groups. Prereq: GEOG 103 or instructor's consent. Murphy.

446/546 Geography of Religion (4) Origin and diffusion of religions; religion, world-view, environmental perception and alteration; religion, territory, the organization of space. Prereq: GEOG 103 or instructor's consent. Wixman.

461/561 Environmental Alteration (4) Human alterations of the earth's major ecosystems. Consequences of human activity at different times and places with respect to soils, atmosphere, vegetation, landforms, and water. Prereq: GEOG 101, 104 or instructor's consent. Cartier.

462/562 Historical and Contemporary Views of the Environment (4) Ways in which humans have thought about their place in nature. Environmental ideas that emphasize concepts of ecology. Prereq: upper-division standing and instructor's consent. Cartier.

463/563 Geography, Law, and the Environment (4) Values underlying American legal approaches to environmental issues; the role of laws in reflecting and shaping human understanding and use of the environment. Special fee. Prereq: GEOG 104 or ENVS 201 or instructor's consent. Murphy.

465/565 Environment and Development (4) Critical analysis of development concepts. Economic activity and environmental impacts. Sustainable development. Development projects and landscapes in the industrializing world. Prereq: GEOG 341 or 342 or instructor's consent. Cartier.

466/566 Geography of Water Policy and Politics (4) Examines water conflicts at various scales and in differing political and cultural contexts. Case studies from the Pacific Northwest, elsewhere in the United States, and in international contexts. Prereq: GEOG 341 or 342 or instructor's consent. Cohen.

470/570 Advanced Geography of European-American Regions: [Topic] (4R) Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the European-American world. Prereq: GEOG 201 or another course on the region of study or instructor's consent. R when region changes.

472/572 Advanced Geographic Information Systems (4) Use of advanced geographic information system (GIS) software packages for analytical and cartographic purposes. Special fee. Prereq: GEOG 411/511 or an equivalent; instructor's consent. Buckley, Meacham.

475/575 Advanced Geography of Non-European-American Regions: [Topic] (4R) Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the non-European and American world. Prereq: GEOG 201, another course on the region of study, or instructor's consent. Cartier, Walker. R when region changes.

480/580 Progress in Physical Geography (1R) P/N only. Recent developments in climatology, geomorphology, and biogeography. Lectures, reading, presentation of faculty and student works-in-progress.

481/581 Progress in Human Geography (1R) P/N only. Recent developments in cultural, economic, environmental, and political geography. Lectures, reading, presentation of faculty and student works in progress. R five times with instructor's consent for maximum of 6 credits. Cartier, Cohen, Murphy, Walker, Wixman.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (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: [Topic] (1–16R) P/N only

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recent topics are Changing State Systems; Colonization, Migration, and Extinction; Environmental Change; Place and Region. Bartlein, Murphy, Whitlock.

608 Workshop: [Topic] (1–16R) P/N only. Murphy.

609 Practicum: [Topic] (1–16R) P/N only

610 Experimental Course: [Topic] (1–5R)

620 Theory and Practice of Geography (4) P/N only. Overview of the nature of geography, its development as an academic discipline, contemporary issues, and problems in major subfields. Emphasizes metatheory. Prereq: graduate standing in geography. Murphy.

621 Current Trends in Geography (3) P/N only. Current theoretical and substantive research trends in selected subfields of geography. Research proposal preparation. Emphasizes applied theory. Prereq: graduate standing, GEOG 620. Murphy.

Geological Sciences

A. Dana Johnston, Department Head

(541) 346-4573
(541) 346-4692 fax
100 Cascade Hall
1272 University of Oregon
Eugene OR 97403-1272
http://darkwing.uoregon.edu/~dogsci/

Faculty

Katharine V. Cashman, professor (volcanology, igneous petrology, crystallization kinetics). B.A., 1976, Middlebury; M.S., 1979, Victoria, New Zealand; Ph.D., 1987, Johns Hopkins. (1991)

Rebecca J. Dorsey, assistant professor (sedimentology, basin analysis). B.S., 1983, Vermont; M.A., 1986, Ph.D., 1989, Princeton. (1997)

Gordon G. Goles, professor (geochemistry). A.B., 1956, Harvard; Ph.D., 1961, Chicago. (1966)

Eugene D. Humphreys, professor (seismology, regional tectonics). B.S., 1974, M.S., 1978, California, Riverside; Ph.D., 1985, California Institute of Technology. (1985)

A. Dana Johnston, professor (experimental petrology, geochemistry). B.S., 1976, Bates; M.S., 1978, Ph.D., 1983, Minnesota. (1986)

Michael Manga, assistant professor (fluid mechanics, hydrology). B.S., 1990, McGill; S.M., 1992, Ph.D., 1994, Harvard. (1995)

Mark H. Reed, professor (mineral deposits, aqueous geochemistry). B.A., 1971, Carleton; M.S., 1974, Ph.D., 1977, California, Berkeley. (1979)

Gregory J. Retallack, professor (paleobotany, paleosols). B.A., 1973, Macquarie; Ph.D., 1978, New England University, Australia. (1981)

Jack M. Rice, professor (geochemistry, petrology). A.B., 1970, Dartmouth; M.S., 1972, Ph.D., 1975, Washington (Seattle). (1977)

Norman M. Savage, professor (Paleozoic paleontology, stratigraphy). B.Sc., 1959, Bristol; Ph.D., 1968, Sydney. (1971)

Douglas R. Toomey, associate professor (seismology, tectonics, midocean ridges); director, Computational Science Institute. B.S., 1981, Pennsylvania State; Ph.D., 1987, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (1990)

Harve S. Waff, professor (environmental and hydrological geophysics, tectonophysics). B.S., 1962, William and Mary; M.S., 1966, Ph.D., 1970, Oregon. (1978)

Ray J. Weldon, associate 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

David Krinsley, courtesy professor (electron microscopy). Ph.B., 1948, S.B., 1950, S.M., 1950, Ph.D., 1956, Chicago. (1991)

John M. Logan, courtesy professor (rock mechanics). B.S., 1956, Michigan State; M.S., 1962, Ph.D., 1965, Oklahoma. (1997)

Martin G. Miller, courtesy assistant professor (structural geology). B.A., 1982, Colorado College; M.S., 1987, Ph.D., 1992, Washington (Seattle). (1997)

Cathy Whitlock, courtesy professor (biogeography, Quaternary paleoecology). See Geography

Special Staff

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. B.S., 1938, M.S., 1939, Washington State; Ph.D., 1943, Cornell. (1947)

Sam Boggs, professor emeritus. B.S., 1956, Kentucky; Ph.D., 1964, Colorado. (1965)

William T. Holser, professor emeritus. B.S., 1942, M.S., 1946, California Institute of Technology; Ph.D., 1950, Columbia. (1970)

M. Allan Kays, professor emeritus. B.A., 1956, Southern Illinois; M.A., 1958, Ph.D., 1960, Washington (St. Louis). (1961)

Alexander R. McBirney, professor emeritus. B.S., 1946, United States Military Academy, West Point; Ph.D., 1961, California, Berkeley. (1965)

William N. Orr, professor emeritus. B.S., 1961, Oklahoma; M.A., 1963, California, Riverside and Los Angeles; Ph.D., 1967, Michigan State. (1967)

Lloyd W. Staples, professor emeritus. 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 that constitute the earth and the processes that have shaped the earth from deep in its interior to the surface environment. Geology is a science that applies all the basic sciences—biology, chemistry, mathematics, and physics—to understanding earth processes in the historical context of geologic time. It is a science that explores problems by combining field investigations with laboratory experiments and theoretical studies.

Preparation. High school students planning to major in geological sciences should include in their high school program algebra, geometry, trigonometry, geography, and science (physics, chemistry, biology, or earth science).

Students who transfer to the UO Department of Geological Sciences following two years of college work elsewhere should have completed a year of general chemistry, a year of general physics, and a year of calculus. If available to the student, a year of general geology with laboratory is recommended. In addition, transfer students should have completed as many as possible of the university requirements for undergraduate degrees.

Careers. Career opportunities for geologists are best for students holding advanced degrees. 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 as well as 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.

Geological Sciences Curriculum

The Department of Geological Sciences offers a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree with options in geology or geophysics.

Grade Options and Standards. Geological science undergraduates must take for letter grades (the pass/no pass option is not acceptable) all geological science courses required in their degree program. Required courses taken outside the Department of Geological Sciences (e.g., mathematics, chemistry, physics, biology) must also be taken for letter grades. Required courses must be completed with grades of C– or better. Exceptions for honors students are noted under Honors in Geological Sciences.

Geology Option

Core Requirement ***73–76 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

General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213) *or* General Physics (PHYS 201, 202, 203) *or* General Physics with Calculus (PHYS 211, 212, 213) 12

Introductory General Chemistry (CH 211, 212, 213) *or* General Chemistry (CH 221, 222, 223) 12

Calculus I,II,III (MATH 251, 252, 253) 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) 10

Set I Requirement ***20 credits***

The 20 credits of geological sciences must have course numbers higher than GEOL 313. Generic courses may not be used to satisfy this requirement. No more than 12 credits may be taken in any one of the following subdivisions of the field:

Structural Geology–Geophysics. GEOL 350, 351, 352, 353, 422, 450, 451, 452, 453, 454, 455, 457, 463, 464, 465, 466, 467, 468, 469

Mineralogy-Petrology-Geochemistry. GEOL 353, 414, 415, 422, 425, 451, 470, 471, 472, 473

Stratigraphy-Sedimentology-Paleontology. GEOL 334, 353, 416, 431, 432, 433, 435, 451, 454, 455, 469

Students who want to earn more than 12 credits in a particular area may apply the additional credits to the Set II requirement.

Set II Requirement ***15 credits***

Students must take 15 credits of additional course work in geological sciences or related sciences (biology, chemistry, geography, mathematics, physics). The geological science courses cannot be generic. Courses must be selected from the following list:

Biology. Biology courses numbered 261 or above

Chemistry. Advanced General Chemistry Laboratory (CH 238, 239), Organic Chemistry I,II,III (CH 331, 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), Algorithms (CIS 315)

Geography. Geomorphology (GEOG 322), Advanced Geomorphology (GEOG 422), Hydrology and Water Resources (GEOG 425), Fluvial Geomorphology (GEOG 427)

Geological Sciences. The Fossil Record (GEOL 304), any Set I course not taken to satisfy the Set I requirement, and any 400-level course offered by the Department of Geological Sciences

Mathematics. Introduction to Differential Equations (MATH 256), Several-Variable Calculus I,II (MATH 281, 282), Elementary Linear Algebra (MATH 341, 342), Functions of Complex Variables I,II (MATH 411, 412), Differential Equations I,II (MATH 420, 421), Statistical Methods I,II (MATH 425, 426)

Physics. Foundations of Physics II (PHYS 351, 352, 353), Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413), X-ray Crystallography (PHYS 427)

Geophysics Option

Core Requirement ***74–77 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

Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223) 12

General Physics with Calculus (PHYS 211, 212, 213 or Foundations of Physics I (PHYS 251, 252, 253) 12

Calculus I,II,III (MATH 251, 252, 253) 12

Introduction to Differential Equations (MATH 256) 4

Several-Variable Calculus I,II (MATH 281, 282) .. 8

Introduction to Numerical Computation with FORTRAN (CIS 133) or a higher-numbered CIS course 4

Mineralogy I: Physics and Chemistry of Minerals (GEOL 311) 5

Structural Geology (GEOL 350, 351, 352) 5

Set I Requirement ***20 credits***

The 20 credits of geological sciences must be in courses numbered higher than GEOL 311. Generic courses may not be used to satisfy this requirement. No more than 12 credits may be taken in any one of the following subdivisions of the field:

Structural Geology-Geophysics. GEOL 353, 422, 451, 452, 453, 454, 455, 457, 463, 464, 465, 466, 467, 468, 469

Mineralogy-Petrology-Geochemistry. GEOL 312, 313, 353, 414, 415, 422, 425, 451, 470, 471, 472, 473

Stratigraphy-Sedimentology-Paleontology. GEOL 334, 353, 416, 431, 432, 433, 435, 451, 454, 455, 469

Set II Requirement ***15 credits***

Same as for the geology option, with the understanding that physics, computer science, and mathematics courses required for the core cannot be used to satisfy this requirement.

Honors in Geological Sciences

Honors students may apply a maximum of 6 credits of Thesis (GEOL 403) to the Set II requirments. Application for graduation with honors in geological sciences must be made no later than spring term of the student's junior year. To be eligible for graduation with honors, a student must

1. Maintain either a 3.50 grade point average (GPA) or better in geological sciences courses or a 3.00 GPA or better in all science courses
2. Submit and orally present an acceptable honors thesis written under the supervision of a department faculty member serving on a committee with two other faculty members. The 6-credit thesis should be presented no later than three weeks before final examinations during the term the student plans to graduate

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 science courses numbered 300–499. Any four 300- or 400-level geological science courses listed in the UO Catalog may be used to meet this requirement, except that no more than 8 credits in GEOL 303, 304, 306, 307, 308, or 310 may be applied to the minor. Possible choices are suggested below. A grade of C– or better is required in all courses.

Suggested Minor Curricula for Science Majors

Biology Majors. 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 Majors. General Geology (GEOL 201, 202, 203) plus at least 15 credits of course work selected from: Mineralogy I: Physics and Chemistry of Minerals (GEOL 311), Igneous Petrology (GEOL 414), Metamorphic Petrology (GEOL 415), Introduction to Geochemistry (GEOL 470), Thermodynamic Geochemistry (GEOL 471), Aqueous Geochemistry (GEOL 472), Isotope Geochemistry (GEOL 473)

Physics Majors. 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), Introduction to Geophysics (GEOL 463), 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 two courses from the following: Geology of National Parks (GEOL 303), The Fossil Record (GEOL 304), Volcanoes and Earthquakes (GEOL 306), Oceanography (GEOL 307), Geology of Oregon and the Pacific Northwest (GEOL 308), Earth Resources and the Environment (GEOL 310). Three additional geological science courses must also be chosen. Students with strong science backgrounds may choose from Mineralogy I,II (GEOL 311, 312), Sedimentology and Stratigraphy (GEOL 334), Structural Geology (GEOL 350), Paleontology I,II,III (GEOL 431, 432, 433), Paleopedology (GEOL 435)

Group Requirements

Eleven geological sciences courses satisfy university science group requirements. See the Group Requirements section of this catalog under **Registration and Academic Policies.**

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in science. See the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

The Department of Geological Sciences offers programs of graduate study leading to master of science (M.S.), master of arts (M.A.), and doctor of philosophy (Ph.D.) degrees with opportunity for research in a wide variety of specialty fields. Course work is designed to meet individual needs, and students may pursue independent research in geochemistry, geophysics, mineralogy, petrology, volcanology, paleontology, stratigraphy, sedimentary petrology, structural geology, and ore deposit geology. The master's degree program requires two years or more for completion.

Admission to the graduate program is competitive and based on academic records, scores on the Graduate Record Examinations (GRE), and letters of recommendation. Nonnative speakers of English must also submit scores for the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Applications are welcome from students who are interested in using their background in related fields, such as physics, chemistry, and biology, to solve geologic or geophysical problems.

Responsibility for advising graduate students lies with a guidance committee consisting of three faculty members. This committee meets with each student shortly after he or she arrives on campus and as often thereafter as necessary for planning purposes.

Requirements

Basic university requirements for graduate degrees are described in the **Graduate School** section of this catalog. The department sets additional examination, course work, seminar, and thesis requirements. Applicants should write to the Department of Geological Sciences for details.

Programs

Graduate study in geological sciences 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.

Mineralogy-Petrology-Geochemistry. The department has excellent analytical and other research facilities for petrologic and geochemical studies. 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, tectonics, and fluid mechanics 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; biochemistry of fossil brachiopods and conodonts; 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.

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 Cenozoic tectonics and active faulting. Detailed field mapping, trench logging, and geomorphic analysis are combined with seismic array data, land- and space-based geodetic data, electromagnetic imaging, and theoretical modeling to address problems including Oregon's Basin and Range province and coastal deformation, active tectonics of the San Andreas Fault system, and seismic risk along the Pacific margin of the United States and southeast and central Asia.

Geophysical experiments conducted at sea investigate the nature of sea-floor spreading including the segregation, transport, and storage of melt; the rifting of oceanic lithosphere; and the spatial and temporal connectivity between magmatic, tectonic, and hydrothermal processes. 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 as well as upper-mantle structure. Expeditions to the slow-spreading Mid-Atlantic Ridge study seismicity associated with lithospheric rifting.

Laboratory and theoretical studies address both the microscopic and the macroscopic nature of partial melting in the upper mantle.

Mineral Deposits. Current research on ore deposits includes studies of porphyry copper deposits, epithermal veins, sediment-hosted base metal deposits, and active geothermal systems. These research efforts combine field mapping, petrography, and chemical analyses with theoretical chemical modeling of processes of ore fluid generation, alteration, and mineralization (e.g., red bed–brine reaction, boiling epithermal solutions, effects of cooling hydrothermal solutions).

Related Research Activities

The Condon Museum of Geology, administered by the geological sciences department, contains an extensive collection of vertebrate fossils, paleobotanical specimens, and recent vertebrates that are available to interested researchers for study.

Research Facilities

Students may use a variety of analytical facilities and equipment including a three-component broad-band (0.03–50HZ) seismic array, an electron microprobe, a scanning electron microscope with image analysis, x-ray diffraction, atomic absorption and emission, and wet-chemical analysis.

An experimental petrology laboratory covers a wide range of crustal temperatures and pressures and includes equipment for doing experiments in controlled atmospheres. Four piston-cylinder apparatus with pressure-temperature capability to 60 kilobars and 1500°C 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.

Computers are used for much of the research in the department including acquisition of analytical and magnetotelluric data, acquisition and processing of seismic and gravity data, and numerical modeling of geophysical processes and geochemical reactions. Two geochemistry laboratories are equipped with various sophisticated computer programs for thermodynamic calculations of gas-liquid-solid equilibria and reaction processes important in metamorphic, volcanic gas, hydrothermal, and diagenetic systems. The department houses a local network of Sun workstations, which supports the seismic array, as well as a Novell network for PCs and Macintosh computers. A new computation and visualization laboratory housing ten Indigo 2 Silicon Graphics workstations and a link to a parallel-processing machine in the Department of Computer and Information Science is available for research in fluid mechanics and seismology. The Internet can be accessed through the UONet fiber-optic link. A student computer facility, equipped with IBM and Macintosh computers and laser printers, is also connected to the networks.

The sedimentological and paleontological laboratories have, in addition to standard laboratory equipment, an electronic particle-size analyzer, an x-radiography unit, photomicroscopes, a Leitz Aristophot unit, a fully maintained catalog of foraminifera, an acid room, and a conodont-processing laboratory.

Financial Aid for Graduate Students

The department provides support to a limited number of graduate students through graduate teaching fellowships. Other students receive research assistantships from individual faculty members whose research is supported by grant funds. Sponsors of grant-funded research include the American Chemical Society, Murdock Foundation, National Aeronautics and Space Administration, National Science Foundation, Office of Naval Research, Oregon State Department of Geology and Mineral Industries, United States Geological Survey, and private mining companies.

Approximately three-fourths of the department's graduate students are fully or partially supported through teaching and research assistantships. More information about financial assistance and department policies for awarding and renewing teaching and research fellowships may be obtained by writing to the department.

Geological Sciences Courses (GEOL)

101 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. Waff.

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. Retallack.

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: [Topic] (1–5R)

199 Special Studies: [Topic] (1–6R) Studies of geologic topics combine background lectures with guided field trips to areas of geologic interest.

201 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. Includes a weekly two-hour laboratory. For science majors, Clark Honors College students, and students with science backgrounds. Toomey.

202 General Geology: Earth's Surface Processes and Morphology (4) Chemical and physical processes that shape the earth. Topics include classification of crustal materials; rocks and minerals; evolution of the crust through metamorphism and plutonism; weathering. Includes a weekly two-hour laboratory. For science majors, Clark Honors College students, and students with science backgrounds. Manga.

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. Savage.

303 Geology of National Parks (4) Examines selected geologic features in United States national parks and the processes that form them. Focuses on parks in the western states. Miller.

304 The Fossil Record (4) Origin of life in Precambrian; evolution of plants and invertebrate animals; evolution of early chordates, fish, amphibians, reptiles, dinosaurs, birds, and mammals; speciation and extinction. Intended for junior and senior nonmajors but also open to geological sciences majors. Savage.

306 Volcanoes and Earthquakes (4) Mechanisms that cause earthquakes and volcanoes, relation to plate tectonics, associated hazards, examples in Oregon and the western United States. Cashman.

307 Oceanography (4) Characteristics and physical, chemical, and biological processes of the world's oceans. Includes sections on origin of the oceans, plate tectonics, and human use and misuse of oceans. Orr.

308 Geology of Oregon and the Pacific Northwest (4) The region's geologic and tectonic history and the plate tectonic processes responsible for its evolution. Goles.

310 Earth Resources and the Environment (4) Geology of energy, mineral, and water resources and environmental issues related to their use. Topics include fossil fuels, metals, nuclear waste disposal, and water pollution. Reed.

311 Mineralogy I: Physics and Chemistry of Minerals (5) Basic and compound symmetry, Miller indices, crystal structure, chemical bonding, nonsilicates. Prereq: GEOL 201, 202 or GEOL 101, 102, 104, 105; pre- or coreq: CH 211, 212, 213, or 221, 222, 223; or instructor's consent. Rice.

312 Mineralogy II: Systematic Mineralogy (5) Optical mineralogy. Silicates in hand samples and under petrographic microscopes. Prereq: GEOL 311 or instructor's consent. Johnston.

313 General Petrology (5) Introduction to igneous, metamorphic, and sedimentary petrology with laboratory. Prereq: GEOL 311, 312. Kays.

334 Sedimentology and Stratigraphy (4) Sedimentary processes; characteristic properties of sedimentary rocks and their use in interpreting depositional environments; principles of lithostratigraphy, magnetostratigraphy, seismic stratigraphy, and chronostratigraphy. Prereq: GEOL 101–106 or 201–203; GEOL 311, 312, 313. Dorsey.

350 Structural Geology (3) Description, analysis, and origin of geologic structures including faults, folds, and tectonites. Focus on kinematic and dynamic analysis of deformation of earth materials. Prereq: GEOL 101–105 or 201, 202; GEOL 313 or instructor's consent. Coreq: GEOL 351 or 352. Weldon.

351 Structural Geology Problems (1) Exercises in solving structural geology problems using orthographic and stereographic projection techniques. Problems emphasize calculating stress and strain from structural markers. Coreq: GEOL 350. Weldon.

352 Structural Geology Laboratory and Field (1) Collection and interpretation of field and map data for structural analysis. Includes field trips, map and cross-section generation, and some computer-based exercises. Coreq: GEOL 350. Weldon.

353 Geologic Hazards (4) Graded only. Examines geologic hazards, including both the physical processes that cause them and society's attempt to mitigate them. Prereq: GEOL 101, 102 or GEOL 306 or GEOL 310. Cashman.

401 Research: [Topic] (1–21R) P/N only

403 Thesis (1–6R) P/N only. Geological sciences honors students only. R thrice for maximum of 6 credits.

405 Reading and Conference: [Topic] (1–21R) P/N only

406 Field Studies: [Topic] (1–6R)

407/507 Seminar: [Topic] (1–5R)

408/508 Laboratory Projects: [Topic] (1–6R)

409 Practicum: [Topic] (1–6R)

410/510 Experimental Course: [Topic] (1–5R) The topic for 1999–2000 is Geological Anthropology.

414/514 Igneous Petrology (5) Origin, occurrence, and classification of igneous rocks. Emphasizes 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. Johnston.

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. Not offered 1999–2000.

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. Retallack.

422/522 Accreted Terranes (4) Evolution and accretion of tectonostratigraphic terranes to form the Cordilleran Mountain belt of the western United States. Focus on structure, petrology, and stratigraphy. Prereq: GEOL 313, 334. Kays.

425/525 Geology of Ore Deposits (5) Porphyry copper–molybdenum, epithermal, massive sulfides in volcanic rocks, and base and precious metals in sedimentary rocks. Geologic setting, alteration and ore mineral assemblages, and geochemistry of ore formation. Prereq: CH 221, 222, 223; GEOL 311, 312, 313. Reed.

431/531 Paleontology I: Paleozoic Marine Fossils (4) Biostratigraphy, evolution, and paleoecology of life on earth: Paleozoic and some Mesozoic marine invertebrates. Laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203, GEOL 106, or instructor's consent. Savage.

432/532 Paleontology II: Mesozoic and Cenozoic Marine Fossils (4) Mesozoic and Cenozoic marine invertebrates. Laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203, GEOL 106, or instructor's consent. Retallack.

433/533 Paleontology III: Nonmarine Fossils (4) Fossil plants, fish, amphibians, reptiles, and mammals. Laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203, GEOL 106, or instructor's consent. Retallack.

435/535 Paleopedology (4) Soil formation; mapping and naming fossil soils; features of soils in hand specimens and petrographic thin sections; interpretations of ancient environments from features of fossil soils. Prereq: GEOL 311, 312. Retallack. Not offered 1999–2000.

450 Field Geology (10) Geological fieldwork in selected parts of Oregon; emphasizes mapping at several scales in sedimentary, igneous, and metamorphic areas. Mapping on topographic and air-photo bases. Prereq: GEOL 334, 350. A course in mineralogy and lithology recommended. *Offered summer session only; meets in the field for six weeks immediately after spring term.*

451/551 Ground-Water Hydrology (4) Study of the origin, motion, and physical and chemical properties of ground water. Emphasizes quantitative analysis of flow and interaction with overall hydrosphere. Prereq: GEOL 101, 102, 103 or instructor's consent; MATH 256, 281; one year each chemistry and physics. Manga.

452/552 Neotectonics and Quaternary Geology (4R) Interpretation of active structures from deformed Quaternary sediments and surfaces using case histories. Field project uses air photos and field techniques. Prereq: GEOL 350, GEOL 334 or 470/570. Weldon. R once for maximum of 8 credits.

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. Toomey.

454/554 Geological and Environmental Fluid Mechanics (4) Introduction to fluid mechanics. Applications to problems in hydrology, volcanology, geodynamics, oceanography, and atmospheric science. Pre- or coreq: MATH 256, 281. Manga. Not offered 1999–2000.

455/555 Fluid Mechanics Laboratory (4) Introduction to experimental and numerical techniques in geological and environmental fluid mechanics. Requires carrying out an experimental or numerical project. Prereq: GEOL 454/554 or instructor's consent. Manga. Not offered 1999–2000.

457/557 Advanced Structural Field Geology: [Topic] (3R) Structural mapping, analysis, and field techniques. Focuses on structural analysis of faults and related deformation. Prereq: GEOL 350, 450, or instructor's consent. Weldon. R with instructor's consent for maximum of 9 credits. Not offered 1999–2000.

463/563 Introduction to Geophysics (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. Waff.

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. Waff.

465/565 Inverse Theory (4) Introduction to discrete inverse methods and their applications to data. Includes probability and statistics, method of least squares, maximum likelihood inversion, and factor analysis. Prereq: one year of calculus, one course in differential equations or instructor's consent. Toomey.

466/566 Geodynamics (4) Introduction to the process of the earth's physical workings. Includes rheology, bending of lithosphere, viscous flow, and heat transport. Prereq: one course in differential equations. Humphreys.

468/568 Introduction to Seismology (4) Introduction to observational, theoretical, and computational seismology. Includes review of earth structure, source representation, ray theory, and seismic wave phenomena. Prereq: one course in differential equations. Humphreys. Not offered 1999–2000.

469/569 Geological Fluid Dynamics: [Topic] (4) Advanced topics in gravity currents, ocean sediment transport, volcanology, geodynamics. Requires a group or personal project and a research paper with oral presentation. Prereq: GEOL 454/554 or instructor's consent. R twice when topic changes for maximum of 12 credits. Manga.

470/570 Introduction to Geochemistry (4) 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. Goles

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 223; MATH 253. Rice. Not offered 1999–2000.

472/572 Aqueous Geochemistry (4) Aqueous chemistry applied to natural waters (geothermal, diagenetic, continental brines). Equilibrium calculations applied to aqueous-mineral-gas systems. Prereq: CH 213 or 223; MATH 252. Reed.

473/573 Isotope Geochemistry (3) Introduction to nuclear physics and isotopic systematics; techniques of isotopic analysis; applications of stable (nonradiogenic and radiogenic) and radioactive isotopes in geochronology and as tracers for geological processes. Prereq: GEOL 470/570 or equivalent. Goles.

BI 485/585 Paleobiology and Paleoecology (3) See Biology

BI 495/595 Methods of Pollen Analysis (5) See Biology

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–3R) Geologic fieldwork principally in connection with graduate thesis or dissertation. Emphasis on individual problems. Prereq: graduate standing, thesis or dissertation adviser's consent.

607 Seminar: [Topic] (1–5R)

608 Laboratory Projects: [Topic] (1–3R)

609 Practicum: [Topic] (1–3R)

610 Experimental Course: [Topic] (1–5R)

619 Electron Beam Analysis (4) Electron probe microanalysis and scanning electron microscopy for analyzing minerals and rocks. Instrumental functions and beam-specimen interaction. Correction procedures for quantitative x-ray analysis. X-ray and back-scattered electron image analysis. Prereq: GEOL 311, 312, one year of physics. Rice.

620 Advanced Igneous Petrology (3) Igneous rocks of the ocean basins, continental margins, and stable continental interior including basalts, calcalkaline series, and granites. Content varies according to research interests. Prereq: GEOL 414/514, 471/571 or equivalents. Johnston. Not offered 1999–2000.

621 Advanced Metamorphic Petrology (3) Thermodynamics of heterogeneous equilibria involving silicate minerals and fluids. Quantitative formulation of intensive variables governing metamorphism. Prereq: GEOL 415/515, 471/571. Rice. Not offered 1999–2000.

636 Advanced Paleontology I: Topics in Evolution: [Topic] (3R) Examination of recent developments in paleontology and evolution theory. Prereq: GEOL 431/531, 432/532, or 433/533, or instructor's consent. Savage. R when topic changes. Not offered 1999–2000.

637 Advanced Paleontology II: Topics in Paleoecology: [Topic] (3R) Recent developments in paleontology and paleoecological theory. Prereq: GEOL 431/531, 432/532, or 433/533, or instructor's consent. R when topic changes. Not offered 1999–2000.

638 Advanced Paleontology III: Micropaleontology (3) Biology, taxonomy, ecology, and biostratigraphy of important microfossil groups. Prereq: GEOL 103 or 203; or GEOL 431/531, 432/532, or 433/533; or instructor's consent. Orr. Not offered 1999–2000.

639 Advanced Paleontology IV: Topics in the Fossil Record of Soils: [Topic] (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. Prereq: instructor's consent. Retallack. R when topic changes. Not offered 1999–2000.

640 Topics in Global Stratigraphy: [Topic] (3R) Stratigraphic record in different parts of the world. Global events, major paleontological changes and evolutionary outbursts, extinctions, faunal provinces, and migrations. Savage. R when topic changes.

650 Advanced Structural Geology: [Topic] (3R) Quantitative analysis of structures, focusing on faults and fault-related structures. Problems involve stress and strain inversion from map and field data. Prereq: calculus, GEOL 350 or instructor's consent. Weldon. R twice with instructor's consent for maximum of 9 credits. Not offered 1999–2000.

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. Toomey. Not offered 1999–2000.

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 472/572. Reed. Not offered 1999–2000.

677 Topics in Terrestrial Igneous Geochemistry and Tectonics: [Topic] (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. Prereq: GEOL 470/570 and either GEOL 414/514 or 473/573. Goles. R when topic changes. Not offered 1999–2000.

692 Volcanology (3) Products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to orogeny and tectonic processes. Cashman. Not offered 1999–2000.

Germanic Languages and Literatures

Virpi Zuck, Department Head

(541) 346-4051
202 Friendly Hall
1250 University of Oregon
Eugene OR 97403-1250

Faculty

Susan C. Anderson, associate 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)

Zoe Borovsky, assistant professor (Norwegian and Old Norse literatures, gender theory and cultural criticism, Scandinavian studies). B.A., 1986, M.A., 1988, Wisconsin, Madison; Ph.D., 1994, California, Berkeley. (1994)

Kenneth S. Calhoon, associate professor (romanticism, literary theory, film studies). B.A., 1979, Louisville; M.A., 1981, Ph.D., 1984, California, Irvine. (1987)

Alexander Mathäs, assistant professor (18th- to 20th-century German literature, literary and cultural theory). Staatsexamen, 1981, Tübingen; M.A., 1984, Oregon; Ph.D., 1990, Texas at Austin. (1996)

Kathy Saranpa, assistant professor (18th- to 20th-century German literature, Finland-Swedish literature). B.A., 1977, M.A., 1981, California, Los Angeles; M.A., 1986, Ph.D., 1992, Yale. (1992)

Karla L. Schultz, professor (20th-century German and comparative literature, critical theory, poetry and poetics). B.A., 1967, Alma; M.A., 1968, Washington (Seattle); M.A., 1980, Ph.D., 1984, Oregon. (1987)

Jonathan S. Skolnik, acting assistant professor (18th- to 20th-century German literature, German-Jewish religious thought, Yiddish literature). B.A., 1990, Columbia. (1999)

Andrea Vlatten, assistant professor (German applied linguistics, conversation analysis, pedagogy). Diplomübersetzerin, 1992, Johannes Gutenberg University (Mainz); Ph.D., 1997, Texas at Austin. (1997)

Virpi Zuck, professor (Scandinavian women writers, Finland-Swedish literature). B.A., 1964, M.A., 1965, University of Helsinki; Ph.D., 1977, Wisconsin, Madison. (1974)

Emeriti

Peter B. Gontrum, professor emeritus. A.B., 1954, Haverford; M.A., 1956, Princeton; Ph.D., 1958, Munich. (1961)

Walther L. Hahn, professor emeritus. Dip., Teachers College, Berlin, 1949; M.A., 1954, Rice; Ph.D., 1956, Texas at Austin. (1961)

Wolfgang A. Leppmann, professor emeritus. B.A., 1948, M.A., 1949, McGill; Ph.D., 1952, Princeton. (1954)

Beth E. Maveety, associate professor emerita. B.A., 1937, M.A., 1966, San Jose State; Ph.D., 1969, Oregon. (1970)

James R. McWilliams, associate professor emeritus. B.A., 1951, M.A., 1957, Ph.D., 1963, California, Berkeley. (1960)

Roger A. Nicholls, professor emeritus. B.A., 1949, Oxford; Ph.D., 1953, California, Berkeley. (1963)

Helmut R. Plant, associate professor emeritus. B.A., 1957, Fairmont; M.A., 1961, Ph.D., 1964, Cincinnati. (1966)

Ingrid A. Weatherhead, senior instructor emerita. B.A., 1950, M.A., 1951, Puget Sound. (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 Germanic Languages and Literatures offers a bachelor of arts (B.A.) degree with a major in German. Students can focus their studies by emphasizing either German language, literature, and culture or German and Scandinavian.

The department does not accept a grade of C– or lower in any course used to fulfill requirements for a major in German.

Preparation. The Department of Germanic Languages and Literatures has no particular requirements for high school students beginning the language. However, it is recommended that students with one or two years of high school German take a placement examination during registration week to help with proper placement.

Undergraduate students preparing for graduate work in German are advised to begin study of a third language. They should also take related courses either in English or in another European literature, or both, or in philosophy or history.

Careers. A bachelor's degree in German enables students to pursue careers in college and secondary teaching, international business, government and foreign service, and translation and editorial work. Graduates of the department have been especially successful in being accepted into graduate programs in German, Scandinavian, linguistics, history, and comparative literature. Many professional schools look favorably on a student with a degree in Germanic languages. Recent graduates of the department have been successful applicants to schools of law and business.

Major Requirements

The following courses cannot be applied to the major: German for Reading Knowledge (GER 327, 328, 329), Special Studies (GER 199), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), Practicum (GER 409). Courses taken outside the Department of Germanic Languages and Literatures may not be used to satisfy major requirements.

Majors must be proficient in the German language, typically demonstrated by satisfactory completion of at least the third term of Second-Year German (GER 203) or the second term of Intensive Second-Year German (GER 205).

German Language, Literature, and Culture Focus

1. Five upper-division German–language courses (20 credits)
2. Seven upper-division German literature and culture courses (28 credits)
3. Of the twelve courses from (1) and (2):
   a. Six courses must be taken on the UO campus
   b. At least four must be 400-level GER–subject code courses, two of which must be taken at the UO
   c. One course may be taken pass/no pass
   d. Only one course taught in English may count toward the major
4. One credit in the German advising conference workshop, taken pass/no pass (P/N)
5. Two credits in the foreign language retreat workshop

Students who want to study in Germany should plan their course work carefully.

German and Scandinavian Focus

1. Proficiency in a Scandinavian language, demonstrated either by evaluation by the Scandinavian adviser or by successful completion, with grades of mid-C or better, of either FINN or DANE or NORW or SWED 203
2. Completion of GER 203 or equivalent with a grade of mid-C or better
3. Eleven upper-division Scandinavian courses (44 credits) including:
   a. Three language courses in one Scandinavian language
   b. Eight Scandinavian literature or culture courses, of which one must be a culture course. One upper-division German literature or culture course may be substituted for a Scandinavian course
   c. One credit in the German advising conference workshop, taken pass/no pass (P/N)

   One course may be taken pass/no pass

Honors

To earn a bachelor of arts degree with departmental honors, a student must maintain at least a 3.50 grade point average (GPA) and write an honors essay or thesis approved by the departmental honors committee for 4 credits in Thesis (GER 403). More information is available from departmental undergraduate advisers.

Minor Requirements

The Department of Germanic Languages and Literatures offers a minor in German, one in Scandinavian, and one in German area studies.

German Minor. The German minor correlates well with studies that have an international or European concentration. It is particularly useful for students of international studies, international business, European history, medieval studies, sociology, political science, journalism, linguistics, art history, music history, other languages, theater, and related fields.

The German minor requires seven courses in German (28 credits) at the upper-division level. These may include courses in language, literature, and culture and civilization. Only one literature-in-translation course (GER 350, 351, 352, 354) may be applied to the minor. No courses from other departments count toward the minor in German. Grades of at least P (pass) or mid-C must be earned in all courses used to satisfy requirements for the minor. One course may be taken pass/no pass. At least three courses (12 credits) must be taken on the UO campus. One credit in the foreign language retreat workshop is strongly recommended.

The following courses do not count toward the German minor: Special Studies (GER 199), German for Reading Knowledge (GER 327, 328, 329), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), Practicum (GER 409).

Since all courses are not offered every year, plans should be made well in advance so that students can take prerequisites for 400-level courses. Specific questions should be addressed to departmental undergraduate German advisers.

German Area Studies Minor. The German area studies minor requires—in addition to second-year language proficiency—28 credits distributed as follows:

28 credits

Three courses selected from Intermediate Language Training (GER 311, 312, 313), Introduction to German Culture and Society (GER 340, 341), Introduction to German Literature (GER 360, 361, 362), Themes in German Literature (GER 366, 367, 368), Special Studies (GER 399), Seminar (GER 407), Experimental Course (GER 410), Advanced Language Training (GER 411, 412, 413), Play Performance (GER 425), German Culture and Society (GER 440), German Literature to the End of Enlightenment (GER 450), Special Topics in German Literature (GER 460) 12

Four courses selected from the following, at least two at the 400 level and no more than two from the same department: Modern German Art (ARH 454); Germany (HIST 340, 341, 342), Early Modern German History (HIST 442), Modern German History (HIST 443); The Music of Bach and Handel (MUS 351), The Classic Symphony and Sonata (MUS 352); 17th- and 18th-Century Philosophers (PHIL 433), 19th-Century Philosophers (PHIL 453)—both on German philosophers only; Political Systems of Postwar Germany (PS 336), Politics of Western Europe (PS 424)—with German emphasis; other upper-division topical courses if approved by adviser 16

Three courses must be taken on the UO campus, at least one of them in the Department of Germanic Languages and Literatures. Grades of at least mid-C or P (pass) must be earned in all courses used to satisfy requirements for the minor. Only one course may be taken pass/no pass.

To count toward the German area studies minor, generic courses numbered 399, 407, 410 and permanently numbered courses with changing topics are subject to adviser's approval to ensure that the course has a substantive emphasis on German studies.

Scandinavian Minor. The Scandinavian minor correlates well with studies that have international or European concentration. It is particularly useful for students of international business, European history, sociology, political science, theater, and art history.

The minor requires:

1. Proficiency in a Scandinavian language, demonstrated either by evaluation by the Scandinavian adviser or by successful completion, with grades of mid-C or better, of either FINN or DANE or NORW or SWED 203
2. Seven upper-division Scandinavian courses (28 credits) including
   a. Three language courses in one Scandinavian language
   b. Three Scandinavian literature courses
   c. One Scandinavian culture course

   One course may be taken pass/no pass

Specific questions about the Scandinavian minor should be addressed to departmental undergraduate advisers in Scandinavian.

Study Abroad

The department encourages students of German to study in Germany on one of the University of Oregon-sponsored exchange programs—the year-long Baden-Württemberg program or the spring intensive German-language program in Tübingen. Students may also study for one or two terms in Vienna through the Northwest Council on Study Abroad. Another opportunity is to study during the summer at the *Deutsche Sommerschule am Pazifik* in Portland.

Students in all University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Academic Affairs** section of this catalog.

For more information students should consult departmental representatives and the Office of International Education and Exchange. Students working toward a German major or minor must consult an undergraduate adviser before beginning any study-abroad program in order to ensure that departmental requirements can be met. Study in Germany (GER 317) is also recommended in preparation for the German university language-qualifying examination and for general orientation.

German majors must complete six courses on the UO campus, two of which must be 400-level courses with the GER subject code, unless they intend to graduate *in absentia* while enrolled through the Baden-Württemberg program. (See International Education and Exchange in the **Campus and Community Resources** section of this catalog.)

Students may submit petitions to the Germanic languages and literatures department requesting exceptions to the above.

Denmark, Finland, Norway, and Sweden. Students in Scandinavian are strongly encouraged to spend a year studying in an exchange program at Denmark's International Study Program in Copenhagen, at Aalborg University in Denmark, at the University of Tampere in Finland, at the University of Bergen in Norway, or at the University of Uppsala in Sweden. For more information consult departmental advisers in Scandinavian.

Secondary School Teaching

The College of Education offers a fifth-year program for teaching licensure in foreign language. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

The graduate program in German, which offers the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees, concentrates on the analysis of literary and critical discourses, such as romanticism, idealism, historicism, psychoanalysis, expressionism, and criticism of ideology, that helped shape the European intellectual tradition.

The graduate curriculum acquaints students with the history of German letters, places this history in the European context, and provides tools for a critical analysis of the discourses involved. This flexible program encourages comparative, theoretically oriented work.

The core curriculum consists of six courses: GER 621, 622, 623, 624, 625, 690. Students take one course each term. These courses are grouped according to common themes to give the program a topical and critical coherence. Core courses are paired with seminars of related or complementary content, and students are encouraged to explore connections between courses.

In the first year the core courses are genre oriented (narrative, drama, and lyric). While their content may vary with the instructor, they are intended to present in general terms the history of the genre itself and of critical thinking about that genre. In the second year the core courses have less traditional themes and present a broader concept of textuality:

1. Critical and Philosophical Prose (GER 624) acquaints students with important aspects of German philosophical discourse since Kant
2. Translations-Transformations (GER 625) presents the theory and practice of translation. "Transformations" is added to suggest that translation is not limited to written texts (e.g., the sister arts, literature into film)
3. Various topics in research methods, literary theory, history of German literature, and advanced methodology

Students should consult an appropriate adviser in the Germanic languages and literatures department for information about the M.A. degree for teaching German.

German Courses (GER)

Because every course listed here cannot be offered every year, students should consult the most recent UO Schedule of Classes.

101, 102, 103 First-Year German (5,5,5) Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language. Sequence.

104, 105 Intensive First-Year German (6,6) Covers the same work as GER 101, 102, 103. Sequence. *Offered only during summer session.*

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year German (4,4,4) Grammar and composition, reading selections from representative authors, conversation. Sequence. Prereq: GER 103 or GER 105 or equivalent.

204, 205 Intensive Second-Year German (6,6) Covers the same work as GER 201, 202, 203. Sequence. Prereq: one year of college German or equivalent or instructor's consent. *Offered only during summer session.*

221 Postwar Germany: Nation Divided (3) Introduction to literary and cultural movements of public dissent, including 1960s student revolutions, in postwar Germany.

222 Voices of Dissent in Germany (3) Compares controversial East and West German literary movements that examined private life to criticize the public and political spheres.

223 Germany: A Multicultural Society (3) Examines complexities of the increasingly multiethnic German society through the writings of African, Turkish, and Jewish Germans.

311, 312, 313 Intermediate Language Training (4,4,4) Extensive practice in speaking and writing German; complex grammatical structures in writing. Prereq: GER 203 or equivalent.

317 Study in Germany (4) Intensive German grammar review in preparation for PNDS (*Prüfung zum Nachweis der deutschen Sprache*), a required test for students in German exchange programs. Pre- or coreq: GER 203 or equivalent.

327, 328, 329 German for Reading Knowledge (4,4,4) Intensive practice in grammar; reading texts in the student's own field. Sequence. Primarily for graduate students in other disciplines; recommended for students who want extra training in translation.

340, 341 Introduction to German Culture and Society (4,4) Writings by such figures as Kant, Marx, Freud, and Weber. **340:** the emergence of Germany as a cultural and political entity explored through literature, film, and art. **341:** the German crisis of modernization. Prereq: two years of college German or instructor's consent. Readings, discussion, and written assignments in German. Not offered 1999–2000.

350 Genres in German Literature (4) Studies on such genres in German literature as *Novelle*, 20th-century drama, political poetry. No knowledge of German required; readings and discussions in English.

351 Constructions of Identity in German Culture (4) Examines the social construction of identity in German literature and culture. Addresses topics of plural voices and tolerance in German-speaking cultures. Topics vary.

352 Authors in German Literature (4) Representative works by writers such as Lessing, Schiller, Hoffmann, Brentano, Droste-Hülshoff, Kafka, Fleisser, Brecht, and Nietzsche. No knowledge of German required; readings and discussions in English.

354 German Gender Studies (4) Student oral presentations and written papers on such topics as men and women writers of German romanticism, mothers and daughters in German literature, comparison of men and women dramatists. No knowledge of German required; readings and discussions in English.

355 German Cinema: History, Theory, Practice (4) In-depth analysis of various facets of German cinema. Topics include film and the Third Reich, cinema and technology, German filmmakers in American exile, German New Wave. Conducted in English.

360, 361, 362 Introduction to German Literature (4,4,4) Introduction to textual analysis—poetry, plays, and prose from 1800 to the present—in the context of major literary movements (romanticism, realism, modernism) and their social determinants. Prereq: two years of college German or instructor's consent. Recommended for majors.

366, 367, 368 Themes in German Literature (4,4,4) Significant literary texts organized by theme—crime and society, travels and explorations, nature and technology, relationships between the sexes, the Nazi past. Prereq: two years of college German or instructor's consent. Not offered 1999–2000.

399 Special Studies: [Topic] (1–5R) New topics or approaches appropriate for third-year German proficiency level. Content varies; focus may be on various aspects of German language, literature, or culture and civilization. R when topic changes.

401 Research: [Topic] (1–16R)

403 Thesis (1–16R)

405 Reading and Conference: [Topic] (1–16R)

406 Special Problems: [Topic] (1–16R)

407/507 Seminar: [Topic] (1–5R) Recent topics include German Literature since 1945 and Turn-of-the-Century German Literature.

408/508 Workshop: [Topic] (1–16R)

409 Practicum: [Topic] (1–3R)

410/510 Experimental Course: [Topic] (1–5R) Recent topics include Doppelgänger, Post-colonial Travel, Travelogs.

411, 412, 413 Advanced Language Training (4,4,4) Constant practice in speaking and writing with emphasis on complex syntactic structures as well as idiomatic nuances in German. **411:** grammar, **412:** writing, **413:** speaking. Prereq: GER 311, 312, 313 or instructor's consent.

420/520 German Philology: [Topic] (4R) 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. Not offered 1999–2000.

425 Play Performance: [Topic] (4R) Extensive practice in effective oral communication with emphasis on correct pronunciation. Reading of the play and scene rehearsals in class; public performance at end of term. Prereq: two years of college German or instructor's consent.

440/540 German Culture and Society: [Topic] (4R) 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 (4) 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. Not offered 1999–2000.

460/560 Special Topics in German Literature: [Topic] (4R) Representative writers (e.g., Lessing, Heine, Kafka, Brecht, Bachmann, or Wolf) or pervasive themes (e.g., peace movements, art and illusion, family and society, history and literature, the political imagination). Prereq: GER 360, 361, 362 or instructor's consent. R when topic changes.

498/598 Applied German Phonetics (4) 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: [Topic] (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: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Topics include Philosophical Traditions.

608 Colloquium: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R) P/N only

610 Experimental Course: [Topic] (1–5R)

621 Narrative (4R) Analysis and theory of narrative texts. R when topic changes.

622 Drama (4R) Analysis and theory of dramatic texts. R when topic changes.

623 Lyric (4R) Analysis and theory of lyric texts. R when topic changes.

624 Critical and Philosophical Prose (4R) Examines important aspects of German philosophy. R when topic changes.

625 Translations-Transformations (4R) Presents the theory and practice of translation and other transformation media (e.g., the sister arts, literature into film). R when topic changes. Not offered 1999–2000.

626 Experimental and Extracanonical Writing (4) Examines texts outside the literary canon. R when topic changes. Not offered 1999–2000.

660 Theory and Methods of Second-Language Teaching (4) Comparative introduction to theories and methodologies of second-language teaching. Application of various pedagogical approaches in the classroom.

662 Periods of German Literature: [Topic] (4R) Generally focuses on a single period in the history of German literature. Typical topics include medieval literature, baroque literature, romanticism, and contemporary German literature. Prereq: graduate standing or instructor's consent. R when topic changes. Not offered 1999–2000.

664 Authors of German Literature: [Topic] (4R) 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. Not offered 1999–2000.

666 Genres of German Literature: [Topic] (4R) Generally focuses on a single genre such as drama, poetry, or prose. Further limited by a time frame or subgenre such as historical drama, ballad, or *Novelle*. Prereq: graduate standing or instructor's consent. R when topic changes. Not offered 1999–2000.

690 Literary Studies: [Topic] (4R) Research methods, literary theory, history of German literature, and advanced methodology. Typical topics include contemporary theory, major German critics, literature and nonliterary forms. Prereq: graduate standing or instructor's consent. R when topic changes. Not offered 1999–2000.

Scandinavian Courses (SCAN)

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

250 Scandinavian Fantasies (3) Explores portrayals of the fantastic and fantasy characters in Scandinavian texts. Sample topics are crime fiction, folklore and mythology, gothic towers and tales. Conducted in English.

315 Cinematic Traditions in Scandinavia (4) Examines the early history and development of the Scandinavian cinematic culture including the works of Ingmar Bergman. Conducted in English; films subtitled.

325 Constructions versus Constrictions of Identity (4) Explores the notion of regional, ethnic, gender, and class identity in Scandinavian texts and culture. Topics include immigrant-emigrant experience, lore of the Arctic, Finland-Swedish writing. Conducted in English.

340 Emergence of Nordic Cultures and Society (4) Explores the early history of the Nordic area from pre-Viking days to the mid-1800s. Includes Scandinavian and Finnic folklore, Shamanic traditions of polar peoples, folk art and music. Conducted in English.

341 Revisions of the Scandinavian Dream (4) Examines development of Scandinavian countries from impoverished kingdoms on the European periphery to modern, multicultural welfare societies. Analyzes patterns in the arts, social and political structures, ecological issues. Conducted in English.

351 Periods in Scandinavian Literature (4) Possible topics are modern breakthrough and modernism in Scandinavian literature. Student discussion, oral presentations, and written papers. Readings and discussions in English.

352 Topics in Scandinavian Literature (4) Topics include war and peace, folk literature, film as narrative. Student discussion, oral presentations, and written papers. Readings and discussions in English.

353 Scandinavian Women Writers (4) Interaction between literature and society in fiction written by women. Readings range from 13th-century Icelandic sagas to works by contemporary authors. Readings and discussions in English.

354 Genres in Scandinavian Literature (4) Recent topics include short narrative fiction and Scandinavian drama. Student discussion, oral presentations, and written papers. Readings and discussions in English.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407 Seminar: [Topic] (1–5R) Topics include Finland-Swedish Modernism, an exploration of Swedish language and literature in Finland.

408 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–3R)

410 Experimental Course: [Topic] (1–5R)

605 Reading and Conference: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R) P/N only

Danish Courses (DANE)

101, 102, 103 First-Year Danish (4,4,4) Thorough grammatical foundation in idiomatic Danish with emphasis on both reading and speaking the language. Sequence.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Danish (4,4,4) Review of grammar; composition, conversation. Selections from representative texts in Danish. Sequence. Prereq for 201: DANE 103 or instructor's consent.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–16R)

403 Thesis (1–16R)

405 Reading and Conference: [Topic] (1–16R)

409 Practicum: [Topic] (1–16R)

Finnish Courses (FINN)

101, 102, 103 First-Year Finnish (4,4,4) Thorough grammatical foundation in idiomatic Finnish with emphasis on reading and speaking the language. Sequence.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Finnish (4,4,4) Review of grammar, composition, conversation. Readings from various texts in Finnish. Sequence or instructor's consent.

Norwegian Courses (NORW)

101, 102, 103 First-Year Norwegian (4,4,4) Thorough grammatical foundation in idiomatic Norwegian with emphasis on both reading and speaking the language. Sequence.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Norwegian (4,4,4) Review of grammar; composition, conversation. Readings from various texts in Norwegian. Sequence. Not offered 1999–2000.

301, 302, 303 Third-Year Norwegian (4,4,4) Introduction to the history of the language, reading of literary texts, spoken and written practice. Sequence. Prereq for 301: NORW 203 or instructor's consent. Conducted in Norwegian.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–16R)

403 Thesis (1–16R)

405 Reading and Conference: [Topic] (1–16R)

409 Practicum: [Topic] (1–16R)

Swedish Courses (SWED)

101, 102, 103 First-Year Swedish (4,4,4) Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking. Sequence. Not offered 1999–2000.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Swedish (4,4,4) Review of grammar; composition, conversation. Readings from contemporary texts in Swedish. Sequence.

301, 302, 303 Third-Year Swedish (4,4,4) Historical survey of Sweden, reading of modern Swedish texts, spoken and written practice. Sequence. Prereq for 301: SWED 203 or instructor's consent. Conducted in Swedish.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–16R)

403 Thesis (1–16R)

405 Reading and Conference: [Topic] (1–16R)

409 Practicum: [Topic] (1–16R)

History

James C. Mohr, Department Head

(541) 346-4802
175 Prince Lucien Campbell Hall

Faculty

Carlos Aguirre, assistant professor (Latin America). B.A., 1986, Lima (Peru); M.A., 1990, Peru; Ph.D., 1996, Minnesota. (1996)

Raymond Birn, professor (Europe: 1715–1815, France). A.B., 1956, New York; M.A., 1957, Ph.D., 1961, Illinois. (1961)

Cynthia J. Brokaw, associate professor (premodern China). B.A., 1972, Wellesley; M.A., 1974, Ph.D., 1984, Harvard. (1987)

Ken DeBevoise, adjunct assistant professor (United States). B.A., 1964, Stanford; J.D., 1968, Hastings College of Law, California; Ph.D., 1986, Oregon. (1996)

Matthew Dennis, associate professor (early America). B.A., 1977, California, Irvine; M.A., 1979, Ph.D., 1986, California, Berkeley. (1988)

Alexander Dracobly, adjunct assistant professor (French cultural history). B.A., 1987, Grinnell; M.A., 1989, Ph.D., 1996, Chicago. (1995)

Laura Fair, assistant professor (Africa). B.A., 1985, Northern Illinois; M.A., 1988, Wisconsin, Madison; Ph.D., 1994, Minnesota. (1994)

Andrew E. Goble, associate professor (premodern Japan; East Asia). B.A., 1975, M.A., 1981, Queensland; Ph.D., 1987, Stanford. (1990)

Bryna Goodman, associate professor (modern China). B.A., 1978, Wesleyan; M.A., 1982, Ph.D., 1990, Stanford. (1991)

Jeffrey E. Hanes, assistant professor (modern Japan). A.B., 1973, Williamstown; M.A., 1978, Ph.D., 1988, California, Berkeley. (1993)

Robert S. Haskett, associate professor (Latin America). B.A., 1975, California, Long Beach; M.A., 1978, Ph.D., 1985, California, Los Angeles. (1988)

Ellen Herman, assistant professor (United States). B.A., 1979, Michigan; Ph.D., 1993, Brandeis. (1997)

Julie M. Hessler, assistant professor (modern Europe). B.A., 1988, Yale; M.A., 1989, Ph.D., 1996, Chicago. (1995)

R. Alan Kimball, associate professor (modern Russia). B.A., 1961, Kansas; M.A., 1963, Ph.D., 1967, Washington (Seattle). (1967)

David M. Luebke, assistant professor (Germany). B.A., 1983, Nebraska; Ph.D., 1990, Yale. (1997)

Jack P. Maddex, professor (Civil War). B.A., 1963, Princeton; Ph.D., 1966, North Carolina. (1966)

Glenn A. May, professor (American foreign relations, Southeast Asia). B.A., 1966, M.Phil., 1971, Ph.D., 1975, Yale. (1983)

John McCole, associate professor (European intellectual, cultural, and social). B.A., 1975, Brown; M.A., 1982, Ph.D., 1988, Boston. (1994)

Russell McCormmach, adjunct professor (history of science). B.A., 1955, Washington State; B.A., 1959, Oxford; Ph.D., 1967, Case Institute of Technology. (1988)

Randall E. McGowen, associate professor (modern Britain, India). B.A., 1970, American; M.A., 1971, Ph.D., 1979, Illinois. (1982)

James C. Mohr, professor (19th-century United States). B.A., 1965, Yale; M.A., 1966, Ph.D., 1969, Stanford. (1992)

John Nicols, professor (ancient Greece and Rome). A.B., 1966, California, Berkeley; M.A., 1968, Ph.D., 1974, California, Los Angeles. (1980)

Jeffrey Ostler, associate professor (American West); associate head. B.A., 1979, Utah; M.A., 1984, Ph.D., 1990, Iowa. (1990)

Peggy Pascoe, Beekman Associate Professor of Northwest and Pacific History (American West, women's history). B.A., 1977, Montana State; M.A., 1980, Sarah Lawrence; Ph.D., 1986, Stanford. (1996)

Daniel A. Pope, associate professor (American economic history). B.A., 1966, Swarthmore; M.A., 1968, Ph.D., 1973, Columbia. (1975)

Elizabeth Reis, adjunct assistant professor (early American, women's history). A.B., 1980, Smith; M.A., 1982, Brown; Ph.D., 1991, California, Berkeley. (1990)

Jennifer F. Rondeau, assistant professor (Italian Renaissance, 15th- and 16th-century Europe). B.A., 1979, Ph.D., 1988, Cornell. (1993)

George J. Sheridan Jr., associate professor (France, European socioeconomic). B.A., 1969, Princeton; M.A., 1974, Ph.D., 1978, Yale. (1976)

William Toll, adjunct assistant professor (African American and ethnic history). B.A., 1963, Pennsylvania, Philadelphia; M.A., 1963, Ph.D., 1972, California, Berkeley. (1972)

Barbara Y. Welke, assistant professor (U.S. women's history). B.A., 1980, Kansas; J.D., 1983, Michigan; Ph.D., 1995, Chicago. (1995)

Stephanie Wood, adjunct assistant professor (Latin America). B.A., 1977, California, Santa Cruz; M.A., 1979, Ph.D., 1984, California, Los Angeles. (1988)

Emeriti

Edwin R. Bingham, professor emeritus. B.A., 1941, M.A., 1942, Occidental; Ph.D., 1951, California, Los Angeles. (1949)

Richard Maxwell Brown, Beekman Professor Emeritus of Northwest and Pacific History. B.A., 1952, Reed; A.M., 1955, Ph.D., 1959, Harvard. (1977)

Leslie Decker, professor emeritus. B.A., 1951, Maine; M.A., 1952, Oklahoma State; Ph.D., 1961, Cornell. (1969)

G. Ralph Falconeri, professor emeritus. B.A., 1949, Nevada; M.A., 1958, Ph.D., 1967, Michigan. (1963)

William S. Hanna, professor emeritus. A.B., 1949, M.A., 1954, Ph.D., 1959, California, Berkeley. (1965)

Paul S. Holbo, professor emeritus; vice provost emeritus, academic affairs. B.A., 1951, Yale; M.A., 1955, Ph.D., 1961, Chicago. (1959)

Mavis Howe Mate, professor emerita. B.A., 1956, M.A., 1961, Oxford; Ph.D., 1967, Ohio State. (1974)

Stanley A. Pierson, professor emeritus. B.A., 1950, Oregon; A.M., 1951, Ph.D., 1957, Harvard. (1957)

Earl Pomeroy, Beekman Professor Emeritus of Northwest and Pacific History. B.A., 1936, San Jose State; M.A., 1937, Ph.D., 1940, California, Berkeley. (1949)

Robert W. Smith, professor emeritus. B.A., 1937, Chicago; M.A., 1940, Ph.D., 1942, California, Los Angeles. (1947)

Lloyd Sorenson, professor emeritus. B.A., 1938, North Dakota; M.A., 1945, Ph.D., 1947, Illinois. (1947)

Louise Carroll Wade, professor emerita. B.A., 1948, Wellesley; Ph.D., 1954, Rochester. (1975)

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

Participating

Joseph G. Fracchia, honors college

Patricia J. Penn Hilden, ethnic studies

Bernard F. McTigue, library

Marianne S. Nicols, arts and sciences

Barbara Corrado Pope, women's studies

Undergraduate Studies

The study of history offers both a framework for a liberal education and the background that is essential for understanding the contemporary world. Through analyzing interpretive studies, accounts by witnesses to past events, and historical records, students come to appreciate 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 who plan to major in history should include in their high school studies four years of social studies, four years of English, and as much preparation as possible in a second 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 second language.

Careers. History provides a broad foundation for a variety of careers in teaching, 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.

Advising and Entering the Major. The Department of History requires students to have formal advising at the time that they enter the major. The advising coordinator assigns each student a faculty adviser who reviews departmental requirements and helps the student develop a plan that directs the course of study and ensures timely completion of the requirements. The faculty adviser is available for periodic review of the program and of progress in the major.

A staff of undergraduate peer advisers is available in the history peer advising office to help majors and prospective majors at any stage of their academic careers. Peer advisers are trained in university and history major requirements, and they serve as a resource on graduate programs in history, careers in history, and history-related activities in the university and the community. Students may obtain a checklist outlining the major in the history office and in the history peer advising office.

Major Requirements

The history major requirements that follow apply to students entering the history major after the end of summer session 1994. Students enrolled as history majors prior to that time may fulfill either the requirements in effect at the time they declared the major or the present requirements. Specific information may be obtained from the undergraduate advising coordinator.

The Department of History offers a bachelor of arts (B.A.) and a bachelor of science (B.S.), but all history majors must fulfill the second-language requirement for the university's bachelor of arts degree. They must demonstrate proficiency in a second language either by completing, with a C– or P or better, at least the third term, second year of a second language. Proficiency may also be demonstrated by an examination, administered by the department, showing 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. Twenty-one upper-division credits, including three courses numbered 410–499, and all courses taken to fulfill the research paper requirement must be taken at the University of Oregon. Specific requirements follow:

1. 45 graded credits in history courses, 29 of which must be upper division including 21 at the 400 level. No more than 6 graded credits of Reading and Conference (HIST 405) may be used to fulfill major requirements
2. 8 upper-division credits in history before 1800
3. 8 upper-division credits in two of the following three fields and 4 credits in the third.
   a. European history
   b. United States history
   c. African, Asian, or Latin American history (if 8 credits, all 8 must be taken in one of the three areas)
4. A research paper written in a seminar (HIST 407). In exceptional circumstances a term paper written in a colloquium (HIST 408) or in a 400-level lecture course may be expanded into a research paper. Students who have secured approval from the director of undergraduate studies for this option enroll in Reading and Conference (HIST 405) for 2 graded credits.

   The arrangement for writing a research paper based on the term paper is one that requires not only the approval of the director of undergraduate studies but also the agreement of the instructor in the relevant 400-level course to teach the reading and conference course and to supervise the writing of the research paper. This procedure for writing a research paper does not duplicate the seminar experience. It should not be used to compensate for a student's lack of planning or preparation. It is permitted only when there are strong pedagogical reasons for pursuing it
5. A grade point average (GPA) of 2.50 or higher in history courses taken at the University of Oregon. A mid-C or better is required in courses taken to fulfill the research paper requirement

History Honors Program

The honors program provides an opportunity for capable and highly motivated history majors to develop their interests in historical research by writing a thesis during the senior year. To be eligible for admission to the program, students must have completed at least 28 credits in history, of which at least 16 upper-division credits must have been taken at the University of Oregon. The grade point average in all history courses must be 3.50 or better. Students who satisfactorily complete the thesis and related work and fulfill the requirements of the history major are eligible for a bachelor's degree with honors in history. Information about procedures for admission to the honors program, the course of study, the nature of the thesis, and the oral examination on the thesis may be obtained from the history department staff.

Minor Requirements

The minor requires 25 credits in history taken for letter grades. Of these credits 21 must be upper division and include one course in history before 1800 in any field. Thirteen of the upper-division credits must be in 400-level courses.

Twenty-one upper-division history credits, including two courses numbered 410–499 and a seminar (HIST 407), must be taken at the University of Oregon.

Students must have a grade point average (GPA) of 2.50 or higher earned in history courses taken at the University of Oregon. A grade of mid-C or better is required in a seminar taken to fulfill the minor requirement.

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

The department offers graduate instruction leading to the degrees of master of arts (M.A.) and doctor of philosophy (Ph.D.) specializing in the United States, European, East and Southeast Asian, and Latin American history.

Admission

Procedures for admission to the graduate program 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 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, 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, 614). They must take at least 5 additional seminar credits (HIST 507 or 607). Before receiving the degree, they must demonstrate competence in a second language. Candidates must also take at least 9 graded credits in their secondary field.

Students must write a master's thesis in the primary field and defend the thesis in an oral examination. They demonstrate mastery of the primary field by preparing and defending a course syllabus in that field.

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, 614). Doctoral students must take two seminars or colloquia (HIST 507 or 607, HIST 508 or 608). They must pass a

comprehensive oral examination in a primary field in history and demonstrate mastery of a minor field. Mastery of the minor field, which must be in history, is demonstrated by completing three courses and preparting either a course syllabus or a bibliographic or histoiographic essay of at least twenty-five pages. Before advancing to candidacy, students must demonstrate competence in at least one second language. Additional language requirements may be set by individual faculty advisers according to the demands of their fields.

After satisfactorily completing the field requirements, demonstrating language competence, and having prepared and defended a dissertation prospectus, the doctoral student advances to candidacy. The doctoral candidate must write a dissertation that makes an original scholarly contribution to the field and shows evidence of ability in independent investigation. Finally, the candidate defends the dissertation in a formal, public session.

History Courses (HIST)

101, 102, 103 Western Civilization (4,4,4) Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. **101:** ancient and medieval societies. **102:** from the Renaissance to Napoleon. **103:** from Napoleon to the present.

120, 121 World History to 1700 (4,4) Introduction to selected major civilizations of the ancient world and their independent development through the first centuries of the Common Era.

122, 123 World History since 1700 (4,4) History of the world in the modern era; includes political thought and structures, economic and social relationships, and intellectual and cultural developments. **122:** modern imperialism in a global context. **123:** the present century of world crisis.

199 Special Studies: [Topic] (1–5R) Problem-oriented course designed for students interested in history who might or might not become majors.

201, 202, 203 United States (4,4,4) Creation and development of the United States socially, economically, politically, culturally. **201:** Native America, European colonization, colonial development, origins of slavery, Revolution, early Republic. **202:** Jacksonian era, expansion, commercial and industrial revolution, slavery, Civil War, Reconstruction. **203:** imperialism, progressivism, modernity, the 1920s, Depression and New Deal, world wars and Cold War, 1960s, and recent developments.

240 War and the Modern World (4) Evolution of the conduct of war in the 19th and 20th centuries as a reflection of social, political, and technological developments.

245 Russia, America, and the World (4) 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 African American History (4,4) 250: the African background, development of slavery, abolitionism, the Civil War and Reconstruction. **251:** the 20th-century African American experience including the great migration, World War II, the Civil Rights Movement, post-1970 African America.

253 African Americans in the West (4) Focuses exclusively on the African American population west of the Mississippi with particular reference to blacks in the Pacific Northwest.

290 Foundations of East Asian Civilization (4) Introduction to traditional China and Japan; Confucianism, Buddhism, Daoism; floating worlds; family and gender; traditional views of the body; literati class; samurai; Mongols and Manchus. Brokaw, Goble, Hanes.

291 China, Past and Present (4) Introduction to Chinese culture. Explores meanings of past and present in 20th-century efforts to modernize China. Chronological and topical inquiry into politics, literature, social structure, gender, art, economy. Goodman.

292 Japan, Past and Present (4) Introduction to Japanese culture. Explores myth, tradition, modernity, and postmodernity with one eye trained on the future. Examples from personal experience. Hanes.

301, 302, 303 Modern Europe (4,4,4) Political, social, cultural, intellectual, and economic trends from the 18th century to the present. **301:** 18th century. **302:** 19th century. **303:** 20th century. McCole.

307 The Study of History (4) Introduction to historical reasoning and research methods.

308, 309 History of Women in the United States I,II (4,4) Survey of the diverse experiences of American women from colonial times to the present. **308:** 1600 to 1870. **309:** 1870 to the present. Welke.

310 Perceptions and Roles of Women from the Greeks through the 17th Century (4) 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 (4) Methods used by women to improve their position in society (e.g., participation in revolution and voting). Reasons for success or failure of these methods. B. Pope.

312 African Women (4) Overview of differences and similarities in African women's experiences from 1850 to the present. Explores women's changing economic social, and political positions over time. Fair.

318 Western Europe in the Middle Ages: [Topic] (4R) Social, political, cultural, and economic conditions. Rise and development of Christianity and religious institutions, growth of secular governments, technological and commercial innovations, effects of war, and the Black Death. **I:** Early (410–1000). **II:** High (800–1250). **III:** Late (1215–1517). Mate, Rondeau. R twice when topic changes for maximum of 12 credits.

325 Precolonial Africa (4) Survey of African history to the mid–19th century, analyzing processes of state formation, regional and long-distance trade, religion, oral tradition, and systems of slavery. Fair.

326 Colonial and Postcolonial Africa (4) Survey of African history since the late 19th century. Emphasis on the internal dynamics of change as well as the impact of colonialism. Fair.

327 The Age of Discoveries (4) 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. Rondeau.

328 The Crisis of the 17th Century (4) Economic depression, warfare, social dislocation, mid-century revolutions; the plight of peasants and townspeople; traditional culture, science and rationalism.

331, 332, 333 England (4,4,4) 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:** economic, political, religious, 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. McGowen.

335, 336, 337 France (4,4,4) 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 (4,4,4) 340: Germany in the late Middle Ages and Reformation from 1410 to 1648. **341:** Germany in the Old Regime and Age of Revolution from 1648 to 1848. **342:** modern Germany from 1848 to 1945. Luebke.

345, 346, 347 Russia and the Soviet Union (4,4,4) 345: the Kievan state and the emergence of Muscovy. **346:** creation of the Russian Empire; political, social, and economic developments to 1917. **347:** revolutionary Russia, 1917 to the present. Hessler, Kimball.

350, 351 American Radicalism (4,4) Motives, strategies, successes, and failures of radical movements and their significance for American society. **350:** American Revolution, slave revolts, abolitionism, utopian communities. **351:** Populism, workers' movements, Communism, Socialism, African American freedom struggle, nationalist movements of people of color, women's rights and feminism, student activism. Pope.

353, 354 American Foreign Relations since 1933 (4,4) 353: origins of U.S. entry into World War II; military and diplomatic developments during that war. **354:** Cold War; U.S. and the underdeveloped world; post-Cold War foreign relations. May.

357 The South (4) Regional history of the South and of successive Southern ways of life. Evolution of the South as a slaveholding society, its bid for independence, and its subsequent redefinitions and adaptations to national norms. Maddex.

359 Religious Life in the United States (4) Planting, adaptation, development, and social role of religious groups and traditions in the United States from the colonial period to the present. Maddex.

360 The American City: [Topic] (4R) I: To 1900. Growth of port, river, canal, and railroad towns; role of city government, bosses versus reformers; urban economies, cultural leadership, expanding populations. **II:** 20th Century. Progressive reforms, city planning, urban-federal relations in the Depression, experience of blacks and immigrants in cities, suburban growth and the urban prospect. Wade. R when topic changes.

363 American Business History (4) 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.

380, 381, 382 Latin America (4,4,4) Major economic, political, and cultural trends and continuities. **380:** pre-Columbian and Iberian history, the colonial period up to 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.

385, 386 India (4,4) 385: history of India from the Mughal Empire to the establishment of East India Company rule in the early 19th century. **386:** history of India under British rule, the rise of nationalist politics, and the subcontinent in the years since independence. McGowen.

387 Early China (4) Survey from the beginnings to the 10th century focuses on the development of Chinese thought and religion and the growth of the imperial state and bureaucracy. Brokaw.

388 Vietnam and the United States (4) Vietnamese society and history: the First Indochina War, origins and escalation of United States involvement in Vietnam; de-escalation and defeat. May.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–9R) P/N only

403 Thesis (1–9R) P/N only

405 Reading and Conference: [Topic] (1–6R)

407/507 Seminar: [Topic] (5R) Current topics include African Americans in the West, Ancient Slavery, Japan, Machiavelli, Medicine and Society in America, and Stalinism.

408/508 Colloquium: [Topic] (1–6R) Current topics include Ancient and Modern Empires.

409 Supervised Tutoring Practicum: [Topic] (1–3R)

410/510 Experimental Course: [Topic] (1–6R) A recent topic is Age of Reform.

411/511 Social History: [Topic] (4R) Variable topics include popular culture, peasants, family history, elites, popular uprisings, and popular movements. R when topic changes.

412/512 Ancient Greece: [Topic] (4R) Political, cultural, and intellectual history of ancient Greece; emphasis on urban culture. I: Classical Greece, II: Hellenistic World, III: Greek Science. Nicols. R twice when topic changes for maximum of 12 credits.

414/514 Ancient Rome: [Topic] (4R) Political, social, cultural, and intellectual history of ancient Rome from its foundation to late antiquity; emphasis on urban culture. I: Roman Republic, II: Roman Empire, III: Roman Society. Nicols. R twice when topic changes for maximum of 12 credits.

417/517 Society and Culture in Modern Africa: [Topic] (4R) Explorations in various topics with attention to class, age, and power. I: Urban Popular Culture. II: Urbanization. III: African Islam. Prereq: HIST 325 or 326, depending on topic, or instructor's consent. Fair. R twice when topic changes for maximum of 12 credits.

418/518 Social and Economic History of Medieval England, 1050–1530 (4) Detailed studies of selected topics such as towns, women and family, demography, and impact of war on society. Prereq: instructor's consent. Mate.

420/520 The Idea of Europe (4) The concept and experience of "Europe" explored creatively throughout history from multiple disciplinary perspectives. Sheridan.

425/525 Economic History of Modern Europe: [Topic] (4R) Industrial revolution, economic transformation, growth, and integration in political and social contexts. Focuses on Britain, France, Germany, and Russia. I: European Economies to 1914. II: European Economies in the 20th Century. Sheridan. R once when topic changes for maximum of 8 credits.

426/526 Society and Culture in 18th-Century Europe (4) Urbanization, secularization, the growth of literacy, and the emergence of the writer as cultural icon. HIST 102 or 301 recommended. Birn.

427/527 Intellectual History of Modern Europe: [Topic] (4R) Major thinkers and movements include classical liberalism, utopian socialism, political economy, Marxism, aestheticism, Nietzsche, classical sociology, psychoanalysis, radical conservatism, Keynesian economics, intellectuals and political engagement, and Western Marxism. I: German Intellectual History. II: Ideas and Society, 19th Century. III: Ideas and Society, 20th Century. McCole. R twice when topic changes for maximum of 12 credits.

428/528 Europe in the 20th Century: [Topic] (4R) War, revolution, social change, political transformation, and related intellectual and cultural developments in Europe from the Great War of 1914–18 through the present. I: European Fascism. II: Jews in Modern Europe. III: Eastern Europe since World War I. IV: Europe since 1945. Hessler, McCole. R when chronological or thematic topic changes.

431/531 Early Modern England: [Topic] (4R) Political, social, economic, and intellectual development of England from 1485 to 1714. I: Tudor England, II: Stuart England, III: Social and Economic History. R twice when topic changes for maximum of 12 credits.

434/534 Modern British History: [Topic] (4R) Selected topics in modern British history from 1700 to the present. Emphasis varies. McGowen. R twice when topic changes for maximum of 12 credits.

435/535 The French Revolution and Era of Napoleon (4) 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.

436/536 Society and Culture of France: [Topic] (4R) Topics include bourgeois society and culture of the 18th and 19th centuries, religious culture and politics, women in culture and society. I: Cultural Origins of the French Revolution. II: Workers' Autobiographies. Prereq: HIST 335, 336, 337 or equivalents. Birn, Sheridan. R once when topic changes for maximum of 8 credits.

439/539 Renaissance Europe: [Topic] (4R) Cultural and intellectual history from 1200 to 1600. New religious movements, social and political change in cultural context, theology and philosophy, humanism, the rise of vernacular literatures. I: Individual and Society, 1215–1527. II: State and Culture, 1494–1600. Rondeau. R once when topic changes for maximum of 8 credits.

440/540 The Book in History (4) The book as a cultural artifact, commercial commodity, and primary vehicle for the spread of ideas. Topics include the history of authorship, reading, censorship, property rights, and marketing practices. Birn, McTigue.

441/541 16th-Century European Reformations (4) History of religious, personal, and institutional reforms. Includes late medieval reform movements and the ideas of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. Rondeau.

442/542 Early Modern German History: [Topic] (4R) Variable topics include peasant society, the foundations of absolutism, the German Enlightenment, protoindustrialization. R twice when topic changes for maximum of 12 credits.

443/543 Modern Germany: [Topic] (4R) Variable topics include class formation, revolutionary movements, the socialist tradition, the Third Reich. R twice when topic changes for maximum of 12 credits.

445/545 Tsarist and Imperial Russia: [Topic] (4R) Creation of a great Eurasian civilization. Geopolitical expansion, Siberia, imperialism, origins of autocracy, serfdom, church and state, political opposition, rise of civil society, industrialization. Kimball. R twice when topic changes for maximum of 12 credits.

446/546 Rise and Fall of the Soviet Union: [Topic] (4R) Revolutionary tradition, 1917 revolutions, civil war, Stalin's revolution, planned economy, daily life, women, environment, Gorbachev's perestroika, the rise of a new Russia. I: Gorbachev and Yeltsin. II: The Cold War. Hessler, Kimball. R once when topic changes for maximum of 8 credits.

449/549 Race and Ethnicity in the American West (4) Explores the growth of communities of color in western cities of the United States, with particular reference to competition and cooperation between groups.

450/550 American History: [Topic] (4R) Reviews current scholarly literature on American history. Selected problems may include Oregon, California, or New York history and culture, crime and violence. R thrice when topic changes for maximum of 16 credits.

451/551 American Foreign Relations: [Topic] (4R) Chronological and thematic topics in American foreign relations. May. R when topic changes.

454/554 American Women: [Topic] (4R) I: Legal History. **II:** The Progressive Era. Welke. R once when topic changes for maximum of 8 credits.

455/555 Colonial American History (4) Native Americans; motives, methods, implications of European colonization; origins of American slavery; interaction of diverse peoples in shaping colonial North American societies, economies, polities. Dennis.

456/556 Revolutionary America (4) Origins, consequences, meanings of American Revolution; changing social, economic, and political contexts; intellectual, religious, and ideological trends; Constitution, institutional, and mythic legacy. Dennis.

457/557 19th-Century United States: [Topic] (4R) Political, social, economic, and cultural history. I: Jacksonian Era. **II:** Civil War. III: Reconstruction. IV: Gilded Age. Maddex, Mohr, Ostler. R thrice when topic changes for a maximum of 16 credits.

460/560 American Intellectual History: [Topic] (4R) Leading thinkers and prevalent modes of thought in American life from European

settlement of North America to the present. I: To 1800, II: 19th Century, III: 20th Century. R twice when topic changes for a maximum of 12 credits.

463/563, 464/564 American Economic History (4,4) Economic development of the United States. **463/563:** European settlement to 1877—colonial America as preindustrial society; transport and commercial revolutions; economics of slavery, Civil War, Reconstruction. **464/564:** 1877 to present—causes, costs, conflicts of industrialization; regulation; cycles and crises; postwar boom; race, gender, and economic change; current problems in perspective. Pope.

466/566, 467/567 The American West (4,4) Social, political, and cultural history. **466/566:** peoples of the American West and the expansion of the United States in the 19th century. **467/567:** 20th-century immigration, urban growth, economic development; social and political institutions; politics of race, ethnicity, and gender in a multicultural region. Ostler, Pascoe.

468/568 The Pacific Northwest (4) Regional history to the mid–20th century. How the Pacific Northwest mirrors the national experience and how the region has a distinctive history and culture. Brown, Ostler.

469/569 American Indian History: [Topic] (4R) Variable chronological, thematic, and regional topics, including Indian history to 1860; 1860 to the present; Indians and colonialism, Indians and environments; Indians and gender; regional histories. Dennis. R twice when topic changes for maximum of 12 credits.

470/570 American Social History: [Topic] (4R) Issues of ethnicity, race, religion, class, and gender. I: To 1900. II: 20th Century. III: Labor History. Wade. R twice when topic changes for maximum of 12 credits.

473/573 American Environmental History: [Topic] (4R) Variable topics examine the social, cultural, economic, and political history of the American landscape, how Americans have understood, transformed, degraded, conserved, and preserved their environments. I: To 1800. II: 19th Century. III: 20th-Century Environment and Environmentalism. IV: Environment and the West. Dennis, Ostler. R thrice when topic changes for maximum of 16 credits.

476/576 United States in the 20th Century: [Topic] (4R) Political, social, economic, and cultural history. I: Progressive Era. II: Depression and World War II. III: Since 1950. Herman, Ostler, Welke. R twice when topic changes for maximum of 12 credits.

478/578 Revolutions in Modern Latin America (4) Analyzes social revolutions in Mexico, Cuba, Nicaragua, and other 20th-century revolutionary movements. Discusses politics, hemispheric relations, and construction of revolutionary cultures and traditions.

480/580 Mexico (4) Mexican history from 1810 to 1946. Special attention to nationhood, economic development, church-state relations, the Mexican identity, and the Revolution of 1910. Haskett.

481/581 481/581 Latin American Regional History: [Topic] (4R) Explores the social, political, economic, and cultural dynamics of historical change that have affected the peoples and countries of Latin America. Sophomore standing and HIST 380, 381, 382 recommended. Haskett. R once when topic changes for maximum of 8 credits.

482/582 Latin America's Indian Peoples (4) Impact of Iberian conquest and settlement on the lives of the indigenous peoples of the Caribbean, Mexico, Central America, and South America. Haskett.

483/583 Latin America: [Topic] (4R) Variable topics include the experience of blacks and Indians; the struggle for land, reform, and revolution. Haskett. R thrice when topic changes for maximum of 16 credits.

484/584 Philippines (4) Philippine history from pre-Hispanic times to the present with particular emphasis on the past hundred years. May.

485/585 Southeast Asian History: [Topic] (4R) Historical survey beginning with the 15th century. Emphasizes social, economic, and political transformations. I: 1450–1850. II: 1850 to present. R once when topic changes for maximum of 8 credits.

486/586 Peasant Uprisings in Southeast Asia: [Topic] (4R) Examines lower-class rebellions in the 19th and 20th centuries. Refers to key theoretical texts; focuses on specific uprisings. Topics include Indonesian revolution and the first Indochina war. Prereq: instructor's consent. R when topic changes for maximum of 8 credits.

487/587 China: [Topic] (4R) Survey from the 10th century. Foundations and transformations of state and society; popular rebellions; impact of imperialism; issues of modernity; state building; political, cultural, and social revolutions. I: Song and Yuan. II: Ming and Qing. III: Late Qing. IV: 20th Century. Brokaw, Goodman. R thrice when topic changes for maximum of 16 credits.

488/588 Knowledge and Power in China: [Topic] (4R) Intellectual history in Late Imperial China; influence of Confucianism on society and institutions; impact of printing on communication and dissemination of ideas. I: Confucianism, State, and Society. II: Communication and Print Culture. Brokaw. R once when topic changes for maximum of 8 credits.

489/589 State and Society Relations in Modern China: [Topic] (4R) Fundamental issues in modern Chinese historical experience. I: The Peasants Revolution. II: Republican China. III: Ethnicity and Nationalism. Prereq: HIST 291 or 487/587. Goodman. R twice when topic changes for maximum of 12 credits.

490/590 Japan: [Topic] (4R) Political, social, and cultural history from ancient through contemporary. Origins, aristocratic society, medieval age, Zen, warrior class, urban growth, modernization, imperialism, Pacific war, postwar society. I: To 1333. II: Medieval, 1333–1800. III: Modern Age. Goble, Hanes. R twice when topic changes for maximum of 12 credits.

491/591 Medicine and Society in Premodern Japan (4) Japanese medical tradition: folk, Buddhist, Chinese, Dutch. Covers diseases, treatment and medical services, medical knowledge, acupuncture, sexual hygiene, anatomy, reproduction, and family. Prereq: instructor's consent. Goble.

492/592 Postwar Japan: [Topic] (4R) Postwar political, social, economic, and cultural developments in historical perspective. Topics include industrial urbanization, the new middle class, mass culture, economic superpowerdom, internationalization. I: The American Occupation. II: The Postwar Experience. III: The Information Age. Hanes. R twice when topic changes for maximum of 12 credits.

494/594 East Asia: Concepts and Issues: [Topic] (4R) Exploration of social traditions and social change at different historical moments in Japan and China or both. I: Social Elites. II: Revolution. III: Education and Society. IV: Cities. R thrice when topic changes for maximum of 16 credits.

495/595 Issues in Southeast Asian History: [Topic] (4R) Topics include historiography, gender, warfare, and premodern Southeast Asia. Prereq: instructor's consent. R twice when topic changes for maximum of 12 credits.

496/596 Chinese Society in the Late Imperial Period: [Topic] (4R) Uses popular fiction, religion, and other sources to examine societal structure, social criticism, and values and their relationship to the state and in popular resistance. I: Vernacular Fiction and Social History. II: Popular Culture and Popular Resistance. Prereq: instructor's consent. Brokaw. R twice when topic changes for maximum of 12 credits.

497/597 Culture, Modernity, and Revolution in China: [Topic] (4R) I: Modernity and Gender. II: Cultural Revolution and Memory. III: Historiography of the Communist Revolution. Prereq: instructor's consent. Goodman. R twice when topic changes for maximum of 12 credits.

498/598 Early Japanese Culture and Society: [Topic] (4R) Aspects of social history through 1800—social change, hierarchy and power, interrelationship of society and religion, medieval transformations, warrior class. I: Buddhism and Society in Medieval Japan. II: The Heian Aristocracy. III: Medieval Japan. Prereq: instructor's consent; courses on Japanese or medieval history recommended. Goble. R twice when topic changes for maximum of 12 credits.

499/599 Japanese Popular Culture: [Topic] (4R) Modern society and culture from the bottom up, 1600–present. Tokugawa urban subcultures of Edo, Osaka, and Kyoto; 20th-century entertainment culture; megalopolization; contemporary mass culture. I: Tokugawa Urbanism. II: Media Culture. III: Consumer Lifestyles. Hanes. R when syllabus changes.

503 Thesis (1–12R) P/N only

601 Research: [Topic] (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: [Topic] (1–9R)

607 Seminar: [Topic] (5R)

608 Colloquium: [Topic] (1–6R)

609 Supervised Tutoring Practicum: [Topic] (1–3R) P/N only

610 Experimental Course: [Topic] (1–4R)

612, 613, 614 Historical Methods and Writings (5,5,5) Introduction to the historical profession; includes historical questions, methods, and theories, and historiographic debates. Sequence. History graduate students only.

688 Historiography: Asian (5) Graded only. Introduction to major historiographical issues—and larger theoretical debates behind them—that dominate modern scholarship on Chinese, Japanese, and Southeast Asian history. Techniques of critical reading and analysis. Prereq: instructor's consent.

690 Asian Research Materials (4) Graded only. Introduction to basic bibliographical resources—in Western as well as relevant Asian languages—that are essential for research in Chinese, Japanese, or Southeast Asian history. Prereq: instructor's consent.

Honors College

See Honors at Oregon

Humanities

John Nicols, Program Director

(541) 346-4069
307 Prince Lucien Campbell Hall

Program Committee

James W. Earl, English
Roland Greene, comparative literature
Charles H. Lachman, art history
Lauren J. Kessler, journalism and communication
John Nicols, history
Scott Pratt, philosophy
F. Regina Psaki, Romance languages
Steven Shankman, English
George J. Sheridan Jr., history
Marian Elizabeth Smith, music
John C. Watson, theater arts

General Information

The curriculum of the Humanities Program provides opportunities for the student seeking intellectual coherence and integration, awareness of cultural contexts and traditions, and the connection of humanistic theory to practice. 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. As an added benefit, humanities courses provide preparation for a wide range of careers.

Major Requirements

The humanities major is an interdisciplinary bachelor of arts (B.A.) degree program. Proficiency in at least one second language, a requirement for the B.A. degree, is central to the humanities major. Although majors are not required to do more than meet the B.A. requirement, it is strongly recommended that they continue language study in upper-division courses.

The major in humanities requires 48 or 52 credits. Grades of mid-C or better must be earned in courses taken to satisfy major requirements. For graduation, humanities majors must maintain at least a 2.00 grade point average (GPA) in required courses. No upper-division course may be used to satisfy more than one major requirement.

Introduction to the Major (4 or 8 credits)
Two courses from Introduction to the Humanities I,II,III (HUM 101, 102, 103) *or* Themes in the Humanities (HUM 300), recommended for students who declare the major in the junior or senior year.

Breadth Requirement (16 credits)
One course taken in each of the four areas listed below. At least two of these must be upper-division courses.

1. Arts (music history, theater history, art history)
2. Philosophy
3. Classics
4. History

Concentration (28 upper-division credits)
Students must submit a brief essay defending the coherence of the concentration and outlining the seven courses they plan to take. No more than three of the seven courses may be taken in any one department. Students should choose at least one Seminar (407) as part of their concentration.

Honors

The honors program in humanities provides an opportunity for a student to focus on an area of concentration in a written thesis. The requirements for a bachelor's degree with honors in humanities are as follows:

1. Satisfaction of the requirements for the major
2. A grade point average of 3.50 or better in courses taken to meet the upper-division requirements of the major
3. A senior thesis of substantial quality, approved by the thesis director and at least one member of the program committee

Medieval Studies Option

Some humanities majors specialize in medieval studies. See the **Medieval Studies** section of this catalog.

Courses from Other Departments

In addition to courses required for the humanities major, students may be interested in the following courses. See home departments for descriptions.

Classics. Greek and Roman Epic (CLAS 301), Greek and Roman Tragedy (CLAS 302), Classical Greek Philosophers (CLAS 303), Classical Comedy (CLAS 304), Latin Literature (CLAS 305), Classic Myths (CLAS 321), Ancient Historiography (CLAS 322), Ancient Rhetoric and Oratory (CLAS 323)

History. Ancient Greece (HIST 412), Ancient Rome (HIST 414), Society and Culture in 18th-Century Europe (HIST 426), Intellectual History of Modern Europe (HIST 427), The Book in History (HIST 440)

Landscape Architecture. Landscape Perception (LA 484), Contemporary American Landscape (LA 485)

Philosophy. Philosophy in Literature (PHIL 331), Introduction to Philosophy of Science (PHIL 339)

Theater Arts. Studies in Theater and Culture (TA 471)

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in language arts and social studies. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog. Students who want to teach language arts need additional preparation in grammar, literature, and writing. Students who want to teach social studies need additional preparation in history, economics, American government, culture, and society.

Humanities Courses (HUM)

Introduction to the Humanities I,II,III (HUM 101, 102, 103) is offered every year; other humanities courses may be offered periodically. For current offerings, refer to the UO Schedule of Classes.

101 Introduction to the Humanities I (4) Ideas and modes of vision Western culture has inherited from the classical period. Readings and discussions focus on literature, philosophy, history, the arts, and religion.

102 Introduction to the Humanities II (4) Ideas and modes of vision Western culture has inherited from the medieval to the Renaissance periods. Readings and discussions focus on literature, philosophy, history, the arts, and religion.

103 Introduction to the Humanities III (4) Ideas and modes of vision Western culture has inherited from the Age of Enlightenment to the modern period. Readings and discussions focus on literature, philosophy, the arts, and science.

199 Special Studies: [Topic] (1–5R)

210 Special Topics in the Humanities: [Topic] (4R) Content varies from term to term; focus may be on different aspects of a particular culture. A recent topic is Introduction to Middle Ages.

250 Crossdisciplinary Studies in the Humanities: [Topic] (4R) Topics vary and may include problems or ideas that cross traditional disciplinary boundaries in the humanities. R twice when topic changes for maximum of 12 credits.

300 Themes in the Humanities (4) Interdisciplinary and multimedia introduction to the study of the humanities. Analysis of such themes as tragedy in music, literature, and art.

315 Introduction to African Studies (4) Surveys the cultural, social, political, and economic diversity of historical and contemporary Africa. Emphasizes Sub-Saharan Africa.

350 Multicultural Studies in the Humanities: [Topic] (4R) Addresses non-European-American issues that cross cultural boundaries.

351 Studies in Medieval Culture: [Topic] (4R) 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 for maximum of 12 credits.

352 Studies in Renaissance Culture: [Topic] (4R) 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 for maximum of 12 credits.

354 Studies in Modern Culture: [Topic] (4R) Interdisciplinary survey of modern culture with focus on literature, art and architecture, music, philosophy, and social problems. Geographic areas or motifs vary. Typical offerings are Contemporary Germany, Culture against Capitalism, *Sho-gun* and Modern Japan. R twice when topic changes for maximum of 12 credits.

399 Special Studies: [Topic] (1–5R) Problem-oriented course designed to explore new topics or approaches to studies in the humanities.

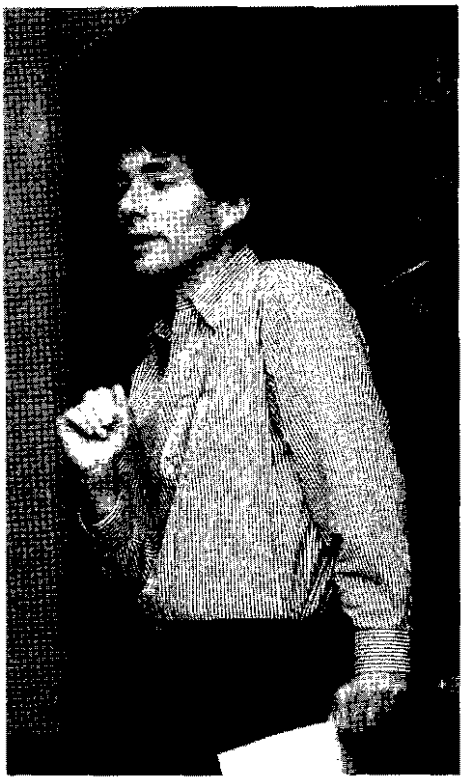
403 Thesis (1–6R)

405 Reading and Conference: [Topic] (1–6R)

407 Seminar: [Topic] (1–5R) A recent topic is Medievalism.

410 Experimental Course: [Topic] (1–5R)

413 Contemporary Issues in the Humanities: [Topic] (4R) Topics vary and may include the



analysis of current issues and critical methodologies in humanities study.

Independent Study

The undergraduate Independent Study Program, administered by the Humanities Program, is designed for students who want to pursue extended scholarly studies in an area not represented in established academic departments or schools. This program is open to any UO undergraduate student.

Students working for a bachelor of arts (B.A.) with a major in independent study are usually juniors or seniors. In addition to Thesis (HUM 403) or Reading and Conference (HUM 405) and one Seminar (407) in an appropriate department, independent study majors must complete basic university B.A. requirements including group requirements, the multicultural requirement, two years of college-level second-language study, and writing. They must have specific, coherent plans for independent work. A proposal of these plans demonstrating that this program of study is not available through any other department or school must be presented to the director of the Humanities Program and then to a faculty committee. Applicants must demonstrate that there are adequate resources at the UO for their program's completion. 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.

Before being considered for the program, applicants must have completed at least two-thirds of the university's group requirements and maintained at least a 3.50 grade point average in college-level work.

Applications for the Independent Study Program are available in the Humanities Program office.

International Studies

Gerald W. Fry, Program Director

541) 346-5051
(541) 346-5041 fax
837 Prince Lucien Campbell Hall
5206 University of Oregon
Eugene OR 97403-5206
isp@oregon.uoregon.edu
http://darkwing.uoregon.edu/~isp/

Faculty

Gerald W. Fry, professor (Pacific regional studies, Thailand and Laos, development theory). B.A., 1964, Stanford; M.P.A., 1966, Princeton; Ph.D., 1977, Stanford. (1981)

Robert C. Proudfoot, associate professor (Native American and Southeast Asian cultures, cultural and environmental survival, cultural foundations of education). B.A., 1968, Fairfield; M.A., 1980, Oregon; Ph.D., 1984, Oregon State. (1985)

Lynn Stephen, visiting professor (gender and ethnicity, social movements, Latin America). See **Anthropology**.

Anita M. Weiss, associate professor (South Asia, comparative Muslim societies, women in development). B.A., 1975, Rutgers; M.A., 1976, Ph.D., 1983, California, Berkeley. (1987)

Courtesy

Farzana Bari, courtesy associate professor (gender, grass-roots organizations, Pakistan). B.A., 1979, C. B. College; M.A., 1981, Ph.D., 1991, Quaid-i-Azam University, Islamabad. (1998)

Donald A. Messerschmidt, courtesy professor (applied anthropology and social forestry). B.Ed., 1963, Alaska; M.A., 1971, Ph.D., 1974, Oregon. (1995)

Robert B. Textor, courtesy professor (Thailand, cultural anthropology, ethnographic futures research). B.A., 1945, Michigan; Ph.D., 1960, Cornell. (1991)

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

University Committee on International Studies

Executive Committee

Stephen W. Durrant, East Asian languages and literatures (Chinese)

Sandra L. Morgen, sociology (women and health care, women and work, social movements)

Alexander B. Murphy, geography (cultural and political geography, Western Europe)

Robert M. O'Brien, sociology (*ex officio*)

Richard M. Steers, management (international management) (*ex officio*)

H. Leslie Steeves, journalism and communication (public relations, international journalism, East Africa)

Program Committee

Gerald S. Albaum, marketing (international marketing, marketing research)

John H. Baldwin, planning, public policy and management (environmental sciences, resource management)

Jack W. Bennett, academic advising and student services (Australia)

Alexandra Bonds, theater arts (arts, costume design, Southeast Asia)

John B. Foster, sociology (environment, Marxism, political economy)

David A. Frank, honors college (rhetoric and communication)

Linda O. Fuller, sociology (political economy of developing areas, comparative socialism)

Maradel K. Gale, planning, public policy and management (environmental and resource planning, Micronesia)

Ibrahim J. Gassama, law (international business transactions, international law, human rights)

Andrew E. Goble, history (premodern Japan, East Asia)

Michael Hibbard, planning, public policy and management (community and regional development)

Jyoti Hosagrahar, architecture (history and theory of cities, social and cultural issues, South Asia)

Jon L. Jacobson, law (international law, law of the sea)

Kenneth M. Kempner, educational leadership, technology, and administration (comparative and international education, Brazil)

R. Alan Kimball, history (modern Russia)

Thomas Mills, international education and exchange (*ex officio*)

Geraldine Moreno, anthropology (human ecology, nutritional anthropology, Southeast Asia)

Kenneth D. Ramsing, decision sciences (Thailand)

Deanna M. Robinson, journalism and communication (communication and cultural change)

Emilson C. D. Silva, economics (international trade, Latin America)

About the Program

The International Studies Program offers interdisciplinary bachelor of arts (B.A.) and master of arts (M.A.) degrees. Fundamental themes of the program are cross-cultural communication and understanding, environmental issues, and international development. A student's course of study is tailored to meet career objectives, leading to opportunities in education, government, law, communications, business, nongovernmental organizations, philanthropic organizations, and private voluntary organizations.

Undergraduate Studies

The interdisciplinary bachelor of arts degree offers students a rigorous education in the basic elements of the field. The program provides a sound general education for the student interested in the complex interrelationships (political, economic, social, and cultural) that exist among nations in the interdependent modern world.

Advising. The role of the faculty adviser 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 suggest a faculty member with whom they have a common area of interest to act as their adviser and mentor, typically one of the committee members named above or a faculty member from the student's concentration area. Advising about specific major requirements is available from the program's undergraduate advisers.

Admission. Students who want to major in international studies must apply for admission during their sophomore or junior year at the university and should have a 3.00 grade point average (GPA). Premajor advising and help with application procedures are available at the international studies office. Applicants must meet with an international studies undergraduate adviser to review the application before submitting it for consideration. Applications are due on Monday of the fourth week of the term.

Core Program and Major Requirements

The major consists of work in three core blocks: international core foundation, regional cultures

and area studies, and professional concentration area. A minimum of 48 credits, 24 of which must be upper division, are required in these blocks. Courses must be passed with grades of C– or better to satisfy the major requirements. In addition, three years of a second language or the equivalent is required.

The core program may include courses from a number of departments. The minimum requirement is 16 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 12 credits in courses taken to fulfill the university group requirements may be applied toward the international studies major.

A maximum of 24 credits in courses taken in a single department may be applied toward the international studies major, exclusive of the language requirement. This is to permit an appropriate degree of specialization as well as to encourage double majors.

Block A: International Core Foundation. Four courses are required: Perspectives on International Development (INTL 240), Value Systems in Cross-Cultural Perspective (INTL 250), Cooperation, Conflict, and Global Resources (INTL 251), and International Leadership (INTL 350).

Block B: Regional Cultures and Area Studies. This block pertains to groups of nations that share common historical, geographic, linguistic, and religious experiences. In satisfying the Block B requirement, students concentrate on one cultural area. To satisfy the language requirement for the major, students should choose one that is relevant to their specialization.

Areas of focus include East Asia, Europe, Latin America, Pacific islands, Russia and Eastern Europe, and Southeast Asia. (See the **Asian Studies, European Studies, Latin American Studies, Pacific Island Studies, Russian and East European Studies,** and **Southeast Asian Studies** sections of this catalog.) In developing a program of study, a student may want to consult committee members affiliated with these programs.

For South Asian, Middle Eastern, or African studies, the student may develop a program of courses by consulting an academic adviser with experience in the area of interest.

Examples of appropriate Block B courses are listed later in this section.

Block C: Professional Concentration Area. Students select one of fourteen professional concentration areas. The student's faculty adviser should have a specialization in this area.

Students may design their own professional concentration area if one of the predefined areas doesn't fit the student's professional goals. Students who choose this option must designate one of the resident faculty members of the International Studies Program as an adviser and work with that individual in designing the concentration.

Block C professional concentration areas are listed later in this section.

International Studies Honors Thesis. Students who have a grade point average (GPA) of 3.50 or higher and want to graduate with program honors 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 apply up to 6 Thesis (403) credits toward the appropriate block of the 48 credits required for the international studies major.

The completed thesis must be awarded a grade of mid-B or better by the adviser (P, or pass, for a Clark Honors College thesis) and be approved as meeting thesis guidelines by the director of the program. This includes addressing an international or cross-cultural topic and using second-language sources for all projects, including the honors college thesis.

Language Requirement. To satisfy this requirement, students must achieve proficiency in a second language at a level associated with three years of study. Proficiency in the language may be demonstrated by passing three terms of a 300-level language sequence with grades of mid-C or better or by an advanced placement examination.

Overseas Experience. At least one term of study or work in another country is required of students majoring in international studies. The international studies internship adviser serves as a resource for opportunities abroad. For information about study abroad, see International Education and Exchange in the **Campus and Community Programs** section of this catalog and index entries under "Overseas study." Advice is available from the Office of International Education and Exchange, 330 Oregon Hall.

Internship Option. Students may receive passing (P) credit for work done as interns. Interested students should inquire at the international studies internship office.

Block B: Regional Cultures and Area Studies

Sample Courses. The following list of courses is not comprehensive. With prior approval from an adviser, other courses—including Special Studies (199, 399), Seminar (407), and Experimental Course (410)—may be selected from these and other departments.

African Studies
See the **African Studies** section of this catalog

Asian Studies
See the **Asian Studies** section of this catalog

Australian Studies
See the **Australian Studies** section of this catalog

Canadian Studies
See the **Canadian Studies** section of this catalog

European Studies
See the **European Studies** section of this catalog

Latin American Studies
See the **Latin American Studies** section of this catalog

Pacific Island Studies
See the **Pacific Island Studies** section of this catalog

Russian and East European Studies
See the **Russian and East European Studies Center** section of this catalog

South Asian Studies
Anthropology. Peoples of India (ANTH 321)

Art History. History of Indian Art (ARH 207)

History. India (HIST 385, 386)

International Studies. Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), Development and the Muslim World (INTL 423), South Asia: Development and Social Change (INTL 442)

Music. Music of the Americas (MUS 359), Musical Instruments of the World (MUS 452), Folk Music of the Balkans (MUS 453)

Religious Studies. Buddhism and Asian Culture (REL 330)

Southeast Asian Studies
See the **Southeast Asian Studies** section of this catalog

Block C: Professional Concentration Areas

Comparative International Development
Required Courses (8 credits)

International Community Development (INTL 420) and Aid to Developing Countries (INTL 422)

Elective Courses (minimum of 8 credits)

Economics. Problems and Issues in the Developing Economies (EC 390), Economic Growth and Development (EC 490), Issues in Economic Growth and Development (EC 491)

International Studies. Gender and International Development (INTL 421), Development and the Muslim World (INTL 423), Cross-Cultural Communication (INTL 431), The Pacific Challenge (INTL 440), South Asia: Development and Social Change (INTL 442)

Journalism and Communication. International Communication (J 396), Third World Development Communication (J 455)

Planning, Public Policy and Management. Environmental Planning (PPPM 426), Socioeconomic Development Planning (PPPM 446), Managing Nonprofit Organizations (PPPM 480)

Sociology. World Population and Social Structure (SOC 303), Political Economy (SOC 420), Sociology of Developing Areas (SOC 450)

Cross-Cultural Communication, Indigenous Cultural Studies, and Ethnic Identity
Required Course (4 credits)

Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 12 credits)

Geography. Political Geography (GEOG 441); Geography of Languages (GEOG 444); Culture, Ethnicity, and Nationalism (GEOG 445); Geography of Religion (GEOG 446); Advanced Geography of European-American Regions: Ethnic Geography of United States and Canada (GEOG 470)

Humanities. Multicultural Studies in the Humanities (HUM 350)

International Studies. Seminar: Indigenous Cultural Survival (INTL 407), Gender and International Development (INTL 421)

Linguistics. Languages of the World (LING 311)

Sociology. Systems of War and Peace (SOC 464)

Culture and Art

Required Course (4 credits)

Art and Human Values (AAD 250) or Music in World Cultures (MUS 358)

Elective Courses (minimum of 12 credits)

Anthropology. Anthropology and Folklore (ANTH 419), Cultural Resource Management (ANTH 449), The Anthropology Museum (ANTH 450)

Art History. Critical Approaches to Art Historical Study (ARH 300), Museology (ARH 411)

Arts and Administration. Art and Human Values (AAD 250), The Arts and Visual Literacy (AAD 251), Arts Administration (AAD 460)

Dance. Dance and Folk Culture (DAN 301)

Folklore. Folk Art and Material Culture (FLR 413), Film and Folklore (FLR 485)

Historic Preservation. Introduction to Historic Preservation (AAAP 411)

International Studies. Cross-Cultural Communication (INTL 431)

Music. Music in World Cultures (MUS 358), Introduction to Ethnomusicology (MUS 451), Musical Instruments of the World (MUS 452)

Planning, Public Policy and Management. Managing Nonprofit Organizations (PPPM 480)

Theater Arts. Multicultural Theater (TA 472)

Diplomacy: Law and International Relations

Required Courses (8 credits)

Aid to Developing Countries (INTL 422) and either Introduction to International Relations (PS 205) or International Political Economy (PS 340)

Elective Courses (minimum of 8 credits)

Geography. Political Geography (GEOG 441)

History. American Foreign Relations (HIST 451)

International Studies. Cross-Cultural Communication (INTL 431), South Asia: Development and Social Change (INTL 442)

Political Science. United States Foreign Policy I (PS 326), International Organization (PS 420), United States Foreign Policy II (PS 426), Theories of International Politics (PS 455), Chinese Foreign Policy (PS 459), International Environmental Politics (PS 477)

Sociology. Political Economy (SOC 420), Systems of War and Peace (SOC 464)

International Business

Required Courses (8 credits)

International Management (MGMT 420) and International Marketing (MKTG 470)

Elective Courses (minimum of 8 credits)

Business Environment. Global, Legal, Social Environment of Business (BE 325)

Economics. Money and Banking (EC 370)

Finance. Financial Institutions and Markets (FIN 462), International Finance (FIN 463)

International Studies. Aid to Developing Countries (INTL 422), Cross-Cultural Communication (INTL 431), South Asia: Development and Social Change (INTL 442)

Management. Strategic Global Competition (MGMT 453)

International Economics

Required courses (8 credits)

Choose two courses from International Finance (EC 480), International Trade (EC 481), Economic Growth and Development (EC 490)

Elective Courses (minimum of 8 credits)

Economics. Issues in Industrial Organization (EC 360), Money and Banking (EC 370), International Economic Issues (EC 380), Introduction to Econometrics (EC 420), Public Economics (EC 440), Issues in Economic Growth and Development (EC 491)

Geography. Geography of the World Economy (GEOG 342)

International Studies. Aid to Developing Countries (INTL 422)

International Education

Required Course (4 credits)

Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 12 credits)

International Studies. Seminars: Cross-Cultural Education, Indigenous Cultural Survival (INTL 407), International Community Development (INTL 420), Gender and International Development (INTL 421)

Journalism and Communication. International Communication (J 396), Third World Development Communication (J 455)

Planning, Public Policy and Management. Managing Nonprofit Organizations (PPPM 480)

Political Science. International Organization (PS 420)

International Environment

Required Course (4 credits)

International Community Development (INTL 420) or Community and Regional Development (PPPM 445)

Elective Courses (minimum of 12 credits)

Geography. Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463), Environment and Development (GEOG 465)

International Studies. Seminar: Indigenous Cultural Survival (INTL 407), Aid to Developing Countries (INTL 422)

Planning, Public Policy and Management. Natural Resource Policy (PPPM 443), Managing Nonprofit Organizations (PPPM 480)

Political Science. Introduction to Environmental Politics (PS 297), Environmental Politics in Industrialized Societies (PS 461), International Environmental Politics (PS 477), Environmental Politics (PS 497)

International Gender Issues

Required Courses (8 credits)

Women and Culture I: Politics, Production, and Power (ANTH 314) and Gender and International Development (INTL 421)

Elective Courses (minimum of 8 credits)

Anthropology. Women and Culture II: Creativity and Symbols (ANTH 315), Anthropology of Gender (ANTH 421), Feminism and Ethnography (ANTH 439)

International Studies. Seminar: Women's Movements Around the World (INTL 407)

Journalism and Communication. Third World Development Communication (J 455)

Sociology. Sociology of Women (SOC 355), Issues in Sociology of Gender (SOC 455), Feminist Theory (SOC 456)

Women's Studies. Introduction to Women's Studies (WST 101), History and Development of Feminist Theory (WST 301, 302), Global Feminisms (WST 431)

International Tourism

Required Course (4 credits)

Inquire at the program office about the approved course

Elective Courses (minimum of 12 credits)

Geography. Political Geography (GEOG 441)

International Studies. Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), Cross-Cultural Communication (INTL 431)

Landscape Architecture. Understanding Landscapes (LA 260)

Marketing. Marketing Management (MKTG 311), International Marketing (MKTG 470)

Planning, Public Policy and Management. Managing Nonprofit Organizations (PPPM 480)

Political Science. Introduction to Environmental Politics (PS 297)

Sociology. Political Economy (SOC 420)

Tourism. Inquire at the program office about approved courses

Media: Journalism and Communication

Required Courses (8 credits)

International Communication (J 396) and Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 8 credits)

International Studies. South Asia Development and Social Change (INTL 442)

Journalism and Communication. The Mass Media and Society (J 201), Introduction to Media Systems (J 312), Public Relations Writing (J 351), Telecommunication Policy (J 415), Third World Development Communication (J 455), International Journalism (J 492)

Marketing. Marketing Communications (MKTG 420), International Marketing (MKTG 470)

Sociology. Sociology of the Mass Media (SOC 317)

Peace Studies: Human Rights and Conflict Resolution

Required Course (4 credits)

Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 12 credits)

Geography. Political Geography (GEOG 441), Culture, Ethnicity, and Nationalism (GEOG 445)

History. War and the Modern World (HIST 240), The Study of History (HIST 307)

International Studies. Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422)

Political Science. Crisis in Central America (PS 235), Introduction to Environmental Politics (PS 297)

Sociology. Systems of War and Peace (SOC 464)

Teaching English as a Second Language

Required Courses (16 credits)

Linguistic Principles and Second-Language Learning (LING 440), Second-Language Teaching (LING 445), Second-Language

Teaching Practice (LING 446), English Grammar (ENG 495)

Urbanization: Migration and Refugees

Required Courses (8 credits)

Urban Geography (GEOG 442) and Aid to Developing Countries (INTL 422)

Elective Courses (minimum of 8 credits)

Economics. Urban and Regional Economics (EC 430), Issues in Urban and Regional Economics (EC 431)

Geography. Culture, Ethnicity, and Nationalism (GEOG 445)

International Studies. Seminar: Indigenous Cultural Survival (INTL 407), International Community Development (INTL 420), Cross-Cultural Communication (INTL 431)

Political Science. Introduction to Urban Politics (PS 230)

Sociology. World Population and Social Structure (SOC 303), Issues in Sociology of the Environment (SOC 416), Urbanization and the City (SOC 442)

Minor

The minor in international studies is inactive.

Graduate Studies

An interdisciplinary master of arts (M.A.) degree program in international studies is offered for students who contemplate careers in international affairs, international development, diplomacy, international organizations, or domestic organizations with an international focus. A minimum of 73 credits must be completed for the degree.

The M.A. degree program in international studies can be tailored to meet the unique professional needs of each student. In close consultation with a faculty 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 comparative development, cross-cultural training, cultural arts, gender and development, health education and nutrition, international business, international community development, international education, international tourism, journalism, management of nongovernmental organizations and private voluntary organizations, and public policy and planning. Concentrations in other professional areas can be arranged.

Graduates of the International Studies Program serve as international technical advisers, career diplomats, community development professionals, international business and trade experts, analysts in developing countries, international educators, administrators of international programs, and cross-cultural communication consultants.

Admission. The applicant must be a graduate of an accredited four-year college or university with a grade point average (GPA) of 3.30 or better in all academic work. The application deadline is February 1 for the following academic year. A Graduate Record Examinations (GRE) score is optional. Students whose native language is not English must verify a score of 575 (paper-based test) or 233 (computer-based test) or better on the Test of English as a Foreign Language (TOEFL) unless they have graduated from an accredited U.S. college or university. Application forms and additional information about the graduate program may be obtained from the International Studies Program.

International Students. International as well as United States students are encouraged to apply. Study programs are individually designed to meet their professional needs and those of the student's home country. Approximately half of the program's graduate students are international students.

Graduate Curriculum

Of the 73 course credits needed to complete the degree, students are required to take a minimum of 28 graded credits: 12 in the interdisciplinary core and 16 in the professional concentration area. A maximum of 24 credits may be taken in any one department in order to allow an appropriate degree of specialization.

Interdisciplinary Core. Students take 16 credits of interdisciplinary courses that form the common core of the curriculum. The core is composed of three major competence areas: cross-cultural communication and understanding, international relations, development theories and approaches, and cross-cultural research methods. Students may select from a range of specified courses to satisfy this requirement. A minimum of one course must be taken from each competence area.

Professional Concentration Area. Students must take a minimum of 24 credits in their area of professional concentration. In consultation with an adviser, students choose courses from relevant departments or professional schools. Concentration areas are tailored to individual student interests. Students interested in agricultural extension and forestry may take courses at Oregon State University. (For information on concurrent enrollment, see the **Registration and Academic Policies** section of this catalog.) With both the United States and the state of Oregon turning greater attention to export expansion, a professionalconcentration in international economics and trade in the Asia-Pacific region represents area of increasing opportunities.

Students interested in a general international studies program (for example, in preparation for the United States' or another nation's foreign service) may satisfy this requirement by taking 24 credits emphasizing international political, historical, economic, and cultural factors.

Proseminar Series. The International Studies Program conducts three required 1-credit proseminars in which students and faculty members explore the field of international studies: Proseminar (INTL 655), Research and Writing in International Studies (INTL 656), and Ethical Issues in International Research (INTL 657). Students take these courses in their first year of graduate study.

Geographic Focus. Students must take a minimum of 12 credits in their area of geographic focus (e.g., Africa, East Asia, Europe, Latin America, South Asia, or Southeast Asia). An area specialty is also possible as a professional concentration. Students who received their undergraduate degrees from institutions outside the United States may substitute an additional 12 credits in the professional concentration for the 12 credits of geographic focus. Students are encouraged to choose a geographic focus outside their native region.

Language Study and Competence. Students must demonstrate a third-year level of proficiency in a second language relevant to their professional or geographic focus before completing the program. Students who want to improve their language skills as part of their M.A. program may take course work in Chinese, Japanese, Indonesian, Russian, Thai, Vietnamese or other non-European languages; or they may take third- and fourth-year Romance- or Germanic-language courses. These language courses may be taken in lieu of up to 4 credits in the geographic focus, 8 credits in the professional concentration area, or 12 credits of the field internship if the language is studied in a country where it is commonly spoken. No more than 16 total credits of second-language study may be applied toward fulfillment of program requirements. International students whose high school or university instruction was not in English demonstrate proficiency in English as a second language through completion of the master's degree requirements. It is recommended that international students study a language from their region of concentration.

Supervised Field Internship. A 12-credit internship is required. The program assists students in locating internships and funding, both domestic and overseas, with various organizations. The internship experience should be related to the student's career plans to enhance future job opportunities. International students may do their internship in the United States. Students must pay all or most of the costs of many internships. Many graduate students in the program have competed successfully for funding to support internship experiences.

The international studies faculty expects the student to gain the following from the internship: (1) a reasonably in-depth experience in a culture other than the student's own, (2) greater fluency in the language of the culture in which the internship takes place, and (3) knowledge and experience useful to the career goals of the intern.

Exit Project. Each student must write a thesis or policy paper or have an article accepted for publication in an approved refereed journal. Nine credits are awarded for a thesis and 6 credits for a policy paper or a published article.

International Studies Courses (INTL)

196 Field Studies: [Topic] (1–2R)

198 Colloquium: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

240 Perspectives on International Development (4) Introduction to major issues in international development. Introduction to major historical and theoretical approaches to the study of international development assistance. Weiss.

250 Value Systems in Cross-Cultural Perspective (4) Introduction to value systems of various cultures, focusing on how values relate to religion, forms of social organization, group affiliation, and patterns of conflict resolution. Proudfoot.

251 Cooperation, Conflict, and Global Resources (4) Sociocultural, economic, and political perspectives on resource management strategies for coping with global imbalances. Focuses on how people seek to improve their quality of life. Stephen.

350 International Leadership (4) Interdisciplinary introduction to international and cross-cultural perspectives on leadership. Focuses on leadership in a wide array of multicultural and international contexts. Fry.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–12R) Prereq: instructor's consent.

403 Thesis (1–12R) Prereq: instructor's consent. Majors only.

405 Reading and Conference: [Topic] (1–12R) Prereq: instructor's consent.

406 Field Studies: [Topic] (1–12R) P/N only. Prereq: instructor's consent.

407/507 Seminar: [Topic] (1–5R) Current topics include Development Education, Global Perspectives and Issues, International Indigenous Peoples, Microenterprise Development, Natural Resources and Development, Thai and Lao Politics. R when topic changes.

408/508 Workshop:[Topic] (1–12R)

409 Practicum: [Topic] (1–12R) 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: [Topic] (1–5R) R when topic changes.

420/520 International Community Development (4) 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 Gender and International Development (4) Analysis of the changing roles, opportunities, and expectations of Third World women as their societies undergo social upheavals associated with the problematic effects of development. Weiss.

422/522 Aid to Developing Countries (4) Examines the history and current dynamics of international bilateral and multilateral development assistance, the possibilities and constraints of aid, and other related issues. Weiss.

423/523 Development and the Muslim World (4) Introduction to discourse on current development in various Muslim societies. Focuses on North Africa, the Middle East, South Asia, and Southeast Asia. Weiss.

430/530 World Value Systems (4) Compares and analyzes major belief and value systems. Examines how societies construct value systems and the emergence of a global value system. Weiss.

431/531 Cross-Cultural Communication (4) Focuses on skills and insights needed by professionals working in cross-cultural settings. Considers values, development, education, politics, and environment as central to cross-cultural understanding. Prereq: INTL 250. Proudfoot.

432/532 Indigenous Cultural Survival (4) Graded only. Explores case studies of global indigenous peoples who are facing cultural survival issues and developing strategies and institutions to deal with this complex process. Proudfoot.

440/540 The Pacific Challenge (4) Introduction to developments and trends in the dynamic and increasingly interdependent Pacific region. Evaluates prospects for an emerging Pacific community. Fry.

441/541 Southeast Asian Political Novels and Films: Changing Images (4) Critical review of political novels and films that have distorted images of Southeast Asia. Discussion of strategies for developing genuine understanding of Southeast Asia. Fry.

442/542 South Asia: Development and Social Change (4) Introduction to the vast social changes and development issues confronting the South Asian subcontinent. Weiss.

443/543 Postwar Vietnam and United States Relations (4) Graded only. Explores implications of America's war in Vietnam and postwar activity including contemporary issues and challenges in Vietnamese-U.S. relationships. Proudfoot.

503 Thesis (1–12R) P/N only. Prereq: exit project committee's consent. Majors only.

601 Research: [Topic] (1–12R) P/N only. Prereq: instructor's consent.

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Topic] (1–12R) Prereq: instructor's consent.

606 Field Studies: [Topic] (1–12R) P/N only. Prereq: graduate standing and exit project committee's consent.

607 Seminar: [Topic] (1–5R) A current topic is Cultural Conflict, Mediation, and Peace.

608 Special Topics: [Topic] (1–12R)

609 Practicum: [Topic] (1–12R) P/N only. Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: instructor's consent.

610 Experimental Course: [Topic] (1–5R)

640 Gender Analysis in Development Planning (4) Explores specific ways in which gender analysis is considered in development planning. Focuses on economic empowerment, political participation, and shaping international agendas. Prereq: INTL 521 or instructor's consent. Weiss.

650 International Research Methods (4) 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.

656 Research and Writing in International Studies (1) P/N only. Focus on conceptualizing research topics; accessing bibliographic databases; writing grant applications, reports, and theses. Weiss.

657 Ethical Issues in International Research (1) P/N only. Focuses on ethical issues and dilemmas that may arise in conducting field research in cultural settings outside the United States.

Judaic Studies

Matthew Dennis and Richard L. Stein, Program Directors

Executive Committee

Shaul E. Cohen, geography
Matthew Dennis, history
Daniel K. Falk, religious studies
Kenneth I. Helphand, landscape architecture
Esther Jacobson, art history
Don S. Levi, philosophy
Judith Raiskin, women's studies
Karla L. Schultz, Germanic languages and literatures
Richard L. Stein, English

Participating Faculty

Ayşe Agiş, English
Barbara K. Altmann, Romance languages
Diane B. Baxter, anthropology
Aletta Biersack, anthropology
Kenneth S. Calhoon, Germanic languages and literatures
Suzanne Clark, English
Irene Diamond, political science
Mary-Lyon Dolezal, art history
Maram Epstein, East Asian languages and literatures
David A. Frank, honors college
Lisa Freinkel, English
Marion Sherman Goldman, sociology
Evlyn Gould, Romance languages
Roland Greene, comparative literature
Julie M. Hessler, history
Arnold Ismach, journalism and communication
Mary K. Jaeger, classics
Mark Johnson, philosophy
Linda Kintz, English
Mark Levy, music
Massimo Lollini, Romance languages
Ronald J. Lovinger, landscape architecture
David M. Luebke, history
John T. Lysaker, philosophy
Jack P. Maddex, history
Ajuan Maria Mance, English
John McCole, history
James C. Mohr, history
Geraldine Moreno, anthropology
Sandra L. Morgen, sociology
Doris L. Payne, linguistics
Martha A. Ravits, women's studies
Elizabeth Reis, history
Cheyney C. Ryan, philosophy
J. T. Sanders, religious studies
Sharon R. Sherman, English
Carol T. Silverman, anthropology
Alison B. Snyder, architecture
Jonathan S. Skolnik, Germanic languages and literatures
Arlene Stein, sociology
Mónica Szurmuk, Romance languages
William Toll, history
Nancy Tuana, philosophy
Julian Weiss, Romance languages
Ronald Wixman, geography
Mary E. Wood, English

About the Program

The interdisciplinary Harold Schnitzer Family Program in Judaic Studies is organized around

inquiry in Jewish society, thought, and creative traditions, considered in the context of the history of Western culture. The program offers a major leading to a bachelor of arts (B.A.) degree and a minor, and sponsors courses, lectures, and other events of interest to the general student population and the wider community.

Undergraduate Studies

The Judaic studies program consists of a core of courses taught under the JDST subject code and a broad range of related courses taught in the disciplines of participating faculty members, including anthropology, art history, comparative literature, English, geography, Germanic languages and literatures, landscape architecture, music, philosophy, political science, religious studies, Romance languages, sociology, and women's studies.

The program's focus on central issues in the humanities and in the history of western culture provides a broad liberal-arts background suitable to careers in a wide range of professional fields and to graduate work in Judaic studies or related fields.

The major combines flexibility and focus. Majors must satisfy the university's foreign language requirement for the bachelor of arts with Hebrew. Introduction to Study of the Bible (REL 111), first-year language study, and contextual courses occupy the first year. Lower-division contextual courses place Judaic studies in the broad context in Western history and culture.

In the second year, majors take the yearlong sequence of foundations of Judaic studies courses (JDST 201, 202, 203) and continue studying Hebrew.

The third and fourth year are devoted to fulfilling upper-division requirements. Majors take three topics courses, which focus on significant issues in Judaic studies as defined from the perspective of the instructor's academic discipline. These courses must be taken in at least two departments. Recently offered topics courses include Early Judaism (REL 315), Jewish Writers (ENG 340), and Jewish Folklore and Ethnology (ANTH 429) as well as Experimental Courses: Geography of the Middle East (GEOG 410) and Judaism and Ecology (PS 410). The program director has information about courses that satisfy this requirement.

Discipline-based courses discuss topics related to Judaic studies, but Judaic topics are not the main focus of the course. The two discipline-based courses allow students to develop their knowledge of Judaic studies in relation to broader disciplinary considerations. To receive major credit for these courses, students must develop, with the approval and direction of the course instructor, independent projects centered on the topics related to Judaic studies. Recently offered courses include The Bible and Literature (ENG 421), Geography of Religion (GEOG 446), and Sociology of Religion (SOC 461) as well as Experimental Courses: Religion, Gender and the Body (ANTH 410) and Freud (COLT 410). Permanently numbered discipline-based courses in other departments include Philosophy of Religion (PHIL 320), Religious Life in the United States (HIST 359), Remembering Germany's Nazi Past (GER 368), Europe in the 20th Century (HIST 428), and New World Poetics (COLT 473). Consult the program director about how to obtain approval for courses and project designs.

In the senior year, majors take the capstone course, designed to integrate the four-year program, and complete a substantial senior project.

Majors are strongly encourage to take advantage of the university's study-abroad program by attending the Rothberg School of the Hebrew University of Jerusalem.

Major Requirements

The major requires a minimum of 82 credits, including at least 28 upper-division credits and two years of modern Hebrew.

Course Requirements

Lower Division	*54 credits*
First-Year Hebrew (HBRW 101, 102, 103)	12
Introduction to the Study of the Bible (REL 111)	4
Second-Year Hebrew (HBRW 201, 202, 203)	12
Select two courses from Western Civilization (HIST 101, 102, 103), Introduction to the Humanities I,II,III (HUM 101, 102, 103), Philosophical Problems (PHIL 101), History of Western Art I,II,III (ARH 204, 205, 206) Great Religions of the World (REL 201, 202)	8
Foundations of Judaic Thought (JDST 201)	4
Foundations of Judaic History (JDST 202)	4
Foundations of Judaic Culture (JDST 203)	4
Upper Division	*28 credits*
Three approved "topics in Judaic studies" courses offered by at least two other departments	12
Two approved discipline-based courses	8
Judaic Studies Capstone (JDST 414)	4
Senior Project (JDST 415)	4

Minor Requirements

The minor in Judaic studies requires 32 credits, including 20 upper-division credits.

Students are encouraged to establish a broad context for the Judaic studies minor by taking courses in some area of Western history and culture—e.g., Western Civilization (HIST 101, 102, 103) or courses in religious studies, art history, philosophy or a combination thereof.

Course Requirements

Lower Division	*12 credits*
Foundations of Judaic Thought (JDST 201)	4
Foundations of Judaic History (JDST 202)	4
Foundations of Judaic Culture (JDST 203)	4
Upper Division	*20*
Three approved "topics in Judaic studies" courses offered by at least two other departments	12
Two approved discipline-based courses	8

Hebrew Courses (HBRW)

101, 102, 103 First-Year Modern Hebrew (5,5,5) Elementary modern Hebrew with emphasis on the development of listening, speaking, reading, and writing skills, using a communicative approach. Conducted in Hebrew. Sequence.

199 Special Studies [Topic] (1–12R)

201, 202, 203 Second-Year Modern Hebrew (4,4,4) Review of grammar, reading of modern Hebrew and cultural texts, development of speaking and writing skills. Conducted in Hebrew. Prereq: HBRW 103. Sequence.

399 Special Studies [Topic] (1–12R)

401 Research [Topic] (1–12R)

402 Supervised College Teaching (1–12R)

403 Thesis (1–12R)

404 Internship [Topic] (1–12R)

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

406 Special Problems [Topic] (1–12R)

407 Seminar [Topic] (1–16R)

408 Colloquium [Topic] (1–16R)

409 Practicum [Topic] (1–12R)

410 Experimental Course [Topic] (1–16R)

Judaic Studies Courses (JDST)

199 Special Studies [Topic] (1–12R)

201 Foundations of Judaic Thought (4) Fundamental ideas and texts of Judaic intellectual tradition: monotheism, covenant, law, prophetic vision, mysticism, ethics.

202 Foundations of Judaic History (4) Survey of Judaic history, from ancient Hebrews to the 20th century.

203 Foundations of Judaic Culture (4) Survey of Judaic cultural traditions in literature, art, architecture, and music.

399 Special Studies [Topic] (1–12R)

401 Research [Topic] (1–12R)

402 Supervised College Teaching (1–12R)

403 Thesis (1–12R)

404 Internship [Topic] (1–12R)

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

406 Special Problems [Topic] (1–12R)

407 Seminar [Topic] (1–16R)

408 Colloquium [Topic] (1–16R)

409 Practicum [Topic] (1–12R)

410 Experimental Course [Topic] (1–16R)

414 Judaic Studies Capstone (4) Emphasizes issues and research methodologies that integrate studies in the major; establishes contexts for developing the senior project. Not offered 1999-2000.

415 Senior Project (4) Intensive discussion of research methods and preparation and presentation of an independent project. Not offered 1999-2000.

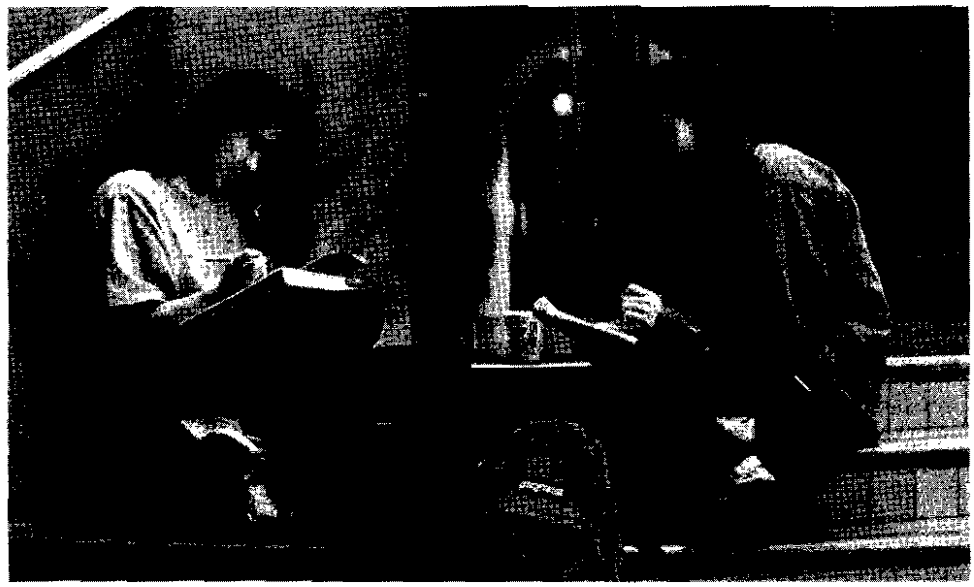
Latin American Studies

Leonardo García-Pabón, Program Director

(541) 346-4039
220 Friendly Hall

Participating Faculty

Carlos Aguirre, history
Jacqueline Cruz, Romance languages
Juan A. Epple, Romance languages
Linda O. Fuller, sociology
Leonardo García-Pabón, Romance languages
Amalia Gladhart, Romance languages
Daniel Goldrich, political science
Robert S. Haskett, history
Kenneth M. Kempner, educational leadership, technology, and administration
Linda Kintz, English
Julia Lesage, English
Barbara D. May, Romance languages
Lynn Stephen, anthropology
Mónica Szurmuk, Romance languages
Stephanie Wood, history
Philip D. Young, anthropology



About the Program

The University of Oregon offers undergraduate and graduate programs of concentration in Latin American studies under the auspices of the interdisciplinary Committee on Latin American Studies. No degree in Latin American studies is available at the university. An emphasis on Latin America is available for bachelor of arts (B.A.) and for master of arts (M.A.) degrees with majors in anthropology, history, international studies, and Spanish. See the **Anthropology, History, International Studies,** and **Romance Languages** sections of this catalog.

Study Abroad

See index entries in this catalog under "Overseas study." Overseas study in Spain may be arranged through the Department of Romance Languages.

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Academic Affairs** section of this catalog.

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 Agency), the foreign aid programs of the American government, the United Nations and other international organizations, private foundations, international businesses, and international nongovernmental organizations (including church, human-rights, and environmental 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 at least two years of college-level Spanish or Portuguese or both
3. A major in anthropology, history, international studies, or Spanish
4. A minimum of 12 credits in Latin American area courses (listed below)

Anthropology. Students choosing a major in anthropology must complete all requirements for the major as outlined in the **Anthropology** section of this catalog. They must also complete a minimum of 12 credits of courses with Latin American content, chosen from among the following:

Research (ANTH 401), Reading and Conference (ANTH 405), Seminar (ANTH 407), Native Central Americans (ANTH 433), Native South Americans (ANTH 434), Middle American Prehistory (ANTH 444).

The advisers for Latin American anthropology are Lynn Stephen and Philip D. Young.

History. Students choosing a major in history must complete all requirements for the major as outlined in the **History** section of this catalog. They must also complete Latin America (HIST 380, 381, 382) and a minimum of 6 additional credits in courses with Latin American content, chosen from among the following:

Research (HIST 401), Reading and Conference (HIST 405), Seminar (HIST 407), Mexico (HIST 480), Latin American Regional History (HIST 481), Latin America's Indian Peoples (HIST 482), Latin America (HIST 483)

The adviser for Latin American history is Robert S. Haskett.

International Studies. Students choosing a major in international studies must take a minimum of 16 credits related to Latin America. Proficiency equivalent to at least the third year of college Spanish or Portuguese is also required, and students must either study or have an internship in Latin America for at least one term. Students write a senior paper or honor's thesis on a Latin American topic.

The Latin America adviser for international studies is Lynn Stephen.

Spanish. Students choosing a major in Spanish must complete all requirements for the major as outlined in the **Romance Languages** section of this catalog. Offerings include Survey of Spanish-American Literature (SPAN 318, 319), Hispanic Literature in the United States (SPAN 328), Seminar (SPAN 407) on selected topics, Spanish American Short Story (SPAN 435), and Colonial Latin American Literature (SPAN 450)

The Latin American advisers for Spanish are Juan A. Epple and Leonardo García-Pabón.

Latin American Area Courses. In addition to courses in a student's primary concentration, a minimum of 12 credits in courses with Latin American content are required. Some of the courses that fulfill this requirement include International Community Development (INTL 420), Native Central Americans (ANTH 433), Native South Americans (ANTH 434), Middle American Prehistory (ANTH 444), Advanced Geography of European-American Regions (GEOG 470), Mexico (HIST 480), Latin American Regional History (HIST 481), Crisis in Central America (PS 235), Government and Politics of Latin America I,II (PS 463, 464).

Graduate Studies

Specialization in Latin American studies at the graduate level is possible in a number of departments in the College of Arts and Sciences. Anthropology, economics, history, international studies, political science, sociology, and Spanish (in the Romance languages department) have faculty members who are competent and interested in the area. It is possible to arrange graduate degree programs in these departments with a concentration in Latin American studies.

Linguistics

Doris L. Payne, Department Head

(541) 346-3906
233 Straub Hall
1290 University of Oregon
Eugene OR 97402-1290
http://logos.uoregon.edu

Faculty

Kathie Carpenter, associate professor (Southeast Asian linguistics, adult and child language acquisition, psycholinguistics, language and culture). B.A., 1975, California, San Diego; M.A., 1983, Ph.D., 1987, Stanford. (1989)

Scott DeLancey, 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, associate professor (morphology, syntactic topology and universals, semantics, discourse and cognition, language processing, language and culture; Amerindian and Nilotic languages). B.S., 1974, Wheaton; M.A., 1976, Texas at Arlington; Ph.D., 1985, California, Los Angeles. (1987)

Eric W. Pederson, assistant professor (cognitive and psycholinguistics, language and culture; South Indian languages). B.A., 1982, M.A., 1985, Ph.D., 1991, California, Berkeley. (1997)

Jacquelyn Schachter, professor (second-language acquisition, applied linguistics). B.A., 1959, M.A., 1965, Ph.D., 1971, California, Los Angeles. (1991)

Russell S. Tomlin, professor (language and cognition, discourse analysis, language processing and psycholinguistics, second-language acquisition, research methods, syntax, semantics, language typology and universals); associate dean, arts and sciences. B.A., 1973, Knox; M.A., 1975, Ph.D., 1979, Michigan. (1979)

Cynthia M. Vakareliyska, associate professor (Slavic linguistics). B.A., 1973, Princeton; J.D., 1976, Columbia; Ph.D., 1990, Harvard. (1994)

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

Participating

Dare A. Baldwin, psychology
James L. Boren, English
Robert L. Davis, Romance languages
Sarah A. Douglas, computer and information science
Carl Falsgraf, Center for Applied Japanese Language Studies
Noriko Fujii, East Asian languages and literatures
Mark Johnson, philosophy
Ruth Kanagy, East Asian languages and literatures
Sarah Klinghammer, American English Institute
Helen Neville, psychology
Michael I. Posner, psychology
Patricia L. Rounds, American English Institute
Theodore Stern, anthropology
Philip D. Young, anthropology

About the Department

The Department of Linguistics offers instruction in linguistics leading to a bachelor 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 B.A. degree in linguistics provides a solid foundation for graduate studies in anthropology, communication, communication disorders and sciences, computer-science education, journalism, linguistics, literature and languages, philosophy, psychology, or sociology. It is also a strong entry point into the various practical applied fields listed above.

Advising. Undergraduate students in linguistics consult the departmental undergraduate adviser each term about their study program.

Major Requirements

1. Two years of one second language and one year of another
2. The following courses:

	31 credits
Introduction to Linguistics (LING 290)	4
Analytical Methods in Morphology and Syntax (LING 351)	4
Phonetics (LING 411)	4
Introduction to Phonology (LING 450)	4
Syntax and Semantics I,II (LING 451, 452)	8
Historical and Comparative Linguistics (LING 460)	4
Sociolinguistics (LING 490)	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 Seminar (LING 407)
4. 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

Honors in Linguistics

By fulfilling the following requirements, any linguistics major may graduate with honors.

Grade Point Average. On entry to the honors program at the end of the junior year, have a grade point average (GPA) of 3.75 or higher in linguistics courses and 3.50 overall. At the end of the senior year, have a GPA of 3.75 or higher in linguistics courses.

Senior Thesis. Write an original honors thesis under the guidance of thesis adviser from the linguistics faculty, chosen in consultation with the undergraduate adviser. The thesis must be a substantial piece of work; it may be a revised and expanded version of a term paper. The thesis adviser determines whether the thesis is acceptable and may require the student to register for up to 6 credits in Honors Thesis (LING 403), taken pass/no pass (P/N).

Upon fulfilling these requirements, the candidate is approved to receive a B.A. degree with honors in linguistics.

Minor 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 minimum of 28 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	***28 credits***
Introduction to Linguistics (LING 290)	4
Two courses chosen from Language, Culture, and Society (LING 295), Languages of the World (LING 311), Language and Cognition (LING 396)	8
Phonetics (LING 411)	4
Introduction to Phonology (LING 450)	4
Syntax and Semantics I,II (LING 451, 452)	8

Certificate in Second-Language Acquisition and Teaching

In collaboration with several UO departments, the Department of Linguistics offers an undergraduate certificate that focuses on the theory of second-language acquisition and teaching and its application in pedagogical settings. The certificate is designed to complement any other major. Availability of the certificate program is contingent on final approval by the Oregon State Board of Higher Education.

To earn a certificate, the student must complete an approved set of courses in consultation with the certificate adviser, including 12 approved credits in second-language acquisition theory

and methodology; 8 to 15 approved credits in linguistic description of a target language; 3 to 4 credits in practicum, internship, or supervised tutoring; and college-level second-language study (two years of a second language if the certificate target language is English; 3 years if the target language is Japanese, French, Spanish, or Russian).

Foreign Language Teaching Licensure

Second-Language Acquisition (LING 444/544) and Second-Language Teaching (LING 445/545) can be incorporated into a foreign language teacher education program. Students who take either course for this purpose must complete their field research in the targeted language.

Graduate Studies

Solid preparation in linguistics is indispensable to any specialization at the graduate level, applied as well as theoretical. Although the faculty and courses deal with a variety of linguistic topics, 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, fieldwork, experimental, and cross-linguistic approach to the methodology of linguistic research
3. Interdisciplinary emphasis on the place of human language in its wider natural context
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 students are assigned a faculty member to advise them in the areas of their academic interest. The faculty reviews the performance of each graduate student at the end of each academic term. In case a student falls below what the faculty considers minimal standards of performance 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 general 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 in the SLAT curriculum; other students may pursue a variety of electives in both linguistics and related disciplines.

Prerequisites. Students may be required to take and pass with grades of B– or better certain prerequisite courses, typically Phonetics (LING 511) and Language, Mind, and Culture (LING 521).

Degree Requirements

The 47-credit master's degree requirements consist of core courses, either the general linguistics option or the applied linguistics option, and 20 elective credits.

Core Courses	***12 credits***
Introduction to Phonology (LING 550)	4
Syntax and Semantics I,II (LING 551, 552)	8
General Linguistics Option	***15 credits***
One approved Seminar (LING 507 or 607)	3
Linguistic Theory: Phonology (LING 614)	4
Linguistic Theory: Syntax (LING 615)	4
Linguistic Theory: Semantics (LING 616)	4
Applied Linguistics Option	***15 credits***
One approved Seminar (LING 507 or 607) in applied linguistics	3
Advanced Second-Language Acquisition (LING 644)	4
Advanced Second-Language Teaching (LING 645)	4
One linguistic-theory course chosen from LING 614, 615, 616	4

Electives. Students working toward an M.A. degree must take an additional 20 credits in graduate-level courses chosen from linguistics or other relevant, related disciplines. Students are encouraged to select electives in consultation with the department's graduate adviser and members of the linguistics department faculty.

Second-Language Requirement. Candidates for the M.A. must have completed two years of a second language during the previous seven years.

M.A. 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 B– can be used 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 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, communication disorders and sciences, discourse and text analysis, English linguistics, first- and second-language acquisition, language-data processing, neurolinguistics, psycholinguistics, and sociolinguistics.

Admission Requirements. Applicants 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.

Second-Language Requirement. Students in the Ph.D. program must demonstrate proficiency in two second languages, either by examination or through course work. These languages are typically Chinese, French, German, Japanese, Russian, or Spanish, 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. Courses applied to the M.A. degree cannot 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 to 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 and publishable quality 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, writing an original dissertation acceptable to the doctoral committee, and passing 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.

American English Institute

The American English Institute provides English as a second language (ESL) instruction to nonnative speakers of English. It offers teaching, training, and employment opportunities for graduate students in ESL methodology, second-language acquisition, and curriculum development as well as research opportunities in the acquisition and teaching of language and related fields.

Cognitive and Decision Sciences

Several linguistics faculty members are associated with the Institute of Cognitive and Decision Sciences. For more information, see that institute in the **Research Institutes and Centers** section of this catalog.

Neuroscience

See the **Neuroscience** section of this catalog for information about the study of neuroscience at the university.

Southeast Asian Languages

The Department of Linguistics offers three years of Thai and Indonesian languages and two years of Vietnamese. Arrangements can be made with linguistics faculty members for more advanced study of Vietnamese. The Southeast Asian languages program builds proficiency in the 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 specialist in Southeast Asian languages discusses grammatical and stylistic points. Courses are offered sequentially beginning fall term. See also the **Southeast Asian Studies** section of this catalog.

American English for International Students Courses (AEIS)

81 English Pronunciation for International Students (2) Practice in the pronunciation of English; diagnosis of pronunciation problems; practice in accurately producing English sounds, sound sequences, stress, and intonation.

103 Comprehending Oral Academic Discourse (4) Explores elements of aural comprehension, focusing on classroom-based academic discourse: listening strategies based on oral linguistic cues, identification of topics, use of schemata, discourse genres. Prereq: TOEFL score of 500–574, English-proficiency examination administered by UO Testing Office.

105 Producing Oral Academic Discourse (4) Covers conventions of oral academic discourse including negotiating meaning, information gathering, reporting, and small-group interaction. Prereq: TOEFL score of 500–574, English-proficiency examination administered by UO Testing Office.

107 Comprehending Written Academic Text (4) Provides interactive reading model for effective processing of academic texts. Emphasizes development of critical reading skills, use of content schemata, and the role of context in resolving ambiguity. Prereq: TOEFL score of 500–574, English-proficiency examination administered by UO Testing Office.

110 Written Discourse I (4) Introduces conventions of expository essay writing. Emphasizes clear, effective written communication and development of editing skills. Covers grammar in context. Prereq: TOEFL score of 500–574, English-proficiency examination administered by UO Testing Office.

111 Written Discourse II (4) Intermediate writing for nonnative speakers of English. Critical analysis of literary readings leading to summary, paraphrase, essay-examination responses, and expository essays. Prereq: TOEFL score of 500–574, AEIS 110 or English-proficiency examination administered by UO Testing Office.

112 Written Discourse III (4) Advanced writing for nonnative speakers of English. Critical reading of academic texts for response in various academic modes: reporting research, critical analysis, and argumentation. Prereq: TOEFL score of 500–574, AEIS 111 or English-proficiency examination administered by UO Testing Office.

Indonesian Courses (INDO)

101, 102, 103 First-Year Indonesian (5,5,5) Basic grammar of Indonesian; practice in conversation, reading, and writing. Sequence.

201, 202, 203 Second-Year Indonesian (5,5,5) Intermediate Indonesian grammar, conversation, reading, and composition. Sequence. Prereq: INDO 103 or equivalent.

301, 302, 303 Third-Year Indonesian (3,3,3) Emphasis on advanced-level development of speaking, listening, reading, and writing through extensive reading of authentic texts, in-class discussion of the texts themselves as well as social and cultural issues raised in the content of those texts. Sequence. Prereq: INDO 203, Southeast Asian Studies Summer Institute second-year Indonesian, or instructor's consent.

Linguistics Courses (LING)

101 Introduction to Language (4) Nontechnical introduction to language. Issues of general concern such as language attitudes; language and legislation, nationalism, gender; language learning; and human language versus animal communication.

144 Introduction to Foreign-Language Learning (3) Basic concepts in language and language learning. Designed to help students of foreign languages improve their learning in classrooms and independently.

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: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Survey of various topics in linguistics.

225 Writing Systems (4) Survey of the types, origins, development, and spread of writing systems of the world, both extinct and modern. Problems of decipherment. Issues of literacy.

290 Introduction to 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 cannot receive credit for both LING 290 and 421/521.*

295 Language, Culture, and Society (4) Ways in which language reflects culture and in turn determines cultural world view, interaction between language and social structure, social relations and interpersonal communication.

311 Languages of the World (4) Survey of the variability and distribution of the languages of the world in terms of linguistic typology, genetic relationships, and geographic location.

351 Analytical Methods in Morphology and Syntax (4) Methods of determining the morphological and syntactic patterns of natural language data. Prereq: LING 290.

396 Language and Cognition (4) How human thought is coded by language. Topics include meaning, categorization; linguistic units and speech behavior; language use and memory.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R) Individual research supervised by a faculty member. Prereq: instructor's consent.

403 Honors Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R) Individual reading and bibliographic work supervised by a faculty member. Prereq: instructor's consent.

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis, acoustic phonetics, psycholinguistics, language acquisition, applied linguistics.

408/508 Workshop:[Topic] (1–21R)

409 Supervised Tutoring (1–21R)

410/510 Experimental Course: [Topic] (1–5R) Recent topics are Classical Tibetan, First-Language Acquisition, Old Irish.

411/511 Phonetics (4) The articulatory and acoustic basis for the classification and description of speech sounds; relevance of this phonetic base to phonological analysis. Pre- or coreq: LING 290.

421/521 Language, Mind, and Culture (4) Not offered 1999–2000.

422/522 Language Planning and Policy (3) Basic concepts including political, economic, and sociolinguistic factors in language planning and policy. Official, standard, symbolic language roles, language maintenance and development, development of orthographies and dictionaries. Prereq: LING 290 or instructor's consent.

423/523 Fieldwork Methods and Ethics (3) Qualitative methodology in cross-cultural fieldwork from an interdisciplinary perspective. Ethics and techniques in preparation for the field, field relations, leaving the field. Prereq: instructor's consent.

426/526 Analysis of Language Structure: [Topic] (3R) Structure of individual languages, language subfamilies, or families. Specific languages vary, with selection most likely from Arabic, Austronesian, Bantu, Chinese, Greek, Hebrew, Hindi, Japanese, Latin. Prereq: LING 450/550, 451/551, 452/552 or instructor's consent. R when topic changes.

432/532 Pathological Language (3) Examines the language symptoms of aphasia, schizophrenia, Alzheimer's disease, and other neurological and psychiatric conditions from a neurolinguistic perspective. Prereq: LING 290 or equivalent, or instructor's consent.

440/540 Linguistic Principles and Second-Language Learning (4) Introduction to how languages are learned in school contexts; underlying human-language principles. Special attention to learning issues that classroom teachers need to address. Prereq: instructor's consent. *Students cannot receive credit for both LING 440/540 and 444/544.*

444/544 Second-Language Acquisition (4) Introduction to cognitive and social processes of acquiring second languages. Prereq: LING 290. One extra hour a week of field research; research paper. *Students cannot receive credit for both LING 440/540 and 444/544.*

445/545 Second-Language Teaching (4) Approaches and methods of teaching second languages. Theoretical principles of language teaching; pedagogical principles for second-language abilities in speaking, listening, reading, and composition. Prereq: LING 444/544 or instructor's consent. One extra hour a week of field research; research paper.

446/546 Second-Language Teaching Practice (4) Intensive workshop and practice in teaching instruction. Practical methods for developing skills in listening, speaking, reading, writing, and testing second languages. Prereq: LING 445/545.

447/547 Content-Based English as a Second Language (4) Concepts and instructional methods related to teaching English as a second language for teachers of ESL students in content courses. Emphasizes kindergarten through grade twelve.

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, 351.

452/552 Syntax and Semantics II (4) Complex syntactic structures and their discourse function; embedded, coordinate, and subordinate clauses; nondeclarative speech acts, topicalization, contrast, and focusing; 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 proto-languages. 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.

503 Thesis (1–16R) P/N only. Individual research on M.A. thesis supervised by a faculty member. Prereq: instructor's consent.

601 Research: [Topic] (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: [Topic] (1–16R) Individual reading and bibliographic work supervised by a faculty member. Prereq: instructor's consent.

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Topics include syntax, semantics, discourse pragmatics, stylistics, psycholinguistics, neurolinguistics, language contact, pidgins and creoles, first- or second-language acquisition, language and culture. Prereq: LING 450/550, 452/552 or instructor's consent.

608 Workshop: [Topic] (1–16R)

609 Teaching English as a Second Language Practicum: [Topic] (3) Supervised practicum in teaching English as a second language to adults or to children. Prereq: LING 444/544, 445/545.

610 Experimental Course: [Topic] (1–5R)

614 Linguistic Theory: Phonology (4) Detailed investigation of phonological theory. Topics may include sound systems and their typology, morphophonology, and the acquisition of phonological structures. Prereq: LING 450/550.

615 Linguistic Theory: Syntax (4) Issues in syntactic theory. Topics may include universals of semantic, pragmatic, and discourse function and their relation to syntax, syntactic typology and universals, formal models in syntactic description. Prereq: LING 452/552.

616 Linguistic Theory: Semantics (4) Detailed investigation of issues in semantic and pragmatic theory. Topics may include universals of lexical semantics and discourse pragmatics and their interaction. Prereq: LING 452/552.

617, 618, 619 Field Methods I,II,III (5,5,5) Supervised linguistics fieldwork with language informants, both in and out of class. Application of language universals to the elicitation, analysis, and evaluation of data from particular languages; the writing of phonological, lexical, and grammatical descriptions; sentence versus text elicitation. Sequence. Prereq: LING 450/550, 452/552.

621 Empirical Methods in Linguistics (4) Empirical quantified methods of data collection and analysis; statistical evaluation of results. Data derived from discourse, conversation, psycholinguistics, first- and second-language acquisition, speech pathology, speech and writing deficiencies. Prereq: LING 450/550, 452/552 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.

644 Advanced Second-Language Acquisition (4) Characterization of major theoretical frameworks from which to view second language–acquisition issues and research paradigms associated with each framework: universal grammar, sociolinguistic, psycholinguistic. Prereq: LING 444/544.

645 Advanced Second-Language Teaching (4) Current issues in and research on theory and practice. Topics may include curriculum development, classroom research, testing, communicative language learning, learner-centered approaches to teaching. Prereq: LING 445/545.

660 Historical Syntax (4) Topics in the study of syntactic change. Prereq: LING 452/552, LING 460/560 or equivalent.

Thai Courses (THAI)

101, 102, 103 First-Year Thai (5,5,5) Provides essentials of grammar, basic conversational skills, and a thorough grounding in the writing system. Sequence.

201, 202, 203 Second-Year Thai (5,5,5) Additional grammatical patterns, practice in speaking, reading, and writing Thai. Sequence. Prereq: THAI 103 or equivalent.

301, 302, 303 Third-Year Thai (3,3,3) Emphasis on advanced-level development of speaking, listening, reading, and writing through extensive reading of authentic texts, in-class discussion of the texts themselves as well as social and cultural issues raised in the content of those texts. Sequence. Prereq: THAI 203, Southeast Asian Studies Summer Institute second-year Thai, or instructor's consent.

Vietnamese Courses (VIET)

101, 102, 103 First-Year Vietnamese (5,5,5) Introductory Vietnamese language. Stresses speaking, listening comprehension, reading, and writing. Sequence.

201, 202, 203 Second-Year Vietnamese (5,5,5) Intermediate Vietnamese language. Strengthens speaking, listening comprehension, reading, and writing skills. Sequence. Prereq: VIET 103 or equivalent.

Mathematics

Gary M. Seitz, Department Head

(541) 346-4705
218 Fenton Hall
1222 University of Oregon
Eugene OR 97403-1222

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)

Boris Botvinnik, associate professor (algebraic topology). M.S., 1978, Novosibirsk State; Ph.D., 1984, USSR Academy of Sciences, Novosibirsk. (1993)

Jonathan Brundan, assistant professor (Lie theory, representation theory). B.A., 1992, Queens College, Cambridge; Ph.D., 1996, University of London. (1997)

Micheal N. Dyer, professor (algebraic topology). B.A., 1960, Rice; Ph.D., 1965, California, Los Angeles. (1967)

Peter B. Gilkey, professor (global analysis, differential geometry). B.S., M.A., 1967, Yale; Ph.D., 1972, Harvard. (1981)

Elizabeth A. Housworth, assistant professor (probability theory). B.A., 1986, Emory; Ph.D., 1992, Virginia. (1994)

James A. Isenberg, professor (mathematical physics, differential geometry, nonlinear partial differential equations). A.B., 1973, Princeton; Ph.D., 1979, Maryland. (1982)

William M. Kantor, professor (finite geometries, computational group theory, combinatorics). B.S., 1964, Brooklyn; M.A., 1965, Ph.D.,1968, Wisconsin, Madison. On leave 1999–2000. (1971)

Alexander S. Kleshchev, assistant professor (algebra, representation theory). B.S., M.S., 1988, Moscow State University; Ph.D., 1993, Institute of Mathematics, Academy of Sciences of Belarus, Minsk. (1995)

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. On leave 1999–2000. (1986)

Huaxin Lin, associate professor (functional analysis). B.A., 1980, East China Normal University, Shanghai; M.S., 1984, Ph.D., 1986, Purdue. (1995)

N. Christopher Phillips, associate professor (functional analysis). A.B., 1978, M.A., 1980, Ph.D., 1984, California, Berkeley. (1990)

Hal Sadofsky, assistant professor (algebraic topology, homotopy theory). B.S., 1984, Rochester; Ph.D., 1990, Massachusetts Institute of Technology. (1995)

Gary M. Seitz, professor (algebraic groups, finite groups, representation theory). A.B., 1964, M.A., 1965, California, Berkeley; Ph.D., 1968, Oregon. (1970)

Qi-Man Shao, assistant professor (statistics and probability). B.S., 1983, M.S., 1986, Hangzhou University; Ph.D., 1989, University of Science and Technology (China). (1996)

Brad S. Shelton, associate professor (Lie groups, harmonic analysis, representations). 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)

Stuart Thomas, senior instructor. A.B., 1965, California State, Long Beach; M.A., 1967, California, Berkeley. (1990)

Kathleen L. M. Trigueiro, senior instructor. B.A., 1970, Wisconsin, Madison; M.A., 1975, California State, San Francisco. (1979)

Marie A. Vitulli, professor (algebraic geometry). B.A., 1971, Rochester; M.A., 1973, Ph.D., 1976, Pennsylvania. (1976)

Jerry M. Wolfe, associate professor (numerical analysis). B.S., 1966, Oregon State; M.A., 1969, Ph.D., 1972, Washington (Seattle). (1970)

Daming Xu, associate professor (statistics). B.A., 1965, University of Science and Technology (China); Ph.D., 1988, Chicago. (1988)

Yuan Xu, associate professor (numerical analysis). B.S., 1982, Northwestern University (Xi'an China); M.S., 1984, Beijing Institute of Aeronautics and Astronautics; Ph.D., 1988, Temple. On leave 1999–2000. (1992)

Sergey Yuzvinsky, professor (representation theory, combinatorics, multiplication of forms). M.A., 1963, Ph.D., 1966, Leningrad. (1980)

Emeriti

Fred C. Andrews, professor emeritus. B.S., 1946, M.S., 1948, Washington (Seattle); Ph.D., 1953, California, Berkeley. (1957)

Richard B. Barrar, professor emeritus. 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. B.A., 1939, Buffalo; M.A., 1941, Ph.D., 1942, Duke. (1946)

Charles W. Curtis, professor emeritus. B.A., 1947, Bowdoin; M.A., 1948, Ph.D., 1951, Yale. (1963)

Robert S. Freeman, associate professor emeritus. B.A.E., 1947, New York; Ph.D., 1958, California, Berkeley. (1967)

Kenneth S. Ghent, professor emeritus. B.A., 1932, McMaster; S.M., 1933, Ph.D., 1935, Chicago. (1935)

David K. Harrison, professor emeritus. B.A., 1953, Williams; Ph.D., 1956, Princeton. (1963)

Henry L. Loeb, professor emeritus. B.S., 1949, Wisconsin, Madison; M.A., 1958, Columbia; Ph.D., 1965, California, Los Angeles. (1966)

Paul Olum, professor emeritus; university president emeritus. A.B., 1940, Harvard; M.A., 1942, Princeton; Ph.D., 1947, Harvard. (1976)

Theodore W. Palmer, professor emeritus. B.A., 1958, M.A., 1958, Johns Hopkins; A.M., 1959, Ph.D., 1966, Harvard. (1970)

Kenneth A. Ross, professor emeritus. B.S., 1956, Utah; M.S., 1958, Ph.D., 1960, Washington (Seattle). (1964)

Robert F. Tate, professor emeritus. B.A., 1944, California, Berkeley; M.S., 1949, North Carolina; Ph.D., 1952, California, Berkeley. (1965)

Donald R. Truax, professor emeritus. B.S., 1951, M.S., 1953, Washington (Seattle); Ph.D., 1955, Stanford. (1959)

James M. Van Buskirk, professor emeritus. B.S., 1954, Wisconsin, Superior; M.S., 1955, Ph.D., 1962, Wisconsin, Madison. (1962)

Marion I. Walter, professor emerita. B.A., 1950, Hunter; M.S., 1954, New York; D.Ed., 1967, Harvard. (1977)

Lewis E. Ward Jr., professor emeritus. A.B., 1949, California, Berkeley; M.S., 1951, Ph.D., 1953, Tulane. (1959)

Charles R. B. Wright, professor emeritus. B.A., 1956, M.A., 1957, Nebraska; Ph.D., 1959, Wisconsin, Madison. (1961)

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

About the Department

Facilities

The department office, the Mathematics Library, and a microcomputer classroom and laboratory are housed in Fenton Hall. A reading and study area is located in the Moursund Reading Room of the Mathematics Library. The Hilbert Space, an undergraduate mathematics center, is in Deady Hall.

Awards and Prizes

The William Lowell Putnam examination, a competitive, nationally administered mathematics examination, is given early each December. It contains twelve very challenging problems, and prizes are awarded to the top finishers in the nation. Interested students should consult the chair of the undergraduate affairs committee at the beginning of fall term.

The Anderson Award, endowed by Frank W. Anderson, honors an advanced graduate student with the department's most outstanding teaching record.

The Curtis Scholarship, endowed by Charles W. and Elizabeth H. Curtis, honors a continuing undergraduate student who has shown outstanding achievement in mathematics.

The DeCou Prize, which honors a former longtime department head, E. E. DeCou, and his son E. J. DeCou, is awarded annually to the outstanding graduating senior with a mathematics major.

The Stevenson Prize, funded by Donald W. and Jean Stevenson, is awarded annually to the outstanding senior graduating with a precollege-teaching option.

The Wood Scholarship, created in memory of Frank E. Wood, is awarded each year to the best continuing student majoring in mathematics.

Undergraduate Studies

Courses offered by the 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 provide basic mathematical and statistical training for students in the social, biological, and physical sciences and in the professional schools; prepare teachers of mathematics; and provide advanced and graduate work for students specializing in the field.

Preparation. Students planning to major in mathematics at the university should take four years of high school mathematics including a year of mathematics as a senior. Courses in algebra, geometry, trigonometry, and more advanced topics should be included whether offered as separate courses or as a unit.

College transfer students who have completed a year of calculus should be able to satisfy the major requirements in mathematics at the University of Oregon in two years.

Science Group Requirement. The department offers a variety of courses that satisfy the science group requirement. These courses are MATH 105, 106, 107; MATH 211, 212, 213; MATH 231, 232, 233; MATH 241, 242, 243; MATH 251, 252, 253; MATH 271, 272. The 100-level courses present important mathematical ideas in an elementary setting, stressing concepts more than computation. They do not provide preparation for other mathematics courses but are compatible with further study in mathematics.

Enrollment in Courses

Beginning and transfer students must take a placement examination before enrolling in their

first UO mathematics course; the examination is given during each registration period. Students who transfer credit for calculus to the university are excused from the examination.

To enroll in courses that have prerequisites, students must complete the prerequisite courses with grades of P or C– or better.

Students cannot receive credit for a course if that course is a prerequisite to a course they have already taken. For example, a student with credit in Calculus for Business and Social Science I (MATH 241) cannot later receive credit for College Algebra (MATH 111). For more information about credit restrictions contact a mathematics adviser.

Program Planning

The department offers two calculus sequences. 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; choosing 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.

Mathematics majors usually take calculus in the freshman year. It is useful to complete the mathematical structures requirement as well during that year, because these courses show another side of mathematics.

In the sophomore year, majors often take MATH 256, 281, 282, or MATH 315, 341, 342. Usually students interested in a physical science take the first sequence, while students in pure mathematics or in computer and information science find the second more appropriate. The sequences can be taken simultaneously, but it is possible to graduate in four years without taking both at once.

In the junior and senior years, students often take two mathematics courses a term, finishing MATH 256, 281, 282 or MATH 315, 341, 342 and completing the four required upper-division courses.

Major Requirements

The department offers undergraduate preparation for positions in government, business, and industry and for graduate work in mathematics and statistics. Each student's major program is individually constructed in consultation with an adviser.

Upper-division courses used to satisfy major requirements must be taken for letter grades, and only one D grade (D+ or D or D–) may be counted toward the upper-division requirement. At least 12 credits in upper-division mathematics courses must be taken in residence at the university.

The following upper-division mathematics courses cannot be used to satisfy requirements for a mathematics major: Statistical Methods I,II (MATH 425, 426), Multivariate Statistical Methods (MATH 427), Matrix Algebra (MATH 440).

To qualify for a bachelor's degree with a major in mathematics, a student must satisfy the mathematical structures requirement and the requirements for one of the options listed below.

Mathematical Structures Requirement. Majors 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. Or students can satisfy this requirement by taking Elements of Discrete Mathematics I (MATH 231), a prerequisite for many computer and information science courses. Students may also meet this requirement by taking one of the following courses: Fundamentals of Abstract Algebra I (MATH 391), Introduction to Analysis I (MATH 413), Introduction to Topology (MATH 431), Linear Algebra (MATH 441), Introduction to Abstract Algebra I (MATH 444).

Option One: Applied Mathematics. Introduction to Differential Equations (MATH 256), Several-Variable Calculus I,II (MATH 281, 282), Elementary Analysis (MATH 315), Elementary Linear Algebra (MATH 341, 342), and four courses selected from: Elementary Numerical Analysis I,II (MATH 351, 352), Functions of a Complex Variable I,II (MATH 411, 412), Differential Equations I,II (MATH 420, 421), Fourier Series and Orthogonal Functions (MATH 422), Fourier and Laplace Integrals (MATH 423), Introduction to Numerical Analysis I,II,III (MATH 451, 452, 453), Mathematical Modeling (MATH 455), Networks and Combinatorics (MATH 456), Discrete Dynamical Systems (MATH 457), Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463)

Option Two: Pure Mathematics. Introduction to Differential Equations (MATH 256), Several-Variable Calculus I,II (MATH 281, 282), Elementary Analysis (MATH 315), Elementary Linear Algebra (MATH 341, 342), and four courses selected from: Fundamentals of Abstract Algebra I,II,III (MATH 391, 392, 393), Geometries from an Advanced Viewpoint I,II (MATH 394, 395), Introduction to Analysis I,II,III (MATH 413, 414, 415), Introduction to Topology (MATH 431, 432), Introduction to Differential Geometry (MATH 433), Linear Algebra (MATH 441), Introduction to Abstract Algebra I,II,III (MATH 444, 445, 446), Mathematical Statistics I,II,III (MATH 464, 465, 466)

Option Three: Secondary Teaching. Elementary Analysis (MATH 315), Number Theory (MATH 346), Elementary Linear Algebra (MATH 341), Fundamentals of Abstract Algebra I,II,III (MATH 391, 392, 393), Geometries from an Advanced Viewpoint I,II (MATH 394, 395), Introduction to Mathematical Methods of Statistics I (MATH 461), and Problem Solving in Pascal (CIS 134) or another programming course approved by an adviser

Option Four: Design-Your-Own. Introduction to Differential Equations (MATH 256), Several-Variable Calculus I,II (MATH 281, 282), Elementary Analysis (MATH 315), Elementary Linear Algebra (MATH 341, 342), and four courses chosen in consultation with an adviser from the lists of courses for the applied or pure mathematics options above.

It is important to get approval in advance; the four courses cannot be chosen arbitrarily. In some cases, upper-division courses can be substituted for the lower-division courses listed in the first sentence of this option.

Students are encouraged to explore the design-your-own option with an adviser. For example, physics majors typically fulfill the applied option. But physics students interested in the modern theory of elementary particles should construct an individualized program that includes abstract algebra and group theory. Another example: economics majors typically take statistics and other courses in the applied option. But students who plan to do graduate study in economics should consider the analysis sequence (MATH 413, 414, 415) and construct an individualized program that contains it.

Mathematics and Computer Science

The Department of Mathematics and the Department of Computer and Information Science jointly offer an undergraduate major in mathematics and computer science, leading to a bachelor of arts or a bachelor of science degree. This program is described in the **Mathematics and Computer Science** section of this catalog.

Mathematics Courses Recommended for Other Areas

Students with an undergraduate mathematics degree often change fields when enrolling in graduate school. Common choices for a graduate career include computer science, economics, engineering, law, medicine, and physics. It is not unusual for a mathematics major to complete a second major as well. The following mathematics courses are recommended for students interested in other areas:

Actuarial Science. Elementary Numerical Analysis I,II (MATH 351, 352) or Introduction to Numerical Analysis I,II,III (MATH 451, 452, 453); Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462) and Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463) or Mathematical Statistics I,II,III (MATH 464, 465, 466). Courses in computer science, accounting, and economics are also recommended. It is possible to take the first few actuarial examinations (on calculus, statistics, and numerical analysis) as an undergraduate student.

Biological Sciences. Mathematical Modeling (MATH 455), Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462)

Computer and Information Science. Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233) or Mathematical Structures I,II (MATH 271, 272); Elementary Numerical Analysis I,II (MATH 351, 352) or Introduction to Numerical Analysis I,II,III (MATH 451, 452, 453) or Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462); Networks and Combinatorics (MATH 456)

Economics, Business, and Social Science. Mathematical Modeling (MATH 455), Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462)

Physical Sciences and Engineering. Functions of a Complex Variable I,II (MATH 411, 412), Differential Equations I,II (MATH 420, 421), Fourier

Series and Orthogonal Functions (MATH 422), Fourier and Laplace Integrals (MATH 423)

Honors Program

Students preparing to graduate with honors in mathematics should notify the department's honors adviser 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 mid-B average (3.00 grade point average): MATH 413, 414; MATH 431, 432; MATH 441, 445 or MATH 445, 446; MATH 461, 462 or MATH 464, 465. They must also write a thesis covering advanced topics assigned by their adviser. The degree with departmental honors is awarded to students whose work is judged truly exceptional.

Minor Requirements

The minor 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 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.

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in mathematics. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

The university offers graduate study in mathematics leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees.

Master's degree programs are available to suit the needs of students with various objectives. There are programs for students who intend to continue toward the doctorate and for those who plan to conclude their formal study of pure or applied mathematics at the master's level.

Admission depends on the student's academic record—both overall academic quality and adequate mathematical background for the applicant's proposed degree program. Application forms for admission to the Graduate School may be obtained by writing to the head of the Department of Mathematics. Prospective applicants should note the general university requirements for graduate admission that appear in the **Graduate School** section of this catalog.

Transcripts from all undergraduate and graduate institutions attended and copies of Graduate Record Examinations (GRE) scores in the verbal, quantitative, and mathematics tests should be submitted to the department.

In addition to general Graduate School requirements, the specific graduate program courses and conditions listed below must be fulfilled. More details can be found in the Department of Mathematics *Graduate Student Handbook*, available in the department office. All mathematics courses applied to degree requirements, including associated reading courses, must be taken for letter grades. A final written or oral examination or both is required for master's degrees except under the pre-Ph.D. option outlined below. This examination is waived under circumstances outlined in the departmental *Graduate Student Handbook*.

Master's Degree Programs

Pre-Ph.D. Master's Degree Program. Of the required 45 credits, at least 18 must be in 600-level mathematics courses; at most, 15 may be in graduate-level courses other than mathematics.

Students must complete two 600-level sequences acceptable for the qualifying examinations in the Ph.D. program. In addition, they must complete one other 600-level sequence or a combination of three terms of 600-level courses approved by the master's degree subcommittee of the graduate affairs committee.

Master's Degree Program. Of the required 45 credits, at least 9 must be in 600-level mathematics courses, excluding MATH 605; at most, 15 may be in graduate-level courses other than mathematics.

Students must take a minimum of two of the following sequences and one 600-level sequence, or two 600-level sequences and one of the following: MATH 513, 514, 515; MATH 531, 532, 533; MATH 544, 545, 546; MATH 551, 552, 553; MATH 564, 565, 566.

Students should also have taken a three-term upper-division or graduate sequence in statistics, numerical analysis, computing, or other applied mathematics.

Doctor of Philosophy

The Ph.D. is a degree of quality not to be conferred in routine fashion after completion of a specific number of courses or after attendance in Graduate School for a given number of years.

The department offers programs leading to the Ph.D. degree in the areas of algebra, analysis, applied mathematics, combinatorics, geometry, mathematical physics, numerical analysis, probability, statistics, and topology. Advanced graduate courses in these areas are typically offered in Seminar (MATH 607). Each student, upon entering the graduate degree program in mathematics, reviews previous studies and objectives with the graduate advising committee. Based on this consultation, conditional admission to the master's degree program or the pre-Ph.D. program is granted. A student in the pre-Ph.D. program may also be a candidate for the master's degree.

Pre-Ph.D. Program. To be admitted to the pre-Ph.D. program, an entering graduate student must have completed a course of study equivalent to the graduate preparatory bachelor's degree program described above. Other students are placed in the master's degree program and may apply for admission to the pre-Ph.D. program following a year of graduate study. Students in the pre-Ph.D. program must take the qualifying examination at the beginning of their second year during the week before classes begin fall term. The examination consists of examinations on two basic 600-level graduate courses, one each from two of the following three categories: (1) algebra; (2) analysis; (3) numerical analysis, probability, statistics, topology, or geometry.

Ph.D. Program. Admission to the Ph.D. program is based on the following criteria: satisfactory performance on the qualifying examination, completion of three courses at a level commensurate with study toward a Ph.D., and satisfactory performance in seminars or other courses taken as a part of the pre-Ph.D. or Ph.D. program. Students who are not admitted to the Ph.D. program because of unsatisfactory performance on the fall-term qualifying examination may retake the examination at the beginning of winter term.

A student in the Ph.D. program is advanced to candidacy after passing 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 second languages selected from French, German, and Russian. Other languages are acceptable in certain fields. Language requirements may be fulfilled by (1) passing a departmentally administered examination, (2) satisfactorily completing a second-year college-level language course, or (3) passing an Educational Testing Service (ETS) examination.

Comprehensive Examination. This 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.

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. Additional fee. Prereq: MATH 70 or satisfactory placement test score.

105 University Mathematics I (4) Variety of modern mathematical topics based on

contemporary applications. Topics include networks with applications to planning and scheduling; linear programming; descriptive statistics, statistical inference. Prereq: MATH 95 or satisfactory placement test score.

106 University Mathematics II (4) Topics include decision-making with applications to voting and apportionment. Game theory; study of growth with applications to finance, biology. Patterns and symmetry. Prereq: MATH 105.

107 University Mathematics III (4) Nontechnical introduction to basic concepts and applications of calculus through use of graphically presented functions. Applications include optimization and estimation in a variety of contexts. Prereq: MATH 105; 106 recommended.

111 College Algebra (4) Algebra needed for calculus including graph sketching, algebra of functions, polynomial functions, rational functions, exponential and logarithmic functions, linear and nonlinear functions. Prereq: MATH 95 or satisfactory placement test score; a programmable calculator capable of displaying function graphs.

112 Elementary Functions (4) Exponential, logarithmic, and trigonometric functions; mathematical induction. Intended as preparation for MATH 251. Prereq: MATH 111 or satisfactory placement test score; a programmable calculator capable of displaying function graphs.

185 Mathematical Tools (2) Interactive introduction to mathematical computer software, using Mathematica. Applications to graphing, algebraic calculations, and mathematical problems from other fields. Prereq: MATH 112 or instructor's consent.

199 Special Studies: [Topic] (1–5R)

211, 212, 213 Fundamentals of Elementary Mathematics I,II,III (3,3,3) Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–8. Sequence. Prereq: MATH 111 or satisfactory placement test score. Prereq for 212: grade of C– or better in MATH 211. Prereq for 213: grade of C– or better in MATH 212.

231, 232, 233 Elements of Discrete Mathematics I,II,III (4,4,4) 231: sets, mathematical logic, induction, sequences, and functions. **232:** relations, theory of graphs and trees with applications, permutations and combinations. **233:** discrete probability, Boolean algebra, elementary theory of groups and rings with applications. Sequence. Prereq: MATH 112 or satisfactory placement test score. *Students cannot receive credit for both MATH 231 and 271, MATH 232 and 272.*

241, 242 Calculus for Business and Social Science I,II (4,4) Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. Sequence. Prereq: MATH 111 or satisfactory placement test score; a programmable calculator capable of displaying function graphs. For students in the social and managerial sciences whose programs do not require additional courses in calculus. *Students cannot receive credit for both MATH 241 and 251, MATH 242 and 252.*

243 Introduction to Methods of Probability and Statistics (4) Discrete and continuous probability, data description and analysis, binomial and other distributions, sampling distributions. Prereq: MATH 111 or satisfactory placement test score; a programmable calculator capable of displaying function graphs. *Students cannot receive credit for both MATH 243 and 425.*

251, 252, 253 Calculus I,II,III (4,4,4) 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 differential equations. Sequence. Prereq for 251: MATH 112 or satisfactory placement test score. MATH 185 recommended. *Students cannot 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 Mathematical Structures I,II (4,4) 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. Sequence. Prereq: MATH 251 or instructor's consent. *Students cannot receive credit for MATH 231 and 271, MATH 232 and 272.* Not offered 1999–2000.

281, 282 Several-Variable Calculus I,II (4,4) Introduction to calculus of functions of several variables including partial differentiation; gradient, divergence, and curl; line and surface integrals; Green's and Stokes's theorems. Linear algebra introduced as needed. Sequence. Prereq: MATH 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.

341, 342 Elementary Linear Algebra (4,4) Vector and matrix algebra; n-dimensional vector spaces; systems of linear equations; linear independence and dimension; linear transformations; rank and nullity; determinants; eigenvalues; inner product spaces; theory of a single linear transformation. Sequence. Prereq: MATH 253 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 (4,4) Basic techniques of numerical analysis and their use on computers. Topics include root approximation, linear systems, interpolation, integration, and differential equations. Sequence. Prereq: MATH 253, CIS 210.

391, 392, 393 Fundamentals of Abstract Algebra I,II,III (3,3,3) Introduction to algebraic structures including groups, rings, fields, and polynomial rings. Prereq: upper-division standing or instructor's consent.

394 Geometries from an Advanced Viewpoint I (4) Topics in Euclidean geometry in two and three dimensions including constructions. Emphasizes investigations, proofs, and challenging problems. Prereq: one year of high school geometry, one year of calculus. For prospective secondary and middle school teachers. Alternates with MATH 395.

395 Geometries from an Advanced Viewpoint II (4) Analysis of problems in Euclidean geometry using coordinates, vectors, and the synthetic approach. Transformations in the plane and space and their groups. Introduction to non-Euclidean geometries. Prereq: grade of C– or better in MATH 394. For prospective secondary teachers. Alternates with MATH 394.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–4R)

405 Reading and Conference: [Topic] (1–4R)

407/507 Seminar: [Topic] (1–4R)

410/510 Experimental Course: [Topic] (1–4R)

411/511, 412/512 Functions of a Complex Variable I,II (4,4) Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, harmonic functions, contour integration, conformal mapping, infinite products. Sequence. Prereq: MATH 281 or instructor's consent.

413/513, 414/514, 415/515 Introduction to Analysis I,II,III (4,4,4) Differentiation and integration on the real line and in n-dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence. Prereq: MATH 282, 315 or instructor's consent.

420/520 Differential Equations I (4) Linear differential equations, applications, series solutions of differential equations. Prereq: MATH 256.

421/521 Differential Equations II (4) Systems of equations, boundary-value problems, Green's functions, special functions. Prereq: MATH 256, 420/520.

422/522 Fourier Series and Orthogonal Functions (4) 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 (4) Convergence and summability of Fourier transforms, Laplace transforms, applications of initial and boundary value problems, and fundamental solutions. Prereq: MATH 422/522 or instructor's consent.

425/525, 426/526 Statistical Methods I,II (4,4) Statistical methods for upper-division and graduate students anticipating research in nonmathematical disciplines. Presentation of data, sampling distributions, tests of significance, confidence intervals, linear regression, analysis of variance, correlation, statistical software. Sequence. Prereq: MATH 111 or satisfactory placement test score. *Only nonmajors may receive upper-division or graduate credit. Students cannot receive credit for both MATH 243 and 425.*

427/527 Multivariate Statistical Methods (4) Multiple linear regression, analysis of variance, correlation techniques, applications to problems and data from various fields, use of statistical software. Prereq: MATH 426/526. *Only nonmajors may receive upper-division or graduate credit.*

431/531, 432/532 Introduction to Topology (4,4) Elementary point-set topology with an introduction to combinatorial topology and homotopy. Sequence. Prereq: upper-division mathematics sequence 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 281, 341.

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. Offered only during summer session.*

441/541 Linear Algebra (4) Theory of vector spaces over arbitrary fields, theory of a single linear transformation, minimal polynomials, Jordan and rational canonical forms, quadratic forms, quotient spaces. Prereq: MATH 342.

444/544, 445/545, 446/546 Introduction to Abstract Algebra I,II,III (4,4,4) Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory. Prereq: MATH 342.

451/551, 452/552, 453/553 Introduction to Numerical Analysis I,II,III (4,4,4) Methods of numerical analysis with applications. Elementary theory of numerical solutions of differential equations, splines, and fast Fourier transform. Prereq: CIS 210; pre- or coreq: MATH 282.

455/555 Mathematical Modeling (4) Introduction to discrete and continuous models for various problems arising in the application of mathematics to other disciplines, e.g., biological and social sciences. Prereq: MATH 341. MATH 256 recommended.

456/556 Networks and Combinatorics (4) Fundamentals of modern combinatorics; graph theory; networks; trees; enumeration, generating functions, recursion, inclusion and exclusion; ordered sets, lattices, Boolean algebras. Prereq: MATH 231 or 271 or 346.

457/557 Discrete Dynamical Systems (4) Linear and nonlinear first-order dynamical systems; equilibrium, cobwebs, Newton's method. Bifurcation and chaos. Introduction to higher-order systems. Applications to economics, genetics, ecology. Prereq: MATH 256 or instructor's consent.

461/561, 462/562 Introduction to Mathematical Methods of Statistics I,II (4,4) Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates. Sequence. Prereq: MATH 252.

463/563 Mathematical Methods of Regression Analysis and Analysis of Variance (4) Multinomial distribution and chi-square tests of fit, simple and multiple linear regression, analysis of variance and covariance, methods of model selection and evaluation, use of statistical software. Prereq: MATH 462/562.

464/564, 465/565, 466/566 Mathematical Statistics I,II,III (4,4,4) Random variables; generating functions and characteristic functions; weak law of large numbers and central limit theorem; point and interval estimation; Neyman-Pearson theory and likelihood tests; sufficiency and exponential families; linear regression and analysis of variance. Sequence. Pre- or coreq: MATH 282, 341, 342.

503 Thesis (1–12R) P/N only

601 Research: [Topic] (1–9R) P/N only

603 Dissertation (1–16R) P/N only

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

607 Seminar: [Topic] (1–5R) Topics include Classical Groups, Fields, Functional Analysis, Graded Commutative Rings, Lie Groups, Low-Dimensional Topology, Noncommutative Rings, Nonlinear Approximation Theory.

616, 617, 618 Real Analysis (4–5,4–5,4–5) Measure and integration theory, differentiation, and functional analysis with point-set topology as needed. Sequence.

619 Complex Analysis (4–5) The theory of Cauchy, power series, contour integration, entire functions, and related topics.

634, 635, 636 Algebraic Topology (4–5,4–5,4–5) Development of homotopy, homology, and cohomology with point-set topology as needed. Sequence.

637, 638, 639 Differential Geometry (4–5,4–5, 4–5) Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration. Sequence.

647, 648, 649 Abstract Algebra (4–5,4–5,4–5) Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras. Sequence.

656, 657, 658 Numerical Analysis (4–5,4–5,4–5) 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. Sequence. 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 (4–5,4–5,4–5) 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. Sequence.

671, 672, 673 Theory of Probability (4–5,4–5, 4–5) Measure and integration, probability spaces, laws of large numbers, central-limit theory, conditioning, martingales, random walks. Sequence.

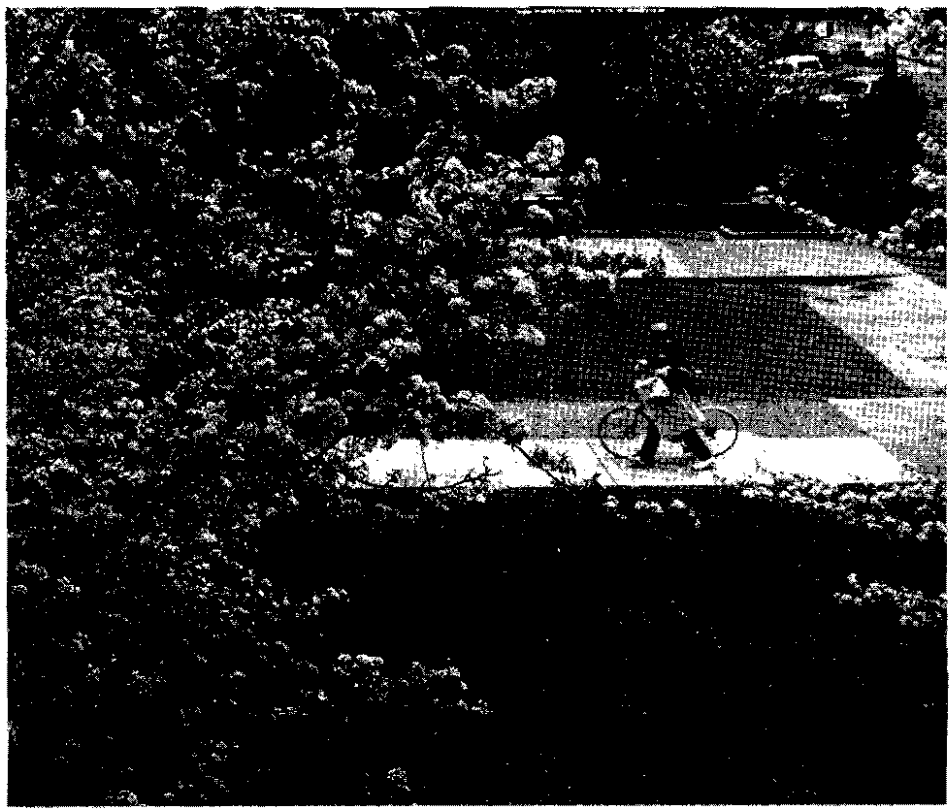
681, 682, 683 Advanced Topics in Algebra: [Topic] (4–5,4–5,4–5R) Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

684, 685, 686 Advanced Topics in Analysis: [Topic] (4–5,4–5,4–5R) Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

687, 688, 689 Advanced Topics in Differential Equations and Mathematical Physics: [Topic] (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: [Topic] (4–5,4–5,4–5R) Topics selected from classical and local differential geometry; symmetric spaces; low-dimensional topology; differential topology; global analysis; homology, cohomology, and homotopy; differential analysis and singularity theory; knot theory.

693, 694, 695 Advanced Topics in Probability and Statistics: [Topic] (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.



Mathematics and Computer Science

Richard M. Koch and Eugene M. Luks, Advisers

General Information

The College of Arts and Sciences offers an undergraduate major in mathematics and computer science, leading to a bachelor of arts or bachelor of science degree. The joint major combines elements of the mathematics and computer and information science curricula into a four-year program that offers an alternative to the undergraduate degree programs in either field. It is intended to serve students who want to become knowledgeable in both fields but who do not initially want to specialize in either. The courses selected for the program provide a solid foundation for professional work or for advanced study without overspecialization in either subject.

The program is designed to develop team players for information-based occupations. Its graduates have the tools to analyze complex problems and to compute the answers to them. Consistent with its emphasis on teamwork and communication, the program requires college-level exposure to an additional scientific field and an upper-division writing course.

Students with strong mathematics backgrounds in high school are frequently advised to major in computer science at the university, often without a clear idea of what the field of study is actually like. The joint major program offers such students the chance to experiment with computer science while retaining the anchor to mathematics. It also allows students the possibility of changing easily to the regular major program in either mathematics or CIS with no loss of credit and, at least through the junior year, without jeopardizing degree completion in four years.

Careers

Graduates with this major can enter industrial positions that require computer science skills and mathematical problem-solving ability. They are particularly well suited for positions in the high-performance computing industry, developing the software tools for large-scale scientific computation. The combination of mathematics and computer science forms an excellent professional background for secondary-school mathematics teachers, and the major program also provides a solid foundation for actuarial, financial, and related professions. Graduates are also prepared to enter advanced programs of study in either mathematics or computer science, or in applied areas such as biological computational science.

Preparation

A high school student planning to major in mathematics and computer science should pursue a strong academic program, with four years of mathematics, including a year of mathematics as a senior. Courses in algebra, geometry, trigonometry, and more advanced topics should be included. Experience preparing substantial written reports is also highly desirable.

Transfer Students. College transfer students who have completed a year of calculus should be able to fit the remaining mathematics courses for the degree into just two years, provided that they have already completed the bulk of their general education requirements before they transfer.

Transfer students should call or write to the Department of Computer and Information Science to determine whether computer courses they have taken can be counted toward the joint major requirements. Sequential subjects such as mathematics and computer science typically require several years to progress from introductory to senior-level courses. The joint program lets students move forward in both fields at once with limited prerequisites, making it relatively accessible both to transfer students and to students who want to change from other major programs. Students who want to pursue the material in greater depth, however, need to consider prerequisite paths carefully.

Faculties and Facilities

The faculties and facilities in both the mathematics and the computer and information science departments are available to students in the combined major program. For detailed descriptions see those sections of this catalog. Information is also available on the World Wide Web.

Major Requirements

The specific requirements for the joint major fall into four categories: mathematics, computer science, writing, and science.

Courses in Mathematics

Calculus I,II,III (MATH 251, 252, 253)

Elements of Discrete Mathematics I,II (MATH 231, 232) or Mathematical Structures (MATH 271, 272)

Elementary Analysis (MATH 315)

Elementary Linear Algebra (MATH 341, 342)

Elementary Numerical Analysis (MATH 351, 352) or Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462)

One other upper-division mathematics course excluding Statistical Methods (MATH 425, 426), Multivariate Statistical Methods (MATH 427), and Matrix Algebra (MATH 440)

Mathematics courses used to satisfy major requirements must be taken for letter grades and must be passed with grades of C– or better. At least 12 of the upper-division credits applied to the degree must be taken in residence at the university.

Courses in Computer and Information Science

Computer Science I,II,III (CIS 210, 211, 212)

Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315)

Choose one from Software Methodology (CIS 422), Introduction to Computer Graphics (CIS 441), and Modeling and Simulation (CIS 445)

Principles of Programming Languages (CIS 425)

Two other upper-division CIS courses

With the exception of the two upper-division electives, all computer and information science courses used to satisfy degree requirements must be passed with letter grades of C– or better. Other CIS courses required for the degree may be taken either for letter grades or pass/no pass (P/N). Grades of P or C– or better must be earned in such courses.

Writing Requirement

In addition to the two terms of writing required of all undergraduate majors, this joint major requires a third course: either Scientific and Technical Writing (WR 320) or Business Communications (WR 321).

Science Requirement

In addition to the course work in mathematics and computer and information science, this joint major requires 12 credits in science 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)
3. General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213)
4. 12 credits in psychology courses at the 200 level or above, of which at least 8 must be from the experimental and physiological fields (PSY 430–450)

Advising and Program Planning

Each student seeking a degree in this major is assigned two advisers, one in the Department of Mathematics and one in the Department of Computer and Information Science. One of the two is designated as the adviser of record for the student, but both cooperate in planning the student's program. Because of the interrelationship between mathematics and computer science courses, it is especially important that a student planning for the combined major consult closely with both advisers. The sample program shown below broadly indicates a possible plan for meeting degree requirements in four years. Individual

student interests may suggest changes in the order in which courses are taken. Since both mathematics and computer science are sequential subjects, the suitability of rearrangements should be discussed with the student's advisers.

Programming Experience. Students who take CIS 210, 211, 212 are expected to have programming experience, which may have been acquired in a high school course, through employment, or in a course such as CIS 122. Students who are unsure about their level of preparation should meet with a CIS adviser.

The schedule shown below allows considerable flexibility during the senior year. Instead of (or in addition to) the CIS and MATH electives shown, qualified students may sign up for special topics courses or for up to 12 credits of senior thesis.

Sample Program

Freshman Year	*44–50 credits*
Calculus I,II,III (MATH 251, 252, 253)	12
Major science requirement	12
College Composition I and either II or III (WR 121, 122 or 123)	8
Social science group-satisfying courses	8–12
Multicultural requirement or electives	4–6

Elements of Discrete Mathematics I,II (MATH 231, 232) and Computer Science I,II,III (CIS 210–212) go well together, as do calculus and physics. Students with advanced placement credit in calculus and programming experience may want to consider taking MATH 231 and 232 and CIS 210–212 in the freshman year, saving the science sequence for later.

Sophomore Year	*40–48 credits*
Computer Science I,II,III (CIS 210, 211, 212)	12
Elements of Discrete Mathematics I,II (MATH 231, 232) or Mathematical Structures (MATH 271, 272)	8
Major writing requirement (WR 320 or 321)	4
Arts and letters group-satisfying courses	8–12
Electives	8–12

Junior Year	*40–48*
CIS upper-division requirements (CIS 313, 314, 315, 422)	16
Mathematics upper-division requirements (MATH 341, 342)	8
Arts and letters group-satisfying electives	8–12
Social science group-satisfying electives	8–12

Senior Year	
CIS upper-division requirements (CIS 425 and CIS 422, 441 or 445)	8
Mathematics upper-division requirements (MATH 315 and MATH 351,352 or MATH 461, 462)	12
CIS upper-division electives	8
Mathematics upper-division electives	4
Other electives	8–12

Honors Program

Both of the cooperating departments offer departmental honors programs to their undergraduate majors. After obtaining advance approval from both of their advisers, students in the joint degree program are eligible to attain honors in mathematics and computer science by meeting the honors requirements of either department, including the writing of a thesis.

Minor

Minors are offered by The Department of Mathematics and the Department of Computer and Information Science. There is no joint minor in mathematics and computer science.

Medieval Studies

F. Regina Psaki, Program Director

(541) 346-4069
307 Prince Lucien Campbell Hall
http://darkwing.uoregon.edu/~medstd

Participating Faculty

Alfred Acres, art history
Barbara K. Altmann, Romance languages
Martha J. Bayless, English
Louise M. Bishop, English
Cynthea J. Bogel, art history
James L. Boren, English
Zoe Borovsky, Germanic languages and literatures
Susan Boynton, music
Mary-Lyon Dolezal, art history
James W. Earl, English
Andrew E. Goble, history
Charles H. Lachman, art history
C. Anne Laskaya, English
Clare A. Lees, comparative literature, English
Mavis Howe Mate, history
F. Regina Psaki, Romance languages
Jennifer F. Rondeau, history
Christine L. Sundt, library
Richard A. Sundt, art history
Kyoko Tokuno, religious studies
Cynthia M. Vakareliyska, linguistics
Julian Weiss, Romance languages

About the Discipline

Medieval studies, an interdisciplinary undergraduate program, integrates various approaches to the Middle Ages by medievalists in several departments. The program is administered by the Humanities Program. Medieval studies provides an excellent general education or a solid base for graduate work in a more specialized area. Undergraduates interested in medieval studies should declare a humanities major with the medieval studies option. It can be an area of specialization for students majoring in any of the related departments. Study abroad is strongly encouraged.

Medieval studies concentrates on the period from 300 to 1500, combining courses in art and architecture, history, language, literature, music, philosophy, and religion. A typical course of study includes diverse topics, such as the Bible, the early Church, Byzantium, Islam, the Vikings, the Crusades, women in the Middle Ages, mysticism, romance, the Gothic cathedral, Chaucer, Dante, and medieval China and Japan. The program aims to provide a comprehensive introduction to the medieval world-view in Europe and beyond, and the origins of the modern world.

Humanities Major, Medieval Studies Option

Courses offered for a major in humanities with a medieval studies option must be passed with grades of mid-C or better. Variations in these requirements can be approved by the program director and the Medieval Studies Committee.

Humanities majors who specialize in medieval studies must complete Special Topics in the Humanities: Introduction to the Middle Ages (HUM 210), seminar in medieval studies (HUM 407), and ten medieval courses in at least three departments. Two years of Latin are recommended.

Minor Requirements

A minor in medieval studies must include seminar in medieval studies (HUM 407) and six medieval courses in at least two departments. Two years of Latin are recommended.

Suggested Courses

Students should plan their programs as early as possible with the aid of a medieval studies faculty adviser. With the adviser's consent, courses numbered 399, 407, 408, or 410 may be substituted for suggested courses. At least five of the courses must be taken at the University of Oregon. More information is available from the humanities office or from the Medieval Studies Program director.

Art History. History of Western Art II (ARH 205), Japanese Art II (ARH 395), Early Christian Art (ARH 430), Byzantine Art (ARH 431), Romanesque Sculpture (ARH 432), Gothic Sculpture (ARH 433), Medieval Painting (ARH 434), Text and Image: Medieval Manuscripts (ARH 435), Romanesque Architecture (ARH 437), Gothic Architecture I,II (ARH 438, 439), Islamic Art and Architecture (ARH 490)

Chinese. Issues in Medieval Chinese Literature (CHN 424)

Comparative Literature. Medieval Culture (COLT 412), Medieval Lyric to Petrarch (COLT 432), The Body in History (COLT 472)

English. The Bible and Literature (ENG 421), The Age of *Beowulf* (ENG 423), Medieval Romance (ENG 425), Chaucer (ENG 427), Old English I,II,III (ENG 428, 429, 430), Medieval and Tudor Drama (ENG 437)

History. Perceptions and Roles of Women from the Greeks through the 17th Century (HIST 310), Western Europe in the Middle Ages (HIST 318), The Age of Discoveries (HIST 327), Social and Economic History of Medieval England, 1050–1500 (HIST 418)

Humanities. Special Topics in the Humanities: Introduction to Middle Ages (HUM 210), Studies in Medieval Culture (HUM 351)

Japanese. Premodern Japanese Literature (JPN 424)

Latin. Readings in Medieval Latin (LAT 414)

Music. Survey of Music History (MUS 267)

Philosophy. History of Philosophy: Ancient and Medieval (PHIL 310)

Religious Studies. History of Christianity (REL 321, 322, 323), History of Eastern Christianity (REL 324), Medieval Christian Heresy (REL 421), Medieval Christian Mysticism (REL 422)

Romance Languages. Survey of Peninsular Spanish Literature (SPAN 316), French Survey: Medieval and Renaissance (FR 317), Italian Survey: Medieval and Renaissance (ITAL 317), Boccaccio and His Influence (ITAL 441), Dante and His Influence (ITAL 444, 445)

Russian. Russian Folklore (RUSS 420)

Neuroscience

William Roberts, Institute Director

(541) 346-4556
222 Huestis Hall
Institute of Neuroscience, 1254 University of Oregon, Eugene OR 97403-1254
http://www.neuro.uoregon.edu

Participating Faculty

Christopher Q. Doe, biology
Judith S. Eisen, biology
Barbara Gordon-Lickey, psychology
Marvin Gordon-Lickey, psychology
Daniel P. Kimble, psychology
Charles B. Kimmel, biology
Gary A. Klug, exercise and movement science
Shawn R. Lockery, biology
Richard Marrocco, psychology
Helen Neville, psychology
Peter M. O'Day, biology
Michael I. Posner, psychology
John H. Postlethwait, biology
William Roberts, biology
Kent A. Stevens, computer and information science
Terry Takahashi, biology
Nathan J. Tublitz, biology
Paul van Donkelaar, exercise and movement science
Janis C. Weeks, biology
Monte Westerfield, biology
James A. Weston, biology
Marjorie Woollacott, exercise and movement science

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. Participating faculty members come from the Departments of Biology, Computer and Information Science, Exercise and Movement Science, and Psychology.

Curriculum

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, and/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. Students and faculty members also participate in the Neuroscience Seminar, a weekly series featuring visiting scientists. The purpose of the Neuroscience Seminar is to keep both the faculty and students abreast of current developments in the broad field of neuroscience.

Research. Students are encouraged to participate in laboratory research from the very beginning of their graduate training. A laboratory rotation program is directed toward this objective. In the rotation program new students take part in the activities of a different laboratory group during each of the three terms of the first year. Participation may include a research project, ongoing experiments, or other activities. This program allows students to learn firsthand about different approaches to the study of neuroscience before choosing an area of concentration.

Doctoral Study

Students 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. Answers to specific questions about prerequisites and deadlines may be obtained by writing directly to one of the participating departments, University of Oregon, Eugene OR 97403. Additional information about the Institute of Neuroscience may be obtained by writing to the graduate secretary. See also the **Research Institutes and Centers** section of this catalog.

Neuroscience Courses

Biology. Neurobiology (BI 360), Systems Neuroscience (BI 461/561), Cellular Neuroscience (BI 463/563), Developmental Neurobiology (BI 466/566), Hormones and the Nervous System (BI 467/567), Neuroethology (BI 468/568)

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)

Exercise and Movement Science. Motor Development (EMS 331), Motor Control (EMS 332), Neurological Mechanisms underlying Human Movement (EMS 634), Theory of Motor Control and Learning (EMS 635), Motor Skill Learning (EMS 636)

Psychology. Biopsychology (PSY 304), Learning and Memory (PSY 433/533), Cognition (PSY 435/535), Human Performance (PSY 436/536), Perception (PSY 438/538), Brain Mechanisms of Behavior (PSY 445/545), Human Neuropsychology (PSY 449/549), Hormones and Behavior (PSY 450/550)

Pacific Island Studies

William S. Ayres, Program Director

(541) 346-5087
(541) 346-0802 fax
110 Gerlinger Hall
1246 University of Oregon
Eugene OR 97403-1246
caps@darkwing.uoregon.edu
http://darkwing.uoregon.edu/~caps

Program Committee

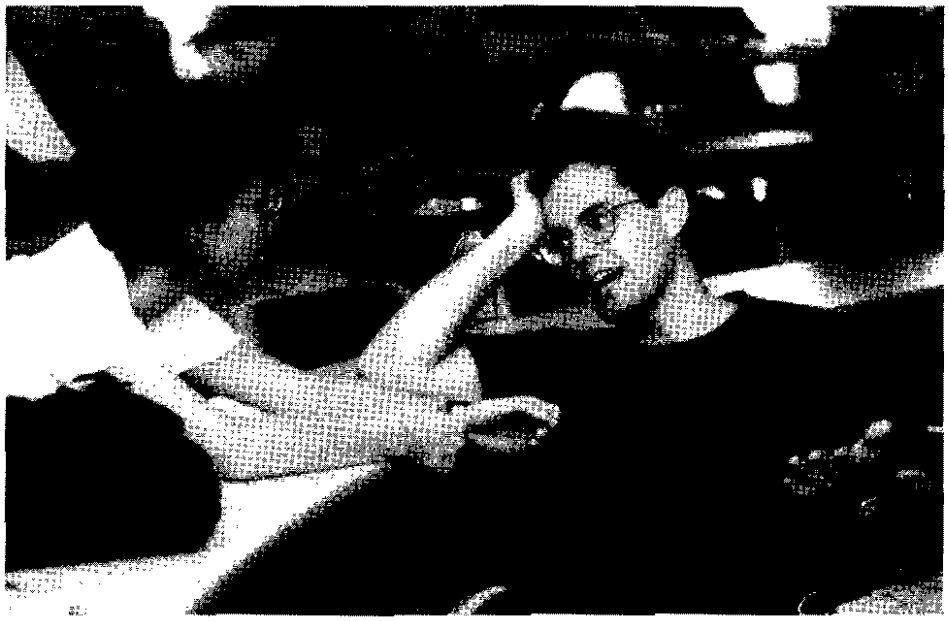
William S. Ayres, anthropology
Aletta Biersack, anthropology
Shirley Ann Coale, Western Regional Resource Center
Molly Elder, Center for Asian and Pacific Studies
Gerald W. Fry, international studies
Maradel K. Gale, planning, public policy and management
Gordon G. Goles, geological sciences
Richard G. Hildreth, law
Stephen M. Johnson, sociology
Larry L. Neal, academic affairs
Kathy Poole, international education and exchange
Robin Paynter, library
Nancy Peyron, planning public policy and management
Deanna M. Robinson, journalism and communication
Richard A. Sundt, art history
Hilda Yee Young, academic advising and student services
Richard W. Zeller, Western Regional Resource Center

About the Program

The Pacific Island Studies Program, part of the Center for Asian and Pacific Studies, offers individualized programs of study and research related to Pacific island cultures. The University of Oregon has a long-standing educational and scholarly interest in the Pacific islands involving active researchers and teachers in many fields. The committee began as a formal body in 1987 and has worked since to coordinate instructional, research, and exchange programs at the university that are related to the Pacific islands. The program emphasizes interdisciplinary perspectives essential for understanding natural and cultural environments, cultural history and change, and educational and modern socioeconomic issues in the Pacific.

Courses about the Pacific cover a wide range of topics. Students can enroll in undergraduate courses and advanced degree programs in various departments and through the Asian Studies Program. Students may also work with committee members from Pacific island studies toward an Interdisciplinary Studies: Individualized Program (IS:IP) master's degree (M.A. or M.S.). Information is available in the **Graduate School** section of this catalog.

The Pacific Island studies faculty participates in the Asian studies B.A. and M.A. degree programs by teaching courses that may be used to satisfy degree requirements (e.g., in developing a secondary cultural or geographical area with



Southeast Asia). Undergraduate- and graduate-level courses are available in anthropology and archaeology, art history, biology, geological sciences, international studies, political science, and sociology.

The Pacific Island Archaeological Project, directed by William S. Ayres, offers students opportunities to participate in archaeological and anthropological study in the Pacific. A field school is offered through the Department of Anthropology.

Training in selected Pacific island languages is possible through individual study using tutors and materials developed for use at the Yamada Language Center. The center now has language-study modules for Pohnpeian and Kosraen. Tutoring in Samoan and other island languages is possible.

Courses

Anthropology. Pacific 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), Cultures of Island Southeast Asia (ANTH 436/536), Topics in Old World Prehistory (ANTH 440/540)

Art History. Art of the Pacific Islands I,II (ARH 391, 392)

Geological Sciences. Oceanography (GEOL 307)

International Studies. The Pacific Challenge (INTL 440/540)

Sociology. Sociology of Developing Areas (SOC 450/550)

Approved Seminars (407/507) and Experimental Courses (410/510) are additional possibilities in these and other departments.

Peace Studies

David A. Frank and Cheyney C. Ryan, Committee Cochairs

(541) 346-4198
308 Chapman Hall

Steering Committee

Irene Diamond, political science
David A. Frank, honors college
Gregory McLauchlan, sociology
Cheyney C. Ryan, philosophy

About the Program

The Peace Studies Program offers 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 on peace studies should contact a member of the steering committee. Most 400-level courses, including courses numbered 407 and 410, are offered for graduate credit under 500-level numbers.

Minor Requirements

The interdisciplinary minor in peace studies requires a minimum of 32 credits, 15 of which must be upper division. A grade of mid-C or better must be earned in each of the eight courses taken to fulfill requirements for the peace studies minor. Course requirements consist of three core courses and five elective courses selected from the three groups listed below.

Core

Choose three courses for a total of 12 credits:

Value Systems in Cross-Cultural Perspective (INTL 250) *or* World Value Systems (INTL 430)

Social and Political Philosophy (PHIL 307)

Systems of War and Peace (SOC 464)

Group I: Conditions that Give Rise to Violence

Choose two courses for a total of 8 credits:

History. War and the Modern World (HIST 240), American Foreign Relations since 1933 (HIST 353, 354)

Political Science. International Security (PS 496)

Psychology. Attitudes and Social Behavior (PSY 456)

Sociology. Race, Class, and Ethnic Groups (SOC 345), Sociology of Race Relations (SOC 445), Systems of War and Peace (SOC 464)

Group II: Values and Arrangements Necessary to Transcend Violence

Choose one or two courses for a total of 4–8 credits:

Geography. Political Geography (GEOG 441)

International Studies. Value Systems in Cross-Cultural Perspective (INTL 250), Cooperation, Conflict, and Global Resources (INTL 251)

Philosophy. Law and Society (PHIL 446)

Planning, Public Policy and Management. Introduction to Public Service Management (PPPM 322), Communities and Regional Development (PPPM 445)

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 301, 302)

Group III: Strategies for Achieving Peace

Choose one or two courses for a total of 4–8 credits:

Anthropology. Women and Culture I: Politics, Production, and Power (ANTH 314)

History. American Radicalism (HIST 350, 351)

International Studies. International Community Development (INTL 420), Gender and International Development (INTL 421), Cross-Cultural Communication (INTL 431)

Planning, Public Policy and Management. Socioeconomic Development Planning (PPPM 446)

Political Science. International Organization (PS 420)

Sociology. Social Issues and Movements (SOC 313)

Internships are offered through some of the departments listed above.

Students may take a maximum of 9 credits of courses in any one department. With adviser's consent, students may substitute a course numbered 199, 407, 408, or 410 for one approved group-satisfying course for the minor.

For more information about peace studies, call a codirector.

Philosophy

Mark Johnson, Department Head

(541) 346-5547
(541) 346-5544 fax
338 Prince Lucien Campbell Hall
1295 University of Oregon
Eugene OR 97403-1295
http://metaphor.uoregon.edu/phil.html

Faculty

Barbara Andrew, assistant professor (feminist philosophy, ethics, social and political philosophy). B.A., 1987, Vassar; M.A., 1993, Ph.D., 1997 State University of New York at Stony Brook. (1999)

William E. Davie, associate professor (ethics, Wittgenstein, Hume). B.A., 1964, Washington (Seattle); Ph.D., 1969, California, Irvine. (1968)

Mark Johnson, professor (philosophy of language, aesthetics, recent moral theory). B.A., 1971, Kansas; M.A., 1972, Ph.D., 1977, Chicago. (1994)

Don S. Levi, professor (logic, Eastern philosophy, applied ethics). B.A., 1956, Wisconsin, Madison; M.A., 1961, Ph.D., 1962, Harvard. (1964)

John T. Lysaker, assistant professor (20th-century continental philosophy, phenomenology, Nietzsche). A.B., 1988, Kenyon; M.A., 1993, Ph.D., 1995, Vanderbilt. (1996)

Scott Pratt, assistant professor (American philosophy, history of philosophy, epistemology). B.A., 1981, Beloit; Ph.D., 1995, Minnesota. (1995)

Cheyney C. Ryan, professor (political philosophy, philosophy of social science, philosophy of law). M.A., 1973, Ph.D., 1974, Boston. (1974)

Nancy Tuana, professor (feminist theory, epistemology, philosophy of science). B.A., 1973, M.A., 1977, Ph.D., 1979, California, Santa Barbara. (1994)

Peter Warnek, assistant professor (ancient philosophy, 19th- and 20-century continental philosophy, Kant). B.A., 1986, Seattle; M.A., 1990, Villanova; Ph.D., 1998, Vanderbilt. (1999)

Emeriti

Henry A. Alexander Jr., associate professor emeritus. B.A., 1947, Princeton; M.A., 1951, Ph.D., 1955, California, Berkeley. (1964)

Robert T. Herbert, professor emeritus. B.A., 1952, M.A., 1954, Ph.D., 1962, Nebraska. (1966)

Arnulf Zweig, professor emeritus. B.A., 1952, Rochester; Ph.D., 1960, Stanford. (1956)

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

Undergraduate Studies

Philosophy asks fundamental questions about every aspect of the human experience, from the nature of knowledge, the self, and mind to concerns about human meaning and moral values. Through the study of primary texts, drawn from various historical periods and cultures, and of contemporary issues, philosophy provides a means for reflecting on one's beliefs and values while developing critical thinking, reading, and writing skills. Philosophy also refines the ability to reason and cultivates creative imagination and aesthetic sensitivity. A philosophical education thus offers excellent preparation for a broad range of careers that require critical intelligence as well as oral and written communication skills.

The department offers bachelor of arts (B.A.) and bachelor of science (B.S.) degree programs. University degree requirements are given in the **Registration and Academic Policies** section of this catalog, in the schedule of classes, and in *The Green Book*, which is available from the Office of Academic Advising and Student Services.

Students whose first or only major is philosophy must satisfy the university's bachelor of arts (B.A.) degree requirements—including competence in a foreign language—to graduate with a bachelor's degree in philosophy. Students who complete a different first major and the bachelor of science (B.S.) degree requirements may fulfill philosophy requirements as a second major without completing the requirements for a B.A. degree.

Major Requirements

The minimum major requirement is 52 credits of course work in philosophy with grades of P (pass) or C– or better, including 40 credits in upper-division courses. No more than 8 credits may be taken pass/no pass. The 52 credits must include three terms of History of Philosophy: Ancient and Medieval, Modern, 19th Century (PHIL 310, 311, 312); one term of informal or formal logic (PHIL 102 or 461); and 8 credits in courses on the works of specific philosophers (e.g., PHIL 421, 433, 453, or 463).

Honors in Philosophy

Any philosophy major may, 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 philosophy majors, a candidate for departmental honors must take 16 of the 52 credits in philosophy at the 400 level.

Senior Thesis. The candidate must write an honors thesis under the guidance of a member of the philosophy faculty chosen as thesis adviser. The thesis must be a substantial piece of work, and it may be a revised and expanded version of a term paper. The thesis must be approved by a thesis committee consisting of two faculty members from the philosophy department. Approval of the thesis depends in part on a public defense attended by the committee.

Upon fulfilling these requirements, the candidate is approved to receive a bachelor's degree with honors in philosophy.

Minor Requirements

The minimum requirement for a philosophy minor is 24 credits in philosophy with grades of P (pass) or C– or better, including 16 upper-division credits. No more than 8 credits of the required 24 may be taken pass/no pass. The 16 credits must include three terms of History of Philosophy: Ancient and Medieval, Modern, 19th Century (PHIL 310, 311, 312) and 4 credits in a course on the work of a specific philosopher.

Graduate Studies

The department offers a graduate program leading to the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees. The program, which is pluralistic in orientation, requires students to develop a broad knowledge of the history of philosophy, major fields, and various approaches and methods. Students are urged to concentrate in a specific area at the advanced level. In addition to the major periods in the history of philosophy, concentrations are supported in American philosophy, continental philosophy, social and political philosophy, feminist philosophy, ethics, philosophy of language, philosophy of science, and aesthetics.

Each student designs a program in consultation with the graduate adviser. Two or more years are typically required to complete the master's degree and four or more years for the doctorate. A complete and detailed list of the university and department requirements for graduate degrees is available from the department office.

Master of Arts

The M.A. program is designed to provide a broad knowledge of the history of philosophy and of recent developments in the basic fields of philosophy. It requires 48 credits of graduate course work, satisfaction of the second-language requirement, and either passing three of four comprehensive examinations or acceptance of a master's thesis by a thesis adviser. The comprehensive examinations cover four broad areas: (1) history of philosophy, (2) epistemology, (3) metaphysics, and (4) value theory (ethics, social-political, aesthetics). They can be passed by written examinations or by grades of A– or better in three specific courses in each of three fields.

Doctor of Philosophy

The Ph.D. degree requires a minimum of 81 credits of graduate-level course work, of which 18 must be in Dissertation (PHIL 603). Students must demonstrate proficiency in a second language, pass an advanced logic course, and pass comprehensive examinations in four broad fields of philosophy. The comprehensive requirement can be satisfied by written examinations or by receiving a grade of A– or better in three specified courses in each of the four fields.

A dissertation prospectus must be accepted by the candidate's dissertation committee after a preliminary oral examination. The written dissertation must receive the approval of the dissertation committee after a final oral examination.

Admission

Applicants for admission to graduate studies are asked to write a brief letter explaining their philosophical background and their specific philosophical interests. This helps the department's admissions committee decide whether this is 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 catalog), 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 $50 application fee, should be sent to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217. 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 are the only form of financial aid available in the philosophy department; the application deadline is February 15 for the following academic year. An application form is provided upon request.

Philosophy Courses (PHIL)

101 Philosophical Problems (4) Introduction to philosophy based on classical and modern texts from Plato through the 20th century. Sample topics include free will, the mind-body problem, the existence of an external world.

102 Ethics (4) Philosophical study of morality (e.g., ethical relativism; justification of moral judgments; concepts of duty, right, and wrong).

103 Critical Reasoning (4) Introduction to thinking and reasoning critically. How to recognize, analyze, criticize, and construct arguments.

170 Love and Sex (4) Attitudes toward love and sexuality in the Western world that have led, in the United States, to a hostility toward sex and an elevation of purified images of love.

199 Special Studies: [Topic] (1–5R)

211 Existentialism (4) Basic ideas of the Christian and atheistic divisions of the existentialist movement; some attention to the philosophical situation that generated the existentialist rebellion.

213 Eastern Philosophy (4) Introduction to classic writings in the Chinese, Indian, Japanese, and other Asian philosophical traditions.

215 Philosophy and Feminism (4) Explores feminism's contribution to philosophy in complete accounts of knowledge and morality by considering the adequacy of theories that ignore gender and feminist development.

216 Philosophy and Cultural Diversity (4) Philosophical investigation of the implications of cultural diversity for identity, knowledge, and community, from the perspectives of several American cultures.

221 Formal Logic (4) Propositional and lower predicate calculus. Translation into symbolic notation, derivations, and truth-table tests. Quantifiers, consistency, and completeness.

307, 308 Social and Political Philosophy (4,4) Major social and political theorists from Plato through Marx. Inquiry into such ideas as justice, natural law, natural rights, and the social contract.

310 History of Philosophy: Ancient and Medieval (4) Focuses primarily on Plato and Aristotle. Examines their roots in pre-Socratic philosophy and their influence on medieval philosophers such as St. Augustine and St. Thomas Aquinas.

311 History of Philosophy: Modern (4) Survey of European philosophy through Hume, including the work of Descartes, Locke, and Berkeley.

312 History of Philosophy: 19th Century (4) Traces Kant's influence on such philosophers as Hegel, Nietzsche, and Marx.

320 Philosophy of Religion (4) Philosophical investigation of the nature of "religion" (e.g., the nature of the sacred, spirituality, and transcendence). Prereq: one philosophy course.

321 Theory of Knowledge (4) Considers conceptions of rationality and truth as well as the role of reason, sense, and emotion in the pursuit of knowledge. Prereq: one philosophy course.

322 Philosophy of the Arts (4) Survey of classical and contemporary theories of art and aesthetic experience, with examples from various arts. Prereq: one philosophy course.

323 Moral Theory (4) Study of the most important traditional ethical theories; modern philosophical analysis of moral terms and statements. Prereq: one philosophy course.

331 Philosophy in Literature (4) Selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America. Prereq: one philosophy course.

339 Introduction to Philosophy of Science (4) Examines theories of scientific practice, rationality, objectivity, values in science, and the role of science in society. Prereq: one philosophy course.

340 Environmental Philosophy (4) Considers the nature and morality of human relationships with the environment (e.g., the nature of value, the moral standing of nonhuman life).

344 Introduction to Philosophy of Law (4) Introduces central problems in the law; examines the nature of legal reasoning.

350 Metaphysics (4) Traditional issues in metaphysics selected from among such topics as substance, existence, time, causation, God, the nature of individuals, and the meaningfulness of metaphysics. Prereq: one philosophy course or instructor's consent.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Recent topics include Art and Politics, Critical Theory, Eastern Philosophy, Feminist Theory, Philosophy of Film. Prereq: three philosophy courses.

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

415/515 Continental Philosophy (4) The theory and writings of Heidegger, Husserl, Derrida, Foucault, and others. Prereq: junior, senior, or graduate standing.

417/517 Topics in Critical Theory (4R) Introduction to the Frankfurt School. Themes vary, but central concerns include rationality, political dimensions of art, and the philosophy of history. Prereq: PHIL 312 or instructor's consent. R once with instructor's consent for maximum of 8 credits.

420/520 American Philosophy (4) Historical survey of American philosophy from the colonial period including the work of Franklin, Emerson, Douglass, Peirce, and William James. Prereq: junior, senior, or graduate standing.

421/521 Ancient Philosophers: [Topic] (4R) Concentrates on the work of a single philosopher, typically Plato or Aristotle. Prereq for 421: PHIL 310 or instructor's consent. R when philosopher changes.

425/525 Philosophy of Language (4) Philosophical theories of language and meaning, with special attention to the nature of concepts and reasoning. Prereq: junior, senior, or graduate standing.

433/533 17th- and 18th-Century Philosophers: [Topic] (4R) Concentrates on the work of a single philosopher, typically Descartes, Locke, Hume, Leibniz, Berkeley, or Kant. Prereq for 433: PHIL 310, 311, or instructor's consent. R when philosopher changes.

439/539 Topics in the Philosophy of Religion (4) 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 (4) Systematic study of the meaning and value of aesthetic experience in everyday life and in the arts: painting, music, literature. Prereq: junior, senior, or graduate standing.

443/543 Topics in Feminist Philosophy: [Topic] (4R) Examines contemporary feminist contributions to philosophy. R once with instructor's consent for maximum of 8 credits.

446/546 Law and Society (4) 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.

450/550 African American Philosophy (4) Survey of 20th-century African American philosophy including works by Alain Locke, W. E. B. Du Bois, bell hooks, Angela Davis, and Cornel West.

451/551 Native American Philosophy (4) Survey of Native American philosophy focusing on methodology, philosophical perspectives in historical traditions, and contemporary Native American philosophy.

453/553 19th-Century Philosophers: [Topic] (4R) Concentrates on the work of a single philosopher, typically Hegel, Nietzsche, Marx, or Kierkegaard. Prereq for 453: PHIL 312 or instructor's consent. R when philosopher changes.

455/555 Philosophy of Logic (4) Writers in the philosophy of logic (e.g., Plato, Aristotle, the Stoics, Ockham, Frege, and Strawson). Prereq: junior, senior, or graduate standing.

458/558 Philosophy of Mind (4) Analysis of some basic concepts of psychology such as "mind" and "behavior"; discussion of the mind-body problem and of methodological issues in psychology. Prereq: junior, senior, or graduate standing.

461/561 Symbolic Logic (4) The critical results of mathematical logic (e.g., the completeness and undecidability of the predicate calculus, the essential incompleteness of elementary number theory, set and recursive function theory). Prereq: PHIL 221 or equivalent.

463/563 20th-Century Philosophers: [Topic] (4R) Concentrates on the work of a single philosopher (e.g., Wittgenstein, Dewey, Quine, Merleau-Ponty, or Foucault). Prereq: junior or senior standing or instructor's consent. R when philosopher changes.

468/568 Problems in Philosophy of Science (4) Investigates issues in the natural sciences including debates concerning realism, scientific methods, naturalizing, value neutrality, objectivity, the nature and role of evidence, and truth.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recent topics are Embodiment, Heidegger, Later Plato, Philosophy and Cognitive Science, Political Philosophy, Pre-Socratics, Recent Moral Theory.

610 Experimental Course: [Topic] (1–5R)

611 Issues in Epistemology (4) Considers Anglo-American, continental, and pragmatic theories about the nature of knowledge, truth, rationality, and the relationships between knowledge and power. Prereq: graduate standing in philosophy.

614 Issues in Ethics (4) Examination of ethical theory. Prereq: graduate standing in philosophy.

640 Issues in 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 Issues in Metaphysics (4) Discussion of current controversies in metaphysics (e.g., essentialism, identity, future contingency). Prereq: graduate standing in philosophy.

680 Issues in History of Philosophy (4) Discussion of problems of interpretation in philosophical texts and current controversies. Prereq: graduate standing in philosophy.

Physics

Dietrich Belitz, Department Head

(541) 346-4751
(541) 346-5861 fax
120 Willamette Hall
1274 University of Oregon
Eugene OR 97403-1274
http://zebu.uoregon.edu/

Faculty

Dietrich Belitz, professor (condensed matter theory). Dip.phys., 1980, Dr.rer.nat., 1982, Technical University of Munich. (1987)

Gregory D. Bothun, 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); associate dean, arts and sciences. 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, associate professor (experimental elementary particle physics). B.A., 1978, California, Irvine; M.S., 1981, Ph.D., 1984, California, Riverside. (1989)

Stephen Gregory, associate professor (solid state physics). B.Sc., 1969, University of Manchester; M.Sc., 1970, University of Essex; Ph.D., 1975, University of Waterloo. (1992)

Roger Haydock, professor (solid state theory). B.A., 1968, Princeton; M.A., Ph.D., 1972, Sc.D., 1989, Cambridge. (1982)

Stephen D. H. Hsu, assistant professor (elementary particle theory). B.S., 1986, California Institute of Technology; M.S., 1989, Ph.D., 1991, California, Berkeley. (1997)

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)

Dean W. Livelybrooks, instructor (physics education). B.S., 1977, Massachusetts Institute of Technology; M.S., 1984, Ph.D., 1990, Oregon. (1996)

Brian W. Matthews, professor (protein crystallography). B.Sc., 1959, B.Sc. (Honors, 1st class), 1960, Ph.D., 1964, University of Adelaide. (1969)

Stanley J. Micklavzina, instructor (physics education). B.S., 1982, M.S., 1985, Oregon. (1985)

John T. Moseley, professor (molecular physics); provost and vice president for academic affairs. 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)

Kwangjai Park, professor (physics of fluids, solid state physics). B.A., 1958, Harvard; Ph.D., 1965, California, Berkeley. (1966)

Michael G. Raymer, professor (quantum optics and chemical physics). B.A., 1974, California, Santa Cruz; Ph.D., 1979, Colorado. (1988)

Stephen J. Remington, professor (protein crystallography). B.S., 1971, Oregon State; Ph.D., 1977, Oregon. (1985)

James M. Schombert, assistant professor (astronomy). B.S., 1979, Maryland; M.Phil., 1982, Ph.D., 1984, Yale. (1996)

Peter C. Sercel, associate professor (solid state physics). B.S., 1987, Arizona; M.S., 1988, Ph.D., 1992, California Institute of Technology. (1992)

David R. Sokoloff, professor (physics education); associate department head. B.A., 1966, City University of New York, Queens; Ph.D., 1972, Massachusetts Institute of Technology. (1978)

Davison E. Soper, professor (elementary particle theory); director, Institute of Theoretical Science. B.A., 1965, Amherst; Ph.D., 1971, Stanford. (1977)

David M. Strom, associate professor (experimental elementary particle physics). B.A., 1980, St. Olaf; Ph.D., 1986, Wisconsin, Madison. (1991)

John J. Toner, professor (condensed matter theory). B.S., 1977, Massachusetts Institute of Technology; M.A., 1979, Ph.D., 1981, Harvard. (1995)

Hailin Wang, assistant professor (quantum optics). B.S., 1982, University of Science and Technology (China); M.S., 1986, Ph.D., 1990, Michigan. (1995)

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)

Joseph Niemela, senior research associate (physics of fluids). B.S., 1982, Ph.D., 1987, Oregon. (1989)

Frank Vignola, senior research associate (solar energy). B.A., 1967, California, Berkeley; M.S., 1969, Ph.D., 1975, Oregon. (1977)

Emeriti

Bernd Crasemann, professor emeritus. A.B., 1948, California, Los Angeles; Ph.D., 1953, California, Berkeley. (1953)

Marvin D. Girardeau, professor emeritus. B.S., 1952, Case Institute of Technology; M.S., 1954, Illinois; Ph.D., 1958, Syracuse. (1963)

Rudolph C. Hwa, professor emeritus. B.S., 1952, M.S., 1953, Ph.D., 1957 (electrical engineering), Illinois; Ph.D., 1962, Brown. (1971)

Joel W. McClure Jr., professor emeritus. B.S., 1949, M.S., 1951, Northwestern; Ph.D., 1954, Chicago. (1954)

David K. McDaniels, professor emeritus. B.S., 1951, Washington State; M.S., 1958, Ph.D., 1960, Washington (Seattle). (1963)

John L. Powell, professor emeritus. B.A., 1943, Reed; Ph.D., 1948, Wisconsin. (1955)

George W. Rayfield, professor emeritus. B.S., 1958, Stanford; Ph.D., 1964, California, Berkeley. (1967)

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

Undergraduate Studies

Physics, the most basic of the natural sciences, is concerned with the discovery and development of the laws that describe our physical universe. Because of its fundamental nature, the study of physics is essential for work in the natural sciences and for students who want to comprehend our technological world. In addition to major and minor programs, the Department of Physics offers a variety of courses for nonmajors as well as for prehealth science students.

Preparation. Entering freshmen should have taken as much high school mathematics as possible in preparation for starting calculus in their freshman year. High school study of physics and chemistry is desirable, as is study of one of

the scientific languages—French, German, or Russian.

Transfer Students. Because of the sequential nature of the physics curriculum, students from two-year colleges should try to transfer to the university as early in their studies as possible. Those who transfer after two years should prepare 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 211, 212, 213 or CH 221, 222, 223 and CH 227, 228, 229), and, if possible, one term of differential equations and two terms of multivariable calculus (the equivalent of MATH 256 and MATH 281, 282). Students who transfer after attending a four-year college or another university for more than two years should have completed a second year of physics. Transfer students should also have completed as many as possible of the university requirements for the bachelor's degree (see Bachelor's Degree Requirements under **Registration and Academic Policies**).

Careers. Students who earn an undergraduate degree may continue their studies toward a graduate degree, leading to a career in teaching or research or both at a university, at a government laboratory, or in industry. Alternatively, students with bachelor's degrees in physics may find employment in the technology industry 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 catalog. In addition, for the B.A. degree, the foreign-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 211, 212, 213 or CH 221, 222, 223 ***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)

Intermediate Physics Laboratory (PHYS 390)

Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413)

Quantum Physics (PHYS 414, 415, 416)

Any combination of Modern Optics Laboratory (PHYS 426), Analog Electronics (PHYS 431), Digital Electronics (PHYS 432), Physics Instrumentation (PHYS 433), Advanced Physics Laboratory (PHYS 490) to total 6 credits

Required courses must be taken for letter grades, and a grade point average of 2.00 (C) or better must be earned in these courses. Courses beyond the minimum requirement may be taken pass/no pass (P/N). At least 20 of the upper-division credits must be completed in residence at the University of Oregon. Exceptions to these requirements must be approved by the physics advising coordinator.

Sample 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, students should plan to take the following courses:

Freshman Year	***42 credits***
General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229)	18
Foundations of Physics I (PHYS 251, 252, 253)	12
Calculus I,II,III (MATH 251, 252, 253)	12
Sophomore Year	***26 credits***
Foundations of Physics II (PHYS 351, 352, 353)	12
Intermediate Physics Laboratory (PHYS 390), two terms	2
Introduction to Differential Equations (MATH 256)	4
Several-Variable Calculus I,II (MATH 281, 282)	8
Junior Year	***26–28 credits***
Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413)	12
Advanced Physics Laboratory (PHYS 490) or other laboratory	2–4
Mathematics or physics electives or both	12
Senior Year	***30–32 credits***
Quantum Physics (PHYS 414, 415, 416)	12
Advanced Physics Laboratory (PHYS 490) or other laboratory	2–4
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 graduation requirements for the bachelor's degree, transfer students should plan to take the following courses:

Junior Year	***26 credits***
Foundations of Physics II (PHYS 351, 352, 353)	12
Intermediate Physics Laboratory (PHYS 390), two terms	2
Introduction to Differential Equations (MATH 256)	4
Several-Variable Calculus I,II (MATH 281, 282)	8
Senior Year	***42 credits***
Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413)	12
Quantum Physics (PHYS 414, 415, 416)	12
Advanced Physics Laboratory (PHYS 490) and other laboratory courses	6
Physics or mathematics electives or both	12

Honors

To be recommended by the faculty for graduation with honors in physics, a student must complete at least 46 credits in upper-division physics courses, of which at least 40 credits must be taken for letter grades, and earn at least a 3.50 grade point average in these courses.

Minor Requirements

Students seeking a physics minor must complete a minimum of 24 credits in physics, of which at least 15 must be upper division. These credits must include Foundations of Physics II (PHYS 351, 352, 353) or Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413). Three credits in Intermediate Physics Laboratory (PHYS 390) or a 4-credit 400-level physics course completes the upper-division requirements. All course work must be completed with grades of P or C– or better. At least 12 of the upper-division credits must be completed in residence at the University of Oregon.

Prospective minors must take either General Physics with Calculus (PHYS 211, 212, 213) or Foundations of Physics I (PHYS 251, 252, 253). General Physics (PHYS 201, 202, 203) may be substituted with the physics undergraduate adviser's approval.

Engineering

Students interested in engineering may complete preparatory course work at the University of Oregon before enrolling in a professional engineering program at Oregon State University (OSU) or elsewhere. The Department of Physics coordinates a three-plus-two program that allows a student to earn a bachelor's degree in physics from the UO and one in engineering from OSU. For more information, see the **Engineering, Preparatory** section of this catalog.

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in physics and integrated sciences. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

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, quantum optics, solid state physics, statistical mechanics, superfluid mechanics, and areas of applied physics.

The interdisciplinary Institute of Theoretical Science houses theoretical research in some of

the above areas as well as in areas of overlap between chemistry and physics.

The Materials Science Institute and the Oregon Center for Optics provide facilities, support, and research guidance for graduate students and postdoctoral fellows in the interdisciplinary application of concepts and techniques from both physics and chemistry to understanding physical systems.

Cooperative programs of study are possible in biophysics through the Institute of Molecular Biology.

Pine Mountain Observatory

The Department of Physics operates Pine Mountain Observatory for research and advanced instruction in astronomy. It 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 required. Students from non-English-speaking countries must demonstrate proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL). Each applicant must submit to the Department of Physics one copy of a completed Graduate Admission Application, one copy of official transcripts of all academic work, and three letters of reference from individuals well acquainted with the applicant's ability and recent work in physics.

Financial aid in the form of graduate teaching or research fellowships (GTFs) is available on a competitive basis to Ph.D. students. GTFs require approximately eighteen hours of work a week and provide a stipend and tuition waiver. New students are typically eligible only for teaching fellowships.

The sequential nature of most physics courses makes it difficult to begin graduate study in terms other than fall. Furthermore, financial aid is usually available only to students who begin their studies in the fall.

To ensure equal consideration for fall term admission, the deadline for applications for financial aid is February 15. Late applications for admission may be considered until July 15.

Degree Requirements

Entering students should consult closely with their assigned advisers. Students showing a lack of preparation are advised to take the necessary undergraduate courses in order to remedy their deficiencies.

Students should consult the **Graduate School** section of this catalog for general university admission and degree requirements. Departmental requirements 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, or take a program of specified courses. 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). The specified-courses option requires 40 graduate credits in physics, 36 of which must be selected from a list of courses approved by the department.

In addition to all the preceding requirements, candidates for the master of arts (M.A.) degree must demonstrate foreign-language proficiency.

The master's degree program can be completed in four terms.

Doctor of Philosophy

The physics department has few course requirements for the doctor of philosophy (Ph.D.) degree, relying primarily on demonstrated competence in the qualifying examination, comprehensive examination, and doctoral-dissertation research.

Qualifying Examination. The master's final examination constitutes part of the Ph.D. qualifying examination. All candidates must pass the written master's examination. This requirement may be waived by the director of graduate studies if the candidate already has a master's degree in physics. The remainder of the qualifying exam 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 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 and pursue advanced studies in at least three specialized fields. Typically, the advanced studies requirement is satisfied by taking eight terms of course work chosen from a list of 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.

Lecture Requirement. Before the final approval of the dissertation, candidates must present a lecture in one of the research seminars or a research group meeting.

Dissertation. The dissertation is the most important Ph.D. requirement. Every degree candidate must submit a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must be a real contribution to knowledge, based on the candidate's own investigations. It must show a mastery of the literature on the subject and be written in creditable prose style. Candidates must receive approval of the dissertation within seven years of passing the qualifying examination.

Astronomy Courses (ASTR)

121 The Solar System (4) Naked-eye astronomy, development of astronomical concepts, and the solar system. Primarily for nonscience majors.

122 Birth and Death of Stars (4) The structure and evolution of stars. Primarily for nonscience majors.

123 Galaxies and the Expanding Universe (4) Galaxies and the universe. Primarily for nonscience majors.

Physics Courses (PHYS)

101, 102, 103 Essentials of Physics (4,4,4) Fundamental physical principles. **101:** mechanics. **102:** heat, waves, and sound; electricity and magnetism. **103:** modern physics. Primarily for nonscience majors.

151 Waves, Sound, and Light (3) Nature of vibrations and waves. Descriptions of various waves in our surroundings; mechanical, water,

sound, and electromagnetic waves. Primarily for nonscience majors.

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. Prereq: PHYS 151. Primarily for nonscience majors.

153 Physics of Light and Color (3) Light and color, their nature, how they are produced, and how they are perceived and interpreted. Prereq: PHYS 151. Primarily for nonscience majors.

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. Prereq: PHYS 151. Primarily for nonscience majors.

161 Physics of Energy and Environment (4) Practical study of energy generation and environmental impact, including energy fundamentals, fossil fuel use, global warming, nuclear energy, and energy conservation. Primarily for nonscience majors.

162 Solar and Other Renewable Energies (4) Topics include photovoltaic cells, solar thermal power, passive solar heating, energy storage, geothermal energy, and wind energy. Primarily for nonscience majors.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201, 202, 203 General Physics (4,4,4) Introductory sequence. **201:** mechanics and fluids. **202:** thermodynamics, waves, optics. **203:** electricity, magnetism, modern physics. Sequence. Prereq: MATH 111, 112 or equivalent. For science, prehealth, and architecture students.

204, 205, 206 Introductory Physics Laboratory (2,2,2) Practical exploration of the principles studied in general-physics lecture. Measurement and analysis methods applied to experiments in mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics. Sequence. Pre- or coreq: PHYS 201, 202, 203 or PHYS 211, 212, 213 or instructor's consent.

211, 212, 213 General Physics with Calculus (4,4,4) Introductory sequence covers roughly the same topics as PHYS 201, 202, 203 but in greater mathematical depth. Sequence. Coreq: MATH 251, 252, 253 or equivalent. For science majors and preengineering and prehealth science students.

251, 252, 253 Foundations of Physics I (4,4,4) **251:** kinematics including relativistic treatments; force; energy; momentum. **252:** relativistic energy and momentum; collisions; photoelectric effect; Compton scattering; rotational motion; Bohr atom. **253:** electricity and magnetism. Coreq: MATH 251, 252, 253 or equivalent. Recommended for majors.

301, 302, 303 Physicists' View of Nature (3,3,3) Physics concepts illustrated by the work of prominent physicists. **301:** the classical view—mechanics, electrical science. **302:** thermal physics and the transition to the modern view. **303:** the 20th-century view—relativity, cosmology, and quantum physics. Sequence. Prereq: junior or senior standing. Goswami. Primarily for nonscience majors.

351, 352, 353 Foundations of Physics II (4,4,4) Physics of waves: mechanical, electrical, optical, and quantum; coupled systems and dispersion. Statistical thermodynamics: probability, work, heat, temperature, entropy, equations of state, heat engines. Prereq: PHYS 251, 252, 253 or equivalent; coreq: MATH 256, 281, 282.

390 Intermediate Physics Laboratory: [Topic] (1–2R) Project modules demonstrate phenomena, instrumentation, and experimental technique. Coreq: PHYS 351, 352, 353.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–16R) P/N only

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–16R) P/N only

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–4R)

408/508 Workshop:[Topic] (1–21R)

409 Supervised Tutoring (1–3R) P/N only

410/510 Experimental Course: [Topic] (1–4R) Current topics are listed in the *UO Schedule of Classes*.

411, 412/512, 413/513 Mechanics, Electricity, and Magnetism (4,4,4) Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena. Sequence. Prereq: MATH 282. *Only nonmajors may earn graduate credit.*

414/514, 415/515, 416/516 Quantum Physics (4,4,4) Planck's and de Broglie's postulates, the uncertainty principle, Bohr's model of the atom, the Schroedinger equation in one dimension, the harmonic oscillator, the hydrogen atom, molecules and solids, nuclei and elementary particles. Sequence. Pre- or coreq: PHYS 411, 412/512, 413/513. *Only nonmajors may earn graduate credit.*

417/517 Topics in Quantum Physics (4) Perturbation theory, variational principle, time-dependent perturbation theory, elementary scattering theory. Prereq: PHYS 415/515. *Only nonmajors may earn graduate credit.*

421/521 Topics in Mechanics (4) 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 413/513.

423/523 Introduction to Statistical Physics (4) Development of statistical techniques to describe physical systems with applications to classical and quantum ideal gases, nonideal gases, phase transitions, photon gas, and transport. Prereq: PHYS 353.

424/524 Classical Optics (4) Geometrical optics, polarization, interference, Frauenhofer and Fresnel diffraction. Prereq: PHYS 413/513.

425/525 Modern Optics (4) Special topics in modern applied optics such as Fourier optics, coherence theory, resonators and lasers, holography, and image processing. Prereq: PHYS 424/524 or equivalent.

426/526 Modern Optics Laboratory (4) A series of experiments with a variety of lasers and modern electro-optical instrumentation. Prereq: PHYS 425/525.

427/527 X-ray Crystallography (4) X-ray diffraction, Bragg's law, crystal symmetry, the reciprocal lattice, structure factors and Fourier syntheses, the phase problem, small and macromolecular crystal structures. Prereq: instructor's consent. Includes laboratory work.

431/531 Analog Electronics (4) Passive and active discrete components and circuits. General circuit concepts and theorems. Equivalent circuits and black box models. Integrated circuit operational amplifiers. Prereq: general physics or equivalent; knowledge of complex numbers; MATH 256.

432/532 Digital Electronics (4) Digital electronics including digital logic, measurement, signal processing and control. Introduction to computer interfacing. Prereq: general physics or equivalent; MATH 253.

433/533 Physics Instrumentation (4) Basic components of a personal computer and interface implementations. Applications to scientific instrumentation. Prereq: PHYS 432/532.

490/590 Advanced Physics Laboratory: [Topic] (1–16R) Project modules demonstrate phenomena, instrumentation, and experimental technique. Prereq: instructor's consent.

492/592 Stellar Structure and Evolution (4) Introduction to the physics of stars. Topics include equations that govern stellar structure and evolution, thermodynamics, radiation transport, interstellar medium, nebulae and supernovae. Prereq: MATH 282, PHYS 353.

493/593 Observational Cosmology (4) Introduction to observational cosmology. Topics include cosmological models, physics of the early universe, large-scale structures, and the extragalactic distance scale. Prereq: PHYS 413/513.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R) P/N only

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–4R) P/N only. Recent topics include Astrophysics and Gravitation, Biophysics, Condensed Matter, High Energy Physics, Physics Colloquium, Theoretical Physics.

608 Workshop: [Topic] (1–16R)

609 Supervised Tutoring (1–3R) P/N only

610 Experimental Course: [Topic] (1–4R) Current topics are listed in the *UO Schedule of Classes*.

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 (4,4,4) **631:** review of fundamentals, central force problems, matrix mechanics. **632:** approximation methods, scattering. **633:** rotation symmetry, spin, identical particles. Sequence.

634 Advanced Quantum Mechanics (4) Time-dependent formulation of scattering, relativistic equations and solutions, hole theory, symmetry properties, second quantization, Fock space.

661, 662, 663 **Elementary Particle Phenomenology (4,4,4)** Classification and quantum numbers of elementary particles; elements of group theory, Lorentz group and spin; discrete and continuous symmetries; phenomenology of weak, electromagnetic, and strong interactions; quark model of hadron structure. Sequence. Prereq: PHYS 633. Offered 1999–2000 and alternate years.

665, 666 **Quantum Field Theory (4,4)** Canonical quantization, path integral formulation of quantum field theory, Feynman rules for perturbation theory, quantum electrodynamics, renormalization, gauge theory of the strong and electroweak interactions. Sequence. Prereq: PHYS 634. Offered alternate years; not offered 1999–2000.

671, 672, 673 **Solid State Physics (4,4,4)** Crystallography; thermal, electrical, optical, and magnetic properties of solids; band theory; metals, semiconductors, and insulators; defects in solids. Sequence. Prereq: PHYS 633.

674, 675, 676 **Theory of Condensed Matter (4,4,4)** Advanced topics include quantum and statistical description of many-particle systems, electronic structure, elementary excitations in solids and fluids, critical phenomena, statics and dynamics of soft condensed matter. Topics and emphasis vary. Prereq: PHYS 673. Offered 1999–2000 and alternate years.

681, 682, 683 **Atomic and Molecular Physics (4,4,4)** Survey of atomic and molecular physics including angular momentum and multiplet theory, relativistic and quantum-electrodynamic effects, atomic collisions, the spectroscopy and structure of simple molecules, and selected applied topics. Sequence. Not offered 1999–2000.

684, 685, 686 **Quantum Optics and Laser Physics (4,4,4)** Nonlinear optical processes and quantum statistical properties of light produced by such processes, laser theory, wave mixing processes, optical Bloch equations, field quantization, photon statistics, cooperative emissions. Sequence. Prereq for 684: undergraduate quantum mechanics; coreq for 685, 686: PHYS 631, 632. Offered alternate years; not offered 1999–2000.

694, 695, 696 **General Relativity (4,4,4)** 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. Sequence. Prereq: PHYS 611, 612. Not offered 1999–2000.

Political Science

Priscilla Southwell, Department Head

(541) 346-4864
(541) 346-4860 fax
936 Prince Lucien Campbell Hall
1284 University of Oregon
Eugene OR 97403-1284
polisci@oregon.uoregon.edu
http://polisci.uoregon.edu/

Faculty

Amy D. Ash, assistant professor (ancient political theory, contemporary political theory). B.A., 1987, Occidental; M.Sc., 1989, London School of Economics; M.A., 1993, Ph.D., 1996, Cornell. (1995)

William H. Baugh, associate professor (foreign policy, international relations, research methodology). 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). B.A., 1971, Oberlin; M.A., 1975, Ph.D., 1980, Princeton. (1987)

Gerald Berk, associate professor (American politics, political development, political economy). B.A., 1977, Clark; Ph.D., 1987, Massachusetts Institute of Technology. (1994)

Robert G. Darst, assistant professor (human rights, international environmental politics, international relations). B.A., 1984, North Carolina at Chapel Hill; M.A., 1987, Ph.D., 1994, California, Berkeley. (1996)

Jane I. Dawson, assistant professor (comparative politics, environmental politics, post-Soviet and East European politics). A.B., 1980, Bryn Mawr; A.M., 1982, Harvard; M.A., 1987, Johns Hopkins; Ph.D., 1993, California, Berkeley. (1996)

Irene Diamond, associate professor (ecological theory and politics, feminist theory, U.S. politics). B.A., 1968, Douglass; Ph.D., 1975, Princeton. (1987)

Gerald W. Fry, professor. See **International Studies**

Richard 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 (environmental policy, political theory, research methods). B.A., 1963, Northwestern; M.A., 1965, Ph.D., 1966, Oregon. (1968)

Ronald B. Mitchell, associate professor (environmental politics, international relations). B.A., 1981, Stanford; M.P.P., 1985, Ph.D., 1992, Harvard. On leave 1999–2000. (1993)

Mikhail Myagkov, assistant professor (comparative politics, formal political theory). B.S., 1990, Moscow Institute of Physics and Technology; M.S., 1994, Ph.D., 1996, California Institute of Technology. (1996)

Julie Novkov, assistant professor (law and politics, political theory, U.S. politics). A.B., 1989, Harvard and Radcliffe; J.D., 1992, New York University School of Law; M.A., 1994, Ph.D., 1998, Michigan. (1996)

John M. Orbell, professor (decision-making, evolutionary psychology, roots of political behavior), director, Institute of Cognitive and Decision Sciences. B.A., 1957, M.A., 1960, New Zealand; Ph.D., 1965, North Carolina at Chapel Hill. (1967)

Lars Skalnes, assistant professor (international political economy, international relations). Cand.mag., 1984, University of Bergen, Norway; M.A., 1989, Ph.D., 1993, California, Los Angeles. (1992)

Priscilla Southwell, professor (political behavior, U.S. and European politics). B.A., 1974, M.A., 1977, Colorado; Ph.D., 1983, North Carolina at Chapel Hill. (1981)

Richard P. Suttmeier, professor (Chinese and Japanese politics; comparative politics; science, technology, and international relations). A.B., 1963, Dartmouth; Ph.D., 1969, Indiana. (1990)

Emeriti

James C. Davies, professor emeritus. A.B., 1939, Oberlin; Ph.D., 1952, California, Berkeley. (1963)

Joseph R. Fiszman, professor emeritus. B.A., 1948, St. John's, Shanghai; M.A., 1956, Emory; Ph.D., 1964, Michigan State. (1959)

Daniel Goldrich, professor emeritus. B.A., 1955, Antioch; M.A., 1957, Ph.D., 1959, North Carolina at Chapel Hill. (1963)

Arthur M. Hanhardt Jr., professor emeritus . B.A., 1953, Rochester; M.A, 1958, Colgate; Ph.D, 1963, Northwestern. (1963)

James R. Klonoski, professor emeritus. B.S., 1947, M.A., 1948, Minnesota; Ph.D., 1958, Michigan. (1961)

William C. Mitchell, professor emeritus. B.A., 1950, Michigan State; M.A., 1951, Illinois; Ph.D., 1960, Harvard. (1960)

M. George Zaninovich, professor emeritus. B.A., 1953, M.A., 1959, Ph.D., 1964, Stanford. (1966)

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

Participating

Gordon Lafer, labor, education and research

About the Department

The Department of Political Science at the University of Oregon offers courses in a variety of subjects, including U.S. politics, international relations, public policy, comparative politics, political theory, and methods of social science research. Areas in which the department specializes include Asian, environmental, and East European politics.

Careers. Political science majors follow many paths after receiving their undergraduate degrees. Many apply for admission to law schools throughout the country. Others go on to graduate work in political science or public administration. With the bachelor's degree, political science graduates may find jobs in federal, state, and local government agencies; nonprofit organizations; private industry; 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 than majors without such experience to obtain governmental employment after graduation.

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 are introductory, basic to building a major in political science. Courses at the 300 level introduce the chief areas and concerns of political science. Advanced and specialized courses are at the 400 level.

At the discretion of the instructor, certain 300- and 400-level courses may have prerequisites.

Students should have at least 8 credits in political science before taking 400-level courses.

Major Requirements

Credits. Students majoring in political science are required to complete a minimum of 48 credits in undergraduate political science courses leading to a bachelor of arts (B.A.) or a bachelor of science (B.S.) degree. At least 32 credits must be upper division; no more than 16 credits may be lower division. All 48 credits must be passed with grades of C– or better. Of the 48 credits, 8 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, and 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 Seminars (PS 407) or Experimental Courses (PS 410) may be included in the 48-credit requirement and counted toward the subfield of concentration.

No more than a total of 16 credits in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), Field Studies (PS 406), and Workshop (PS 408) may be applied toward the 48-credit requirement. Practicum (PS 409) does not count toward the major.

No more than 10 credits of Field Studies (PS 406) may be applied toward the 48 credits. This work must be done under the direction of a faculty member who, prior to registration, has approved and set up academic criteria to evaluate the work. The student must be registered at the university to earn credit.

Freshmen and Transfer Students. There are no departmental requirements for entering freshmen. Students planning to transfer to the university from two-year colleges should take the basic introductory political science courses offered at those institutions. At least 20 credits in upper-division graded political science courses must be completed in residence at the University of Oregon to qualify for a B.A. or B.S. degree in political science. Transfer students must meet the subfield distribution requirement.

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 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 curricular 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, a foreign language for the B.A. degree.

Freshman Year

Fall Term	*16 credits*
United States Politics (PS 201) or equivalent	4
Arts and letters elective	4
College Composition I (WR 121)	4
Mathematics or foreign language	4
Winter Term	***16 credits***
Introduction to International Relations (PS 205) or equivalent	4
Introduction to Sociology (SOC 204)	4
Science elective	4
Mathematics or foreign language	4
Spring Term	***16 credits***
Introduction to Comparative Politics (PS 204) or equivalent	4
Social science elective	4
Elective	4
Mathematics or foreign language	4

Sophomore Year

Fall Term	*16 credits*
Political science 200- or 300-level elective	4
Arts and letters elective	4
College Composition II or III (WR 122 or 123)	4
Introduction to Economic Analysis: Microeconomics (EC 201)	4
Winter Term	***16 credits***
Political science 300-level elective or equivalent lower-division course	4
Appropriate 200-level course	4
Science elective	4
Elective	4
Spring Term	***16 credits***
Political science 300-level elective or comparable lower-division course	4
Arts and letters elective	4
Science elective	4
Elective	4

Second Bachelor's Degree. Students who want to obtain a second bachelor's degree in political science must complete 48 credits in political science, as outlined above under Credits.

Honors in Political Science

In order to graduate with honors in political science, a student who has earned a 3.50 grade point average 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.

Minor Requirements

The minor in political science requires 24 credits including 16 upper-division graded credits. All 24 credits must be taken for letter grades and passed with grades of C– or better. Only 6 of these credits may be in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), or Workshop (PS 408). Field Studies (PS 406) and Practicum (PS 409) do not count toward the minor. Up to 8 credits may be transferred from another institution. Students must submit a minor declaration form to the department office.

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

The Department of Political Science offers a graduate program of studies leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees. The program is designed to prepare students for teaching, research, and governmental or other public service and to enable them to understand and participate in public affairs.

Regular members of the department and occasional visiting faculty members offer advanced courses and seminars in most fields of political science. Joint faculty-student studies, interdepartmental research projects, and individual research are being conducted in such diverse areas as environmental politics, international political economy, laboratory study of rational choice, north-north and north-south issues in economic and political development, political parties, political change in East Asia, and voting behavior.

Admission

Admission requirements for the master's and doctoral degree programs include the following:

1. Official transcript showing a grade point average (GPA) of 3.00 or higher for all undergraduate and graduate academic work
2. Recommendations from at least three teachers from whom courses have been taken
3. Scores on the Graduate Record Examinations (GRE): combined verbal and quantitative scores of 1100 are required. Students with degrees from overseas institutions where English is not spoken must also attain a score of at least 213 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

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. The deadline for graduate teaching fellowship applications and fall-term admission is February 15. The deadline for winter-term admission is October 15; the deadline for spring-term admission is January 20.

Master's Degree Program

The master's degree program prepares students for promotion to the doctoral program and professional careers in teaching and research.

Two years is the typical period for completing the program.

The master's degree program has the following requirements:

1. Completion of 48 credits of graduate course work
2. Completion of required courses as specified by the department
3. Demonstrated competence in social science methodology
4. Completion of a master's degree thesis

See the **Graduate School** section of this catalog for the distinction between M.S. and M.A. degree requirements.

Doctoral Program

This program is designed to allow the well-prepared student to complete course requirements for the Ph.D. in two years of full-time study. Students take comprehensive examinations during their third year, followed by preparation of a dissertation. Requirements for the Ph.D. in political science include:

1. Completion of 81 credits (18 credits are for dissertation) beyond the bachelor's degree. PS 601, 605, 606, 608, 609, and 610 may be taken pass/no pass, but no more than 8 credits may be counted toward the 81. All other course work must be taken for letter grades
2. Completion of State of the Discipline (PS 620), to be taken the first time it is offered
3. Completion of three seminars, selected from PS 621–626, in the three area fields in which the student takes the comprehensive examination. Students should take these seminars as early as possible
4. Demonstrated proficiency in quantitative and research methods
5. After completion of course work, passing a comprehensive examination in one primary field and two secondary fields selected from the list below. Each field comprises several themes from which the student must choose a subset.
   a. Classical and contemporary political theory
   b. Comparative politics
   c. International relations
   d. Public policy
   e. Formal theory and methodology
   f. United States politics
6. An oral and a written examination taken on material from the primary field. The examination for one secondary field may be satisfied by a research paper and an oral examination; a written examination covers material from the other secondary field
7. 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
8. 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
9. Defense of the written dissertation in an oral examination

A complete description of graduate requirements, including an explanation of themes and field requirements, is available from the department office.

Political Science Courses (PS)

Because not every course listed here can be offered every year, students should consult the most recent UO Schedule of Classes *or inquire at the department office.*

101 Modern World Governments (4) Introduction to the political systems, practices, and institutions of leading contemporary nations including Britain, France, Russia, China, and selected nations in Africa and Latin America. Suttmeier.

104 Problems in United States Politics (4) Current policy issues in American politics (e.g., unemployment, education, crime). Medler.

105 Crisis and Response in International Politics (4) International crises examined in terms of the collective responses made by nation-states and international organizations. Open only to freshmen, sophomores. Not offered 1999–2000.

199 Special Studies: [Topic] (1–5R)

201 United States Politics (4) Theoretical introduction to American institutions, political doctrines, and ideology as these affect the course of politics and public policy in the United States. Berk, Southwell.

203 State and Local Government (4) Linkage between elites and masses with attention to values, beliefs, participation, and process. Topics include mass participation, state and community elites, violence, public policy. Diamond.

204 Introduction to Comparative Politics (4) Major concepts and approaches in the study of comparative government and politics. Dawson, Kraus, Suttmeier.

205 Introduction to International Relations (4) Introduction to theoretical and methodological tools for the analysis of world politics. Baugh, Darst, Kraus, Mitchell, Skalnes.

207 Introduction to Contemporary Political Theory (4) Theories of collective action, power, conflict of interest in the context of political institutions. Orbell, Southwell.

208 Introduction to the Tradition of Political Theory (4) Selected issues in political theory such as political obligation, rationality, diversity, and relativism. Covers contemporary and classical theories. Ash, Baumgold.

225 Political Ideologies (4) Origins, functions, and political implications of several ideologies such as liberalism, fascism, communism, feminism, environmentalism, and nationalism.

230 Introduction to Urban Politics (4) Conflict in cities; power structures; protest movements and political participation; urban political institutions; critiques of urban politics; black politics. Diamond.

240 Introduction to Public Policy and Administration (4) Alternative means of explaining the process of policymaking and alternative strategies of decision-making in the policy process applied to contemporary issues.

255 Mexican Politics (4) Introduction to contemporary Mexican politics: historical overview; government and politics; political economy, global economic integration, impacts; popular struggles, human rights politics, militarization, United States role; border politics. Goldrich.

270 American Political Fiction (4) Survey of American fiction and its political significance. Covers basic theoretical concepts including justice, freedom, responsibility, and race and gender as political (and politicized) categories. Novkov. Not offered 1999–2000.

275 Legal Process (4) Overview of the United States legal system. Covers a range of sociolegal writing and provides a context for the legal system under which the U.S. operates. Novkov.

280 Introduction to Political Psychology (4) Contemporary cognitive theories applied to political behavior, individual and collective processes. Orbell.

297 Introduction to Environmental Politics (4) Growth-driven modern economy and environmental limits in Western, East European, and Third World countries; United States environmental policy; alternative environmental political futures. Diamond, Goldrich.

301 Art and the State (4) Comparative analysis of issues raised by state intervention in production and distribution of art: censorship, artistic freedom, ideological domination, regulation of artistic marketplace, cultural imperialism. Kraus.

308 United States Political Thought (4) Development of United States political thought from the Revolution through the 20th century. Includes writings of Jefferson, Paine, Madison, Tocqueville.

317 Coastal Resources Management Policy (4) Assessment of coastal zone resource management policies, emphasizing Oregon and the Pacific Northwest. Land use, ocean and territorial sea planning involving multiple levels of government. Medler.

321 Introduction to Political Economy (4) Systematic comparison of markets and political processes and their outcomes. Baugh, Southwell.

326 United States Foreign Policy I (4) Basic concepts underlying the formulation and implementation of United States foreign policy; relationships between American society and foreign policy; the relationship of the U.S. to its international environment. Baugh, Kraus, Mitchell, Southwell.

331 Social Justice (4) Survey of major works on social justice: John Rawls's *A Theory of Justice* and Robert Nozick's *Anarchy, State, and Utopia*. Includes Hayek, Buchanan, Walzer, Sandel. Ash.

338 Southeast Asia in Modern Times (4) Historical background, contemporary political systems, and major problems of Burma, Thailand, Malaysia, Singapore, Laos, Cambodia, Vietnam, the Philippines, and Indonesia. Fry. Not offered 1999–2000.

340 International Political Economy (4) Links between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, and development. Micro- and macroeconomics recommended.

342 Politics of China I (4) Survey of the politics of the People's Republic of China. Emphasis on political sociology and group conflict: elites, ideology, social change, and organization. Kraus.

344 Public Policy and Citizen Action (4) 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. Not offered 1999–2000.

347 Political Power, Influence, and Control (4) Survey of the use of the concept of power in the social sciences, stressing diverse theoretical

perspectives and empirical studies of political institutions. Baumgold, Medler.

348 Women and Politics (4) Examines the treatment of women in the classic works of political philosophy. Links this body of thought to contemporary views on women. Diamond, Novkov, Southwell.

349 Mass Media and American Politics (4) The role of the mass media in contemporary American politics; the effect of the media on such institutions as political parties, elections, and the presidency. Medler.

353 Campaigning (4) Strategic issues for politicians and others interested in winning votes. Theoretical materials from political science and related disciplines cast light on these practical questions. Medler. Not offered 1999–2000.

355 Oregon Government and Politics (4) Current political issues in Oregon with particular attention to political races and ballot measures before the Oregon electorate as well as the state's major political institutions.

360 Introduction to Political Science Research (4) Formulating explanations for phenomena as process models; drawing conclusions to test the models; revising and refining models. Applications from many sociopolitical processes. Prereq: MATH 111 or equivalent or instructor's consent. Baugh.

386 United States Social Movements and Political Change (4) Causes and consequences of American social movements. Considers theoretical perspectives. Topics may include agrarian populism, labor movement, civil rights movement, the women's movement, and identity politics. Berk, Novkov.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–15R)

403 Thesis (1–15R) P/N only

405 Reading and Conference: [Topic] (1–15R)

406 Field Studies: [Topic] (1–5R) R for maximum of 10 credits.

407/507 Seminar: [Topic] (1–4R) Offerings vary from year to year, depending on student needs and faculty interests.

408/508 Workshop:[Topic] (1–21R)

409 Practicum: [Topic] (1–3R) P/N only

410/510 Experimental Course: [Topic] (1–4R) Offerings vary from year to year, depending on student needs and faculty interests.

414/514 Political Parties and Elections (4) The primary function of parties in the United States as compared with other systems: socialization and recruitment, political identification, voting behavior, and party organization. Southwell.

420/520 International Organization (4) The organization of interaction among nations in institutional arrangements. Darst, Mitchell, Skalnes.

421/521 Science, Technology, and International Relations (4) Examines weapons development, economic competitiveness, and environmental issues to learn how advances in science and technology have influenced international relations. Suttmeier.

423/523 Europe after the Cold War (4) International politics in contemporary Europe. Topics include nationalism and ethnic conflict; the European Union, the North Atlantic Treaty Organization and other international organizations; Russian foreign policy. Darst.

424/524 Politics of Western Europe (4) Governmental institutions and political processes of Great Britain, France, and the Federal Republic of Germany. Special attention to interest groups, parties, and voting behavior. Prereq: PS 204 or instructor's consent. Southwell. Not offered 1999–2000.

425/525 Politics of the European Union (4) Theory and practice of European integration; institutions, policies, and prospects of the European Union. Southwell. Not offered 1999–2000.

426/526 United States Foreign Policy II (4) Processes by which United States foreign policy is made and executed; problems leading to suboptimal results; predicting future policy problems and outcomes. Prereq: PS 326 or instructor's consent. Baugh.

429/529 Public Opinion and Foreign Policy (4) Nature, determinants, impact, and interaction of elite and mass public opinion regarding foreign policy, particularly of the United States. Structure and measurement of belief systems. PS 326 or 426 recommended. Baugh. Not offered 1999–2000.

430/530 Political Theory: Ancient and Medieval (4) Greek, Roman, and medieval political thought covering Socrates, Plato, Aristotle, Cicero, Augustine, and Aquinas. Ash, Baumgold.

431/531 Political Theory: Renaissance, Reformation, and Early Modern (4) Development of political theory. Primary figures are Machiavelli, Hobbes, Locke, and Rousseau. Ash, Baumgold.

432/532 Political Theory: Modern and Contemporary (4) Political theory during the 19th and 20th centuries including utilitarianism and radical, revolutionary, and liberal democratic traditions. Ash, Baumgold.

433/533 Marxist Political Theories (4) Variations in Marxist theorizing. Survey of different schools. How Marxist theoretical expression and adaptation in one environment might compare to that in another.

434/534 Feminism and Ecology (4) Ecofeminism as a mode of thought and social movement. Explores political and cross-cultural origins, conceptions of the social and natural, critiques of development, and approaches to population issues. One course in ENVS, INTL, or WST recommended. Diamond.

435/535 Feminist Theories of Politics (4) Feminist understandings of the traditional political concepts of freedom, democracy, and obligation. Ash. Not offered 1999–2000.

438/538 Urban Politics (4) 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. Not offered 1999–2000.

439/539 Evolution, Cooperation, Ethics (4) Examines the relevance of modern evolutionary psychology for roots of human political and social behavior, in particular cooperative and ethically bound behaviors. Orbell.

442/542 Politics of China II (4) Recent trends in the study of the modern Chinese state. PS 342 or a course in modern Chinese history or society recommended. Kraus. Not offered 1999–2000.

444/544 How to Construct Social Theory (4) Introduction to the art of theory and model construction in social science. Orbell. Not offered 1999–2000.

445/545 Methods for Politics and Policy Analysis I (4) Introduction to quantitative analysis, concepts and methods of empirical research, applied statistical data analysis in political science. Methods include descriptive statistics, bivariate correlation, and regression techniques. Baugh, Medler, Myagkov, Southwell.

446/546 Methods for Politics and Policy Analysis II (4) Survey of multivariate model building for political analysis. Multiple regression, discrete-variable techniques, recursive systems, and cross-level analysis. Application of these techniques to concrete political problems. Baugh, Medler, Myagkov, Southwell.

454/554 Japanese Politics (4) Analyzes issues surrounding Japanese democracy and political economy with reference to Japan's modern history, political institutions, public policy, and foreign relations. Suttmeier.

455/555 Theories of International Politics (4) Competing theories of international relations and strategies for testing the theories. Baugh, Mitchell, Skalnes.

456/556 Democratic Processes (4) Application of formal rational models to democratic institutions and processes with particular reference to voters, voting, interest groups, and elections. Elementary economics recommended. Not offered 1999–2000.

459/559 United States–China Relations (4) Examines the sources and consequences of China's foreign policies since 1949. Kraus. Not offered 1999–2000.

461/561 Environmental Politics in Industrialized Societies (4) Compares the characteristics and political impact of environmental movements in the advanced capitalist democracies and the communist-postcommunist world. Dawson.

462/562 Politics of Russia and the Newly Independent States (4) Examines the communist experience in the USSR from 1917 to 1991. Studies the impact of the communist legacy on contemporary democratization processes in the post-Soviet states. Dawson.

463/563 Government and Politics of Latin America I (4) Historical impact of international economic integration on democracy, equity, and sustainability; Cuban revolution; national security states; new social movements; case studies: Chile, Brazil, Mexico. Goldrich.

464/564 Government and Politics of Latin America II (4) Intensive inquiry into special topics in Latin American politics. PS 463/563 or 497/597 recommended. Goldrich. Not offered 1999–2000.

465/565 Government and the Economy (4) The relationship between government and market economy. The politics of fiscal and monetary policy, government budgeting, international policy, and the regulation of economic activity. Berk. Not offered 1999–2000.

467/567 The United States Presidency (4) An ambivalent view of the presidency as the key institution in the United States political system: source of great good but also of great harm.

468/568 Congress (4) The study of Congress as an institution: congressional elections, the committee system and the internal distribution of influence, relations with the President and the

470/570 Constitutional Law (4) Surveys how the U.S. Constitution works as a structure for government. Addresses how the federal courts interact within the U.S. system of government. Prereq: PS 275 or instructor's consent. Novkov. Not offered 1999–2000.

471/571 Outsider Jurisprudence (4) Surveys critiques of American legal theory. Covers criticisms from thinkers who perceive themselves as outsiders in the legal system because of their beliefs. Prereq: PS 470/570 or 485/585 or instructor's consent. Not offered 1999–2000.

474/574 Politics and Ecology (4) 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. Not offered 1999–2000.

475/575 Political Development and Revolution (4) Examination of the origins and evolution of revolutions and their relationship to broader processes of political development. Examples drawn from the French, Russian, Chinese, and other revolutions. Not offered 1999–2000.

476/576 Interest Groups (4) Analysis of interest groups in democracies, done from the perspective of economics. Not offered 1999–2000.

477/577 International Environmental Politics (4) How nations solve international environmental problems. Explores major problems, processes, and current debates. Evaluates existing treaties through case studies. Prereq: ENVS 201 or PS 205. Mitchell. Not offered 1999–2000.

480/580, 481/581 Introduction to Rational Choice I,II (4,4) Introduces the paradigm of rational choice and game theory that is of special significance to politics. Sequence. Myagkov.

483/583 Feminist Theory (4) 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 1999–2000.

484/584 United States Supreme Court (4) The Supreme Court as a political body; the judicial role in the context of the economic, political, social, and psychological factors that influence the court's decisions.

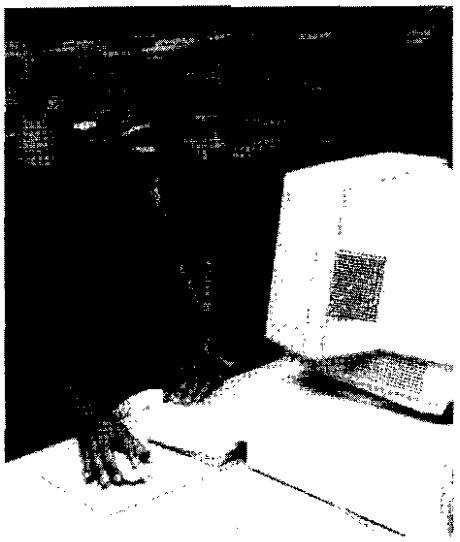
485/585 Civil Rights and Civil Liberties (4) Overview of the role of rights in the United States legal system. Particular emphasis on the role of freedom and equality in a federal system. Prereq: PS 275 or instructor's consent. Novkov.

487/587 Topics in American Political Development (4) Historical study of American exceptionalism, state building, political culture, class formation, and political economy from new institutionalist, new constitutionalist, and possible-worlds perspectives. Prereq: graduate standing or instructor's consent. Berk. Not offered 1999–2000.

489/589 Comparative Public Policies (4) Comparison of public policies in cross-national settings with special attention to the rise and retrenchment of the active state. Not offered 1999–2000.

492/592 Decision-Making (4) Introduces problems of collective decision-making and modern theories of individual decision-making under risk and uncertainty. Orbell.

495/595 United States Political Economy (4) Examines United States political-economic



institutions from a comparative and historical perspective. Topics include rise and fall of mass production, labor and the law, and regional development. Berk. Not offered 1999–2000.

496/596 International Security (4) Security as a fundamental national and international political concern, including economic, environmental, military, political, and societal aspects. Emphasis on decision-making and policy consequences. Baugh.

497/597 Environmental Politics (4) Global corporate-led international economic integration's impact on world environment and equity (e.g., the United States and poor countries, U.S.–Mexico agricultural integration; transnational citizens' organizing for alternatives). Goldrich. Not offered 1999–2000.

503 Thesis (1–15R) P/N only

601 Research: [Topic] (1–15R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–15R) P/N only

605 Reading and Conference: [Topic] (1–15R)

606 Field Studies: [Topic] (1–15R)

607 Seminar: [Topic] (1–4R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–3R) P/N only

610 Experimental Course: [Topic] (1–3R)

620 State of the Discipline (4) Introduction to trends in the political science profession and to the faculty at the University of Oregon.

621 United States Politics (4) Survey of major works in the field of American government. Not offered 1999–2000.

622 Classical and Contemporary Political Theory (4) Survey of major works in the field of classical and contemporary political theory. Not offered 1999–2000.

623 Comparative Politics (4) Survey of major works in the field of comparative politics.

624 International Relations (4) Survey of major works in the field of international relations. Not offered 1999–2000.

625 Public Policy (4) Survey of major works in the field of public policy.

626 Research Methodology (4) Survey of major works in the field of research methodology.

Psychology

Robert Mauro, Department Head

(541) 346-4921
(541) 346-4911 fax
131 Straub Hall
1227 University of Oregon
Eugene OR 97403-1227
http://psych.uoregon.edu/

Faculty

Michael C. Anderson, assistant professor (memory, attention, behavioral neuroscience). B.A., 1986, Rochester; M.A., 1990, Ph.D., 1994, California, Los Angeles. (1995)

Holly Arrow, assistant professor (small groups, cultural psychology, computer-mediated interaction). B.A., 1977, Elmira; M.F.A., 1982, Colorado; M.A., 1995, Ph.D., 1996, Illinois at Urbana-Champaign. (1996)

Edward Awh, assistant professor (working memory, selective attention, functional neuroimaging). BA., 1969, Northwestern; Ph.D., 1996, Michigan. (1998)

Dare A. Baldwin, associate professor (language acquisition, semantic development, cognitive development). B.A., 1982, California, Berkeley; M.Sc., 1984, California, Santa Cruz; Ph.D., 1989, Stanford. On leave 1999–2000. (1993)

Paul F. Collins, assistant professor (neurobehavioral systems of emotion and development, psychopathology). A.B., 1984, Harvard; Ph.D., 1994, Minnesota. (1994)

Paul Dassonville, assistant professor (cognitive neuroscience, perception, sensorimotor integration). B.S., 1986, Texas A & M; Ph.D., 1992, California, Los Angeles. (1999)

Kirby Deater-Deckard, assistant professor (social development, developmental psychopathology, genetics). B.A., 1968, Pennsylvania State; MA., 1992, Ph.D., 1994, Virginia. (1998)

Thomas J. Dishion, associate professor (clinical psychology, prevention). B.A., 1977, California, Santa Barbara; M.A., 1984, Ph.D., 1988, Oregon. (1995)

Jennifer J. Freyd, professor (cognition, traumatic stress). B.A., 1979, Pennsylvania; Ph.D., 1983, Stanford. (1987)

Barbara Gordon-Lickey, professor (synaptic plasticity, visual system development). A.B., 1963, Radcliffe; Ph.D., 1966, Massachusetts Institute of Technology. (1969)

Douglas L. Hintzman, professor (human learning and memory, computer simulation of cognitive processes). B.A., 1963, Northwestern; Ph.D., 1967, Stanford. (1969)

Sara D. Hodges, assistant professor (social cognition, construction of social judgments). B.A., 1989, Rhodes; M.A., 1992, Ph.D., 1995, Virginia. (1995)

Bertram F. Malle, assistant professor (social perception, the self, judgment and decision processes). B.A., 1987, B.S., 1989, University of Graz (Austria); Ph.D., 1994, Stanford. (1994)

Richard Marrocco, professor (visual sensory physiology). B.A., 1965, California, Los Angeles; Ph.D., 1971, Indiana. (1973)

Robert Mauro, associate professor (social, emotions, psychology and law). A.B., 1979, Stanford; M.S., 1981, Yale; Ph.D., 1984, Stanford. (1984)

Scott M. Monroe, professor (psychopathology, affective disorders, stress measurement). B.A., 1972, Saint Olaf; M.A., 1975, Southern Illinois; Ph.D., 1979, State University of New York at Buffalo. (1989)

Louis J. Moses, associate professor (social and cognitive development). B.A., 1983, Western Australia; Ph.D., 1991, Stanford. (1993)

Helen Neville, professor (neuropsychology). B.A., 1968, British Columbia; M.A., 1970, Simon Fraser; Ph.D., 1975, Cornell. (1995)

Michael I. Posner, professor (cognition, neuropsychology of attention). B.S., 1957, M.S., 1959,

Washington (Seattle); Ph.D., 1962, Michigan. On leave 1999–2000. (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)

Gerard Saucier, assistant professor (personality and behavior genetics). B.A., 1978, North Carolina at Chapel Hill; M.A., 1984, Ph.D., 1991, Oregon. (1997)

Margaret E. Sereno, associate professor (cognition, neural network modeling and connectionism). B.A., 1983, Northern Illinois; Ph.D., 1989, Brown. On leave fall 1999 and winter 2000. (1991)

Anne D. Simons, associate 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, professor (cognitive development, pretend play). B.S., 1979, M.S., 1981, Acadia; Ph.D., 1985, Stanford. On leave fall 1999 and winter 2000. (1985)

Don M. Tucker, professor (emotion, cognition, neuropsychology). B.A., 1969, Colorado; M.S., 1972, Ph.D., 1974, Pennsylvania State. (1984)

Emeriti

Jacob Beck, professor emeritus. B.A., 1950, Yeshiva; M.A., 1951, Ph.D., 1957, Cornell. (1966)

Robert F. Fagot, professor emeritus. B.S., 1946, Massachusetts Institute of Technology; Ph.D., 1956, Stanford. (1956)

Lewis R. Goldberg, professor emeritus. A.B., 1953, Harvard; M.A., 1954, Ph.D., 1958, Michigan. (1960)

Marvin Gordon-Lickey, professor emeritus. A.B., 1959, Oberlin; M.A., 1962, Ph.D., 1965, Michigan. (1967)

Ray Hyman, professor emeritus. A.B., 1950, Boston University; M.A., 1952, Ph.D., 1953, Johns Hopkins. (1961)

Steven Keele, professor emeritus. B.S., 1962, Oregon; M.S., 1965, Ph.D., 1966, Wisconsin, Madison. (1968)

Carolin Keutzer, associate professor emerita. B.A., 1960, M.A., 1963, Ph.D., 1967, Oregon. (1967)

Daniel P. Kimble, professor emeritus. B.A., 1956, Knox; Ph.D., 1961, Michigan. (1963)

Peter M. Lewinsohn, professor emeritus. B.S., 1951, Allegheny; M.A., 1953, Ph.D., 1955, Johns Hopkins. (1963)

Edward Lichtenstein, professor emeritus. B.A., 1956, Duke; M.A., 1957, Ph.D., 1961, Michigan. (1966)

Richard A. Littman, professor emeritus. A.B., 1943, George Washington; Ph.D., 1948, Ohio State. (1948)

Norman D. Sundberg, professor emeritus. B.A., 1947, Nebraska; M.A., 1949, Ph.D., 1952, Minnesota. (1952)

Robert L. Weiss, professor emeritus. B.A., 1952, Ph.D., 1958, State University of New York at Buffalo. (1966)

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

Undergraduate Studies

Undergraduate courses in psychology 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 liberal education. In addition, they provide a background in psychological principles and techniques as intellectual tools for work in other social and biological sciences and in such professional fields as education, business, law, and journalism.

Preparation. High school preparation should include courses in social sciences as well as the natural sciences (physics, biology, chemistry). Language and mathematical skills are also highly desirable. In general, the broad liberal-arts training that prepares students for college studies is appropriate for majoring in psychology at the university.

Careers. Some students major in psychology to prepare for graduate training and careers in related fields such as personnel relations, vocational and personal counseling, medicine and dentistry, social and case work, marketing, administration, the legal profession, or counseling in the public schools. Others prepare for careers as academic psychologists (teaching and research), clinical psychologists (mental health centers, institutions, and private practice), industrial and organizational psychologists, and government psychologists (testing, research, and administration).

Career information is also available from the American Psychological Association, 1200 17th Street Northeast, Washington DC 20036, or http://www.apa.org.

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. Honors College Introduction to Experimental Psychology (HC 211H, 212H) is also available.

Transfer students should plan to take no more than two lower-division courses before starting upper-division work. The introductory courses should be chosen with an eye toward prerequisites for upper-division courses and toward providing a broad background in the field. Transfer equivalents for lower-division courses are evaluated case by case. Check with the departmental head adviser to determine equivalency of completed introductory work.

Upper-division courses fall into three categories:

1. PSY 302 and 303 are designed to teach research skills and methodologies
2. Other 300-level courses 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 478, are designed for psychology majors but are open to other students who fulfill the prerequisites

Curricular planning aids are fully explained in the *Psychology Undergraduate Handbook* available in the psychology department office.

Group Requirements. For psychology courses approved to fulfill social science or science group requirements, see Group Requirements in the **Registration** and **Academic Policies** section of this catalog.

Premajor Requirements

Before being formally admitted as psychology majors, students must fulfill the premajor requirements. Students intending to major in psychology are considered psychology premajors until these requirements are satisfied. After establishing a file in the psychology main office, each premajor is assigned an adviser.

Premajor requirements or their equivalents must be passed with grades of C– or better. Set I requirements should be completed by the end of the sophomore year and Set II by the end of the junior year. Delays could postpone graduation.

Set I. College Algebra (MATH 111), Mind and Brain (PSY 201), Mind and Society (PSY 202)

Set II. Statistical Methods in Psychology (PSY 302), Research Methods in Psychology (PSY 303)

MATH 111 in Set I may not be counted as part of the required minimum of 40 psychology credits. If MATH 243, 425, 426, 461, or 462 is substituted for PSY 302 in Set II, the mathematics course may be counted toward the minimum of 40 psychology credits.

After completing premajor requirements, the student must fill out a Change of Major form in the psychology main office.

Major Requirements

Premajor and major required courses must total a minimum of 40 credits in psychology—at least 32 upper division and at least 12 taken at the University of Oregon. A maximum of 4 credits in Field Studies (PSY 406) and Practicum (PSY 409) may be applied to the 32 upper-division credits. Practicum credits must be earned at a practicum site approved by the head undergraduate faculty adviser. Required courses must be passed with grades of C– or better. Elective psychology courses may be taken pass/no pass.

1. 16 credits distributed as follows:
   a. At least 8 credits selected from EMS 332, PSY 430–450, PSY 494
   b. At least 8 credits selected from EMS 331, PSY 420, PSY 451–478
2. One year of college-level biology, chemistry, or physics

Planning a Program

Besides attending lecture courses, students may participate in seminars, reading and conference courses, laboratory work, fieldwork, and other means of gaining experience. With the aid of advisers, students design programs directed toward one of three options: liberal arts, professional, or honors.

Sample Program

The sample program below provides an idea of a typical course load during the freshman year.

Fall Term	***16 credits***
Arts and letters elective	4
College Composition I (WR 121)	4
Mathematics	4
Science elective	4
Winter Term	***20 credits***
Arts and letters elective	4
College Composition II or III (WR 122 or 123)	4
Mathematics	4
Science elective	4
Social science elective	4
Spring Term	***20 credits***
Arts and letters elective	4
Mind and Brain (PSY 201) *or* Mind and Society (PSY 202)	4
Mathematics	4
Science elective	4
Social science elective	4

The departmental requirements for a psychology major are designed to maximize individual curriculum planning. This should be done in close and frequent consultation with the adviser.

Peer Advising. The psychology department's peer advisers attempt to make academic advising more effective, welcoming, and efficient. At the beginning of the Week of Welcome, 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 and a concise list of specific questions, students make appointments with their assigned faculty advisers.

The peer advising stations are open eight hours a day during the Week of Welcome for drop-in consultations 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 a friendly peer adviser.

Liberal Arts Curriculum

Some students are interested in studying psychology with a view toward understanding the diversity of human nature; its relation to literature, science, and the arts; and its contribution to general intellectual currents. They place less emphasis on technical skills in giving tests, running experiments, or analyzing data, and more emphasis on the theories and ideas that serve as a background for research. It is difficult to design any single recommended curriculum for such students. However, the curriculum should combine psychology with a strong emphasis on work in the humanities in addition to courses in science that stress the relation of psychology to philosophy and human concerns. Other courses would, of course, be advisable in programs that stress the relation between psychology and the natural sciences.

Professional Curriculum

The professional curriculum is designed for students who are not planning to do graduate work in psychology but who might want to work in counseling, social work, or school psychology. It is also for students who plan to enter government or business administration. It provides a broad knowledge of psychology as well as experience in a variety of settings in which psychology is applied. Special emphasis is on statistics, writing, computer programming, and other skills that make the student a more attractive job candidate or give an advantage once employment is begun.

Of special importance are opportunities to work on applied psychological projects or papers. These opportunities may be gained through courses in Research (PSY 401), Reading and Conference (PSY 405), or Seminar (PSY 407). By graduation, the student should have prepared a number of papers applying psychology in real settings. The exact curriculum designed depends on the setting or the department in which advanced study is sought.

Preparation for Graduate Study

A bachelor's degree is seldom sufficient qualification for professional work in psychology; at least a master's degree is required for most positions. Students should not undertake graduate work unless their grades in undergraduate psychology and related courses have averaged mid-B (3.00) or better.

Prospective graduate students in psychology are advised not to take a large number of psychology credits beyond the minimum of 40, but to leave time for work in related fields such as anthropology, biology, computer science, chemistry, mathematics, physics, and sociology. Strong preparation in quantitative methods is advisable and might include mathematical statistics. Reading knowledge of at least one second 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 on an independent research project, which the student develops and carries out under the supervision of a departmental committee. Information about admission criteria and how to apply is available from the department.

Minor Requirements

The department offers a psychology minor in two options: psychology or psychology with cognitive science emphasis. All courses must be passed with grades of P or C– or better. Special Studies (PSY 199) does not count toward the minor. The psychology option requires 28 credits in psychology; the cognitive science option requires 37 credits in psychology, to be distributed as follows:

Psychology Option ***28–29 credits***

Mind and Brain (PSY 201) and Mind and Society (PSY 202) *or* Honors College Introduction to Experimental Psychology (HC 211H, 212H) ... 8
Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303) *or* equivalents from other departments 8
Three courses selected from EMS 331, 332; PSY 420, 430–478, 494—including at least one course from EMS 332, PSY 430-450, PSY 494; and at least one course from EMS 331, PSY 420, PSY 451–478 12–13

At least 16 of the 28 credits must be taken for letter grades, and at least 16 must be upper division.

Cognitive Science Option ***37–41 credits***

Any two 4-credit courses in computer and information science 8
Introduction to Linguistics (LING 290) *or* Language, Mind, and Culture (LING 421) 4
Mind and Brain (PSY 201) *or* Honors College Introduction to Experimental Psychology (HC 211H, 212H) 4–8
Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303) ... 8
Cognitive Science with Laboratory (PSY 430) ... 5
Brain Mechanisms of Behavior (PSY 445) or Human Neuropsychology (PSY 449) 4
One additional course from PSY 451–478 4

At least 20 of the 37 credits must be taken for letter grades, and at least 16 must be upper division.

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

The department emphasizes graduate work at the doctoral level, but an individualized master's degree program is available to a limited number of students.

Master's Degree Program

The individualized master's degree program does not lead to a Ph.D. The degree—either a master of arts (M.A.) or a master of science (M.S.)—requires 45 credits of course work. Application materials and information may be obtained from the department's graduate secretary. Clinical training is not available in the master's program.

Doctoral Degree Programs

The five chief Ph.D. program options are cognitive; physiological psychology, which emphasizes an interdisciplinary neuroscience program with biology and chemistry; clinical; developmental; and social-personality.

The department maintains a psychology clinic; specialized facilities for child and social research; experimental laboratories for human research, including a variety of large and small computers for 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 Record Examinations (GRE) and provide three letters of recommendation on special forms provided by the department. Detailed information about admission, including application forms and information about awards and graduate teaching fellowships (GTFs), may be obtained from the department.

During the first year of graduate work, students acquire a broad background in psychology and are introduced to research. Each student's program is planned in relation to background, current interests, and future goals. Research experience and a dissertation are required of Ph.D. candidates; teaching experience is recommended, and opportunities to teach are available.

For general regulations governing graduate work at the university, see the **Graduate School** section of this catalog.

Clinical Program

Clinical psychology at the University of Oregon is defined as a psychological science directed toward the understanding, assessment, amelioration, and prevention of intrapersonal and interpersonal problems. Committed to integrating science and practice, the program is designed to train students as clinical scientists through a

wide range of actvities, all in the context of science and scientific skepticism.

The first year of graduate study includes department courses required of all students: a year-long sequence surveying the areas of psychology, a statistics sequence, and a research project. In addition, clinical students must take a practicum (PSY 609) in clinical methods, assessment, and ethics. Program requirements include six additional courses: Psychopathology (PSY 620), Clinical Psychobiology (PSY 621), and Psychological Interventions: Science and Practice (PSY 625); the other three courses are assessment, intervention, and a clinical elective.

Two year-long clinical practica are required. Practica are available through the department's psychology clinic as well as in various settings in the community. Departmental practica train students in the delivery of empirically supported psychotherapies.

The program's supporting area requirement can be completed through a selection of course work, research, and teaching. Recent examples of supporting areas have been women's studies and developmental psychopathology. By the end of the third year, a student is expected to have completed all required course work, the supporting area, and a preliminary examination. The fourth year is devoted mainly to research for the Ph.D. dissertation. In the fifth year, students typically take a year-long clinical internship approved by the American Psychological Association and receive their degrees.

Neurosciences

Neuroscientists in the biology, chemistry, computer and information science, exercise and movement science, and psychology departments have formed an interdisciplinary program in the neurosciences. The focus of the program is experimental neuroscience with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A coordinated graduate degree-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 catalog.

Cognitive Science

Cognitive science is an interdisciplinary field concerned with the study of natural and artificial intelligence, culture, and communication.

Psychology faculty members in cognitive psychology have joined with those in other departments to offer work in this field. Psychology undergraduate and graduate students can receive training in cognitive science while pursuing studies in the psychology department. For more information see the Institute of Cognitive and Decision Sciences in the **Research Institutes and Centers** section of this catalog.

Psychology Courses (PSY)

Transfer students should consult the psychology head adviser for evaluation of courses taken at another institution that might duplicate these courses. Credit is not given for repeating equivalent courses.

199 Special Studies: [Topic] (1–5R)

201 Mind and Brain (4) Introduction to perception, memory, learning, and cognition. With laboratory.

202 Mind and Society (4) Introduction to topics in personality, social, and developmental psychology. With discussion.

HC 211, 212 (H) Honors College Introduction to Experimental Psychology (4,4) See **Honors College**

302 Statistical Methods in Psychology (4) Probability and statistics applied in psychological research. Topics include descriptive statistics, hypothesis testing, correlation, regression, and design of experiments. Prereq: MATH 111, PSY 201, 202. With laboratory.

303 Research Methods in Psychology (4) Use of library and bibliographic methods, handling of survey data, coding, interviews, standardized tests, and experiments. Prereq: PSY 302.

304 Biopsychology (4) Relationships between brain and endocrine activity and behavior. Topics include sensation, perception, sexual behavior, drug effects, eating, drinking, sleeping, dreaming, and learning.

330 Thinking (4) Psychological methods involved in problem solving, complex learning, and various forms of rational and irrational reasoning and belief systems.

375 Development (4) Survey of social, intellectual, and personality development.

380 Psychology of Gender (4) Critical analysis of evidence for sex differences, gender roles, and the effect of gender on traditional issues in psychology. Topics include parenthood, violence, and sexual orientation.

383 Psychoactive Drugs (4) Physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and excitants. The psychology of use and overuse; therapies for correcting drug problems.

388 Human Sexuality (4) The nature of human sexuality; hormonal, instinctual, and learned factors in sexuality; psychosexual development; sexual orientation; frequency and significance of various types of sexual behavior; sexual inadequacy; sexual deviation.

401 Research: [Topic] (1–21R) P/N only

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–21R) P/N only

407/507 Seminar: [Topic] (1–5R)

408 Laboratory Projects: [Topic] (1–9R) P/N only

409 Practicum: [Topic] (1–9R) P/N only

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

412/512 Applied Data Analysis (4) Intermediate-level practical data analysis and interpretation. Topics include experimental design, analysis of variance, multiple regression, exploratory data analysis. Extensive computer use. Prereq: PSY 303 or instructor's consent.

420/520 Psychology and Law (4) Introduction to topics of concern to both psychology and the law. Includes eyewitness identification, legal decision-making, criminal defenses, profiling, polygraphy, and mental-health law. Prereq: PSY 302, 303 or instructor's consent. *Not available for credit to psychology Ph.D. candidates.*

427/527 Abnormal Psychology (4) 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 HC 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 Cognitive Science with Laboratory (5) 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; instructor's consent. Not offered 1999–2000.

433/533 Learning and Memory (4) Processes underlying learning and memory, including evolution. Topics range from simple forms of behavior change to the acquisition, retention, forgetting, and retrieval of symbolic information. Prereq: PSY 302, 303.

435/535 Cognition (4) Issues of memory; coding for storage, control processes for storage; Zattention and cognitive control; analysis of more complex cognitive tasks; approaches to problem solving. Prereq: PSY 302, 303.

436/536 Human Performance (4) Motor and intellectual capacities; analysis of the flow of information within the nervous system; applications of performance principles to human-machine systems. Prereq: PSY 302, 303.

438/538 Perception (4) Topics covered are color, size, shape, depth, distance, and movement. Examines the relationships between stimuli and perception, stimuli and the neural response, and the neural response and perception. Prereq: PSY 302, 303.

440/540 Psycholinguistics (4) Processes and structures underlying language use. Methods of studying language processing. Relationships between psycholinguistic data and observations from linguistics and neurophysiology. Prereq: PSY 302, 303.

445/545 Brain Mechanisms of Behavior (4) Organization of the mammalian brain. Structure and function of the neuronal systems underlying vision, perception, motivation, coordinated movement, learning and memory, sleep-wakefulness, and affective disorders. Prereq for majors: PSY 302, 303, 304.

449/549 Human Neuropsychology (4) Integrative neural mechanisms of normal and abnormal processes in systems (e.g., selective attention, language, memory, object recognition, and emotion). Prereq for majors: PSY 302, 303.

450/550 Hormones and Behavior (4) Relationships among the brain, endocrine systems, and behavior. Developmental effects of hormones on the brain, puberty, sexuality, aggression, stress. Prereq for majors: PSY 302, 303.

456/556 Attitudes and Social Behavior (4) Processes underlying social perception and social interaction. Topics include aggression, the self-concept, stereotyping and prejudice, conformity, persuasion, attraction, and helping. Prereq: PSY 302, 303.

457/557 Group Processes (4) Topics in small-group dynamics, including decision-making, conflict, and changes over time in group structure and behavior. Prereq: PSY 302, 303.

458/558 Decision-Making (4) Psychological processes involved in judgment and decision-making. Normative theories of ideal behavior contrasted with descriptive analysis of actual behavior. Prereq: PSY 302, 303.

459/559 Cultural Psychology (4) Not offered 1999–2000.

468/568 Motivation and Emotion (4) Adaptive human behavior; considers biological processes involved in emotions, how emotions interact with cognition, and social influences. Prereq: PSY 302, 303.

469/569 Psychopathology (4) Major descriptive and theoretical approaches to etiological, developmental, and social factors in emotion and personality disorders. Includes assessment, diagnosis, treatment, and special topics. Prereq: PSY 302, 303. *Majors may not receive credit for both PSY 427/527 and 469/569.*

470/570 Psychological Assessment (4) Application of psychological methods to the study of the individual; rationale of test construction and interpretation; problems in the prediction of human behavior; psychological assessment techniques. Prereq: PSY 302, 303.

471/571 Personality (4) Theory and methods for studying human traits, including personality measures and tests; studies of age, gender, and culture. Current research in personality. Prereq: PSY 302, 303.

473/573 Marital and Family Therapies (4) Behavioral basis of dyadic interactions; adult intimacy and love relationships. Clinical-counseling approaches: assessment, marital therapies, and evaluation. Models of marital adjustment and assessment of interpersonal relationships. Prereq: PSY 302, 303.

475/575 Cognitive Development (4) Intellectual development in children from infancy to adolescence with a focus on early childhood. Topics covered include perception, attention, memory, reasoning, conceptual structure, social cognition. Prereq: PSY 302, 303.

476/576 Language Acquisition (4)

478/578 Social Development (4) Theoretical issues and empirical studies of social-emotional development. Topics may include attachment, temperament, moral development, family interaction, self-image, aggression, and sex-role development. Prereq: PSY 302, 303.

490, 491, 492 Honors in Psychology (1,1,1R) Reading and conference. R twice for maximum of 3 credits each. Honors psychology majors only.

494/594 Neural Network Modeling (4) Not offered 1999–2000.

495 History of Psychology (4) Not offered 1999–2000.

503 Thesis (1–21R) P/N only

601 Research: [Topic] (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: [Topic] (1–21R)

607 Seminar: [Topic] (1–5R)

609 Practicum: [Topic] (1–9R)

610 Experimental Course: [Topic] (1–21R)

611 Data Analysis I (4) Introduction to probability, hypothesis testing, and analysis of variance with applications. Includes training in the statistical analysis of data by computer. Prereq: graduate standing in psychology or instructor's consent. With laboratory.

612 Data Analysis II (4) Multiple regression and advanced topics in analysis of variance. Includes training in the statistical analysis of data by computer. Prereq: PSY 611, graduate standing in psychology or instructor's consent. With laboratory.

613 Data Analysis III (4) Multivariate techniques including MANOVA, factor analysis, principal components. Includes training in the statistical analysis of data by computer. Prereq: PSY 612, graduate standing in psychology or instructor's consent. With laboratory.

614 Issues in Biology and Cognition (5) Examination of major issues in the psychological study of cognitive and physiological processes. Theory, research, and application discussed and placed in historical perspective. Prereq: graduate standing in psychology or instructor's consent.

615 Issues in Personality and Social Foundations (5) Examination of major issues in the psychological study of personality and social processes. Theory, research, and application discussed and placed in historical perspective. Prereq: graduate standing in psychology or instructor's consent.

616 Issues in Development (5) Examination of major issues in the psychological study of development. Theory and research discussed and placed in historical perspective. Prereq: graduate standing in psychology 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.

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

Department Head

(541) 346-4971
223 Chapman Hall

Faculty

Daniel K. Falk, assistant professor (biblical studies). B.A., 1987, Providence; M.A., 1992, Regent; Ph.D., 1996, Cambridge. (1998)

Kyoko Tokuno, assistant professor (East Asian religions). B.A., 1977, B.A., 1979, M.A., 1983, Ph.D., 1994, California, Berkeley. (1992)

Emeriti

Hee-Jin Kim, professor emeritus. B.A., 1957, M.A., 1958, California, Berkeley; Ph.D., 1966, Claremont. (1973)

J. T. Sanders, professor emeritus. B.A., 1956, Texas Wesleyan; M.Div., 1960, Emory; Ph.D., 1963, Claremont. (1969)

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

Participating

James W. Earl, English
Andrew E. Goble, history
Marion Sherman Goldman, sociology
Benton Johnson, sociology
Kenneth B. Liberman, sociology
Jack P. Maddex, history
Elizabeth Reis, history
Jennifer F. Rondeau, history
Sharon R. Sherman, English
Anita M. Weiss, international studies
Ronald Wixman, geography
Daniel N. Wojcik, English

About the Department

The Department of Religious Studies offers courses about the teachings and practices of the world's major religions. The department does not represent the viewpoint of any religious group, nor does it acknowledge any religion to be superior to others. Rather, courses focus on the history and philosophy of religions including their origins, sacred texts, rituals and practices, beliefs, and subgroups. The courses provide a broad understanding of the nature and role of religion in the world's many cultures, present and past, for students in all fields, as well as integrated programs for majors in religious studies.

The department annually sponsors 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. Social service organizations such as the YMCA, YWCA, Red Cross, community services, and international relief agencies also provide career possibilities. A major in religious studies provides broad training

and enrichment for any of the humanitarian professions.

Undergraduate Studies

Major Requirements

The major requires 44 credits in religious studies courses, not all of which carry the REL subject code. (See Additional Courses listed after the religious studies courses.) Of the 44 credits, 8 must be in Great Religions of the World (REL 201, 202) and 28 must be upper division.

All courses satisfying major requirements must be taken for letter grades. A grade of D+ or lower is not accepted as a passing grade in more than one course.

Honors in Religious Studies

Requirements for a degree with honors in religious studies include the following:

1. Satisfaction of the requirements for a major
2. A cumulative grade point average of 3.50 in courses taken to satisfy the major requirements
3. Satisfactory completion of an honors thesis. The candidate for honors typically registers for 4 credits of Research (REL 401) winter term of the senior year, in order to prepare for writing the thesis, and for 4 credits of Thesis (REL 403) spring term, when writing the thesis. A faculty committee of two supervises the thesis project. A first draft of the thesis must be submitted six weeks before the end of the term in which the student expects to graduate and the final draft four weeks before the end of the term

Minor Requirements

The minor in religious studies requires 24 credits, including 8 in Great Religions of the World (REL 201, 202) and 16 upper-division credits in religious studies. All courses must be taken for letter grades. Grade requirements for the minor are the same as those for the major.

Graduate Studies

The 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 catalog.

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 catalog. Additional information is available from the listed departments.

Anthropology, Ph.D. (general anthropology M.A. presupposed). Comparative religions, religion and symbol in particular cultures. Aletta Biersack, Kenneth M. George, Carol T. Silverman

Art History, M.A., Ph.D. Medieval Christian art. Richard A. Sundt

Asian Studies, M.A. East Asian religions. Andrew Goble (history), Kyoko Tokuno (religious studies)

Classics, M.A. Classical civilization. Ancient religions in or related to ancient Greece and Rome. Jeffrey M. Hurwit (art history), Steven Lowenstam, John Nicols (history), C. Bennett Pascal, J. T. Sanders (religious studies), Steven Shankman (English)

Folklore, M.A. Sharon R. Sherman (English), Carol T. Silverman (anthropology), Daniel N. Wojcik (English)

History, M.A., Ph.D. History of Christianity. Jack P. Maddex, Mavis Howe Mate, Elizabeth Reis, Jennifer Rondeau, J. T. Sanders (religious studies)

Sociology, M.A., Ph.D. Sociology of religion. Marion Sherman Goldman, Benton Johnson, Kenneth B. Liberman

Religious Studies Courses (REL)

111 Introduction to the Study of the Bible (4) Content and organization of the various Jewish and Christian scriptures; scholarly method and standard research tools used in the study of the Bible. Primarily for freshmen and sophomores; seniors may be required to meet a higher grade standard than other students. Falk.

199 Special Studies: [Topic] (1–5R)

201, 202 Great Religions of the World (4,4) Hinduism, Buddhism, Confucianism, Taoism, Shinto, Judaism, Christianity, and Islam. Examination of beliefs, practices, and institutions in history and culture. Tokuno.

302 Chinese Religions (4) Prehistoric roots of Chinese religion, Confucius and his followers, philosophical Taoism, Han Confucianism, religious Taoism, Chinese Buddhism, Neo-Confucianism, religion in China today.

303 Japanese Religions (4) Early Shinto and its developments, Japanese Buddhism, transformation of Taoism and Confucianism, medieval Shinto, religion in the Tokugawa period, Nationalistic Shinto, folk religion, new religions.

314 Greek and Roman Religions (4) Ancient Greek and Roman religions (Greece, Italy, Oriental religions in Roman paganism). Sanders.

315 Early Judaism (4) Development of the Jewish religion from its earliest existence until the Christian era. Falk.

316 Beginnings of Christianity (4) History of Christianity from the time of Jesus until 200 C.E.

321, 322, 323 History of Christianity (4,4,4) The course of Christian history in East and West; relations between spirituality, doctrine, and institutional forms. **321:** the ancient period, from the Apostolic Fathers to Charlemagne's empire (90–850). **322:** the medieval period, from the Investiture Conflict to the Western Schism (850–1450). **323:** the modern period, from the Reformation to contemporary Christianity (1450 to the present).

324, 325 History of Eastern Christianity (4,4) **324:** Byzantine Christianity from the founding of the Christian Roman Empire to the Fall of Constantinople in the 15th century. **325:** the Eastern churches from the 15th century to the present. Prereq: REL 321 or equivalent.

330, 331 Buddhism and Asian Culture (4,4) History, doctrine, and practices of Buddhism. **330:** introduction to Buddhism. Basic teachings of Buddha and their subsequent development and systematization in India. **331:** Buddhism in East Asia. Continuity and change in Buddhist traditions of China, Korea, and Japan. Interaction between indigenous religions and Buddhism.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–4R)

403 Thesis (1–4R)

405 Reading and Conference: [Topic] (1–4R)

407/507 Seminar: [Topic] (1–4R)

408/508 Colloquium: [Topic] (1–4R)

409 Supervised Tutoring (1–4R)

410/510 Experimental Course: [Topic] (1–4R)

421/521 Medieval Christian Heresy (4) Readings in translation from medieval religious dissenters and their opponents. Cathars, Waldensians, Free Spirit, Fraticelli, Lollards, and the appearance of witchcraft in the 15th century.

422/522 Medieval Christian Mysticism (4) Readings in translation from 12th- to 16th-century Christian mystics including Bernard of Clarvaux, Hildegard of Bingen, Gregory of Palamas, Meister Eckhart, Julian of Norwich.

440/540 Readings in Buddhist Scriptures (4) Readings in representative scriptures in English translation. Selection based on their import in development of Indian Buddhist philosophy and their impact on evolution of East Asian forms of Buddhism.

605 Reading and Conference: [Topic] (1–16R)

608 Colloquium: [Topic] (1–16R)

609 Supervised Tutoring (1–16R)

Additional Courses

For descriptions of the following courses, see the listed departmental sections of this catalog.

Anthropology. Anthropology and Folklore (ANTH 419/519), Topics in Pacific Ethnology: Religions in Oceania (ANTH 425/525), Jewish Folklore and Ethnology (ANTH 429/529), Approaches to the Symbolic (ANTH 435/535)

English. Studies in Mythology (ENG 482/582)

Folklore. Folklore and Religion (FLR 411/511)

Geography. Geography of Religion (GEOG 446/546)

History. Religious Life in the United States (HIST 359), 16th-Century European Reformations (HIST 441/541)

International Studies. Development and the Muslim World (INTL 423/523), World Value Systems (INTL 430/530)

Philosophy. Philosophy of Religion (PHIL 320), Topics in the Philosophy of Religion (PHIL 439/539)

Sociology. Sociology of Religion (SOC 461/561)

Romance Languages

Evlyn Gould, Department Head

(541) 346-4021
(541) 346-4030 fax
102 Friendly Hall
1233 University of Oregon
Eugene OR 97403-1233
http://babel.uoregon.edu/romance.html

Faculty

Alexandre Albert-Galtier, associate professor (17th-century French theater, art and literature). Licence, 1981, D.E.A., 1983, Ph.D., 1988, Lyon II. (1994)

Barbara K. Altmann, associate professor (Old and Middle French literature and language, codicology, gender studies). B.A., 1978, Alberta; M.A., 1982, Ph.D., 1988, Toronto. (1989)

Doris Luft Baker, senior instructor. B.S., 1985, Universidad Iberoamericana (Mexico City); M.A., 1988, San Diego State. (1989)

David R. Castillo, assistant professor (Spanish Golden Age, cultural studies). Licenciado, 1990, Universidad de Granada; M.A., 1992, Ph.D., 1996, Minnesota, Twin Cities. (1997)

Nadia Ceccacci, senior instructor; coordinator, first- and second-year Italian programs. Corso di laurea in Lingue e Letterature Straniere, 1981, Università degli Studi di Perugia; M.A., 1986, Oregon. (1989)

Jacqueline Cruz, assistant professor (19th- and 20th-century Peninsular and Latin American literature, the avant garde, poetry). B.S., 1985, M.A., 1987, Ph.D., 1993, California, Los Angeles. (1995)

Robert L. Davis, associate professor (methodology and pedagogy, Spanish and Romance linguistics). B.A., 1983, Southern Mississippi; M.A., 1987, Ph.D., 1991, North Carolina at Chapel Hill. (1991)

Juan A. Epple, professor (19th- and 20th-century Latin American literature, short-story theory, Hispanic literature in the United States). Licenciate, 1971, Chile; M.A., 1977, Ph.D., 1980, Harvard. (1980)

Leonardo García-Pabón, associate professor (colonial Latin American literature, contemporary Latin American poetry, literary theory). B.S., 1980, Universidad Mayor de San Andrés; M.A., 1981, Université Catholique de Louvain; Ph.D., 1990, Minnesota, Twin Cities. (1990)

Amalia Gladhart, assistant professor (20th-century Latin American literature, theater, feminist studies). B.A., 1989, Michigan State; Ph.D., 1995, Cornell. (1995)

Evlyn Gould, professor (19th-century French literature and culture, literature and psychoanalysis, literature and the other arts). B.A., 1975, California, Irvine; M.A., 1977, Ph.D., 1983, California, Berkeley. (1983)

Jim Heinrich, senior instructor. B.A., 1977, M.A., 1979, Oregon. (1987)

Massimo Lollini, associate professor (baroque and modern Italian literature, comparative modern literature). Laurea, 1978, University of Bologna; Ph.D., 1992, Yale. (1992)

Barbara D. May, associate professor (19th- and 20th-century Peninsular literature, modern Spanish women writers, feminist theory). B.A., 1972, M.A., 1973, Ph.D., 1975, Utah. (1976)

Karen S. McPherson, assistant professor (Francophone literatures, modern French novel, feminist theory). B.A., 1970, Oregon; M.A., 1983, Ph.D., 1987, Yale. (1998)

Ellen McQuilkin, senior instructor. B.A., 1984, California State, Chico; M.A., 1991, Oregon. (1992)

Shelley Morello, senior instructor. B.A., 1970, St. Lawrence; M.A., 1972, Stanford. (1989)

Bryan J. Moore, senior instructor. B.A., 1987, M.A., 1990, Oregon. (1990)

Amanda W. Powell, senior instructor. B.A., 1977, Yale; M.A., 1983, Boston University. (1991)

F. Regina Psaki, associate professor (medieval and Renaissance Italian literature, comparative medieval literature). B.A., 1980, Dickinson; M.A., 1986, Ph.D., 1989, Cornell. (1989)

Wolfgang F. Sohlich, associate professor (modern French poetry, theater, cultural studies). B.A., 1959, Johns Hopkins; M.A., 1970, Ph.D., 1971, Emory. (1970)

Mónica Szurmuk, assistant professor (Latin American literature and gender studies). B.A., 1982, Instituto Nacional del Profesorado (Buenos Aires); M.A., 1989, Ph.D., 1994, California, San Diego. (1995)

Luis F. Verano, senior instructor (Spanish Golden-Age literature). B.A., 1971, Portland State; M.A., 1974, Ph.D., 1982, Oregon. (1983)

Julian Weiss, associate professor (medieval and early modern Spanish literature, cultural studies). B.A., 1978, Westfield College, London; D.Phil., 1984, Oxford. (1994)

Catherine Wiebe, senior instructor; coordinator, second-year French program. Diplôme, 1978, École Supérieure des Arts Appliquées, Paris; M.A., 1982, Oregon. (1985)

Gloria Zabala, senior instructor. B.A., 1983, M.A., 1989, Oregon. (1989)

Emeriti

Randi M. Brox, professor emerita. Cand. Philol., 1960, Oslo; Ph.D., 1965, Illinois. (1965)

Françoise G. Calin, professor emerita. Licence, 1963, Diplôme d'Études Supérieures, 1964, CAPES, 1966, Sorbonne; Ph.D., 1972, Stanford. (1973)

David J. Curland, senior instructor emeritus. B.A., 1950, California, Los Angeles; M.A., 1963, Oregon. (1966)

Richard H. Desroches, associate professor emeritus. B.A., 1947, Clark; Ph.D., 1962, Yale. (1957)

Sylvia B. Giustina, senior instructor emerita. B.A., 1956, Marylhurst; M.A., 1966, Oregon. (1968)

Elisabeth A. Marlow, associate professor emerita. Diplôme, 1953, Hautes Études Commerciales, Paris; M.A., 1958, Ph.D., 1966, Oregon. (1958)

Perry J. Powers, professor emeritus. B.A., 1941, Oregon; Ph.D., 1947, Johns Hopkins. (1946)

Steven Rendall, professor emeritus. B.A., 1961, Colorado; Ph.D., 1967, Johns Hopkins. (1967)

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

About the Department

The Department of Romance Languages offers an extensive range of courses and degree programs, from instruction in beginning languages through the study of the literatures and cultures of French-, Italian-, and Spanish-speaking countries. Students can earn a bachelor of arts (B.A.) degree in French, Italian, Spanish, or Romance languages; the master of arts (M.A.) is also available in these areas. The doctor of philosophy (Ph.D.), awarded in Romance languages, encompasses a primary language and literature and a supporting area. Romance languages is a liberal-arts major, providing a solid background for students interested in graduate work, teaching, and, increasingly, other professional careers.

Preparation. The department recommends the following preparation for study leading to a major in any of the Romance languages:

1. As much work as possible in the student's major language. Knowledge of a second Romance language is helpful but not required
2. Knowledge of the history and geography of the European or Latin American areas where the student's major language is spoken
3. Communication skills, speech, and essay or theme writing help the student convey ideas logically. In literature courses, papers or essay examinations are generally required
4. Experience in literary studies

Careers. Students who graduate with a B.A. degree in Romance languages enter a variety of occupations. Language teaching is an obvious possibility. Proficiency in a second language and knowledge of other cultures enhances study and career opportunities in other areas as well. Students who have a B.A. in Romance languages, especially those who have a second major in another discipline (e.g., 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.

Interdisciplinary Faculty

Faculty members in the Department of Romance Languages actively participate in other UO interdisciplinary programs and departments (e.g., comparative literature, Latin American studies, linguistics, medieval studies, and women's studies). For descriptions see those sections of this catalog.

Scholarships

The department administers scholarships for undergraduate and graduate students of second languages. The Perry J. Powers Scholarship is awarded annually to an outstanding Romance languages student. The Charles Stickles Endowment Scholarship is awarded for study in a Spanish-speaking country. The Emmanuel Hatzantonis Scholarship is awarded every year to a Romance languages major or minor who is studying in Italy with the university's overseas study program. The Helen Fe Jones Spanish Student Fellowship supports study abroad. The Leona M. Kail Scholarship is awarded every other year to an outstanding student with financial need. The James T. Wetzel Memorial Scholarship is awarded every year to an outstanding graduate student in the Department of Romance Languages. More information may be obtained in early January in the department office.

Undergraduate Studies

Major programs leading to undergraduate degrees are provided in French, Italian, Spanish, and Romance languages (two languages). Majors concentrate on Romance languages, literatures, and cultures. Attention is given to developing the skills of understanding, speaking, and writing the modern idiom. The Yamada Language Center, in 121 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 early in their studies. Courses in English and other literatures are also recommended. One of the goals of the department is to give students a thorough view of the cultures of the countries where Romance languages are spoken. The department encourages students to study, at some point in their undergraduate careers, in a country where their target language is spoken.

Major Requirements

Majors in French, Italian, or Spanish must complete a minimum of 12 credits in literature courses beyond the survey level (courses numbered 319 or higher) on the Eugene campus—at least 8 credits in courses numbered 407 or higher.

Students majoring in Romance languages must complete a minimum of 12 credits in literature courses on the Eugene campus—at least 8 credits in courses numbered 407 or higher

Specific requirements for each major are listed below. Students are urged to consult their advisers to create balanced programs.

Romance Languages. Forty-eight credits in two Romance languages—passed with grades of C– or better—are required beyond the second-year language sequence, distributed as follows:

First Romance Language	***32 credits***
Language courses	12
Literature survey sequence (FR 317, 318, 319 or ITAL 317, 318, 319 or three from SPAN 316, 317, 318, 319)	12
Additional literature courses	8
Second Romance Language	***16 credits***
Language courses	8
Literature courses	8

French. Forty-eight credits in French—passed with grades of C– or better—are required beyond second-year French, distributed as follows:

	48 credits
Reading French (FR 301)	4
Writing French (FR 303)	4
French Survey (FR 317, 318, 319) or equivalent	12
French literature courses numbered FR 330 or above	12
French electives (e.g., literature, history of French language, phonetics)	12
Advanced Writing in French (FR 416)	4

Italian. Forty-eight credits in Italian—passed with grades of C– or better—are required beyond second-year Italian, distributed as follows:

	48 credits
Reading Italian (ITAL 301)	4
Writing Italian (ITAL 303)	4
Oral Skills (ITAL 307), two terms	4
Italian Survey (ITAL 317, 318, 319)	12
Italian literature courses numbered ITAL 341 or above	12
Italian electives (e.g., literature, film, culture)	12

Spanish. Forty-eight credits in courses—passed with grades of C– or better—are required beyond second-year Spanish, distributed as follows:

	48 credits
Cultura y lengua: identidades hispañas (SPAN 301)	4
Cultura y lengua: expresiones artisticas (SPAN 303)	4
Three courses chosen from Survey of Peninsular Spanish Literature (SPAN 316, 317), Survey of Spanish American Literature (SPAN 318, 319)	12
Spanish literature courses numbered SPAN 328 or above	12
Spanish electives (e.g., literature, phonetics, history of Spanish literature)	12
Advanced Writing in Spanish (SPAN 416)	4

Majors in French, Italian, and Spanish are urged to take additional work in related fields (e.g., another Romance language, English, linguistics, art history, philosophy, history).

Honors

Application for graduation with honors in the major must be made through the student's departmental adviser no later than the end of the term preceding the term of graduation.

Approval for graduation with honors is granted to a student who:

1. Maintains at least a 4.00 grade point average (GPA) in all upper-division department course work and at least a 3.50 GPA overall *or*
2. Maintains at least a 3.75 GPA in all upper-division department course work and at least a 3.50 GPA overall and submits an honors thesis written under the guidance of a Romance languages faculty thesis adviser. The thesis adviser determines whether the thesis is acceptable and may require the student to register for up to 6 pass/no pass (P/N) credits in Thesis (FR, ITAL, SPAN 403)

Transfer credits and overseas work used to fulfill major graduation requirements are typically included in determining the major GPA.

Minor Requirements

Students may earn a minor in French, Italian, or Spanish (not in Romance languages) by completing 28 credits in upper-division courses, passed with grades of C– or better, in one language area. At least 12 credits must be in language studies and 12 in literature. A minimum of three literature courses (12 credits) must be taken on the Eugene campus. Readings in courses taken for the minor must be in the original language.

Study Abroad

Students are encouraged to study abroad during their tenure at the university. Before going abroad students should consult an appropriate language adviser about the selection of a program and the courses to be taken in that program.

Courses taken in which the readings or lectures or both are in English typically do not count toward the major, the minor, or the B.A. foreign-language requirement.

Students in all University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the Academic Affairs section of this catalog.

France. The Oregon University System provides opportunities for a year's study in France at the Universities of Poitiers and Lyon. Although the programs are intended for undergraduates, some graduate credit may be obtained if arrangements are made with the department.

In Poitiers, students with two years of college French take courses at the Oregon Study Center. 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. In addition, they attend regular classes at the Universities of Lyon. Students who have three years of college French and have passed an entrance examination take all their courses from the standard curriculum of the Lyon universities alongside native students.

Students with beginning to advanced proficiency in French can also study in Angers at the International Center for French Studies, part of the Catholic University of the West. Programs are offered during summer session, a fall term, or a spring semester.

Italy. Since 1970 the university has had a summer program from early July to mid-August in Italy, at the Università Italiana per Stranieri, Perugia, which is open to undergraduate and graduate students. No knowledge of Italian is required, but participants with one or more years of instruction in the language have a wider choice of courses because, with the exception of one offered in English by the director, all others are taught in Italian by faculty members of the host university. Participants must take at least 12 credits. Applications received before February 15 are given priority consideration.

The university participates in a consortium program in Siena, Italy. Students may enroll for one or more terms during the fall-through-spring academic year. The curriculum includes work at all levels in intensive Italian language and courses taught in English on Italian art history, culture, literature, politics, history, and other subjects.

Mexico. The department 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 studied at the 300 level.

Secondary School Teaching

The College of Education offers a fifth-year program for teaching licensure in foreign language. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

The Department of Romance Languages offers programs of study leading to the degree of master of arts (M.A.) in Romance languages, French, Italian, or Spanish and to the degree of doctor of philosophy (Ph.D.) in Romance languages.

The master's degree program encourages broad research in each of the language areas. The Ph.D. program allows students to focus on a specific field of interest.

Both graduate programs offer students solid training as teacher-scholars. The department is proud of its high-quality teaching methods courses, and it offers funding to graduate students who present papers at national academic conferences.

The UO Library System's resources 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.

Admission

An applicant for admission to the master of arts (M.A.) program should have completed an undergraduate major in a Romance language and literature or its equivalent (e.g., *licence, laurea, licenciatura*). Students with a degree in another discipline may apply, provided they have a good knowledge of at least one Romance language and are familiar with one Romance literature.

An applicant for admission to the Ph.D. program should have completed a master of arts degree in a Romance language and literature or its equivalent. Students should have at least a reading knowledge of a second language upon entering the Ph.D. program.

Admission Procedure

1. Obtain a Graduate Admission Application from the department's graduate secretary,
2. Send the first copy to the university Office of Admissions with a $50 fee and the remaining copies to the department's graduate secretary
3. Submit or have sent to the department's graduate secretary:
   a. An official transcript showing college-level work as of the date of application
   b. A 750-word statement of purpose describing academic experience, the reasons for wanting to do graduate work in the UO Department of Romance Languages, and eventual career goals. Students applying to the Ph.D. program must also specify their research interests
   c. Three letters of recommendation from faculty members who can directly comment on the applicant's language competence and aptitude for graduate studies in literature. One letter may refer to potential teaching ability
   d. An official record of verbal and quantitative Graduate Record Examinations (GRE) scores for native English speakers. International students must demonstrate proficiency in English with a score of at least 500 on the Test of English as a Foreign Language (TOEFL)
4. Submit a substantial writing sample (e.g., master's thesis, graduate seminar paper, or undergraduate research paper on a relevant topic) if applying to the Ph.D. program

Priority is given to applicants whose files are complete by February 1. The department's graduate admissions committee reviews the completed file and notifies the applicant of its decision. New students are typically admitted to the program for fall term.

Graduate Teaching Fellowships

A number of graduate teaching fellowships are available each year for new graduate students in the department. Students should apply to the department by February 1 for fall admission and appointment priority. In exceptional cases, these fellowships may be supplemented by academic scholarships and awards.

During each term of the appointment, graduate teaching fellows must register for and complete at least 9 credits of course work that can be applied to the degree program.

All graduate teaching fellows must take Workshop: Teaching Methods (RL 608) in the fall term of the first year of graduate studies. Students who do not hold GTF appointments are also encouraged to take the workshop.

Master of Arts Program

Students entering the master of arts program may major in French, Italian, or Spanish, or combine two of these languages for a major in Romance languages. The degree program is typically completed in two years.

Degree Requirements

The M.A. degree in French, Italian, or Spanish requires 48 credits of course work. The degree in Romance languages requires that the 48 credits include 32 credits in courses in the primary language and at least 16 in the secondary language. Course work applied to the degree must be taken for letter grades, and a grade point average (GPA) of 3.00 or better must be maintained.

Students whose knowledge of their major language (French, Italian, or Spanish) is found to be deficient must take remedial work in that area. Students who enter the master's program with no knowledge of a second Romance anguage are encouraged to start learning one as soon as possible during their graduate studies. Remedial foreign-language course work may not be applied to the 48 credits required for the M.A. degree.

The master of arts degree has four components: course work, two written examinations, and an essay. For the Spanish major, two of the four components must address Latin American literature and two must address Peninsular literature. In Romance languages at least one of the four components must be in the secondary language.

Course Work. As part of the 48 credits required for the M.A., students must complete one course in each of the six literary periods and a two-course concentration in one literary period or in linguistics. This concentration may not duplicate periods covered by the examination questions or the essay.

Examinations. M.A. candidates take two four-hour written examinations over a two-day period—one examination each day—typically during the seventh week of the spring term of the second year. Students who fail one or both examinations have one chance to take all or part of them again.

1. Students use a departmental reading list as a resource in constructing individualized reading lists of at least thirty-six works from which examination questions are drawn. Students who are combining two Romance languages for the M.A. should construct a reading list that includes twenty-four works for the primary language and twelve for the secondary language
2. One examination question covers historical perspectives and the other explores a theme, a critical problem, or an intellectual issue. One of the questions must be answered in the primary language, the other one in English. Students whose major is Spanish must address Peninsular literature in one examination question and Spanish American literature in the other
3. Literary periods are distributed as follows for each language:
   a. *French*—Middle Ages, 16th century, 17th century, 18th century, 19th century, 20th century
   b. *Italian*—Middle Ages, Renaissance, baroque, 18th and 19th centuries, 20th century
   c. *Spanish*
      (1) Peninsular literature: Middle Ages and Golden Age, 18th and 19th centuries, 20th century
      (2) Spanish American literature: colonial, 19th century, 20th century

Master of Arts Essay. The final component of the master's degree is an essay of twenty-five to thirty pages, which is a revised paper originally written for a graduate seminar. This essay should be written in formal academic prose, present an interpretation, construct an argument, document sources and references, and include honed persuasive strategies. If the essay is deemed unsatisfactory, it may be replaced by an examination question on the same topic.

Overseas Study and Teaching

Several opportunities for study and teaching abroad are available each year. One position is graduate assistant to the director of the Oregon Study Center at the University of Lyon, France, concurrent with studies at the University of Lyon. Another is an assistantship to teach English in a French secondary institution while pursuing studies at a French university, whenever the appointment location allows.

Doctor of Philosophy

The Ph.D. program in Romance languages is designed to provide (1) a thorough familiarity with several fields (e.g., a movement, a genre, a period, or a literary problem), (2) the opportunity to situate the student's special interests in the wider context of Romance languages and literatures as well as in the context of trends inside and outside Western European culture, (3) the tools necessary to engage literary issues at a high level, and (4) the ability to examine new and challenging literary or theoretical perspectives.

The Ph.D. program has five components: course work, comprehensive examination, dissertation prospectus, original dissertation, and final oral defense.

Course Work. The Ph.D. degree requires a total of 80 graduate-level credits—32 credits in addition to the 48 required for the master's degree. Of these 80 credits:

1. 12 credits must be taken in a second Romance language
2. Up to 12 credits may be taken outside of the department with the adviser's consent
3. Only 4 credits of Reading and Conference (FR, ITAL, SPAN 605) may be applied to the Ph.D. degree

Students with an M.A. in French, Italian, Spanish, or Romance languages from the University of Oregon may count a maximum of two graduate courses completed during the M.A. program toward Ph.D. course requirements, provided

that these courses were not used to fulfill M.A. requirements.

Graduate students with an M.A. in French, Italian, Spanish, or Romance languages from another institution must take a minimum of 40 credits in the Department of Romance Languages. The department's graduate committee evaluates previous graduate course work and determines whether additional work is necessary to fill any gaps in a student's preparation. This may result in a student having to take more than 40 credits at the UO—up to a maximum of 68 credits. If the candidate is found to be seriously deficient or if the master's degree is in a field other than Romance languages, the graduate committee may admit the student into the master's program. In this case, the student may submit a petition to the committee to transfer a maximum of three courses toward the twelve courses required for the M.A. This petition may be submitted after the student has completed four graduate-level courses with grades of mid-B or better in the Romance languages master's program.

Comprehensive Examination. Students entering the Ph.D. program should develop, as soon as possible but no later than the third term of work beyond the master's degree, a field of interest for the Ph.D. comprehensive examination and ideally for the dissertation. This field of interest usually emerges from the selected courses and shapes the subfields represented on the comprehensive examination.

The comprehensive examination consists of an oral and two written examinations, each of which covers a subfield that pertains to the student's field of interest. The student creates a reading list for each of the subfields, which must bear directly on the field of interest. The subfield reading lists should be defined and prepared with three members of the Romance languages faculty who constitute the Ph.D. examination committee. One of these faculty members should represent the student's second Romance language. A fourth member may be added from another department.

The written examinations take the form of essays that respond to two questions formulated by two members of the Ph.D. examination committee. Each written examination covers one or more of the subfields and can be up to twenty double-spaced, typed pages in length. The student has two weeks to write each of the essays.

Two weeks after the successful completion of the written essays, the student takes an oral examination. The oral examination attempts to integrate the subfields addressed in the written examinations with the other facets of the student's declared field of interest. In a two-hour conversation, the candidate and the committee members examine and elaborate on ways in which the written essays and other subfields relate to the student's field of interest.

Typically undertaken during the fifth term of study following the master's degree, the comprehensive examination should result in clarification of the dissertation's subject matter and possible approaches to it. At the least the oral examination should produce a tentative dissertation topic.

It is the student's responsibility to schedule both the written and oral portions of the comprehensive examination.

Dissertation Prospectus. The prospectus, typically completed during the sixth term of study following the master's degree, defines the scope of the dissertation and demonstrates the originality of the project. The student submits a five- to eight-page prospectus and a bibliography of primary and secondary material to the faculty members on the dissertation committee.

Dissertation. The dissertation constitutes an original and valuable contribution to scholarship in the student's field of interest. It should be characterized by mature literary interpretation, informed and reasoned argument, and an awareness of the means and goals of research.

It is the student's responsibility to ascertain the rules and deadlines of the Graduate School for proper filing of the dissertation.

Final Oral Defense. When the dissertation committee has approved the dissertation, a public oral defense of the work is held. The dissertation committee, other faculty members, and the general public may question the candidate about the dissertation's implications and its use to the field.

Funding

Work for the Ph.D. beyond the master's degree, including the dissertation, is typically completed in three to four years of study. Students who enter the Ph.D. program with a master's degree from the UO are typically eligible for a maximum of three years of funding. Students entering the Ph.D. program with a master's degree from another institution are typically eligible for a maximum of four years of funding.

Ph.D. students who are making satisfactory progress toward the degree are eligible for graduate teaching fellowships. GTFs include stipends for teaching and tuition waivers. "Satisfactory progress" entails completion of courses taken for credit with grades of mid-B or better, passing the Ph.D. comprehensive examination, timely submission of an acceptable dissertation prospectus, and regular and timely progress on the dissertation itself. See also Graduate Teaching Fellowships earlier in this section of the catalog.

Romance Languages Courses (RL)

315 Phonetics for Romance Languages (4) Introduction to contrastive articulatory phonetics of Romance languages (French, Italian, Portuguese, Spanish). Knowledge of two Romance languages recommended. Taught in English. *Students may not receive credit for RL 315 as well as FR 315 and SPAN 315.*

407/507 Seminar: [Topic] (1–5R)

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

420/520 Romance Linguistics: [Topic] (2–4R) Variable topics in historical linguistics, sociolinguistics, dialectology. SPAN 315, RL 315, any LING course recommended. R twice when topic changes for maximum of 12 credits.

503 Thesis (1–16R) P/N only

603 Dissertation (1–16R) P/N only

607 Seminar: [Topic] (1–6R) R when topic changes.

608 Workshop: [Topic] (2–4R) Teaching Methods offered fall term only. Other workshops may be offered. R when topic changes.

620 Graduate Study in Romance Languages (2–4) Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, and scholarly writing. Psaki.

627 Literature and Ideology (4R) Introduction to literary theories that inscribe texts into the contexts of cultural power structures. Readings selected from Marx, Lukács, Adorno, Foucault, Barthes, Habermas, and others. Sohlich, Weiss. R when topic changes.

641 Medieval Lyric Poetry (4) Introduction to Old Provençal through the reading of easy prose texts and selected lyrics. Emphasis on the diversity of Provençal poetry and its contribution to Renaissance and later conceptions of relationships between men and women. Prereq: reading knowledge of French, Italian, or Spanish. Altmann, Psaki, Weiss.

French Courses (FR)

Native speakers of French or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year French (5,5,5) Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French.

111, 112 Intensive Beginning French (6,6) Intensive study for experienced language learners; introduction to French culture. Prereq: evidence of placement or departmental approval. Sequence. Cannot be combined with FR 101, 102, 103 for more than 15 credits of first-year French.

150 Cultural Legacies of France (4) French civilization in France and beyond. Possible topics are Francophone Africa; the Caribbean; Vietnam; North America; modern France; French film, architecture, and painting. Albert-Galtier, Altmann, Brox, Calin. Conducted in English. Offered alternate years; not offered 1999–2000.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year French (4,4,4) Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Sequence.

211, 212 Intensive Intermediate French (5,5) Intensive intermediate-level study for proven capable language learners. Prereq: FR 103 or 112, placement or departmental approval. Sequence. Cannot be combined with FR 201, 202, 203 for more than 12 credits of second-year French.

301 Reading French (4) Language skills with emphasis on strategies for reading different types of text in French (e.g., current press, short stories, poetry); vocabulary enrichment activities. Prereq: FR 203 or equivalent. Albert-Galtier, Altmann, Calin, Gould, McPherson.

303 Writing French (4) Language skills with emphasis on styles in different genres, grammar review. Prereq: FR 203 or equivalent. McPherson.

307 Oral Skills (2R) Practice in improving listening, comprehension, and oral skills in French. Communicative activities in class in addition to language laboratory work. Prereq: FR 203 or equivalent. R once for maximum of 4 credits.

309 Literary Skills (4) Acquisition of critical vocabulary and concepts through readings in major genres and multiple writing assignments. Prereq: FR 203 or equivalent or instructor's consent. Designed for students with limited exposure to literature.

315 French Pronunciation and Phonetics (4) Introduction to French phonetics designed to help develop better pronunciation and to introduce the French sound system. Special attention to individual difficulties.

317 French Survey: Medieval and Renaissance (4) Introduction to major themes and ideas in French literature from the medieval and Renaissance periods through the reading of representative texts. Albert-Galtier, Altmann, Brox, Calin, Gould, Sohlich.

318 French Survey: Baroque and Enlightenment (4) Introduction to major themes and ideas in French literature from the medieval and Renaissance periods through the reading of representative texts. Albert-Galtier, Altmann, Brox, Calin, Gould, Sohlich.

319 French Survey: 19th and 20th Centuries (4) Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. Albert-Galtier, Altmann, Brox, Calin, Gould, McPherson, Sohlich.

330 French Poetry (4) 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. Albert-Galtier, Altmann, Calin, Gould, Sohlich.

331 French Theater (4) Explores important aspects of French theater. Reading plays from different periods. Emphasizes formal aspects and critical reading. Prereq: FR 301, 303. Albert-Galtier, Brox, Gould, Sohlich.

333 French Narrative (4) Covers important aspects of French narrative. Reading texts from different periods. Emphasis on formal aspects and critical reading. Prereq: FR 301, 303. Brox, Calin, Gould, McPherson, Sohlich.

361 Francophone Literature and Culture (4) Examines French culture outside of France—Sub-Saharan Africa, the Caribbean—through literature and film. Brox, McPherson. Lectures and discussions in English. Texts can be read in either English or French.

362 French Film (4) Focuses on the differences between American culture and French and Francophone cultures. Addresses a sensitive issue exemplified by the attitude of the international movie industry. Albert-Galtier, Altmann.

399 Special Studies: [Topic] (1–5R) R when topic changes.

403 Thesis (3–6R) Departmental honors students only.

405 Reading and Conference: [Topic] (1–6R)

407/507 Seminar: [Topic] (1–6R)

408/508 Workshop: [Topic] (1–12R)

409 Practicum: [Topic] (1–4R) P/N only

410/510 Experimental Course: [Topic] (1–4R)

415/515 French Culture and Civilization (4) Political and social backgrounds of French literature; introduction to French music and art. Prereq: FR 301, 303 or FR 317, 318, 319 or equivalents. Marlow, Sohlich.

416/516 Advanced Writing in French (4) Extended written production; writing for specific purposes and audiences. Advanced grammar review and composition; study of specialized vocabulary. Prereq: FR 301, 303; FR 307 recommended.

417/517 Advanced Oral Skills (2R) Advanced-level practice in improving listening, comprehension, and oral skills in French. Communicative activities in class in addition to language laboratory work. Prereq: FR 301, 303; FR 307 recommended. R once for maximum of 4 credits.

420/520 French Linguistics: [Topic] (4R) Variable topics in French linguistics. Recent topics include French Phonology, History of the French Language. FR 315 recommended. R once when topic changes for maximum of 8 credits.

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.

450/550 17th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 17th-century French literature. Prereq: FR 317, 318, 319 or equivalent. Albert-Galtier, Marlow, Sohlich. R when topic changes.

451/551 Baroque Theater: [Topic] (4R) Intensive study of representative plays by Molière, Racine, or Corneille with emphasis on modern criticism. Albert-Galtier. R thrice when topic changes for maximum of 16 credits. Offered 1999–2000 and alternate years.

460/560 18th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 18th-century French literature. Prereq: FR 317, 318, 319 or equivalent. Albert-Galtier, Desroches. R when topic changes.

480/580 19th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 19th-century French literature. Recent topics include Decadence, Poetry and Violence, and The Romantic Hero in a Realist World. Gould. R when topic changes.

490/590 20th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 20th-century French literature. Brox, Calin, McPherson, Sohlich. R when topic changes.

RL 503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–6R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–6R)

607 Seminar: [Topic] (1–6R)

609 Practicum: [Topic] (1–4R) P/N only

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 Narrative Technique (4) The novel questioning itself. Emphasis on narratology; narrators, focalization, reflexivity, intertextuality. Writers 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.

645 Montaigne (4) Intensive study of selected essays by one of the most influential French writers. Emphasis on structural features of essayistic discourse, problems of self-representation, intertextuality, and interpretation.

646 16th- and 17th-Century Narrative (4) Study of French narrative fiction from Marguerite de Navarre to Mme. de Lafayette.

650 Advanced 17th-Century Literature: [Topic] (4R) Selected topics in 17th-century French literature. Albert-Galtier, Marlow. R when topic changes.

660 Advanced 18th-Century Literature: [Topic] (4R) Selected topics in 18th-century French literature. Albert-Galtier, Desroches. R when topic changes.

680 Advanced 19th-Century Literature: [Topic] (4R) Changing topics in 19th-century French literature complemented by essays in critical theory. Recent topics include Baudelaire and Rimbaud, the Birth of Realism, and Virtual Theater. Gould. R when topic changes.

683 Mallarmé (4) Study of Mallarmé's poetry, prose, and critical essays; his position on the threshold of modernism; and his influence on modern critical theorists including Sartre, Barthes, and Derrida. Gould.

690 Advanced 20th-Century Literature: [Topic] (4R) Selected topics in 20th-century French literature. Brox, Calin, McPherson, Sohlich. R when topic changes.

693 Surrealism (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.

Italian Courses (ITAL)

Native speakers of Italian or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year Italian (5,5,5) Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Sequence.

104, 105 Intensive First-Year Italian (6,6) Covers in two terms the work of ITAL 101, 102, 103. Sequence. *Cannot be taken in any combination with ITAL 101, 102, 103 to total more than 15 credits of first-year Italian.*

150 Cultural Legacies of Italy (4) Italy's contributions to world cultures: modern Italian life, Italians in America, Italian cinema and its influence, Italian Renaissance at home and abroad. Lollini, Psaki. Conducted in English.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Italian (4,4,4) Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Sequence. Conducted in Italian.

301 Reading Italian (4) Language skills with emphasis on strategies for reading different types of text in Italian (e.g., current press, short stories,

poetry); vocabulary enrichment activities. Prereq: ITAL 203 or equivalent. Ceccacci.

303 Writing Italian (4) Language skills with emphasis on writing strategies for different genres, grammar review. Prereq: ITAL 203 or equivalent. Ceccacci.

307 Oral Skills (2R) Practice in improving listening, comprehension, and oral skills in Italian. Communicative activities in class in addition to language laboratory work. Prereq: ITAL 203 or equivalent. Ceccacci. R twice for maximum of 6 credits.

309 Literary Skills (4) Acquisition of critical vocabulary and concepts through readings in major genres and multiple writing assignments. Prereq: ITAL 202. . Designed for students with limited exposure to literature.

310 Basic Italian for Reading (4) Italian for students or scholars in other disciplines who need to be able to read Italian texts in their field. Giustina, Psaki. Conducted in English. Offered 1999–2000 and alternate years.

317 Italian Survey: Medieval and Renaissance (4) Introduction to major themes and ideas in Italian literature from the medieval and Renaissance periods through the reading of representative texts. Prereq: two years of college Italian or equivalent. Lollini, Psaki. Conducted in Italian.

318 Italian Survey: Baroque and Enlightenment (4) Introduction to major themes and ideas in Italian literature from the baroque and Enlightenment periods through the reading of representative texts. Lollini, Psaki. Conducted in Italian.

319 Italian Survey: 19th and 20th Centuries (4) Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. Lollini, Psaki. Conducted in Italian.

341 Dante in Translation (4) The entire *Divine Comedy* read in English. Focuses on specific medieval components, relevance for modern readers, effects and process of translation. Psaki. Conducted in English.

342 Italian Literature in Translation (4) Examines Italian literature from the sublime to the merely curious. Endeavors to illustrate the massive influence of this literature. Lollini, Psaki. Conducted in English.

362 Classic Italian Film (4) History of classic Italian cinema and its influence abroad, especially in the United States. Directors studied include Fellini, Pasolini, Bertolucci, Antonioni, and Wertmuller. Lollini.

363 Contemporary Italian Film (4) History of contemporary Italian cinema and its influence abroad, especially in the United States. Directors studied include Scola, Taviani, Tornatore, Moretti, and Nicchetti. Lollini.

399 Special Studies: [Topic] (1–5R) R when topic changes.

403 Thesis (3–6R) Departmental honors students only.

405 Reading and Conference: [Topic] (1–6R) Guided reading.

407/507 Seminar: [Topic] (1–6R) Recent topics include Italian Folktales, Italian Theater, Marinetti and Futurism, Women Renaissance Poets.

408 Workshop: [Topic] (1–12R) Special group activities such as production of Italian plays. Prereq: two years of college Italian or instructor's consent.

409 Practicum: [Topic] (1–4R) P/N only

410/510 Experimental Course: [Topic] (1–4R)

431/531 Baroque and Neo-Baroque in Italian Literature (4) Explores major cultural, historical, aesthetic, and religious problems in 17th-century Italy and the emergence of the neo-baroque in the 19th and 20th centuries. Prereq: reading knowledge of Italian. Lollini.

441/541 Boccaccio and His Influence (4) Focuses on *The Decameron*; also covers familiar adaptations by Marguerite de Navarre, Chaucer, Voznesenskaya, Pasolini. Psaki.

444/544, 445/545 Dante and His Influence (4,4) Dante's *Divine Comedy* and minor works; Dante's influence on later art, literature, and criticism. Psaki. Conducted in English.

447/547 Petrarch and Petrarchism (4) Themes and formal features of Petrarch's *Rime sparse*; influence on Western European lyric; theory of lyric. Prereq: previous work in literature, instructor's consent. Psaki.

449/549 Humanism and the Renaissance (4) Covers authors who exemplify learning, aesthetics, and ideology of Renaissance Italy (e.g., Ariosto, Castiglione, Leonardo, Machiavelli, Michelangelo, Tasso). Includes essays in criticism and theory. Prereq: work in literature. Psaki.

461/561 Vico and the Settecento (4) Focuses on Giambattista Vico's *New Science and Autobiography* in the context of the philosophical and aesthetic debates of the 18th century. Prereq: reading knowledge of Italian. Lollini.

481/581 19th-Century Literature: [Topic] (4R) Topics concerning issues or authors in 19th-century Italian literature (e.g., Irony and Novel, Leopardi and Italian Romanticism). Prereq: previous work in literature. Lollini. R when topic changes.

491/591 20th-Century Literature: [Topic] (4R) Topics about issues or figures in 20th-century Italian literature (e.g., Symbol and Allegory in Modern Literature, Modern Lyric Poetry). Prereq: previous work in literature. Lollini. R when topic changes.

493/593 Literature of Testimony in Italy (4) Examines literature written in extreme situations (e.g., the Fascist jail, the lager, or describing the marginal and violent life in a modern metropolis). Prereq: reading knowledge of Italian. Lollini.

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: [Topic] (1–6R) P/N only. Prereq: instructor's consent.

RL 603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–6R)

607 Seminar: [Topic] (1–6R) Recent topics include Italian Women's Historical Fiction, The Italian Lyric, Verga's Narrative.

609 Practicum: [Topic] (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 any lower-division course.

101, 102, 103 First-Year Spanish (5,5,5) Emphasis on the development of listening, speaking, reading, and writing skills using a communicative approach. Sequence. Conducted in Spanish.

111, 112 Intensive Beginning Spanish (6,6) Intensive study for experienced language learners; introduction to Hispanic culture. Prereq: evidence of placement or departmental approval. Sequence. Cannot be combined with SPAN 101, 102, 103 for more than 15 credits of first-year Spanish.

150 Cultural Legacies of Spain (4) The rich cultural heritage of the Spanish-speaking world. Topics include Jewish, Arabic, and Christian relations in medieval Iberia; the encounter with the New World; Hispanic experience in the United States. Cruz, García-Pabón, Gladhart, May, Szurmuk, Verano, Weiss. Conducted in English. Offered alternate years; not offered 1999–2000.

199 Special Studies: [Topic] (1–5R)

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. Sequence.

211, 212 Intensive Intermediate Spanish (5,5) Intensive intermediate-level study for proven capable language learners. Prereq: SPAN 103 or 112, placement or departmental approval. Sequence. Cannot be combined with SPAN 201, 202, 203 for more than 12 credits of second-year Spanish.

301 *Cultura y lengua: identidades hispañas* (4) Development of advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. Taught in Spanish. Pre- or coreq: SPAN 203 or 212 or equivalent.

303 *Cultura y lengua: expresiones artísticas* (4) Development of advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. Taught in Spanish. Pre- or coreq: SPAN 203 or 212 or equivalent; SPAN 301 recommended.

305 *Cultura y lengua: cambios sociales* (4) Development of advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies; gender issues, technology, revolution and counterrevolution. Taught in Spanish. Pre- or coreq: WR 122 or equivalent SPAN 203 or 212 or equivalent; SPAN 301 recommended.

307 Oral Skills (2R) Practice in improving listening, comprehension, and oral skills in Spanish. Communicative activities in class in addition to language laboratory work. Prereq: SPAN 203 or equivalent. R once for maximum of 4 credits: if taken fall term, can repeat once either winter or spring.

309 Literary Skills (4) Acquisition of critical vocabulary and concepts through readings in major genres and multiple writing assignments. Prereq: SPAN 203 or equivalent or instructor's consent. Designed for students with limited exposure to literature.

315 Spanish Pronunciation and Phonetics (4) Scientific study of Spanish sounds, rhythms, and intonation. Supervised practice with individual use of recording equipment. Prereq: instructor's consent. Davis.

316 Survey of Peninsular Spanish Literature (4) Introduction to major themes and ideas from the medieval period to 1800 through the reading of representative texts. Prereq: SPAN 301, 303. Castillo, Powell, Verano, Weiss.

317 Survey of Peninsular Spanish Literature (4) Introduction to major themes and ideas from 1800 to the present through the reading of representative texts. Prereq: SPAN 301, 303. Castillo, Cruz, May, Powell, Weiss.

318 Survey of Spanish American Literature (4) Introduction to main currents and literary works in the colonial Spanish American period from a historical perspective. Critical readings of selected texts from colonial times. Prereq: SPAN 301, 303. Epple, García-Pabón, Powell, Szurmuk.

319 Survey of Spanish American Literature (4) Introduction to basic currents and movements in contemporary Spanish American literature from a historical perspective. Critical readings of selected poems, short fiction, and plays. Prereq: SPAN 301, 303. Epple, García-Pabón, Szurmuk.

320 Intensive Spanish Grammar Review (4) Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage. Prereq: SPAN 203. Davis, Heinrich, Verano, Weiss. Offered alternate years; not offered 1999–2000.

328 Hispanic Literature in the United States (4) Introduction to Hispanic literature written in the United States. Close reading and discussion of selected texts by Hispanic authors. Emphasis on literary trends and themes. Prereq: SPAN 301, 303. Epple, Gladhart, May, Szurmuk.

330 Introduction to Spanish Poetry (4) Explores important aspects of Spanish poetry. Reading poems from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: SPAN 301, 303. Castillo, Cruz, Verano.

331 Introduction to Spanish Theater (4) Explores important aspects of Spanish theater. Reading plays from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: SPAN 301, 303. Gladhart.

333 Introduction to Spanish Narrative (4) Explores important aspects of Spanish narrative. Reading texts from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: SPAN 301, 303. Castillo, García-Pabón.

361, 362, 363 Hispanic Culture and Civilization (4,4,4) Intellectual, cultural, and historical backgrounds of the Spanish-speaking world. 361: Spain. 362: Mexico. 363: Latin America.

399 Special Studies: [Topic] (1–5R) R when topic changes.

403 Thesis (3–6R)

405 Reading and Conference: [Topic] (1–6R)

407/507 Seminar: [Topic] (1–6R) Recent topics include Contemporary Poetry; Gender and Memory; Jews, Arabs, and Christians in Iberia; Literature of the Conquest; Love in the Golden Age; Medieval and Early Modern Spanish Tales; Spanish American Modernism; Spanish American Theater; Testimonial Literature.

408 Workshop: [Topic] (1–12R) Special on-campus activities in Spanish.

409 Practicum: [Topic] (1–4R) P/N only

410/510 Experimental Course: [Topic] (1–4R) Recent topics include Creative Writing in Spanish, Essays of Mariano José de Larra and Lidia Falcon, Spanish American Novel, Spanish American Theater.

416/516 Advanced Writing in Spanish (4) Extended written production; writing for specific purposes and audiences. Advanced grammar review and composition; study of specialized vocabulary. Prereq: SPAN 301, 303; SPAN 307 recommended. Baker, Heinrich, Verano, Zabala.

417/517 Advanced Oral Skills (2R) Advanced-level practice in improving listening, comprehension, and oral skills in Spanish. In-class communicative activities, language laboratory work. Prereq: SPAN 301, 303; SPAN 307 recommended. Heinrich, Verano. R once for maximum of 4 credits.

420/520 Spanish Linguistics: [Topic] (4R) Variable topics in Spanish linguistics. Recent topics include Spanish Phonology, History of the Spanish Language. SPAN 315 recommended. Davis. R when topic changes.

435/535 Spanish American Short Story (4) The short story in Latin American literature. Readings from major Spanish American authors such as Arreola, Borges, Cortázar, Donoso, García Márquez, Quiroga, Rulfo. Prereq: SPAN 318, 319. Epple, García-Pabón, Gladhart.

436/536 Contemporary Mexican Literature: [Topic] (4R) Explores major aesthetics trends, genres, authors. Topics include Novel of Mexican Revolution, Rewriting Mexican History, Contemporary Mexican Theater, Juan Rulfo, Octavio Paz, Mexican Women Writers. Prereq: SPAN 318, 319. Epple, García-Pabón. R thrice when topic changes for maximum of 16 credits.

437/537 Contemporary Latin American Verse: [Topic] (4R) Explores major aesthetic trends, authors, and works in contemporary Latin American poetry. Topics include avant-garde poetry, poetry and subjectivity, poetry and modernism. Prereq for 437: SPAN 318, 319. Cruz, García-Pabón, Epple. R thrice when topic changes for maximum of 16 credits.

438/538 Spanish Romantic Poetry (4) Major poets and movements from Romanticism to the present. Prereq: SPAN 316, 317. May.

444/544 Introduction to Medieval Hispanic Literature (4) Survey of key texts and cultural issues in medieval Iberian literature, ca. 1000–1500. Introduction to contemporary theoretical debates. Undergraduate prereq: SPAN 301, 303, 316.

450/550 Colonial Latin American Literature: [Topic] (4R) Representative works of Colonial Latin America. Recent topics include epic of the conquest, Indian theater, Sor Juana Inés, Barroco de Indías. Prereq: SPAN 318. R twice when topic changes for maximum of 12 credits.

452/552 Renaissance and Baroque Poetry (4) Petrarchism of Garcilaso and Herrera; traditional forms, especially the *romance*; poetry of Fray Luis de León, San Juan de la Cruz, Santa Teresa, Góngora, Lope de Vega, and Quevedo. Prereq: SPAN 316, 317. Castillo, Weiss.

460 *Don Quixote* (4) Careful reading of *Don Quixote* along with discussion of major critical topics and of its place and importance in literary history. Prereq for majors: three from SPAN 316, 317, 318, 319 or equivalent; prereq for nonmajors: equivalent background in literature. Castillo, Verano.

466/566 Introduction to Spanish Golden Age (4) Survey of major figures and cultural issues in the Spanish Golden Age, ca. 1500s–1700s.

470/570 Latino Cultures: [Topic] (4R) Examines cultural issues relating to Latino and Latina experience in the United States. Topics may include La Frontera, language and identity, artistic movements, and genres. Prereq for 470: 12 credits in 300-level language or literature, or instructor's consent. Cruz, Szurmuk. R thrice when topic changes for maximum of 16 credits.

480/580 19th-Century Spanish American Literature: [Topic] (4R) Topics include issue of literary periods, authors, narrative and nation, genres, and *indigenismo*. Prereq: SPAN 318, 319. R twice when topic changes for maximum of 12 credits.

481/581 19th-Century Spanish Literature: [Topic] (4R) Explores major literary trends, authors, and works. Recent topics include Naturalism in its Spanish form, Galdós, Clarín, Valera. Prereq: work in Spanish literature. R thrice when topic changes for maximum of 16 credits.

490/590 20th-Century Latin American Literature: [Topic] (4R) Explores major literary trends, authors, and works. Recent topics are testimonial literature, Neruda, nation and literature, postmodernity in Latin America, Borges. Prereq: SPAN 318, 319. R twice when topic changes for maximum of 12 credits.

492/592 20th-Century Spanish Literature: [Topic] (4R) Topics may include the avant-garde, post-Franco Spain, regional and national identities, representations of women. Prereq for 492: 12 credits in 300-level language or literature, or instructor's consent. Cruz, May. R thrice when topic changes for maximum of 16 credits.

497/597, 498/598 Spanish Women Writers (4,4) Developments in literature written by women; the woman writer in Spanish society. Poetry, drama, and narrative fiction. Literary foremothers and contemporary writers. Prereq: work in Spanish literature. May.

RL 503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–6R) P/N only. Prereq: instructor's consent.

RL 603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–6R)

607 Seminar: [Topic] (1–6R) Recent topics include Clerical Verse, García Márquez, Golden Age Theater, *La Celestina*, Lope de Vega, Neruda, *Novela y Nación*, Poetry of the Generation of 1927, *Sujeto y subjetividades*.

609 Practicum: [Topic] (1–4R) P/N only

644 Medieval Iberian Cultures: [Topic] (4R) Cultural and ideological readings of medieval Iberian literature. Topics selected from major texts of the period. Weiss. R when topic changes.

650 Advanced Colonial Latin American Literature: [Topic] (4R) Representative works of Colonial Latin America. Recent topics include Epic of the Conquest, Indian Theater, Sor Juana Inés, Barroco de Indias. R twice when topic changes for maximum of 12 credits.

SPAN 666 Golden Age Cultural Studies (4) Recent cultural theory (e.g., cultural studies, feminist approaches, psychoanalytic perspectives) applied to the Spanish Golden Age.

680 Advanced 19th-Century Spanish American Literature: [Topic] (4R) Selected Latin American topics from literary periods, authors, genres, and aesthetic trends. R twice when topic changes for maximum of 12 credits.

690 Advanced 20th-Century Latin American Literature: [Topic] (4R) Selected topics from literary periods, authors, genres, and aesthetic trends. R twice when topic changes for maximum of 12 credits.

Russian and East European Studies Center

R. Alan Kimball, Center Director

(541) 346-4078
(541) 345-1327 fax
227 Friendly Hall
http://darkwing.uoregon.edu/~reesc/

Faculty

Yelaina Kripkov, instructor (Russian language, culture). M.A., 1983, Moscow State Pedagogical Institute; Ph.D., 1996, Kansas. (1995)

Albert Leong, professor (19th- and 20th-century Russian literature, culture, film). A.B., 1961, A.M., 1966, Ph.D., 1970, Chicago. (1966)

Courtesy

Oleg Kripkov, courtesy instructor (Russian and East European regional studies). M.A., 1983, Moscow State Pedagogical Institute; M.A., 1992, Oklahoma State; Ph.D.,1997, Kansas.(1995)

Richard Morris, courtesy professor (Russian and East European regional studies). M.A., 1975 Western Washington; Ph.D., 1981, Oregon. (1982)

Nathan Rosen, courtesy professor (Russian literature). B.A., 1941, Brooklyn; M.A., 1948, Ph.D. 1961, Columbia. (1990)

Emeriti

John Fred Beebe, associate professor emeritus. B.A., 1946, Wabash; M.A., 1954, Indiana at Bloomington; Ph.D., 1958, Harvard. (1968)

Fruim Yurevich, senior instructor emeritus. 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.

Participating

John H. Baldwin, planning, public policy and management
Mieczyslaw "Mischa" E. Buczkowski, library
Robert G. Darst, political science
Jane I. Dawson,* political science
Mary-Lyon Dolezal, art history
Julie M. Hessler, history
Katya E. Hokanson, comparative literature
Esther Jacobson, art history
R. Alan Kimball,* history
Mark Levy, music
Mikhail Myagkov, political science
James L. Rice, comparative literature
Carol T. Silverman, anthropology
Sherwin Simmons, art history
Cynthia M. Vakareliyska,* linguistics
Marc Weinstein, management
Ronald Wixman, geography

*Executive Committee

About the Center

The Russian and East European Studies Center (REESC) is devoted to the study of the peoples living in the eastern third of Europe, throughout the northern steppes of Central Asia, and across Siberia to the Pacific Ocean. Settled over a territory that spans half the earth's time zones, these peoples have created a complex mosaic of cultures, expressed in literature and art as well as in institutions and social forms. Over the centuries, these lands have come under the sway of several great world-historical civilizations and empires: the Byzantine, Mongolian, Ottoman Turkish, Holy Roman, Austro-Hungarian, Russian, and Soviet. These lands have felt the influence of Orthodox Christianity, Catholicism, Protestantism, Judaism, Islam, and Communism. At the intersection of many powerful forces, these lands experience, with a particular sharpness and historical drama, what some call "modernization" and its challenge to customary ways of life. Yet, after centuries of massive transplantation and transformation, national and ethnic heritages survive. Customary ways and native self-consciousness, more diverse than anywhere else on the globe, express themselves with new vigor in our own time.

Visiting Faculty Members. Each year Russian specialists in REESC invite a distinguished scholar to hold the Marjorie Lindholm Professorship of Russian Language, Literature, and Culture. Recent occupants include Efim Etkind, Helena Goscilo, Lev Loseff, Andrei Sinyavsky, Tatyana Tolstaya, and Ruth Zernova. Catherine Chvany was the Lindholm Professor in 1999.

The center sponsors extended stays by visiting Fulbright and International Research and Exchange Board (IREX) scholars from Russia and Eastern Europe. Recently, Boris Mironov of the St. Petersburg branch of the Russian Academy of Sciences was a distinguished visiting professor in the Department of History.

Career Counseling. Students in the center prepare themselves for significant careers related to this area—teaching, research, consulting, private industry, and government service—or simply enrich their general education and their understanding of our world. The center provides individual counseling about careers and about the choice of graduate programs at the university or other major area-studies centers.

Overseas Study. Qualified students of Russian may spend a summer, semester, or academic year in the Commonwealth of Independent States (CIS)—in the Council on International Educational Exchange (CIEE) Cooperative Russian Language Program, of which the University of Oregon is an affiliate. Participating CIEE schools include Novosibirsk State University and St. Petersburg University. Students may also participate in Moscow and St. Petersburg programs sponsored by the American Council of Teachers of Russian (ACTR). Opportunities also exist for study in the Czech Republic, Hungary, and Poland. Limited fellowship aid is available for these programs.

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the Academic Affairs section of this catalog. Students interested in study in the CIS or in Eastern Europe should write or call the Overseas Program Coordinator, Office of International Education and Exchange, 5209 University of Oregon, Eugene OR 97403-5209; telephone (541) 346-3206.

Cultural Programs. The center sponsors lectures, panel discussions, symposiums, films, exhibitions, concerts, and festivals. These presentations involve scholars from other institutions in the United States and Europe as well as specialists at the university. In addition, the center faculty engages in outreach activities with local schools, community groups, and organizations such as the Eugene-Irkutsk Sister City Committee. Students in the center organized a Russian Club.

Resources. The University of Oregon Library System contains more than 130,000 volumes in the Russian and other Slavic and East European languages, more than 60,000 on Russia and Eastern Europe in Western languages; and subscribes to more than 100 serial titles. The library also has a large collection of Russian and East European films. The bulk of the collection is in the humanities and social sciences.

Facilities at the well-known Yamada Language Center enhance the learning of Slavic and East European languages. For more information see Yamada Language Center in the Services for Students section of this catalog.

General Requirements

The undergraduate and graduate degrees and certificates and the undergraduate minor offered by the Russian and East European Studies Center all have the following requirements:

1. A defined level of proficiency in Russian or other languages of the region
2. A field of concentration selected from:
   a. Slavic languages, literatures, and cultures—courses in Slavic and East European languages, literatures, linguistics, culture, art, music, dance, and anthropology
   b. Regional studies—courses in Russian and East European history, politics, business, economics, geography, environment, anthropology, library sciences, religion, philosophy, journalism, and sociology

   Students who want to design their own field of concentration must meet with their adviser and submit a petition to the executive committee for approval. Petitions are not accepted later than three terms before graduation. The executive committee also considers petitions that include courses from departments other than those listed in each field of concentration above or for elective credit
3. A research project. The student's REESC adviser must approve the paper topic, and the paper must be submitted to the REESC office before graduation
4. A designated number of elective courses

In addition to these requirements, there are limits on the number of transfer credits and the number of credits of reading, research, or thesis that can used to satisfy requirements. Each degree, certificate, or minor planning sheet lists these limits.

Only language courses taken beyond those needed to fulfill the language proficiency requirement may be used to satisfy field of concentration or elective requirements.

Advising. Students must plan and complete their programs under the guidance of REESC faculty advisers and are encouraged to declare, at the earliest possible moment, their intention to complete one of the center's programs.

Appropriate degree, certificate, or minor planning sheets list requirements; they and other forms and procedures are available in the REESC office, as are model or sample programs for each program in both fields of concentration.

Undergraduate Studies

The center offers a bachelor of arts degree (B.A.), a minor, and an undergraduate certificate.

Major Requirements

The major requires 40 graded credits; courses must be passed with grades of C– or better. Credits used to fulfill the language requirement may not be applied to the 40-credit requirement.

1. **Language.** Three years of college study or equivalent in languages of the region. The language requirement may be fulfilled by either of the following options:
   a. Three years of one Slavic language
   b. Two years of one Slavic language and one year of another language of the region

   Students who choose the concentration in Slavic language, literatures, and cultures must fulfill option (a). Students who plan to continue Slavic studies at the graduate level are strongly advised to complete fourth-year Russian and to study French or German, or one year of a second Slavic language
2. **Field of Concentration.** Seven 4-credit REESC-approved courses in a selected field of concentration. At least four of these courses must be upper division
3. **Research.** Students write a research paper in conjunction with one of their upper division courses or as a separate reading and conference course in their field of concentration
4. **Electives.** Three 4-credit REESC-approved courses outside the student's field of concentration. At least two electives must be upper division courses

Double Majors

Courses taken to fulfill requirements for a second major may not be used to fulfill the 40-credit requirement of the REESC major. To apply for a double major, students must complete and submit a declaration form to the REESC office.

Honors in Russian

Majors who have an overall GPA of 3.50 by the end of the junior year and who are interested in honors should meet with their adviser, then submit a thesis proposal to the center's executive committee for approval. If approved, the student registers for a minimum of 4 credits in Thesis (403) under the supervision of a REESC faculty member. The thesis, which fulfills the research requirement, must be completed at least one term before the term of graduation.

Minor Requirements

The minor requires 28 graded credits; courses must be passed with a grade of C– or better. Courses taken to fulfill major requirements may not be used to fulfill the 28-credit requirement.

1. **Language.** See Language under Major Requirements above
2. **Field of Concentration.** Five 4-credit, REESC-approved courses in a selected field of concentration
3. **Research.** See Research under Major Requirements above
4. **Electives.** Two 4-credit REESC-approved courses are required outside the student's field of concentration

Undergraduate Certificate

The undergraduate certificate in Russian and East European studies requires 28 graded credits; courses must be passed with grades of B– or better. Requirements for the four components of the certificate are the same as for the minor.

The REESC certificate may be earned in conjunction with any major. Courses taken to fulfill the undergraduate degree may also be used to fulfill certificate requirements.

Secondary School Teaching

The College of Education offers a fifth-year program for teaching licensure in foreign language. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

The Russian and East European Studies Center offers a master of arts (M.A.) in Russian and a graduate certificate in Russian and East European studies.

Master of Arts

Application. Graduate application materials are available in the REESC office. The application deadline for admission the following fall term is February 1. Applications from those not seeking graduate fellowship support are considered throughout the academic year if space is available in the program.

Incoming candidates for the master's degree must meet with an adviser and take a Russian proficiency examination on the Friday before the beginning of their first academic term.

Graduate students are expected to meet regularly with their adviser and submit an updated program plan every spring term. Students and their advisers use degree planning sheets to design individual programs.

Degree Requirements

The M.A. in Russian requires 49 graded graduate-level credits; courses must be passed with grades of B– or better. Credits used to fulfill the language requirement may not be applied to 49-credit requirement. The M.A. typically takes six terms to complete, but can be completed in less time if the student takes courses during summer session.

1. **Language.** Four years of college study or equivalent in languages of the region. The language requirement may be fulfilled by either of the following options:
   a. Four years of one Slavic language
   b. Three years of one Slavic language and one year of another language of the region

   Students who choose the concentration in Slavic language, literatures, and cultures must fulfill option (a) and are strongly advised to take at least one year of a second Slavic language. These students must pass a reading examination in French or German, administered by the center, before they can receive the M.A. degree. Students who plan to continue graduate study are strongly advised to select option (a)
2. **Field of Concentration.** Six graduate-level courses, 24 credits, selected in consultation with their graduate adviser. In the term prior to submission of the thesis, candidates take a written comprehensive exam on their field of concentration
3. **Research and Thesis.** Candidates research and write a thesis, earning 9 credits of Thesis (503). The thesis is defended before the candidate's committee. The defense may include discussion of the comprehensive exam
4. **Electives.** Four REESC-approved graduate-level courses, 16 credits. The field of concentration and the academic needs of the candidate define the choice of electives

Graduate Certificate

The graduate certificate in Russian and East European studies requires 32 graded graduate-level credits; courses must be passed with grades of B– or better. Credits used to fulfill the language requirement may not be applied to the 32-credit requirement.

1. **Language.** Four years of college study or equivalent in languages of the region. The language requirement may be fulfilled by either of the following options:
   a. Four years of one Slavic language
   b. A total of four years in two languages of the region
2. **Field of Concentration.** Six 4-credit REESC-approved courses in a field of concentration
3. **Research.** Students write a research paper in conjunction with one of their courses or as a separate reading course in their field of concentration
4. **Electives.** Two 4-credit REESC-approved courses outside the field of concentration

The REESC certificate may be earned in conjunction with any M.A. or Ph.D. degree. Courses taken to fulfill the graduate degree may also be used to fulfill certificate requirements. REESC master's candidates may earn a graduate certificate if the field of concentration in the certificate is not the same as the one in the master's degree.

Russian Courses (RUSS)

101, 102, 103 First-Year Russian (5,5,5) Elementary Russian grammar, reading, conversation, and composition.

104, 105 Intensive Elementary Russian (8,8) Covers in two terms the work of RUSS 101, 102, 103. Not offered 1999–2000.

121 Spoken Russian: [Topic] (1–2R) R twice for maximum of 6 credits.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Contemporary Russian Film, Intensive Grammar Review, and the Second Russian Revolution are current topics. R when topic changes.

201, 202, 203 Second-Year Russian (5,5,5) Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works. Kripkov.

204, 205, 206 Introduction to Russian Literature (4,4,4) Survey of Russian literature from its origins to the present; emphasis on Pushkin, Gogol', Turgenev, Dostoevsky, Tolstoy, Chekhov, and contemporary works. Readings, lectures, and discussions in English. Kripkov, Leong, Rice.

221 Spoken Russian (1–2R) R twice for maximum of 6 credits.

240 **Russian Culture (4)** Comparative aesthetics and development of art, film, architecture, music, and literature within the context of Russian intellectual history. Readings, lectures, and discussions in English. Kripkov. Not offered 1999–2000.

241 **Great Russian Writers (4)** Introduction to Russian literature by author and/or genre. Lectures and readings in English. Not offered 1999–2000.

301 Readings in Russian Literature (4) Readings, lectures, and discussion of fundamental literary works. Prereq: second-year Russian or equivalent. Conducted in Russian.

304, 305, 306 Doing Business in Russia (4,4,4) **304:** introduction to Russia as a country and to the Russian people, their cultural heritage, traditions, and social values. Reports on business topics. **305:** post-Soviet Russian society; impact of Western culture, adjustment to free-market economy, ecological issues. Business ethics and etiquette. "Survival Russian." **306:** issues of morality; rebirth of religion, rise of criminality, commercialization of culture in contemporary Russia. Business communication and terminology. Conducted in English. Kripkov.

316, 317, 318 Third-Year Russian (5,5,5) Intensive study of literary works by representative 19th- and 20th-century writers; extensive practice in speaking, writing, and comprehension. Prereq: two years of college Russian or equivalent. Conducted in Russian. Kripkov.

330 Women in Russian Literature (4) Women in Russian folklore and the classics of Russian literature to 1900. Not offered 1999–2000.

350 Russian Cinema (4) Introduction to major Russian and Soviet filmmakers and their works. Leong.

351 Russian Film and Literature (4) Explores contemporary Russian and Soviet culture through film and fiction. Leong.

399 Special Studies: [Topic] (1–5R) Current topics are Business Russian and Russian Lexicology. **R** when topic changes.

401 Research: [Topic] (2–6R) Prereq: instructor's consent.

403 Thesis (3–6R)

405 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent. R when topic changes.

406 Field Studies: [Topic] (1–21R) Prereq: instructor's consent. R when topic changes.

407/507 Seminar: [Topic] (2–4R) Recent topics are Turgenev and the St. Petersburg Myth. R when topic changes.

408/508 Workshop: [Topic] (2–4R) Special on-campus activities. **R** when topic changes. Conducted in Russian.

409 Practicum: [Topic] (1–5R) P/N only

410/510 Experimental Course: [Topic] (2–6R) Recent topics are Joseph Brodsky and Russian Crisis in Texts. R when topic changes.

411/511 Russian History and Literature: [Topic] (4R) Readings, lectures, and texts from the 10th through the 20th centuries. Rice. R twice when topic changes for maximum of 12 credits. Not offered 1999–2000.

416/516, 417/517, 418/518 Fourth-Year Russian (5,5,5) Stylistic analysis of authentic Russian texts and films with extensive practice in conversation, composition, and comprehension. Prereq: RUSS 316, 317, 318 or equivalent. Kripkov.

419/519 Pushkin (4) Narrative and lyric poetry, dramas, prose fiction, folk stylizations, and *Evgenii Onegin* by Pushkin, Russia's first great writer. Readings in Russian; lectures and discussions in English. Rice. Not offered 1999–2000.

420/520 Russian Folklore (4) 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 1999–2000.

421/521 Old Russian Literature (4) Introduction to three fields of Russian verbal art before Pushkin: early manuscript culture, folklore, and 18th-century literature. Translation and discussion of texts. Prereq for 421: two years of college Russian; prereq for 521: three years of college Russian. Rice. Not offered 1999–2000.

422/522 Modern Russian Poetry (4) Detailed study of Russian symbolism, acmeism, futurism, and contemporary poetry. Readings in Russian. Rice. Not offered 1999–2000.

424/524 Dostoevsky (4) Dostoevsky's intellectual and artistic development; context and structure of *The House of the Dead, Notes from the Underground, Crime and Punishment, The Idiot, The Brothers Karamazov,* and other works. Readings in English. Rice.

425/525 Tolstoy (4) Development and context of Tolstoy's art; analysis of *War and Peace, Anna Karenina,* representative short novels, stories, plays, and essays. Readings in English. Rice.

429/529 20th-Century Russian Literature (4) 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. Rice. Not offered 1999–2000.

430/530 Contemporary Russian Literature (4) Discussion of works by Solzhenitsyn, Zinov'ev, Mandel'shtam, Tertz-Siniavskii, Pasternak, Tsvetaeva, Voinovich, Sokolov, Akhmatova, and Brodskii. Readings in English. Rice. Not offered 1999–2000.

432/532 Russian Prose Classics: [Topic] (4R) Comprehensive study of works by one or two authors: Gogol', Turgenev, Chekhov, Nabokov. Readings in English; Russian selections for majors. Rice. R thrice when topic changes for maximum of 16 credits.

440/540 Russian Phonology and Morphology (4) Russian phonology and morphology (sound system and word formation). Vakareliyska.

441/541 Russian Syntax and Semantics (4) Issues in Russian syntax (generative and non-generative models), semantics (grammatical case), and pragmatics (discourse analysis, gender linguistics). Prereq: second-year Russian or LING 290 or 421/521 or equivalent. Vakareliyska.

442/542 Gender Issues in Russian (4) Differences in male and female modes of communication in Russian. Gender-based patterns in intonation, syntax, and pragmatics, and their cultural significance. Conversations from literature, film, and real life. RUSS 203 or LING 290 or 421/521 recommended. Vakareliyska. Not offered 1999–2000.

443/543 Russian Phonetics (4) Scientific study of Russian sounds, rhythms, and intonation; supervised individual practice. Prereq: two years of college Russian or equivalent.

444/544 Introduction to Slavic Languages (4) Comparative survey of Slavic languages, their relationships to each other, and the characterizing features of each individual language. Prereq: RUSS 203 or LING 290 or 421/521. Vakareliyska.

445/545 Old Church Slavonic (4) Sound system and grammar of Old Church Slavonic; its role as a primary source of evidence on the development of the Slavic languages. Readings from Old Church Slavonic texts. Prereq: second-year Russian or LING 290 or 421/521 or equivalent. Vakareliyska.

446/546 History of Russian Literary Language (4) Development of Russian language from Indo-European to the present. Focus is Early East Slavic or Old Russian. Medieval and early modern ecclesiastical and historical texts (11th to 19th centuries). Prereq: second-year Russian or LING 290 or 421/521 or equivalent. Vakareliyska.

503 Thesis (3–6R) P/N only. Prereq: instructor's consent.

601 Research: [Topic] (2–6R) P/N only. Prereq: instructor's consent.

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Colloquium: [Topic] (2–4R) R when topic changes.

609 Practicum: [Topic] (1–5R) P/N only

610 Experimental Course: [Topic] (1–5R)

Russian and East European Studies Courses (REES)

170, 171, 172 First-Year Bulgarian (4,4,4) Elementary grammar, conversation, and reading in areas of students' interests. Introduction to Bulgarian culture. Vakareliyska. Not offered 1999–2000.

183, 184, 185 First-Year Polish (4,4,4) Elementary Polish grammar, conversation, reading, and composition. Sequence. Not offered 1999–2000.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) R when topic changes.

283, 284, 285 Second-Year Polish (4,4,4) Intermediate Polish grammar, conversation, reading, and composition. Study of representative texts. Sequence. Not offered 1999–2000.

345 Balkan Cultures (4) Examines the cultural clashes underpinning the violence in the Balkans. Compares the folk, religious, popular, and high cultures of the Balkan peoples. Vakareliyska. Not offered 1999–2000.

399 Special Studies: [Topic] (1–5R) R when topic changes.

401 Research: [Topic] (2–6R) Prereq: instructor's consent.

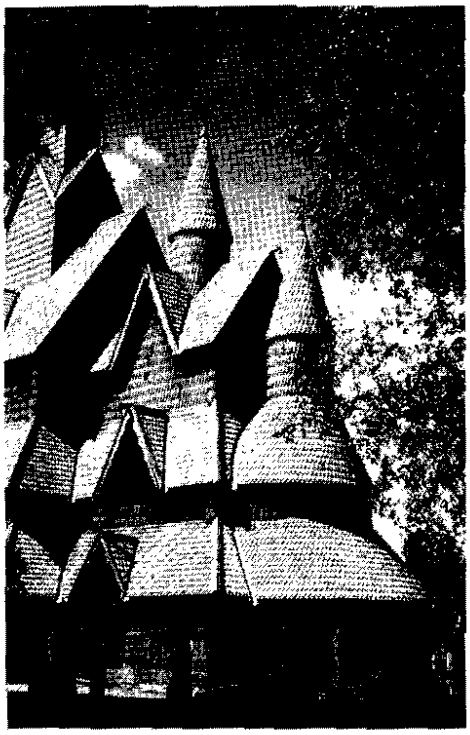
403 Thesis (3–6R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–6R) R when topic changes.

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (2–4R) R when topic changes.

408/508 Colloquium: [Topic] (2–4R) R when topic changes.



409 Supervised Tutoring Practicum: [Topic] (1–3R) Prereq: instructor's consent.

410/510 Experimental Course: [Topic] (2–6R) A recent topic is Introduction to the Slavic Languages. R when topic changes.

420/520 Slavic Civilization (4) Introduction to the cultures and civilizations of Russia, the Independent States of the former Soviet Union, and East Europe and their contributions to world culture. Not offered 1999–2000.

440/540 Slavic Linguistics: [Topic] (4R) Structure, historical development, grammar. Discourse analysis and other linguistic topics as applied to Slavic languages or Romanian, individually or comparatively. Prereq: RUSS 203 or LING 290 or 421/521. Vakareliyska. R thrice when topic changes for maximum of 16 credits. Not offered 1999–2000.

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. Not offered 1999–2000.

503 Thesis (3–6R) P/N only. Prereq: instructor's consent.

601 Research: [Topic] (2–6R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Colloquium: [Topic] (1–16R)

609 Terminal Project (1–16R)

610 Experimental Course: [Topic] (1–5R)

Scandinavian Studies

Committee Chair

(541) 346-3375
312D Gilbert Hall

Steering Committee Faculty

Zoe Borovsky, Germanic languages and literatures
Robert G. Darst, political science
James W. Earl, English
Paul S. Holbo, history
Sergio Koreisha, decision sciences
Thomas Mills, international education and exchange (*ex officio*)
Kenneth D. Ramsing, decision sciences
Kathy Saranpa, Germanic languages and literatures
Richard A. Sundt, art history
Bruce Harwood Tabb, library
Virpi Zuck, Germanic languages and literatures

Undergraduate Studies

The Scandinavian Studies Committee endeavors to stimulate interest in Scandinavian culture, society, languages, and history. The committee is a focal point for faculty members and students who want to teach or take courses related to Scandinavia or to do research on Scandinavian countries. Students can earn a minor in Scandinavian or a major in German with a German and Scandinavian option. See the **Germanic Languages and Literatures** section of this catalog for information about both academic programs.

Overseas Study

Students in all University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Academic Affairs** section of this catalog.

The university has student exchange programs with the University of Aalberg and Denmark's Internation Study Program, the University of Tampere in Finland, the University of Bergen in Norway, and the University of Uppsala 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 the Scandinavian minor or the German and Scandinavian option for the German major.

Faculty members associated with Scandinavian studies have close ties to the information services of Nordic governments. As a result, the Scandinavian Studies Committee regularly receives books, periodicals, and newspapers from Nordic countries.

The University of Oregon Friends of Scandinavian Studies, a community-based support group, annually awards scholarship assistance to students who are seriously engaged in some aspect of Scandinavian studies.

Curriculum

Courses appropriate for Scandinavian studies have been offered in anthropology, comparative literature, English, Germanic languages and literatures, political science, sociology, and other departments. The Department of Germanic Languages and Literatures offers language instruction in Danish, Finnish, Norwegian, and Swedish.

Sociology

Lawrence R. Carter, Department Head

(541) 346-5002
(541) 346-5026 fax
736 Prince Lucien Campbell Hall
1291 University of Oregon
Eugene OR 97403-1291
sociology@oregon.uoregon.edu
http://oregon.uoregon.edu/~sociology/index.html

Faculty

Vallon L. Burris, professor (theory, political sociology, stratification). B.A., 1969, Rice; Ph.D., 1976, Princeton. On leave 1999–2000. (1977)

Lawrence R. Carter, professor (demography, statistical research methods, urban sociology). B.S., 1958, Howard; M.A., 1970, Ph.D., 1973, Oregon. (1973)

Michael C. Dreiling, assistant professor (work and labor, environmental sociology, collective action and social movements). B.A., 1990, California, Irvine; M.A., 1993, Ph.D., 1997, Michigan. (1996)

Steven Deutsch, professor. See **Labor, Education, and Research Center**

John B. Foster, associate professor (environment, Marxism, political economy). B.A., 1975, Evergreen State; M.A., 1977, Ph.D., 1984, York. (1985)

Linda O. Fuller, associate professor (comparative socialism, work, Latin American 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, Recd; M.A., 1962, Washington State; Ph.D., 1968, Michigan State. (1967)

Marion Sherman Goldman, professor (historical methods, gender, sociology of religion). A.B., 1967, California, Berkeley; M.A., 1970, Ph.D., 1977, Chicago. (1973)

Patricia A. Gwartney, professor (social demography, methods, stratification). A.B., 1973, California, Berkeley; M.A., 1979, Ph.D., 1981, Michigan. (1981)

Jocelyn Hollander, assistant professor (gender, social psychology, discourse). B.A., 1987, Stanford; M.A., 1991, Ph.D., 1997, Washington (Seattle). (1997)

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. (1983)

Gregory McLauchlan, associate professor (historical sociology; political sociology, science, technology, environment). B.A., 1974, M.A., 1978, Ph.D., 1988, California, Berkeley. (1989)

Sandra L. Morgen, associate professor (women and health care; race, class, gender; 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); associate dean, arts and sciences. B.S., 1967, Pomona; M.S., 1970, Ph.D., 1973, Wisconsin. (1981)

Jiannbin Lee Shiao, assistant professor (race and ethnicity; political sociology; education). BA., 1991, Brown; MA., 1994 and 1996, Ph.D., 1996, California, Berkeley. (1998)

Arlene Stein, assistant professor (gender, culture and mass media, self and society). B.A., 1980, Amherst; M.A., 1985, Ph.D., 1993, California, Berkeley. (1994)

Jean Stockard, professor (socialization and sex roles, sociology of education, methodology). B.A., 1969, M.A., 1972, Ph.D., 1974, Oregon. (1974)

Mia Tuan, assistant professor (racial and ethnic identity and relations, immigrant adaptation, school intergroup relations). B.A., 1990, California,

Berkeley; M.A., 1992, Ph.D., 1996, California, Los Angeles. (1996)

Donald R. Van Houten, professor (complex organizations, work, higher education). B.A., 1958, Oberlin; Ph.D., 1967, Pittsburgh. (1968)

Emeriti

Joan R. Acker, professor emerita. B.A., 1946, Hunter; M.A., 1948, Chicago; Ph.D., 1967, Oregon. (1964)

Benton Johnson, professor emeritus. B.A., 1947, North Carolina; M.A., 1953, Ph.D., 1954, Harvard. (1957)

Miriam M. Johnson, professor emerita. B.A., 1948, North Carolina; M.A., 1953, Ph.D., 1955, Harvard. (1959)

Walter T. Martin, professor emeritus. B.A., 1943, M.A., 1947, Ph.D., 1949, Washington (Seattle). (1947)

David Milton, professor emeritus. B.A., 1963, San Francisco State; M.A., 1973, Ph.D., 1980, California, Berkeley. (1978)

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

Participating

Paul Goldman, educational leadership, technology, and administration

Judith H. Hibbard, planning, public policy and management

Anita M. Weiss, international studies

Undergraduate Studies

Sociology is the analytical study of the development, structure, and function of human groups and societies. It is concerned with the scientific understanding of human behavior as it relates to, and is a consequence of, interaction within groups. The undergraduate program in the Department of Sociology provides a broad understanding of human society for students in all fields and integrated programs for majors in sociology.

Preparation. High school students planning to major in sociology should take courses in history and social studies. Substantial work in mathematics, English composition, and second 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 traditionally open to liberal-arts graduates—especially beginning positions in social work, personnel work, and recreation. Some graduates go on for additional training in graduate professional schools of social work, business administration, and law. A bachelor's degree alone is seldom sufficient to allow a person to enter a professional career as a sociologist. Students who seek careers as social scientists enter graduate programs in sociology or related fields.

Curriculum

Undergraduate courses in sociology are offered 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 204). Students should take SOC 204 and Social Inequality (SOC 207) 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. It is strongly recommended that SOC 310, 311, and 312 be completed before taking 400-level courses.

Courses at the 400 level are advanced and specialized. Most build on background obtained in the 200- and 300-level courses. Upper-division (300- and 400-level) classes are usually smaller in size than the lower-division classes and provide more opportunity for faculty-student interaction. Students should have at least 12 credits in sociology before taking 400-level courses.

Major Requirements

1. A minimum of 44 credits in undergraduate sociology courses
2. At least 36 of the 44 credits must be upper division and 16 of the 36 must be numbered 407 or 410–491; 12 of the 16 credits in 400-level courses must be taken at the University of Oregon
3. No more than 8 credits in courses numbered 401–406 and 408–409 may be applied to the major
4. Courses used to satisfy major requirements must be taken for letter grades and passed with grades of C– or better; at least a 2.00 grade point average (GPA) must be achieved in these courses. SOC 204, 207, and courses numbered 401–406 and 408–409 may be taken pass/no pass (P/N); P grades must be earned to apply them to the major
5. Completion of the following courses:
   a. Development of Sociology (SOC 310)
   b. Introduction to Social Research (SOC 311)
   c. Quantitative Methods in Sociology (SOC 312). Inquire at the department office about the possibility of substituting other specific courses in statistics for SOC 312

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 through which undergraduate students receive advising services from their peers, who maintain regular office hours. The peer advising office is in 709 Prince Lucien Campbell Hall.

With the help of peer advisers and the faculty adviser, the student should set out a model program that emphasizes experiences most useful for the student's educational and career objectives. It is essential, however, that students consult their advisers concerning the selection of courses. Students with specific career plans may also go to the Career Center, 244 Hendricks Hall, for advice about suitable course programs.

General Sociology

Students who want a broad liberal-arts education should begin with SOC 204 and 207. These lower-division courses provide an introduction to the discipline with emphasis on how sociology can be applied to contemporary social issues. Students specializing in general sociology may then take courses that provide a more in-depth study of social institutions. Courses on social stratification, social psychology, and social change help to tie these diverse areas together by providing perspectives that are useful in the study of any institutional area. Finally, courses in sociological theory and methodology provide a tool kit of analytical and research skills that are useful both in sociology courses and in whatever activities the student pursues after graduation.

Concentration Areas

Students can focus their upper-division course work in one or more areas of concentration listed below. Concentrations are optional, and it is each student's responsibility to plan their schedule sufficiently far in advance to complete concentration requirements. A list of courses to be offered during the academic year is available in the sociology office or peer advising office each fall.

Each concentration requires completion of at least four courses from the respective category. Students who successfully complete a concentration receive formal recognition upon graduation. In addition to the courses listed below, approved internships (SOC 404) and special topics courses (SOC 407 and 410) may count toward the completion of the concentration. Information about internships is available in the sociology department office.

Crime and Delinquency. Introduction: Deviance, Control, and Crime (SOC 380), Urbanization and the City (SOC 442), Crime and Social Control (SOC 480), Issues in Deviance, Control, and Crime (SOC 484)

Culture, Education, and Religion. American Society (SOC 301), Sociology of Mass Media (SOC 317), Sociology of Family (SOC 330), Sociology of Religion (SOC 461), Sociology of Education (SOC 491)

Environment, Population, and Society. American Society (SOC 301), World Population and Social Structure (SOC 303), Community, Environment, and Society (SOC 304), Social Demography (SOC 415), Issues in Sociology of Environment (SOC 416), Urbanization and the City (SOC 442), Sociology of Developing Areas (SOC 450)

Family, Gender, and Sexuality. American Society (SOC 301), Sociology of Family (SOC 330), Sociology of Women (SOC 355), Issues in Family Sociology (SOC 425), Social Stratification (SOC 451), Issues in Sociology of Gender (SOC 455), Feminist Theory (SOC 456), Sex and Society (SOC 457)

International Systems. Political Economy (SOC 420), Sociology of Developing Areas (SOC 450), Systems of War and Peace (SOC 464), Political Sociology (SOC 465)

Politics and Social Movements. American Society (SOC 301), Social Issues and Movements (SOC 313), Sociology of Mass Media (SOC 317), Political Economy (SOC 420), Urbanization and the City (SOC 442), Systems of War and Peace (SOC 464), Political Sociology (SOC 465), Marxist Sociological Theory (SOC 475)

Race, Ethnicity, and Social Change. American Society (SOC 301), America's Peoples (SOC 305), Race, Class, and Ethnic Groups (SOC 345), Experimental Course: Contemporary Asian American Issues (SOC 410), Experimental Course: Contemporary Immigration (SOC 410), Social Demography (SOC 415), Sociology of Race Relations (SOC 445), Social Stratification (SOC 451)

Social Interaction. Introduction to Social Psychology (SOC 328), Interaction and Social Order (SOC 335), Advanced Topics in Social Psychology (SOC 428), Ethnomethodology and Conversation Analysis (SOC 435)

Social Theory and Methods. Sociological Research Methods (SOC 411, 412, 413), Feminist Theory (SOC 456), Contemporary Sociological Perspectives (SOC 474), Marxist Sociological Theory (SOC 475)

Work, Labor, and Economy. American Society (SOC 301), Work and Occupations (SOC 346), Complex Organizations (SOC 347), Political Economy (SOC 420), Issues in Sociology of Work (SOC 446), Issues in Sociology of Organizations (SOC 447), Social Stratification (SOC 451), Marxist Sociological Theory (SOC 475)

Career Planning

When planning a program students should keep in mind the ways in which concentration areas and major requirements fit with career objectives. Careers pursued by sociology graduates are discussed below.

Social Service Professions. Social service professions include social work, work in nonprofit organizations, counseling, community relations, housing, labor relations, and human resources. Sociology majors who want to enter a helping profession should take at least one course in sociological methodology, at least two courses in social psychology, and several courses dealing with social issues and problems. Students may want to complete one of the concentrations listed above in order to focus on a specific group of social issues and problems.

Students may supplement their programs with courses in the psychology and political science departments and in the College of Education. Many of these occupations require graduate or field training. Students can get more detailed information from the Career Center.

Business or Government Service. Business or government organizations typically require general human-relations skills, some awareness of organizations and the surrounding social environment, and an ability to analyze and understand basic social data.

Students interested in business should include in their programs courses in methodology, social psychology, and organizations and occupations. Programs may be supplemented with courses in the Lundquist College of Business and in the Department of Economics.

Students with career goals in governmental service should include course work covering the community, urban affairs, population, and resources; social psychology; organizations and occupations; and methodology. Related courses in the planning, public policy and management; political science; and economics departments are also useful.

Honors in Sociology

Motivated students may participate in the honors program in sociology, which provides qualified students with opportunities to work closely with faculty members and fellow honors students on a yearlong project, either applied or theoretical, of their own design and write an honors thesis. The thesis may be based on primary or secondary data collected by the student or experiences gained from an internship.

Students who successfully complete the honors program are awarded honors, high honors, or highest honors based on faculty sponsors' evaluation of the level and quality of their work. The honors distinction is noted on the student's official transcript and diploma.

Applicants to the honors program must demonstrate a high level of competence and motivation for advanced studies in sociology. A GPA no lower than 3.40 in sociology courses or a nomination by two faculty members is required. Interested students should apply during the spring term of their junior year but no later than the first week of the first term of their senior year. Application forms are available in the sociology department office and the peer advising office.

During fall term of the senior year, honors students take part in the honors seminar (SOC 407), in which they work closely with a faculty adviser and other students to refine research questions and design. By the end of the term, each student submits a thesis proposal for approval by the seminar adviser and forms a committee consisting of two faculty members to supervise the remainder of the project. During winter and spring terms, students work independently with their committee and proceed with data collection and analysis. Students complete and turn in the thesis during spring term.

Minor

The minor in sociology is inactive.

Students who declared a minor in sociology before fall 1994 may complete the minor if space is available in required courses.

Preparing for Graduate Study

Students planning graduate work in sociology should have a strong background in sociological theory and social research methods well beyond courses required for the major. Besides taking advanced courses in areas of special interest to them, students should take a substantial number of upper-division courses in other social sciences.

Applications to graduate school should be made in fall or winter the year before the student plans to enter a graduate program. Students considering graduate school should talk to their faculty advisers about programs at various schools, experiences that increase chances for admission, and requirements for students in graduate programs in sociology.

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the **Educational Leadership, Technology, and Administration** section of this catalog.

Graduate Studies

The graduate program of the Department of Sociology is intended primarily to lead to the doctor of philosophy (Ph.D.) degree.

Students 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 60 credits of graduate-level work—all taken for letter grades except work in Research (SOC 601), Dissertation (SOC 603), Reading and Conference (SOC 605), or Supervised Field Study (SOC 606). Students should be able to complete the 60-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. Next, the student defines at least two fields of specialization and prepares for comprehensive examinations in these areas. Upon passing the comprehensive examinations, the student is advanced to Ph.D. candidacy and begins work on the doctoral dissertation, which must embody the results of research and show evidence of originality and ability in independent investigation. Early in their graduate work, students should begin defining the general topic to be covered in the dissertation research.

Many students receive some type of financial assistance. In addition, some graduate students hold part-time teaching or research appointments outside the department.

A booklet, *Information for Graduate Students*, available from the department, describes the graduate program, specifies the materials needed to apply for admission, lists specific course requirements, and includes a list of faculty members and their research interests. Students applying for graduate admission should submit all necessary materials by February 1.

Sociology Courses (SOC)

Because not every course can be offered every year, students should consult the most recent UO Schedule of Classes *or inquire at the department office.*

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

204 Introduction to Sociology (4) The sociological perspective with emphasis on fundamental concepts, theories, and methods of research.

207 Social Inequality (4) Overview of social inequality, cross-culturally and within the United States. Examines relationship of social inequality based on social class, race, and gender to social change, social institutions, and self-identity. Prereq: SOC 204.

217 Special Topics in Sociology: [Topic] (4R) Applies the concepts and skills developed in SOC 204 to current major sociological issues and problems. Prereq: SOC 204. R when topic changes.

301 American Society (4) Selected aspects of American culture and institutions and the ways in which they are changing. Prereq: SOC 204.

303 World Population and Social Structure (4) Introduction to population studies. Comparative analysis of historical, contemporary, and anticipated demographic change. Emphasis on demographic transitions between and within developed and underdeveloped countries. Prereq: SOC 204.

304 Community, Environment, and Society (4) Interrelationship of social and environmental factors in human communities, processes of community change, impact of environmental

change on human communities. Prereq: SOC 204.

305 America's Peoples (4) Examines how the size, composition, and distribution of America's ethnic and racial subpopulations have shaped social structure, social culture, and social change in the United States. Prereq: SOC 204.

310 Development of Sociology (4) Analysis of the major writers and ideas that have shaped contemporary sociology. Focus on recurrent concepts and issues that continue to challenge sociological inquiry. Prereq: SOC 204 or instructor's consent.

311 Introduction to Social Research (4) The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative sociological studies from the standpoint of methodology. Prereq: SOC 204.

312 Quantitative Methods in Sociology (4) Construction and interpretation of tables and graphs, descriptive statistics, measures of association and contingency relationships, basic ideas of probability, and elementary statistical inference applied to nonexperimental research. Prereq: MATH 95 or equivalent, SOC 204, 311.

313 Social Issues and Movements (4) Contemporary social issues viewed in relation to the social structure of American society. Social movements and ideologies related to these issues. Prereq: SOC 204, 311.

317 Sociology of the Mass Media (4) Analysis of media events: advertisements, news broadcasts, documentaries, popular music, and television. Perspectives include content analysis, semiotics, functionalist and structuralist paradigms, and power system analysis. Prereq: SOC 204, 310.

328 Introduction to Social Psychology (4) How the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others. Prereq: SOC 204.

330 Sociology of the Family (4) The family in historical perspective. Introduction to the family as a social institution and small-group association. Prereq: SOC 204.

335 Interaction and Social Order (4) Introduction to ethnomethodology, which is the study of methods by which humans order their activities, and conversation analysis, which focuses on methods organizing talk-in-interaction. Prereq: SOC 204.

345 Race, Class, and Ethnic Groups (4) Major class, racial, and ethnic groups in the United States with special attention to the culture and experience of minority groups. Prereq: SOC 207.

346 Work and Occupations (4) Characteristics of work and occupational careers in modern societies; relationships of those to family, the economy, bureaucracy, technology, and alienation. Prereq: SOC 207.

347 Complex Organizations (4) Nature of organizations in modern societies (e.g., specialization, impersonality, formalization, authority and power) relationship of organizations to work and careers, stratification, democracy, discrimination, and deviance. Prereq: SOC 204.

355 Sociology of Women (4) Position of women in contemporary society; women and work, politics, families, the economy; intersection of gender, race, and class; women's movements. Prereq: SOC 207.

380 Introduction: Deviance, Control, and Crime (4) Origins of rules and laws, patterns of reactions to their violation, emphasis on causal theories of deviance and of crime, data sources for study of crime. Prereq: SOC 204.

399 Special Studies: [Topic] (1–5R) Prereq: SOC 204.

401 Research: [Topic] (1–21R)

403 Thesis for Honors Candidates (1–21R)

404 Internship: [Topic] (1–6R)

405 Reading and Conference: [Topic] (1–21R)

406 Supervised Field Study: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Offerings vary from year to year depending on student needs and faculty interests. Recent topics include Children and Society, New Religious Movements, and Social Thought and the Environment.

408/508 Workshop: [Topic] (1–21R)

409 Supervised Tutoring Practicum: [Topic] (1–21R) P/N only

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

411/511, 412/512, 413/513 Sociological Research Methods (4,4,4) 411/511: investigates strengths and weaknesses of various research methods for testing sociological theories and describing social facts. Prereq: SOC 311 or equivalent. **412/512:** intermediate-level descriptive and inferential statistics. Prereq: SOC 311, 312 or equivalent. **413/513:** multiple regression and other advanced statistical techniques. Sequence. Prereq: SOC 412/512.

415/515 Social Demography (4) Causes and consequences of demographic change in racial or ethnic groups in the United States. Techniques of demographic analysis. Prereq: SOC 303 or equivalent or 12 credits in sociology.

416/516 Issues in Sociology of the Environment: [Topic] (4R) Analysis of selected topics in environmental sociology. Topics include environmental movement, impacts of technological change, environmental policy and the state, environmental values, attitudes, and behaviors. Prereq: 12 credits in sociology or instructor's consent. R twice when topic changes for maximum of 12 credits.

420/520 Political Economy (4) Survey of the fundamentals of political economy. Readings from Marxian and mainstream traditions introduce contemporary debates on socioeconomic crisis. Prereq: 12 credits in sociology or instructor's consent.

425/525 Issues in Family Sociology (4) Analysis of selected topics in the sociology of the family. Topics include the sociology of parenthood, feminist perspectives on the family, and the family in cross-cultural perspective. Prereq: SOC 330 or equivalent.

428/528 Advanced Topics in Social Psychology: [Topic] (4R) Topics may include altruism and helping behavior, communication and language, socialization, prejudice, conformity, collective behavior, aggression, or other basic areas of social psychological research. Prereq: SOC 328 or instructor's consent. R twice when topic changes for maximum of 12 credits.

435/535 Ethnomethodology and Conversation Analysis (4) Advanced study of the commonsense sources, methods, and practices through which members of a culture construct and make sense of social activities, especially conversation. Prereq: SOC 310, 335 or instructor's consent.

442/542 Urbanization and the City (4) Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Prereq: 12 credits in sociology.

445/545 Sociology of Race Relations (4) Racial oppression as a structural and ideological feature in American life. Prereq: introductory course in sociology, anthropology, or psychology; SOC 345 or instructor's consent.

446/546 Issues in Sociology of Work: [Topic] (4R) Selected topics in sociology of work: occupational structures and careers, industrial democracy; technological change and work reform, politics of work. Prereq: SOC 346 or instructor's consent. R twice when topic changes for maximum of 12 credits.

447/547 Issues in Sociology of Organizations: [Topic] (4R) Analysis of selected topics in the sociology of organizations. Topics include industrial sociology, organizational change; organizational democracy; corporate deviance; bureaucracy, power, and society. Prereq: SOC 347 or instructor's consent. R twice when topic changes for maximum of 12 credits.

450/550 Sociology of Developing Areas (4) Social and economic structures and processes promoting or inhibiting change in the developing nations of Africa, Asia, Latin America. Topics include urbanization, industrialization, cultural change, world poverty, and dependence. Prereq: 12 credits in sociology.

451/551 Social Stratification (4) The interrelations among class, race, and sex. Historical origins and development of class and class systems including slavery. Prereq: 12 credits in sociology.

455/555 Issues in Sociology of Gender: [Topic] (4R) Advanced analysis of gender and social relations of power in contemporary society. Variable topics include Class, Gender, and Race, Women and Health; Women and Work. Prereq: SOC 355 or WST 101 or instructor's consent. R twice when topic changes for maximum of 12 credits.

456/556 Feminist Theory (4) Examines major sociological theories that elucidate the position of women and gender as part of the configuration of social relations of power in contemporary societies. Prereq: SOC 355 or 455/555, or upper-division course on gender in another department, or instructor's consent.

457/557 Sex and Society (4) Examines alternative sociological perspectives on sexual behavior, the social construction and regulation of sexuality, contemporary social and political issues pertaining to sexuality. Prereq: 12 credits in sociology or instructor's consent.

461/561 Sociology of Religion (4) Sociological analysis of religious belief and behavior; special attention to the relation between religious institutions and the larger societies of which they are a part. Prereq: 12 credits in sociology or instructor's consent.

464/564 Systems of War and Peace (4) Violence and nonviolence as functions of social structures and as instruments of social change. Systems of international threat, their supporting institutions, and the ideology of nationalism. Prereq: 12 credits in sociology.

465/565 Political Sociology (4) Analysis of political theory and behavior, social bases of power and policy determination, institutional interrelationships, intellectuals and ideologies, political trends and change, political participation and membership. Prereq: 12 credits in sociology.

474/574 Contemporary Sociological Perspectives: [Topic] (4R) Major contemporary theoretical perspectives including critical issues being debated. May focus on a single contemporary perspective or on a variety of contemporary perspectives. Prereq: SOC 310 or instructor's consent. R twice for maximum of 12 credits.

475/575 Marxist Sociological Theory (4) Basic concepts, theory, and social analysis in the works of Marx and Engels. Topics include dialectical and historical materialism, class, historical development, political economy, and imperialism. Prereq: SOC 310 or instructor's consent.

480/580 Crime and Social Control (4) Emphasizes major substantive areas of crime and control in the United States and developing societies, especially in Pacific Rim areas. Prereq: SOC 380 or instructor's consent.

484/584 Issues in Deviance, Control, and Crime: [Topic] (4R) Topics vary. Examples are modern policing, hate crimes, cross-national research in crime. Prereq: SOC 380 or instructor's consent. R twice when topic changes for maximum of 12 credits.

491/591 Sociology of Education (4) The relationship between education and other social institutions, the school and the community, the school as a social system, social change and education. Prereq: 12 credits in sociology.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

604 Internship: [Topic] (1–6R)

605 Reading and Conference: [Topic] (1–16R)

606 Supervised Field Study: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Offerings vary from year to year depending on student needs and faculty interests. Recent topics include Feminist Sociological Theory, Philosophy and Epistemology of Social Science, Time-Series Analysis.

608 Workshop: [Topic] (1–16R) Topics vary.

609 Supervised Tutoring Practicum: [Topic] (1–3R)

610 Experimental Course: [Topic] (1–5R)

612 Overview of Sociological Methods (5) Examines the research process—framing research questions, qualitative and quantitative design, relationships between methods and theory, deductive and inductive investigation logic, research ethics, sampling procedures, explanatory power.

613 Advanced Sociological Methods: [Topic] (5R) Major methodological topics such as comparative, demographic, experimental, field, historical, and survey methods. Other possible topics include time-series analysis. Prereq: SOC 612 or equivalent. R twice when topic changes for maximum of 15 credits.

615 Advanced Sociological Theory: [Topic] (5R) Major sociological theories such as modern functionalism, contemporary Marxism, phenomenology, postmodernism, feminist and organizational theory. R twice when topic changes for maximum of 15 credits.

616 Environment and Resource Issues: [Topic] (5R) Explores issues of environmental sociology and resource policy, including ecological crisis; environmental justice as it pertains to race, gender, class, and international inequality. R twice when topic changes for maximum of 15 credits.

617 Sociological Theory I (5) Graded only. Sociological theories of the 19th century (especially Marx, Weber, and Durkheim) and 20th century (e.g., modern functionalism, feminist, neo-Marxism, neo-Weberian, poststructuralist theories).

618 Sociological Theory II (5) Graded only. Major themes and historical foundation of contemporary sociological theory. Prereq: graduate standing in sociology, SOC 617.

628 Interaction and Social Psychology Issues: [Topic] (5R) Topics include symbolic interaction, Goffman's micro-Durkheimian perspective, communication and language, collective behavior, aggression, prejudice, conformity, and identity formation. R twice when topic changes for maximum of 15 credits.

642 Population, Community, and Urban Issues: [Topic] (5R) Theoretical and empirical issues concerning size, composition, distribution, and change in human populations including fertility, mortality, migration, and human ecology. Research design and analysis. R twice when topic changes for maximum of 15 credits.

644 Race and Ethnicity Issues: [Topic] (5R) Explores current research and theoretical debates such as Chicano-Chicana and Latino-Latina studies in the sociology of race and ethnicity. R twice when topic changes for maximum of 15 credits.

646 Work and Organization Issues: [Topic] (5R) Issues in the sociologies of work and organizations (e.g., power in organizations, changing patterns of employment and work, industrial democracy, issues of class, race, and gender). Substantial reading; research design. R twice when topic changes for maximum of 15 credits.

656 Issues in Sociology of Gender: [Topic] (5R) Examines sociological theories of gender, focusing on a particular substantive area such as health, work, family, or sexuality. Explores gender in relation to race, ethnicity, and class. R twice when topic changes for maximum of 15 credits.

661 Cultural, Educational, and Religious Issues: [Topic] (5R) Special topics in sociology of culture. Requires development of research designs and research in selected areas. Prereq: graduate standing. R twice when topic changes for maximum of 15 credits.

664 Political and Economic Sociology Issues: [Topic] (5R) Examines the relationship between economic institutions and political processes. Sample topics include theories of modern capitalism, corporations and the state, development and underdevelopment, war and peace. R twice when topic changes for maximum of 15 credits.

684 Deviance, Control, and Crime Issues: [Topic] (5R) Intensive study of a contemporary topic in deviance, control, or crime that focuses on research in theory and method. Possible topics are organized crime, cross-cultural comparison, data sources, and race and gender issues. R twice when topic changes for maximum of 15 credits.

Southeast Asian Studies

Kenneth M. George, Curriculum Director

(541) 346-5087
(541) 346-5041 fax
837 Prince Lucien Campbell Hall
5206 University of Oregon
Eugene OR 97403-5206
ast@oregon.uoregon.edu
http://darkwing.uoregon.edu/~ast

About the Curriculum

The University of Oregon offers students an exceptional opportunity to pursue interdisciplinary studies on Southeast Asia. A faculty made up of specialists from across the university can acquaint students with recent research on a range of issues including women, health, healing, and nutrition in Thailand and Indonesia; the archaeology of Thailand and Malaysia; education and development in Vietnam, Laos, and Thailand; regional political novels and films; mass violence in Indonesia and Cambodia; regional musics and dance; art and religion in Indonesia; historic preservation and the politics of landscape and development in Malaysia; indigenous, colonial, and postcolonial architectures; regional transnationalisms; political biography in the Philippines; and indigenous minority communities and cultures throughout the region. The university has offered language courses in Thai, Indonesian, and Vietnamese and continues to do so subject to budgetary constraints. Individualized and self-instructional study of other Southeast Asian languages can be arranged through the Yamada Language Center.

Important resources include a Southeast Asian librarian in Knight Library, the Center for Asian and Pacific Studies, the Vietnam Sister University Project, and the Office of International Education and Exchange. The university also belongs to the Northwest Consortium for Southeast Asian Studies (along with the Universities of Washington, British Columbia, and Victoria), which sponsors conferences, workshops, outreach, study-abroad opportunities, internships, fellowships, student and faculty exchange, and cooperation between libraries.

Southeast Asian studies is part of the Asian Studies Program. Undergraduates may pursue Southeast Asian studies as a minor in conjunction with majors in most departments (e.g., anthropology, geography), as a concentration in international studies, or as the basis for a B.A. in Asian studies. Graduate students may pursue an M.A. in Asian studies with Southeast Asia as an emphasis or may develop a Southeast Asian specialty as part of their advanced study in other M.A. and Ph.D. programs (e.g., history, anthropology, international studies). See the Asian Studies section of this catalog for requirements and curriculum offerings.

Statistics

Roland H. Good III, Committee Chair

(541) 346-3315
305 Gilbert Hall

Steering Committee

Lorraine G. Davis, academic affairs
Stephen E. Haynes, economics
Robert M. O'Brien, sociology
Larry E. Richards, decision sciences
Daming Xu, mathematics

About the Curriculum

The University of Oregon does not have a formal department or faculty of statistics. However, a variety of courses are either exclusively or primarily about statistics. Over the past several decades statistical techniques have become a primary tool of empirical research. As such, a variety of functional areas and disciplines teach applied statistical techniques. This is particularly true at the graduate level, where research plays an important role. Listed below are permanently numbered courses in statistics offered at the university.

Degrees

The Department of Decision Sciences in the Lundquist College of Business offers a graduate degree with a specialty in statistics, and the Department of Mathematics in the College of Arts and Sciences offers both undergraduate and graduate degrees with a specialty in statistics. Interested students should inquire at the appropriate department for specific requirements.

Courses

Statistics courses are offered in seven departments and the following nine areas. 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 of the courses.

Introductory Statistics

Decision Sciences. Introduction to Business Statistics (DSC 611)

Economics. Introduction to Econometrics (EC 420/520, 421/521), Econometrics (EC 423/523)

Exercise and Movement Science. Statistical Methods I (EMS 691)

Mathematics. Introduction to Methods of Probability and Statistics (MATH 243) and Business Statistics (DSC 330), Statistical Methods I,II (MATH 425/525, 426/526), Introduction to Mathematical Methods of Statistics I,II (MATH 461/561, 462/562)

Political Science. Methods for Politics and Policy Analysis I (445/545)

Psychology. Statistical Methods in Psychology (PSY 302), Data Analysis I (PSY 611)

Sociology. Quantitative Methods in Sociology (SOC 312), Sociological Research Methods (SOC 412/512)

ANOVA and Experimental Design

Decision Sciences. Applied Analysis of Variance (DSC 630)

Psychology. Applied Data Analysis (PSY 412/512), Data Analysis II (PSY 612)

Decision Theory

Decision Sciences. Applied Decision Analysis (DSC 425), Decision Analysis for Negotiation Problems (DSC 626)

Multivariate Statistics

Decision Sciences. Applied Multivariate Analysis (DSC 643)

Exercise and Movement Science. Applied Multivariate Statistics (EMS 694)

Political Science. Methods for Politics and Policy Analysis II (PS 446/546)

Nonparametric Statistics

Decision Sciences. Applied Nonparametric Statistics (DSC 633)

Regression

Decision Sciences. Applied Regression Analysis (DSC 435, 635)

Economics. Introduction to Econometrics (EC 420/520, 421/521), Econometrics (EC 424/524, 425/525)

Mathematics. Multivariate Statistical Methods (MATH 427/527), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463/563)

Psychology. Data Analysis III (PSY 613)

Sociology. Sociological Research Methods (SOC 413/513)

Sampling Techniques

Decision Sciences. Applied Sampling Techniques (DSC 620)

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 640)

Theater Arts

John C. Watson, Department Head

541) 346-4171
(541) 346-1978 fax
216 Villard Hall
1231 University of Oregon
Eugene OR 97403-1231
http://darkwing.uoregon.edu/~theatre

Faculty

Robert Barton, professor (acting); undergraduate coordinator. B.A., 1967, Western Michigan; M.A., 1968, Ph.D., 1977, Bowling Green State. (1980)

Alexandra Bonds, professor (costume designer). B.S., 1972, Syracuse; M.A., 1974, Denver. (1979)

Grant F. McKernie, professor (dramatic literature and criticism); graduate coordinator. B.A., 1964, Northwestern; M.A., 1965, Ph.D., 1972, Ohio State. (1979)

Janet Rose, senior instructor (technical director, lighting designer). B.F.A., 1977, Florida Atlantic; M.F.A., 1979, Ohio. (1987)

John C. Watson, associate professor (history and directing). B.A., 1964, Lewis and Clark; Ph.D., 1987, Oregon. (1987)

Jerry R. Williams, professor (scene designer). B.F.A., 1964, Carnegie-Mellon; M.A., 1965, Washington (Seattle). (1973)

Emeriti

Robert D. Clark, professor emeritus; university president emeritus. A.B., 1931, California, Pasadena; M.A., 1935, Ph.D., 1946, Southern California; LL.D., 1968, California, Santa Clara. (1969)

Faber B. DeChaine, professor emeritus. B.S., 1952, Oregon; M.A., 1953, Michigan State; Ph.D., 1963, Minnesota. (1964)

Robert P. Friedman, professor emeritus. B.A., 1948, North Carolina; M.A., 1950, Ph.D., 1954, Missouri. (1965)

Dominic A. LaRusso, professor emeritus. B.A., 1950, M.A., 1952, Washington (Seattle); Ph.D., 1956, Northwestern. (1968)

Horace W. Robinson, professor emeritus. B.A., 1931, Oklahoma City; M.A., 1932, Iowa. (1933)

John R. Shepherd, professor emeritus. B.A., 1946, M.A., 1947, Stanford; Ph.D., 1952, Southern California. (1957)

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

About the Department

The Department of Theater Arts offers major curricula leading to the bachelor of arts (B.A.), bachelor of science (B.S.), master of arts (M.A.), master of science (M.S.), master of fine arts (M.F.A.), and doctor of philosophy (Ph.D.) degrees. Courses in theater arts are available for students majoring in other disciplines who want to develop their communication skills and their ability to appreciate and evaluate what they see and hear.

The theater arts department offers a humanistic and liberal-arts education. Preprofessional courses provide vocational competence in teaching and in some aspects of commercial theater. Some students seek careers in commercial, educational, and community theaters as designers, actors, technicians, stage managers, or theater managers. Many continue specialized training in M.F.A. degree programs or nondegree professional training schools. Some students use their liberal-arts background to pursue vocational

opportunities that require good skills in communication and organization.

Students may gain practical experience in theater studies through Second Season and University Theatre productions in the Robinson Theatre.

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 is well equipped with power tools for wood and metal fabrication. Lighting equipment includes computerized controls and up-to-date instruments. The costume shop has power sewing and serging machines and a laundry and crafts area. Students are encouraged to sign up for production workshop classes or to practice their crafts as volunteers. Those who qualify for work-study financial aid are hired to assist in the shops. The shops are open every day.

Pocket Playhouse. Pocket Playhouse is the site for a 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.

Undergraduate Studies

For its undergraduate major program, the Department of Theater Arts has three principal objectives:

1. The attainment, by all of its majors, of a broad liberal-arts education
2. Sufficient instruction in several fields of theater to provide an appreciation of the different areas of theater
3. Direct experience in several aspects of theater production

Major Requirements

Students study acting, directing, design, costume, lighting, stagecraft, history, dramatic literature, and theory. Courses in these fields are available to both majors and nonmajors.

In addition to the B.A. or B.S. degree requirements of the university, the following requirements are specified for students with a major in theater arts:

1. All of the following: Introduction to Design (TA 210); Theater Production I,II (TA 211, 212); Acting I (TA 250); Introduction to Theater Arts (TA 271); Play Direction (TA 364); History of the Theater I,II,III (TA 367, 368, 369); Advanced Script Analysis (TA 462); one advanced upper-division course in design or technology; two advanced upper-division courses in theory, history, or criticism; and one additional upper-division course in theater arts
2. Three of the following: Scenery Production (TA 321), Costume Production (TA 322), Lighting Production (TA 323), Production (TA 324)
3. Letter grades of mid-C or better in 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 180-credit requirement for a B.A. or B.S. only if satisfactorily completed.

Honors in Theater Arts

The honors program is designed to serve a select group of students 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.

Minor Requirements

The theater arts minor requires 24 college-level credits in theater arts. Of these 24 credits, at least 16 must be taken at the university and 16 must be upper division. One course in each of the following areas must be included: literature and criticism, performance, technical theater, and theater history. All course work for the minor must be completed with letter grades of mid-C or better.

Graduate Studies

The theater arts department offers graduate work in acting, directing, design, history, literature, criticism, 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 theater arts or the equivalent.

Graduate Degree Requirements

Both the M.A. and the M.S. degrees require 45 credits in graduate courses, and both require a thesis with an oral examination. The M.A. also requires competence in a second language.

The M.F.A. is typically a three-year program requiring a minimum of 54 credits. Areas of specialization are directing, acting, set design, 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. 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. The comprehensive examination committee may require that all or part of the examination be retaken with or without additional courses. Students who fail to pass this examination by the second try may not remain in the theater arts Ph.D. program. A dissertation with an oral defense is required. The dissertation must be completed within three years after the student is advanced to candidacy, which happens after passing the comprehensive examination.

General Requirements. The only course required of all theater-arts graduate students is Research Methods (TA 611). Ph.D. candidates are expected to complete 60 to 90 credits in history, theory, and literature of the theater after obtaining a master's degree.

All candidates for graduate degrees are required to take a written or oral examination during the first term of residence. This examination is diagnostic, and it is used to determine a study program for the student. Each student's study program is planned in consultation with an adviser and a diagnostic committee. This program constitutes a contract that must be fulfilled by the student unless it is amended in consultation with the diagnostic committee.

The graduate student is expected to show ability in both academic and production areas. During residence at the university, each student is expected to make a significant contribution in three areas out of the following seven: acting, directing, technical, management, playwriting, teaching, design.

Candidates for an M.A. degree in theater arts must demonstrate their ability to read a second language. Students seeking the Ph.D. degree must acquire two research tools, one of which must be the knowledge of a second language. The other may be a third language or 9 credits of graduate-level study outside the department in a field related to the student's research intent.

For additional requirements and information, contact the graduate coordinator.

Theater Arts Courses (TA)

121 Scenery and Lighting Laboratory (1–2R) P/N only. Building and painting scenery, hanging lights for productions. **R** thrice for maximum of 8 credits.

122 Costume Laboratory (1–2R) P/N only. Building costumes for productions. **R** thrice for maximum of 8 credits.

124 Production (1–2R) P/N only. Working backstage for productions. **R** thrice for maximum of 8 credits.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Stage crew: lighting, scene, costume.

210 Introduction to Design (4) Introduction to the principles of design as applied to the arts of theater design, scenery, costumes, and lighting. Creative projects to develop concepts of visual imagery. Bonds, Rose, Williams. Includes laboratory.

211 Theater Production I (4) Introduction to the mechanics of mounting a theatrical production including basic construction of scenery and props and use of lighting equipment. Rose. Includes laboratory.

212 Theater Production II (4) Introduction to costumes and makeup. Costume construction includes basic hand and machine sewing techniques. Beginning makeup covers ingénue, beards, wounds, and fantasy. Bonds, Williams. Includes laboratory.

250 Acting I (4) Principles of warm-ups, individual inventory, Stanislavski system, character analysis, and rehearsal procedure.

251 Acting II (4) Continuation of performance principles for contemporary realistic theater with addition of comic technique and director-actor relationship. Prereq: TA 250, instructor's consent.

252 Acting III (4) 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 (4) Play and script structure, contemporary aesthetic attitudes, and the value of theater arts to society and the individual.

321 Scenery Production (1–4R) P/N only. Production or performance crew head for scenery. R thrice for maximum of 16 credits.

322 Costume Production (1–4R) P/N only. Production or performance crew head for costumes. R thrice for maximum of 16 credits.

323 Lighting Production (1–4R) P/N only. Production or performance crew head for lighting. R thrice for maximum of 16 credits.

324 Production (1–4R) P/N only. Stage manager, assistant director, or dramaturgy position. R thrice for maximum of 16 credits.

325 Performance (1–4R) P/N only. Preparation, rehearsal, and performance of an acting role. R thrice for maximum of 16 credits.

351 Techniques: Acting IV (4) Problems in the use of voice in dramatic roles. Prereq: instructor's consent. Barton.

352 Styles: Acting V (4) Problems in the analysis and presentation of characters from nonrealistic, noncontemporary theater. Prereq: instructor's consent. Barton.

364 Play Direction (4) Sources of dramatic material, choice of plays, casting and rehearsal of players, production organization. Prereq: TA 250 or equivalent and instructor's consent. Watson.

367, 368, 369 History of the Theater I,II,III (4,4,4) Development of the theater from its origins to the present. Emphasizes the history of dramatic literature, criticism, theater architecture, design, and performance. Watson.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R) Rehearsal and Performance is a current topic.

410/510 Experimental Course: [Topic] (1–4R)

411/511, 412/512, 413/513 Costume History I,II,III (4,4,4) History of Western clothing in cultural context. **411/511:** Egyptian to Renaissance. **412/512:** mid-Renaissance to romanticism. **413/513:** Victorian to the present. Bonds. Not offered 1999–2000.

416/516 Costume Design (4) Beginning design concepts and various artistic media as applicable to costume design and rendering techniques. Prereq: instructor's consent. Bonds.

417/517 Advanced Costume Design (4) Analysis and interpretation of scripts for costume design. Continuation of development of rendering techniques. Prereq: TA 416/516. Bonds.

418/518 Costume Pattern Drafting (4) Designing patterns through flat patterning and draping techniques. Practical experience in pattern development and execution. Bonds. Not offered 1999–2000.

419/519 Costume Construction (4) Practical problems encountered in building and decorating costumes for the stage. Bonds.

423/523 Theater Arts Pedagogy (4R) Practical experience as teaching assistant includes research, presentation, coaching, and written reports. Available in a variety of disciplines. Prereq: instructor's consent. R thrice when topic changes for maximum of 16 credits. Barton.

425/525 Scenery Drafting Techniques (4) Drafting techniques for the scenic artist. Plan views; isometric, orthographic, and section views of scenery details. Conventions of stage and scenery plans. Drafting equipment. Williams.

ENG 437/537, 438/538 English Drama (4,4) See **English**

440/540 Principles of Design in the Theater (4) Visual statement in the theater. Composition, color, spatial relationships, line, and movement for the scene, costume, and lighting designers and for the director and actor. Williams.

441/541 Scene Design: Single Set (4) Elements of scene design; the scene designer's role. Creating a ground plan, measured perspective techniques, elevations, design styles. Design process and procedures related to the proscenium stage only. Williams. Not offered 1999–2000.

442/542 Scene Design: Multiple Sets (4) Selected problems in the design of dramatic productions. Williams.

444/544 The Mask (4) Explores mask design in different world cultures and mask fabrication in various materials. Williams.

445/545 Advanced Projects in Theater Technology: [Topic] (4R) Specialized areas of theater technology, one topic per term. Topics include scene painting, projections, draping, makeup, puppetry, stage management, props, and special effects. Bonds, Rose, Williams. R seven times when topic changes for maximum of 32 credits.

452/552 Advanced Acting: [Topic] (4R) Topics in the performance of a specific genre or authors, or in specific elements of performance skills including voice, movement, and musical skills. Barton. R when topic changes.

460/560 Advanced Play Direction (4) Theory and practice in direction of plays for public performance. Prereq: TA 364 and instructor's consent. Watson.

461/561 Dramaturgy (4) Examines the process and practice of dramaturgy. Training in critical analysis of theater, informed by a thorough grounding in theater history and criticism.

462 Advanced Script Analysis: [Topic] (4R) Topics in theater literature including recent European drama, recent American drama, recent British drama, and American musical theater. McKernie, Watson. R thrice when topic changes for maximum of 16 credits.

467/567 Lighting for the Stage (4) Designing lighting for the stage; technical and aesthetic problems. Prereq: TA 111 or instructor's consent. Rose.

471/571 Studies in Theater and Culture: [Topic] (4R) Dramatic literature and historical cultural concepts. Establishes a cultural context for periods of drama, using arts materials and socioeconomic factors to clarify aesthetic attitudes and practices of theater. McKernie. R thrice when topic changes for maximum of 16 credits.

472/572 Multicultural Theater: [Topic] (4R) Origins and development of contributions in theater and drama by various cultures including Latino and Latina, Chicano and Chicana, African American, Asian American, and Native American. R four times when topic changes for maximum of 20 credits.

473/573 Non-Western Theater: [Topic] (4R) Examines international theater literature, production, and performance within a cultural context. Focuses on cultures outside the Anglo-European tradition. R thrice when topic changes for maximum of 16 credits. Not offered 1999–2000.

ENG 477/577 Modern Drama (4) See **English**

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R) Rehearsal and Performance is a current topic.

610 Experimental Course: [Topic] (1–5R)

611 Research Methods (3) Research methodology; experimental, historical, descriptive, and developmental research methods; style and format in scholarly presentation of research.

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: instructor's consent.

651, 652, 653 Theory of Dramatic Production (3,3,3) 651: theory of acting. **652:** theory of dramatic direction. **653:** theory of dramatic structure. Watson.

664 Special Problems in History of Theater: [Topic] (3R) Components of the theater during the golden ages of dramatic art: the ancients, European Renaissance, Asiatic, 18th- and 19th-century European. Watson.

Women's Studies

Barbara Corrado Pope, Program Director

(541) 346-5529
315 Hendricks Hall
1298 University of Oregon
Eugene OR 97403-1298
wst@oregon.uoregon.edu

Faculty

Barbara Corrado Pope, associate professor (women's history). B.A., 1964, Hiram; M.A., 1966, Iowa; Ph.D., 1981, Columbia. (1976)

Judith Raiskin, associate professor (postcolonial literature, feminist theory). B.A., 1979, California, Berkeley; M.A., 1981, Chicago; Ph.D., 1989, Stanford. (1995)

Martha A. Ravits, assistant professor (20th-century literature). B.A., 1972, Stanford; M.A., 1974, Ph.D., 1978, Yale. (1981)

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

Participating

Henry M. Alley, honors college
Laura J. Alpert, fine and applied arts
Barbara K. Altmann, Romance languages
Aletta Biersack, anthropology
Pamela Birrell, psychology
Elizabeth A. Bohls, English
Susan Boynton, music
Cynthia J. Brokaw, history
Sara N. Brownmiller, library
Randi M. Brox, Romance languages
Gaylene Carpenter, arts and administration
Carolyn L. Cartier, geography
Suzanne Clark, English
Frances B. Cogan, honors college
Jacqueline Cruz, Romance languages
Irene Diamond, political science
Dianne M. Dugaw, English
Linda F. Ettinger, arts and administration
Laura Fair, history
Marilyn Farwell, English
Lisa Freinkel, English
Jennifer J. Freyd, psychology
Caroline Forell, law
Linda O. Fuller, sociology
Amalia Gladhart, Romance languages
Marion Sherman Goldman, sociology
Bryna Goodman, history
Patricia A. Gwartney, sociology
Leslie J. Harris, law
S. Marie Harvey, anthropology
Ellen Herman, history
Judith H. Hibbard, planning, public policy and management
Jocelyn Hollander, sociology
Shari M. Huhndorf, English
Kathleen Rowe Karlyn, English
Karen L. Kelsky, anthropology
Lauren J. Kessler, journalism and communication
Linda Kintz, English
Lisa A. Kloppenberg, law
Wendy Larson, East Asian languages and literatures
C. Anne Laskaya, English
Clare A. Lees, comparative literature
Julia Lesage, English
Ajuan Maria Mance, English
Mavis Howe Mate, history
Barbara D. May, Romance languages
Randall E. McGowen, history
Debra L. Merskin, journalism and communication
Geraldine Moreno, anthropology
Sandra L. Morgen, sociology
Madonna L. Moss, anthropology
Julie Novkov, political science
Peggy Pascoe, history
Amanda W. Powell, Romance languages
F. Regina Psaki, Romance languages
Forest Pyle, English
Elizabeth Reis, history
Elizabeth M. Rocha, planning, public policy and management
Mary K. Rothbart, psychology
Karla L. Schultz, Germanic languages and literatures
Nancy E. Shurtz, law
Carol T. Silverman, anthropology
Priscilla Southwell, political science
H. Leslie Steeves, journalism and communication
Arlene Stein, sociology
Lynn Stephen, anthropology
Jean Stockard, sociology
Mónica Szurmuk, Romance languages
Nancy Tuana, philosophy
Anita M. Weiss, international studies
Polly Welch, architecture
Louise Westling, English
Elizabeth A. Wheeler, English
Mary E. Wood, English
Stephanie Wood, history
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 human societies.

The program is administered by a committee of faculty members and students appointed by the dean of the College of Arts and Sciences. The program is interdisciplinary, and courses are taught in many areas of study: anthropology, architecture, arts and administration, education, English, history, international studies, journalism, literature, philosophy, planning and public policy, political science, psychology, and sociology among others.

Any student may take women's studies courses. Some students take a few courses to complement the curriculum in another major. Others choose to fulfill the requirements for a major or minor in women's studies.

Many women's studies courses satisfy group and multicultural requirements. For more information, see Group Requirements and Multicultural Requirement in the **Registration and Academic Policies** section of this catalog.

Preparation. No specific high school preparation is necessary. Students who transfer to the university from other colleges may apply up to 8 credits of women's studies courses to the major or 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, medicine, the ministry, journalism, counseling, and childcare.

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.

Major Requirements

The Women's Studies Program offers an undergraduate major in women's studies leading to a bachelor of arts (B.A.) or bachelor of science (B.S.) degree. Students may major in women's studies alone or as one of two or more majors. Majors must construct their programs in consultation with women's studies advisers.

For double majors, a total of 48 credits are required, distributed as follows:

Specific Courses	*24 credits*
Introduction to Women's Studies (WST 101)	4
History and Development of Feminist Theory (WST 301, 302)	8
Feminist Perspectives: Identity, Race, and Culture (WST 321)	4
Either Feminist Research Issues (WST 407) and Thesis (WST 403) *or* Feminist Praxis (WST 411) and Field Studies (WST 406)	8
Electives	*24 credits*
Approved courses with the WST subject code	8
Approved courses that deal with the history of women	8
Approved upper-division courses with subject codes other than WST	8

Students whose sole major is women's studies must complete the following additional requirement for a total of 72 credits:

24 credits

Courses that make up a coherent course of study, *either* by fulfilling the requirements of an existing minor program *or* by pursuing a disciplinary emphasis if there is no minor in that field of study. Courses proposed for the emphasis must have the written approval of a women's studies adviser from the designated department or program.

All courses counting toward the major must be taken graded except for Thesis (WST 403), Reading and Conference (WST 405), Field Studies (WST 406), Seminar: Pedagogy (WST 407), and Practicum (WST 409); no more than 9 credits in these generic courses may be taken pass/no pass. At least 32 credits must be in upper-division courses.

At least 24 upper-division credits must be taken at the University of Oregon. Women's studies majors must attain a grade point average of 2.50 or higher in courses applied to the major; all graded courses in the major must be completed with grades of C– or higher.

Minor Requirements

The minor in women's studies requires 24 credits including at least 12 WST credits and at least 8 credits chosen from approved upper-division courses offered by other departments. The remaining 4 credits may be in either women's studies or approved upper-division courses. Introduction to Women's Studies (WST 101) is required, and candidates for the minor are strongly urged to take at least one term of History and Development of Feminist Theory (WST 301, 302). No more than 6 credits of Reading and Conference (WST 405) and Practicum (WST 409) may be counted toward the minor. No

more than 8 credits may be taken pass/no pass. All graded courses in the major must be completed with grades of C- or higher. Courses applied to any major may not count for the women's studies minor. At least 16 credits applied to the women's studies minor must be taken at the University of Oregon.

Students must apply for the minor in the women's studies office well in advance of graduation for transcript evaluation. In order to be eligible for the minor, students must complete all degree requirements and a major in another academic department.

Graduate Studies

The graduate certificate in women's studies requires 24 credits in courses approved by the Women's Studies Committee. At least 12 of these credits must be in core courses in the Women's Studies Program. No more than 4 credits of Reading and Conference (WST 605) and Practicum (WST 609) can be applied to the certificate. At least 8 credits must be taken in approved graduate courses offered by other departments. Introduction to Women's Studies (WST 101) or its equivalent is a prerequisite to the graduate certificate and does not count as part of the 24 total credits. Students who do not have this course may complete the prerequisite by enrolling in Practicum (WST 609) to facilitate discussion groups for Introduction to Women's Studies (WST 101).

A student who is unconditionally admitted to the Graduate School may earn a women's studies certificate as an unclassified graduate student, as a complement to an individually designed interdisciplinary master's degree with a focus on women's studies, or as an enhancement to a graduate degree in another discipline. For more information see the **Graduate School** section of this catalog.

Applicants should arrange an appointment with the program director.

Women's 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: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

301 History and Development of Feminist Theory (4) Development of feminist theory in the West from the Middle Ages to the early 20th century with attention to historical and cultural meanings of feminism. Ravits.

302 History and Development of Feminist Theory (4) Development of feminist theory from the mid–20th century to the present. Selected themes represent the diversity and development of feminist thought.

321 Feminist Perspectives: Identity, Race, Culture (4) Examines intersections of race and ethnicity, class, sexuality, and gender in the history and lives of United States women of color. Explores definitions of community, culture, and identity. Prereq: any WST lecture or seminar course, or ES 101 or 102.

331 Science, Technology, and Gender (4) Topics include the role of gender in the practice of science and the impact of sexism and racism on the development of science and technology. Prereq: WST 101 or equivalent.

341 Women, Work, and Class (4) Explores contexts and cultural attitudes shaping the women's market and domestic labor including race, sexuality, age, and class as well as occupational segregation and control. Pope. Not offered 1999–2000.

351, 352 Women's Literature, Art, and Society (4,4) Interdisciplinary examination of women's literary, artistic, and intellectual contributions to women's culture and to dominant cultures. Focuses primarily on 19th and 20th centuries. Ravits.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–16R)

403 Thesis (1–12R) P/N only. R with program director's and thesis adviser's consent for maximum of 12 credits.

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

406 Field Studies: [Topic] (1–12R) P/N only. R with program director's consent for maximum of 12 credits.

407/507 Seminar: [Topic] (1–5R) A current topic is Feminist Research Issues. R when topic changes. Pope.

408/508 Workshop: [Topic] (1–16R)

409 Practicum: [Topic] (1–5R)

410/510 Experimental Course: [Topic] (1–4R)

411/511 Feminist Praxis (4) Combined internship and seminar explores the history and politics of community agencies and the relationship of feminist theory to practice. Prereq: any WST or other approved course. Raiskin.

421/521 Sexuality: [Topic] (4R) Topics include the history of sexuality, the social construction of sexuality, regulations concerning marital sex, homosexuality, commercial sex, birth control, and sexual culture. Prereq: WST 101 or instructor's consent. R twice when topic changes for maximum of 12 credits.

422/522 Lesbian and Gay Studies: [Topic] (4R) Various topics in lesbian and gay studies, including the relationship between gender and sexuality and between lesbian-gay studies and women's studies. Prereq: WST 101 or instructor's consent. R twice when topic changes for maximum of 12 credits.

431/531 Global Feminisms (4) Surveys political, economic, and cultural strategies of women around the world with attention to feminist theory outside the United States. Prereq: WST 101 or instructor's consent.

432/532 Postcolonial Women Writers (4) Explores women's fictional and theoretical analyses of colonial history, neocolonial politics, patterns of migration, and relations between gender and national identity. Prereq: any WST lecture or seminar course.Raiskin.

601 Research: [Topic] (1–16R) P/N only

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

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–5R)

610 Experimental Course: [Topic] (1–4R)

Approved Courses in Other Departments

See descriptions under named departments. Other courses may qualify; inquire at the Women's Studies Program office.

Anthropology. Women and Culture I: Politics, Production, and Power (ANTH 314), Women and Culture II: Creativity and Symbols (ANTH 315), Anthropology of Gender (ANTH 421/521), Feminism and Ethnography (ANTH 439/539)

Arts and Administration. Women and Their Art (AAD 452/552)

Classics. Gender and Sexuality in Antiquity (CLAS 314)

Comparative Literature. The Body in History (COLT 472/572)

East Asian Languages and Literatures: Chinese. Women, Gender, and Chinese Literature (CHN 350)

Educational Leadership, Technology, and Administration. Educational History of American Women (ELTA 472/572)

English. Women Writers' Cultures (ENG 315), Women Writers' Forms (ENG 316), Film Directors and Genres: Women and Melodrama, Women Filmmakers (ENG 490/590), Feminist Film Criticism (ENG 496/596), Feminist Literary Theory (ENG 497/597), Studies in Women and Literature (ENG 498/598), Women and Literature (ENG 696)

Ethnic Studies. Minority Women: Issues and Concerns (ES 330)

Germanic Languages and Literatures: German. German Gender Studies (GER 354)

Germanic Languages and Literatures: Scandinavian. Scandinavian Women Writers (SCAN 353)

History. History of Women in the United States I,II (HIST 308, 309), Perceptions and Roles of Women from the Greeks through the 17th Century (HIST 310), Women and Social Movements in Europe from 1750 to the Present (HIST 311), African Women (HIST 312)

International Studies. Gender and International Development (INTL 421/521)

Journalism and Communication. Women, Minorities, and Media (J 320)

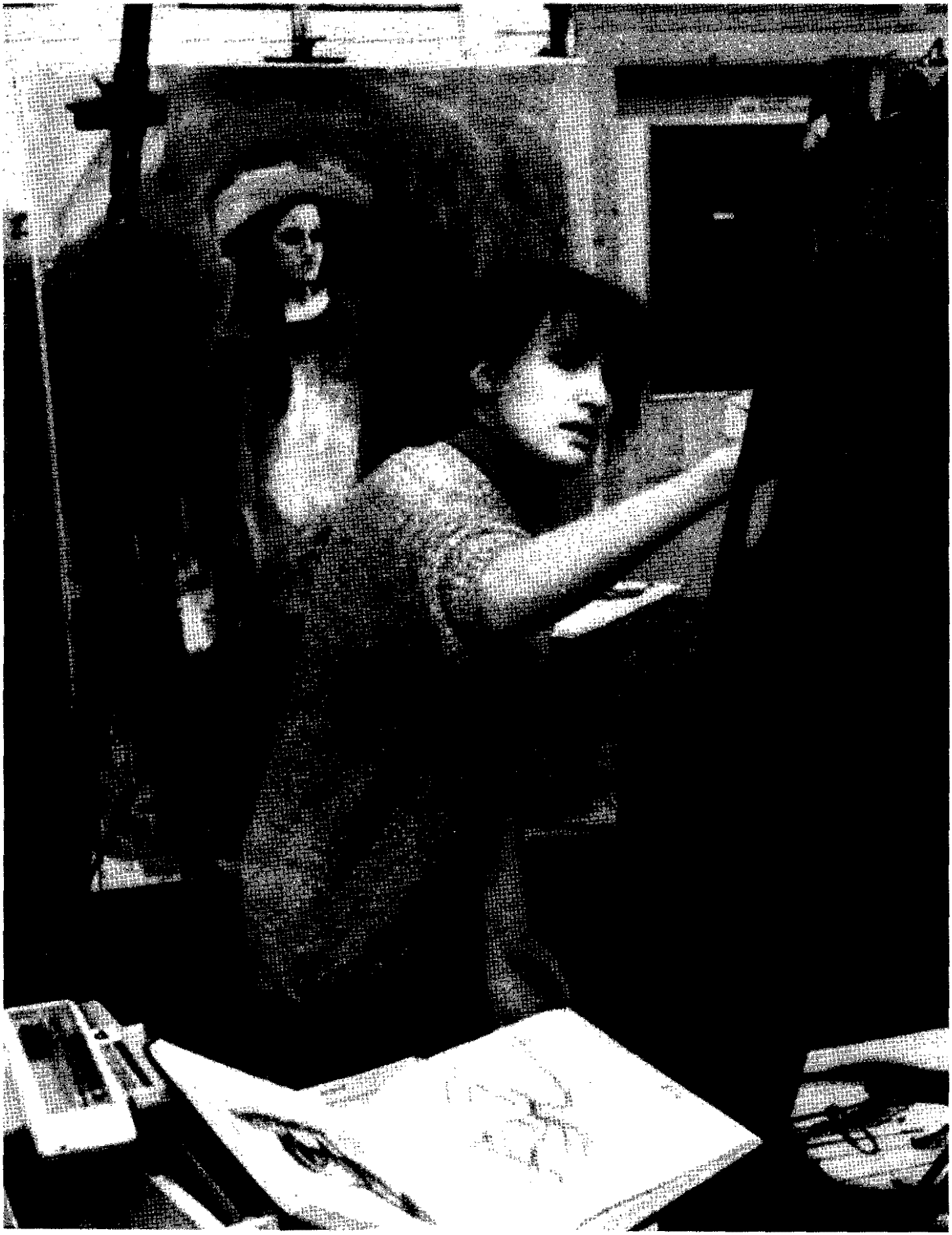
Political Science. Women and Politics (PS 348), Feminist Theory (PS 483/583)

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)

Sociology. Sociology of Women (SOC 355), Issues in Sociology of Gender (SOC 455/555), Feminist Theory (SOC 456/556), Sex and Society (SOC 457/557)



School of Architecture and Allied Arts

Robert Z. Melnick, Dean

(541) 346-3631
105 Lawrence Hall
dean@aaa.uoregon.edu
http://aaa.uoregon.edu

About the School

The School of Architecture and Allied Arts, founded in 1914, is based on the interdisciplinary and integrated study and practice of architectural design and the arts. The school offers a full range of study related to the built environment, public policy, and the visual arts. Undergraduate and graduate professional degrees are offered in architecture; interior architecture; fine and applied arts; and landscape architecture; a graduate professional degree is offered in community and regional planning. The Departments of Art History; Fine and Applied Arts; and Planning, Public Policy and Management offer undergraduate and graduate nonprofessional degrees. Programs of study in arts and administration and in historic preservation lead to nonprofessional graduate degrees. Approximately 9 percent of students at the University of Oregon have declared majors in this school.

A special aspect of the school is the extensive involvement of students in studio settings in the arts and environmental design, enhanced by the study of the history, theory, and management of the arts. These opportunities promote the direct exploration of ideas and the development of speculative thinking through visual means. The school has a long tradition of expecting independent student initiative and responsibility in seeking a significant university education.

Extended Programs

The University of Oregon has extended centers in the Portland area that are used by various departments and programs in the school. In addition, the School of Architecture and Allied Arts maintains property in Portland (The Watzek House) and in the Columbia Gorge (The Shire) that supports research and teaching. Other off-campus learning and research opportunities include field courses in historic preservation, architecture, landscape architecture, and fine arts. Local, state, regional, national, and international internships are integral to many of the school's disciplines.

Research, Scholarship, 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 nationally and regionally in gallery shows and exhibitions. Scholarly work in art history, arts administration, 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 links with scholars elsewhere at the university, in the local community, and throughout the world.

Faculty members in the school participate in a number of interdisciplinary research centers and institutes including the Solar Energy Center, the Center for Housing Innovation, the Center for Asian and Pacific Studies, the Community Planning Workshop, the Institute for a Sustainable Environment, and the Institute for Community Arts Studies.

Landscape Journal, the principal refereed journal for the discipline of landscape architecture, is edited by faculty members in the School of Architecture and Allied Arts.

Facilities

The School of Architecture and Allied Arts is housed principally in Lawrence Hall and Pacific Hall. Facilities include a branch of the UO Library System, 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, environmental design research laboratories and workshops, and the Urban Farm. The Department of 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.

Admission

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. Work being submitted for transfer credit must be approved by the major department. Students develop their programs of study assisted by advisers from the department to which they have been admitted.

Premajors and Nonmajors

Many courses are open to majors outside the School of Architecture and Allied Arts or to students who have not yet declared a major. Undeclared premajors who want to explore programs in the school should seek advice from the associate dean. Courses open to nonmajors are listed below under the AAA course heading.

Office of Research and Development

Karen J. Johnson, Assistant Dean

(541) 346-3697
125 Lawrence Hall

The Office of Research and Development serves as a center for external relations, alumni contact, and fundraising for school programs and activities. It assists faculty members in identifying funding sources and writing grant proposals. *Focus on Funding*, a bulletin of grant opportunities, is published twice a year, as is the School of Architecture and Allied Arts *Review*.

The school is a member of the Architectural Research Centers Consortium (ARCC), which was organized by United States architectural and planning schools to arrange contracts for research by member schools and to furnish research and advisory services to governmental agencies and others. ARCC is, in turn, a member of the National Institute of Building Sciences and the International Council for Building Research Studies and Documentation. The school 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 as 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. The laboratory's facilities include a computer simulation laboratory and an artificial sky. Research projects seek to understand the ways buildings and their related transportation and land use

systems determine energy use; develop new materials, components, assemblies, whole buildings, and communities with improved performance, and develop computer software design tools that enable professionals to design more efficient communities and buildings. Laboratory members conduct a design-assistance program for architects, sponsored by utilities, which uses the artificial sky and computer simulations to recommend proposed building design changes.

Computer Graphic and Multimedia 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, fine and applied arts, and landscape architecture departments have been active in developing a schoolwide computer graphics program. Instructional and research computer laboratories are housed in Lawrence Hall, Pacific Hall, and the north-site complex.

Center for Housing Innovation

Donald B. Corner, Director

(541) 346-4064
264 Onyx Bridge

The Center for Housing Innovation is a nonprofit, multidisciplinary research center offering expertise in the design, construction, and manufacture of housing in North America. Issues range from the development of energy-efficient housing to the innovative use of wood products. For more information see the **Research Institutes and Centers** section of this catalog.

Institute for a Sustainable Environment

John H. Baldwin, Director

(541) 346-0675
130 Hendricks Hall

The Institute for a Sustainable Environment explores the long-term sustainability of the earth's major environmental systems. The institute's programs draw from the natural sciences, social sciences, humanities, and professional fields to foster applied cross-disciplinary environmental research, education, and public service. The institute offers students and members of the faculty and staff many opportunities for employment and program participation.

Institute for Community Arts Studies

Doug Blandy, Director

(541) 346-3639
251E Lawrence Hall

In 1965 a founding gift from Lila A. Wallace established the Institute for Community Arts Studies as a research and public service organization in the School of Architecture and Allied Arts. The institute renewed its focus in 1995 in collaboration with the newly offered arts management master's degree in the Arts and Administration Program. The goal of the institute continues to be the promotion and implementation of research, professional education, and community service programs that cultivate a public understanding of the arts in a broad context. The institute draws its participating faculty from the Arts and Administration Program and its associates from UO museums and the School of Music.

Architecture and Allied Arts Courses (AAA)

Schoolwide courses (AAA) cross all the disciplines of the school but are described only in this section of the catalog. Courses listed below with other subject codes (AAD, ARCH, ARH, ART, LA, PPPM) are in specific disciplines within the school that are open to, and recommended for, nonmajors, premajors, and undeclared students. These courses have no prerequisites and do not require instructor's consent. Cross-references indicate where to find these course descriptions.

ART 116 Basic Design (4R) P/N only. See **Fine and Applied Arts**

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: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

ARCH 201 Introduction to Architecture (4) See **Architecture**

PPPM 201 Introduction to Planning, Public Policy and Management (4) See **Planning, Public Policy and Management**

ARH 204, 205, 206 History of Western Art I,II,III (4,4,4) See **Art History**

ARH 207 History of Indian Art (4) See **Art History**

ARH 208 History of Chinese Art (4) See **Art History**

ART 208 Foundation: [Topic] (3–4R) See **Fine and Applied Arts**

ARH 209 History of Japanese Art (4) See **Art History**

ARCH 222 Introduction to Architectural Computer Graphics (4) See **Architecture**

ART 233 Drawing (4) See **Fine and Applied Arts**

AAD 250 Art and Human Values (4) See **Arts and Administration**

AAD 251 The Arts and Visual Literacy (4) See **Arts and Administration**

AAD 252 Art and Gender (4) See **Arts and Administration**

LA 260 Understanding Landscapes (2–4) See **Landscape Architecture**

ARCH 307 Design Arts (3) See **Architecture**

ARH 314, 315 History of Western Architecture I,II (4,4,4) See **Art History**

LA 390 Urban Farm (2–4R) See **Landscape Architecture**

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

409 Supervised Tutoring (1–21R)

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

440/540 Criticism in Art and Design (4) Presents and analyzes issues and approaches in art criticism from various disciplinary perspectives. Incorporates architecture and allied arts faculty members, lectures, and special events.

ARH 474, 475, 476 History of Interior Architecture I,II,III (3,3,3) See **Art History**

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

608 Workshop: [Topic] (1–16R)

Architecture

Michael E. Fifield, Department Head

(541) 346-3656
210 Lawrence Hall
1206 University of Oregon
Eugene OR 97403-1206
Portland Architecture Programs, 722 SW 2nd Avenue, Portland OR 97204-3127
(503) 725-3682

Faculty

Dennis Bishop, instructor (design, computer applications, web-site development). B.S., 1984, M.S., 1992, Oregon. (1996)

G. Z. Brown, professor (design, environmental control systems, effect of energy and material conservation on architectural form). B.A., 1964, M.A., 1966, Michigan State; M.B.A., 1971, Akron; M.Arch., 1974, Yale; reg. architect, Oregon; member, American Institute of Architects. (1977)

Virginia Cartwright, associate professor (design, environmental control systems, architectural lighting). A.B., 1975, California, Berkeley; M.Arch., 1981, Oregon. (1986)

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)

Nancy Yen-wen Cheng, assistant professor (design, digital media). B.A., 1983, Yale; M.Arch., 1990, Harvard; reg. architect, Massachusetts; NCARB certificate; member, American Institute of Architects. (1996)

Donald B. Corner, professor (design, construction systems, housing production); director, Center for Housing Innovation. B.A., 1970, Dartmouth; M.Arch., 1974, California, Berkeley; reg. architect, Massachusetts. (1979)

Howard Davis, professor (design, housing, vernacular architecture and urban districts). B.S., 1968, Cooper Union; M.S., 1970, Northwestern; M.Arch., 1974, California, Berkeley. (1986)

Stephen F. Duff, assistant professor (design-build apprenticeship, design judgement, structures and construction). B.A., 1985, Washington (Seattle); M.Arch., 1988, M.S., 1993, California, Berkeley. (1994)

Michael E. Fifield, professor (design, housing, urban design). B.A., 1973, California, Berkeley; M.Arch., 1980, California, Los Angeles; reg. architect, Oregon, Arizona, Idaho; NCARB certificate; member, American Institute of Architects, American Institute of Certified Planners. (1998)

Richard F. Garfield, adjunct associate professor (design, professional context, construction). B.A., 1964, M.Arch., 1967, Pennsylvania; reg. architect, Arizona, California, Massachusetts, Montana, Oregon, Pennsylvania, Washington; NCARB certificate; member, American Institute of Architects. (1975)

Gerald Gast, associate professor (urban and architectural design, urban studies); director, Portland programs. B.Arch., 1967, M.Arch., 1969, Illinois; reg. architect, California; member, American Institute of Architects, American Planning Association. (1994)

Donald Genasci, 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)

James W. Givens, adjunct assistant professor (design, design theory and process). B.Arch., 1985, M.Arch., 1989, Oregon. (1986)

Suenn Ho, assistant professor (urban patterns, spatial ordering, design media). B.A., 1985, Williams; M.Arch., Columbia, 1988. (1993)

Jyoti Hosagrahar, assistant professor (design, history and theory of cities, social and cultural issues). B.Arch., 1986, School of Planning and Architecture, New Delhi; M.Pl., 1989, Southern California; Ph.D., 1997, California, Berkeley. (1996)

Wayne J. Jewett, senior instructor (furniture design and construction, sculpture). B.S., 1970, M.F.A., 1972, Wisconsin, Madison. (1974)

Ronald W. Kellett, associate professor (design, neighborhood planning, design process). B.E.S., 1975, Manitoba; M.Arch., 1979, Oregon; reg. architect, British Columbia. (1985)

Peter A. Keyes, associate professor (design, housing research and building technology, community design). A.B., 1978, Harvard; M.Arch., 1983, Columbia; reg. architect, New York. (1990)

Alison G. Kwok, assistant professor (design, environmental control systems). B.A., 1977, Knox; M.Ed., 1980, Hawaii; M.Arch., 1990, Ph.D., 1997, California, Berkeley; reg. architect, California. (1998)

Donald H. Lutes, adjunct associate professor (design, architectural practice, urban design). B.Arch., 1950, Oregon; reg. architect; Fellow, American Institute of Architects. (1989)

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); assistant dean, architecture and allied arts. B.Arch., 1962, Illinois; M.Arch., 1963, California, Berkeley; reg. architect, Oregon, Washington. (1963)

James A. Pettinari, professor (design–graphic analysis, urban and community design, transit-related development). B.Arch., 1966, Minnesota; M.Arch., 1970, Pennsylvania; reg. architect, Minnesota; NCARB certificate. (1975)

Otto P. Poticha, adjunct associate professor (design, architectural practice, community involvement in physical change). B.S., 1958, Cincinnati; reg. architect, California, Colorado, Illinois, Indiana, Oregon, Virginia, Washington, Washington, D.C.; NCARB certificate; member, American Institute of Architects. (1962)

John S. Rowell, assistant professor (design, construction). B.S., 1984, British Columbia; M.Arch, 1990, Oregon; reg. architect, Washington, Oregon; NCARB certificate. (1998)

Alison B. Snyder, assistant professor (design, light, ancient and modern sacred space and vernacular structures). B.A., 1982, Washington (St. Louis); M.Arch., 1987, Columbia; reg. architect, New York, Pennsylvania, New Jersey. (1997)

Robert L. Thallon, associate professor (design, media, construction). B.A., 1966, California, Berkeley; M.Arch., 1973, Oregon; reg. architect, Oregon, California. (1979)

Christine Theoderopoulos, associate professor (design structure). B.S.C.S., 1979, Princeton; M.Arch., 1982, Yale; reg. architect, reg. civil engineer, California; member, American Institute of Architects. (1997)

James T. Tice, associate professor (design, theory). B.Arch., 1968, M.Arch., 1970, Cornell; reg. architect, California. (1990)

Glenda Fravel Utsey, associate professor (design, site-specific process and skill development, settlement patterns); associate head, student affairs. B.Arch., 1971, M.L.A., 1977, Oregon. (1981)

Michael D. Utsey, associate professor (design, visual language, graphic projection). B.Arch., 1967, Texas; M.Ev.D., 1971, Yale; reg. architect, Oregon. (1967)

Polly Welch, associate professor (design, housing policy, applied research). B.A., 1971, Bennington; M.Arch; 1976, Harvard; reg. architect, Massachusetts; member, American Institute of Architects, Environmental Design Research Association. (1992)

Jenny Young, associate professor (design, programming, health care facilities). B.A., 1970, Vassar; M.Arch., 1974, California, Berkeley; reg. architect, Oregon. (1982)

Linda K. Zimmer, associate professor (design, media, behavioral factors) director, Interior Architecture Programs. B.I.Arch., 1982, Kansas State; M.I.Arch., 1990, Oregon; NCIDQ certification; member, Institute of Business Designers. (1990)

Courtesy

Daniel M. Herbert, courtesy professor (graphic thinking, study drawings). B.F.A., 1951, Colorado; B.S., 1954, Arch. Eng., Illinois; reg. architect, Oregon; member emeritus, American Institute of Architects. (1981)

Emeriti

George F. Andrews, professor emeritus. B.S., 1941, Michigan; reg. architect, Oregon. (1948)

John L. Briscoe, professor emeritus. B.Arch., Eng., 1950, Oklahoma State; reg. architect, Oregon; NCARB certificate; member, American Institute of Architects. (1953)

Stanley W. Bryan, professor emeritus. B.Arch., 1947, Washington (Seattle); M.Arch., 1948, Massachusetts Institute of Technology; reg. architect, Oregon, Washington, California; member, Construction Specifications Institute. (1955)

Philip H. Dole, professor emeritus. 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)

Wilmot G. Gilland, professor emeritus. A.B., 1955, M.F.A., 1960, Princeton; reg. architect, California, Oregon; Fellow, American Institute of Architects. (1969)

Arthur W. Hawn, professor emeritus. B.A., 1961, M.A., 1964, Washington State; Fellow, Interior Design Educators Council. (1967)

Rosaria Flores Hodgdon, associate professor emerita. Arch. Dipl., 1946, University of Naples; reg. architect, Massachusetts. (1972)

George M. Hodge Jr., professor emeritus. B.S., 1949, M.S., 1950, Arch. Eng., Illinois; reg. structural engineer, Texas. (1964)

Lyman T. Johnson, professor emeritus. B.A., 1957, M.A., 1959, California, Los Angeles; Fellow, Interior Design Educators Council. (1966)

William Kleinsasser, professor emeritus. A.B., 1951, M.F.A., 1956, Princeton; reg. architect, Pennsylvania, New York, Oregon. (1965)

Earl E. Moursund, professor emeritus. B.S., 1949, Texas; M.Arch., 1951, Cranbrook Academy of Art; reg. architect, Texas. (1955)

Pasquale M. Piccioni, associate professor emeritus. B.Arch., 1960, Pennsylvania; reg. architect, Pennsylvania. (1968)

Guntis Plēsums, professor emeritus. B.Arch., 1961, Minnesota; M.Arch., 1964, Massachusetts Institute of Technology; reg. architect, Oregon, New York. (1969)

John S. Reynolds, professor emeritus; director, Solar Energy Center. B.Arch., 1962, Illinois; M.Arch., 1967, Massachusetts Institute of Technology; reg. architect, Oregon. (1967)

Charles W. Rusch, professor emeritus. A.B., 1956, Harvard; B.Arch., 1964, M.Arch., 1966, California, Berkeley. (1978)

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

Guest Lecturers and Critics

The Department of Architecture has an extensive program of visiting lecturers and critics who are brought to the school from throughout the country and the world each year. The program includes the Pietro Belluschi Distinguished Visiting

Professor in Architectural Design and the Frederick Charles Baker Chair and lectures on light and lighting in architecture.

The Study of Architecture

Architectural Education. The purpose of studying architecture is to learn how to make physical changes to our surroundings that enhance the quality of the built environment and our experience of life. Within this broad purpose, architectural study and practice include the tasks of providing shelter and environmental protection, providing appropriate settings for human activities, and creating forms that are aesthetically pleasing and supportive of social well-being in the community and society.

The Department of Architecture includes the Interior Architecture Program (see that section of this catalog) and maintains close ties with other departments in the School of Architecture and Allied Arts. Architecture faculty members believe that the interdisciplinary cooperation of environmentally concerned fields is important to the study of architecture and continually seek new ways to learn from one another.

A central part of architectural education is the design studio, in which students learn by doing through experience with the design of buildings. This kind of learning is demanding, and students are expected to be committed and able to work independently and responsibly toward program and course objectives. In the design studio, continuous evaluation and response are the basic learning modes.

The department sets high standards for student performance. Advanced students often work together in courses and as collaborators with faculty members in research investigations through independent-study courses.

Preparation. Architecture is an inclusive art, bringing together a variety of disciplines. Students should prepare themselves in the following fields:

1. Social sciences
2. Natural sciences
3. Humanities
4. Fine arts

Students are also encouraged to travel in order to experience firsthand important landscapes, cities, buildings, and other elements of the structured environment.

Careers. Although most students prepare for professional registration and apprenticeship with practicing architects, others go into such areas as construction management, teaching, governmental agencies concerned with environmental policy, community and neighborhood planning, urban planning, and architectural programming and administration.

Accreditation. 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).

Most states require that an individual intending to become an architect hold an accredited degree. Two types of degrees are accredited by the NAAB: (1) the bachelor of architecture and (2) the master of architecture. These professional degrees are structured to educate those who aspire to registration and licensure as architects.

Internship and Licensure. In the United States, the title "architect" is legally restricted to individuals licensed by each state. Individual state governments use guidelines established by the National Council of Architectural Registration Boards (NCARB) to license architects. NCARB guidelines for license examination eligibility and the NCARB examination are used uniformly by most states. Before taking the examination, an applicant must have three years of professional experience with a registered architect. In some states, including Oregon, registration with the Intern Development Program is required while preparing for licensure.

Off-Campus Study

The historic Willamette Block is located at the corner of Yamhill and Second Streets in downtown Portland. Known as the UO Portland Center, it houses the Department of Architecture's Portland programs on the fourth floor. The department's facilities at the center include design studios, exhibit and review rooms, classrooms, library, computer laboratory, model shop, and supporting spaces.

Portland Urban Architecture Program. Students may elect to spend from one to three terms in this program. Design studios focus on urban topics, as do many of the support courses offered. At least one core course and advanced courses are offered each term.

Portland Program in Architecture. The Department of Architecture offers its Option I and Option II master of architecture programs in residence at the UO Portland Center and in Eugene.

The master's programs in Portland focus on urban architecture and have a strong urban design component. Students may complete all of their studies in Portland or take courses in Eugene and Portland. Portland students have the use of all resources and facilities on the Eugene campus, including scholarships and financial aid. Through provisions of the Oregon University System, students may also enroll in courses and use library facilities at other state-system universities.

The Portland program takes an active part in civic and regional issues through design studio projects, focused course work on urban architecture, research, internship programs, and sponsorship of professional and public events. The program maintains a strong relationship with Portland's highly respected professional community. More information is available through the Department of Architecture office in Portland or Eugene.

Rome Program. The Department of Architecture's annual summer program in Rome includes studio and subject-area courses. Walking tours of Rome and field trips to nearby architectural sites complement the program. The program is housed in the Palazzo Pio in the historic center of Rome. Students live in apartments within a fifteen-minute walk of the facility.

Exchange Program. Each year a small number of Oregon students exchange places with students in the architecture program in Stuttgart, Germany. Undergraduate students in their third or fourth year and professional-degree graduate students who 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.

Registering for Overseas Courses. Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Academic Affairs** section of this catalog.

Summer Architecture Academy. The department's Summer Architecture Academy offers prospective students a chance to learn about the discipline in an intensive six-week experience. Workshops, lectures, demonstrations, and field trips complement daily studio work.

Information about the Summer Architecture Academy may be obtained by calling (541) 346-3656 or by writing to the Summer Architecture Academy, Department of Architecture.

Curriculum for the Study of Architecture

The professional curriculum in architecture has two principal objectives: (1) the promotion of broad inquiry into the integrative nature of environmental issues and design and (2) a detailed professional education in architectural design. Graduates of the program in architecture must have comprehensive skills in the understanding and design of environments ranging from urban design to intimate personal space.

Students must meet the curriculum requirements published in the UO catalog and in the department's *Advising Handbook*, which includes sample programs, grading policies, an explanation of how students' progress is monitored through the program, and other advising information. Each student is assigned a faculty adviser and encouraged to consult that adviser for 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 successfully completed in residence:

1. Design area: four terms of architectural design including ARCH 485/585, 486/586
2. Architecture subject area: 30 credits
3. General electives: 18 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.Arch. only)

Leave of Absence

University Policy. Graduate students should see the Continuous Enrollment statement in the **Graduate School** section of this catalog. Undergraduate students should contact the UO admissions office to learn how withdrawal from the university affects residency status.

Departmental Policy. 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 must notify the department about a leave of absence and the expected date of return. Leave-of-absence status is renewable. Undergraduates may accumulate up to a total of two years of leave; they must file a departmental leave-of-absence agreement and submit a reenrollment card to the Office of the Registrar. Graduate students may accumulate up to a total of one year of leave; they must file a Graduate School leave-of-absence form and a departmental agreement—both available in the department office. If the limits on accumulated leave are exceeded or the leave-of-absence terms of agreement are not met, major status may be revoked. Students who do not file a leave-of-absence agreement form with the department cannot be guaranteed access to design-studio courses the year they return.

Undergraduate Studies

The undergraduate five-year professional degree program leads to a bachelor of architecture (B.Arch.) degree. It is highly structured the first three years and more flexible the last two. This flexibility allows each student to establish a study sequence according to individual interests and needs and to take advantage of the diverse opportunities of the profession. Transfer students should be aware that an accelerated program is normally possible only for students who transfer from an accredited architecture program.

Prospective applicants who have a four-year undergraduate degree in any field must apply to the graduate program (see Graduate Admission below). Undergraduate programs include the bachelor of architecture program and a minor in architecture.

Bachelor of Architecture: 231 credits

In addition to the professional curriculum listed below, the bachelor's degree program includes requirements for a liberal education. Besides the university general-education requirements for professional-school majors, students must complete upper-division course work outside the major as part of the general-elective requirement.

University General-Education Requirements: minimum of 44 credits. College composition (8 credits); group requirements in arts and letters, social science, and science (36 credits); the multicultural requirement (8 additional credits if the selected courses do not also satisfy group requirements). Architecture majors must take General Physics (PHYS 201, 202), which are science group-satisfying courses.

Major Program Requirements: 187 credits. See Professional Curriculum section.

Minor Requirements

The Department of Architecture offers a minor in architecture, subject to the following:

1. Students must complete the department's minor program application and submit it with the required academic records to the Department of Architecture, 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 with instructor's consent

Course Requirements	***36 credits***
Introduction to Architecture (ARCH 201)	4
Architectural Contexts: Place and Culture (ARCH 430) or Human Context of Design (ARCH 440) or Spatial Composition (ARCH 450)	4
Courses in architectural subject areas	12
History of Western Architecture I,II (ARH 314, 315) and one additional upper-division architectural history course from the Department of Art History	12
Building construction course (inquire at department office)	4

Undergraduate Admission

Interest in the program exceeds the capacity of the department. Approximately equal numbers of first-year and transfer (including change-of-major) applicants are admitted to the first year of the bachelor of architecture program each year. A smaller number of applicants from other NAAB-accredited or -recognized feeder programs are admitted as advanced transfer students. Prospective students should request application packets during the fall, well before application deadlines. The university deadline for undergraduate application to the architecture major program is December 15 (see Application Deadlines in the **Admissions** section of this catalog). The deadline for completion of the departmental application is January 15. Applicants must meet both deadlines. Applications are reviewed and accepted only once each year. Students receive admission notices by April 1.

The admission review focuses on (1) creative capability, (2) academic capability, and (3) 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, essays, recommendations, and a portfolio of creative work). Prospective applicants should write to Architecture Admissions, Department of Architecture.

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.

Accepted applicants must be academically secure. To be considered, first-year applicants must have grades and scores that meet at least three of the following four indices, and all applicants must submit SAT scores:

1. High school grade point average (GPA)—3.00
2. Verbal Scholastic Assessment Test (SAT I)—530
3. Mathematical SAT I—520
4. Total SAT I—1100

Test of English as a Foreign Language (TOEFL) scores are required for students whose first language is not English. ***Paper-based test***: a minimum total score of 575 must be achieved with a minimum of 58 in each subsection. ***Computer-based test***: a minimum total score of 233 must be achieved with a minimum score of 24 in each subsection.

Transfer applicants must have a minimum college or university grade point average of 2.50 and meet the other criteria listed above for first-year applicants.

Graduate Studies

There are three programs of graduate study in the Department of Architecture: Options I, II, and III. In all three programs, students must take a minimum of 45 graduate credits, of which 30 must be in the major and 9 must be at the 600 level. These programs do not have a graded-credit requirement. Additional requirements for each program are listed below.

The Option I program leads to the master of architecture (M.Arch.) as a postprofessional degree. Applicants must have a professional degree in architecture. Students in this program produce a thesis or a terminal research project. The program can usually be completed in four to six terms. Approximately five new students are admitted into the program each year.

The Option II and III programs lead to the M.Arch. as an accredited, first professional degree. The Option II program, which can usually be completed in six terms, is for applicants who have a four-year preprofessional degree in architecture from an institution where the four-year degree is part of a "four plus two" NAAB-accredited degree program. Students admitted into the Option II program begin their studies in the fall term. Students with bachelor's degrees (B.S. or B.A.) other than a preprofessional degree in architecture must apply to the Option III program. The Option III program typically is completed in ten terms. Option III students begin their program in the summer before their first academic year of study. Students with degrees in related design disciplines (e.g., landscape architecture, interior architecture, environmental design, or architecture degrees from nonaccredited degree programs) may be given advanced standing, up to a maximum of three terms of studio credit for equivalent prior studio work. Applicants who have a four-year preprofessional degree in an environmental design discipline and an equivalent amount of professional studio and course work as is required of Option II applicants may be considered for the Option II program.

Professional Degree Program Requirements

Option III students must complete the 64 credits of architectural design studio, 80 credits of professional subject-area courses described in the Professional Curriculum section below. A minimum of ten terms is required for this option.

Option II students must fulfill the professional curriculum requirements of the Option III program

but are admitted with advanced standing in studio and subject-area courses. The extent of this advanced standing is determined in consultation with the student's academic adviser before beginning the course of studies. This preliminary evaluation of transfer credit is provisional, pending satisfactory completion of three terms in residence.

Option II students may transfer up to 36 credits of design—excluding ARCH 585, 586—and up to 50 credits of subject-area courses. Option II students must complete a minimum of six terms and the following 81 credits in residence:

40 credits in architectural design studios

30 credits in professional subject-area courses including 9 credits in Seminar (ARCH 507 or 607) and 6 credits in Research (ARCH 601) and completion of a terminal research project

11 credits in ARCH electives

Students admitted into the Option II program are expected to have completed basic subject-area courses in technology, architectural history, and other areas in their preprofessional degree program. Students with insufficient preparation in subject-area or design studio courses may be admitted with deficiencies. Satisfaction of the specific deficiencies may require course work in addition to the minimum of 81 credits required for the degree. Students intending to enroll in the Portland Architecture Program may be required to fulfill deficiencies on the Eugene campus prior to matriculation in the Portland program.

For more information, see the Curriculum for the Study of Architecture section above.

Postprofessional Degree Program Requirements

The Option I program provides an opportunity for advanced study and contribution to knowledge in the field through the M.Arch. thesis. Option I students must complete a minimum of four terms in residence. Students in this program are expected to develop an individual research topic in one or more of the following areas of faculty research:

1. Computer-aided design
2. Design process and theory
3. Energy-conscious design
4. Environment and behavior
5. Housing design
6. Interior components and furniture
7. Lighting and lighting design
8. Proxemic design and ergonomics
9. Urban design
10. Vernacular architecture
11. Structures and construction

The Option I thesis draws on individual research, professional and general university courses, and consultation with the student's thesis committee. For more information about the thesis, see the **Graduate School** section of this catalog.

Certificate in Technical Teaching in Architecture

The program prepares candidates who are capable of integrating technical building and engineering information with the design education process for teaching positions in schools of architecture. This integration should improve the quality of architectural technical teaching and associated research and its relevance to architectural design studios. Technical subjects include structural design, construction materials and processes, and environmental control systems.

This certificate program is designed to serve graduate students in the postprofessional (Option I) master of architecture program, but graduate students in Options II and III may also apply to the certificate program. Students who pursue this certificate typically focus their research on curriculum, tools, and strategies for teaching and concentrate on improving their comprehensive knowledge of the technical subjects.

Certificate candidates must demonstrate advanced proficiency in at least one technical subject area (structures, construction, environmental control) and have the background necessary to teach at the introductory level in the other two. This requirement can be fulfilled by submitting a portfolio documenting professional experience and/or prior course work to the technology faculty, or it can be met by completing a sequence of advanced courses while at the University of Oregon.

Two years in residence is typical, during which a minimum of 24 credits is required for the certificate. Twelve of these 24 credits may be used to fulfill master of architecture degree requirements.

Graduate Admission

Prospective applicants may request a description of the graduate program and an application packet by writing directly to the admissions adviser, Department of Architecture. Applicants must take Graduate Record Examinations (GRE) so that the scores, a required component of the application, can be reported by the application deadline. Students whose first language is not English must also submit scores of at least 575 on the Test of English as a Foreign Language (TOEFL). Applications must be postmarked by the first Monday after January 1 for applicants to be considered for admission the subsequent fall term—summer session for Option III students. Notification of results is mailed by April 1. The department typically does not accept late applications.

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. Option III students generally qualify for GTF awards in the second or third year of the program.

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 workplace. Students are encouraged and expected to work cooperatively and to draw on the knowledge, skills, and criticism of their colleagues.

Through studio projects, students learn to solve design problems and respond to design situations with architectural intent, meaning, and knowledge. Introductory studios emphasize ideas, skills, and critical thinking fundamental to the design process. Intermediate studios emphasize integration of subject-area skills and content with design. Advanced studios emphasize comprehensive integration of subject-area knowledge with design skill.

Design credit can be earned only through participation in design studio. Six credits earned in either Site Planning and Design (LA 489/589) or Interior Design (IARC 484/584) studios may be applied to this 64-credit requirement.

Introductory Architectural Design Studios

Introductory Architectural Design I,II (ARCH 181, 182), two-term studio for undergraduate majors only

Introductory Graduate Design: Option III (ARCH 680, 681, 682), three-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 I,II (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 credits required for Option III graduate students. Eighteen credits required for Option II students

Advanced Architectural Design Studios

Advanced Architectural Design I,II (ARCH 485/585, 486/586), two-term studio for 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 is required for professional degree students. Introductory courses present knowledge, concepts, and skills basic to further study in several subject areas. Core courses instill competence with knowledge, concepts, skills, and methodologies representative of a particular subject area and prepare students for advanced courses.

Architectural subject courses fall into four subareas: (1) architectural design skills, (2) architectural design content, (3) context of the architectural profession, and (4) architectural history. Prerequisites for advanced studios include seven

technology courses, three design-arts core courses, and architectural history—four courses for undergraduates and three courses for graduate students.

In the following list, required courses are indicated with an r.

Architectural Design Skills

Architectural design requires proficiency in a range of skills and techniques. These include design process skills in techniques of observation, analysis, synthesis, evaluation, and communication and design media skills in techniques of drawing, model making, and computer applications. Subjects and courses in the architectural design-skills subarea are:

r Design Skills (ARCH 202) (undergraduate)

r Graduate Design Process (ARCH 611) (graduate)

Design Process, Methods, and Research. Strategies, processes, and techniques for design and design research. Principles of problem analysis and definition, information gathering and organization, concept and form generation, and evaluation.

Structural Planning (ARCH 412/512)

Design Synthesis (ARCH 425/525)

Environmental Design Research (ARCH 620) (graduate)

Media for Design Development. Theory and application of visual media for design process. Principles and skills of diagramming, drawing, and model making to support design thinking and communication.

Introduction to Architectural Computer Graphics (ARCH 222) (undergraduate)

Analysis through Recording of Historic Buildings (ARCH 421/521)

Computer Applications in Architecture (ARCH 422/522)

r Media for Design Development (ARCH 423/523)

Advanced Design-Development Media (ARCH 424/524)

Descriptive Geometry and Perspective (ARCH 426/526)

Computer Literacy Requirement

By the end of their first year in the program, students are expected to have achieved the level of proficiency established by the department in office software as well as basic literacy in computer graphics for architecture, image processing, two-dimensional drafting, and three-dimensional modeling. Introductory architecture courses presume a knowledge of computer operations, general-use software, and Internet communications. Students are required to have a high-speed personal computer and a specified complement of software. Each spring the department reviews software and hardware recommendations, so it is best to contact the department before making new purchases.

Architectural Design Content

The discipline of architecture is predicated on integration of knowledge in history, theory, and application in a range of content areas. Subjects and courses in this subarea introduce general knowledge in the field and include courses about responding to place, human activity support, spatial ordering, structure, construction, and environmental control.

r Introduction to Architecture (ARCH 201) (undergraduate)

History and Theory of Place Response. The physical, cultural, and ecological context for architecture. Principles and skills for critical analysis of specific places and appropriate design responses.

r Architectural Contexts: Place and Culture (ARCH 430/530)

Settlement Patterns (ARCH 431/531)

Settlement Patterns: Japanese Vernacular I,II (ARCH 432/532, 433/533)

Vernacular Building (ARCH 434/534)

Theory of Urban Design I (ARCH 436/536)

Theory of Urban Design II (ARCH 437/537)

Climate Analysis for Design (ARCH 438/538)

Architectural Form and Urban Quality (ARCH 439/539)

Understanding Landscapes (LA 260) (undergraduate)

Site Analysis (LA 361) (undergraduate)

Contemporary American Landscape (LA 485/585)

History and Theory of Human Activity Support. Design implications of activities and relationships implied by the building program and expressed as the needs and desires of the first occupants. Principles of deriving design responses that remain useful over time.

r Human Context of Design (ARCH 440/540)

Social and Behavioral Factors in Design (ARCH 443/543)

Housing in Society (ARCH 445/545)

Light and Color in the Environment (ARCH 447/547)

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.

r Spatial Composition (ARCH 450/550)

Spatial Composition and Dynamics (ARCH 456/556)

Types and Typology (ARCH 458/558)

History and Theory of Structure. The role of structural form and behavior in creating safe and satisfying environments. Methods for selection and refinement of systems of structure based on general principles and detailed calculation.

r Structural Behavior (ARCH 461/561)

r Wood and Steel Building Systems (ARCH 462/562)

r Reinforced Concrete Building Systems (ARCH 463/563)

High-Rise and Long-Span Systems (ARCH 466/566)

Seismic Study (ARCH 469/569)

History and Theory of Construction. Study of the physical properties and manufacture of building materials and their behavior in place over time. Materials and construction processes, their influence on decisions in design, and their impact on the form and expression of the built environment.

r Building construction course (undergraduate) (inquire at department office)

r Building Enclosure (ARCH 471/571)

Preservation and Restoration Technology (ARCH 474/574)

Preservation Technology: Masonry (ARCH 475/575)

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.

r Environmental Control Systems I (ARCH 491/591)

r 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)

r Context of the Architectural Profession (ARCH 417/517)

Context of the Interior Architecture Profession (IARC 417/517)

Architectural History

The study of architecture and its evolution through time. Majors are expected to acquire an overview of architectural history, from prehistory to the present, augmented with in-depth knowledge of one or more periods.

r Three 400- or 500-level courses in architectural history taught by the Department of Art History. Undergraduate majors must take History of Western Architecture I or II (ARH 314 or 315), an arts and letters group-satisfying course; if both 314 and 315 are completed, only two 400-level architectural history courses are required

Special Courses

In addition to permanently numbered courses, generic courses (ARCH 196–199, 401–410, 503,

507, 508, 510, 601–610) may be offered and approved to satisfy subject or elective credit requirements. Independent study is limited to a total of 9 credits—selected from Research (ARCH 401, 601), Reading and Conference (ARCH 405, 605), Special Problems (ARCH 406, 606), and practicum teaching—to fulfill subject-area requirements.

General Electives: 43 credits

The general-elective component of the professional curriculum enables undergraduate majors to study general subjects beyond university group requirements. To encourage professional-degree students to continue liberal studies beyond introductory courses, B.Arch. students are required to earn 18 credits in upper-division general electives in academic subjects (exclusive of activity and performance courses) outside the School of Architecture and Allied Arts.

Architecture Courses (ARCH)

181, 182 Introductory Architectural Design I,II (6,6) 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. Sequence. Majors only.

196 Field Studies: [Topic] (1–3R)

198 Workshop: [Topic] (1–3R)

199 Special Studies: [Topic] (1–5R)

201 Introduction to Architecture (4) Offers a structure of principles for making places for people. Examines places, design procedures, and the use of architectural principles in general. Open to nonmajors.

202 Design Skills (3) Introduction to basic design processes, methods, and media. Coreq: ARCH 181.

222 Introduction to Architectural Computer Graphics (4) Introduces basic skills and literacy with the Macintosh computer for architectural illustration, drafting, and design.

270 Building Skills (4) Not offered 1999–2000.

281, 282 Intermediate Architectural Design I,II (6,6) 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. Sequence. Prereq: ARCH 182.

307 Design Arts (3) Knowledge, concepts, and skills fundamental to place response, human activity support, and spatial ordering subareas.

401 Research: [Topic] (1–6R) Majors only.

403 Thesis (1–9R) P/N only. Majors only.

405 Reading and Conference: [Topic] (1–6R) Majors only.

406 Special Problems: [Topic] (1–6R) Majors only.

407/507 Seminar: [Topic] (1–6R)

408/508 Workshop: [Topic] (1–6R)

409 Practicum: [Topic] (1–6R) P/N only

410/510 Experimental Course: [Topic] (1–6R) A current topic is Building Construction.

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) Not offered 1999–2000.

417/517 Context of the Architectural Profession (3) Introduction to the professional practice of architecture and related careers. Examines the professional, legal, and regulatory environment; firm organization and management; marketing; contractual issues; and the construction process.

421/521 Analysis through Recording of Historic Buildings (3) Field and laboratory techniques of graphic and written recording and analysis of buildings. Analysis of historic drawings, photography, and descriptions. Prereq: ARCH 423/523, 462/562; 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 202.

423/523 Media for Design Development: [Topic] (3R) Instruction in media for design process. Techniques for problem and context analysis, generating concepts, developing form, and testing proposals. Subject emphasis varies with instructor. Undergraduate prereq: ARCH 202.

424/524 Advanced Design-Development Media: [Topic] (3R) Advanced instruction in specific media techniques for architectural analysis and design. Subject emphasis varies with instructor. Prereq: ARCH 423/523.

425/525 Design Synthesis (3) Not offered 1999–2000.

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 202.

430/530 Architectural Contexts: Place and Culture (4) How the design of buildings interacts with physical and cultural contexts of human traditions, landscape, settlements, cities, and suburbs. Historical and contemporary examples. Prereq for 430: ARCH 182, 202; prereq for 530: ARCH 680.

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 430; graduate prereq: 682 or 683.

432/532, 433/533 Settlement Patterns: Japanese Vernacular I,II (3,3) Japanese concepts of space and time, aesthetic and symbolic meaning, origins of form, and village structure. **432/532:** space structuring principles in Japanese houses, the role of gardens. **433/533:** village organization, principles of place making. Individual projects. Undergraduate prereq: ARCH 282, 430; graduate prereq: ARCH 682 or 683.

434/534 Vernacular Building (3) Survey and theory of everyday houses, public buildings, and settlements built in cultures worldwide. Emphasis on building types, construction, human use, and building process.

436/536, 437/537 Theory of Urban Design I,II (3,3) Examines the cultural and formal ideas that underlie American and European urban design. **436/536:** Ancient Greek to 1700. **437/537:** 1700 to the present. Sequence. Undergraduate prereq: ARCH 282, 430.

438/538 Climate Analysis for Design (3) Not offered 1999–2000.

440/540 Human Context of Design (4) Theoretical principles, case studies, and technical skills for assessing user needs, developing building programs, applying research findings to design, and evaluating performance of the built environment. Prereq for 440: ARCH 182, 202; prereq for 540: ARCH 680.

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.

450/550 Spatial Composition (4) Architectural space as a means to measure existence and expand awareness. Focus on compositional principles in architecture and methods for analyzing and generating spatial organizations. Prereq for 450: ARCH 182, 202; prereq for 550: ARCH 680.

456/556 Spatial Composition and Dynamics (3) Not offered 1999–2000.

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, 450; graduate prereq: ARCH 682 or 683.

461/561 Structural Behavior (4) Developing basic understanding of structural systems or elements and their implications for architectural form. Lectures, laboratories, and case studies investigate structure in historical and contemporary buildings. Undergraduate prereq: ARCH 270, PHYS 201, 202.

462/562 Wood and Steel Building Systems (4) Historical development of materials. Analyzes elements, connections, and systems of wood and steel structures from the perspective of construction process, spatial and structural design. Prereq: ARCH 461/561.

463/563 Reinforced Concrete Building Systems (4) Historical development of material. Lectures and laboratories investigate the construction process, structural behavior, and design of element and framing systems. Emphasizes material's influence on spatial design. Prereq: ARCH 462/562.

464/564 Advanced Reinforced Concrete Systems (4) Not offered 1999–2000.

465/565 Advanced Structures (4) Not offered 1999–2000.

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) Not offered 1999–2000.

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 Building Enclosure (4) Selection, design, detailing, and performance evaluation of building envelopes: wood, metals, glass, concrete, and masonry veneers and roofing. Prereq: ARCH 463/563.

472/572 Materials and Processes of Construction (3) Not offered 1999–2000.

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.

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 I,II (8,8) P/N only. In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Sequence. Undergraduate prereq: 24 credits in ARCH 484; graduate prereq: 30 credits in ARCH 584.

491/591, 492/592 Environmental Control Systems I,II (4,4) Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. 491/591: architectural and mechanical means to manipulate thermal environment. 492/592: implications of lighting, acoustics, and water and waste for architectural design. Sequence. Open to nonmajors.

493/593 Solar Heating (3) 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: [Topic] (1–6R) P/N only

602 Supervised College Teaching (1–6R) P/N only

605 Reading and Conference: [Topic] (1–6R)

606 Special Problems: [Topic] (1–6R)

607 Seminar: [Topic] (1–6R)

608 Workshop: [Topic] (1–6R)

609 Practicum: [Topic] (1–6R)

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

611 Graduate Design Process (3) Foundation knowledge, concepts, and skills fundamental to design process and media subject areas.

612 Graduate Design Technology (4) Not offered 1999–2000.

613 Graduate Design Arts (3) Not offered 1999–2000.

619 Terminal Project (1–9R) P/N only

620 Environmental Design Research (2–4) Theory, methodologies, and techniques for research in design fields. Emphasizes principles and skills for investigating ideas, framing researchable problems, and conducting independent research.

661 Teaching Technical Subjects in Architecture (3R) P/N only. Covers techniques for effective teaching. Focuses on one or more standard building-technology courses in architecture and interior architecture. R thrice for maximum of 12 credits.

690 Teaching Technology in Architectural Design (3R) P/N only. Covers teaching techniques that integrate technical content in design project development. Applies techniques to traditional design studios or design-build apprenticeship. R thrice for maximum of 12 credits.

680, 681, 682 Introductory Graduate Design (6,6,6) 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 that are essential to advanced studios. Sequence.

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.

Art History

Kathleen D. Nicholson, Department Head

(541) 346-3675
237C Lawrence Hall

Faculty

Alfred Acres, associate professor (Renaissance and baroque art). B.A., 1984, Michigan; M.A., 1986, Ph.D., 1992, Pennsylvania. (1992)

Mary-Lyon Dolezal, associate professor (medieval and Byzantine art). A.B., 1977, Oberlin; A.M., 1979, Ph.D., 1991, 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, Maude I. Kerns Professor of Oriental Art (Asian art, art of inner Asia during the Bronze and Iron Ages). B.A., 1962, M.A., 1964, Ph.D., 1970, Chicago. (1966)

Charles H. Lachman, associate professor (Asian art). A.B., 1971, Temple; M.A., 1974, McMaster; Ph.D., 1985, Toronto. (1992)

Ellen Johnston Laing, professor (Chinese and Japanese art). B.A., 1954, Missouri; M.A., 1956, Wisconsin, Madison; Ph.D., 1967, Michigan. (1979)

Andrew Morrogh, associate professor (Renaissance and baroque architectural history). B.A., 1966, Jesus College, Oxford; M.A., 1973, Ph.D., 1983, Courtauld Institute, University of London. (1993)

Kathleen D. Nicholson, professor (modern, 19th-century art). B.A., 1969, Connecticut; M.A., 1971, Ph.D., 1977, Pennsylvania. (1980)

Leland M. Roth, Marion Dean Ross Distinguished Chair in Architectural History (history of American and modern architecture). B.Arch., 1966, Illinois; M.Phil., 1970, Ph.D., 1973, Yale. (1978)

Sherwin Simmons, 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. B.A., 1946, M.A., 1948, Oberlin; Ph.D., 1956, Yale. (1966)

A. Dean McKenzie, professor emeritus. 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
David Robertson, Museum of Art
Christine L. Sundt, library

About the Department

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 critical methodology.

Preparation. Students expecting to transfer to the art history program from two-year colleges should include in their program the equivalent of the History of Western Art I,II,III (ARH 204, 205, 206) and two years of a foreign language (see General Requirements table below). They should also complete as many of the university general-education requirements as possible.

Careers. The undergraduate program in art history leads to opportunities in the business world, art museums, and galleries. Students with graduate degrees in art history can pursue opportunities in teaching at all levels. The department provides career advising; information on career, internship, and fellowship opportunities; and current information on graduate programs.

Financial Assistance

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. Students may also seek scholarship aid through the School of Architecture and Allied Arts and the university's Office of Student Financial Aid. In addition, support for travel or research may be available through the Maude I. Kerns Endowment in Oriental Art, the Marion Dean Ross Endowment in Architectural History, and the Marian Donnelly Graduate Travel Award.

Undergraduate Studies

The major program combines the study of art history with liberal and fine arts 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. The department offers courses in the following areas or traditions: ancient (Greek and Roman), medieval, Renaissance-baroque, modern (including American), East Asian (Chinese and Japanese), other non-Western, and architectural history.

Major Requirements

Art history majors must complete 92 credits of course work including 56 credits in art history courses. Majors are strongly encouraged to structure their programs in consultation with their departmental advisers. Majors should meet with their advisers every term in order to discuss progress toward the degree; they *must* consult with their advisers at least once each year, preferably at the beginning of fall term.

Majors must take all art history courses for letter grades and pass them with grades of C– or better. Nonmajors, subject to general university requirements, may take any department course either for a letter grade or pass/no pass (P/N).

Foreign-Language Guidelines. French, German, and Italian are the most commonly used languages in Western art historical research. Chinese and Japanese are essential to the study of most East Asian art history. Knowledge of these languages is required for advanced research and graduate study in art history. Majors are urged to choose one of these languages to satisfy the B.A. requirement. Substitution of another language may be appropriate to a field of interest. Students should consider plans for advanced study and consult their advisers when selecting a language to study.

General Requirements	***52 credits***
Studio art (e.g., drawing, painting, sculpture, or design)	4
Two years of a foreign language to satisfy B.A. degree requirement	24
Upper-division electives in related areas (e.g., history, philosophy, literature, or advanced language)	8
Lower-division art history surveys	16

Majors specializing in Western art history take the introductory sequence History of Western Art I,II,III (ARH 204, 205, 206) and at least one course from the introductory sequence in Asian art (ARH 207, 208, 209).

Majors specializing in Asian art history take History of Indian Art (ARH 207), History of Chinese Art (ARH 208), History of Japanese Art (ARH 209), and one course from the introductory sequence in Western art (ARH 204, 205, 206).

Advanced Requirements	***40 credits***
Critical Approaches to Art-Historical Study (ARH 300)	4
Elective. One upper-division course chosen from the department's offerings	4
Concentrations. Eight courses, two in each of four of the following six areas or traditions—ancient, medieval, Renaissance-baroque, modern, East Asian, other non-Western	32

Four of these eight courses must be at the 400 level. Students with an interest in the history of architecture may fulfill their four areas with appropriate 400-level courses in architectural history.

Students who want to pursue graduate study in art history are encouraged to take more than two courses in areas of particular interest.

Detailed descriptions of art history major requirements are available from the department office.

Honors Program

In the senior year, an art history major may apply to the chair of the undergraduate committee for the department's honors program if he or she has

1. Completed at least 40 credits in art history courses with a 3.75 GPA
2. Completed ARH 300 with a grade of A– or better
3. Completed the last term of the second year of the second-language requirement with a grade of A– or better

The applicant must have an art history faculty member agree to supervise research on a topic related to the faculty member's interest and to serve as director of the student's honors essay.

The applicant who satisfies all of the above requirements and presents the undergraduate committee chair with a faculty member's written agreement to serve as honors adviser is admitted to the honors program, typically at the beginning of winter term.

The honors candidate typically registers for 3–6 credits of Research (ARH 401) during winter term of the senior year to undertake research in preparation for writing the honors essay, and 4 credits of thesis in spring term, when writing the essay.

Students are urged to present a first draft of the essay to the faculty adviser six weeks before the end of the term, and a final draft must be submitted two weeks before the end of the same term.

The honors essay must demonstrate the student's ability to formulate a significant research problem and to handle sources in at least one foreign language if relevant. The essay should have twenty- to twenty-five pages of text, not including notes in text, endnotes, bibliography, and illustrations. A copy of the honors essay is deposited in departmental files.

The candidate whose essay is approved by the faculty adviser and who maintains a 3.75 GPA in all art history courses required for the major is awarded departmental honors.

Minor Requirements

Students who want a minor in art history must file an application form with the department, consult with the faculty adviser about their minor option, and maintain an up-to-date academic record in the Department of Art History office.

The art history minor is offered in three options.

Western Art Option	***28 credits***
History of Western Art I,II,III (ARH 204, 205, 206)	12
Four upper-division art history courses selected from the ancient, medieval, Renaissance-baroque, or modern areas	16

Asian or Other Non-Western Art Option	***28 credits***
History of Indian Art (ARH 207)	4
History of Chinese Art (ARH 208)	4
History of Japanese Art (ARH 209)	4
Four upper-division art history courses selected from the Asian or other non-Western areas	16

Architectural History Option	***26–28 credits***
History of Western Architecture I,II (ARH 314, 315)	8
One course selected from the History of Western Art I,II,III (ARH 204, 205, 206) or History of Indian Art (ARH 207) or History of Chinese Art (ARH 208) or History of Japanese Art (ARH 209)	4
Four upper-division courses in architectural history	14–16

Of the four upper-division electives in architectural history, no more than two may come from the following five courses: History of Interior Architecture I,II,III (ARH 474, 475, 476), History of Landscape Architecture I,II (ARH 477, 478).

Graduate Studies

The Department of Art History offers programs leading to the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees in art history with specialization in architectural history, ancient, medieval, Renaissance-baroque, modern, and Asian art. The department's M.A. degree program is the only one of its kind in Oregon and is uncommon 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.

Applications to the graduate program are considered once a year in late winter. For the 1999–2000

academic year, applications and supporting documents, including Graduate Record Examinations scores, must be received by January 15, 2000.

Master of Arts Requirements

Students who have successfully completed undergraduate programs in art history, history, or languages and literature are particularly encouraged to consider graduate studies in art history.

Candidates for the M.A. degree must complete 57 credits. 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 select one of these programs by the end of the second term of 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.

Entering graduate students must complete Graduate Studies in Art History (ARH 611) for a letter grade in the first fall term of study. Graduate students emphasizing Western art must take at least 4 graduate credits in each of the main areas of study: ancient, medieval, Renaissance and baroque, and modern.

At least 12 credits must be earned in graduate research seminars.

Details about requirements for the M.A. degree are available from the department office.

Thesis Option. The thesis option is intended for students who want to specialize or who plan to continue in a doctoral program. They must earn 9 credits in Thesis (ARH 503) resulting in the presentation of a written thesis. Candidates conclude their programs by publicly presenting the results of their research. More detailed information is available from the Department of Art History.

Examination Option. The comprehensive-examination option is intended for students who want to undertake a more general and broadly based course of study. The program culminates in a comprehensive examination based on the student's individual course of study. Students may emphasize either Western or Asian art. Their programs should be based on one of the following models:

Western Art Examination Option ***57 credits***

Graduate Studies in Art History (ARH 611)	4
Three graduate seminars	12
Six courses in Western art—at least one in each of the following areas: ancient, medieval, Renaissance and baroque, and modern	24
Two courses in Asian or other non-Western art	8
Independent reading for examination preparation	9

Asian Art Examination Option ***57 credits***

Guidelines for this option are available in the department office

Foreign-Language Requirement. Each new student in Western art history must demonstrate reading competency in either French or German at the beginning of the first fall term by either (1) passing the foreign-language examination given by the department, or (2) by presenting, before the beginning of fall term, passing score on the standardized national Graduate School Foreign Language Test (GSFLT).

Proficiency in a second language is crucial for the student's academic program. In the event that a student has not met the initial foreign-language requirement, then he or she is expected to undertake course work or other appropriate study in that language and to pass either the department's foreign-language examination or the GSFLT by the end of spring term the first year. Students who have not passed one of these examinations by the end of the first year are not allowed to register for art history courses, nor are they eligible for a graduate teaching fellowship (GTF) until the requirement is met.

Students in Asian art history, either Chinese or Japanese, should complete the third year of study in the appropriate language or demonstrate the ability to work at that level or above. Students are encouraged to take at least one year of a second language, classical Chinese or Japanese. Students who plan to enter a Ph.D. program in Asian art history are also urged to begin study of the second language.

Students whose areas of study require languages other than French, German, Chinese, or Japanese should consult their advisers about appropriate language training.

Doctor of Philosophy Requirements

Students are not usually admitted to the Ph.D. program unless they have successfully completed a master's degree in art history or a closely related field. Course work for the degree consists of 51 post-M.A. credits, selected with the advice and consent of the student's adviser.

Foreign-Language Requirement. Students in Western art history must meet the foreign-language requirement by passing examinations in both French and German. Proficiency in one of the two languages must be demonstrated no later than the end of the first year by passing either the department's fall-term examination (or, if necessary, the spring examination) or the GSFLT. The second foreign-language requirement must be passed by the end of the second year of study. In the event the student is unable to pass either requirement within the stated time, he or she is not allowed to continue art history course work toward the degree, nor is the student eligible for a GTF until the foreign-language requirement is successfully met.

Doctoral students in Asian art must demonstrate proficiency in either Chinese or Japanese language, depending on the field of study, and have a beginning reading knowledge of the second Asian language. They must also pass a reading examination in an appropriate European language and continue study of a second Far Eastern language that is germane to the course of study.

Advancement to Candidacy. Students are officially advanced to candidacy in the Ph.D. program upon completion of comprehensive examinations in three areas of art history: two related areas, in one of which the dissertation is written, and a third unrelated area. These areas are selected from an established list in the department. The comprehensive examinations should be taken before completion of the 48 credits beyond the M.A. More information is available from the Department of Art History.

Art History Courses (ARH)

199 Special Studies: [Topic] (1–5R)

204, 205, 206 History of Western Art I,II,III (4,4,4) Historical survey of 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. Acres, Dolezal, Hurwit, Nicholson, Simmons.

207 History of Indian Art (4) Historical survey of the visual arts of India. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Jacobson, Lachman.

208 History of Chinese Art (4) Historical survey of the visual arts of China. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Jacobson, Lachman.

209 History of Japanese Art (4) Historical survey of the visual arts of Japan. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Lachman.

300 Critical Approaches to Art-Historical Study (4) Introduction to methodologies used to study art history (historic, iconographic, formal). Materials drawn from Asian and Western artistic traditions; bibliography, oral presentations, and papers. Prereq: junior or senior major status. Acres, Jacobson.

314, 315 History of Western Architecture I,II (4,4) Survey of architectural developments in the West from prehistory to the present. **314:** prehistory through Gothic. **315:** Renaissance to the present. Morrogh, Roth, R. Sundt.

322 Art of Ancient Greece (4) Introduction to major traditions, functions, and styles of Greek art from the Bronze Age through the Archaic to the Classical and Hellenistic periods. Hurwit.

323 Art of Ancient Rome (4) Introduction to major traditions, functions, and styles of the art of ancient Italy and the Roman Empire, from the Etruscans through the Republic to the art of Constantine the Great. Hurwit.

324 Art and Politics in the Ancient World (4) Use of art and architecture by leading figures and states to shape and express the political environment and ideologies of the ancient world. Propagandistic art from Egypt to Rome. Hurwit.

326 The Acropolis of Athens (4) The principal architectural and sculptural monuments of the Athenian Acropolis. Emphasis on works from the Age of Pericles. Selected literary texts read in translation. Hurwit.

341 Italian Renaissance Art (4) Painting and sculpture of the Renaissance and mannerist periods analyzed in terms of style, iconography, theory, patronage, and social context. Acres.

342 Southern Baroque Art (4) Italian and Spanish art of the late 16th and the 17th centuries. Focus on Caravaggio, Carracci, Bernini, Velázquez, other leading artists. Acres.

343 Northern Renaissance Art (4) Painting and graphic arts in the Netherlands, Germany, and France in the 15th and 16th centuries. Van Eyck, Dürer, Holbein, other leading artists. Acres.

344 Northern Baroque Art (4) North Netherlandish, Flemish, and French art of the late 16th and 17th centuries. Changes in patrons, markets, and meaning for art. Rembrandt, Vermeer, Rubens, Poussin, other leading artists. Acres.

348 Rome in Age of Bernini (4) Painting, sculpture, architecture, urbanism in 17th-century Rome with special reference to Bernini, the dominant figure. Patronage and society in the city of the popes. Morrogh.

349 History of Prints (4) Western printmaking, from the 15th century to the present, focused on major artists (Dürer, Rembrandt, Goya, Johns). Development of print media; changing goals of printmakers. Acres.

351 19th-Century Art (4) Introduction to artistic movements in Europe from 1780 to the 1880s including neoclassicism, romanticism, realism, and impressionism. Nicholson, Simmons.

352 20th-Century Art (4) Introduction to artistic movements in painting, sculpture, and graphics from postimpressionism to the present. Nicholson, Simmons.

358 History of Design (4) Design from the late-18th century to the present—considered in relation to social, political, and technological developments. Simmons.

359 History of Photography (4) Photography from the early 19th-century to the present, aesthetics of the medium, its relationship to painting and the graphic arts, and its social role. Nicholson.

360 American Art (4) Survey of major developments in American painting and sculpture. May include special emphasis on the creation of a national identity, regionalism, and the impact of technology. Nicholson, Roth.

381 Nomadic Art of Eurasia (4) Art of the Scytho-Siberian nomads and its relation to the art of Greece, the ancient Near East, and China, 7th to 2nd centuries B.C. Jacobson.

382 Art of the Silk Route (4) Art and culture of Central Asia and the Silk Route during the first millennia B.C. and A.D. Art of nomadic cultures, Buddhism, and Islam. ARH 207 or 208 recommended. Jacobson.

384, 385, 386 Chinese Art I,II,III (4,4,4) The major Chinese arts, including bronzes, sculpture, painting, and architecture, from the Shang through the Ch'ing dynasties. Jacobson, Lachman.

387 Chinese Buddhist Art (4) Graded only. Introduction to selective aspects of the history of Buddhist art in China. Emphasis on sculpture and painting. Lachman.

389 Art and Politics in 20th-Century China (4) Introduction to changing political situations and the effect of politics and ideology on art from 1900 to ca. 1982. Lachman.

391, 392 Art of the Pacific Islands I,II (4,4) Art and architecture of the Pacific Islands considered in terms of style and as vehicles of social and religious expression. 391: Melanesia. 392: Polynesia and Micronesia. R. Sundt.

394, 395, 396 Japanese Art I,II,III (4,4,4) Major Japanese arts, Jomon through Edo periods. Includes sculpture, ceramics, painting, architecture, gardens, and calligraphy. 394: Paleolithic to 10th century. 395: 10th to 16th centuries. 396: 16th to 20th centuries. ARH 209 recommended.

397 Japanese Buddhist Art (4) Major types and periods of Buddhist art and architecture in Japan. Includes painting, sculpture, gardens, monastic buildings and plans, ritual implements, and calligraphy. Emphasizes form and function.

399 Special Studies: [Topic] (1–5R) Departmental offerings vary from year to year and reflect the interests of faculty members.

401 Research: [Topic] (1–5R)

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

406 Field Studies: [Topic] (1–5R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–5R)

409 Practicum: [Topic] (1–9R)

410/510 Experimental Course: [Topic] (1–5R) Departmental offerings vary from year to year and reflect the interests of faculty members.

411/511 Museology (4) Theories and techniques in the operation of art museums. Prereq: advanced course work in art history or equivalent professional experience or instructor's consent. Robertson.

422/522 Aegean Art (4) 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 (4) Development of Greek art in the geometric and archaic periods (900–480 B.C.). Focuses on such issues as the origin and tactics of mythological narrative art. Prereq: ARH 204 or 322 or instructor's consent. Hurwit.

424/524 Classical Greek Art (4) Greek art in the 5th and 4th centuries B.C. Emphasizes major artistic programs of Olympia and Athens and classical attitudes toward the representation of the human form. Prereq: ARH 204 or 322 or instructor's consent. Hurwit.

427/527 Greek Architecture (4) Origins of the Greek Orders and temple architecture ca. 900 to 400 B.C. Prereq: ARH 204 or 314 or instructor's consent. R. Sundt.

428/528 Roman Architecture (4) Architecture and building technology during the republican and imperial periods. Prereq: ARH 204 or 314 or instructor's consent. R. Sundt.

430/530 Early Christian Art (4) Early Christian art from the 3rd century to Iconoclasm. Prereq: ARH 205 or instructor's consent. Dolezal.

431/531 Byzantine Art (4) Byzantine art after Iconoclasm, A.D. 843–1453. Prereq: ARH 205 or instructor's consent. Dolezal.

432/532 Romanesque Sculpture (4) Development and function of monumental sculpture in the 11th and 12th centuries. Focuses primarily on various regions of France with some attention to Spain, Italy, and England. Prereq: ARH 205 or instructor's consent. Dolezal.

433/533 Gothic Sculpture (4) Examination of European sculpture, ca. 1140 to 1400. Emphasizes the function of sculpture in various contexts and the changing role of the patron and artist in its production. Prereq: ARH 205 or instructor's consent. Dolezal.

434/534 Medieval Painting (4) Medieval painting with emphasis on book illumination, A.D. 600–1200. Prereq: ARH 205 or instructor's consent. Dolezal.

435/535 Text and Image: Medieval Manuscripts (4) Examines the relationship between the written word and pictorial expression as a reflection of late-medieval (ca. 1200–1500) culture. Considers social issues, gender issues, and patronage. Prereq: ARH 205 or instructor's consent. Dolezal.

437/537 Romanesque Architecture (4) Architecture in Western Europe ca. A.D. 1000 to 1200. The period of monasteries, pilgrimages, and Crusades. Prereq: ARH 205 or 314 or instructor's consent. R. Sundt.

438/538, 439/539 Gothic Architecture I,II (4,4) Architecture in Western Europe ca. 1130 to 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. R. Sundt.

441/541 Renaissance and Baroque Problems: [Topic] (4R) In-depth examination of careers of major artists or issues relevant to art of the period. Topics vary. Prereq: ARH 341 or 342 or 343 or 344 or instructor's consent. R once when topic changes for maximum of 8 credits. Acres, Morrogh.

442/542 Venetian Renaissance Art (4) Painting, sculpture, and prints in and around Venice ca. 1400–1590. Emphasis on works of Mantegna, Bellini, Giorgione, Titian. Prereq: ARH 206 or 341 or instructor's consent. Acres.

443/543 Early Netherlandish Painting (4) Examination of significant developments in Netherlandish panel painting ca. 1400–1550. Major artists include van Eyck, van der Weyden, Bosch, Brueghel. Prereq: ARH 206 or 343 or instructor's consent. Acres.

448/548 Renaissance Architecture (4) Examination of the significant developments in architecture in Italy and the rest of Europe, 1400–1585. Prereq: ARH 206 or 315 or instructor's consent. Morrogh.

449/549 Baroque Architecture (4) 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. Morrogh.

450/550 18th-Century Art (4) 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 (4) 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: [Topic] (4R) 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 once when topic changes for maximum of 8 credits.

453/553 20th-Century Problems: [Topic] (4R) Changing topics in European art, 1880–1940. Prereq: ARH 352 or instructor's consent. Simmons. R once when topic changes for maximum of 8 credits.

454/554 Modern German Art (4) Changing topics in German modernism from the founding of the secession to national socialism. Prereq: ARH 352 or instructor's consent. Simmons.

455/555 Contemporary Art (4) Changing topics in art and critical theory in Europe and the United States from 1940 to the present. Prereq: ARH 352 or instructor's consent. Simmons.

460/560 18th-Century Architecture (4) Examines the development of modern architecture including the rise of archaeology, the impact of new technologies, and the appearance of the professional architect. Prereq: ARH 206 or 315 or 449. Roth.

461/561 19th-Century Architecture (4) Major developments in architecture in Europe, 1800–1900. 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 (4) 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.

463/563 Native American Architecture (4) General examination of building traditions among native peoples of North America. Explores cosmological symbolism, building techniques, materials, settlements, and influences of culture and climate. Roth.

464/564, 465/565, 466/566 American Architecture I,II,III (4,4,4) Major developments in American architecture. **464/564:** 1600–1800; includes vernacular traditions, late-baroque transplantations, and the effort to create national symbols. **465/565:** 1800–1900; includes the rediscovery of national symbols, the impact of industry, and the national focus on the single-family residence. **466/566:** 1885 to the present; emphasizes academicism, the impact of international modernism, and the rediscovery of eclectic symbolism. Prereq: ARH 206 or 315 or instructor's consent. Roth.

467/567 Chicago Architecture (4) Examines the development of architecture in this especially American city, focusing on the invention of the skyscraper and the suburban family home. Prereq: ARH 313 or 465 or 466 or instructor's consent. Roth.

468/568 Oregon Architecture (4) Exploration of the development of architecture in the Oregon territory from prehistoric times to the present. Includes settlements, building types, urban planning, and civil engineering. Prereq: ARH 315 or 465 or 466 or instructor's consent. Roth.

474/574, 475/575, 476/576 History of Interior Architecture I,II,III (3,3,3) Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions. Hawn. 475/575 not offered 1999–2000.

477/577, 478/578 History of Landscape Architecture I,II (4,4) History of landscape architecture focusing on the garden and public open spaces. **477/577:** development of the garden from its origins until the 17th century. **478/578:** landscape design of the 18th and 19th centuries, emphasizing the design of public open spaces and the Anglo-American tradition, American and 20th-century landscape architecture. Not offered 1999–2000.

484/584 Problems in Chinese Art: [Topic] (4R) Topics vary from year to year. Prereq: ARH 208, ARH 384 or 385 or 386 or instructor's consent. Lachman. R once when topic changes for maximum of 8 credits.

488/588 Japanese Prints (4) The woodblock print in Japan as part of the cultural, social, and political conditions. Prereq: ARH 209 or instructor's consent.

490/590 Islamic Art and Architecture (4) Examines the formation of Islamic art and its development from the 7th century to the mid-13th century (Mongol Conquest). Prereq: ARH 205 or instructor's consent. Dolezal.

494/594 Problems in Japanese Art: [Topic] (4R) Topics vary from year to year. Prereq: ARH 209 or 394 or 395 or 396 or instructor's consent. R once when topic changes for maximum of 8 credits.

503 Thesis (1–9R) P/N only

601 Research: [Topic] (1–5R) P/N only

603 Dissertation (1–9R) P/N only

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

606 Field Studies: [Topic] (1–5R)

607 Seminar: [Topic] (1–5R) Departmental offerings vary from year to year and reflect the specialized interests of faculty members.

608 Workshop: [Topic] (1–5R)

609 Practicum: [Topic] (1–9R)

610 Experimental Course: [Topic] (1–5R)

611 Graduate Studies in Art History (4) Introduction to bibliographic resources, research methodology, and critical issues in art history. Prereq: graduate standing in art history. Acres, Nicholson, Simmons.

Arts and Administration

Doug Blandy, Program Director

(541) 346-3639
(541) 346-3626 fax
251E Lawrence Hall
5230 University of Oregon
Eugene OR 97403-5230
http://aad.uoregon.edu/

Faculty

Doug Blandy, associate professor (art and community service, art and special populations). B.S., 1974, Ohio; M.A., 1979, Ph.D., 1983, Ohio State. (1987)

Gaylene Carpenter, senior instructor (program theory, event management, leisure behavior). B.A., 1965, M.S., 1973, California State, Long Beach; Ed.D., 1980, Temple. (1983)

Rogena M. Degge, professor (art in society, cultural policy, museum education). B.A., 1964, Fresno State; M.S., 1972, Ph.D., 1975, Oregon. (1979)

Linda F. Ettinger, associate professor (arts administration, art criticism, ethnographic research). B.F.A., 1970, Southwest Missouri State; M.S., 1973, Illinois State; Ph.D., 1983, Oregon. (1982)

Jane C. Maitland-Gholson, associate professor (evaluation, perception, aesthetics). B.S., 1973, Southern Illinois; M.A., 1980, Ed.D., 1984, Illinois. (1984)

Eric Schiff, adjunct instructor (information technology). B.A., 1977, M.A. 1981, Oregon. (1988)

Courtesy

Janet Cormack, courtesy assistant professor (information management). B.A., 1976, Lewis and Clark; B.S., 1983, Oregon; M.L., 1978, Washington (Seattle); M.S., 1992, Oregon. (1996)

Elizabeth Hoffman, courtesy assistant professor (gender studies, art and the environment, textiles). B.A, 1973, Lewis and Clark; M.A., 1982, Oregon State; Ph.D., 1991, Oregon. (1991)

Alice Parman, courtesy assistant professor (exhibit development, nonprofit management). B.A., 1964, Rochester; M.A.T., 1965, Harvard; Ph.D., 1972, Chicago. (1988)

Emeriti

Jane Gehring, associate professor emerita. B.S., 1940, Michigan State Teachers; M.S., 1960, Oregon. (1958)

Beverly J. Jones, associate professor emerita. B.S., 1967, Oregon College of Education; M.S., 1976, Ph.D., 1977, Oregon. (1977)

Gordon L. Kensler, professor emeritus. B.F.A., 1949, M.F.A., 1951, Art Institute of Chicago; Ed.D., 1964, Stanford. (1966)

June K. McFee, professor emerita. B.A., 1939, Washington (Seattle); M.Ed., 1954, Central Washington; Ed.D., 1957, Stanford. (1965)

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

Participating

Lisa Abia-Smith, Museum of Art

C. Melvin Aikens, anthropology

Bryan T. Downes, planning, public policy and management

Don E. Dumond, anthropology

Larry Fong, Museum of Art

Patricia Krier, Museum of Natural History

Anne Dhu McLucas, music

David Robertson, Museum of Art

About the Program

The Arts and Administration Program—the only one of its kind in the Pacific Northwest—combines knowledge in the visual, literary, and performing arts with social, cultural, managerial, and educational concerns that pertain to administering both nonprofit and for-profit arts organizations and programs. The field of specialization is arts management, with concentrations in community arts, event management, museum studies, and performing arts. It is a multidisciplinary field, dedicated to increasing opportunities in arts and culture for individuals and society. A growing group of scholars critically examines issues in the arts and society from community to international-policy levels. Study of these issues is vital to effective arts management for cultural preservation and advancement in the United States and abroad.

The program offers an undergraduate minor in community arts and master of arts (M.A.) or master of science (M.S.) degrees in arts management.

Undergraduate Studies

Undergraduate courses that are approved for the arts and letters group are listed under group requirements in the **Registration and Academic Policies** section of this catalog. Other courses offered by the arts and administration faculty that are appropriate for undergraduates, particularly students in the School of Architecture and Allied Arts, are Children's Art Laboratory (AAD 425), Museum Education (AAD 429), Art in Society (AAD 450), Art and Community Service (AAD 451), Women and Their Art (AAD 452), Art and Therapeutic Strategies (AAD 470).

Minor Requirements

The Arts and Administration Program oversees the community arts minor, which requires 28 credits of course work passed with grades of C+ or better.

Minor in Community Arts ***28 credits***

Two lower-division arts and administration courses selected from Art and Human Values (AAD 250), The Arts and Visual Literacy (AAD 251), and Art and Gender (AAD 252) ... 8
Three upper-division arts and administration courses ... 12
Two upper-division courses in arts and administration or a related discipline ... 8

Graduate Studies

The design of the master's degree program in arts management is based on the underlying belief that professional arts managers must be familiar with the social, cultural, political, and ethical contexts of the arts in general.

The program's objectives are to

1. Prepare students for professional leadership positions in various international, national, and regional public and private arts organizations including museums and galleries, community nonprofit organizations, and private settings such as arts foundations
2. Provide professional experience in arts agencies by incorporating a field-based internship component that enhances students' ability to move into professional positions in arts organizations
3. Facilitate the development of individual research projects that contribute to the body of knowledge on the theory and practice of arts policy, administration, and management in an era of dynamic sociocultural change
4. Provide opportunities for professionals to enhance their knowledge and skills or develop new careers in the arts

Careers

The master's degree in arts management, depending on the chosen concentration, offers preparation for students who seek administrative careers in the visual arts, performing arts, or community arts in either the public or the private sectors.

Admission

Admission to study at the graduate level requires previous study in the visual or performing arts and the humanities. Although an undergraduate degree in the arts is not required, related course work or equivalent professional experience is standard. Applicants from the business, management, and social science fields are encouraged. Applicants are asked to indicate interest in a particular concentration area when they apply. Application materials are reviewed with this interest in mind, and appropriate entry requirements are examined.

Students planning graduate study should request information and application forms by writing to the Arts and Administration Program or visiting the program's web site.

Admission is determined by the arts management master's degree admissions committee, which consists of faculty members of the Arts and Administration Program and faculty representatives from concentration areas when appropriate.

The faculty admissions committee considers every aspect of the student's file when making its decision for admission. No standardized test is required. Financial aid in the form of a limited number of teaching, research, or administrative fellowships is available, typically to second-year students. The Graduate School has information about other fellowship options that are open to students from any program, at any point in their program. See the **Graduate School** section of this catalog.

Master's Degree Requirements

The master's degree in arts management is designed to be a two-year, full-time program, with a deliberate progression of cumulative course work; however, students may take up to seven years to complete their program. Students pursue a master of science (M.S.) or a master of arts (M.A.), completing a minimum of 66 credits. The M.A. degree requires competence equivalent second-year study in a second language.

Study in the master's degree program has four parts: (1) core courses, (2) a technology component, (3) a concentration area, and (4) research and practice, which includes a summer internship between the first and second years of study.

Students learn the techniques needed to analyze and develop arts policy as well as skills in grant and research report writing and review. In addition to course work and an internship, students are required to complete a master's degree project or thesis that demonstrates in-depth knowledge of practical or theoretical issues of importance to professionals in public and private arts organizations from diverse social and cultural settings. Projects focus on issues that were explored during the student's internship.

Technology. A personal computer facilitates work in software applications and research for courses. Minimum recommendations for hardware and software are included in the application and on the program's web site.

Course work for the master's degree program is distributed among the following four components.

Core Courses

Core courses address the study and management of the arts in social and cultural contexts with a focus on arts policy and information management. Nonprofit and for-profit organizations and issues are addressed.

The core component includes Art in Society (AAD 550), Art and Community Service (AAD 551), Arts Administration (AAD 560), Cultural Policy in Art (AAD 562), Managing Nonprofit Organizations (PPPM 580), Seminar: Arts Program Theory (AAD 607), course in marketing arts organizations (inquire at the program office), Information Management (AAD 632), Arts Program Evaluation (AAD 664), and electives in arts and administration chosen in consultation with an adviser.

Technology Component

Select two courses from Information Design and Presentation (AAD 583), Advanced Information Design and Presentation (AAD 584), Multimedia for Arts Administration (AAD 585).

Area of Concentration

Selection of a concentration area allows students to pursue study that contributes to specific professional goals. A curricular plan is developed with an adviser during the first term of graduate study. Four concentration areas are available:

- community arts management
- event management
- museum studies
- performing arts management

Research and Practice

Candidates for the master's degree write either a project paper or a thesis. Required courses in research methodology and professional practice prepare students for the summer internship and for writing the project paper or thesis.

Courses required for this component include Research Methodology (AAD 630), two courses in professional practice (inquire at the program office), and either Thesis (AAD 503) or Master's Degree Project (AAD 611).

Off-Campus Program

Applied Information Management

This program is described in the **Continuation Center** section of this catalog. See also, in the **Graduate Studies** section, Individualized Program: Applied Information Management.

The Arts and Administration Program contributes the information-design curriculum to the AIM Program.

Arts and Administration Courses (AAD)

198 Workshop: [Topic] (1–5R)

199 Special Studies: [Topic] (1–5R)

250 Art and Human Values (4) Addresses fundamental aesthetic theory and practice questions resulting from viewing art as a powerful communicator of social and cultural values. Values, rights, and responsibilities of the contemporary visual environment. Blandy.

251 The Arts and Visual Literacy (4) Explores ways in which physical, perceptual, affective, and cognitive modes of learning interact when viewing, interpreting, and assessing designed visual information within sociocultural contexts. Maitland-Gholson.

252 Art and Gender (4) Addresses sociocultural factors influencing roles of women and men in arts disciplines. Examines underlying social structures that affect how we define art and artists. Degge.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–18R)

404 Internship: [Topic] (1–18R)

405 Reading and Conference: [Topic] (1–18R)

406 Special Problems: [Topic] (1–18R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–18R)

409 Practicum: [Topic] (1–18R)

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

425/525 Children's Art Laboratory (4) 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. Maitland-Gholson.

429/529 Museum Education (4) Examines theory and practice of museum education. Analyzes program-development approaches for university and community audiences; creates educational materials for campus and local museums. Degge.

450/550 Art in Society (4) Concepts derived from anthropology, philosophy, sociology, and art education are used to examine fine, popular, folk, industrial, and environmental art forms in contemporary society. Degge.

451/551 Art and Community Service (4) Overview of services that art and art educators perform in the community. Explores settings, constituencies, philosophical approaches, methodologies, planning, and funding of community art programs. Blandy.

452/552 Women and Their Art (4) Examines the role of 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 (4) Overview of the primary concerns in arts administration. Includes program development, financial strategies, management issues, program evaluation, marketing, and legal and tax considerations. Ettinger.

462/562 Cultural Policy in Art (4) 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. Degge.

470/570 Art and Therapeutic Strategies (4) Preparation to teach art to students with disabilities. Mainstreaming, special programs, teaching strategies, and development of curricular materials. Blandy. *Offered only during summer session.*

483/583 Information Design and Presentation (3) Design and presentation of electronically processed information. Uses concepts from aesthetics and graphic design; computer, behavioral, and social sciences. Practical applications in various contexts. Schiff.

484/584 Advanced Information Design and Presentation (3) Compares design and presentation of information processed electronically and traditionally. Uses concepts from art and graphic design; computer, behavioral, and social sciences. Practical applications in business, education, and communications. Prereq: AAD 483/583. Schiff.

485/585 Multimedia for Arts and Administrators (3) Examines multimedia tools, platforms, and trends that influence information retrieval, display, and presentation. Uses concepts from graphic design, information processing, and project management. Prereq: AAD 483/583, 484/584 or equivalent knowledge.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

604 Internship: [Topic] (1–16R)

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R)

611 Master's Degree Project: [Topic] (1–16R)

627 Youth Art Program Management (4) Opportunity to learn youth art program management in a laboratory situation. Responsibility for managing a youth art program under faculty supervision. Maitland-Gholson.

630 Research Methodology (4) Scientific bases and classification of research; methodologies used in descriptive, analytical, and experimental research. Development of research proposals and critique of research reports. Jones.

632 Information Management (4) Shows how effective information management improves organizational quality. Translates current information from business and technology to the arts, nonprofit, and cultural organization management.

646 Aesthetic Inquiry (4) 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.

664 Arts Program Evaluation (4) Provides theoretical and practical foundations needed to plan for assessment in various arts-program contexts—museums, events, staff and audience development.

689 Design and Management of Effective Training Programs (2) Examines how to identify performance problems, establish goals, and design effective programs. Shows how to evaluate the effectiveness of chosen interventions and to present solutions to managers. *Offered at CAPITAL Center.*

Fine and Applied Arts

Laura J. Alpert, Department Head

(541) 346-3610
198 Lawrence Hall
5232 University of Oregon
Eugene OR 97403-5232

Faculty

Laura J. Alpert, associate professor (sculpture). B.A., 1968, Stanford; M.F.A., 1971, Oregon. (1979)

Carla Bengtson, assistant professor (painting). B.F.A., 1980, Tyler School of Art; M.F.A., 1983, Yale. (1995)

Ronald J. Graff, associate professor (painting). B.F.A., 1973, Kansas City Art Institute; M.F.A., 1975, Yale. (1981)

R. Craig Hickman, associate professor (visual design). B.S., 1971, Portland State; M.F.A., 1981, Washington (Seattle). (1984)

J. Michael Holcomb, associate professor (visual design). B.A., 1967, Central Washington; M.F.A., 1988, Oregon. (1986)

Leon B. Johnson, assistant professor (visual design). M.A., 1993, M.F.A., 1994, Iowa. (1994)

George Kokis, professor (ceramics). B.F.A., 1955, M.F.A., 1961, Alfred. (1973)

Sana Krusoe, associate professor (ceramics). B.A., 1968, Occidental; M.F.A., 1987, Claremont Graduate. (1990)

Dora C. Natella, assistant professor (sculpture). B.F.A., 1978, Academy of Fine Arts (Naples, Italy); M.F.A., 1986, Western Michigan. (1995)

Kenneth R. O'Connell, professor (visual design). B.S., 1966, M.F.A., 1972, Oregon. (1977)

Kenneth H. Paul, associate professor (printmaking, painting). B.A., 1961, M.A., 1965, Wyoming. (1970)

Barbara Setsu Pickett, associate professor (fibers). B.S., 1971, Portland State. (1975)

Dan Powell, associate professor (photography). B.A., 1973, M.A., 1977, Central Washington; M.F.A., 1980, Illinois. (1987)

Margaret Prentice, associate professor (printmaking). B.F.A., 1967, Arizona, Tucson; M.F.A., 1980, Colorado, Boulder. (1986)

Ying Tan, associate professor (visual design). B.A., 1983, Teacher's University, Shandong, China; M.A.Ed., 1987, Georgia State. (1996)

Laura Vandenburgh, assistant professor (painting). B.S., 1984, California, Davis; M.F.A., 1993, Hunter. (1998)

Kathleen E. Wagle, associate professor (metalsmithing, jewelry). B.S., 1975, Portland State; M.F.A., 1981, Arizona State. (1994)

Terri Warpinski, associate professor (photography); associate dean, architecture and allied arts. B.A., 1979, Wisconsin, Green Bay; M.F.A., 1983, Iowa. (1984)

Courtesy

Richard C. Pickering, courtesy senior instructor. B.A., 1964, Arizona State; M.F.A., 1970, Oregon. (1970)

Takuma Takahara, courtesy instructor. B.S., 1977, Oregon. (1994)

Kazutaka Uchida, courtesy professor. (1994)

Tom Urban, courtesy associate professor. B.S., 1970, M.F.A., 1973, Wisconsin (1973)

Emeriti

Paul E. Buckner, professor emeritus. B.A., 1959, Washington (Seattle); M.F.A., 1961, Claremont. (1962)

David G. Foster, professor emeritus. B.A., 1951, Institute of Design, Illinois Institute of Technology; M.F.A., 1957, Oregon. (1957)

Robert C. James, professor emeritus. B.A., 1952, California, Los Angeles; M.F.A., 1955, Cranbrook Academy of Art. (1955)

C. Max Nixon, professor emeritus. B.F.A., 1939, Kansas. (1956)

Frank S. Okada, professor emeritus. B.F.A., 1957, Cranbrook Academy of Art. (1969)

C. B. Ryan, professor emeritus. B.S., 1939, M.F.A., 1940, Oregon. (1946)

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

About the Department

The Department of Fine and Applied Arts has courses in ceramics; drawing; fibers; metalsmithing and jewelry; painting; photography; printmaking; sculpture; and visual design, which includes computer graphics. Lower-division courses serve students doing their major work in the department and nonmajors seeking studio work as part of a liberal arts 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 an application form and deadlines. Admission screening takes place each term for admission the next term (excluding summer session).

Three bachelor's degree programs are offered by the department:

1. A four-year program leads to the bachelor of arts (B.A.) or bachelor of science (B.S.) degree with a major in fine and applied arts
2. A five-year program leads to the bachelor of fine arts (B.F.A.) degree with a major in ceramics, fine and applied arts, fibers, metalsmithing and jewelry, painting, printmaking, sculpture, or visual design, which includes photography

Major Requirements

General departmental requirements for the B.A. and B.S. degrees are 66 credits, which includes two courses in drawing, two courses in Basic Design (ART 116), and three courses—at least one academic year—in art history. Foundation: Topics of Contemporary Media (ART 208) may be substituted for one drawing course or one course in Basic Design (ART 116). Twenty-four of the 66 credits must be upper-division studio work. For transfer students completing an undergraduate degree, 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 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.

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, three courses—at least one academic year—in art history, and 6 credits of Terminal Creative Project B.F.A. (ART, ARTC, ARTF, ARTM, ARTP, ARTR, ARTS, or ARTV 409) for a total of 108 credits over the five years

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.

Program Planning. The department stresses the importance of interdisciplinary programs as well as concentrated study. Each student is encouraged to select a faculty adviser during the first year of study. It is critical to the development of a worthwhile program that the selected adviser be familiar with and sympathetic to the student's direction and capabilities. The importance of program planning cannot be overemphasized.

The general lower-division courses Basic Design (ART 116), Drawing (ART 233), and Drawing and Modeling (ART 297) are prerequisites for most course work offered by 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 Basic Design (ART 116) and Drawing (ART 233) requirements.

Students are encouraged to declare the minor at least three terms before graduating. At the time the minor is declared, a departmental adviser may be assigned to help the student develop an individualized program.

Core	*20–24 credits*
Art history (ARH), one academic year	9–12
Basic Design (ART 116)	4
Drawing (ART 233)	4
One course selected from Basic Design (ART 116), Drawing (ART 233), Introduction to Visual Inquiry I,II (AAA 180, 181), general departmental (ART) courses	3–4
Studio	***18–22 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 programs with majors in ceramics, fibers, metalsmithing and jewelry, painting, printmaking, sculpture, and visual design. Graduate studies in photography and computer graphics are offered through the visual design major.

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. The M.F.A. program requires a minimum of 90 credits—54 of which must be graduate credits— earned during six consecutive terms as a full-time student. These 90 credits must include a minimum of 18 credits in Terminal Creative Project M.F.A. in a studio discipline (ART, ARTC, ARTF, ARTM, ARTP, ARTR, ARTS, or ARTV 609).

The six consecutive terms of full-time enrollment, not including summer session, is the minimum residence requirement. Under special circumstances an official University of Oregon leave of absence may be requested. Other requirements include

1. At least two upper-division formal art history courses
2. Colloquium: Graduate Critique (ART 608)
3. Three upper-division formal courses in any or all of the following areas: art history, art theory, or seminars offered by the Department of Fine and Applied Arts that focus on theoretical or historical issues in the arts. Substitution of courses for this requirement must have prior written approval of both the adviser and the department head
4. A public exhibition of the terminal creative project

Graduate students in this department may elect to take all their work pass/no pass (P/N). Because the principal requirements here are those of residence, which may not be waived, graduate transfer credits are not accepted.

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; applicants accepted without this experience are expected to make up background deficiencies before being admitted to the two-year program.

Prospective graduate students are encouraged to have some knowledge of the department's offerings and seek entrance for particular reasons. The transition from the first year to the more independent phase of the second-year terminal project is generally more rewarding to those who visit the department before applying. Call the fine arts office to arrange a meeting with faculty members in specific curricular areas.

Formal Procedures

Conditional Admission. Applicants must make specific inquiry based on discipline and commitment, submitting an application, transcripts, résumé, portfolio, and letters of recommendation as requested. Applicants accepted by the Graduate School are given conditional admission to study for the M.F.A. in the fine and applied arts department.

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 program 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.

The student must participate in at least two FAA departmental graduate reviews—one before advancing to graduate master's candidacy and a second after advancement but before the M.F.A. exhibition.

Conditional status of a candidate can be reviewed for reclassification to graduate master's after successful completion of at least two courses (any upper-division ARH course or ART 507, 607) and at least 30 credits of course work toward the M.F.A. degree. A committee for reviewing candidacy is constituted by the adviser and consists of no fewer than three departmental faculty members. At least one member of the committee must be from another curricular area of the department. 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 offer advice and to recommend advancement to candidacy with a change of student classification to graduate master's.

Terminal Project and Adviser. As soon as the student has achieved graduate master's classification, the student can select a terminal project adviser from the graduate faculty in his or her discipline. This adviser, in counsel with the candidate, selects the committee, consisting of the adviser as chair and at least two other departmental faculty members. A faculty member from outside the department may serve as the fourth committee member. The entire committee meets with the student for a preliminary statement of project intention (the preliminary review), at least one progress report, 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 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. 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 schedules individual conferences with committee members and arranges, through the adviser, at least one committee meeting for a progress report. The committee decides whether it is necessary to schedule additional progress-report meetings. At each meeting, the committee determines whether sufficient progress has been made, work is of appropriate quality for continuation of the project, and the student's performance in the M.F.A. program continues to be acceptable.

At least two weeks before 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 committee chair. Departmental 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 M.F.A. degree is officially granted after the candidate has fulfilled all requirements, including submission to the department of a project report in a form appropriate to the nature of the project and suitable for binding for use in the Architecture and Allied Arts Library. This bound copy of the terminal report must be signed by the terminal project adviser. A second 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 generic courses numbered 199, 401, 404, 405, 406, 407/507, 408/508, 409, 410/510, 601, 604, 605, 606, 607, 608, and 609, topics and credits are arranged with the instructor. Topics vary according to the interests of both faculty members and students. Courses include, but are not limited to, studio-related exploration. Students are encouraged to discuss these possibilities with their advisers.

General Departmental Art Courses (ART)

111 The Artist Experience (3) P/N only. Series of presentations by resident faculty members of the Department of Fine and Applied Arts. Offered fall term only.

116 Basic Design (4R) P/N only. Programming of information and processes invested in the act of designing: exercises in understanding the syntax of problem posing. Alpert, Wenger.

AAA 180, 181 Introduction to Visual Inquiry I,II (3,3) See **Architecture and Allied Arts**

199 Special Studies: [Topic] (1–5R) Prereq: instructor's consent.

208 Foundation: [Topic] (3–4R) Studio foundation course focusing on basic skills and concepts.

233 Drawing (4R) Beginning course in observation, selection, and recording of significant elements in various drawing media.

297 Drawing and Modeling (4R) Study of forms in space using the two dimensions of drawing and the three dimensions of modeling. Buckner.

350 Color Theory (3–4R) Examines the physical, psychological, and physiological aspects of color and light. Designed to improve the understanding of color interaction. Prereq: ART 116, instructor's consent.

404 Internship: [Topic] (1–12R) Prereq: instructor's consent.

406 Special Problems: [Topic] (1–8R) Prereq: instructor's consent.

407/507 Seminar: [Topic] (1–3R) Frequent topics are Contemporary Issues in Art, Feminist Art Criticism and Theory.

408/508 Workshop: [Topic] (1–6R) Frequent topics are Bookbinding, Calligraphy, Papermaking, Small Metal Casting, Typography; others include Computers in the Arts, Hands and Feet.

409 Terminal Creative Project B.F.A. (1–12R) Prereq: instructor's consent.

410/510 Experimental Course: [Topic] (1–6R) Topics include Drawing and Writing on the Computer, Theories in Art.

414/514 Art and Creativity (3–4R) P/N only. Personal projects and ensemble work involving imagination-releasing exercises using clay, drawing, writing, and storytelling. Studio emphasizes creativity. Prereq: instructor's consent. R once.

415/515 The Origins of Mark and Image Making (3–4) P/N only. Shares some characteristics of a studio course but undertakes research in a nontraditional outdoor setting. Unprocessed natural and found material used for projects reviewed and discussed on site. Prereq: instructor's consent.

474/574 Experimental Animators (3R) Historical survey of artists working in independent and experimental animation. Viewing, discussing, and writing about American and international animations. Exploration of theoretical, conceptual, and technical issues. Prereq: upper-division standing. R thrice for maximum of 12 credits.

482/582 Anatomy for Artists (3–4) Principles and formation of the skeletal and muscular structure of the human figure. Prereq: ART 233 or 297, instructor's consent.

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.

483/583 Installation (4R) Covers the practice of critical approaches to art installation. Creation of an individual installation; participation in a final group-installation exhibit. Prereq: instructor's consent. R thrice for maximum of 16 credits.

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: [Topic] (1–12R) P/N only. Prereq: instructor's consent.

602 Supervised College Teaching (1–4R) Prereq: instructor's consent.

604 Internship: [Topic] (1–12R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

607 Seminar: [Topic] (1–4R)

608 Colloquium: [Topic] (1–8R)

609 Terminal Creative Project M.F.A. (1–12R) Prereq: instructor's consent.

Ceramics Courses (ARTC)

199 Special Studies: [Topic] (1–5R) Prereq: instructor's consent.

255 Ceramics (3–4R) Both instructor-directed and self-directed opportunities. Instruction available in many aspects of the study of ceramic processes. Kokis, Krusoe.

401 Research: [Topic] (1–12R) Prereq: instructor's consent.

404 Internship: [Topic] (1–12R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

406 Special Problems: [Topic] (1–8R) Prereq: instructor's consent.

407/507 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

408/508 Workshop: [Topic] (1–6R) Prereq: instructor's consent.

409 Terminal Creative Project B.F.A. (1–12R) Prereq: instructor's consent.

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

450/550 Ceramic Theory and Chemistry (3–4R) Theory and practice in glaze and clay calculation and formulation. Prereq: ARTC 255, instructor's consent.

455/555 Advanced Ceramics (3–4R) Intensive study opportunities for those who seek the integration of skills, theory, and practice with the

development of personal meanings. Kokis, Krusoe.

465/565 Kiln Firing (3–4R) Loading and firing electric, gas, and propane kilns. Covers low-fire, low-salt, high-salt, cone 6 and 10 reduction, and specialty firings. Kiln maintenance and repair. Prereq: instructor's consent. R thrice for maximum of 16 credits.

466/566 Wood Fire (3–4R) Covers theory and practice of wood-fire ceramics. Involves wood preparation, loading, firing, and unloading of wood fires; maintenance and kiln building. Prereq: instructor's consent. R thrice for maximum of 16 credits.

467/567 Glaze Laboratory (3R) Basic glaze chemistry, glaze mixing, alteration, and adjustment. Weekly glaze mixing and testing. Adapting recycled glazes for reuse. Glaze experimentation. Prereq: instructor's consent. R thrice for maximum of 12 credits.

601 Research: [Topic] (1–12R) P/N only. Prereq: instructor's consent.

604 Internship: [Topic] (1–12R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

606 Special Problems: [Topic] (1–12R) Prereq: instructor's consent.

607 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

608 Colloquium: [Topic] (1–8R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A. (1–12R) Prereq: instructor's consent.

Fibers Courses (ARTF)

199 Special Studies: [Topic] (1–5R) Prereq: instructor's consent.

253 Off-Loom Textiles (3–4R) Introduction to fibers by exploring fiber construction, e.g., basketry, crochet, netting; or fabric piecing and embellishment, e.g., patchwork, applique, stitching. Subject varies by term. R thrice for maximum of 16 credits.

267 Weaving (3–4R) Introduction to weaving on four-shaft floor looms. Experimentation with a wide variety of fibers, pattern weave, and tapestry. Subject varies by term. Pickett. R thrice for maximum of 16 credits.

358 Dyeing (3–4R) 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. R thrice for maximum of 16 credits.

401 Research: [Topic] (1–12R) Prereq: instructor's consent.

404 Internship: [Topic] (1–12R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

406 Special Problems: [Topic] (1–8R) Prereq: instructor's consent.

407/507 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

408/508 Workshop: [Topic] (1–6R) Prereq: instructor's consent.

409 Terminal Creative Project B.F.A. (1–12R) Prereq: instructor's consent.

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

456/556 Advanced Fibers (3–5R) Weaving on multishaft looms; includes the computer loom; fiber sculpture, environments, textile history, contemporary issues, fabric analysis. Prereq: instructor's consent, three terms of ARTF 253 or 267 recommended. Pickett.

458/558 Textile Printing (3–5R) Dyeing techniques—stenciling, paste resist, *shibori*—that allow exploration of pattern design and symmetry on cloth. Subject varies by term. ARTF 358 recommended. Prereq: instructor's consent.

601 Research: [Topic] (1–12R) P/N only. Prereq: instructor's consent.

604 Internship: [Topic] (1–12R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

606 Special Problems: [Topic] (1–12R) Prereq: instructor's consent.

607 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

608 Colloquium: [Topic] (1–8R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A. (1–12R) Prereq: instructor's consent.

Metalsmithing and Jewelry Courses (ARTM)

199 Special Studies: [Topic] (1–5R) Prereq: instructor's consent.

257 Metalsmithing and Jewelry (3–5R) Introduction to basic metalworking processes. Forming and construction of functional, adornment, and sculptural objects. Introduction to historical and contemporary work through slides and lectures.

401 Research: [Topic] (1–12R) Prereq: instructor's consent.

404 Internship: [Topic] (1–12R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

406 Special Problems: [Topic] (1–8R) Prereq: instructor's consent.

407/507 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

408/508 Workshop: [Topic] (1–6R)

409 Terminal Creative Project B.F.A. (1–12R) Prereq: instructor's consent.

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

457/557 Intermediate and Advanced Metalsmithing and Jewelry (3–5R) Emphasis on creative work. Further exploration of techniques from introductory level. Introduction to sophisticated metalworking processes includes production casting, aluminum anodizing, hollowware. Various conceptual problems.

601 Research: [Topic] (1–12R) P/N only. Prereq: instructor's consent.

604 Internship: [Topic] (1–12R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

606 Special Problems: [Topic] (1–12R) Prereq: instructor's consent.

607 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

608 Colloquium: [Topic] (1–8R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A. (1–12R) Prereq: instructor's consent.

Multidisciplinary Arts Courses (ARTX)

199 Special Studies: [Topic] (1–5R) Prereq: instructor's consent.

401 Research: [Topic] (1–12R) Prereq: instructor's consent.

404 Internship: [Topic] (1–12R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

406 Special Problems: [Topic] (1–8R) Prereq: instructor's consent.

407/507 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

408/508 Workshop: [Topic] (1–6R) Prereq: instructor's consent.

409 Terminal Creative Project B.F.A. (1–12R) Prereq: instructor's consent.

601 Research: [Topic] (1–12R) P/N only. Prereq: instructor's consent.

604 Internship: [Topic] (1–12R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

606 Special Problems: [Topic] (1–12R) Prereq: instructor's consent.

607 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

608 Colloquium: [Topic] (1–8R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A. (1–12R) Prereq: instructor's consent.

Painting Courses (ARTP)

199 Special Studies: [Topic] (1–5R) Prereq: instructor's consent.

281 Painting (3–4R) Basic visual elements and their application to painting as a means of expression. Incorporates traditional subject matter: still life, landscape, figure. Drawing experience recommended.

294 Watercolor (3–4R) Basic instruction in the use of water media with particular attention to their limitations and capabilities.

390 Painting (3–4R) Advanced painting concepts and technical processes. Independent initiative is encouraged. Prereq: 8 credits of lower-division painting or equivalent. Graff, Okada.

391 Drawing (3–4R) Continued study in observation related to visual and spatial phenomena. Prereq: 4 credits in ART 233. Graff, Okada.

401 Research: [Topic] (1–12R) Prereq: instructor's consent.

404 Internship: [Topic] (1–12R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

406 Special Problems: [Topic] (1–8R) Prereq: instructor's consent.

407/507 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

408/508 Workshop: [Topic] (1–6R) Prereq: instructor's consent.

409 Terminal Creative Project B.F.A. (1–12R) Prereq: instructor's consent.

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

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 (3–4R) 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.

491/591 Advanced Drawing (3–4R) 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.

601 Research: [Topic] (1–12R) P/N only. Prereq: instructor's consent.

604 Internship: [Topic] (1–12R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

606 Special Problems: [Topic] (1–12R) Prereq: instructor's consent.

607 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

608 Colloquium: [Topic] (1–8R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A. (1–12R) 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 on problems of form, technique, processes, and visual theories. Prereq: instructor's consent.

Printmaking Courses (ARTR)

199 Special Studies: [Topic] (1–5R) Prereq: instructor's consent.

346 Introduction to Relief Printing (4) Woodcut, linoleum-cut methods, single- or multiple-color techniques of reduction cut, multiple blocks, stencils, and registration principles. Emphasizes personal imagery development. Prereq: two terms of drawing or instructor's consent. Prentice.

347 Introduction to Intaglio (4) Techniques of etching, drypoint, engraving, aquatint, soft ground, lift ground, white ground, embossment, relief plate printing. Emphasizes personal imagery development. Prereq: two terms of drawing or instructor's consent. Prentice.

348 Introduction to Screen Printing (4R) Techniques of water-based screen printing including knife-cut stencil, liquid blockout photo stencil, and monotype approaches. Emphasis on the medium as a 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: [Topic] (1–12R) Prereq: instructor's consent.

404 Internship: [Topic] (1–12R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

406 Special Problems: [Topic] (1–8R) Prereq: instructor's consent.

407/507 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

408/508 Workshop: [Topic] (1–6R)

409 Terminal Creative Project B.F.A. (1–12R) Prereq: instructor's consent.

410/510 Experimental Course: [Topic] (1–6R) Exploration of new or combined graphic media may include monotype, Japanese woodcut, and wood engraving.

446/546 Intermediate and Advanced Relief Printing and Intaglio (3–5R) 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 Screen Printing (3–4R) 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 (3–4R) Methods of transfer, color work, plate lithography, photolithography. Emphasizes personal imagery and technical control. Prereq: ARTR 349 or instructor's consent. Paul.

601 Research: [Topic] (1–12R) P/N only. Prereq: instructor's consent.

604 Internship: [Topic] (1–12R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

606 Special Problems: [Topic] (1–12R) Prereq: instructor's consent.

607 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

608 Colloquium: [Topic] (1–8R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A. (1–12R) Prereq: instructor's consent.

680 Graduate Studies in Printmaking (1–6R) Problems in various printmaking techniques: woodcut, etching, screen printing, 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: [Topic] (1–5R) Prereq: instructor's consent.

291 Elementary Sculpture (3–4R) Introduction to materials. Consideration of form; technical and compositional exercises in clay, plaster, wood, and stone.

393 Intermediate Sculpture (3–4R) Practice in the basics of additive, reductive, and constructive sculpture. Prereq: ARTS 291 or instructor's consent. Alpert, Buckner.

401 Research: [Topic] (1–12R) Prereq: instructor's consent.

404 Internship: [Topic] (1–12R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

406 Special Problems: [Topic] (1–8R) Prereq: instructor's consent.

407/507 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

408/508 Workshop: [Topic] (1–6R)

409 Terminal Creative Project B.F.A. (1–12R) Prereq: instructor's consent.

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

487/587 Figure Studies (3–4R) 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 (3–6R) Basic principles of nonferrous metal casting in lost wax. Design and operation of furnaces and ovens. Alpert, Buckner.

494/594 Advanced Sculpture (3–4R) Intensive creative work in a 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 (3–4R) Techniques in building, modeling, molding, and surfacing terra cotta. Character of the materials and their effectiveness as sculptural media. Kokis, Krusoe.

601 Research: [Topic] (1–12R) P/N only. Prereq: instructor's consent.

604 Internship: [Topic] (1–12R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

606 Special Problems: [Topic] (1–12R) Prereq: instructor's consent.

607 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

608 Colloquium: [Topic] (1–8R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A. (1–12R) Prereq: instructor's consent.

Visual Design Courses (ARTV)

199 Special Studies: [Topic] (1–5R) Prereq: instructor's consent.

240 Design Tools (3) Introduction to tools and techniques used in design practice. Focuses on print processes, materials, and presentation.

260 Computers in Visual Design (3–4R) Introduction to the many ways computers are 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 (3–4R) Fundamentals of calligraphy, its practice and history. Basic study of the structure of letters.

381 Letterform: Letterpress (4R) Experiments with lead and wooden type as related to graphic composition and communication. Holcomb.

382 Letterform: Digital Typography (4R) Fundamentals of calligraphy, typography, codification techniques as related to photo- and electronically generated graphics. Holcomb.

383 Graphic Symbol (4R) Studies in symbolic communication. Exploration in the graphic evolution of symbols. Prereq: ARTV 380 or 381 or 382, instructor's consent. R twice for maximum of 12 credits.

394 Digital Illustration (3–4) Use of computers and digital imaging software to create pictures as

graphic communication. Prereq: ART 116 and 233, both twice.

401 Research: [Topic] (1–12R) Prereq: instructor's consent.

404 Internship: [Topic] (1–12R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

406 Special Problems: [Topic] (1–8R) Prereq: instructor's consent.

407/507 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

408/508 Workshop: [Topic] (1–6R) Prereq: instructor's consent.

409 Terminal Creative Project B.F.A. (1–12R) Prereq: instructor's consent.

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

452/552 Creative Photography II (3–4R) 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. Prereq: ARTV 351. Powell, Warpinski. R twice for maximum of 12 credits. Studio class.

453/553 Creative Photography III (4R) Introduction to techniques and aesthetics of constructed imagery and postvisualization. Processes include toning, hand coloring, collage, studio work, Polaroid, photocopy. Prereq: ARTV 351, instructor's consent. Powell, Warpinski. R thrice for maximum of 16 credits. Studio class.

454/554 Color Photography (3–4R) Basic color photographic process and techniques; issues of design and color theory; historic and contemporary aesthetic concerns. Prereq: ARTV 351. Hickman. R twice for maximum of 12 credits. Studio class.

460/560 Computers in Art I (3–4R) Intermediate-level, three-term course introduces the essential concepts of digital imaging, basic principles, color theory, digital photography, and three-dimensional modeling. Emphasis on nonprint applications. Prereq: ART 116, ART 233, ARTV 260, and instructor's consent. Hickman.

461/561 Computers in Art II (3–4R) Advanced-level, three-term course explores multimedia and related concepts. Course content focuses on CD-ROM and World Wide Web presentation. Use of multimedia authoring software is emphasized. Prereq: ART 116, ART 233, ARTV 260, ARTV 460/560, and instructor's consent. Hickman.

471/571 Elements of Graphic Design (4R) Work with the processes and mechanics of graphic design. Combined experimental-applied projects. Prereq: ART 116, 233; ARTV 240, 260; instructor's consent. R thrice for maximum of 16 credits.

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. Prereq: ARTV 452/552 or 453/553, instructor's consent. Powell, Warpinski. Studio class.

477/577 Advanced Visual Design (3–4R) Three-term course emphasizes the concepts, technologies, and methods of contemporary design from print to multimedia. Includes portfolio development. Prereq: 8 credits in ART 116, 8 credits each in ART 233, ARTV 240, 260, 351, 382, 471/571, 460/560, and instructor's consent. Holcomb.

478/578 Contemporary Photography Issues (4R) Historical and contemporary movements in photography, its relationship with other arts, and its influence on society. Focus is 1940 to the present. Prereq: instructor's consent. Powell, Warpinski. R twice for maximum of 12 credits.

484/584 Advanced Photography (3–4R) Weekly review of individual creative work in progress leads to a final portfolio. Reading and discussion. Prereq: ARTV 351, instructor's consent. Powell, Warpinski. Studio course.

493/593 Visual Continuity (4R) Problems of image sequence and continuity in graphic media including photography, video, and computer-generated graphics. Prereq: ART 116 or instructor's consent.

495/595 Motion Graphics (3–4R) Three-term course in the fundamentals of animation and time-based methods and technologies. Film, video, computers, cinematic concepts, animation for multimedia. Prereq: 8 credits each in ART 116, 8 credits in ART 233, ARTV 351, and instructor's consent. Holcomb.

601 Research: [Topic] (1–12R) P/N only. Prereq: instructor's consent.

604 Internship: [Topic] (1–12R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

606 Special Problems: [Topic] (1–12R) Prereq: instructor's consent.

607 Seminar: [Topic] (1–4R) Prereq: instructor's consent.

608 Colloquium: [Topic] (1–8R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A. (1–12R) Prereq: instructor's consent.

694 Graduate Studies in Photography (3–5R) Weekly review of work in all photographically related processes. Reading and discussion. Prereq: portfolio, instructor's consent.

Historic Preservation

Donald L. Peting, Program Director

(541) 346-2982
234 Pacific Hall
5233 University of Oregon
Eugene OR 97403-5233

Faculty

David Amundson, adjunct assistant professor (historic preservation). B.A., 1977, Lewis and Clark; M.Arch., 1987, Virginia. (1997)

Eric L. Eisemann, adjunct assistant professor (legal issues). B.A., 1974, Knox; M.A., 1980, Western Kentucky; J.D., 1994, Lewis and Clark. (1984)

Kenneth Guzowski, adjunct assistant professor (survey, planning, historic landscapes). B.A., 1974, Central Michigan; M.S., 1990, Oregon. (1992)

David Skilton, adjunct assistant professor (preservation planning). B.S., 1970, Santa Clara; M.Arch., 1990, M.S., 1993, Oregon. (1997)

Fred Walters, adjunct assistant professor (preservation technology). (1997)

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

Participating

Howard Davis, architecture
Philip H. Dole, architecture
Arthur W. Hawn, architecture
Kenneth I. Helphand, landscape architecture
Michael Hibbard, planning, public policy and management
Jyoti Hosagrahar, architecture
Robert Z. Melnick, landscape architecture
Donald L. Peting, architecture
Leland M. Roth, art history
Alison B. Snyder, architecture
Christine Theodoropoulos, architecture
Glenda Fravel Utsey, architecture
Jenny Young, architecture

Undergraduate Studies

Minor Program

The interdisciplinary minor in historic preservation requires a minimum of 27 credits, 15 of which must be upper division, distributed as follows:

Historic Preservation ***15 credits***

Introduction to Historic Preservation (AAAP 411) 3

12 credits selected from Workshop: Historic Woodwork (AAAP 408), Experimental Courses: Fundamentals in Historic Preservation, Preservation Planning (AAAP 410), National Register Nomination (AAAP 431), Legal Issues in Historic Preservation (AAAP 441), Historic Survey and Inventory Methodology (AAAP 451), Preservation and Restoration Technology (ARCH 474), Preservation Technology: Masonry (ARCH 475), Historic Finishes (IARC 476) 12

Related Course Work ***12 credits***

Select courses from Oregon Archaeology (ANTH 344), Experimental Course: The Room (ARCH 410), Museology (ARH 411), Landscape Research Methods (LA 420), Analysis through Recording of Historic Buildings (ARCH 421), Grant Writing (PPPM 422), Settlement Patterns (ARCH 431), Vernacular Building (ARCH 434), Cultural Resource Management (ANTH 449), The Anthropology Museum (ANTH 450), Arts Administration (AAD 460), 18th-Century Architecture (ARH 460), 19th-Century Architecture (ARH 461), Native American Architecture

(ARH 463), American Architecture I,II,III (ARH 464, 465, 466), Oregon Architecture (ARH 468), History of Interior Architecture I,II,III (ARH 474, 475, 476), History of Landscape Architecture I,II (ARH 477, 478), Landscape Preservation (LA 480), Resource Development for Nonprofit Organizations (PPPM 480), Managing Nonprofit Organizations (PPPM 481), National Parks (LA 482), Landscape Perception (LA 484)

Courses from other university departments may be substituted with approval of the student's adviser.

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 (A&AA)

Early consultation with a faculty member on the Historic Preservation Committee is recommended. Students must give the committee written notice of the intent to seek the minor. A form for this purpose is available in the historic preservation office.

Course availability is subject to the instructor's consent and the space available after obligations to A&AA departmental majors have been met. A mid-C or better must be earned in letter-graded courses, a P (pass) in pass/no pass courses. The minor is granted upon completion of the requirements that were in effect when the notice of intent to seek the minor was filed.

Graduate Studies

A master of science (M.S.) degree in historic preservation is offered by the School of Architecture and Allied Arts (A&AA). 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 Historic Preservation Committee, an interdepartmental committee in the A&AA school.

Admission

In addition to the basic requirements for admission to graduate study at the university, students must have some background in architecture or architectural history or both. Applications to the graduate program should contain the following:

1. A completed application form and fee
2. A biographical summary
3. An educational and professional summary
4. Statement of intent
5. Selected examples of written material and/or graphic work
6. Official transcripts of all college work
7. Graduate Record Examinations (GRE) scores
8. Three letters of recommendation, preferably from academic or professional sources

Students whose first language is not English must submit Test of English as a Foreign Language (TOEFL) scores of at least 600.

Students who want to participate in the program through the Western Interstate Commission for Higher Education (WICHE) should inquire at the Graduate School or the historic preservation office.

General university regulations about graduate admission are described in the Graduate School section of this catalog.

For fall 2000 admission the application deadline is February 15, 2000. Requests for more information and application materials should be directed to Graduate Admissions at the Historic Preservation Program mailing address.

Program Requirements

The M.S. degree in historic preservation requires 72 credits in five course areas: historic preservation core courses, architectural history electives, area of concentration, approved electives, and individualized study, which includes thesis or terminal project, research, and an internship. Students choose one of three concentration areas in which to specialize—preservation theory, design, and technology; management of cultural resources; or resource identification and evaluation.

Historic Preservation Core (18 credits)

Core courses include Workshop: Pacific Northwest Preservation Field School (AAAP 508), Introduction to Historic Preservation (AAAP 511), National Register Nomination (AAAP 531), Legal Issues in Historic Preservation (AAAP 541), Historic Survey and Inventory Methodology (AAAP 551), Landscape Research Methods (LA 520) or Environmental Design Research (ARCH 620).

Architectural History Electives (9 credits)

Students choose from an approved list of courses that cover the history of architecture, landscape architecture, and interior architecture.

Concentration Areas (15 credits)

The three concentration areas described below reflect the professional careers that are traditionally sought by program graduates. Students who want to focus their studies should take courses identified in one of these areas. Students who want a broad-based curriculum may satisfy this requirement with courses from more than one area.

Preservation Theory, Design, and Technology. Emphasis is on developing the skills needed to research, plan, and direct restoration of buildings, places, and landscapes as well as to determine the appropriate levels of treatment. Restoration theory, design, building history, and technology are explored in this area of concentration.

Management of Cultural Resources. Embodied in historic preservation is the management of cultural resources. This concentration area provides the legal, planning, and management skills individuals need to work in or develop organizations that support public or private management of cultural resources.

Resource Identification and Evaluation. This concentration area offers the insights and investigative tools necessary for archival and cultural resource research to establish the history and context of buildings, landscapes, and cities that determine settlement, organization, and sense of place.

Approved Electives (9 credits)

Students take courses in other concentration areas, from an approved list of courses, or in other university departments with approval of their adviser.

Individualized Study (21 credits)

This part of the master's degree program requires 3 credits in Research (AAAP 601), 6 credits in Practicum: Internship (AAAP 609), and 12 credits in Thesis (AAAP 503) or Terminal Project (AAAP 611). Before enrolling in AAAP 503 or 611, the student must develop a project proposal and have it approved by a committee of three or more members, at least two of whom must be University of Oregon faculty members. When the thesis or terminal project nears completion, the student must present the results of the project to faculty members and students and gain final approval of the project's documentation from the faculty committee.

Historic Preservation Courses (AAAP)

406 Special Problems: [Topic] (1–6R) R when topic changes.

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–5R)

410/510 Experimental Course: [Topic] (1–5R) Current topics include Fundamentals of Historic Preservation and Preservation Planning.

411/511 Introduction to Historic Preservation (3) History, evolution, modern concepts, and professional techniques of historic preservation. Includes financial incentives, national and state laws, the role of planning, and management.

431/531 National Register Nomination (4) Provides information and instruction on all aspects of the National Register program and process. Facilitates completion of registration form. Kramer.

441/541 Legal Issues in Historic Preservation (3) Examines constitutional, statutory, and common law affecting historic preservation. Covers First Amendment, eminent domain, due process, police powers, regulatory "takings," and aesthetic zoning. Eisemann.

451/551 Historic Survey and Inventory Methodology (3) Examines how historic inventories help communities plan for wise use of historic resources. Includes complete reconnaissance and survey documentation for historic properties and development of historic context statement. Guzowski.

503 Thesis (1–12R) P/N only

601 Research: [Topic] (1–6R) P/N only

602 Supervised College Teaching (1–5R) Not offered 1998–99.

605 Reading and Conference: [Topic] (1–16R) P/N only

606 Special Problems: [Topic] (1–16R) P/N only

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–5R)

609 Practicum: [Topic] (1–6R) P/N only

610 Experimental Course: [Topic] (1–5R)

611 Terminal Project (1–6R) P/N only

Courses in Other Departments

See descriptions under home departments.

Anthropology. Cultural Resource Management (ANTH 549)

Architecture. Experimental Course: Urban Cultural Landscapes (ARCH 510), Analysis through Recording of Historic Buildings (ARCH 521), Settlement Patterns (ARCH 531), Vernacular Building (ARCH 534), Housing in Society (ARCH 545), Seismic Study (ARCH 569), Preservation and Restoration Technology (ARCH 574), Preservation Technology: Masonry (ARCH 575), Graduate Design Process (ARCH 611), Graduate Design Technology (ARCH 612), Graduate Design Arts (ARCH 613), Introductory Graduate Design (ARCH 680)

Art History. 18th-Century Architecture (ARH 560), 19th-Century Architecture (ARH 561), Native American Architecture (ARH 563), American Architecture I,II,III (ARH 564, 565, 566), Oregon Architecture (ARH 568), History of Interior Architecture I,II,III (ARH 574, 575, 576), History of Landscape Architecture I,II (ARH 577, 578)

Arts and Administration. Arts Administration (AAD 560)

Interior Architecture. Historic Finishes (IARC 576)

Landscape Architecture. Landscape Preservation (LA 580), National Parks (LA 582), Landscape Perception (LA 584), Contemporary American Landscape (LA 585)

Planning, Public Policy and Management. Grant Writing (PPPM 522), Communities and Regional Development (PPPM 545), Resource Development for Nonprofit Organizations (PPPM 580), Managing Nonprofit Organizations (PPPM 581), Community Planning Workshop (PPPM 608), Introduction to Urban Planning (PPPM 611), Legal Issues in Planning (PPPM 612), Planning and Social Change (PPPM 635), Land Use Planning (PPPM 640), Land Use Law (PPPM 641), Tourism and Recreation Resources Planning (PPPM 658)

Courses outside A&AA. Participation in related course work offered throughout the university is encouraged. Possible courses include Cultural Resources: Policy and Procedures (ANTH 535, offered at Oregon State University), Urban Geography (GEOG 542), Cultural Resource Management (ANTH 549), The American West (HIST 566, 567), The Pacific Northwest (HIST 568)

Interior Architecture

Linda K. Zimmer, Program Director

(541) 346-3656
210 Lawrence Hall
1206 University of Oregon
Eugene OR 97403-1206

Participating Faculty

Arthur W. Hawn, architecture
Wayne J. Jewett, architecture
Lyman T. Johnson, architecture
Alison B. Snyder, architecture
Linda K. Zimmer, architecture

The Study of Interior Architecture

Education. In addition to providing a professional education in interior design, the Interior Architecture Program promotes inquiry into theory and design related to the interior environment and the development of design skills. Design studios offer opportunities for synthesis and testing of knowledge gained in lecture courses. The Interior Architecture Program is part of the Department of Architecture, which allows students an interdisciplinary context for study. Course work is shared between architecture and interior architecture, particularly in the first two years of study. The program includes courses in interior construction, materials, and systems, and it provides opportunities for furniture design and construction in a woodshop. An internship may be arranged with a participating professional office during the fourth or fifth year of study.

Preparation. High school and college students interested in interior architecture should prepare themselves by taking courses in the following subjects:

1. Fine arts such as drawing, sketching, painting, sculpture, two- and three-dimensional design, fiber arts, draftsmanship, and the history of the arts, architecture, furniture, and interior-architecture design
2. Social sciences such as sociology, psychology, individual and group behavior, cultural anthropology, community studies, and human environment
3. Sciences such as environmental studies, algebra, and geometry. Trigonometry and college-level physics are required for anyone who is interested in studying structures
4. Humanities such as literature and writing courses, because interior architecture students must be able to read, write, and think clearly about abstract concepts

To better understand the professional field, prospective students should visit and discuss opportunities with local interior designers and firms practicing interior architecture.

Students are encouraged to travel in order to broaden their experiences related to 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 International Interior Design Association (IIDA).

Overseas Study

Students in all University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Academic Affairs** section of this catalog.

See also the Rome Program and the Danish International Studies Program listed in the **Architecture** section of this catalog.

Summer Architecture Academy. See description in the **Architecture** section of this catalog.

Curriculum for the Study of Interior Architecture

Students must meet the curriculum requirements published in the UO catalog and the department's *Advising Handbook* the year of their admission to the program. Students needing more specific information should see an adviser.

Residence Requirements. For transfer students to receive the B.I.Arch. or M.I.Arch. degree from the university, the following minimum course work must be taken in residence:

1. Design area: 24 credits, including Interior-Design Terminal Project (IARC 488/588, 489/589)
2. Subject area: a minimum of 40 credits from at least six subject areas
3. General electives: 12 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.I.Arch. only)

Leave of Absence. See policy statement in the **Architecture** section of this catalog.

Accreditation. Undergraduate and graduate professional-degree curricula in interior architecture are accredited by the Foundation for Interior Design Education Research (FIDER).

Undergraduate Studies

Potential applicants who have a four-year undergraduate degree in any field must apply to the graduate program (see Graduate Studies later in this section).

The undergraduate programs in interior architecture consist of the bachelor of interior architecture (B.I.Arch.) degree program and a minor in interior architecture.

Bachelor of Interior Architecture: 225 credits

A five-year program leads to the B.I.Arch. degree; the first two years are highly structured. Because of the many opportunities in the profession, the program is designed to allow students and their advisers flexibility in establishing study sequences that satisfy individual interests and needs.

In addition to the principal objectives of the professional curriculum listed below, the bachelor's

degree program includes requirements for a liberal general education. Beyond the university requirements for interior-architecture majors, students must complete upper-division nonmajor course work as part of the general-elective requirement. Candidates for the B.I.Arch. degree must satisfy the following requirements, totaling 225 credits:

University Requirements. 44 credits distributed as follows:

1. Group requirements—36 credits in arts and letters, social science, and science (12 credits in each group)
2. College composition—8 credits
3. Multicultural requirement—8 credits (may be included in the groups above)

Major Requirements. 181 credits (see Professional Curriculum later in this section).

Minor Requirements

The Department of Architecture offers a minor in interior architecture, subject to the following restrictions:

1. Students must notify the Department of Architecture of their intent to seek a minor. The minor is granted on completion of the requirements in effect on the date of the notice of intent
2. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses if space is available
3. Enrollment in the minor program is limited. If the department is unable to accommodate additional students, it may suspend admittance to the minor program until space becomes available
4. Substitute courses for minor requirements may be approved by the department

Course Requirements	*29 credits*
Introduction to Architecture (ARCH 201)	4
Survey of Interior Architecture (IARC 204)	4
Furniture and Accessories (IARC 444)	3
Color Theory and Application for the Built Environment (IARC 447)	3
History of Interior Architecture I,II,III (ARH 474, 475, 476)	9
Minimum of 6 credits selected from History of Western Architecture II (ARH 315), Materials of Interior Design II (IARC 472), Interior Design (IARC 484)	6

Undergraduate Admission

The admission review focuses on creative capability, academic capability, and potential program contribution through diversity of background, experience, and maturity. Students are expected to submit specific materials supporting each of these attributes. First-year applicants must have grades and scores that meet at least three of the following four indices:

1. High school grade point average (GPA)—3.00
2. Verbal Scholastic Assessment Test (SAT) I—530
3. Mathematical SAT I—520
4. Total SAT I—1100

Test of English as a Foreign Language (TOEFL) scores are required for students whose first language is not English. ***Paper-based test:*** a minimum total score of 575 must be achieved with a minimum of 58 in each subsection. ***Computer-based test:*** a minimum total score of 233 must be achieved with a minimum score of 24 in each subsection.

Transfer applicants must have a minimum college GPA of 2.50 and meet the other criteria listed above for first-year applicants.

The university deadline for undergraduate application to the Interior Architecture Program is December 15 (see Application Deadlines in the **Admissions** section of this catalog). The deadline for completion of the department application is January 15. All applicants must meet both deadlines. Students receive notices about their applications by April 1.

Prospective applicants should write to Undergraduate Admissions, Department of Architecture, 1206 University of Oregon, Eugene OR 97403-1206.

New students are admitted into the program only in the fall term, and an accelerated program is not usually possible. More information about enrollment policies and application deadlines is available in the architecture department office.

Graduate Studies

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 produce a thesis or terminal research project. The program is typically completed in six terms.

Options II and III lead to the M.I.Arch. as a first professional degree. The Option II program, which is typically completed in six terms, is for applicants who have a four-year degree in interior design or architecture or a related design discipline. Applicants with a professional degree in architecture should apply to the Option II program. The Option III program is usually completed in ten terms, and applicants must have a B.S. or B.A. degree at entrance. Option III students begin their program in the summer before their first academic year of study. Students with degrees in related design disciplines (e.g., landscape architecture, environmental design, or architecture degrees from nonaccredited degree programs) may be given advanced standing, up to a maximum of three terms of studio credit for equivalent prior course work. Approximately thirty-five new students for architecture and interior architecture combined are admitted each year to the Option III program.

Professional Degree Program Requirements

Option III students must complete 60 credits of interior-design studio and 87 credits of professional subject-area courses described under Professional Curriculum later in this section. In addition, Option III students must complete 6 credits in Seminar (IARC or ARCH 507 or 607). A minimum of ten terms is required for this option.

Option II students must fulfill the professional curriculum requirements of the Option III program but are admitted with advanced standing. For Option II the minimum residency requirement is six terms. Transfer credit may be given to students who have had academic experience in an interior architecture or design program accredited by the Foundation for Interior Design, Education, and Research. The extent of this advanced standing is determined in consultation with the student's academic adviser before studies begin. Transferability of course work is provisional pending satisfactory completion of three terms in residence. For more information, refer to The Study of Interior Architecture at the beginning of this section.

In addition, Option II students must complete the following requirements:

1. 6 credits in Research (IARC 601)— may include independent technical study or instructor-directed research
2. 9 credits in Seminar (IARC or ARCH 507 or 607)
3. 36 credits in interior-design studio including 12 credits in Interior-Design Terminal Project (IARC 588, 589)
4. 7 credits in Thesis Preparation and Programming (IARC 545), Thesis Programming and Research (IARC 548), and Documentation of Thesis Research, Programming, and Design (IARC 549)
5. Residence requirements in the design and subject areas as listed above

Postprofessional Degree Program: M.I.Arch.

The Option I program provides an opportunity for advanced study and contribution to knowledge in the field through the M.I.Arch. thesis. Option I students must complete a minimum of four terms in residence. Students in this program are expected to develop an individual research topic within one of the following areas of faculty expertise:

1. Computer-aided design
2. Design process and theory
3. Energy-conscious design
4. Environment and behavior
5. Housing design
6. Interior components and design
7. Light and lighting design
8. Proxemic design and ergonomics
9. Vernacular design

The Option I thesis draws on individual research, professional and general university courses, and meetings between the student and the student's thesis committee. Students in the Option I program are required to complete 9 credits in Thesis (IARC 503) or Terminal Project (IARC 611). For more information about the thesis, see the **Graduate School** section of this catalog.

Graduate Admission

Admission to the graduate program is through a selective review that focuses on three attributes: creative capability; academic capability; and potential contribution to the program through diversity of background, experience, or demonstrated motivation. All applicants are required to submit GRE scores; if their first language is not English, they must also submit TOEFL scores of at least 575.

Prospective applicants may request a description of the graduate interior-architecture program and an application packet by writing to Graduate Admissions at the Interior Architecture Program mailing address. The packet describes application requirements. Applications must be postmarked by the first Monday after January 1 prior to the fall term of anticipated enrollment. Notifications of results are mailed by April 1. Option III students begin the program during summer session. Other graduate students are required to begin their work in the fall term. The Department of Architecture does not permit late admissions. A number of graduate teaching fellowships (GTFs) are available to well-qualified graduate students. Applicants 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 catalog.

Professional Curriculum

The professional curriculum in interior architecture is composed of three elements: interior design, interior-architecture subject-area course work, and general electives.

Interior Design: 66 credits for B.I.Arch.; 60 credits for M.I.Arch.

The interior-design studio and its activities are at the center of interior-design education. Other course work is aimed at supporting the design-studio experience. The first studios emphasize the mastery of design tools through development of design skills and content. Later studios emphasize mastery of project content including experience in furniture design and building and in development of construction drawings. In the last two studios, complete integration of skill and content is emphasized through a student-selected 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 this design requirement.

Introductory Design Studios
Introductory Architectural Design I,II (ARCH 181, 182), a two-term studio for undergraduate majors

Introductory Graduate Design (ARCH 680, 681), a two-term studio for Option III graduate students

Intermediate Interior-Design Studios
Interior Design (IARC 484/584), six terms, 36 credits. 30 credits required for Option III graduate students

Custom Cabinet and Furniture Design (IARC 486/586 or 487/587), 6 credits

Advanced Interior-Design Studios
Interior-Design Terminal Project (IARC 488/588, 489/589), 12 credits

Subject Areas: 90 credits for B.I.Arch.; 87 credits for M.I.Arch.

The subject areas increase knowledge and skill development in interior architecture. Twelve subject areas or categories central to the profession have been identified to assist students' understanding of the structure of the interior-design field. A core curriculum required of all majors includes 21 credits in introductory courses and 56 credits in upper-division and graduate-level courses from nine of the subject areas. Courses from two other areas are recommended as part of a minimum of 11 elective credits to be taken from any of the subject areas.

General Interior-Architecture and Architecture Courses
B.I.Arch: 18 credits in Introduction to Architecture (ARCH 201), Design Skills (ARCH 202), Survey of Interior Architecture (IARC 204), building construction course (inquire at program office), two design-arts courses

M.I.Arch. Option III: 7 credits in Graduate Design Process (ARCH 611), building construction course (inquire at program office)

Professional Practice: 3 credits in Context of the Interior Architectural Profession (IARC 417/517)

Other Courses: Practicum (IARC 409 or 609)

Media and Methods: 3 credits in Media for Design Development (ARCH 423/523)

Other Courses: Analysis through Recording of Historic Buildings (ARCH 421/521), 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: recommended courses include Architectural Contexts: Place and Culture (ARCH 430/530), Settlement Patterns (ARCH 431/531), Vernacular Building (ARCH 434/534), landscape architecture courses

Human Activity Support: 11 credits in Human Context of Design (ARCH 440/540), Thesis Preparation and Programming (IARC 445/545), Thesis Programming and Research (IARC 448/548), Documentation of Thesis Research, Programming, and Design (IARC 449/549)

Other Courses: Housing in Society (ARCH 445/545), Architectural Programming (ARCH 449/549)

Color: 3 credits from Color Theory (ART 350), Color Theory and Application for the Built Environment (IARC 447/547), Light and Color in the Environment (ARCH 447/547)

Spatial Ordering: 7 credits in Spatial Composition (ARCH 450/550) and Types and Typology (ARCH 458/558) or approved elective

Construction and Materials: 10 credits in Materials of Interior Design I,II (IARC 471/571, 472/572), Working Drawings in Interior Architecture (IARC 473/573)

Other Courses: Structural Behavior (ARCH 461/561), Wood and Steel Building Systems (ARCH 462/562), Reinforced Concrete Building Systems (ARCH 463/563), Building Enclosure (ARCH 471/571), Preservation and Restoration Technology (ARCH 474/574), Preservation Technology: Masonry (ARCH 475/575), Historic Finishes (IARC 476/576)

Furniture: 5 credits in Furniture and Accessories (IARC 444/544), Working Drawings for Furniture (IARC 475/575)

Lighting: one course from Environmental Control Systems II (ARCH 491/591), 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: generic courses numbered 401–410, 507, 508, 510, and 601–607 may be developed and approved for credit in subject or elective areas. Unless offered pass/no pass only, any graded course in the architecture department may be taken by interior-architecture majors either for a letter grade or pass/no pass (P/N). The maximum allowable number of P/N credits is set by university regulations.

General Electives: 25 credits for B.I.Arch.
Students are encouraged to select general-subject courses in addition to those taken to fulfill university general-education requirements. To ensure the continuation of liberal studies beyond the introductory level, B.I.Arch. candidates must complete 12 credits in upper-division general electives in academic subjects outside the School of Architecture and Allied Arts.

Interior Architecture Courses (IARC)

See Architecture for descriptions of courses with the ARCH subject code.

ARCH 181,182 Introductory Architectural Design I,II (6,6) P/N only

199 Special Studies: [Topic] (1–5R)

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.

ARCH 201 Introduction to Architecture (4)

ARCH 202 Design Skills (3)

204 Survey of Interior Architecture (4) Introduction to the theory of interior architecture. Design criteria explored through illustrated lectures and projects involving analysis of space. Open to nonmajors.

ARCH 222 Introduction to Architectural Computer Graphics (4)

401 Research: [Topic] (1–6R)

405 Reading and Conference: [Topic] (1–6R)

406 Special Problems: [Topic] (1–6R)

407/507 Seminar: [Topic] (1–6R) See recent topics under Architecture

408/508 Workshop: [Topic] (1–6R)

409 Practicum: [Topic] (1–6R) P/N only

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

ARCH 416/516 Project Management (3)

417/517 Context of the Interior Architectural Profession (3) Social, economic, and political forces influential in shaping the profession. Issues related to professional practice including contractual and specification documents, interprofessional relations, and trade resources.

ARCH 421/521 Analysis through Recording of Historic Buildings (3)

422/522 Computer Methods in Interior Architecture (3) Introduction to applications in computer-aided design of interior space, especially related to design and presentation. Prereq: ARCH 182.

ARCH 422/522 Computer Applications in Architecture (3)

ARCH 423/523 Media for Design Development: [Topic] (3R)

424/524 Advanced Interior-Design Development Media (3) Media issues related to design inquiry, development, communication, and design character. Use of perspective as a means of testing proposals for the proximate environment. Prereq: ARCH 423/523.

ARCH 424/524 Advanced Design-Development Media: [Topic] (3R)

ARCH 425/525 Design Synthesis (3)

ARCH 426/526 Descriptive Geometry and Perspective (3)

ARCH 431/531 Settlement Patterns (3)

ARCH 432/532, 433/533 Settlement Patterns: Japanese Vernacular I,II (3,3)

ARCH 434/534 Vernacular Building (3)

ARCH 443/543 Social and Behavioral Factors in Design (3)

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)

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 or instructor's consent; graduate prereq: ARCH 682 or instructor's consent.

ARCH 447/547 Light and Color in the Environment (3)

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)

ARCH 450/550 Spatial Composition (4)

ARCH 456/556 Spatial Composition and Dynamics (3)

ARCH 458/558 Types and Typology (3)

ARCH 461/561 Structural Behavior (4)

ARCH 462/562 Wood and Steel Building Systems (4)

ARCH 463/563 Reinforced Concrete Building Systems (4)

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. Undergraduate prereq: ARCH 181, 182. Open to nonmajors with instructor's consent.

ARCH 471 Building Enclosure (4)

ARCH 472/572 Materials and Processes of Construction (3)

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)

ARH 474/574, 475/575, 476/576 History of Interior Architecture I,II,III (3,3,3) See Art History

475/575 Working Drawings for Furniture (2) 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)

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)

484/584 Interior Design (6R) P/N only. A series of creative projects in interior design; intensive analysis of design; methods of problem solving; individual criticism, review of design projects; group discussion and field trips. Undergraduate prereq: ARCH 182; graduate prereq: ARCH 682.

ARCH 485/585, 486/586 Advanced Architectural Design I,II (8,8)

486/586, 487/587 Custom Cabinet and Furniture Design (6,6) P/N only. Projects in design and construction of custom furniture, preparation of detailed shop drawings, shop procedure. Prereq: IARC 444/544, 18 credits in IARC 484/584 or ARCH 484/584. Open to nonmajors with instructor's consent.

488/588, 489/589 Interior-Design Terminal Project (6,6) P/N only. Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study. Undergraduate prereq: 42 credits in IARC design studios; graduate prereq: 36 credits in IARC design studios.

ARCH 491/591, 492/592 Environmental Control Systems I,II (4,4)

492/592 Electric Lighting (3) Principles of lighting with focus on integration of electric illumination and space. Design for lighting, calculations, and

available systems and sources tested through models and drawings. Prereq: 24 credits of design studio. Interior-architecture and architecture majors only.

ARCH 495/595 Daylighting (3)

503 Thesis (1–6R) P/N only

601 Research: [Topic] (1–6R) P/N only

605 Reading and Conference: [Topic] (1–6R)

606 Special Problems: [Topic] (1–6R)

607 Seminar: [Topic] (1–6R)

608 Workshop: [Topic] (1–6R)

609 Practicum: [Topic] (1–6R)

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

611 Terminal Project (1–9R)

ARCH 611 Graduate Design Process (3)

ARCH 612 Graduate Design Technology (4)

ARCH 613 Graduate Design Arts (3)

ARCH 661 Teaching Technical Subjects in Architecture (3R) P/N only

ARCH 680, 681, 682 Introductory Graduate Design (6,6,6) P/N only

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.

ARCH 690 Teaching Technology in Architectural Design (3R) P/N only

Landscape Architecture

David Hulse, Department Head

(541) 346-3634
230 Lawrence Hall
http://laz.uoregon.edu/~landar/welcome.html

Faculty

Ann Bettman, adjunct assistant professor (plants). B.A., 1967, Boston; B.L.A., 1978, M.L.A., 1979, Oregon; reg. landscape architect, Oregon. (1977)

Jerome Diethelm, professor (design theory, environmental ethics and aesthetics). B.Arch., 1962, Washington (Seattle); M.L.A., 1964, Harvard; reg. architect and landscape architect, Oregon. (1970)

Cynthia Girling, associate professor (housing and open-space planning, landscape architecture construction, design studios). B.E.S., 1975, Manitoba; B.L.A., 1978, M.L.A., 1980, Oregon; reg. landscape architect, Oregon. (1987)

Kenneth I. Helphand, professor (landscape history, literature, and theory). B.A., 1968, Brandeis; M.L.A., 1972, Harvard; Fellow, American Society of Landscape Architects (1974)

David Hulse, associate professor (land use planning, landscape ecology, geographic information systems). B.S.L.A., 1981, Colorado State; M.L.A., 1984, Harvard. (1985)

Bart Johnson, assistant professor (ecological design and planning, landscape ecology). B.S., 1987, Cornell; M.L.A., 1992, Ph.D., 1995, Georgia. (1995)

Stanton Jones, assistant professor (landscape technologies, inclusive design, design studios). B.S., 1983, Miami; B.S.L.A., 1988, California, Davis; M.L.A., M.C.P., 1993, California, Berkeley. (1993)

Ronald J. Lovinger, professor (planting design theory, landscape transformations, landscape as art form). B.F.A., 1961, Illinois; M.L.A., 1963, Pennsylvania; reg. landscape architect, Oregon, Pennsylvania. (1965)

Robert Z. Melnick, professor (landscape preservation, research methods, historic and cultural landscape analysis); dean, architecture and allied arts. B.A., 1970, Bard; M.L.A., 1975, State University of New York College of Environmental Science and Forestry; Fellow, American Society of Landscape Architects. (1982)

Robert G. Ribe, associate professor (public lands, landscape analysis, ecological design). B.S., 1977, California, Riverside; M.S., 1981, M.A., 1987, Ph.D., 1990, Wisconsin. (1988)

Emeriti

George S. Jette, professor emeritus. B.L.A., 1940, Oregon. (1941)

Wallace M. Ruff, professor emeritus. 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.

About the Department

Landscape architecture is an environmental profession and discipline of broad scope concerned with the design, planning, and management of landscapes. Landscape architecture is founded on an awareness of our deep connections to the natural world and the recognition that we are part of the web of life. A healthy society rests on a commitment to landscape design that respects the land, its processes, its integrity—and that helps fulfill human potential.

Both a science and an art, landscape architecture is based on 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.

During the past decade, use of digital tools has increased in the landscape architecture profession. Although campus computer laboratories and facilities are available to students, they are heavily used, and access is sometimes limited. The department requires that entering students purchase or have unlimited use of a personal computer. More information is available in the department office.

Undergraduate Studies

The curriculum in landscape architecture leads to a degree of bachelor of landscape architecture (B.L.A.). The five-year program, accredited by the American Society of Landscape Architects, combines general preparation in the arts and sciences with a focus on environmental-design studies. The goal is to produce a visually literate and environmentally responsible citizen capable of playing a central professional role in the evolving landscape.

In recognition of the integrated and comprehensive nature of environmental planning and design, opportunities are provided for collaboration on planning and design problems with students in architecture, community planning, and other disciplines.

Curriculum Options

The curriculum 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 in 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. Studio courses focus on the development and communication of solutions to site and other environmental problems, especially through specific physical-design proposals. This area also addresses the physical-spatial implications of planning and management policies and programs. Tutorial studio work is the integrative heart of the curriculum.

Subjects. Five subject areas are essential foundations to integrative work in the planning and design program: landscape architectural technology, plant materials, landscape analysis and planning, history and theory of landscape architecture, and landscape architectural media. Course work in these areas is provided through a required-and-elective format that encourages the student to tailor an individualized educational program with the help of an adviser.

Electives. This area, which includes general university requirements, provides for personal choice in selecting course work in arts and letters, social science, and science.

Preparation

Students planning to major in landscape architecture should prepare by beginning studies in the following areas:

Environmental Awareness. Courses in ecology, biology, botany, geology, and geography help begin the long process of understanding the complex interrelationships and interdependencies of people and the environment.

Human Behavior. Courses in anthropology, sociology, history, government, and related subjects help explain human needs, values, attitudes, and activities and are useful in preparing for the design of physical places.

Problem Solving. Courses in philosophy, mathematics, and the sciences 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.

Full-time students planning to transfer into the department should follow the above outline during their first year of study. They may expect to transfer without loss of time or credit into the second year of the B.L.A. program.

Students interested in the undergraduate program should apply to the university by February 1 and to the department by March 1. 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
4. Transcripts of previous college work

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. 88 credits taken in twelve studios

First Year. Three courses, two studios: Introduction to Architecture (ARCH 201), Design Skills (ARCH 202), Introduction to Architectural Computer Graphics (ARCH 222), Introductory Architectural Design I,II (ARCH 181, 182)

Second Year. Two studios: Landscape Architectural Design (LA 289). Transfer students typically enter the program in the second year.

Third Year. Three studios: Landscape Architectural Design (LA 389)

Fourth Year. Three studios: Site Planning and Design (LA 489), one elective studio

Fifth Year. Two studios, one course: Comprehensive Project Preparation (LA 490), Land Planning and Design (LA 494), Comprehensive Project (LA 499)

Possible elective studios include Community Planning Workshop (PPPM 419) or Architectural Design (ARCH 484), Landscape Architectural Design (LA 389) or Site Planning and Design (LA 489), Workshop: Design (LA 408, summer only) or Practicum (LA 409)

Subject Courses. 75 credits (56 credits in required courses and 19 credits in optional courses listed below)

Landscape Architectural Technology: 12 credits

Landscape Technologies I,II,III (LA 362, 366, 459), Professional Practice of Landscape Architecture (LA 462)

Optional: Workshop: Irrigation (LA 408), Structural Behavior (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), Practicum: Nursery (LA 409), Experimental Course: Japanese Gardens (LA 410), Planting Design Theory (LA 431), The Garden (LA 432), Systematic Botany (BI 442)

Landscape Analysis and Planning: 12 credits

Site Analysis (LA 361), Introduction to Landscape Planning Analysis (LA 440), Principles of Applied Ecology (LA 441)

Optional: Introduction to Planning and Public Policy (PPPM 301), Geomorphology (GEOG 322), Experimental Course: Open Space Planning (LA 410), Landscape Planning (LA 411), Landscape Ecology (LA 412), Computers in Landscape Architecture (LA 415), Hydrology and Water Resources (GEOG 425), Environmental Planning (PPPM 426), Natural Resource Policy (PPPM 443), Environmental Alteration (GEOG 461)

History and Theory of Landscape Architecture: 12 credits

Understanding Landscapes (LA 260), History of Landscape Architecture I,II (ARH 477, 478)

Optional: Landscape Research Methods (LA 420), Land and Landscape (LA 443), Landscape Preservation (LA 480), National Parks (LA 482), Landscape Perception (LA 484), Contemporary American Landscapes (LA 485)

Landscape Architectural Media: 8 credits

Landscape Media (LA 350), Digital Landscape Media (LA 352)

Optional: Workshop: Drawing (LA 408), Computer-Aided Landscape Design (LA 417), Media for Design Development (ARCH 423), Advanced Design-Development Media (ARCH 424), Advanced Landscape Media (LA 450), approved fine-and-applied-arts studio courses

Other Courses. 57 additional credits from any department, including landscape architecture and university requirements, up to a total of 220 credits applied to the B.L.A.

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 degree (the B.L.A.) 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 can earn the B.L.A. after 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 course requirements.

Students who are working toward the B.L.A. as a second bachelor's degree and the M.L.A. simultaneously are admitted as conditional master's students. After completing two years of study for the B.L.A., students must apply to enter the M.L.A. program. If a student is accepted into the program, the graduate-student status is changed to unconditional master's. To be eligible to continue working 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.

With four exceptions, requirements are the same as those for the undergraduate B.L.A.:

1. There is no elective-credit requirement outside the landscape architecture department
2. Graduate students take only 54 credits in planning and design
3. In place of the listed 400-level courses, graduate students complete their 500-level counterparts (e.g., LA 511 instead of LA 411)
4. Graduate students need to take 16 credits of optional course work in landscape architecture

A central aspect of the M.L.A. program is the student's concentration on studies and original work in one of four areas of landscape architecture: design theory, landscape ecology, landscape history, and landscape planning. These areas are broad enough to include many particular research problems for master's projects and professional practice. While these concentration areas are naturally related, each involves a different set of skills and understanding developed through departmental courses and focused elective course work outside the department. The four concentration areas are those in which faculty members, due to their academic training and professional and research experience, are best equipped for collaboration with graduate students.

Design Theory. The transformation and enhancement of outdoor environments to more beautiful, expressive, and supportive places involves developing creative artistry, applying an understanding of places and their evolutionary possibilities, and thinking clearly with sensitivity to peoples' needs and values. This concentration is intensive in design criticism and in theories of design process, ideas, and content.

Landscape Ecology. Diverse mosaics of land are the medium in which people, animals, plants, water, materials, and energy are spatially distributed, move, flow, and change. This rapidly developing field of study focuses on spatial patterns at a variety of scales and on the development and application of principles helpful in creating patterns that maximize ecological integrity.

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 management and land use patterns to meet social and environmental ends requires an understanding of land tenure, use traditions and institutions, and knowledge of the science and values inherent in regional natural resources and human activities. For this analysis, computer geographic information systems are used to synthesize information and generate landscape plans. Examples include river management, wetlands preservation, urban growth management, scenic resource management, public forest plans, and regional ecological enhancement.

The M.L.A. program seeks to prepare the student for advanced understanding, competence, and responsibility in promoting harmonious human-land relationships through private or public practice or teaching at the university level. Many graduate students have the opportunity to learn and practice teaching skills as paid teaching assistants and graduate teaching fellows in the various concentration areas of the department. Some graduates are offered faculty positions throughout the world. The program takes advantage of regional and university resources through landscape projects, internships, and visiting professionals, while it provides a beneficial base of support and ideas in the department. The department recognizes the importance of building

a community for graduate education characterized by serious and rigorous inquiry, self-direction, and opportunities to work closely with teachers and peers in an active design and planning enterprise.

Curriculum

The M.L.A. degree requires 57 credits in four areas: planning and design courses, subject courses, the concentration area, and completion of the master's project.

Planning and Design. 12 credits

Land Planning and Design (LA 594), and Research (LA 601)

Subjects. 11 credits

Seminar (LA 507 or 607), Landscape Research Methods (LA 520); at least one of the following courses: Landscape Planning (LA 511), Landscape Ecology (LA 512), Land and Landscape (LA 543), Landscape Perception (LA 584), Contemporary American Landscape (LA 585), Advanced Landscape Design Theory (LA 693), or other approved landscape architecture course

Area of Concentration. 24 credits in one area. Courses used to satisfy any of the above requirements may not be used again to satisfy this requirement.

Landscape Design Theory. Land and Landscape (LA 543), Landscape Perception (LA 584), Advanced Landscape Design Theory (LA 693); three additional department-approved courses at the University of Oregon

Landscape Ecology. Landscape Ecology (LA 512), Quantitative Ecology (BI 573), Conservation Biology (BI 583); three additional department-approved courses.

Landscape History. Landscape Preservation (LA 580) or National Parks (LA 582), Landscape Perception (LA 584), Contemporary American Landscape (LA 585); three additional department-approved courses at the University of Oregon

Landscape Planning. Landscape Planning (LA 511), Experimental Course: Open Space Planning (LA 510), Computers in Landscape Architecture (LA 515); three additional department-approved courses

Master's Project. minimum of 10 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 or other work indicative of relevant abilities
5. Transcripts of previous college work

The deadline is February 1. Applications from all disciplines are welcome. Students whose first language is not English must submit Test of English as a Foreign Language (TOEFL) scores of at least 575.

General university regulations governing graduate admission are in the **Graduate School** section of this catalog.

Landscape Architecture Courses (LA)

199 Special Studies: [Topic] (1–5R)

260 Understanding Landscapes (2–4) Perception, description, and explanation of landscapes as environmental sets, as biophysical processes, and as cultural values. Lovinger. Open to nonmajors.

289 Landscape Architectural Design (6R) Study of places, their use, and how they evolve. Fundamentals of environmental awareness, social factors, and small-scale site design; abstract design and elementary graphic techniques.

326 Plants: Fall (4) Characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers. Emphasis on identification and appropriate use in landscape design. Bettman.

327 Plants: Winter (4) Characteristics, identification, and design uses of ornamental conifers and broad-leaved evergreen trees, shrubs, and ground covers. Prereq: LA 326. Bettman.

328 Plants: Spring (4) Characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers; emphasis on synthesis of fall, winter, and spring. Prereq: LA 327. Bettman.

350 Landscape Media (2–4R) Development of freehand drawing and visualization skills; exercises on line, tone, texture, and color for plan, section, and perspective drawings.

352 Digital Landscape Media (2–4R) Introductory survey and skill development in a range of basic computer graphic tools used in landscape architecture. Includes image processing, computer drawing, modeling, and drafting. R once for maximum of 8 credits. Prereq: LA 350. Majors only.

361 Site Analysis (4) Develops knowledge and understanding of place; use of analytical tools and strategies for extending perception and understanding of land and proposals for its modification. Ribe.

362 Landscape Technologies I (4) Develops understanding of contours, contour manipulation, and site construction methodologies in the design of places; fundamentals of inclusive design, stormwater management, earthwork, and design development. Prereq: LA 361. Jones.

366 Landscape Technologies II (4) Consideration of materials and processes of landscape construction; communication of design intent through documentation including sources and costs. Prereq: LA 362. 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. Open to nonmajors.

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R) Concentrated programs of study combining instruction on special topics. Regular offerings include Drawing, Irrigation, and Surveying.

409 Practicum: [Topic] (1–21R) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Bettman.

410/510 Experimental Course: [Topic] (1–5R) A current topic is Japanese Gardens.

411/511 Landscape Planning (4) 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 Ecology (4) Concepts and applications of landscape ecology in relation to landscape design, planning, and management. Emphasis on spatially explicit problem solving over a range of spatial and temporal scales. Prereq: LA 441/541 or instructor's consent. Johnson.

415/515 Computers in Landscape Architecture (4R) Development, application, and evaluation of computer systems for land use and site planning (e.g., geographic information systems); encoding of data, cell storage, and analysis systems. Prereq: LA 440 or instructor's consent. Hulse.

417/517 Computer-Aided Landscape Design (2–4) Understanding and use of computer-aided drafting and design technology for executing landscape design development, evaluation, and presentation tasks. Prereq: LA 289 or 389.

420/520 Landscape Research Methods (3) Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture.

431/531 Planting Design Theory (4) Approaches to planting design; experiential and symbolic relationships of landscape space; order of landscape as a cultural expression of time; order of the garden as an explicit art form. Coreq: LA 489/589. Lovinger. Not offered 1999–2000.

432/532 The Garden (4) Case studies of existing private and public gardens of the West. Field trips, measured drawings, landscape restoration of historic gardens and townscapes. Lovinger. Not offered 1999–2000.

440/540 Introduction to Landscape Planning Analysis (4) Principles of designing land- and waterscapes for human use and settlement. Ecological, social, and economic analyses of landscapes, resources, and patterns of occupancy in the Eugene-Springfield area. Prereq: LA 361 or instructor's consent. Hulse.

441/541 Principles of Applied Ecology (2–6) Application of ecological concepts to landscape planning, management, and design. Emphasis on

a landscape-based perspective to community and ecosystem dynamics. Undergraduate prereq: ecology course or instructor's consent; graduate prereq: natural-science course or instructor's consent. Johnson.

443/543 Land and Landscape (4R) 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 (4R) The role of media in design inquiry; development of hard-line drawing skills, diagramming, and principles of graphic design. Lovinger. Not offered 1999–2000.

459/559 Landscape Technology Topics (2–4R) Intensive study of topics in landscape construction and maintenance. Topics include irrigation, lighting, special structures, water management, and road design. R thrice for maximum of 10 credits. Not offered 1999–2000.

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. Offered alternate years; not offered 1999–2000.

ARH 477/577, 478/578 History of Landscape Architecture I,II (4,4) See **Art History**

480/580 Landscape Preservation (4) Tools and techniques currently used in the preservation of historic, cultural, and vernacular landscapes. Includes history of landscape preservation, significant legislation, and case studies. Melnick. Offered alternate years; not offered 1999–2000.

482/582 National Parks (4) History and development of United States National Parks. Exploration of critical issues facing the parks and the landscape planner's role in resource protection and recreation management. Melnick. Offered alternate years; not offered 1999–2000.

484/584 Landscape Perception (4) Development of the human-environment relationship as it relates to landscape perception, landscape archetypes, and the development of a theoretical base for contemporary landscape design. Helphand. Offered alternate years; not offered 1999–2000.

485/585 Contemporary American Landscape (4) Evolution of the contemporary American landscape as an expression of American culture. Helphand. Offered alternate years; not offered 1999–2000.

489/589 Site Planning and Design (6R) Advanced problems in landscape architecture, cultural determinants of site planning and design, design development and natural systems and processes as indicators of carrying capacity.

490 Comprehensive Project Preparation (3) Finding, describing, programming, and probing environmental opportunities and problems. Diethelm.

494/594 Land Planning and Design (6) Problems in landscape architecture of increased cultural complexity. Land use planning, computer-aided ecological analysis of land, environmental impact, urban and new community design. Prereq: LA 489/589 and fifth-year standing.

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: [Topic] (1–16R) P/N only

602 Supervised College Teaching (2–5R)

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recent topics include Aesthetics of Hydrology and Ecology, Biodiversity and the Landscape, Landscape Criticism, Readings in Modern Landscape History, and Visual Landscape Management.

608 Workshop: [Topic] (1–16R) Intensive study combining practical projects with instruction on special topics related to landscape problems.

609 Practicum: [Topic] (1–16R) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Bettman.

610 Experimental Course: [Topic] (1–5R)

693 Advanced Landscape Design Theory (4) Examines critical theories and evolving ideas in landscape design; studies the cultural and biophysical forces that generate patterns of landscape structure, form, and meaning. Prereq: ARH 478/578 or equivalent. Diethelm.

695 Master's Project Development (2) Preparation and presentation of the student's terminal research and design project proposal and plan for completion of the master's degree in landscape architecture. Prereq: LA 420/520. Ribe.

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

Bryan T. Downes, Department Head

(541) 346-3635
(541) 346-2040 fax
119 Hendricks Hall
1209 University of Oregon
Eugene OR 97403-1209

Faculty

John H. Baldwin, associate professor (environmental sciences, resource management); director, Institute for a Sustainable Environment. B.A., 1972, State University of New York, College at Buffalo; Ph.D., 1977, Wisconsin, Madison. (1980)

Teresa D. Black, instructor (Community Service Center). B.S., 1993, M.C.R.P., 1995, Oregon. (1998)

Robert J. Choquette, instructor (community planning workshop, microcomputers in planning and policy analysis). B.S., 1982, M.U.P., 1991, Oregon. (1991)

Bryan T. Downes, professor (community politics, management, policy analysis). B.S., 1962, M.S., 1963, Oregon; Ph.D., 1966, Washington (St. Louis). (1976)

Maradel K. Gale, associate professor (legal issues, sustainable development planning); director, Micronesia and South Pacific Program. B.A., 1961, Washington State; M.A., 1967, Michigan State; J.D., 1974, Oregon. (1974)

Judith H. Hibbard, professor (social epidemiology, health policy, women's health). B.S., 1974, California State, Northridge; M.P.H., 1975, California, Los Angeles; Dr.P.H., 1982, California, Berkeley. (1982)

Michael Hibbard, professor (community and regional development); director, community and regional planning program. B.S., 1968, California Polytechnic; M.S.W., 1971, San Diego State; Ph.D., 1980, California, Los Angeles. (1980)

Larry K. Hill, instructor (geographical information systems, land use issues, policy research). M.S., 1998, Oregon. (1998)

Carl J. Hosticka, associate professor (policy analysis, natural resource policy development); associate vice president for statewide educational services. B.A., 1965, Brown; Ph.D., 1976, Massachusetts Institute of Technology. (1977)

Skipper E. McFarlane, instructor (microcomputer applications). B.F.A., 1991, M.F.A., 1998, Oregon. (1998)

Gretchen Miller, adjunct assistant professor (legal issues in planning and public affairs). B.A., 1971, Kansas; J.D., 1976, Oregon. (1982)

Robert G. Parker, adjunct instructor (community planning workshop, microcomputers in planning and policy analysis). B.S., 1986, Colorado State; M.U.P., 1989, Oregon. (1989)

Nancy Peyron, research assistant (Micronesia and South Pacific Program). B.A., 1992, Oregon; M.A., 1995, City University, Seattle. (1994)

Charlene J. Phipps, instructor (organizational development); internship director. B.A., 1967, California State, Sacramento; M.S., 1995, Oregon. (1996)

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)

Elizabeth M. Rocha, assistant professor (empowerment, homelessness, voluntary sector); director, PPPM undergraduate program. B.S., 1976, California State Polytechnic, Pomona; M.C.R.P., 1990, California Polytechnic State, San Luis Obispo; Ph.D., 1994, Southern California, Los Angeles. (1994)

William Simonsen, associate professor (public finance and budgeting); director, graduate program in public policy and management. B.A., 1979, State University of New York at Oswego; M.C.R.P., 1981, Harvard; Ph.D., 1991, New York. (1990)

Megan E. Smith, instructor (community outreach, watershed planning, rural planning). B.A., 1990, Southern Oregon State; M.C.R.P., 1996, Oregon. (1996)

Martin H. Tusler, research assistant (health policy, managed care, policy analysis). B.A., 1973, California, San Diego; M.S., 1996, Oregon. (1997)

Edward C. Weeks, associate professor (evaluation research, research methods). B.A., 1973, Ph.D., 1978, California, Irvine. (1978)

Courtesy

D. Terri Heath, courtesy associate professor (father-child relationships, men's roles in the family, welfare reform in Oregon). B.A., 1978, M.S.S.W., 1979, Wisconsin, Madison; Ph.D., 1990, Ohio State. (1990)

Gerald R. Kissler, courtesy associate professor (public policy, organizations, management). B.S., 1969, M.S., 1971, Ph.D., 1973, Washington State. (1989)

R. Terrance Moore, courtesy assistant professor (cost-benefit analysis, political economy). B.S., 1971, Stanford; M.U.P., M.S., 1977, Oregon. (1979)

Greg Ringer, courtesy instructor (international tourism geography, sustainable community development, environment and culture). B.A., 1973, Central Florida; M.S., 1989, Ph.D., 1993, Oregon. (1994)

Elpidio Rocha, courtesy associate professor (community and urban design). B.S., 1951, Kansas State; M.Arch., 1979, California, Berkeley. (1995)

Charles H. Spencer, courtesy instructor (labor markets, rural community economic development, organizational development). A.B., 1966, Harvard; M.S., 1994, Oregon. (1999)

Daniel A. Van Otten, courtesy associate professor (program evaluation, housing). B.A., 1966, Oregon College of Education; M.A., 1967, Ph.D., 1971, Oregon. (1999)

Paul G. Vitale, courtesy professor (urbanization and development planning overseas). B.S., 1959, Oregon State; M.C.P., 1963, California, Berkeley; United States Agency for International Development fellow, 1970, Tufts. (1993)

Emeriti

Orval Etter, associate professor emeritus. B.S., 1937, J.D., 1939, Oregon. (1939)

Robert E. Keith, planning consultant emeritus. B.S., 1944, Kansas State; M.Arch., 1950, Oregon. (1963)

Kenneth C. Tollenaar, director emeritus. B.A., 1950, Reed; M.A., 1953, Minnesota. (1966)

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

Participating

Alan Contreras, legislative relations
David Hulse, landscape architecture
Linda L. King, human resources
Robert G. Ribe, landscape architecture
Jean Stockard, sociology

About the Department

Mission Statement. The Department of Planning, Public Policy and Management provides undergraduate and graduate students with theoretical and experiential learning opportunities in the fields of planning, public and nonprofit management, and public policy analysis. Through continuing, field-based research, the department offers students opportunities to assist communities and organizations in their quest to improve economic, environmental, and social conditions.

Undergraduate Studies

The undergraduate program in the Department of Planning, Public Policy and Management (PPPM) emphasizes the ways governments, nonprofit organizations, and other institutions address public problems. Course work emphasizes the integrations of theory and practice. Students in this program explore the economic, social, and environmental characteristics of communities, and systems of governance are examined to determine how to effectively advance the public's collective goals.

Preparation. High school students planning to study PPPM should work to develop communication skills, conceptual skills, and community experience. Communication skills can best be developed through courses in speech, English, and second languages. Debate and related public-speaking experience are fine ways to improve communication skills.

Conceptual skills can best be developed through courses, such as mathematics, that require the student to think independently and analytically.

Community and school leadership experiences are excellent preparation for students considering enrolling in PPPM. Volunteer work, paid after-school jobs, and travel are ways of acquiring community-based experience.

Careers. The bachelor of arts (B.A.) or bachelor of science (B.S.) degree in planning, public policy and management provides students with a broad 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 a variety of public service agencies and organizations.

Admission Requirements

The major in PPPM is offered to upper-division students. Students may apply for 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 (1) have a grade point average (GPA) of 3.00 or better, (2) have some experience—paid or volunteer—in public service, and (3) have completed the university's general-education requirements.

In completing the university group requirements, the following courses (or their equivalents, for 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), Community, Environment, and Society (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	*14–16 credits*
College Composition I (WR 121)	4
Introduction to Sociology (SOC 204)	4
Arts and letters group-satisfying course	3–4
Science group-satisfying course	3–4

Winter Term	*14–16 credits*
United States Politics (PS 201)	4
Community, Environment, and Society (SOC 304)	4
Arts and letters group-satisfying course	3–4
Science group-satisfying course	3–4

Spring Term	*19–20 credits*
College Composition II or III (WR 122 or 123)	4
State and Local Government (PS 203)	4
Concepts of Computing: Computers and Computation (CIS 121)	4
College Algebra (MATH 111)	4
Elective, especially introductory anthropology, American history, or other social science	3–4

Sophomore Year, Fall Term	*16 credits*
Mind and Brain (PSY 201)	4
Introduction to Economic Analysis: Microeconomics (EC 201)	4
Electives, especially computer science; scientific and technical writing, journalistic writing; additional sociology, political science, community studies; or field experience	8

Winter Term	*16 credits*
Introduction to Planning, Public Policy and Management (PPPM 201)	4
Mind and Society (PSY 202)	4
Introduction to Economic Analysis: Macroeconomics (EC 202)	4
Elective, as above	4

Spring Term	*16 credits*
The Natural Environment (GEOG 101)	4
Electives, as above	12

Admission Procedures

The department admits students fall, winter, and spring terms. Deadlines are available from the department office. To be considered for admission, students must submit the following materials:

1. 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 attain those goals. This statement should be limited to two or three typed, double-spaced pages
4. Brief résumé of education and employment history

Major Requirements

Requirements for the major in planning, public policy and management are being reviewed. The curriculum for 1998–99 is listed below. Students should inquire at the department office about changes in the curriculum.

The major in PPPM is organized into four parts: a common core, a concentration area, an internship, and a research paper written in a senior seminar.

Core (21 credits)

The core curriculum requirement is distributed as follows:

Introduction to Planning, Public Policy and Management (PPPM 201)	4
Introduction to Public Service Management (PPPM 322)	4
Public Service Policies and Programs (PPPM 323)	4
Applied Social Research (PPPM 413)	5
Community Development (PPPM 448)	4

Appropriate courses may be substituted with the faculty adviser's permission.

PPPM majors must take core courses for letter grades and pass them with grades of C– or better.

Concentration Area (20 credits)
Each student develops a concentration area, chosen to advance the student's educational goals. The concentration area consists of five courses, totaling at least 20 credits, that address a coherent substantive area or set of competencies in the field of planning, public policy and management. At least two of the courses must be taken in the PPPM department. The department's strengths lie in the areas of sustainable community development, environmental policy and management, health and social policy, policy analysis, and public and nonprofit management. The concentration area and courses in that area are chosen in close consultation with the undergraduate adviser and department faculty members whose interests coincide with those of the student.

Internship (12 credits)
During the internship, students explore their concentration areas outside the classroom. The internship complements academic work by allowing the student to apply ideas and concepts to real-world situations. Students can enroll in the required internship full time for one term (thirty-six hours a week for ten weeks) or part-time (eighteen hours a week for two ten-week terms). PPPM places students with a variety of federal, state, and local government agencies, with nonprofit organizations, and—when appropriate—with private firms. Internships are arranged through and supervised by the PPPM internship director. Students earn 12 credits in Internship (PPPM 404). Before registering for PPPM 404, students must attend Seminar: Internship (PPPM 407), which integrates PPPM course work with the internship experience. Students earn 1 credit for this seminar.

Community Planning Workshop. Undergraduate students have the opportunity to work on applied research projects through the PPPM Community Planning Workshop, which is described later in this section of the catalog. Up to 10 credits in Community Planning Workshop (PPPM 419) may be applied to the internship requirement.

Senior Research Paper (10 credits)
The senior research paper is a three-term experience designed to be the capstone of the student's PPPM education. The paper may be on any approved topic, and students are encouraged to choose a topic in their concentration area. The course sequence for the senior research paper is Research (PPPM 401), in which the student explores topics and develops a bibliography; Reading and Conference (PPPM 405), in which the student conducts research and writes a rough draft of the paper; and finally Seminar (PPPM 407), in which the paper is completed and the student makes a presentation that is open to the public.

Honors Program

The honors program in PPPM offers qualified students a challenging academic experience, opportunities for independent work, and interaction with faculty members. The program's bachelor's degree with honors centers around an independent project of original research developed by the student and carried out under the direction of one or two faculty members.

Students are recommended by a faculty member for admission to the honors program no later than the first term of their senior year. Entry into the program is determined by the PPPM undergraduate program director after a review of the student's achievement in PPPM courses and other evidence of superior academic and professional ability. To be considered for the honors program, a student must have a grade point average of 3.50 in course work for the major and in all work attempted at the UO.

Minor Requirements

The department minor is of special value to students with majors in the 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 provides a professional context in which to apply the knowledge, theories, and methods of the student's major discipline.

Students may declare the minor in planning, public policy and management at any time during or after the term in which they achieve upper-division standing. Materials for declaring the minor are available in the department office. The minor requires 28 credits, distributed as follows:

Course Requirements	*28 credits*
Introduction to Planning, Public Policy and Management (PPPM 201)	4
Introduction to Public Service Management (PPPM 322)	4
Public Service Policies and Programs (PPPM 323)	4
Community Development (PPPM 448)	4
Three approved PPPM electives	12

PPPM 201, 322, 323, and 448 must be taken for letter grades.

Graduate Studies

Programs for the master of community and regional planning (M.C.R.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.C.R.P. degree is accredited nationally by the Planning Accreditation Board. The master's degrees in public affairs are offered through the graduate program in public policy and management, which is accredited by the National Association of Schools of Public Affairs and Administration.

The interdisciplinary and eclectic fields of planning, public policy, and public management are concerned with systematically shaping the future. Professionals in these fields frequently lead efforts to plan for change. Most often, however, they are involved in analysis, preparation of recommendations, and implementation of policies and programs that affect public facilities and services and the quality of community life. Professionals in these fields also assume responsibility for planning, policy, and management in such areas as community and regional development, natural resources, economic development, land use, transportation, and law enforcement.

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. Graduates are expected to provide leadership and to otherwise participate effectively in efforts to enhance the capacity of communities to deal innovatively and creatively with change.

Students should own or have unlimited use of a personal computer.

Financial Aid

Approximately 40 percent of the students in PPPM receive some financial assistance (e.g., graduate teaching fellowships, work-study assistance, or research stipends). Graduate teaching fellowships (GTFs) are offered to approximately thirty students each year. Each fellowship includes a stipend and a waiver of tuition and fees for one or more terms. Graduate students also 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. Research and GTF appointments typically are not offered until the student has been in a PPPM program for at least one term.

Graduate students are 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, 1278 University of Oregon, Eugene OR 97403-1278.

Applicants to PPPM programs are strongly urged to apply for university financial assistance before February of the year of application in order to be eligible for work-study and other assistance offered by the student financial aid office.

Community and Regional Planning

The master's degree program in community and regional planning trains policy-oriented planners for leadership positions in planning and planning-related organizations. Issues of significance to the communities and regions of the Pacific Northwest and the Pacific Basin receive special emphasis. The field of planning is concerned with rational and sensitive guidance of community and regional change. Planners are responsible for identifying and clarifying the nature and effect of planning problems, for formulating potential solutions to these problems, and for assisting in the implementation of alternative policies.

To realize these objectives, the planner must draw on the skills and insights of many professions and disciplines. The planner must have a basic understanding of the cultural, economic, social, political, and physical characteristics of a community. While applying analytical skills at both the community and regional levels, the planner must also make subjective judgments in the consideration of problems and their solutions.

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 in 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 concentration areas: community and regional development, environmental planning, and social planning. An individualized concentration area can be developed in consultation with an adviser. The planning program emphasizes opportunities for students to gain field experience.

The planning program has strong ties with other programs on campus. Students often pursue concurrent degrees in planning and landscape architecture, business, economics, geography, international studies, or public policy and management. See Concurrent Master's Degrees later in this section.

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, and history. Work experience, particularly if related to planning, is valuable—as are writing and public-speaking skills. Courses in the natural sciences, policy sciences, environmental design, or analytic methods are helpful as background for advanced graduate work in a concentration area of interest to the student.

Students must complete either an advanced undergraduate or a graduate-level introductory course in statistics as a pre- or corequisite to Planning Analysis (PPPM 613). No credit toward the M.C.R.P. degree is allowed for the statistics course, and the requirement is waived for students with equivalent courses or work experience. Entering students are urged to satisfy this requirement before enrolling in the program.

Students may file petitions to transfer up to 15 graduate credits taken prior to admission to the planning program. Such petitions must be submitted during the first term in the program.

Juniors and seniors who anticipate applying for admission are encouraged to seek advice at the department office.

Careers. Recipients of the M.C.R.P. degree find employment in public, private, and nonprofit sectors. In the public sector, three kinds of agencies provide career opportunities: local land use and zoning agencies; agencies dealing with housing, social services, community renewal, parks, transportation, and other community facilities; and—increasingly—agencies concerned with economic development, natural resource management, and the connections between them. In the private sector, graduates are employed by consulting planners, private developers, and utility companies. Community and regional planning graduates are also employed by a range of nonprofit organizations: environmental and social justice advocacy groups, political associations, and research firms.

Application Procedures

The graduate planning program at the university is individually tailored. Importance is placed on the student's preference for and ability to undertake self-directed educational activity.

Because there are more than sixty-five accredited graduate programs in planning in the United States, the department's admissions committee emphasizes the selection of candidates who present clear and specific reasons for choosing to pursue their graduate work in planning at the University of Oregon.

Application materials include the following:

1. A word-processed statement, prepared by the applicant, explaining why admission to the planning program at the UO is sought and what the applicant's expectations are from that field
2. At least three letters of recommendation from people familiar with the applicant's ability to pursue graduate-level studies in planning
3. Transcripts from all the colleges and universities attended (these do not need to be official academic records), including evidence of completion of an undergraduate degree from an accredited college or university
4. Graduate Record Examinations (GRE) scores are optional. If submitted, they are considered along with other application materials
5. Applicants whose native language is not English must supply results of Test of English as a Foreign Language (TOEFL). The minimum acceptable TOEFL score for admission is 575 (paper-based test) or 231 (computer-based test). The results of the examination should be sent to Graduate School, 1219 University of Oregon, Eugene OR 97403-1219

Applications are accepted beginning September 15 for admission fall term a year later. The deadline for application to the program is February 15. Applicants are notified of admission decisions early in April. Students generally are admitted for fall term only. For more information, call or write the departmental admissions secretary.

The Planning Curriculum

A total of 72 credits beyond the bachelor's degree is required for the M.C.R.P. degree.

Students are expected to enroll for six terms with an average course load of 12 credits a term. During the summer, students are encouraged to engage in planning work. The planning program offers research stipends and course credit for qualified applicants who take part in research conducted by the Community Planning Workshop. Planning internships are also available; some provide compensation.

Community Planning Workshop. A distinctive feature of the planning graduate curriculum is the Community Planning Workshop (CPW), an applied research and service program that is required for first-year students. CPW engages students in six-month planning projects for clients who, in the past, have included federal, state, county, and local governments as well as nonprofit organizations. Students work in small teams supervised by program faculty members and second-year graduate students in planning.

Projects usually focus on issues of immediate environmental, social, and economic importance to the client group and the general public. Recent project topics include

- Strategic plans for communities and regions
- Opportunities for small-business development
- Housing-needs analysis
- Highway-improvement planning
- Watershed planning
- Tourism and recreational development

Each year first-year graduate students enrolled in Community Planning Workshop (PPPM 608) complete five to ten planning projects. Final written reports, prepared by each student team, provide evidence of the students' expertise and ability to conduct planning research and to prepare and present high-quality professional reports. After completing two terms of PPPM 608, selected students may continue to engage in planning research projects for compensation. The popularity of the program with students—and with a growing number of government and private-sector clients—has enabled the CPW program to provide research support for ten to thirty students a year.

Federal grants from the United States Department of Education Fund for the Improvement of Post-Secondary Education and support from a variety of state agencies have helped CPW become one of the most successful community planning assistance programs in the nation. CPW projects have received numerous awards from the Oregon chapter of the American Planning Association for Outstanding Student Achievement in Planning.

Course Requirements

The requirements for the M.C.R.P. degree are being revised. More information is available in the department office.

Core	*28 credits*
Introduction to Planning Practice (PPPM 611)	4
Legal Issues in Planning (PPPM 612)	5
Planning Analysis (PPPM 613)	4
Planning Foundations I: History (PPPM 615)	4
Planning Foundations II: Theory and Ethics (PPPM 616)	4
PPPM computer short courses	3
Human settlements elective selected from an approved list available from the department	4
Experiential Learning	***10 credits***
Community Planning Workshop (PPPM 608), two terms	10
Concentration	***22–27 credits***
Approved course in plan making (inquire at department)	4
Additional courses, selected in consultation with adviser, from lists of approved courses	18–23
Thesis or Master's Project	***6–11 credits***
Student Research Colloquium (PPPM 690), two terms	2
Thesis (PPPM 503)	9
or	
Terminal Project (PPPM 609)	4

Public Policy and Management

The professional public policy and management graduate program is designed for people interested in 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, and heads of public or private nonprofit human service programs.

The public policy and management graduate program attracts students from the United States and other countries and from a variety of career and educational fields. Forty to fifty students are enrolled in the program. Participants in the graduate program often have work experience in public service and want to enhance their

professional competence and career mobility. The diversity of the student body enriches students' experiences in the program.

Students who complete the program are prepared for policy and management careers in public and private nonprofit organizations at local, state, and national levels and in private for-profit organizations concerned with public policy and management. Graduates of the program hold leadership positions at every level of public service.

Unique Characteristics of the Program

Flexibility. With faculty assistance, students tailor programs to meet individual needs and career interests. A student may concentrate on public financial management, for example, with a career goal of becoming a budget analyst for state government. Or a broader concentration area, such as human service management, might be chosen. Students are free to enroll in courses offered by other UO schools or departments to strengthen areas of individual interest.

Problem-Oriented Courses. These courses prepare students for the managerial responsibility of decision-making. The program uses alternative teaching methods to facilitate the development of the skills needed to diagnose problems, collect and analyze information, plan, choose among policy alternatives, communicate findings, implement programs, and manage change.

Focused Approach. The curriculum, organized into a set of core courses, a field internship, and an area of concentration, provides a framework for teaching leadership, management, analytical techniques, and public policy.

Inter- and Multidisciplinary Programming. The program integrates materials from other areas of study to give students the variety of perspectives that are essential to an education in public policy and management. Students are encouraged to earn concurrent degrees in planning, environmental studies, international studies, business, or another discipline.

Application Procedures

To be eligible for the graduate program in public policy and management, an applicant must hold a bachelor's degree.

The following documents must be submitted:

1. A Graduate Admission Application, available from the department office
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 program will contribute to the attainment of these goals
4. Current transcripts of grades in all courses taken for 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 may be from academic sources
6. Applicants whose native language is not English must supply results of Test of English as a Foreign Language (TOEFL). The minimum acceptable TOEFL score for admission is 575 (paper-based test) or 231 (computer-based test). The results of the examination should be sent to Graduate School, 1219 University of Oregon, Eugene OR 97403-1219

Participants are selected after an evaluation of their academic performance and other evidence of intellectual attainment or promise, experience, and their statements of professional goals and the relationship of the program to achieving these goals. A student admitted to the program is expected to maintain a 3.00 GPA or better.

Affirmative action and equal opportunity begins with the recruitment and education of potential professionals. The need for the student to excel in organizational settings with diverse work forces and citizenry is also recognized. Women and minority applicants are particularly encouraged.

Applications are accepted beginning September 15 for admission fall term a year later. They are reviewed beginning February 1, and applicants are notified of admission decisions early in March. Students typically begin their program fall term.

Program Overview

Students can earn an M.A. or M.S. degree in public affairs. A minimum of 72 credits are required to receive either degree, typically accomplished in two years (six terms) of full-time study. Academic background and work experience are scrutinized to determine if additional preparation is needed before the student begins the program. To earn an M.A. degree, the student must demonstrate reading and speaking knowledge of a second language.

Mid-Program Review. After completing 34 to 38 graduate credits, students are sent the mid-program review form and asked to meet with a faculty adviser to review progress toward the degree and establish goals for completing degree requirements. Once the form is completed and approved by public policy and management faculty members, the student can continue working toward the degree without delays or unnecessary program changes. The mid-program review is the time to initiate discussion about an appropriate final project. The adviser also assists with selection of committee members to guide the student in completing the final project.

Curriculum

Professional competence rests upon four basic elements: knowledge, skills, values, and behavior. To develop this competence, the program includes core courses, a concentration area, a supervised field internship, and a final project or thesis.

Core Courses (32 credits). These courses enhance the student's ability to act ethically and effectively. Core courses are organized into three areas and must be taken for letter grades except the introductory course, which may be taken pass/no pass.

Management of Public Service Organizations — ***12 credits***

Public Finance Administration (PPPM 628) 4
Public Budget Administration (PPPM 629) 4
Human Resource Management in the Public Sector (PPPM 660) 4

These courses develop competence in the management of people, organizations, and information. Additional courses in computer literacy and applications including the management of information for decision-making are encouraged.

Quantitative and Qualitative Analysis Techniques — ***8 credits***

Applied Methods in Planning, Policy, and Management (PPPM 620) 4
Quantitative Methods in Planning and Public Policy (PPPM 656) 4

These courses teach decision-making and problem-solving methods. Additional courses in techniques of analysis, including quantitative economic and statistical methods, are strongly encouraged.

Public Policy and Organizational Environment — ***12 credits***

Public Policy Analysis (PPPM 636) 4
Leadership and Organizational Change (PPPM 639) 4
Introduction to Public Policy and Management (PPPM 618) 4

These courses provide an understanding of political, legal, economic, and social institutions and their processes as well as organizational management concepts. Additional course work in the legal context of public policy and management is strongly encouraged.

Concentration Area (20 credits). Each student is expected to develop a concentration area that supports career goals. Courses in a concentration area, chosen in consultation with the faculty adviser, may be selected from any of the graduate-level offerings on campus. Students must take at least 20 credits in their chosen concentration area. More than one area may be developed. Concentration areas chosen by recent graduates include public management, human resources management, applied research and program evaluation, environmental policy, city management, international development, and nonprofit management.

Supervised Field Internship (12 credits). Working with the internship director, each student is placed in an internship that introduces the practical aspects of positions in the chosen field. During the internship, the student tests classroom theory and develops contacts that can lead to securing a position after graduation.

Internships are an integral part of the public policy and management graduate program. Students who are working in their chosen field and those with experience are encouraged to participate in an internship selected with the internship coordinator. Interns earn 3 to 12 credits in Internship (PPPM 604) each term. Internships are graded P/N (pass/no pass). A written paper is required as is a supervisor's evaluation and a contract.

A student who has not had two or more years of career experience must complete 12 credits of internship. A student who has had two or more years of relevant career experience or who is working in the desired area of public policy and management can waive the internship with the approval of the student's adviser, the program director, and the internship coordinator. If the internship requirement is waived, the student must still complete 12 credits of other course work.

Final Project (8 or 11 credits). Each student must write a thesis or a final paper to fulfill

degree requirements. Students earn 9 credits in Thesis (PPPM 503) or 6 credits in Terminal Project (PPPM 609).

The final project should be based on original research but may vary in comprehensiveness, format, and approach. A project may be conceptually or empirically oriented; it may involve a case or comparative study, a literature search, or a piece of empirical research. A project may also involve a combination of approaches.

Whether completing a thesis or final paper, each student must enroll in Student Research Colloquium (PPPM 690). This discussion course assists students in developing their proposals and conducting research. It includes presentations by advanced master's degree candidates of designs and conclusions resulting from theses and final papers. One credit is earned during each of two terms.

Concurrent Master's Degrees

Students may participate in a concurrent master's degree program. The fields of planning and of public policy and management draw on knowledge and expertise in other areas such as business, law, economics, political science, environmental studies, geography, landscape architecture, and architecture. The concurrent degree program allows students to enroll in two master's programs simultaneously in order to complete requirements for the two degrees with three years of course work. Students interested in this option should seek program advice from a member of the faculty. Students must be admitted to both programs and make special arrangements with both program directors.

Community Service Center

The Community Service Center, an interdisciplinary organization, assists Oregon communities by providing planning and technical assistance to help solve local issues, improve the quality of life in rural Oregon, and help make Oregon communities more self-sufficient.

The center incorporates a number of programs including the those listed below.

Community Planning Workshop. (See description under Planning Curriculum.)

Resource Assistance for Rural Environments. This Americorps project trains and places graduate students. Participants live and work for a year in rural communities where they help improve economic and environmental conditions. Qualified students receive a monthly stipend and an educational award of $4,725 when they finish their service. More information about this project is available in 109 Hendricks Hall.

Student Originated Studies. Grants from this program fund projects that address specific, community-based needs while they strengthen the link between higher education and Oregon communities and agencies. The program strives to establish partnerships that provide technical assistance to Oregon and promote experiential education opportunities for students and faculty members of Oregon University System institutions. More information about this program is available in 106 Hendricks Hall.

Planning, Public Policy and Management Courses (PPPM)

Because not every course can be offered every year, students should consult the most recent UO Schedule of Classes *or inquire at the department office.*

199 Special Studies: [Topic] (1–5R)

201 Introduction to Planning, Public Policy and Management (4) Overview of professional public service and the planning and management of public issues. Focuses on the goals of public services within their economic, social, and political contexts. M. Hibbard.

322 Introduction to Public Service Management (4) Theories relevant to the effective management of large and small organizations that deliver service to the public. Assumes students have completed general PPPM prerequisites. Weeks.

323 Public Service Policies and Programs (4) 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. Coreq: PPPM 448. Rocha.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–21R) P/N only

404 Internship: [Topic] (1–18R) P/N only. Twelve-credit maximum per term. Participation in the activities of public or private community agencies and organizations, under faculty supervision and with coordinated instruction. Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Recent topics include Contemporary Urbanism, Electronic Data Resources, Health Policy, Homelessness, New Democratic Processes.

408/508 Workshop: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–5R) Trial courses are taught under these numbers. See the *UO Schedule of Classes* for current titles.

413 Applied Social Research (5) Application of the methods of social science research to issues in planning and policy analysis. Development of skills in data presentation, analysis, and interpretation. J. Hibbard.

418/518 Introduction to Public Law (4) Administrative law, including introduction to legal research, for public administrators. Administrative procedures, implementation of policy through administrative law, judicial review, and practical applications in public agencies.

419 Community Planning Workshop (1–5R) P/N only. Cooperative planning endeavors. Students define problems, determine appropriate research methods, identify the groups that promote or resist change, test alternative solutions, and prepare a final plan or project. Parker. R once for maximum of 10 credits.

421/521 Qualitative Methods in Planning and Public Policy (4) 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. Povey.

424/524 Managing Public Money (4) 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. Simonsen.

426/526 Environmental Planning (4) Contemporary environmental problems as they relate to regional social, economic, and physical systems. The long- and short-term impacts of overpopulation, overconsumption, and harmful technologies. Baldwin.

440/540 Land Use Planning (4) 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. Prereq: LA 361 or PPPM 201 or ENVS 201 or PS 203 or instructor's consent.

443/543 Natural Resource Policy (4) Aspects of population and resource systems. Poses questions about population trends, policy, and optimum size; analyzes methods for determining resource availability and flows. Hosticka.

445/545 Communities and Regional Development (4) Economic, sociocultural, and political forces that produce the internal structure of regions in selected countries in the Pacific basin and the implications for small towns and rural areas. M. Hibbard.

446/546 Socioeconomic Development Planning (4) Planning for responsible economic and social development. Policy problems and issues in providing a stable economic base and social and economic well-being while avoiding environmental degradation. M. Hibbard.

448 Community Development (4) Processes through which the citizens of urban neighborhoods and small towns define and address public issues and work to improve their local communities. Coreq: PPPM 323. M. Hibbard.

462/562 Policy Development and Evaluation (4) Policy alternatives, policy and program impact, measurements and evaluation. Emphasizes the roles and resources of administrative agencies in processes of analysis. Hosticka.

464/564 Cost-Benefit Analysis (4) Use of cost-benefit analysis at decision levels from the individual to the nation-state; advantages, disadvantages, and appropriate uses of cost-benefit analysis. Prereq: one course in social research or in quantitative methods in social science.

471/571 City Management (4) Focuses on how to manage local governments effectively, particularly small governments in both metropolitan and nonmetropolitan areas. Political processes, management, services, performance. Downes.

480/580 Managing Nonprofit Organizations (4) How to manage nonprofit organizations for superior performance in a humane, responsive, and responsible manner. Distinctive characteristics of nonprofit organizations. Downes.

481/581 Resource Development for Nonprofit Organizations (4) Examines development and management of financial and human resources in nonprofit organizations. Explores fundraising, board development, and strategies for continuous quality improvement. Prereq: PPPM 480/580.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

604 Internship: [Topic] (1–16R) P/N only. Twelve-credit maximum per term. Faculty-supervised participation in the activities of public or private community agencies and organizations; coordinated instruction. Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recent topics include Advanced Leadership, Economic Analysis, Financial Budget Planning, Healthy Communities, Land Use and Transportation Issues, and Social Relations and Spatial Structures.

608 Community Planning Workshop: [Topic] (1–16R) P/N only. A two-term planning and problem-solving course. Students work in teams conducting research and developing solutions to planning problems for a client community. Povey.

609 Terminal Project (1–16R) P/N only

610 Experimental Course: [Topic] (1–5R) R for a total of six short seminars a year.

611 Introduction to Planning Practice (4) Explores the concepts and functions of the planning process as they relate to the social, economic, political, and environmental aspects of communities and regions. Povey.

612 Legal Issues in Planning (5) 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. Gale.

613 Planning Analysis (4) 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. Parker.

614 Alternative Dispute Resolution (5) Theory and practice of consensus building in communities and public organizations. Gale, Watt.

615 Planning Foundations I: History (4) History of community and regional planning in the United States from the 1960s through the 1980s.

616 Planning Foundations II: Theory and Ethics (4) Logic of the planning process; the relationship of planning to the political process and to rational decision making in governance. Prereq: PPPM 615.

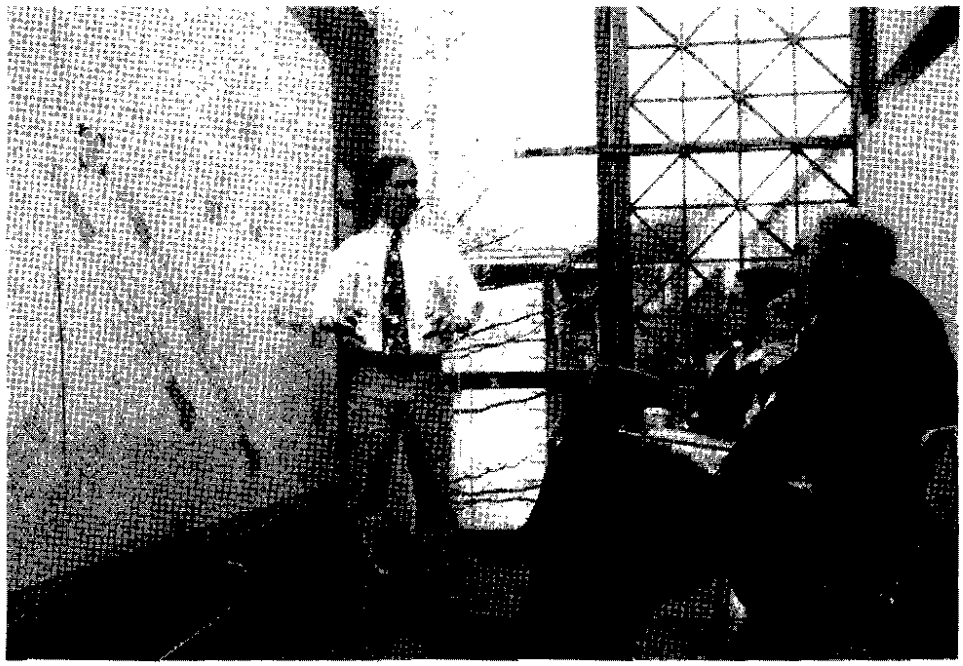
617 Regional Planning (4) Theory and practice of regional planning. Substate regional analysis; development of regional policies and plans as they relate to the natural- and human-resource base of the Pacific Northwest.

618 Introduction to Public Policy and Management (4) Overview of the core concepts, theories, and practices that provide the foundation for the field of public policy and management.

620 Applied Methods in Planning, Policy, and Management (4) How to communicate, execute, and evaluate research in the public sector. Each student conducts an original research project from problem formulation through data analysis. Weeks.

621 Plan Making: Environmental Analysis (4) Examines the technical and political factors that influence the practice of environmental planning. Includes how plans are made, implemented, and evaluated. Baldwin.

622 Project Management (4) Application of specific techniques that, if implemented, lead to planning-related and other projects being completed on time, within budget, and with appropriate quality.



623 Plan Making: Social Planning (4) Examines the technical and political factors that influence the practice of social planning. Includes how plans are made, implemented, and evaluated. E. M. Rocha.

PPPM 624 Plan Making: Community and Regional Development (4) Examines the technical and political factors that influence the practice of community and regional development. Includes how plans are made, implemented, and evaluated. M. Hibbard.

626 Experiencing Crossing Cultures (3) P/N only. Focuses on cross-cultural communication in developing countries, specifically in relation to working overseas. Gale.

627 Energy Policy and Planning (4) Technical, social, economic, and environmental impacts of energy technologies. Discussion of United States and world policies and alternatives. Baldwin.

628 Public Finance Administration (4) Reasons for governmental intervention and analysis of revenue sources available to governments. Includes discussion of various taxes, intergovernmental transfer policies, debt financing, and user fees. Simonsen.

629 Public Budget Administration (4) Resource allocation through the budget process. Includes analysis of performance, program, and zero-based budget systems; service costing, governmental financial audits, and local government fiscal analysis. Simonsen.

634 Strategic Planning (4) Process of strategic planning for communities, public organizations, and nonprofit agencies.

635 Planning and Social Change (4) Introduction to the relationships between social change and planning policy. Includes equity literature related to planning; examines how national social trends affect housing and neighborhood change. E. M. Rocha.

636 Public Policy Analysis (4) Techniques in the policymaking process. Determining the impact of policies, comparing alternatives, determining the likelihood that a policy will be adopted and effectively implemented. Hosticka.

639 Leadership and Organizational Change (4) Change efforts designed to improve the performance and accountability of public service organizations; the critical leadership role of public managers in the change and transition process. Downes.

642 Sustainable Communities (4) Explores relationships among individuals, communities, and the earth in agrarian, modern, and postmodern periods. Examines a current paradigm clash and implications for sustainable social and built environments. E. M. Rocha.

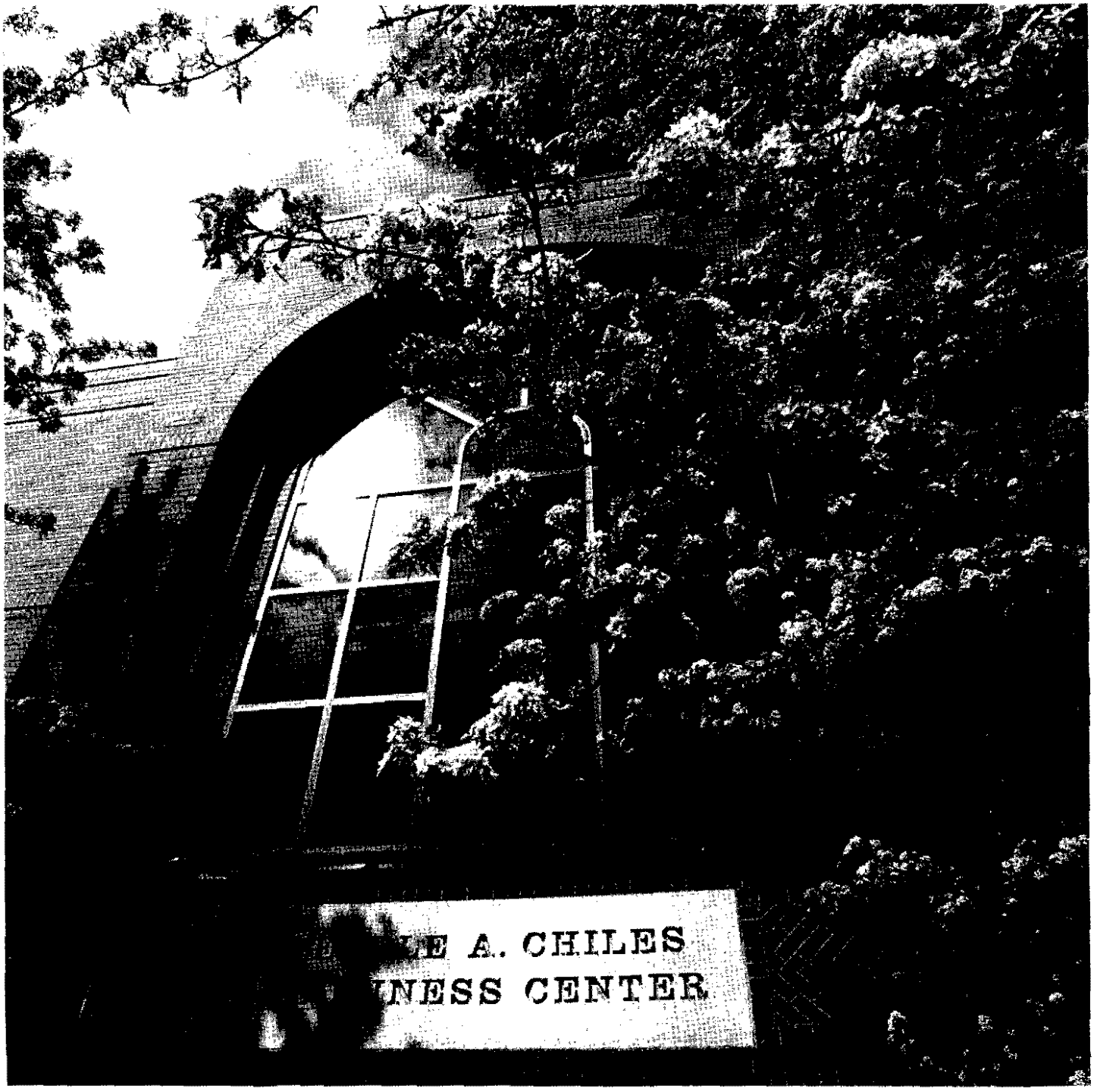
644 Human Behavior in Public Organizations (4) Integrates social science knowledge about people at work. Focuses on the concepts of human behavior that are important to managerial problems in the public sector.

656 Quantitative Methods in Planning and Public Policy (4) Develops skills in quantitative analysis. Emphasizes selecting appropriate analysis procedures and properly interpreting and reporting results. Prereq: recent introductory statistics course. Weeks.

660 Human Resource Management in the Public Sector (4) Principles, issues, and practices of public personnel administration. Addresses recruitment, selection, evaluation, compensation, employee development, and labor relations within the distinctive context of public organizations. Hardin.

678 Evaluation Research (4) 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) P/N only. Presentation by advanced master's degree candidates of designs and conclusions resulting from thesis research projects. J. Hibbard, Povey. R for maximum of 3 credits.


E A. CHILES
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Charles H. Lundquist College of Business

Philip J. Romero, Dean

(541) 346-3300
268 Gilbert Hall
http://biz.uoregon.edu/

About the College

The Charles H. Lundquist College of Business offers programs of study leading to bachelor's and doctoral degrees in accounting; a bachelor's degree in business administration; master's and doctoral degrees in decision sciences, finance, management, and marketing; and a master of business administration degree. These 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. This foundation facilitates the transition from university student to productive member of the business world. Details about master's and doctoral programs are in the **Graduate School of Management** section of this catalog.

To ensure such an education for its students, the college requires that undergraduate majors take approximately 50 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 and named the Charles H. Lundquist College of Business in 1994. Its undergraduate program was accredited in 1923 and its graduate program in 1962 by the American Assembly of Collegiate Schools of Business.

Courses

Both undergraduate and graduate general-business courses, offered under the Business Administration (BA) subject code, are listed at the end of this section, preceding the **Undergraduate School of Business**. Courses with accounting (ACTG), decision sciences (DSC), finance (FINL), management (MGMT), and marketing (MKTG) subject codes are listed in those departmental sections; business environment (BE) courses appear under **Marketing**.

Business Student Societies

The following business and professional societies have chapters at the university: Alpha Kappa Psi, professional business fraternity; Beta Alpha Psi, accounting; Northwest Human Resource Management Association; and American Marketing 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 at Oregon** section of this catalog.

Computing Facilities

The Lundquist College of Business Technology Laboratory provides students and faculty members with access to computers, software, and professional staff assistance. All business students have the opportunity to use computer technology for their course work. The facility consists of four networked laboratories with full access to Internet services. Word processing, spreadsheet presentation, and other discipline-specific applications are available to students. The facility includes two classrooms. When no classes are in progress, these classrooms are open to business students. Undergraduate and graduate students have separate laboratories. Scanners and both black-and-white and color laser printers are available to produce professional-quality output. Remote access to several on-line databases and library catalogs is available.

Overseas Study Programs

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See **Overseas Study** in the **Academic Affairs** section of this catalog.

The college maintains exchange relationships with several overseas universities that offer students opportunities to study business management abroad. Information on current programs is available from the undergraduate and graduate programs offices. Business students are encouraged to participate in a variety of overseas programs, including Global Graduates—the Oregon International Internship Program, which is offered through the Office of International Education and Exchange. See the **Campus and Community Resources** section of this catalog.

Students interested in careers in international business are particularly encouraged to take advantage of one of these programs.

Research

Faculty members in the Lundquist College of Business carry on active programs of research in the various disciplines of business. The results of this research are often discussed in the classroom, and students have the opportunity to become involved in faculty projects.

Charles H. Lundquist Center for Entrepreneurship

Barry Weisband, Director

(541) 346-3420
131 Gilbert Hall

The primary goal of the Lundquist Center for Entrepreneurship is the development of skilled and knowledgeable entrepreneurial leaders who will successfully confront the ever-changing business environment. Undergraduate and graduate students can concentrate on entrepreneurship in their degree programs. The center sponsors internship programs, research, curriculum development, a national business-plan competition, and student-run clubs and activities. Internships offer undergraduate and graduate students invaluable experience in the dynamics of new industries and growth ventures. The New Venture Competition awards more than $10,000 to student teams from all over the country. A resource library of books, audio- and videotapes, and cases related to growing businesses are housed in the center.

James H. Warsaw Sports Marketing Center

Richard H. Burton, Director

(541) 346-3411
212 Gilbert Hall

The primary mission of the Warsaw Sports Marketing Center is to understand and advance sports marketing and sports business leadership through research, education, and interaction between students and successful sports business professionals. As the first endowed sports marketing program in a college of business at a major public university, the Warsaw center has developed curricula that lead to a concentration in sports marketing in undergraduate B.S. degree programs and to a sports-marketing concentration area in the M.B.A. degree program. Sports-marketing courses cover such topics as sponsorship, licensing, law, event marketing, and sport economics. The center organizes research; sports-industry internships; guest speakers, including participants in the nationally recognized women in sports business symposium; and an annual sports industry executive retreat.

Business and Industrial Sales Program

William E. Daley, Director

(541) 346-5150
316 Gilbert Hall

The primary mission of the Business and Industrial Sales Program is to guide the curricular, extracurricular, and meaningful work experiences of participants to prepare them for rewarding, lifelong careers in professional selling and sales management. The program acts as a liaison to the business community, whose input and support are welcome.

Office of External Affairs

Christopher D. Murray, Associate Dean for Development and External Affairs

(541) 346-3370
264 Gilbert Hall

This office pursues and secures annual private support for the college, engages and involves the college's alumni, and communicates the college's messages to its constituents. It accomplishes these goals through alumni programs, corporate and foundation relations, fundraising, public relations, and publications.

Applied Information Management (AIM) Program

The program is described in the Continuation Center section of this catalog. See also, in the Graduate Studies section, Individualized Program: Applied Information Management

Business Administration Courses (BA)

101 Introduction to Business (4) Historical, social, political, economic, and legal environments within which business operates. Interrelationships of major functional areas including management, finance, marketing, accounting, and international studies.

199 Special Studies: [Topic] (1–5R) R when topic changes

215 Accounting: Language of Business Decisions (4) How the accounting model reflects business transactions or events. Interpretation and analysis of financial statements. Understanding cost and revenue information, organization, and decisions. Prereq: BA 101. Nonmajors only.

315 Economy, Industry, and Competitive Analysis (4) Graded only. Free enterprise capitalism and market competition. Economic value added, product cost, and product pricing. Organizational arrangements and the control of economic activity. Prereq: BA 101. Nonmajors only.

316 Management: Creating Value through People (4) Graded only. Management systems for planning, controlling, organizing, and leading; how they influence human behavior in organizations. Selecting, training, retaining, and motivating the human resource in organization. Prereq: BA 101. Nonmajors only.

317 Marketing: Creating Value for Customers (4) Graded only. Market analysis, target customer identification, and development of marketing-mix strategies to deliver superior customer value and contribute to the performance of the organization. Prereq: BA 101. Nonmajors only.

318 Finance: Creating Value through Capital (4) Graded only. Financial statement analysis, pro forma statements and capital budgeting, time value of money, net present-value analysis, risk and cost of capital. Prereq: BA 215. Nonmajors only.

399 Special Studies: [Topic] (1–5R) R when topic changes

410/510 Experimental Course: [Topic] (1–4R) R when topic changes

452 Business Leadership (4) Graded only. Leadership skills. Topics include creating a vision; identifying performance objectives; managing a project; building a team; and motivating, rewarding, and influencing others. Prereq: completion of upper-division business core, senior standing, accounting or business administration major.

453 Business Strategy and Planning (4) Graded only. Capstone course focusing on strategy formulation and decisional processes. Includes writing a business plan that applies knowledge and develops course of action to accomplish organizational objectives. Prereq: completion of upper-division business core, BA 452.

605 Reading and Conference: [Topic] (1–16R) R when topic changes

607 Seminar: [Topic] (1–5R)

610 Experimental Course: [Topic] (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.

612 Analyzing Markets and Industries (12) Graded only. Analysis of social, global, technological, economic, and legal effects on a business and its industry. Financial accounting, team-building, analytical skills, competitive analysis, and identifying customers. M.B.A. students only.

613 Identifying and Evaluating Market Opportunities (12) Graded only. Analysis of market opportunities and organizational capabilities to develop a strategic plan. Accounting for planning purposes, financial markets, marketing strategy, and product design. Prereq: BA 612. M.B.A. students only.

614 Managing Business Opportunities (12) Graded only. Development of a business plan for an emerging business opportunity. Accounting for control purposes, operations management, designing organizational structures, and managing people to achieve organizational goals. Prereq: BA 613. M.B.A. students only.

616 Building Effective Management Teams (2) P/N only. Addresses all issues that management teams face including conflict resolution and working with difficult people.

617 Communication and Implementation (1) P/N only. Offers conceptual understanding and performance competencies for persuasive presentations.

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.

651 Management of Technological Organizations (3) Examines managerial issues associated with technologically oriented companies; the role of research and development, innovation, and evaluation; and integration of technology planning with corporate strategy. *Offered only through the Applied Information Management (AIM) Program.*

653 International Business Strategies (3) Examines theoretical and practical aspects of international business strategies as presented in three modules. Final projects focus on individual professional contexts. *Offered only through the Applied Information Management (AIM) Program.*

655 Marketing Management and Planning (3) Investigates the design of a marketing program, nature and behavior of markets, marketing decisions, evaluating marketing efficiency, and issues unique to advanced technology organizations. *Offered only through the Applied Information Management (AIM) Program.*

657 Managerial Accounting and Financial Analysis (3) Examines information used by management to plan, direct, and control the firm's operations. Reviews concepts, tools, and applications to both financial and managerial areas. *Offered only through the Applied Information Management (AIM) Program.*

705 Reading and Conference: [Topic] (1–6R) R when topic changes. *Offered only through the Oregon Executive M.B.A. Program.*

707 Seminar: [Topic] (1–6R) R when topic changes. *Offered only through the Oregon Executive M.B.A. Program.*

708 Workshop: [Topic] (1–6R) R when topic changes. *Offered only through the Oregon Executive M.B.A. Program.*

710 Experimental Course: [Topic] (1–9R) 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; the effects of law, government policy, and social forces on the formulation of business strategy and decision-making. *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. Integrates statistical tools used to analyze business data with microcomputers. *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 and the concepts of cost, demand, profit, and competition. Examines 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) Examines marketing analysis and planning necessary to develop marketing plans and strategies for a product-line. Includes basic marketing concepts and philosophies and brief exposure to macromarketing strategies. *Offered only through the Oregon Executive M.B.A. Program.*

718 Financial Analysis (3) Covers objectives, tools, methods, and problems of financial management. Includes 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) Strategic perspective that leads to sustainable competitive advantage. Includes 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) Examines the relationship of leadership, organizational learning, and whole-systems theory to successful innovation and change programs. Includes marketing of new products, managing change, and dealing with 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) 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.*

Undergraduate School of Business

Wendy Mitchell, Director, Undergraduate Programs

(541) 346-3303
271 Gilbert Hall

About the School

To earn an undergraduate degree in the Lundquist College of Business, a student must meet admission requirements to be admitted as a major and then complete the major requirements in either accounting or business administration.

Combined with university requirements, 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 a second bachelor's degree in business.

A student may not receive two degrees simultaneously (e.g., a B.A. and a B.S.) but may complete two or more majors for the same degree in two UO schools or colleges. Students must satisfy the upper-division business core and major requirements in effect when they are admitted as majors. The requirements chosen must be met in their entirety; they cannot be combined.

Admission Requirements

Admission to the Lundquist College of Business as a major is possible when 90 credits have been earned and junior standing has been attained. Students intending to major in a business field should declare prebusiness status until admission requirements have been met. Prebusiness status, however, does not guarantee admission as a major in accounting or business administration.

To be eligible for admission as a major, a student must have completed the university writing requirement, mathematics and computer competency requirements, and the prebusiness core (described under Lundquist College of Business Requirements). The prebusiness core courses must be taken for letter grades. A 2.75 GPA and a minimum grade of C– in these courses is required for admission as a major. The GPA is based on all graded courses completed. If a graded course is repeated, both course grades are counted in computing the cumulative GPA but only the second grade is used in calculating the GPA for the core. If a course required to be taken for a letter grade is taken pass/no pass (P/N) instead, a P is treated as a C– and an N is treated as an F for prebusiness core GPA calculations. The Lundquist College of Business uses all course work, including transfer work, when calculating the cumulative GPA for admission to the major.

International students must have a Test of English as a Foreign Language (TOEFL) score of at least 575 or have completed the Academic English for International Students (AEIS) program. More information is available in the undergraduate programs office.

Students admitted into the major fall 1999 and later must pass a qualifying examination.

Honors College

Prebusiness students admitted to the Robert Donald Clark Honors College at the University of Oregon may substitute certain honors college courses for Lundquist College of Business prebusiness core requirements. See the director of undergraduate programs for details.

Honors Program

The Lundquist College of Business offers an honors program for exceptional students. Honors students take core courses together, participate in seminars, work with an honors adviser, complete an honors senior project, and receive a bachelor's degree diploma with honors in either accounting or business administration. This prestigious program is open to exceptional high school students, who may be admitted into the program as freshmen, as well as to top performing undergraduates and transfer students. For information about admission to the honors program, contact the undergraduate programs office.

Application Procedure

To be considered for admission as a major, students must apply before the term deadline. Applications are accepted each term for admission into the major the following term. The application deadline is the second Friday of the term.

Applicants must complete prerequisite courses and meet the minimum GPA requirements before they can apply. Students may submit applications while enrolled in two of the required courses. Applications are available in the undergraduate programs office.

Transfer Students

The specific, sequential nature of this program requires careful academic planning. Students intending to transfer here are encouraged to meet with an adviser in the Lundquist College of Business.

Transfer students who will have completed all admission requirements prior to transfer should apply for admission as a major during the first appropriate application period listed above after transferring. Students transferring before admission requirements have been met can be admitted to the University of Oregon as prebusiness students if their GPA is 2.75 or higher. These students should apply for major status in accordance with the application procedure above.

When admission requirements change significantly, the effective date for transfer students is generally one academic year after the policy first appears in the *University of Oregon Catalog*.

Continuous Progress

If a student does not attend the university for an extended period of time after being admitted as a major, he or she may be required to reapply for admission and fulfill current major requirements if the undergraduate and graduate catalog for the last year of attendance has expired. (See Catalog Expiration and Requirements Policies in the Contents section.)

Second Bachelor's Degree

Students who have a bachelor's degree in a discipline other than business and who want a second degree in a field of business must be admitted to the university as postbaccalaureate nongraduate students. Transcripts of previous college work must be sent directly to the Lundquist College of Business, and an official transcript showing receipt

of the degree must be sent to the university's Office of Admissions. Second-degree candidates must meet the same admission requirements and follow the same application process as first-degree candidates. International students must have TOEFL scores of 575 or higher.

Students are given prebusiness status until admission requirements are either completed or waived because of prior course work. Second-degree students must complete the same upper-division requirements as first-degree candidates. The Second Bachelor's Degree section of this catalog, under **Registration and Academic Policies**, lists university requirements for a second bachelor's degree; the undergraduate programs office distributes information about Lundquist College of Business requirements.

Degree Requirements

To receive a degree in the Lundquist College of Business, a student must be an admitted major in good academic standing with the college and the university. Two sets of requirements must be completed: general university requirements and Lundquist College of Business 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. Business administration and accounting 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 a B.A. or a B.S. degree. Refer to the **Registration and Academic Policies** section of this catalog for specific requirements for bachelor's degrees and for general-education and university requirements.

Nonmajors

Only admitted majors and admitted minors in the Lundquist College of Business may enroll in 300- and 400-level business courses.

Student Advising

The Lundquist College of Business advising service for business students is located in the undergraduate programs office. Information about admission and degree requirements is available for majors in the college and for the business administration minor. The undergraduate programs office provides information about scholarships, student organizations, internships, educational exchange programs, campus career services, and visiting speakers, along with free tutoring services for all business classes.

A bulletin board outside the undergraduate programs office contains announcements about policies, coming activities, scholarships, and other information of interest to business and prebusiness students. Students are held responsible for information posted on the board and are advised to check it often for important events and policy changes.

Peer advisers and college staff members are available to assist in planning programs, answering questions, and tracking progress toward graduation or admission as a major. Students are urged to meet with a college of business adviser at least once a year to ensure that they are meeting requirements and to stay informed about program changes.

Tutoring

The Braddock Educational Success Team (BEST) offers free tutoring for students enrolled in undergraduate courses in the Lundquist college as well as writing support services, noncredit seminars, and career development support.

Lundquist College of Business Undergraduate Requirements

See Admission Requirements earlier in this section of the catalog for GPA and minimum grade requirements.

Listed below are basic undergraduate degree and major requirements. For a more detailed explanation of requirements for business administration and accounting majors, students should pick up the undergraduate degree program handout, available in the undergraduate programs office.

Calculus for Business and Social Science I,II (MATH 241, 242), Introduction to Methods of Probability and Statistics (MATH 243), and the UO writing requirement are prerequisites for admission.

Prebusiness Core. Potential majors must take the following prebusiness core courses or their equivalents, and earn at least a 2.75 GPA in this subset of courses, to be considered for admission to the Lundquist College of Business:

Introduction to Business (BA 101)

Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202)

Introduction to Accounting I (ACTG 211), Introduction to Accounting II (ACTG 213)

Computer Competency. Computer competency is required of all business students. It is defined as the ability to use software packages—including spreadsheet, database, word-processing, and presentation software applications—on a microcomputer with minimal tutorial assistance. The undergraduate programs office maintains a list of courses that meet the computer-competency 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 obtain information about minimum specifications and compatibility with college hardware and software from the Lundquist College of Business Technology Laboratory.

Upper-Division Core. Major status—in either accounting or business administration—is required prior to enrolling in the following required courses:

Economic Foundations of Competitive Analysis (FINL 311)

Marketing Management (MKTG 311)

Financial Management (FINL 316)

Management and Organizational Behavior (MGMT 321)

Global, Legal, Social Environment of Business (BE 325)

Business Statistics (DSC 330)

Concepts of Production and Operations Management (DSC 335)

Business Leadership (BA 452)

Business Strategy and Planning (BA 453)

Residence Requirement. Students must take a minimum of 44 upper-division credits in business in regularly scheduled Lundquist College of Business courses. With the department head's approval, credits may be transferred from other accredited institutions, independent study, or approved courses in other departments.

Studies in Other Disciplines. Students must earn at least 90 credits in courses taken outside the business college. These 90 credits include required general-education and breadth course work listed below.

Nonbusiness Breadth Requirement. Students must complete 24 credits in a coherent body of courses related to the student's career goals. A nonbusiness minor meets this requirement. The college's undergraduate programs office offers assistance in planning individualized programs.

Global Context for Business Decisions. Students must complete three courses that focus on international, cultural, historical, political, economic, or social issues of a geographic region. All three courses should focus on the culture of one country or region other than the student's native country. Language courses beyond the first year are eligible. Advising assistance is available in the college's undergraduate programs office.

Grading

Upper-division courses must be taken for letter grades and passed with grades of C– or better.

See the **Registration and Academic Policies** section of this catalog for an explanation of the university's grading systems.

Majors

Each student must complete a major in either accounting or business administration. Students cannot complete two majors in the Lundquist College of Business.

Accounting

In addition to the general requirements of the Lundquist College of Business, accounting majors must complete the following courses. Of the 28 required credits, 24 upper-division credits must be taken at the University of Oregon.

Courses	*28 credits*
Accounting Information Systems (ACTG 320)	4
Financial Accounting Theory I (ACTG 350)	4
Financial Accounting Theory II (ACTG 352)	4
Cost Accounting (ACTG 360)	4
Auditing Concepts (ACTG 440)	4
Advanced Financial Accounting (ACTG 450)	4
Introduction to Federal Taxation (ACTG 470)	4

Business Administration

In addition to the upper-division core, students must complete seven courses from at least three Lundquist College of Business departments. Four of these courses may be taken in one of the concentration areas listed below. Concentrations are optional; they do not appear on UO academic transcripts or diplomas.

Corporate Accounting Concentration 16 credits
Accounting Information Systems (ACTG 320) 4
Financial Accounting Theory I, II (ACTG 350, 352) 8
Cost Accounting (ACTG 360) 4

Entrepreneurial Accounting Concentration 16
Accounting Information Systems (ACTG 320) 4
Cash Flow Management (ACTG 340) 4
Cost Accounting (ACTG 360) 4
Introduction to Federal Taxation (ACTG 470) ... 4

Entrepreneurship and Small Business Concentration 16 credits
Cash Flow Management (ACTG 340) 4
Small-Business Management (MGMT 435) *or* Entrepreneurship (MKTG 430) 4
Two electives selected from Entrepreneurship (MKTG 430), Small-Business Management (MGMT 435), Venture Creation (MKTG 435), Case Studies in Small Business (MGMT 440), Corporate Entrepreneurship (MGMT 450) 8

Finance Concentration 16 credits
Financial Markets and Investments (FINL 380) ... 4
Financial Institutions and Markets (FINL 462) 4
International Finance (FINL 463) 4
Financial Analysis and Valuation (FINL 473) 4

Management Concentration 16 credits
Human Resources Management (MGMT 415) 4
Three electives selected from Leadership in Organizations (MGMT 416), International Management (MGMT 420), Small-Business Management (MGMT 435), Organization Design and Change (MGMT 441), Corporate Entrepreneurship (MGMT 450), Experimental Courses (MGMT 410), other upper-division management electives. A list of management courses is available in the college's undergraduate programs office 12

Marketing Concentration 16 credits
Marketing Strategy (MKTG 490) 4
Three electives selected from Consumer Behavior (MKTG 360), Marketing Research (MKTG 390), Marketing Communications (MKTG 420), Marketing Channels and Distribution (MKTG 440), Sports Marketing (MKTG 450), International Marketing (MKTG 470), Selling and Sales Management (MKTG 480) 12

Sports Marketing Concentration 16 credits
Sports Marketing (MKTG 450) 4
Marketing Strategy (MKTG 490) 4
Two electives selected from Sports Marketing Communication (MKTG 451), Sports Sponsorship (MKTG 452), Law and Sports Marketing (MKTG 453), Sports Licensing (MKTG 454) ... 8

Business Administration Minor

The Lundquist College of Business offers two options—basic business and focused business—that lead to a minor in business administration. The focused business option can be completed in one academic year.

Students pursuing a minor in business administration should declare their intent in the undergraduate programs office and pick up a requirements checklist before beginning courses for the minor. Required lower-division courses for either option must be taken for letter grades and completed prior to declaring the minor.

In order to be admitted to the minor program, students must have a 2.00 cumulative GPA, grades of C– or better in lower-division courses required for the minor, junior standing, and basic computing skills. Upper-division courses required for the minor must be taken for letter grades, and 12 credits of upper-division course work must be taken in the Lundquist College of Business. When all the minor requirements have been completed and notification of application for a degree has been received from the Office of the Registrar, the student is cleared for the minor.

Basic Business Option

Lower Division 20 credits
Introduction to Business (BA 101) 4
College Algebra (MATH 111) 4
Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202) 8
Introduction to Accounting I (ACTG 211) 4

Upper Division 16 credits
Marketing Management (MKTG 311) 4
Financial Management (FINL 316) 4
Management and Organizational Behavior (MGMT 321) 4
One elective chosen from regularly offered Lundquist College of Business courses 4

Focused Business Option

Lower Division 8 credits
Introduction to Business (BA 101) 4
Accounting: Language of Business Decisions (BA 215) 4

Upper Division 16 credits
Economy, Industry, and Competitive Analysis (BA 315) 4
Management: Creating Value through People (BA 316) 4
Marketing: Creating Value for Customers (BA 317) 4
Finance: Creating Value through Capital (BA 318) 4

Graduate School of Management

Raymond D. King, Associate Dean

(541) 346-3306
300 Gilbert Hall

About the School

The Graduate School of Management offers degree programs at the master's and doctoral levels and coordinates the graduate work of the five academic departments in the Lundquist College of Business. Graduate instruction in every field of business is supported by courses in related fields offered elsewhere in the university.

The Graduate School of Management is accredited by the American Assembly of Collegiate Schools of Business.

Activities of the Lundquist Center for Entrepreneurship and the Warsaw Sports Marketing Center may be of interest to graduate students. The centers are described in the introductory section to the Charles H. Lundquist College of Business.

The Lundquist college participates in the Business Environment Learning and Leadership program, which integrates environmental issues into the curriculum. Students may augment their M.B.A. with projects and courses offered by the Environmental Studies Program.

Career Services

Deborah Chereck, Director

(541) 346-1589
309 Gilbert Hall

Career Services provides the resources and services needed by M.B.A. students to design and implement individual career plans. Workshops and counseling services focus on résumé writing, networking, interviewing skills, negotiating, employment strategies, and internships. Companies schedule visits to share information and to recruit interns and full-time employees.

Master's Degree Programs

Dan Poston, Director

(541) 346-3251
300 Gilbert Hall

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. The master of human resources and industrial relations (M.H.R.I.R.) degree program is inactive. Students must complete the requirements of the principal program specified for each degree.

Oregon Executive M.B.A. Program

Julianna Sowash, Executive Director

(503) 725-2250
(503) 725-2255 fax
18640 N.W. Walker Road, Suite 1008
Portland OR 97006-1975
oemba@capital.ous.edu
http://www.capital.ous.edu/oemba

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 an orientation program on the University of Oregon campus in the fall. In addition to meeting standard admission criteria, applicants to this program must have substantial managerial experience and corporate sponsorship. O.E.M.B.A. courses are open only to students who apply and are admitted to this program.

M.B.A. Program

The Lundquist College of Business M.B.A. degree gives students the skills they need to start, grow, and develop a business whether that business is a product line, a business unit or department of a multinational corporation, or a start-up venture. The curriculum is organized around the business-planning and decision-making process rather than the various business disciplines. First-year courses are modular and integrated into the program's focus on the pursuit of emerging business opportunities, both domestic and international. Throughout the first year, students work in teams using a just-in-time learning approach to assist a dynamic, growing business with emerging business decisions.

The M.B.A. program prepares managers to make the most of change. Students gain foundation skills and knowledge in accounting, decision sciences, finance, international business, and marketing while they learn how to identify, evaluate, and manage business opportunities. Students gain the skills to scan globally, think creatively, and act quickly and surely to discover and take advantage of the opportunities created by the rapidly changing business environment.

Most M.B.A. students come to Oregon with work experience. Of the student body, 32 percent are women; 60 percent hold a nonbusiness bachelor's degree; 50 percent come from the West Coast; and 30 percent are international, representing twenty countries. The average age is twenty-seven (the range is twenty-one to forty-five).

M.B.A. students work together in teams as they analyze cases and consult with Oregon businesses to create business plans. Small class size and an emphasis on group work ensure that students get to know one another well and develop solid working relationships and strong friendships. Students may choose to enhance their international education by studying abroad.

The 72-credit degree program requires two academic years of full-time study.

See Accelerated Programs for information about the full-year 4-1 Program. The pre-M.B.A. summer program for international students offers additional English-language training and prebusiness courses.

See Administration of M.B.A., M.S., and M.A. Degree Programs for admission requirements.

First-Year Requirements

First-year students complete 12 credits a term, consisting of Analyzing Markets and Industries (BA 612), Identifying and Evaluating Business Opportunities (BA 613), and Managing Business Opportunities (BA 614).

First-year requirements must be completed before students may take more advanced work in their principal program.

Second-Year Requirements

Students in the two-year M.B.A. program must complete at least 36 credits (minimum of twelve courses) beyond the first-year requirements, of which 27 must be in 500- and 600-level Lundquist College of Business courses.

The second year of the program allows students the flexibility to concentrate in marketing, finance, general management, or a self-designed concentration. Students may choose to take courses in the context of entrepreneurship, sports marketing, or international business.

The complete graduate program of study must be approved by the student's adviser and the director of master's degree programs.

Accelerated Programs

Admission to the accelerated master's degree programs is highly competitive. It is limited to students who have outstanding scholastic records and demonstrated potential for graduate study. Admission is for summer session or fall term.

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 48 graduate credits 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 Lundquist College of Business 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 48-credit M.B.A. degree in four terms. Students admitted to this program do not take any of the first-year courses.

Specialized Programs

M.A./M.B.A. Program. The University of Oregon makes available a concurrent degree program in which students receive an M.B.A. degree and an M.A. degree in either international studies or Asian studies. To complete the two degree programs, students must be accepted into both programs and satisfy both sets of degree requirements.

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 completed 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, 214 Knight Law Center, and the director of admissions for the M.B.A. program in 300 Gilbert Hall.

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 M.A. degree requires competence in a second language. The program leading to the M.S. or M.A. degree (in disciplines other than accounting) allows more specialization than the M.B.A. program and may be adapted to a student's particular needs. The requirements are as follows:

1. Completion of the American Assembly of Collegiate Schools of Business core areas as specified by the department in the Graduate School of Management in which the majority of specialization takes place. For students without academic preparation in business, completion of the common body of business knowledge usually amounts to satisfying the first-year M.B.A. required courses. The manner in which this requirement is satisfied is determined by the student in consultation with his or her program committee and subject to approval by the director of master's degree programs.
2. Completion of a minimum of 45 graduate credits beyond the first-year M.B.A. required courses. These should include the following:
   a. A minimum of 18 credits of course work in the primary area of specialization. A majority of this work should be taken 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 (503) can be taken at the option of the student and the program committee. For students choosing to complete a thesis, the number of credits taken for the thesis is deducted from the required number of elective credits
   d. A minimum of 27 credits in 500- and 600-level courses
   e. A minimum of 27 graduate credits taken in the Graduate School of Management
3. Approval of the proposed program of study by a program committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization is taken

a. The composition of the program committee must be approved by the director of master's degree programs
b. An approved program of study must be filed with the director of master's degree programs before any courses beyond the common body of business knowledge can be taken

4. If a thesis is undertaken, approval is required by a thesis committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization is taken
   a. The composition of the thesis committee must be approved by the director of master's degree programs. The thesis committee may have different members than the program committee
   b. A thesis proposal must be approved in writing by all members of the thesis committee and submitted to the director of master's degree programs before substantial work is undertaken on the thesis
   c. In case of disagreement between thesis committee members over the acceptability of the thesis, the issue is resolved by an ad hoc committee of at least three faculty members appointed by the head of the department in which the majority of specialization has been taken
5. Computer proficiency. Details of this requirement appear under the **Undergraduate School of Business**

Master of Accounting

Helen Gernon, Director

(541) 346-5127
364B Gilbert Hall

The master of accounting (M.Actg.) program will begin fall term 2000. It is designed for students whose major for their undergraduate degrees was in accounting or the equivalent. The curriculum is about understanding, analyzing, and implementing opportunities. It's about real business and real life. It's about developing skills that professional accountants need to be successful in the business world of the 21st century.

The program requires (1) an undergraduate degree in accounting or the equivalent and (2) completion of at least 45 graduate credits, including 30 in accounting and 15 in electives. The plan of study for the 15 credits outside accounting is determined by the student and the program director.

Administration of M.B.A., M.S., and M.A. Degree Programs

The Charles H. Lundquist College of Business seeks diversity in its student population and evaluates applicants on their individual strengths. The college is interested in the applicant's general intellectual ability, initiative and resourcefulness, creativity, seriousness of purpose, maturity, and capacity for growth. Oral and written communication skills are important. Students should have a demonstrated capacity for quantitative thinking and be able to take an orderly, analytical approach to solving problems and to generating alternative solutions. The ability to take ideas from various sources and see important relationships is very beneficial. Students should 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. Work experience is desirable but not required.

The college's master's degree students describe the programs as rigorous, supportive, interactive, close-knit, warm, committed to quantitative and qualitative management, and dedicated to a sense of community. Once admitted to a program, students are evaluated as they would be in the workplace: they are given continual feedback on areas in which they are excelling and areas that need improvement.

Admission Criteria

More specifically, the admission process is based on:

1. Undergraduate academic performance
2. Graduate Management Admission Test (GMAT) score
3. Two written recommendations from people who have worked closely with the applicant and can comment on his or her ability, accomplishments, and management potential
4. Completion of essay questions included in the application package
5. Work experience or demonstrated leadership ability
6. Potential to benefit from and add value to the college's learning community
7. Test of English as a Foreign Language (TOEFL) for international applicants
8. Personal interview

The applicant should also provide any other pertinent information for consideration. Applicants are judged on their academic abilities and potential; their potential for leadership and management; and their commitment, readiness, and motivation to complete the program.

Recent successful applicants have had average undergraduate grade point averages (GPAs) of 3.25, average GMAT scores of 575, and average scores of 614 on the Test of English as a Foreign Language (TOEFL).

Prerequisites. In addition to proficiency in mathematics and ability to use a computer, students must have a term each of microeconomics and macroeconomics.

Admission Deadlines. A rolling admission system is used. The early-decision deadline is December 15. The round-two deadline, for domestic applicants and for all international students, is February 15. The round-three general deadline for all domestic applicants is April 15. Admission to applicants whose applications are received after April 15 are granted only if space is available in the incoming class of students.

Program Planning

After a student has been admitted to the master's degree program, he or she selects a faculty member as an adviser. Each student must file a program approved by the adviser and the director of master's degree programs before 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 director may be filed.

Academic Performance

In addition to fulfilling Graduate School requirements, a student enrolled in a master's degree program is required to maintain a GPA of 3.00 for 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 director of master's degree programs.

Students may formally appeal disqualification or other decisions relevant to their academic performance or program. A description of the probation policy and appeal procedures is available in the graduate programs office.

General University Regulations

See the **Graduate School** section of this catalog for general university regulations and information regarding registration, academic performance, and other matters applicable to university graduate students.

Doctoral Programs

Wayne H. Mikkelson, Director

(541) 346-3306
300 Gilbert Hall

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 director of doctoral programs for the Lundquist College of Business, assisted by the Ph.D. programs committee consisting of five business faculty members.

Program of Study

The Ph.D. typically requires four years of intensive study beyond the master's degree. The program focuses on developing productive scholars, and it emphasizes both research and teaching skills. Doctoral students must demonstrate competence in scholarly research, and they must assume primary teaching responsibility for undergraduate business courses sometime during their program. Students are expected to work closely with faculty members whose interests are similar to their own. Applicants are advised to be as specific as possible about their areas of interest.

Primary Areas of Concentration

Primary areas of concentration depend on the expertise of the faculty.

Accounting. Expertise focuses on analytical models applied to accounting issues, auditing and the economics of audit markets, financial accounting and financial markets, international accounting, management compensation, and managerial accounting.

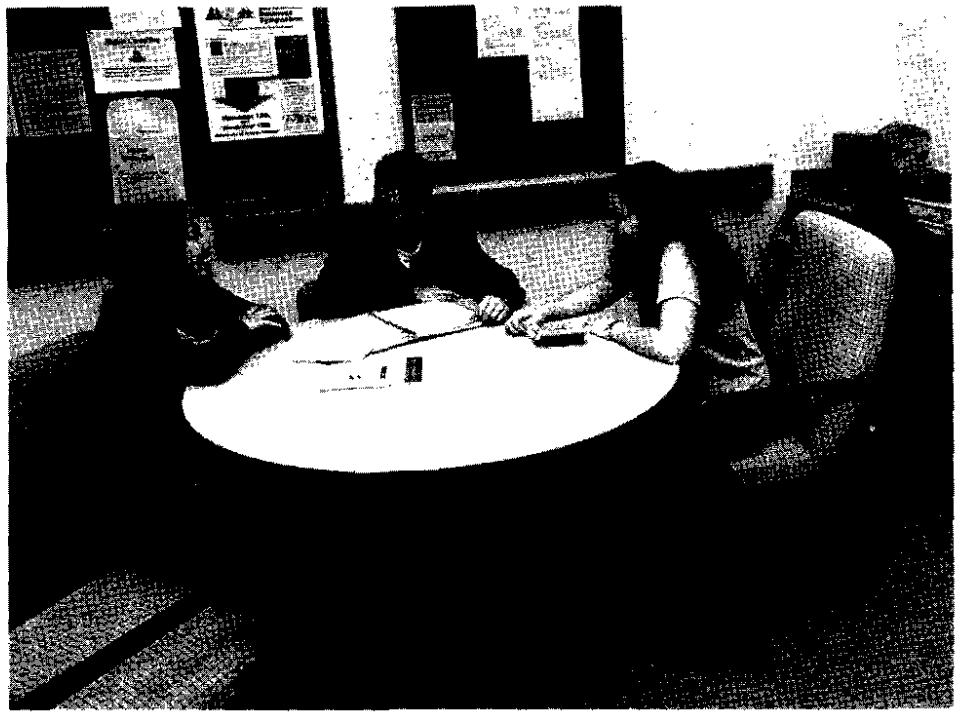
Decision Sciences. Emphasizes applied statistics or operations and production management. Related courses are available in computer science,

mathematics, economics, and management science.

Finance. Focuses on financial economics as applied to financial management, financial institutions and markets, and investments. Includes course work in economics or microeconomics, statistics, and econometrics. Specializations are in empirical research on investment management, fixed-income securities, risk management, and various topics in corporate finance.

Management. Focuses on two specific domains: organization studies and strategic management. Organization studies examines the interrelationships among organizational behavior, competitive and institutional settings, and firm performance. Strategic management examines competitive and collaborative interactions between organizations as well as how internal organizational dimensions reflect environmental contingencies.

Marketing. Emphasizes in-depth interdisciplinary training in behavioral research on topics related to consumer behavior, organizational buying behavior, managerial behavior in designing and executing marketing programs, and marketing measurement and analysis. Current research interests are international marketing, services marketing, and sports marketing.



Admission

For admission to the doctoral program, the student must:

1. Satisfy the admission requirements of the Graduate School of Management and of the UO Graduate School
2. Have completed the graduate work required for a master's degree (a highly qualified student may be admitted immediately after completion of a bachelor's degree)
3. Be recommended by the department with primary responsibility for the area in which the candidate expects to major and by the Ph.D. program committee
4. Provide evidence of scholarly promise

Recently admitted students averaged 650 to 675 on the Graduate Management Admissions Test with a 3.60 to 3.70 GPA in graduate course work. Approximately 15 percent of applicants are admitted into the Ph.D. program. International students whose native language is not English should have TOEFL scores of 600 or higher.

Most Ph.D. students receive financial support in the form of an appointment as a graduate teaching fellow. For 1998–99 typical appointments were 0.49 FTE and carried a stipend of $11,064 plus waiver of tuition. Graduate teaching fellows may assist faculty members in research and teaching and assume responsibility for teaching undergraduate business courses.

Deadline for application to the Ph.D. program for fall term is the preceding February 1.

Inquiries concerning the program should be addressed to the Lundquist College of Business director of doctoral programs.

Degree Requirements

The student's program must satisfy the requirements of the UO Graduate School and the following requirements of the Lundquist College of Business.

The doctoral program typically requires four years of postmaster's degree work including two years in residence on the Eugene campus.

Examinations. The student must pass one written comprehensive examination in his or her primary area. Some areas require a second comprehensive examination in statistics and research methods. Examinations are graded high pass, pass, or no pass. 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 predesignated subpart once, at the individual's option and after consultation with the advisory committee. If more than one comprehensive examination is required, all examinations must be completed within nineteen months of the date of the first examination. Failure to pass the comprehensive examination or a subpart on the second attempt results in automatic termination from the Ph.D. program. 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.

Competence in a Primary Concentration Area. The student is expected to master the literature and techniques in a primary area of business administration, to be prepared to write an acceptable dissertation, and to perform research of high quality. Competence is demonstrated by passing a departmental written comprehensive examination and by successfully completing one or more required research papers. Each area of concentration specifies the number of required papers. To be eligible to take a comprehensive examination, the student must have completed most of the course work required in the area.

The primary concentration area consists of courses specified by the department with primary responsibility for the area. At least three courses must be taken at the University of Oregon after admission to the doctoral program. The primary concentration areas offered are listed above under Program of Study. Programs involving interdisciplinary research may be accommodated within the primary areas.

Competence in Statistics and Research Methods. Students must complete five or more graduate-level courses in statistics with grades of mid-B or better; none of these courses may be taken pass/no pass. Courses typically are those offered by the Graduate School of Management, although other 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. If an area of concentration requires an examination in statistics and research methods, it is administered and graded by a committee that includes at least two decision sciences faculty members appointed by the director of doctoral programs. If the student elects decision sciences (applied statistics) as the primary area, an additional supporting area must be selected.

Competence in a Behavioral Science, Mathematics, or Economics Tool Area. Students must complete at least three graduate-level courses in economics, mathematics, or the behavioral sciences outside the Graduate School of Management. Courses in this area of study are subject to final approval by the student's advisory committee and the director of doctoral programs. Each course used to meet this area requirement must be passed with a grade of mid-B or better, and at least two courses must be completed at the university after admission to the doctoral program.

Advancement to Candidacy. The student is advanced to candidacy for the Ph.D. degree after satisfying the preceding requirements and upon recommendation by his or her advisory committee to the Graduate School of Management and

to the Graduate School. Advancement must occur no later than four years after the student's entry into the doctoral program.

Dissertation. The student must complete a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must show mastery of the literature and techniques, be written in creditable literary form, and make a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the 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 Ph.D. program committee and the UO Graduate School, this period may be extended for one year. Failure to complete the dissertation within this time period invalidates the student's comprehensive examinations and advancement to candidacy. The student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.

Grade Point Average (GPA). The student must maintain a cumulative GPA of 3.00 or higher in graduate courses.

Termination from Program. A student's participation in the Ph.D. program may be terminated by the Ph.D. program committee if the student fails to satisfy any of the program requirements and upon the recommendation of a majority of the student's advisory or dissertation committee. After consultation with the student's advisory or dissertation committee, the Ph.D. program committee must vote on termination under one or more of the following conditions: (1) failure to make satisfactory progress toward advancement to candidacy, (2) a GPA below 3.00 for two consecutive terms, (3) failure to complete a dissertation within three years after advancement to candidacy, or (4) any time a member of the advisory or dissertation committee requests a vote. The student has the right to submit a petition requesting that the Ph.D. program committee reconsider the termination.

The advisory or dissertation committee vote must be transmitted in writing to the Ph.D. program committee for review and placed in the student's file. A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student's file.

Waivers. Waiver of any of the above requirements is permitted only in exceptional instances and with the approval of the candidate's program committee, the Ph.D. program committee, and the director of Ph.D. programs. Under no circumstances can requirements of the UO Graduate School be waived by the Lundquist College of Business.

Accounting

Helen Gernon, Department Head

(541) 346-3303
271 Gilbert Hall

Faculty

Roger A. Chope, Tykeson Senior Instructor of Business. B.A., 1968, Albion; M.B.A., 1977, Louisville; Ph.D., 1981, Oregon. (1986)

R. Larry Deck, adjunct instructor (financial accounting and auditing). B.S., 1975, San Jose State; M.B.A., 1983, Oregon. (1996)

Paul Frishkoff, professor (general business). B.A., 1960, Swarthmore; M.B.A., 1962, Chicago; Ph.D., 1970, Stanford; C.P.A., California, Oregon. (1967)

Helen Gernon, Charles H. Lundquist Professor of Accounting. B.B.A., 1968, Georgia; M.B.A., 1972, Florida Atlantic; Ph.D., 1978, Pennsylvania State; C.P.A., Florida. (1978)

Angela Gore, assistant professor. B.S., 1986, Central Michigan. (1999)

Raymond D. King, professor; associate dean, Lundquist College of Business. B.S., 1971, Montana State; M.B.A., 1974, Montana; Ph.D., 1980, Oregon; C.P.A., Montana. (1982)

Steven R. Matsunaga, associate professor. B.A., 1979, San Francisco State; M.B.A., 1984, William and Mary; Ph.D., 1992, Washington (Seattle); C.P.A., California. (1992)

Dale Morse, Charles E. Johnson Memorial Professor of Accounting; dean, Lundquist College of Business. B.A., 1969, M.B.A., 1975, Oregon; Ph.D., 1978, Stanford. (1991)

Terrence B. O'Keefe, Giustina Professor of Business. B.A., 1963, Wittenberg; M.S., 1967, Ph.D., 1970, Purdue. (1980)

Michael Stein, associate professor. B.A., 1975, Rutgers; B.B.A., 1980, M.A., 1981, Pennsylvania; Ph.D., 1988, British Columbia. (1999)

Samuel Tiras, assistant professor. B.S., 1988, M.S., 1988, North Texas State; Ph.D., 1994, Ohio State. (1996)

Emeriti

Chris J. Luneski, associate professor emeritus. A.B., 1956, Johns Hopkins; M.S., 1959, Ph.D., 1965, Minnesota. (1961)

John W. Soha, associate professor emeritus. B.B.A., 1936, Puget Sound; M.B.A., 1950, Michigan; C.P.A., Washington. (1951)

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

About the Department

Accounting students are highly recruited by a variety of organizations—taking positions in public accounting firms, industry, and government. Accountants deal with issues ranging from the design of information systems to the formulation of acquisition strategies. Given the growing internationalization of business, career paths can even lead to exciting opportunities abroad. Accounting graduates of the University of Oregon include Phil Knight, chief executive officer of Nike; and Charles H. Lundquist, the namesake of the UO business college.

The challenging curriculum emphasizes the development of skills in problem solving, analytical reasoning, and written and oral communication. Students participate in various "real-world" projects and obtain considerable hands-on computer experience. The relatively small size of the program allows meaningful student-faculty interaction. The UO Department of Accounting is one of only 120 accounting programs specifically accredited by the American Assembly of Collegiate Schools of Business.

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 a bachelor of arts degree.

The accounting major is described under Majors in the **Undergraduate School of Business** section of this catalog. Business administration majors who want more accounting knowledge can choose from two accounting concentrations—corporate accounting or entrepreneurial accounting—both described in this same section.

Accounting Courses (ACTG)

199 Special Studies: [Topic] (1–5R)

211 Introduction to Accounting I (4) The accounting model and financial statements for external users. Prereq: sophomore standing.

213 Introduction to Accounting II (4) Reporting of assets, equities, revenues, and expenses. Cost information and uses in management planning and control. Budgeting, manufacturing cost flows, and product costs. Prereq: C– or better in ACTG 211, sophomore standing.

314 Professions and Professionalism (2) Not offered 1999–2000.

320 Accounting Information Systems (4) Role of information in modern organizations. Systems concepts. Data-processing technology. Transaction processing from recording to reporting. Revenue and expenditure cycles. Accounting controls. Auditing systems. Prereq: C– or better in ACTG 211, 213 and in CIS 131, junior standing.

340 Cash Flow Management (4) Sources and uses of cash in the context of start-up and small firms. Emphasis on cash generated by operations and used for operations and growth. Secondary emphasis on external sources of cash. Prereq: C– or better in ACTG 213, junior standing.

350 Financial Accounting Theory I (4) Financial reporting and its uses. Financial statement information and uses in valuation and performance evaluation. Pre- or coreq: ACTG 320, junior standing; FINL 316 recommended.

352 Financial Accounting Theory II (4) Concepts of recognition and measurement applied to a broad variety of business transactions. Applications of generally accepted accounting principles to specific transactions. Prereq: C– or better in ACTG 350, FINL 316, junior standing.

360 Cost Accounting (4) Development and communication of cost information to assist in planning, motivating managers, controlling costs, and evaluating performance. Pre- or coreq: ACTG 320, junior standing.

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

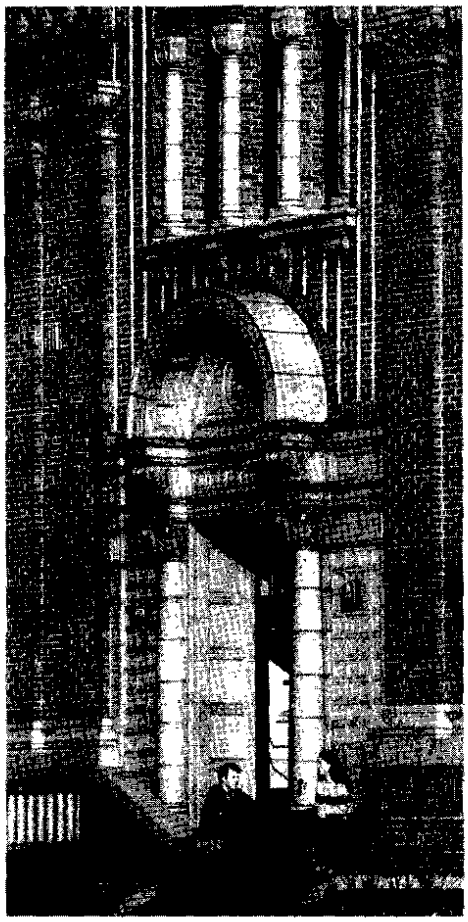
407 Seminar: [Topic] (1–4R)

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–3R) P/N only

410/510 Experimental Course: [Topic] (1–4R)

440/540 Auditing Concepts (4) The audit environment, examinations of financial statements, and the audit process. Includes professional



standards, audit sampling, and the audit profession. Prereq: C– or better in ACTG 320, 352; junior or graduate standing.

450/550 Advanced Financial Accounting (4) Accounting for equity; financial accounting and reporting for corporate consolidation. Prereq: C– or better in ACTG 352 or graduate standing.

451/551 Special Topics in Accounting (4) Coverage varies depending on interests of students and instructor. Topics may include cases in financial reporting; advanced accounting theory, accounting for nonprofit organizations; accounting history; international accounting. Prereq: C– or better in ACTG 350, senior standing; or graduate standing.

460/560 Advanced Management Accounting (4) Not offered 1999–2000.

470/570 Introduction to Federal Taxation (4) Federal income tax law covering taxation of individuals, corporations, partnerships. Introduction to tax research and planning. Prereq: C– or better in ACTG 340 or 350, senior or graduate standing; FINL 316 recommended.

471/571 Advanced Federal Taxation (4) Not offered 1999–2000.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recent topics are Doctoral Seminar, Financial Accounting Theory.

608 Special Topics: [Topic] (1–16R)

609 Practicum: [Topic] (1–3R) P/N only

610 Experimental Course: [Topic] (1–5R) International Accounting is a recent 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. Prereq: ACTG 611. Master's or doctoral degree candidates only.

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. Prereq: ACTG 611, 612.

630 Financial Accounting I (3) Review of accounting theory, concepts, and principles. In-depth study of basic financial statements. Appropriate for nonmajors who want extensive coverage of financial accounting. Prereq: ACTG 611 or equivalent. Master's or doctoral degree candidates only.

631 Financial Accounting II (3) Financial accounting for assets, liabilities, and equities; emphasis on technical aspects of financial accounting. Prereq: ACTG 630. Master's or doctoral degree candidates only.

632 Financial Accounting III (3) Not offered 1999–2000.

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: 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.

655 Development of Accounting Thought (3) Not offered 1999–2000.

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

Sergio Koreisha, Department Head

(541) 346-3303
271 Gilbert Hall

Faculty

Cathy E. Barnes, adjunct instructor. B.A., 1981, Minnesota; M.S., 1983, Washington (Seattle). (1984)

Yue Fang, assistant professor. B.A., 1984, M.A., 1987, Tsinghua University (China); M.S., 1994, Ph.D., 1996, Massachusetts Institute of Technology. (1996)

Jayanth Jayaram, assistant professor. B.S., 1984, University of Bombay; M.B.A., 1991, Central Michigan; Ph.D., 1998, Michigan State. (1998)

Sergio Koreisha, professor. B.S., 1974, M.Engr., 1975, California, Berkeley; D.B.A., 1980, Harvard. (1980)

Kenneth J. Petersen, assistant professor. B.S., 1988, Alabama; M.B.A., 1994, Akron. (1999)

Kenneth D. Ramsing, professor. B.S., 1960, Oregon State; M.B.A., 1962, Ph.D., 1965, Oregon. (1965)

James E. Reinmuth, Charles H. Lundquist Distinguished Professor of Business. 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

Jerome J. Dasso, H. T. Miner Professor of Real Estate Emeritus. B.S., 1951, Purdue; M.B.A., 1952, Michigan; M.S., 1960, Ph.D., 1964, Wisconsin, Madison. (1966)

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

About the Department

The undergraduate 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.

Although the Department of Decision Sciences does not offer a concentration area at the undergraduate level, business college majors take as part of the upper-division core Business Statistics (DSC 330) and Concepts of Production and Operations Management (DSC 335). These courses are designed to introduce the major concepts and techniques of analytic decision-making. Students who are interested in advanced work in this area should consider other courses offered by the department.

Decision Sciences Courses (DSC)

199 Special Studies: [Topic] (1–5R)

330 Business Statistics (4) Computer-aided business applications of hypothesis testing, simple linear regression. Introduction to multiple regression and nonparametric techniques. Blocked and completely randomized one- and two-factor experimental designs. Prereq: MATH 243 or equivalent, junior standing.

335 Concepts of Production and Operations Management (4) Planning and control of manufacturing and service operations. Topics include forecasting, quality, capacity, facility location and layout, allocating resources, inventories, scheduling, and projects. Prereq: DSC 330 or equivalent, junior standing.

401 Research: [Topic] (1–21R)

403 Thesis (1–6R)

405 Reading and Conference: [Topic] (1–3R)

406 Special Problems: [Topic] (1–21R)

407 Seminar: [Topic] (1–3R)

409 Practicum: [Topic] (1–6R) P/N only

410/510 Experimental Course: [Topic] (1–4R)

425/525 Applied Decision Analysis (4) Decision-making in business and public-policy situations that involve uncertainty and conflicting objectives. Structuring decisions, subjective assessment of preference functions, probability models. Computer analysis of decision models. Prereq: MATH 242, DSC 330 or equivalents.

435 Applied Regression Analysis (4) Theory of least-squares regression, both simple linear and multiple. Special emphasis on model selection, diagnostics, and treatment of qualitative independent variables. Prereq: MATH 243, DSC 330 or equivalents.

445/545 Introduction to Management Science (4) Quantitative techniques for optimal business decisions for complex problems. Model formulation and solution interpretation on computers. Linear, integer, goal, and dynamic programming; simulation. Prereq: DSC 335 or 613.

455/555 Production Systems Analysis (4) Develops planning consistent with organization's business strategies. Includes development and timing of new products, new production and process technologies, production schemes for products and services. Prereq: DSC 335.

457 Total Quality Management (4) Demonstrates heightening the firm's competitiveness by managing quality to promote commitment, communication, and understanding with the customer. Uses analytical tools and techniques for achieving and sustaining high quality. Prereq: DSC 335.

460/560 Simulation of Business Operations (4) Computer simulation to analyze various business operations. Design and analysis of simulation experiments, data collection, model construction and validation, applications in manufacturing and services. Prereq: DSC 335.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–3R)

607 Seminar: [Topic] (1–3R)

608 Special Topics: [Topic] (1–12R)

610 Experimental Course: [Topic] (1–5R)

611 Introduction to Business Statistics (3) Accelerated study of business statistics; probability, estimation, hypothesis testing, simple and multiple regression analysis; nonparametrics. Prereq: calculus. Graduate students only.

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.

625 Quality Management (3) Case-discussion format includes statistical process control, organizational and management processes for directing organizational cultures and processes to achieve superior product and service quality. Company-quality audit expected. Prereq: DSC 611 or equivalent.

626 Decision Analysis for Negotiation Problems (3) Not offered 1999–2000.

630 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: DSC 611 or equivalent.

633 Applied Nonparametric Statistics (3) Not offered 1999–2000.

635 Applied Regression Analysis (3) Theory and application of least-squares regression including model selection and diagnostics. Emphasis on managerial applications and decision-making. Prereq: DSC 611 or equivalent.

640 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 611.

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 635.

Finance

M. Megan Partch, Department Head

(541) 346-3303
271 Gilbert Hall

Faculty

John M. R. Chalmers, assistant professor (financial management, investments). B.A., 1985, Middlebury; M.S., 1992, Ph.D., 1995, Rochester. (1996)

Larry Y. Dann, Richard W. Lindholm Professor of Finance and Taxation (financial management, investments). B.S., 1967, Northwestern; M.B.A., 1969, Harvard; Ph.D., 1980, California, Los Angeles. (1977)

Diane Del Guercio, assistant professor (financial management, investments). B.A., 1986, California, Santa Barbara; M.A., 1989, Ph.D., 1994, Chicago. (1994)

Ali Emami, adjunct instructor (international trade and finance, markets and trade, financial institutions). B.S., 1972, National University of Iran; M.S., 1980, Oregon; Ph.D., 1988, Oregon State. (1991)

Jarrad V. T. Harford, assistant professor (financial management, investments). B.S., 1993, Pennsylvania State; M.S., 1996, Ph.D., 1998, Rochester. (1997)

G. David Haushalter, assistant professor (financial management, corporate risk management). B.S., 1986, M.B.A., 1987, West Virginia University; Ph.D., 1996, Purdue. (1996)

Richard T. Lindholm, adjunct assistant professor (international finance, financial institutions). A.B., 1982, A.M., 1983, Ph.D., 1993, Chicago. (1988)

Wayne H. Mikkelson, Roger Engemann Professor of Finance (financial management, investments); director, doctoral programs, Lundquist College of Business. B.A., 1974, Macalester; M.S., 1978, Ph.D., 1980, Rochester. (1984)

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)

Jeanne S. Wagenknecht, adjunct assistant professor (investment strategies, personal finance, business economics). B.S., 1973, M.S., 1974, Ph.D., 1976, Illinois. (1994)

Emeritus

Michael H. Hopewell, associate professor emeritus. B.A., 1963, M.B.A., 1967, Ph.D., 1972, Washington (Seattle). (1969)

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

About the Department

The Department of Finance offers courses in finance, real estate, and business economics. The finance curriculum is designed to impart an understanding of the principles of finance and to provide students with analytical training. Courses on financial institutions and markets, financial management, and investments provide an understanding of the application of financial analysis and decision-making to the solution of business problems. Special attention is given to the relation of financial policies and operations to the functioning of business firms within the economic system.

The department offers a concentration in finance for the undergraduate major in business administration. The concentration in finance is described under Majors in the **Undergraduate School of Business** section of this catalog.

Finance Courses (FINL)

199 Special Studies: [Topic] (1–5R)

201 Business Economics (4) Not offered 1999–2000.

240 Survey of Real Estate (4) P/N only. Basics of buying, selling, and leasing real estate. Overview of real estate law, commercial and residential brokerage, real estate financing, and real estate administration. *Not open to Lundquist College of Business majors, prebusiness students with junior standing or above, or students who have credit for FINL 341.*

281 Personal Finance (4) P/N only. Overview of lifetime personal financial strategies. Topics include financial goals and building net worth, major purchasing decisions, credit use, tax planning, retirement, and estate planning.

283 The Stock Market and Investing (4) P/N only. Investments and the stock market, securities and approaches to security selection, portfolio composition and structure. *Not open to Lundquist College of Business majors, prebusiness students with junior standing or above, or students who have credit for FINL 380.*

311 Economic Foundations of Competitive Analysis (4) Analysis of market competition and its relation to product cost and pricing decisions by the firm. Prereq: EC 201, MATH 242, junior or senior standing. *Students cannot receive credit for both EC 311 and FINL 311.*

316 Financial Management (4) Corporate financial planning, selection among alternative investment opportunities, analysis of risk, funds acquisition, and long-term financing. Prereq: ACTG 213, junior or senior standing.

341 Financial Management of Real Estate (4) 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.

380 Financial Markets and Investments (4) Financial markets and security investment decisions, analysis of risk and return, portfolio policies for individual and institutional investors, financial instruments. Prereq: FINL 316, junior or senior standing.

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407 Seminar: [Topic] (1–4R)

410/510 Experimental Course: [Topic] (1–4R)

446 Real Estate Finance (3) Not offered 1999–2000.

447 Real Estate Investment Analysis (3) Not offered 1999–2000.

462 Financial Institutions and Markets (4) United States and world financial systems, interest rates and pricing of financial instruments, financial institutions and regulation, asset and liability management. Prereq: FINL 316, junior or senior standing.

463 International Finance (4) Analysis of currency exchange rates, balance of payments; management of foreign exchange risk; risk and return in international investment. Prereq: FINL 316, junior or senior standing.

473 Financial Analysis and Valuation (4) Topics include working capital management, advanced capital budgeting, dividend policy, financing policy, lease financing, business valuation, and corporate acquisitions. Prereq: FINL 316, 380, senior standing.

495 Advanced Topics in Finance (4) Not offered 1999–2000.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–12R)

607 Seminar: [Topic] (1–5R)

608 Special Topics: [Topic] (1–12R)

610 Experimental Course: [Topic] (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.

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) International monetary system and its implications for exchange rate determination. Determinants of foreign investments, characteristics of international financial institutions, and the relationship between international and domestic markets. Prereq: completion of first-year M.B.A. core or instructor's consent.

665 The Money and Bond Markets (3) Not offered 1999–2000.

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: completion of first-year M.B.A. core or instructor's consent.

671 Theory of Finance (3) Development of financial principles related to problems of valuation, capital budgeting, and financial policy. Prereq: completion of first-year M.B.A. core or instructor's consent.

673 Problems in Finance (3) Cases dealing with financial analysis, working-capital management, valuation, and firm investment and financing decisions. Prereq: completion of first-year M.B.A. core or instructor's consent.

683 Concepts of Investments (3) Securities markets; risk-return characteristics of investment media; concepts of security analysis; investment and portfolio strategies of individual and institutional investors. Prereq: completion of first-year M.B.A. core or instructor's consent.

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

Richard M. Steers, Department Head

(541) 346-3303
271 Gilbert Hall

Faculty

Warren B. Brown, Charles H. Lundquist Professor of Management (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)

David T. Dusseau, instructor (organizational behavior, international management). B.S., 1975, Ohio State; M.B.A., 1985, Ph.D., 1992, Oregon. (1992)

Susan R. Glaser, professor (organizational communication, corporate teamwork, participative leadership). B.S., 1970, M.A., 1974, Ph.D., 1976, Pennsylvania State. (1975)

Alan D. Meyer, Edwin E. and June Woldt Cone Professor of Business (organization theory and design, organizational strategy). B.A., 1968, M.B.A., 1970, Washington (Seattle); Ph.D., 1978, California, Berkeley. (1984)

Peter K. Mills, associate professor (organization theory, service firms). B.S., 1970, M.B.A., 1971, California State, Long Beach; Ph.D., 1978, University of Stockholm; Ph.D., 1980, California, Irvine. (1995)

Richard T. Mowday, Gerald B. Bashaw Professor of Management (organizational behavior, organization theory). B.S., 1970, San Jose; M.S., 1972, Ph.D., 1975, California, Irvine. (1977)

Michael V. Russo, associate professor (corporate policy and strategy). B.S., 1979, Columbia; M.S., 1980, Stanford; M.B.A., 1986, Ph.D., 1989, California, Berkeley. (1989)

Ronald Severson, adjunct instructor (business communication, cross-cultural studies). B.A., 1979, Willamette; M.A., 1989, Oregon. (1996)

Peter Sherer, associate professor (human resource management, industrial relations). B.A., 1977, Buffalo; M.S., 1981, Ph.D., 1985, Wisconsin, Madison. (1996)

Richard M. Steers, Kazumitsu Shiomi Professor of Management (organizational behavior, international management). B.A., 1967, Whittier; M.B.A., 1968, Southern California; Ph.D., 1973, California, Irvine. (1975)

Randy Swangard, adjunct instructor (management, small-business management). B.B.A., 1969, Oregon; M.B.A., 1971, Washington (Seattle). (1987)

James R. Terborg, Carolyn S. Chambers Professor of Business (organizational psychology, organizational behavior). B.A., 1970, Calvin; M.S., 1972, Eastern Michigan; Ph.D., 1975, Purdue. (1980)

Gerardo R. Ungson, professor (business policy, organization theory, international management). A.B., 1969, Ateneo, Philippines; M.B.A., 1973, Ph.D., 1978, Pennsylvania State. (1978)

Marc Weinstein, assistant professor (human resource management, industrial relations). B.A., 1985, California, Berkeley; M.A., 1987, Monterey Institute of International Studies; Ph.D., 1996, Massachusetts Institute of Technology. (1996)

Emeriti

Eaton H. Conant, professor emeritus. B.S., 1956, M.S., 1958, Ph.D., 1960, Wisconsin, Madison. (1966)

Catherine M. Jones, professor emerita. B.A., 1937, Iowa State Teachers; M.S., 1945, Oregon; Ed.D., 1964, Colorado. (1946)

Frederick J. Seubert, associate professor emeritus. B.A., 1942, Baldwin-Wallace; B.M.E., 1946, Florida; M.B.A., 1947, Pennsylvania; Ph.D., 1954, Cornell. (1957)

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

About the Department

The Department of Management offers courses designed to prepare students for careers involving managerial responsibility in private and public organizations. Courses focus on such topics as organizational behavior, human resource management, organization design and change, corporate entrepreneurship, management of environmental issues, and international strategy.

Requirements for the concentration in management are described under Majors in the **Undergraduate School of Business** section of this catalog.

Management Courses (MGMT)

199 Special Studies: [Topic] (1–5R)

321 Management and Organizational Behavior (4) Human behavior in complex organizations. Nature of organizations, models of organization design, work structuring, motivation, performance, group and intergroup behavior, influence processes, and planned change. Prereq: junior standing.

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407 Seminar: [Topic] (1–4R)

409 Practicum: [Topic] (1–21R) P/N only

410/510 Experimental Course: [Topic] (1–4R) Recent topics include International Business Strategy, Management of Information Technologies, Training and Development, and Management of Environmental Issues.

415 Human Resources Management (4) Management of employee relations by an organization. Hiring and developing a productive work force in the context of the legal and competitive environment. Prereq: MGMT 321 or equivalent, junior standing.

416 Leadership in Organizations (4) Developing the skills needed to manage and lead organizations effectively. Includes working in groups, motivating others, communicating, using power and influence, and managing conflict. Prereq: MGMT 321 or equivalent. Not offered 1999–2000.

420 International Management (4) Managing in cross-cultural settings. Special problems associated with global planning, organizing, and controlling. Managing human resources in international operations. Prereq: MGMT 321 or equivalent.

435 Small-Business Management (4) General management principles for establishing and maintaining a small business. Adapting business strategies to a small-business environment. Prereq: junior standing.

440 Case Studies in Small Business (4) 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: MGMT 435, senior standing, instructor's consent.

441 Organization Design and Change (4) Not offered 1999–2000.

450 Corporate Entrepreneurship (4) Focuses on managerial efforts to identify, develop, and exploit new opportunities within existing corporations. The process of organizational innovation and the implementation of entrepreneurial strategies. Prereq: senior standing.

453 Strategies for Global Competition (4) Not offered 1999–2000.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Special Topics: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R) P/N only

610 Experimental Course: [Topic] (1–5R) Recent topics include International Business, Negotiation, Services Strategy, Training and Development.

611 Managing Organizations (3) Problems of managing people and groups in complex organizations. Behavioral science applications to decision-making, organization design, motivation and leadership, cultural diversity, political and symbolic behavior in organizations.

620 International Business Strategy (3) Focuses on the problems of operating across multiple political and cultural boundaries. Possible topics include corporate strategy, the role of multinational corporations, and international joint ventures.

631 Motivation and Quality of Working Life (3) Not offered 1999–2000.

632 Employment Law and Legislation (3) Not offered 1999–2000.

633 Employee Benefits (3) Not offered 1999–2000.

634 Human Resources Management (3) Understanding the policies and practices organizations develop to recruit successfully and use human resources effectively for competitive advantage within the constraints imposed by the social, legal, and economic environments. Prereq: MGMT 611 or equivalent.

635 Recruitment and Selection (3) Not offered 1999–2000.

636 Compensation Theory and Administration (3) Not offered 1999–2000.

639 Labor-Management Relations (3) Not offered 1999–2000.

641 Designing and Changing Organizations (3) Not offered 1999–2000.

644 Management of Technology and Innovation (3) Not offered 1999–2000.

645 Problems in International Business (3) Not offered 1999–2000.

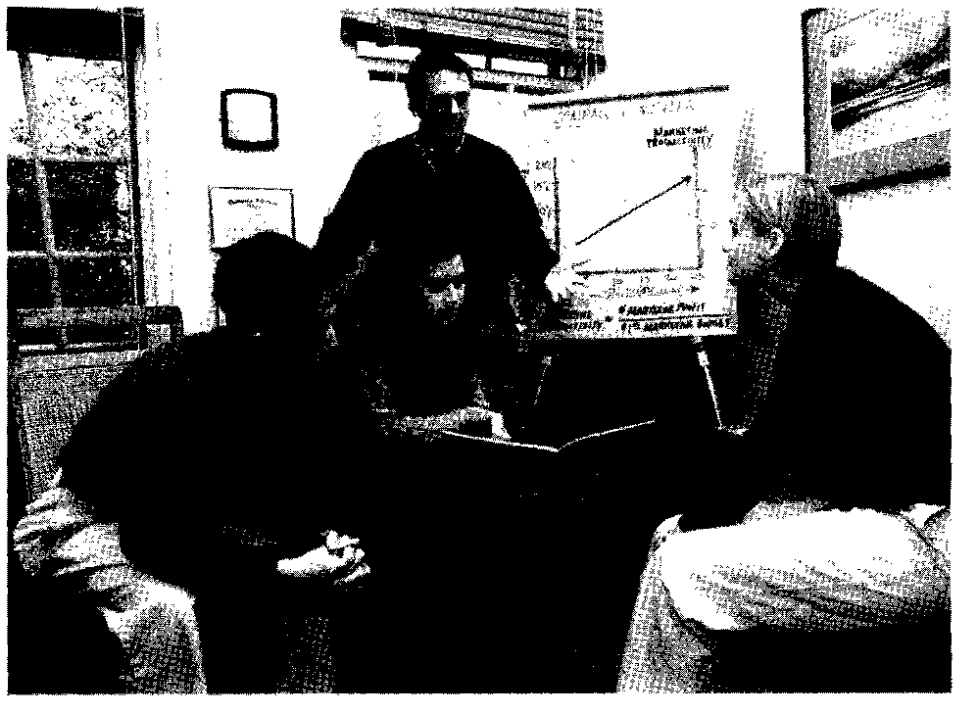
647 International and Comparative Management (3) Not offered 1999–2000.

670 Research Methods in Organizations (3) Procedures for interpreting behavioral research in organizational settings. Design of research projects, including problem definition, theory building, selection of a sample measurement, data analysis, and ethical considerations. Prereq: MGMT 611, DSC 611 or equivalent or instructor's consent. For Ph.D. and advanced master's degree students.

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. Prereq: MGMT 611 or equivalent or instructor's consent. For Ph.D. and advanced master's degree students.

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. Prereq: MGMT 611 or equivalent or instructor's consent. For Ph.D. and advanced master's degree students.

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. Prereq: MGMT 634 or equivalent or instructor's consent. For Ph.D. and advanced master's degree students.



Marketing

Del I. Hawkins, Department Head

(541) 346-3303
271 Gilbert Hall

Faculty

Roger J. Best, Thomas C. Stewart Professor of Business (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, associate professor (marketing management, consumer behavior). B.A., 1975, Wisconsin, Madison; M.B.A., 1977, Ph.D., 1988, Minnesota, Minneapolis. (1987)

Richard H. Burton, instructor (sports marketing, marketing communications). B.S., 1980, Syracuse; M.B.A., 1991, Marquette. (1995)

William E. Daley, instructor. B.S., 1990, M.B.A., 1995, Oregon State. (1995)

Michael F. Dore, adjunct instructor (marketing and advertising). B.S., 1971, M.B.A., 1972, Southern California. (1996)

Marian Friestad, associate professor (consumer behavior, communications); dean, Graduate School. B.A., 1981, M.A., 1984, Ph.D., 1989, Wisconsin, Madison. (1987)

Del I. Hawkins, Charles H. Lundquist Professor of Marketing (marketing management and research, business development, consumer behavior). B.B.A., 1966, M.B.A., 1967, Ph.D., 1969, Texas. (1970)

Dennis Howard, professor (sports marketing, consumer behavior). B.S., 1966, Oregon; M.S., 1968, Illinois; Ph.D., 1974, Oregon State. (1997)

Lynn R. Kahle, James H. Warsaw Professor of Sports Marketing (consumer behavior, communications). B.A., 1973, Concordia; M.A., 1974, Pacific Lutheran; Ph.D., 1977, Nebraska. (1983)

Robert Madrigal, assistant professor (consumer behavior, sports marketing). B.A., 1976, M.A., 1979 California State, Chico; Ph.D., 1990, Oregon. (1995)

Yigang Pan, associate professor (international marketing). B.A., 1982, M.A., 1985, University of International Business and Economics (Beijing); Ph.D., 1991, Columbia. (1996)

Mark M. Phelps, senior instructor (business law, entrepreneurship law). B.S., 1972, J.D., 1975, M.B.A., 1980, Oregon. (1979)

Douglas L. Wilson, adjunct instructor (marketing and management). B.S., 1978, Oregon State; M.B.A., 1990, Oregon. (1995)

Peter Wright, professor (consumer behavior, services, new-product development). B.A., 1966, North Carolina State; M.B.A., 1968, Virginia; Ph.D., 1971, Pennsylvania State. (1997)

Emeriti

Gerald S. Albaum, professor emeritus. B.A., 1954, M.B.A., 1958, Washington (Seattle); Ph.D., 1962, Wisconsin, Madison. (1969)

John H. Cunningham, assistant professor emeritus. B.S., 1956, Holy Cross; M.B.A., 1964, Michigan State; Ph.D., 1981, Oregon. (1981)

Stuart U. Rich, professor emeritus. B.A., 1942, Wabash; M.B.A., 1950, D.B.A., 1960, Harvard. (1963)

W. Dwaine Richins, associate professor emeritus. B.A., 1936, Brigham Young; M.B.A., 1938, Louisiana State; Ph.D., 1950, Washington (Seattle). (1949)

William J. Robert, professor emeritus. B.A., 1939, LL.B., 1941, Oregon; LL.M., 1957, New York. (1950)

Lawrence W. Ross Jr., associate professor emeritus. A.B., 1949, M.A., 1949, Syracuse; J.D., 1952, Chicago. (1963)

Roy J. Sampson, professor emeritus. 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.

About the Department

The Department of Marketing offers courses in marketing and business environment. It provides undergraduates with concentration areas in marketing, entrepreneurship and small business, and sports marketing.

The marketing concentration provides preparation for careers that address the relationship between the producer and the consumer. Examples of such careers include advertising, sales, distribution, and marketing research. Special attention is given to the contributions of the social sciences and of quantitative methods to the study of marketing. The program includes detailed study of the application of principles of management analysis to marketing problems.

The entrepreneurship and small business concentration prepares students for careers in start-up or small firms or in organizations that serve such firms. Examples include established family-owned firms; small businesses; new firms; and financial, accounting, and other organizations that provide services to entrepreneurial and small firms. Special attention is paid to the unique problems encountered by these firms and the way general business principles and strategies can be adapted to make them applicable in this environment.

The sports marketing concentration addresses the use of sports to market goods and services. The successful sports marketer must understand business principles and have a strong sense of how value is created through marketing programs tied to athletes, teams, leagues, and organizations. The concentration presents a rigorous academic curriculum in such areas as licensing, sponsorship, sports law, and communications while paying close attention to industry practices and trends. Students who choose this concentration prepare for careers in team marketing, product licensing, sponsor relations, event marketing, and league operations.

These concentrations are described under Majors in the **Undergraduate School of Business** section of the catalog.

Marketing Courses (MKTG)

199 Special Studies: [Topic] (1–5R)

311 Marketing Management (4) Product, price, promotion, and distribution decisions in consumer and industrial markets. Market segmentation, product positioning for goods and services. Marketing strategy and management. Product life cycles. Prereq: EC 201, 202, junior standing.

360 Consumer Behavior (4) Applications of social science concepts to the understanding of consumers and to the optimal delivery of products and services. Prereq: MKTG 311 or instructor's consent, junior standing.

390 Marketing Research (4) Design, implementation, analysis, interpretation, and reporting of research for marketing decisions. Hands-on experience with techniques for data collection, statistical data analysis, and communication of results. Prereq: MKTG 311, DSC 330 or instructor's consent.

401 Research: [Topic] (1–21R) Prereq: instructor's and department head's consent.

405 Reading and Conference: [Topic] (1–21R) Prereq: instructor's and department head's consent.

406 Special Problems: [Topic] (1–21R) Prereq: instructor's and department head's consent.

407 Seminar: [Topic] (1–4R) Prereq: instructor's and department head's consent.

409 Practicum: [Topic] (1–21R) P/N only. Prereq: instructor's and department head's consent.

410/510 Experimental Course: [Topic] (1–4R)

420 Marketing Communications (4) Advertising, sales promotions, public relations, and personal selling. Emerging communication media. Legal regulations and ethical considerations in mass media advertising. Media planning and promotional budgets. Prereq: MKTG 311 or 360 or instructor's consent.

430 Entrepreneurship (4) Techniques for discovering and evaluating opportunities, developing appropriate business concepts, determining and acquiring needed resources, and managing the start-up and growth phases of the enterprise. Prereq: MKTG 311.

435 Venture Creation (4) Addresses advanced skills necessary for entrepreneurship and venture creation. Includes idea assessment, research, financial and feasibility planning, sales, and strategy. Prereq: MKTG 311, 430.

440 Marketing Channels and Distribution (4) Marketing channel design and management. Emphasis on the role of traditional channel intermediaries (retailers, wholesalers) and other marketing channel topics (franchising, logistics). Prereq: MKTG 311.

450/550 Sports Marketing (4) Essentials of effective sports marketing. Includes research, segmentation, product development, pricing, licensing, and communication channels such as advertising, sales promotion, and publicity. Prereq: MKTG 311 or 611 or equivalent.

451 Sports Marketing Communication (4) Publicity, public relations, advertising, use of celebrities, sales promotion, sales force involvement. Economic and public policy issues. Prereq: MKTG 450.

452 Sports Sponsorship (4) Detailed consideration of the relation between sports and corporate sponsorship programs. Focuses on alignment marketing, sponsor value, and sponsorship evaluation. Prereq: MKTG 450.

453 Law and Sports Marketing (4) Law and sports marketing, including contracts, legal aspects of licensing, relations with agents, intellectual properties law. Public policy issues. Prereq: MKTG 450.

454 Sports Licensing (4) Not offered 1999–2000.

470 International Marketing (4) Analysis and development of marketing strategy and tactics for multinational and global markets. Prereq: MKTG 311.

480 Selling and Sales Management (4) Develops a working understanding of selling processes and sales management. Includes strategy development, organization, design, motivation, leadership, and performance analysis. Prereq: MKTG 311 or instructor's consent.

490 Marketing Strategy (4) Capstone marketing course. Primary focus on developing and implementing marketing strategies and determining their impact on customer satisfaction and profitability. Prereq: ACTG 213, MKTG 311, FINL 316, MGMT 321, DSC 335, and senior standing.

503 Thesis (1–16R) P/N only. Prereq: instructor's and department head's consent.

601 Research: [Topic] (1–16R) P/N only. 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: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Prereq: instructor's and department head's consent.

608 Special Topics: [Topic] (1–12R) Prereq: instructor's and department head's consent.

609 Practicum: [Topic] (1–16R) P/N only. Prereq: instructor's and department head's consent.

610 Experimental Course: [Topic] (1–5R)

611 Market Dynamics and Segmentation (3) Analysis of market demand and of factors that shape market demand and market segmentation. Application of advanced segmentation techniques to discover useful market segments. Prereq: DSC 611.

612 Marketing Management (3) Focuses on the marketing management process including marketing mix and strategy development, implementation, and control. 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.

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) Not offered 1999–2000.

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.

Business Environment Courses (BE)

199 Special Studies: [Topic] (1–5R)

325 Global, Legal, Social Environment of Business (4) Legal and ethical regulations of business organizations—including their human resource, finance, production, marketing, and environmental function—in the United States and internationally. Prereq: junior standing.

401 Research: [Topic] (1–21R) Prereq: instructor's and department head's consent.

405 Reading and Conference: [Topic] (1–21R) Prereq: instructor's and department head's consent.

406 Special Problems: [Topic] (1–21R) Prereq: instructor's and department head's consent.

407 Seminar: [Topic] (1–4R) Prereq: instructor's and department head's consent.

409 Practicum: [Topic] (1–21R) P/N only. Prereq: instructor's and department head's consent.

410/510 Experimental Course: [Topic] (1–4R)

420 Business Law (4) Law of agency and business organizations including partnerships and corporations. Law of business transactions including contracts, Uniform Commercial Code, creditor-debtor relations, and international trade.

425 Business Social Responsibility (4) Concepts of business and government social responsibilities in a world economy, applied business ethics in management decisions, and strategic growth policy planning. Prereq: senior standing.

503 Thesis (1–16R) P/N only. Prereq: instructor's and department head's consent.

601 Research: [Topic] (1–16R) P/N only. 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: [Topic] (1–16R) Prereq: instructor's and department head's consent.

607 Seminar: [Topic] (1–5R) Prereq: instructor's and department head's consent.

608 Special Topics: [Topic] (1–12R) Prereq: instructor's and department head's consent.

609 Practicum: [Topic] (1–16R) P/N only. Prereq: instructor's and department head's consent.

610 Experimental Course: [Topic] (1–5R)

620 International Legal Environment of Business (3) Not offered 1999–2000.

College of Education

Martin J. Kaufman, Dean

(541) 346-3405
102 Education Building
1215 University of Oregon
Eugene OR 97403-1215
http://interact.uoregon.edu

Preparing Educators for the 21st Century

The mission of the College of Education, "making educational and social systems work for all," reflects a broad view of the profession, in which educators assume a variety of roles in schools, social service agencies, private enterprise, and communities. The college, which traces its origins to 1910, has established itself as a leading educational institution through its research of critical social and educational issues, development of innovative practices, and preparation of professional practitioners and educators. The *U.S. News and World Report* ranks the College of Education in the top ten percent of graduate schools in the United States.

Faculty members contribute their nationally recognized research, teaching, and service activities to create an environment of professional excellence in education and social services for the next century. Along with a diverse and accomplished faculty, students become part of a learning community committed to educational improvement. Educational programs incorporate cross-disciplinary knowledge, effective field experiences, and extensive, collaborative research opportunities. The combination of high-quality students, the educational environment, and college resources produces graduates who are prominent in their fields as practitioners, educational researchers, kindergarten through twelfth grade, and college teachers, administrators, and policymakers.

Whether it is to obtain an initial degree or teaching license, earn an advanced degree, or increase professional effectiveness, the College of Education offers a range of options and opportunities to students who want to pursue their individual interests and achieve their personal and professional goals.

The College of Education contains three academic departments: the Departments of Applied Behavioral and Communication Sciences; Educational Leadership, Technology, and Administration; and Special Education and Community Resources. The college houses four research and outreach centers and institutes that support the college's mission: the Center for Advanced Technology in Education, the Center on Human Development, the Institute for the Development of Educational Achievement, and the Institute on Violence and Destructive Behavior.

Admission

The College of Education follows university policy in its admission procedures, as described in the **Admission** and **Graduate School** sections of this catalog. Students transferring to the university from other institutions must meet university entrance requirements. Specific programs in the College of Education have additional requirements for admission and limits on the number of students admitted to the program. Prospective students are urged to check admission requirements in the department or program area in which they intend to enroll.

Financial Assistance

Scholarships. Scholarships are available for undergraduate and graduate students. Application requirements and procedures may be requested from Andrea Wiggins, Office of the Dean, 102 Education Building; telephone (541) 346-1568.

Stipends and Fellowships. Stipends and fellowships are frequently awarded to graduate students. Both forms of assistance cover most of the cost of tuition and provide a monthly cash payment. Jobs for graduate teaching fellows (GTFs) are available through Terri Williams, Office of the Dean; telephone (541) 346-5173.

Information about financial assistance is listed in specific program application materials. Application deadlines should be followed to receive consideration for aid. Information about university scholarships and loan programs is available from the Office of Student Financial Aid, 260 Oregon Hall.

Academic Programs

Diane D. Bricker, Associate Dean

(541) 346-0807

The College of Education offers state-approved bachelor's, master's, and doctoral degrees and professional-development programs. Often, in concert with academic degree programs, departments offer programs leading to state licensure for employment in Oregon public schools. These licenses are conferred by the state Teacher Standards and Practices Commission (TSPC), the agency authorized by the Oregon Legislative Assembly to issue licensure for teaching, personnel service, or administration in public schools. The TSPC issues appropriate licenses to applicants upon the university's recommendation that they have successfully completed the relevant program. The state of Oregon has reciprocal administrative, elementary, middle and secondary, and special education teaching-license agreements with most other states and Puerto Rico. Therefore, students who receive a license from Oregon will most likely find that their license can be easily transferred to another state. Information about licensure is available in the college's academic support and student services office.

The following is a list of degree and licensure programs that are offered by the College of Education. For more information about a specific program, refer to the department listing in this section of the catalog.

Undergraduate minor—special education.

Bachelor's degree—educational studies, communication disorders and sciences.

Master's degree—educational policy and management; special education: early intervention, exceptional learner, developmental disabilities; counseling; school psychology; communication disorders and sciences.

Doctoral degree—educational policy and management; special education: early intervention, exceptional learner, developmental disabilities; counseling psychology; school psychology; communication disorders and sciences. Doctoral degree programs in rehabilitation and in interdisciplinary special education are inactive.

Licensure and endorsements—early childhood–elementary, reading, administrator, superintendent, middle-secondary, English for speakers of other languages, music education, integrated licensure, special education: early childhood-elementary, middle-secondary, early intervention, communication disorders, counseling psychology, school psychology.

The College of Education offers a fifth-year teaching licensure program in middle-secondary with possible endorsements in language arts, social studies, biology, chemistry, integrated science, second language, and mathematics. The middle-secondary teaching licensure program is described in the **Educational Technology, Leadership, and Administration** section of this catalog.

The college encourages students who are interested in secondary teaching to earn a major in the subject they want to teach and a minor in special education, which will provide applied opportunities in middle and high schools and facilitate understanding the teaching of diverse learners.

More information on careers in secondary teaching is available from the Office of Academic Advising and Student Services, 164 Oregon Hall.

Students interested in the graduate teacher-education program in music education should consult the School of Music section of this catalog.

Research and Outreach Services

Larry K. Irvin, Associate Dean

(541) 346-0730
102 Education Building

The College of Education's four research and outreach centers or institutes—approved by the Oregon University System—generate between $12 and $18 million annually to support efforts to answer some of the major questions facing educators. Each center or institute has defined operating principles and houses grant and contract activity related to its mission.

Center for Advanced Technology in Education

Lynne Anderson-Inman, Director

(541) 346-6467
220 Rainier Building

The Center for Advanced Technology in Education (CATE) is dedicated to investigating and promoting the use of advanced technology in education. CATE seeks to (1) promote efficient worldwide exchange of information about the use of advanced technology in education; (2) promote and support research on issues and interventions related to the use of advanced technology in education; (3) promote and support training and outreach efforts to enhance the knowledge and skills of educators, students, and parents about the use of technology in education; and (4) generate and disseminate media and materials that enhance understanding about current and future applications of advanced technology in education.

CATE actively collaborates with the Oregon Department of Education and school districts around the state in providing professional development and technical assistance related to technology planning and the use of technology for instruction.

CATE houses the National Educational Computing Association, which annually sponsors the nation's largest technology-in-education conference, the National Educational Computing Conference. CATE provides administrative support to faculty members in the College of Education who have research grants or projects involving technology in education. Affiliated UO organizations that share CATE's mission are described below.

Center for Electronic Studying

Lynne Anderson-Inman, Director

(541) 346-6467
205 Rainier Building
http://cate.uoregon.edu/ces/

The Center for Electronic Studying explores and evaluates computer-based study strategies for enhancing literacy, study skills, and academic performance. The center conducts major research projects funded by grants from the U.S. Department of Education, the National Endowment for the Humanities, and the Oregon Department of Education. Research projects include (1) Project ASSIST, a model demonstration project focused on the development, implementation, and evaluation of a program for teaching computer-based study strategies to postsecondary students with learning disabilities; (2) the Anza Multimedia Project, a materials development and research effort centered on the construction and evaluation of web-based study environments for the purpose of promoting historical inquiry; and (3) the InTIME Project, a model demonstration project researching the efficacy of a classroom-based, networked note-taking system designed to enhance the academic achievement of immigrant students with limited English proficiency. The center conducts outreach workshops and presentations in Oregon and other states with an emphasis on promoting research to practice. The center offers research practicums and opportunities for independent study and has positions for graduate assistants and work-study students.

ERIC Clearinghouse on Educational Management

Philip K. Piele, Director

(541) 346-5043 or -2329
106 Agate Hall

The Educational Resources Information Center Clearinghouse on Educational Management (ERIC/CEM) is part of ERIC's nationwide network of information processing and analysis centers. 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 monitors, acquires, indexes, and abstracts 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.

International Society for Technology in Education

David G. Moursund, Executive Officer

(541) 346-2401 or -3564
141 Education Building

http://www.iste.org

The International Society for Technology in Education (ISTE) was founded in 1979 to foster appropriate instructional use of interactive technology.

ISTE is the largest professional organization for computer educators at the precollege level. The nonprofit society has more than 7,000 members, and the more than forty state and regional organizations average 1,200 members each.

ISTE's goals are to

- provide a prominent information center and source of leadership to communicate and collaborate with educational professionals, policymakers, and other organizations
- maintain a strong geographical or regional affiliate membership to support and respond to grassroots efforts to improve the educational use of technology
- develop national standards for students and teachers

ISTE publishes *Learning and Leading with Technology*, *The Journal of Research on Computing in Education*, *Logo Exchange*, books, videotapes, and other publications related to technology in education.

Media Literacy Online Project

Gary W. Ferrington, Director

(541)346-3469

The Media Literacy Online Project provides teachers, student, parents, and producers with an informational resource collection related to the influence of media in the lives of children, youth, and adults.

Oregon Career Information System

Cheryl Buhl, Director

(541) 346-3872
(800) 495-1266

The Oregon Career Information System was established at the university and recognized by the Oregon State Board of Higher Education as an interagency consortium in 1971. Designated as the state's career information delivery system by the Oregon Department of Education, it is a self-supporting, fee-based consortium of school districts, education service districts, colleges, public and private agencies, and private businesses. Its mission is to develop high-quality occupational and educational information, deliver it in a variety of formats to meet the needs of Oregonians, and assist in integrating the information into schools, social agencies, and businesses. Electronically delivered information is widely available in high school career centers, employment department field offices, community college career and counseling centers, and One-Stop Career Centers.

National Career Information System

Dan Erdmann, Director

(541) 346-3875

The National Career Information System develops software and information files that are useful when planning a career. These files and software, licensed to thirteen states and the New York City Board of Education, facilitate locating information about the local labor market and state or regional training opportunities. The national system is developing multimedia titles, Internet access to career information files, and software to help with résumé writing and job interviews.

Center on Human Development

Hill M. Walker, Director

(541) 346-3591
Clinical Services Building, Third Floor

The Center on Human Development (CHD) is a university-affiliated program and a member of a national network of more than sixty such departmental and college programs. CHD's federally funded research, demonstration, training, and service activities are organized into several projects, which provide a variety of practicum sites for student training. CHD's resources are available to faculty members and students in each academic program, and its principal investigators participate fully in instructional activities.

Child Development and Rehabilitation Center

Robert E. Nickel, M.D., Clinical Director

(541) 346-3575
Clinical Services Building, First Floor

The Child Development and Rehabilitation Center of the Oregon Health Sciences University, located on the UO campus, provides multidisciplinary services for the diagnosis and evaluation of neurodevelopmental disorders, genetic syndromes, and developmental difficulties. Management and coordination of care is provided for patients diagnosed with spina bifida, cleft lip and palate, and feeding difficulties. Clinic services are available for children up to twenty-one years of age.

Early Childhood CARES and PACE

Judy Newman and Valerie Taylor Close, Codirectors

(541) 346-3568
1859 E. 15th Avenue

The Early Childhood CARES (Coordination Agency for Referrals, Evaluations, and Services) and PACE (Parent and Child Education) Options programs provide screening, evaluation, and eligibility determination for early intervention and early childhood–special education services; home-based early intervention for infants and toddlers with developmental disabilities; community-based early childhood special education for preschool-age children with developmental disabilities; and speech and physical or occupational therapy for children with mild to severe disabilities.

Specialized Training Program

Robert H. Horner, Director

(541) 346-5311
1761 Alder Street

The Specialized Training Program is a research and development group that develops, evaluates, and disseminates community-scale service systems for people with severe disabilities. Staff members secure federal and state grants that target four critical areas of community living:

- Vocational projects address employment options for people with severe disabilities. Efforts include research on procedures for job development, job analysis, training, natural support, and employer capacity development
- Residential projects promote supported living. Research and demonstration grants are used to develop the training procedures, organizational models, and policies needed to integrate adults with severe disabilities
- Educational projects develop elementary and secondary models for educating students with severe disabilities
- Family support projects address the role of families with adolescents and adults who have severe disabilities

Speech-Language-Hearing Center

Jane Eyre McDonald, Director

(541) 346-3593
Clinical Services Building, First Floor

The Speech-Language-Hearing Center is a service, training, and research clinic that provides evaluations, treatment, and consultations for individuals with any type of communication disorder. The program meets the requirements for state teacher licensure, state professional licensure, and American Speech, Language and Hearing Association (ASHA) national professional certification. Clinical activities are supervised by certified speech-language pathologists and audiologists. School, community, and state practicum placements are available to graduate students.

Western Regional Resource Center

Richard W. Zeller, Director

(541) 346-5641
Clinical Services Building, Second Floor

The Western Regional Resource Center is one of six regional resource centers funded to collectively serve the United States, its territories, and the Bureau of Indian Affairs. A service and technical assistance project, the center is funded by the U.S. Department of Education Office of Special Education Programs to work with state special education agencies in Alaska, American Samoa, California, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Idaho, Nevada, Oregon, Republic of the Marshall Islands, Republic of Palau, and Washington. The center helps states overcome persistent problems in providing high-quality, free, appropriate public education to children with disabilities.

Institute for the Development of Educational Achievement

Edward J. Kame'enui, Director

(541) 346-3562
Education Annex

The Oregon State Board of Higher Education established the Institute for the Development of Educational Achievement at the University of Oregon College of Education in 1984. The institute promotes and manages research and outreach activities related to the academic achievement of children and young adults.

The following objectives characterize the direction of the institute:

- Establish, promote, and sustain a culture and community of scholarship and collaboration at the university and in the state of Oregon to improve academic achievement of children and young adults
- Serve as a primary resource for local school districts and educational service agencies, Lane County service agencies, and people of Oregon on matters related to academic achievement
- Produce, collect, synthesize, and disseminate information about the academic achievement of children and young adults

Graduate students participate in various institute activities as an integral part of their professional preparation. The following federally funded research, demonstration, training, and service projects are affiliated with the institute.

Behavioral Research and Teaching

George Sugai and Gerald Tindal, Codirectors

(541) 346-3560
230 Education Building
http://brt.uoregon.edu

The Behavioral Research and Teaching working group combines applied behavior analysis with effective teaching practices to develop, study, and disseminate empirically based educational programs for students who are at risk for school and community failure. Research and professional development activities and projects focus on (1) school discipline, classroom management, and positive behavior support; (2) academic assessment from teacher-driven classroom practices to large-scale statewide accountability systems; (3) educating students with emotional and behavior disorders; (4) educating students with learning disabilities; (5) systems change and school reform; and (6) behavioral and instructional consultation. Research and personnel preparation opportunities are available for graduate students.

High School Equivalency Program

Emilio Hernandez Jr., Director

(541) 346-0882
1685 E. 17th Avenue

The High School Equivalency Program is described in the **Student Services** section of this catalog.

National Center to Improve the Tools of Educators

Douglas Carnine, Director

(541) 683-7543
805 Lincoln Street, Eugene OR 97401

The center's mission is to provide publishers and developers with information about the attributes of high-quality educational tools (print materials, electronic media, and computer software). The center also helps develop market demand for educational tools by participating in activities that advocate for their development and use.

Proficiency-based Admission Standards System Project

David T. Conley, Director

(541) 346-5799
11 Susan Campbell Hall

This project is developing a new approach to admitting students to institutions of higher education. The approach uses clearly specified statements of the knowledge and skills that students must master to be accepted into any of Oregon's

seven baccalaureate-granting institutions. Beginning fall 2001, freshman students will be admitted to institutions in the Oregon University System based on their demonstrated proficiency in six content areas and nine process areas.

Secondary Special Education Transition Research Group

Michael R. Benz, Michael D. Bullis, K. Brigid Flannery, Andrew S. Halpern, Cynthia M. Herr

(541) 346-3585 or -1408
175 Education Building

Programs in this research group are aimed at high school-aged special education students who are preparing for the transition into adult communities. The research group attempts to build bridges between special and regular education around this concept of transition. The Youth Transition Program develops and evaluates collaborations between special education and vocational rehabilitation programs. A second program teaches high school students how to engage successfully in self-directed transition planning. A third program addresses the transition of severely emotionally disturbed and adjudicated youth.

Youth Enrichment and Talented and Gifted Programs and Services

Marjorie DeBuse, Director

(541) 346-3084
170 Education Building

Youth Enrichment and Talented and Gifted Programs and Services provide summer and academic-year learning experiences to children and youth and their families. These programs increase the college's and university's leadership role and capacity to respond to the needs of children and youth by providing services that support and enhance kindergarten through twelfth grade school programming. Programs assist parents, educators, and service providers in their efforts to encourage students to develop academic and intellectual potential. The objective of the programs is to enrich education and social-emotional growth; counsel; diagnose, consult, and provide family services; train teachers; disseminate information; and conduct research while providing outreach services connecting precollege youth with the University of Oregon. Undergraduate and graduate students participate in various field-based practicum experiences as part of their professional preparation.

Institute on Violence and Destructive Behavior

Hill M. Walker and Jeffrey R. Sprague, Codirectors

(541) 346-3592
Clinical Services Building, Third Floor

In February 1995 the Oregon State Board of Higher Education approved the Institute on Violence and Destructive Behavior at the University of Oregon College of Education. The institute studies the conditions and factors related to the development and prevention of violence among children and youth. Research, outreach, and community service projects focus on making schools and communities safer. The Peace Studies Program is affiliated with the institute, which provides an opportunity for students to connect their academic course work with research and community action.

Substance Abuse Prevention Program

Miki Mace, Program Coordinator

(541) 346-4135 or -3397
180 Esslinger Hall

The UO Substance Abuse Prevention Program offers a series of courses, conferences, workshops, and practicum experiences in the intervention, treatment, and prevention of substance abuse. The program has three goals:

- Address substance abuse and related social problems in Oregon and the nation
- Focus on, make accessible, and facilitate the delivery of expertise related to substance us, misuse, and abuse
- Provide resources and support services to individuals who respond to positive prevention and/or intervention strategies

For more information, call the office.

Facilities, Organizations, and Services

Academic Support and Student Services

Dianne L. Ferguson, Director

(541) 346-2491
111 Education Building

The College of Education academic support and student services office maintains undergraduate and graduate student records and offers advising for degree and licensure completion. Information about licensure is available in 113 Education Building, telephone (541) 346-3528. Address questions about student records, graduate degree process, and undergraduate advising to the director.

DeBusk Memorial Center

(541) 346-3418
135 Education Building

DeBusk Memorial Center is a service, training, and research facility functioning as part of the Department of Applied Behavioral and Communication Sciences. 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 a wide range of clients.

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.

Community Internship

(541) 346-4351
170 Education Building

This service-learning program offers opportunities for students to volunteer in educational or community settings. The program fosters leadership and social responsibility, and it promotes skill acquisition in problem-solving, communication, conflict resolution, community building, and collaboration.

Five field experiences are offered in public schools, outdoor education, human services, mentorship, and leadership development. Students can choose among more than 800 field placements to complement their academic goals and gain practical and academic experience. During the first term, students take a seminar-discussion course in conjunction with a minimum of thirty hours of field experience.

Public school field placements exist in kindergarten through twelfth grade in the Eugene, Springfield, and Bethel school districts and in the High School Equivalency Program.

Human-service field placements exist in more than 150 human-service or public agencies in Eugene, Springfield, and vicinity.

Leadership development experiences combine a community service project with observation of a community leader at work. Students choose from a variety of leaders in occupations ranging from politics or government to social service, social justice, and education.

Mentorship opportunities exist wherein student mentors serve as role models and provide at-risk youth with positive recreational and educational experiences.

Outdoor education counseling placements offer a unique experience in which students teach environmental awareness to elementary school children in a camp setting. Many camps offer outdoor-learning activities to youth with learning or developmental disabilities.

Oregon School Study Council

(541) 346-1397

The Oregon School Study Council (OSSC) is an association of Oregon school districts working together on problems of common concern.

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 director, who is appointed by the dean of the college.

Technology Education Center

Terry Kneen, Coordinator

(541) 346-1670

The College of Education's Technology Education Center houses Macintosh and Windows-based microcomputers; general production software; a preview collection of education titles; and scanning, color laser printing, and multimedia production equipment. Training workshops and consulting services are provided to students and faculty members. The center is open weekdays and some evening hours.

The center's computers are networked to college servers, university mainframes, and the Internet. Students may sign up for an Internet electronic-mail account and a modem account for remote access; use the UO library's on-line card catalog;

and access materials placed on the network by their instructors and statistics packages on the university's VMScluster or UNIX computers. The computers may also be used to access large public-domain libraries that contain educational and application software.

Undergraduate Studies

The College of Education offers three undergraduate programs of study—two majors and a minor. Educational studies majors and communication disorders and sciences majors may earn a bachelor of arts (B.A.) or bachelor of science (B.S.) degree. The bachelor of education (B.Ed.) degree program is inactive. Students may also complete a minor in special education. Students interested in secondary school teaching are encouraged to coordinate their academic major with a special education minor.

Minor in Special Education

Kathleen Jungjohann, Coordinator

(541) 346-5521
275 Education Building

The minor requires completion of 24 credits in special education courses and approved electives. A core of 10 credits in required special education courses must be completed in addition to the 14 credits in approved electives.

Careers. The special education exceptional-learner program offers an undergraduate minor for students who plan to pursue a career in education, want to work in nonschool settings with individuals who have disabilities, or seek knowledge about people with special needs. The minor in special education provides students with the knowledge, experiences, and expertise to make them competitive applicants to graduate teacher-education programs.

Application and Admission. Before applying to the minor program, students must complete two courses—including either Foundations of Disability I (SPED 411) or Introduction to Exceptionalities (SPED 430)—with grades of mid-B or better. Students apply to the department and are assigned a minor adviser, who helps plan a course of study. Applications are available in the special education office.

Minor Requirements (24 credits)

Core Requirements	*10 credits*
Seminar (SPED 407)	1
Practicum (SPED 409)	3
Foundations of Disability I (SPED 411)	3
Introduction to Exceptionalities (SPED 430)	3

Electives — *14 credits*

Students select courses from special education (SPED), communication disorders and sciences (CDS), and other areas related to special education (e.g., music in special education).

See the Special Education and Community Resources section of this catalog for course listings.

Communication Disorders and Sciences

Marilyn A. Nippold, Director

(541) 346-5501
135 Education Building

The undergraduate communication disorders and sciences (CDS) major culminates in either a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree. The program is preprofessional, preparing students for graduate training.

Program Objectives. The goals of the undergraduate CDS program are to provide students opportunities to

1. Study the humanities and sciences with specific reference to normal spoken and written 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 disorders over the life span
6. Study assessment procedures specific to evaluation of speech-language-hearing disorders
7. Acquire basic knowledge and skills necessary for successful intervention with speech-, language-, and hearing-impaired individuals
8. Acquire and apply knowledge, skills, and competencies to work with speech-, language-, and hearing-impaired individuals of varying social, cultural, linguistic, and socioeconomic backgrounds
9. Learn and apply interpersonal and professional skills

Curriculum. The undergraduate curriculum requires 45 credits in the program.

Admission. Students may request admission to the major in communication disorders and sciences after they have completed at least 90 credits of course work. Students must also undergo a departmental speech-language-hearing screening test.

Students who are 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 they begin the required practicums.

Communication disorders and sciences courses are listed in the **Applied Behavior and Communication Sciences** section of this catalog.

Educational Studies

(541) 346-2518
170 Education Building

Faculty members from the College of Education's three departments contribute to educational studies and are listed in their home departments.

The major in educational studies addresses the growing educational needs of our state and nation. The major prepares educators as professionals working in community service agencies or as licensed teachers with several endorsements. The major's licensure option is preprofessional and is not intended as a terminal program even though students receive a bachelor's degree. To be eligible for a teaching license, students must be accepted into and complete a yearlong graduate program in the Department of Educational Leadership, Technology, and Administration.

Admission

Students are admitted to the educational studies major for fall term each year. Application materials must be received in the educational studies office by January 13 for admission the subsequent fall term. Applicants are notified of admission decisions in writing on or before March 1.

The major has limited enrollment; therefore, students who meet minimum requirements are not guaranteed admission. Considered in the selection process are qualities that reflect an individual's potential to contribute distinctively to the field of educational studies. These qualities include unique work or service experience, leadership potential, demonstrated ability to work with diverse populations, and maturity. The admissions committee can waive any of the admission requirements if there is other evidence of an applicant's potential for success and contribution as an educational studies major.

At the time of application, students must have completed, with a cumulative GPA of 2.00, a minimum of 55 credits that include the two college composition courses for the university writing requirement, 8 credits in each of the three general-education groups—arts and letters, social science, and science. The 16-credit premajor core must be completed with a cumulative GPA of 2.75.

Application Procedures

Students seeking admission to the educational studies major must declare an option at the time of application. The options are family and community services or integrated licensure. Application forms are available in the educational studies office. The option in learning systems technology is not offered 1999–2000.

Application Materials

1. College of Education application for the educational studies major
2. Three letters of recommendation—at least one from a college or university instructor and one from someone who has supervised the applicant's work with children. The letters need to address the applicant's potential to succeed in the educational studies major
3. Official transcripts of all college and university work
4. Applicants to the integrated licensure option must submit evidence of passing all the sections of the California Basic Educational Skills Test (CBEST) or the Preprofessional Skills Test (PPST). Test information and applications are available in the Testing Office, 238 Student Health Center, or in the college licensure office

Transfer Students

Transfer students should talk with an adviser in the College of Education about the transfer process. Students transferring to the University of Oregon apply to the UO Office of Admissions and are accepted as premajors if they meet the

university's standards for admission. To be admitted to the major, transfer students must meet the College of Education requirements for admission. Professional education courses should be started no later than the sophomore year.

Advising

Advising for educational studies premajors is available in the educational studies office and from College of Education peer advisers. Group advising meetings are held each term to assist students in program planning. At other times, students can schedule individual meetings with the educational studies director, the educational studies academic adviser, or peer advisers. Once admitted to the program, educational studies majors are assigned a College of Education faculty adviser.

Course Substitution

In some cases students may submit a petition to substitute another course for a required one. Petitions are available in the college licensure office. Students must document that the proposed substitute substantially overlaps the University of Oregon required course. Documentation should include a catalog description of the course and a course syllabus if possible. Petitions must be approved by the Undergraduate Instructional Committee or its designee.

Program of Study

Lists of premajor core courses and programs of study for each of the options are available in 170 Education Building. The curriculum is also available on the College of Education's World Wide Web site.

Course work for the educational studies major is in four categories: (1) university general-education requirements, (2) educational studies premajor core, (3) educational studies core, and (4) professional study in the option. All educational studies majors take the premajor and core courses. Recommended and required general-education and professional educational course work varies by option.

General-Education Courses

General-education courses, typically completed by the end of the sophomore year, serve as liberal-arts prerequisites to sound professional study and practice. Students must complete course work in each of the three general-education groups (arts and letters, social science, and science) as well as the other university requirements described under Bachelor's Degree Requirements in the **Registration and Academic Policies** section of this catalog.

Premajor Core

Educational studies premajor core courses are completed during the freshman and sophomore years. Students who anticipate applying for admission to the educational studies major must take the premajor core courses for letter grades and earn a cumulative GPA of 2.75 or better.

Core Courses

Educational studies core courses are distributed over the sophomore and junior years. In core courses, students examine the comprehensive applications of education, develop awareness and understanding of applications of learning and intervention, and cultivate strategies for working with people, using educational research, and evaluating educational programs.

Professional Options

Professional educational courses are typically taken in the junior and senior years.

Family and Community Services Option
Many of today's families are unable to cope with such serious problems as poverty, substance abuse, child abuse, domestic violence, and juvenile delinquency. The family and community services option is designed for students who want to help children, youth, and families learn proactive ways to confront the problems in their lives. Working in noneducation and community settings, program graduates provide services that support children and families and help them develop and enhance their abilities to live in today's complex world. As part of this program, students gain a broad understanding of learning and intervention, professional communication, prevention, and agency policy and practices.

Careers. Graduates find work as counselors, case workers, employment and vocational specialists, group workers, and residential care providers in child protection services, juvenile justice, corrections, mental health, and drug and alcohol rehabilitation and treatment. Some pursue graduate study in the areas of education, social work, or counseling psychology.

Integrated Licensure Option
The integrated licensure option seeks to prepare a new type of educator. Unlike traditional students in a specific discipline or area of education, individuals completing the integrated licensure option are (1) broadly prepared through interdisciplinary experiences, (2) able to serve the full range of students in elementary schools, and (3) capable of delivering a diversified curriculum to accommodate individual differences.

The integrated licensure program culminates with a year of graduate study leading to a master of education (M.Ed.) degree through the Department of Educational Leadership, Technology, and Administration. Students who complete their undergraduate studies in integrated licensure are formally reviewed for admission to the graduate program using a set of established criteria.

Careers. Students who complete the integrated licensure option of the educational studies major at the University of Oregon are recommended for an integrated teaching license with endorsements in early childhood–elementary special education and in elementary education following completion of the fifth year of studies and field experiences. Students may choose a third endorsement area during the year of graduate study.

Educational Studies Courses (EDST)

111 Educational Issues and Problems (4) Examination of specific issues and problems confronting educators. Compares and contrasts different approaches to the ways in which society defines and deals with educational issues and problems.

114 Communication Using Computers (4) Introduction to information-age issues; communication among people and information sources; design, editing, and use of messages that are represented, stored, processed, and transmitted digitally.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

211 Historical Foundations of Education (4) Historical examination of social, intellectual, and institutional foundations of American education. How educators translate institutionalized beliefs about heterogeneous groups into educational policy and practice.

212 Foundations of Learning and Intervention (4) Examination of the foundations of learning and intervention in a wide range of social systems including schools, families, and both commercial and social organizations.

213 Applications of Learning and Intervention (4) Examination of the applications of learning and intervention in a range of educational and social systems including schools, families, and both commercial and social organizations.

214 Professional Communication and Collaboration (4) Effective communication skills for the workplace. Examination of the sending and receiving of communicative messages. Exploration of the impact of the mass media and of organizational culture on communication. Not offered 1999–2000.

311 Organizational Structures and Policymaking (4) Theories and policies on the organization and reform of educational and social-service systems. Emphasis on the individual, family, and organizational movements of the 21st century. Majors only.

312 Introduction to Educational Research (4) Use of research to inform practice in human-service professions. The literature review process: identifying relevant literature, evaluating research reports, synthesizing findings. Majors only.

313 Evaluation for Decision-Making (4) Types and characteristics of measures. Approaches to evaluating individuals and programs. Trends and issues in measurement and evaluation in education and human services. Majors only.

321 Instructional Design (4) Not offered 1999–2000.

322, 323, 324 Computer-Mediated Instructional Communication I, II, III (4,4,4) Not offered 1999–2000.

328 Healthy Families (2) Graded only. Examines child development within the context of families and society from an ecological perspective. Focuses on healthy parenting at different developmental stages.

329 Child-Family Issues and Resources (4) Graded only. Reviews childhood problems from a developmental framework, including child abuse, hyperactivity, and delinquency. Discussion of assessment techniques and intervention procedures.

330 Individual and Group Interventions I (4) Strategies and interventions that enhance growth and change in individuals and families. Interventions range from specific individual techniques to strategies with small-group and family units. Majors only.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–18R)

402 Supervised College Teaching (1–6R)

403 Thesis (1–18R)

404 Internship: [Topic] (1–18R)

405 Reading and Conference: [Topic] (1–18R)

406 Special Problems: [Topic] (1–16R) Recent topics are Junior Field Studies, Senior Field Studies. Prereq: instructor's consent. Majors only.

407/507 Seminar: [Topic] (1–5R) Recent topics include Families in Crisis and Professional Issues I,II,III.

408/508 Workshop: [Topic] (1–18R)

409 Practicum: [Topic] (1–18R) P/N only. Current topics include Integrated Licensure I,II,III.

410/510 Experimental Course: [Topic] (1–5R) Current topics include Audio Design, Computer Applications in Reading and Writing, Computer-Assisted Instruction.

421/521 Technology, Learning, and Change (4) Not offered 1999–2000.

422/522 Effective Training Presentation Strategies (4) Not offered 1999–2000.

430/530 Individual and Group Interventions II (3) Strategies and interventions that enhance growth and change within organizations. Interventions include facilitation, networking, supervision, and consultation. Prereq: EDST 330. Majors only.

433 Senior Project (2) P/N only. Special research or development project investigating and drawing conclusions about some aspect of an agency's activities. Prereq: instructor's consent. Majors only.

440/540 Physical Education for Diverse Learners (3) Provides a variety of physical education and fitness activities appropriate for children with diverse abilities.

441/541 Early Childhood and Preadolescent Development (3) Examines typical and atypical development in preschool, school-age, and preadolescent children with particular emphasis on implications for teaching.

442/542 Curriculum and Teaching Design (3) Curriculum frameworks, organizing schemes, and approaches used throughout public education. Strategies for designing or developing curriculum content for maximally diverse groups of students.

443 Content, Reading, and Writing Methods (8) Key concepts, curriculum materials, and strategies for teaching social studies, science, and health in heterogeneous classes. Integration of reading and writing strategies into content areas. Majors only.

445/545 Early Language, Reading, and Literacy (4) Methods for teaching prereading and language development; beginning and primary language, reading, and literacy. Translating theory into practice through field-based applications.

446/546 Mathematics Instruction Principles and Procedures (3) Specific procedures for designing and delivering mathematics instruction in heterogeneous classrooms. Application of empirically validated procedures in field-based settings.

471/571 Family Role in Effective Schooling (3) Focuses on school and family collaboration to increase inclusion and community membership for students with diverse learning needs and various cultural and socioeconomic backgrounds. Not offered 1999–2000.

491, 492, 493 Professional Practices (2,2,1) Examines issues and behaviors associated with being a community services professional. Sequence. Coreq: practicum.

Education Courses (EDUC)

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Drinking Decisions is a current topic.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–18R)

402 Supervised College Teaching (1–6R)

403 Thesis (1–18R)

404 Internship: [Topic] (1–18R)

405 Reading and Conference: [Topic] (1–18R)

406 Special Problems: [Topic] (1–16R) Majors only.

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–18R)

409 Practicum: [Topic] (1–18R) P/N only

410/510 Experimental Course: [Topic] (1–5R) Current topics are Drugs in Society; Families, Family Violence; Street Drugs, Crime, and the Law.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

604 Internship: [Topic] (1–16R)

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recent topics include Analysis of Teaching, Beyond School Effectiveness, Curriculum for the Gifted Child, Research on Teaching and Learning, Technology in Instruction, Practicum Seminar in Foreign Language Teaching, Second-Language Reading and Writing, Bilingual and Multicultural Education, Technology in Instruction—Computers, and Technology in Instruction—Presentation Media.

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R)

611 Master's Project (3)

655 Final Field Experience (12) Provides full-time teaching practice with handicapped and other diverse learners. Prereq: EDST 451/551, 452/552, EDUC 609 Practicum: Integrated Licensure II.

661 Early Childhood Curriculum and Assessment (6) Not offered 1999–2000.

662 Administration of Early Childhood Programs (3) Not offered 1999–2000.

671 Personalized Learning for Diverse Students (3) Not offered 1999–2000.

672 Providing Student Supports (3) Not offered 1999–2000.

683 Analyzing Reading Research (4) Not offered 1999–2000.

684 Curricula and Contexts of Literacy (4) Not offered 1999–2000.

704 Internship: [Topic] (1–16R)

705 Reading and Conference: [Topic] (1–16R)

706 Special Problems: [Topic] (1–16R)

707 Seminar: [Topic] (1–5R)

708 Workshop: [Topic] (1–16R)

709 Practicum: [Topic] (1–16R)

710 Experimental Course: [Topic] (1–5R)

Applied Behavioral and Communication Sciences

Larry K. Irvin, Department Head

(541) 346-5501
135 Education Building

Communication Disorders and Sciences Faculty

Laurie Ehlhardt, research assistant; clinical supervisor. B.A., 1984, M.A., 1986, Washington State. (1999)

Kathleen Hoffer, research associate with title of assistant professor (speech and language assessment and intervention with multicultural populations, phonological development and disorders). B.A., 1971, California, San Diego; M.A., 1975, Ph.D., 1988, San Diego State. (1994)

Joanna Larson-Muhr, adjunct instructor (American Sign Language). B.A., 1984, California State at Northridge. (1999)

Jane Eyre McDonald, research associate (voice, alaryngeal speech, augmentative communication). B.A., 1966, M.A., 1968, Missouri. (1996)

Melanie MacKinnon, research assistant; clinical supervisor. B.A., 1981, M.A., 1985, South Carolina. (1999)

Marilyn A. Nippold, professor (language development and disorders in school-age children and adolescents). B.A., 1972, California, Los Angeles; M.A., 1976, California State, Long Beach; Ph.D., 1982, Purdue. (1982)

Robert E. Potter, senior research associate with title of professor (voice, fluency, learning and language disability). B.A., 1954, Montana; M.A., 1958, Columbia, D.Ed., 1963; Oregon. (1993)

Kathleen Roberts, research associate with title of assistant professor (pediatric audiology, otitis media, newborn hearing screening). B.A., 1978, California, Santa Barbara; M.A., 1981, Cincinnati; Ph.D., 1993, Oregon. (1993)

McKay Moore Sohlberg, assistant professor (neuroanatomy, neurophysiology, traumatic brain injury). B.A., 1982, Stanford; M.S., 1984, Ph.D., 1990, Washington (Seattle). (1995)

Peter Weise, research assistant; clinical supervisor. B.A., 1970, Portland State; M.A., 1979, American University in Cairo; M.A., 1988, Oregon. (1999)

Bonnie Witkin-Stuart, visiting assistant professor. B.A., 1983, Colorado; M.A., 1986, Denver; M.S., 1992, Ph.D., 1997, Oregon. (1999)

Courtesy

Patrick F. Golden, courtesy professor. B.S., 1955, Holy Cross; M.D., 1964, Marquette School of Medicine. (1996)

Emeriti

Ned J. Christensen, professor emeritus. B.A., 1954, M.A., 1955, Brigham Young; Ph.D., 1959, Pennsylvania State. (1962)

Robert H. Schwarz, professor emeritus. B.S., 1948, Wisconsin, Madison; M.A., 1949, Columbia; Ph.D., 1966, American. (1971)

Counseling Psychology Faculty

Maureen E. Huff, assistant professor (anger etiology and expression, trauma, relationship violence). B.A., 1992, St. Cloud State; M.S., 1995, Ph.D., 1998, Colorado State. (1998)

Benedict T. McWhirter, assistant professor (children and adolescents at risk, college student development, loneliness). B.A., 1986, Notre Dame; M.C., 1988, Ph.D., 1992, Arizona State. (1997)

Ellen Hawley McWhirter, assistant professor (adolescent career development, empowerment, youth at risk). B.A., 1983, Notre Dame; M.C., 1988, Ph.D., 1992, Arizona State. (1997)

Weston H. Morrill, professor (college counseling, career and personal development, supervision); director, counseling center. B.S., 1960, M.S., 1961, Brigham Young; Ph.D., 1966, Missouri, Columbia. (1990)

Herbert H. Severson, associate professor (health psychology, identification of behavior disorders, addictive behaviors). B.S., 1966, Wisconsin State; M.S., 1969, Ph.D., 1973, Wisconsin, Madison. (1994)

Elizabeth A. Stormshak, assistant professor (prevention of delinquency, conduct problems, peer rejection). B.A., 1988, Washington (Seattle); M.S., 1992, Ph.D., 1995, Pennsylvania State. (1996)

Courtesy

Richard D. Freund, courtesy assistant professor (community college counseling). B.A., 1966, Brown; Ph.D., 1971, Stanford. (1975)

Lawrence H. Smith, courtesy professor; director, Career Center. B.S., 1964, M.Ed., 1965, Oregon State; Ed.D., 1976, California, Los Angeles. (1980)

Emeriti

Martin H. Acker, professor emeritus. B.A., 1943, Brooklyn; M.A., 1953, Ph.D., 1963, New York. (1961)

Henry F. Dizney, professor emeritus. B.S., 1954, Southeast Missouri State; M.Ed., 1955, Wayne State; Ph.D., 1959, Iowa. (1967)

Gordon A. Dudley, associate professor emeritus. B.A., 1956, Kalamazoo; M.A., 1959, Colorado; Ed.D., 1971, Harvard. (1967)

Sally Fullerton, professor emerita. B.S., 1956, Oregon State; M.A., 1960, Cornell; Ph.D., 1970, Oregon. (1970)

John W. Loughary, professor emeritus. B.S., 1952, Oregon; M.A., 1956, Ph.D., 1958, Iowa. (1962)

Raymond N. Lowe, professor emeritus. B.S.Ed., 1940, Massachusetts State, Fitchburg; M.A., 1948, Ed.D., 1951, Northwestern. (1955)

Esther E. Matthews, professor emerita. B.S., 1940, Massachusetts State; M.Ed., 1943, Ed.D., 1960, Harvard. (1966)

Arthur Mittman, professor emeritus. B.A., 1947, M.S., 1950, Ph.D., 1958, Iowa. (1963)

Janet Moursund, associate professor emerita. B.A., 1958, Knox; M.S., 1961, Ph.D., 1963, Wisconsin, Madison. (1967)

Anita Runyan, associate professor emerita. B.S., 1956, Pacific Union; M.S., 1968, Ph.D., 1972, Oregon. (1972)

Saul Toobert, professor emeritus. B.A., 1947, California, Berkeley; Ph.D., 1965, Oregon. (1963)

Early Intervention Faculty

Diane D. Bricker, professor (early intervention, communication development and intervention). B.A., 1959, Ohio State; M.S., 1965, Oregon; Ph.D., 1970, George Peabody. (1978)

Betty Capt, research associate (early intervention, occupational therapy, teacher preparation). B.A., 1976, Texas Woman's; M.S., 1991, Texas at Dallas; Ph.D., 1994, Oregon. (1994)

Jane Kaplan Squires, associate professor (infant development, program evaluation, assessment). B.A., 1971, Stanford; M.A., 1973, Saint Mary's; Ph.D., 1988, Oregon. (1988)

Margaret A. Veltman, research associate with title of assistant professor (early intervention, at-risk infants and families). B.A., 1976, M.A., 1981, San Francisco State; Ph.D., 1990, Oregon. (1990)

Family and Community Studies Faculty

Daniel W. Close, senior research associate with title of associate professor (psychology of exceptionality, independent living, curriculum development). B.A., 1971, California Lutheran; M.A., 1973, Idaho State; Ph.D., 1977, Oregon. (1977)

Judith K. Grosenick, professor (social and family systems). B.S., 1964, Wisconsin, Oshkosh; M.S., 1966, Ph.D., 1968 Kansas. (1984)

Larry K. Irvin, professor (program evaluation, measurement, mental retardation). B.A., 1966, California, Davis; M.A., 1970, California State, Los Angeles; Ph.D., 1975, Oregon. (1975)

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

About the Department

Programs in the Department of Applied Behavioral and Communication Sciences produce professionals in the disciplines of communication disorders and sciences, counseling psychology, and early intervention. Professionals are trained to effectively and collaboratively identify, treat, and prevent a variety of educational, social, psychological, academic, and communicative disorders in children, adolescents, and adults. Through education and training, students gain the skills to interpret and apply scientific information from the behavioral sciences in general, and from their discipline in particular, to professional practice. As an integral part of their education, students learn how to conduct research and contribute to the knowledge base of their disciplines.

Communication Disorders and Sciences

The CDS bachelor's degree program is described in the College of Education Undergraduate Studies section of this catalog.

Graduate Studies

The Communication Disorders and Sciences Program offers master's and doctoral degrees. The program offers all the courses required for the American Speech-Language-Hearing Association Certificate of Clinical Competence in speech-language pathology. Students may also complete course work that makes them eligible for an Oregon teaching license in speech impaired by following an approved program. The doctoral degree program emphasizes advanced scholarship. Central to education of undergraduate and graduate students in communication disorders and sciences is the opportunity for supervised clinical experience in clinic, school, and hospital settings.

Accreditation. The master's degree program in speech-language pathology is accredited by the American Speech-Language-Hearing Association.

Careers. A serious shortage of speech-language-hearing specialists exists throughout the nation. Graduates of master's or doctoral degree programs find positions in the United States and abroad. Speech-language-hearing specialists collaborate with a variety of professionals in a range of settings. Job opportunities include teaching infants, preschool and school-age children, and adults; conducting individual and group intervention programs; coordinating in-service training programs; consulting with teachers and parents about educating children with communication disorders in regular classroom, school, home, and community-based settings; conducting research; teaching in colleges and universities; and administering special education programs.

Scholarships

Ned Jay Christensen Award for Academic Excellence. This award is given to a junior in communication disorders and sciences.

Ned Jay Christensen Award for Clinic Excellence. This award is given to a first-year student in the master's degree program in communication disorders and sciences.

Application and Admission. The number of students admitted each year varies according to available resources. On the average, the CDS program admits twenty-five master's degree applicants a year. Students for whom English is not a native language must pass the Test of English as a Foreign Language (TOEFL) with a score of 600 or above. International students who plan to participate in clinical practicums and work toward national certification by the American Speech-Language-Hearing Association must pass the Speaking Proficiency English Assessment Kit (SPEAK) test with a score of 250. Applications for admission and program brochures with more detailed information are available from the Communication Disorders and Sciences Program. All application materials must be received by January 15 for entry the following September. See the **Graduate School** section of this catalog for general admission requirements and procedures for graduate degree programs.

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 individuals of all ages and of varying social, cultural, linguistic, and socioeconomic backgrounds who are at risk for or who demonstrate communication disorders.

The communication disorders and sciences program offers master of arts (M.A.) and master of science (M.S.) degrees. The M.A. requires the equivalent of two years of a second language. A planned program for the master's degree must be filed with the CDS program secretary.

The master's degree program in communication disorders and sciences allows a student to select one of three professional options, each targeting a different population or setting: (1) early intervention, (2) public school, (3) clinic populations. Master's degree students must complete undergraduate prerequisites, the CDS core, course work, and practicums in a specialization.

Students who have fulfilled at least the undergraduate prerequisites typically spend two fall-through-spring academic years and one or two summer sessions completing their degrees. All work applicable to a program of study must be concluded within seven years. A minimum cumulative GPA of 3.00 is required for graduation.

The master of education (M.Ed.) program in communication disorders and sciences is inactive.

Doctoral Degree Program

A list of curriculum requirements is available from the program's graduate secretary.

The doctoral degree in communication disorders and sciences emphasizes advanced knowledge, scholarship, leadership, and clinical competence in the areas of speech-language acquisition, speech-language pathology, and assessment and intervention strategies. The doctoral degree

program is designed to meet the needs of students from various backgrounds.

A program adviser is appointed for each student conditionally admitted to the program. This adviser helps the student develop a course of study compatible with the student's interests, background, and professional objectives.

The doctor of philosophy (Ph.D.) degree program in communication disorders and sciences usually requires three years of full-time study beyond the master's degree.

The doctoral degree program emphasizes advanced levels of scholarship in four areas of study.

Specialized Studies in Communication Disorders and Sciences (21 credits)
Basic communication processes, professional management of speech and language disorders, and related disciplines

Research Design, Statistics, and Measurement (36 credits)
Required course work includes a three-term sequence of doctoral-level statistics and at least three additional courses in research design, measurement, or grant development. At least 3 credits must be completed as part of a pre-dissertation research project. Doctoral students are required to conduct a research project under the direction of a CDS faculty member prior to initiating approved dissertation research. Every doctoral student must complete and submit a dissertation, earning 18 credits in Dissertation (CDS 603), that demonstrates the ability to conduct independent and original research

Supervised College Teaching, Practicum, and Classroom Instruction (9 credits)
Three credits of Practicum: Supervision (CDS 609) and 6 credits of classroom instruction

Professional Service (3 credits)
Professional service course work, which is tailored to the student, may be designed to develop competency in areas such as administration of service programs, clinic administration, cross-disciplinary activities, and professional presentations

The doctor of education (D.Ed.) degree program in communication disorders and sciences is inactive.

Licensure Opportunities

Students seeking an Oregon teaching license in communication disorders must obtain the following:

1. Undergraduate degree or equivalent in communication disorders and sciences
2. Formal admission to the CDS master's degree program
3. Passing scores on
   a. Preprofessional Skills Test (PPST) or California Basic Educational Skills Test (CBEST)
   b. National Teachers Examination (NTE) Professional Knowledge test
   c. Educational Testing Service (ETS) Praxis Examination in Speech-Language Pathology
4. Approved program leading to Teacher Standards and Practices Commission (TSPC) licensure. The approved program at the UO consists of a minimum of 63 credits in communication disorders and sciences course work, culminating in licensure and a master's degree in CDS

The TSPC may have additional requirements that applicants must complete before a teaching license is issued. Questions about the licensure process may be directed to the college licensure office.

Counseling Psychology

Graduate Studies

The Counseling Psychology Program offers master's and doctoral degrees. The program's faculty also provides a variety of courses to other College of Education and university programs. The doctoral program is the only counseling psychology program in Oregon that is accredited by the American Psychological Association, and it is recognized as acceptable for licensure by the Oregon Board of Psychologist Examiners.

The Counseling Psychology Program, which is ecological in nature, trains psychologists to work with contexts as well as with individuals and groups within those contexts. Students learn to consider human-behavior cognitions and emotions as interactive processes rather than centered within the individual, and they learn to use preventive as well as remedial intervention strategies. Counseling interventions occur at every level, from that of the individual to that of political, familial, and community. One goal is to prepare counseling psychologists who can assess and intervene in the contexts where human problems emerge.

Students in counseling psychology participate in integrated classroom, practicum, and fieldwork activities in research, prevention, and intervention with individual children and adults, families, groups, and communities. The doctoral program in counseling psychology, which follows a scientist-practitioner model of training, prepares psychologists who can make a significant contribution to the field through scholarly research and professional practice. Training experiences may be obtained on campus at the DeBusk Memorial Center, a training and research clinic associated with the Department of Applied Behavioral and Communication Sciences; university research institutes; agencies in the community; or nonprofit research institutions.

Required course work includes a three-term sequence of doctoral-level statistics and at least three additional courses in research design, measurement, or grant development. Every doctoral student must complete a dissertation—earning 18 credits in Dissertation (CPSY 603)—that demonstrates the ability to conduct independent, original research.

Careers. Graduates of the Counseling Psychology Program are prepared to work in community mental health centers, research institutions, institutions of higher education, medical settings, managed health-care organizations, community college and university counseling centers, juvenile corrections agencies, human resources departments in business, and career counseling agencies.

Application and Admission. Prospective applicants may request detailed admission policies and procedures from the Counseling Psychology Program. Students are admitted for fall term only. The closing date for receipt of completed applications is January 15 for entry the following fall term. Notices about the disposition of applications are mailed by March 15.

Applicants are evaluated on (1) academic record, (2) Graduate Record Examinations (GRE) general test scores, (3) related work, research, and life experiences, (4) a statement of purpose in seeking admission, (5) letters of recommendation, and (6) an interview. Only completed applications are reviewed. Applicants must gather the requested supporting papers and submit them with the application forms as one package.

Graduate training includes practicum and internship placements in which students work with individual children and adults, families, groups, and communities. These interactions and interventions demand that the student be stable and psychologically healthy. Thus admission into and retention in the program depends, among other things, on consideration of the applicant's past and present behavior and emotional stability.

Master's Degree Program

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 second language. For the M.Ed., the candidate must have a valid teaching certificate and have completed at least one year of successful classroom teaching.

The program of studies leading to the master's degree in counseling requires a minimum of 109 credits. The program's emphasis is providing students with a strong base in research design and statistics, in addition to a broad base of knowledge about and skills in prevention and intervention with individual children and adults, families, groups, and communities. Students may add courses to their program to meet counselor certification and licensure requirements. Some graduate courses taken at another accredited institution may meet part of the requirements.

Master's Degree Requirements	*109 credits*
Psychological foundations	15
Research competencies	19
Practitioner competencies	39
Professional competencies	6
Elective courses and seminars	12
Internship	18

Doctoral Degree Program

The Ph.D. program is designed to achieve the competencies established by the American Psychological Association. It typically requires five to six years of study beyond the bachelor's degree. This period includes a one-year, full-time supervised predoctoral internship. In addition to other requirements, students must complete a Ph.D. dissertation that demonstrates a high standard of scholarship. Students may enter the program with or without a master's degree.

The following objectives have been specified to ensure that graduates of the Counseling Psychology Program are prepared for the challenges in their careers as psychologists. Graduates of the program

1. Possess a general knowledge of human behavior and the observational and information-

processing skills that facilitate the description, explanation, and prediction of behaviors

2. Are competent in the design, implementation, and evaluation of procedures for facilitating the growth of individuals, children, families, groups, and organizational systems
3. Are knowledgeable of the developmental and intervention sciences with respect to
   a. Scientific methods in psychology relevant to conducting original research
   b. Familiarity with science-based findings that define the best practices of a domain of expertise in counseling psychology
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

Ph.D. Degree Requirements	*155 credits*
Psychological foundations	27
Research competencies	41
Practitioner competencies	63
Professional competencies	9
Elective seminars	15

The M.Ed. and D.Ed. programs in counseling psychology are inactive.

Early Intervention Program

Graduate Studies

The Early Intervention Program is guided by a transactional philosophy that emphasizes the interactive nature of child-environmental exchanges and the importance of such exchanges to children's developmental progress. This philosophy permeates the early intervention personnel preparation programs that include master's and doctoral degrees as well as state-approved teaching licensure in Oregon.

Early intervention students are offered a cohesive program of studies that balances classroom theory with field-based practice. The goal is to prepare a range of personnel who are experts in dealing with at-risk or disabled infants, toddlers, and preschool children and their families.

Careers. Graduates with master's degrees can work as interventionists, program coordinators, or directors in a variety of community-based settings for young children and their families. Students who obtain early intervention teaching licensure are also eligible for public school-teaching positions. Graduates with doctoral degrees can fill early-intervention leadership roles, including teaching positions in institutions of higher education or research positions in research centers or institutes.

Application and Admission. Applications for admission are available from the department's academic secretary or by writing to the department. Completed applications for fall term are due by February 1 for students seeking doctoral degrees and by February 15 for those seeking master's degrees. Applicants are evaluated on the completeness and appearance of their application files, previous academic records, experience with young children, career goals, and letters of recommendation.

Master's Degree Program

The Early Intervention Program offers a master of science (M.S.) degree in special education: early intervention. The master's degree program requires that students complete core education courses, early-intervention core courses, and an associated field-based practicum; they must also meet program competencies. Specific course and practicum requirements are available from the departmental academic secretary. Students typically complete the program in four or five terms.

Doctoral Degree Program

The special education: early intervention program leading to a Ph.D. provides advanced training and preparation for four important leadership roles: program developer and evaluator, policy developer and evaluator, instructor in higher education, and applied researcher. The program requires a 130 credits of course work and practicum, including a minimum of 18 credits in College of Education core research courses. Students typically complete the program in three to four years. Financial assistance is available.

Licensure Opportunities

Students may obtain state teaching licensure in early intervention–early childhood special education in conjunction with the special education: early intervention master's degree. A description of the licensure program is in the **Special Education and Community Resources** section of this catalog.

Communication Disorders and Sciences Courses (CDS)

168 Beginning Sign Language (4) Introduction to deaf culture, expressive and receptive communication skills in ASL.

169 Intermediate American Sign Language (4) Continuation of communication skills. Emphasis on finger spelling, ASL structure, and vocabulary development. Prereq: CDS 168.

170 Advanced American Sign Language (4) Continuation of communication skills. Emphasis on fluency, comprehension, dialogue, and ASL structure. Prereq: CDS 169.

405 Reading and Conference: [Topic] (1–3R) R when topic changes.

407/507 Seminar: [Topic] (1–3R) R when topic changes.

409 Practicum: [Topic] (1–7R) A recent topic is Observation. R when topic changes. Prereq: faculty approval. McDonald.

410/510 Experimental Course: [Topic] (1–6R) Graded only

442/542 Anatomy and Physiology of Speech Mechanism (4) Study of anatomy, physiology, and neurology of speech and language processes.

443/543 Acoustics of Speech (4) Graded only. Acoustic measurement and analysis of sound production and reception in human communication.

444/544 Clinical Phonetics and Phonological Awareness (4) Graded only. Focuses on sounds and symbols of American English, foreign accents, and dialects using broad and narrow transcription methods. Presents speech production, distinctive features, and basics of phonology.

450/550 Introduction to Language Development (4) Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, and literacy.

455/555 Service Delivery in the Schools (4) Not offered 1999–2000.

457/557 Fundamentals of Audiology (4) Anatomy and physiology of hearing and vestibular systems; causes, types, and symptomatologies of hearing impairment.

458/558 Audiological Assessment (4) Pure tone, speech and impedance audiometry. Special tests, difficult-to-test populations, and central auditory processing. Audiogram interpretation and report writing.

459/559 Audiological Rehabilitation (4) Rehabilitation of hearing impairments; use of amplification, auditory training, and assisted listening devices; psychosocial aspects of hearing impairments. Prereq: CDS 458/558.

460/560 Developmental Disorders in Communication (4) Graded only. Explores growth and developmental disorders that cause or contribute to child and adult speech, language, fluency, and auditory impairments.

461/561 Structural Disorders of Communication (4) Graded only. Explores physical problems that cause or contribute to child and adult speech, language, and auditory impairments.

462/562 Neurogenic Disorders of Communication (4) Graded only. Explores neurologic disorders that cause or contribute to child and adult speech, language, voice, and auditory impairments.

503 Thesis (1–15R) P/N only

601 Research: [Topic] (1–9R) P/N only

602 Supervised College Teaching (1–9R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–3R) R when topic changes.

606 Special Problems: [Topic] (1–16R) R when topic changes.

607 Seminar: [Topic] (1–3R) R when topic changes. Topics include Dysphagia, Multicultural Issues in Communication Disorders and Sciences, Professional Ethics.

608 Workshop: [Topic] (1–16R) R when topic changes.

609 Practicum: [Topic] (1–9R) R when topic changes.

610 Experimental Course: [Topic] (1–5R) R when topic changes.

625 Final Supervised Field Experience (1–15R) Diagnostic and treatment experience in the public school setting. R once for maximum of 30 credits.

652 Theory and Remediation of Articulation and Phonology (3) Advanced study of articulation and phonological differences and disorders in children and adults. Includes delayed speech development, testing techniques, therapy materials and procedures, and current research findings.

653 Later Language Development (3) Acquaints students with normal language development in school-age children and adolescents.

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) Anatomy and physiology of vocal mechanism; 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) Analysis of major instruments, procedures, and materials used in conducting diagnostic work in cases of communication disorder; nonstandard assessment techniques; 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, education, and learning theory. Prereq: CDS 653.

660 Motor Speech Disorders (3) Advanced study of speech disorders associated with lesions of central and peripheral nervous systems.

661 Auditory Language Processing (3) Not offered 1999–2000.

662 Introduction to Neuroanatomy and Neurophysiology (4) Graded only. Introduces functions and structures of the central and peripheral nervous systems. Provides a foundation for diagnosis and treatment of neurogenic communication and cognitive disorders.

663 Management of Acquired Cognitive Impairments (3) Graded only. Examines current theory and practice in cognitive rehabilitation. Reviews models and tools for treating attention, memory, and dysexecutive syndromes. Prereq: CDS 662.

664 Service Delivery in Medical Settings (3) Graded only. Reviews managed-care and service-delivery models in hospital and community medical settings. Designed to help students be competitive in job market. Prereq: CDS 663.

665 Early Language Disorders: Assessment Intervention (3) Graded only. Focuses on child language disorders and related topics, including principles of assessment and intervention, cultural awareness and sensitivity, clinical application, and working with families.

666 Congenital Syndromes and Communication (3) Graded only. Covers congenital syndromes and identification, assessment, and treatment of organically based speech, language, and hearing disorders. Reviews basics of medical genetics, embryology, and multiculturalism.

706 Special Problems: [Topic] (1–16R) R when topic changes.

707 Seminar: [Topic] (1–5R) R when topic changes.

708 Workshop: [Topic] (1–16R) R when topic changes.

709 Practicum: [Topic] (1–16R) R when topic changes.

710 Experimental Course: [Topic] (1–5R) R when topic changes.

Counseling Psychology Courses (CPSY)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Career alternatives. Emphasis on career decisions and self-awareness, social and psychological characteristics of work, nonwork activities, and the importance of work to life-style.

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R) P/N only

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

431/531 Counseling Interview (3) Experience-based skill development for counseling in a variety of human service settings. Emphasis on acquiring a practical, integrative framework for counseling.

451/551 Stress and Burnout (3) Stress and burnout theory, identification of stress producers in human service work, methods of managing stress, and teaching of stress management.

458/558 Prevention Strategies (3) Not offered 1999–2000.

475/575 Supervision in Human Service Agencies (3) Not offered 1999–2000.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (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: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R) P/N only

610 Experimental Course: [Topic] (1–5R) Counseling Theories is a current topic.

612 Professional Ethics (3) Current ethical and legal concerns in the professional practice of psychology. Ethical theory and decision-making processes; legal aspects of client-counselor relationships.

613 Introduction to the Counseling Discipline (3) Historical foundations of counseling psychology. Major theories and theorists. Counseling as an ecological and context-sensitive interactive process. Settings and roles of the counseling profession.

615 Counseling Diverse Populations (3) Influence of gender, race, ethnicity, and other factors related to diverse populations on the identity-formation process in contemporary society. Applications to counseling psychology.

617 Theories of Career Development (3) Addresses life-span career development including issues, concepts, and definitions; theories of career development and choice; work and leisure; appraisal; and special groups (e.g., women, people of color).

618 Intake Interview and Assessment (3) P/N only. Not offered 1999–2000.

621 Psychological Assessment in Counseling (3) Survey of assessment instruments used in counseling. Focuses on career, interest, intelligence, environment, behavior, and personality. Emphasizes issues related to ethical use of assessment.

622 Advanced Psychological Assessment in Counseling (3) Selection and administration of instruments and procedures for generating personality and career assessment reports. Emphasizes the integration of assessment into the intervention planning process. Prereq: CPSY 621.

625 Developmental Psychopathology (3) Examines developmental and ecological contexts of psychopathology in children and adults. Clinical implications discussed. Not offered 1999–2000?

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. Not offered 1999–2000.

641 Behavior Change: Beginning Counseling Skills (3) Emphasizes experiential learning of a broad range of communication skills needed to form effective helping relationships. Covers client intake procedures and interviewing strategies. Includes laboratory. Prereq for nonmajors: instructor's consent.

642 Behavior Change: Child-Family Intervention (3) Empirically oriented interventions with children and families, ranging from early childhood through adolescence. Integrates developmental and intervention sciences. Prereq: CPSY 641.

643 Community Preventive Intervention (3) Research and practice involving community intervention designed to prevent mental and physical health problems. Includes health promotion, work-site interventions, school and community prevention programs. Prereq: CPSY 642.

644 Group Intervention (3) Theory of and research about effectiveness of group therapy. Technical methods for leading psychotherapeutic groups, with emphasis on generic models of interpersonal process in group therapy. Prereq for nonmajors: instructor's consent.

651 Advanced Individual Counseling Intervention (3) Focuses on applying interpersonal process and problem-management approaches to individual counseling and psychotherapy; using assessment information in treatment planning. Prereq: CPSY 641.

652 Advanced Child-Family Intervention (3R) Provides advanced supervised training in implementing interventions with children and families. Includes intakes, assessments, brief interventions, and/or family therapy. Prereq: CPSY 642. R twice for maximum of 9 credits.

653 Advanced Community Preventive Intervention (3R) Reviews recent and current community preventive intervention programs. Examines the latest interventions and their specific individual components. Combines didactic and experiential field studies. Prereq: CPSY 643. R twice for maximum of 9 credits.

654 Supervision and Agency Administration (3) Principles, methods, and ethical practice of psychotherapy clinical supervision. Theory of and research about models of counselor professional development. Review of supervision process and outcome research.

678 Transactional Analysis and Gestalt Approaches to Counseling (3) Not offered 1999–2000.

704 Internship: [Topic] (1–15R)

706 Special Problems: [Topic] (1–16R)

708 Special Topics: [Topic] (1–16R)

709 Practicum: [Topic] (1–16R)

Special Education–Early Intervention Courses (SPEI)

405 Reading and Conference: [Topic] (1–18R) R when topic changes.

407/507 Seminar: [Topic] (1–5R) R when topic changes.

409 Practicum: [Topic] (1–15R) P/N only. A recent topic is Experience with Young Children with Disabilities. R when topic changes.

503 Thesis (1–9R) P/N only

601 Research (1–6R) P/N only. Bricker.

602 Supervised College Teaching (1–9R) P/N only. Squires.

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R) R when topic changes.

606 Field Studies (1–6R) P/N only

607 Seminar: [Topic] (1–5R) A recent topic is Research Design. R when topic changes.

608 Workshop: [Topic] (1–10R) R when topic changes.

609 Practicum: [Topic] (1–16R) P/N only. Current topics are Experience with Young Children with Disabilities or Who Are At Risk, Individual Education Program/Individual Family Support Program Development, Intervention Curriculum, Evaluation of Child Progress. R when topic changes.

610 Experimental Course: [Topic] (1–5R) Graded only. R when topic changes.

625 Final Supervised Field Experience (1–15R) P/N only

680 Foundations in Early Childhood and Early Intervention (3) Graded only. Conceptual underpinnings and practical application of an approach to early intervention that links assessment, intervention, and evaluation.

681 Family-Guided Early Intervention (3) Graded only. Presents a family-guided approach to early intervention; covers procedures for family assessment, intervention, and evaluation. Addresses adult communication and management strategies.

682 Assessment and Evaluation (3) Graded only. Presents a range of assessment and evaluation materials used in early intervention programs and provides methods for using these materials.

683 Curriculum in Early Childhood and Early Intervention (3) Graded only. Presents a range of curricular materials covering the developmental range from birth to six years. Discusses procedures for use and for modification.

684 Issues in Early Intervention (2) Graded only. Presents an overview of the critical issues in the field of early intervention.

685 Interdisciplinary Teams (2) Graded only. Occupational therapist, communication specialist, counselor, medical professional, and other professionals discuss their training, roles, and functions on an interdisciplinary team.

686 Interagency and Team Collaboration (2) Graded only. Introduces concepts and skills required for becoming an effective team member. Provides relevant information and opportunities to gain practical experience.

687 Early Intervention Methods I (1–3) Graded only. Provides practical information for conducting program-relevant assessments using curriculum-based assessment tools and for developing individualized family service plants.

688 Early Intervention Methods II (1–3) Graded only. Provides opportunity to develop effective intervention skills to use with young children who are at risk or disabled, and with their families.

689 Early Intervention Methods III (1–2) Graded only. Focuses on advanced methods in early intervention including special handling and management techniques.

690 Early Intervention Methods IV (1–2) Graded only. Provides opportunity to develop advanced intervention skills to use with young children who are at risk or disabled, and with their families.

Educational Leadership, Technology, and Administration

Philip K. Piele, Department Head

(541) 346-5171
124 Education Building
5267 University of Oregon
Eugene OR 97403-5267
http://darkwing.uoregon.edu/~delta

Faculty

Lynne Anderson-Inman, associate professor (computers and literacy, content reading). B.A., 1970, Wisconsin, Madison; M.S., 1974, Wisconsin, Oshkosh; Ph.D., 1978, Oregon. (1982)

Douglas Carnine, professor (instructional design, school reform, linking policy to achievement). B.S., 1969, Illinois; Ph.D., 1974, Utah. (1970)

David T. Conley, associate professor (policy analysis in education, educational leadership, school restructuring). B.A., 1972, California, Berkeley; M.A., 1983, Ph.D., 1986, Colorado at Boulder. (1989)

Meredith "Mark" Gall, professor (instructional methods, teacher education). B.A., 1963, M.Ed., 1963, Harvard; Ph.D., 1968, California, Berkeley. (1975)

Russell M. Gersten, professor (instructional research, professional development, bilingual education). B.A., 1967, Brandeis; Ph.D., 1978, Oregon. (1977)

Nancy L. Golden, associate professor; director, administrator licensure program. B.S., 1973, Denver; M.S., 1974, Ph.D., 1987, Oregon. (1995)

Paul Goldman, associate professor (organizational theory, school restructuring, 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, strategic planning). B.A., 1966, Oregon; J.D., 1969, California, Berkeley; M.A., 1972, Oregon. (1969)

Martin J. Kaufman, professor (educational policy, organizational leadership and change, special education); dean, education. B.A., 1964, M.Ed., 1965, William and Mary, Ph.D., 1970, Texas at Austin. (1992)

Kenneth M. Kempner, associate 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)

David G. Moursund, professor (computers in education, learning systems technology). B.A., 1958, Oregon; M.S., 1960, Ph.D., 1963, Wisconsin, Madison. (1967)

Marilyn Olson, senior instructor (curriculum instruction alignment, teacher education); director, middle-secondary licensure program. B.A., 1962, Northwest Nazarene; M.A., 1968, Missouri; Ph.D., 1984, Oregon. (1997)

Philip K. Piele, professor (management information systems, introductory statistics, economics of education); director, ERIC Clearinghouse on Educational Management. B.A., 1957, Washington State; M.S., 1963, Ph.D., 1968, Oregon. (1967)

Gerald Tindal, professor (consultation, assessment program evaluation, applied behavior analysis). B.A., 1975, Ph.D., 1982, Minnesota. (1984)

Sharon Yoder, senior instructor (technology in education, communication using technology). B.A., 1964, Wooster; M.A.T., 1965, Oberlin; Ph.D., 1983, Akron. (1988)

Courtesy

Jane DeGidio, courtesy professor (student personnel, individual and group counseling, apprenticeship and problems of blue-collar workers). B.A., 1968, Minnesota; M.S., 1974, Ph.D., 1980, Oregon. (1969)

Ronald E. Trebon, courtesy professor (higher education administration, adult education, organizational theory). B.B.A., 1971, Iowa; M.S., 1979, Ph.D., 1989, Oregon. (1976)

Emeriti

Max G. Abbott, professor emeritus. B.S., 1949, M.S., 1951, Utah State; Ph.D., 1960, Chicago. (1966)

Keith A. Acheson, professor emeritus. B.S., 1948, M.S., 1951, Lewis and Clark; Ed.D., 1964, Stanford. (1967)

Gerald K. Bogen, professor emeritus. B.A., 1959, Western Washington; M.S., 1961, D.Ed., 1963, Oregon. (1961)

Thomas L. Dahle, professor emeritus. B.S., 1938, M.S., 1949, Wisconsin; Ph.D., 1954, Purdue. (1963)

Edna P. DeHaven, professor emerita. B.S., 1951, Oregon College of Education; M.Ed., 1962, Ph.D., 1969, Oregon. (1969)

John E. deJung, professor emeritus. B.A., 1951, Montana; M.A., 1954, Ed.D., 1957, Syracuse. (1963)

C. H. Edson, associate professor emeritus. B.A., 1964, California, Berkeley; M.A., 1970, Oregon; Ph.D., 1979, Stanford. (1973)

Kenneth A. Erickson, professor emeritus. B.S., 1941, Oregon; M.A., 1948, Ed.D., 1953, Washington State. (1967)

Gary W. Ferrington, senior instructor emeritus. B.S., 1964, Portland State; M.S., 1967, Southern California. (1967)

Robert D. Gilberts, professor emeritus. B.S., 1950, Wisconsin State; M.S., 1955, Ph.D., 1961, Wisconsin, Madison. (1970)

William H. Harris, associate professor emeritus. B.A., 1949, Willamette; B.S., 1951, M.S., 1953, Eastern Oregon; D.Ed., 1967, Oregon. (1969)

N. Ray Hawk, professor emeritus; vice president emeritus. B.S., 1947, M.S., 1948, D.Ed., 1949, Oregon. (1950)

Arthur C. Hearn, professor emeritus. A.B., 1934, M.A., 1937, Ed.D., 1949, Stanford. (1950)

Ray E. Hull, professor emeritus. B.S., 1958, M.S., 1962, Oregon State; D.Ed., 1969, Oregon. (1970)

John E. Lallas, professor emeritus; executive dean emeritus. B.A., 1947, Washington (Seattle); B.A., 1952, Western Washington; Ed.D., 1956, Stanford. (1957)

William E. Lamon, associate professor emeritus. B.S., 1964, San Francisco; M.S., 1965, California State; Ph.D., 1968, California, Berkeley. (1972)

Roy E. Lieuallen, chancellor emeritus, Oregon University System. B.S., 1940, Pacific University; M.S., 1947, Oregon; Ed.D., 1955, Stanford. (1961)

Robert H. Mattson, professor emeritus. B.S., 1949, Montana; M.A., 1950, State University of Iowa; D.Ed., 1959, Oregon. (1957)

Ione F. Pierron, associate professor emerita of librarianship. B.A., 1936, Puget Sound; M.A., 1955, Minnesota; M.S., 1960, Oregon. (1948)

Mildred C. Robeck, professor emerita. B.A., 1951, M.Ed., 1954, Ph.D., 1958, Washington (Seattle). (1967)

Miles E. Romney, professor emeritus. Ph.D., 1947, Utah. (1952)

Philip J. Runkel, professor emeritus. B.S., 1939, Wisconsin, Stevens Point; M.S., 1954, Ph.D., 1956, Michigan. (1964)

Clarence W. Schminke, professor emeritus. B.A., 1950, M.A., 1954, Iowa State Teachers; Ph.D., 1960, Iowa. (1960)

Richard A. Schmuck, professor emeritus. B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan. (1967)

John E. Suttle, professor emeritus. B.S., 1948, Texas; M.Ed., 1952, Colorado; Ed.D., 1960, Texas. (1959)

Robert A. Sylwester, professor emeritus. B.S., 1949, Concordia Teachers; M.Ed., 1953, D.Ed., 1961, Oregon. (1968)

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

Graduate Studies

The Department of Educational Leadership, Technology, and Administration offers master's and doctoral degrees in educational policy and management and state-approved programs for basic and standard licensure of administrators and superintendents and of middle-secondary teachers.

Careers. Graduates of the department are qualified for a variety of positions. These typically include principalships and superintendencies; supervisory positions; specialists in technology and curriculum; teaching and administrative positions in middle and secondary schools and at the college level (community colleges, four-year colleges, research universities, and international agencies); consulting positions with school districts; research positions in management, leadership, educational policy, and teaching and teacher education; and international education and development.

Application and Admission. The department follows general university policy in its admission procedures. Students who transfer to the university from other institutions must meet UO entrance requirements. Information about licensure and degree programs may be obtained from the director of graduate studies. Information about admission to graduate study is available from the department secretary.

Master's Degree Program

The department offers master of arts (M.A.), master of science (M.S.), and master of education (M.Ed.) degrees in educational policy and management. The following areas of specialization are available:

1. Foundations of education—law and governance, history of education, sociology of education, politics of education, models of schooling, equity and diversity in education, economics of education, comparative education
2. Higher education—adult learning theory, student services, higher education finance, higher education administration, kindergarten–through–grade sixteen system articulation, sociology of universities and community colleges
3. Instructional leadership—standards-based schooling, curriculum and instructional design, teacher education, curriculum-assessment alignment, learning strategies, middle-secondary subject matter
4. School management and organization of education—school restructuring, organizational leadership, staff development, personnel evaluation, management information systems, strategic planning
5. Technology in education—computers in education, communication using technology, media literacy
6. Learning assessment and system performance

During the first term of graduate work, master's degree students plan a program of study with the assistance of the student's adviser. It is possible to add a basic and/or standard teaching license and endorsements to the master's degree by taking additional course work and field experiences.

In cooperation with various agencies, the department has sponsored several programs for international students. In collaboration with the UO Continuation Center, a master of science degree program with a specialization in instructional leadership is offered in several cities in Western Canada.

Students should consult the **Graduate School** section of this catalog for general university admission and degree requirements.

Doctoral Degree Programs

The Department of Educational Leadership, Technology, and Administration offers two doctoral degrees: a D.Ed. and a Ph.D. The D.Ed. program, which emphasizes the development of expertise in professional practice, is intended for individuals who want careers as administrators, staff developers, curriculum specialists, or professors of education specializing in the preparation of educators. The Ph.D. degree program emphasizes the development of expertise in educational research. It is intended for individuals who want careers as researchers in educational organizations or as professors of education with a specialization in research.

Both doctoral degree programs attract a diverse group of United States and international students. The programs share several distinctive features:

1. Professional licenses and endorsements can be earned in such areas as special education, teaching English as a second language, and reading
2. Students can add depth and breadth to their program by taking courses in other departments of the College of Education and throughout the university
3. Internships are offered in the college's research institutes and teacher and administrator preparation programs as well as in various community settings

Doctoral students focus their studies in a specialization area and within that specialization in several areas of concentration chosen by the student with the guidance of a faculty adviser. The specializations and their areas of concentration are described under Master's Degree Program in this section of the catalog.

The doctoral programs follow the general regulations governing graduate work at the university. These regulations are stated in the **Graduate School** section of this catalog.

D.Ed. Degree Requirements

A minimum of 135 graduate credits are required for the D.Ed. degree. Of these, at least 72 credits must be earned after admission to the program. Eighteen of these 72 credits must be taken in Dissertation (603). The other 54 credits include a core college seminar, courses in the selected field of specialization, courses in research methodology, electives, and—to develop knowledge and skills in professional practice and college teaching—internships and graduate teaching assistantships.

Students must pass a comprehensive examination and complete a dissertation project, which involves the use of existing research and knowledge to directly inform or improve professional practice.

Residency. The residency requirement can be fulfilled by (1) three consecutive terms of full-time study on campus or (2) three consecutive terms of full-time study on campus on Wednesdays. Registration for 9 credits a term constitutes full-time study.

Ph.D. Degree Requirements

In addition to the 72 credits required in the D.Ed. program, students in the Ph.D. program take a minimum of 18 credits in disciplinary or interdisciplinary cognate fields outside the College of Education. Examples of cognate fields are economics, political science, sociology, anthropology, and public policy. Internships, graduate research assistantships, and graduate teaching fellowships are designed to develop knowledge and skills in formulating and conducting research, writing research reports, and teaching at the college level.

Students must pass a comprehensive examination and complete a dissertation project that is informed by theory and research and that makes a substantial contribution to the research literature on the problem selected for investigation.

Residency. The residency requirement is fulfilled by six consecutive terms of full-time study on campus; summer sessions may be excluded. Registration for 9 credits a term constitutes full-time study.

Licensure and Endorsement Opportunities

Administrator Licensure

Nancy L. Golden, Director

(541) 346-5185
Administrative Licensure Programs, College of Education, 5267 University of Oregon, Eugene OR 97403-5267

Oregon requires administrators in public schools (vice principals, principals, assistant superintendents, superintendents, and other designated personnel) to hold administrative licenses. The University of Oregon offers planned programs of study leading to the initial and continuing licenses for administrators and superintendents.

Initial Administrator License

This twelve-month, cohort program prepares students for the initial administrator license, issued by Teachers Standards and Practices Commission. The initial administrator license may be issued to an applicant who complete the 26-credit program and (1) has a master's degree from an accredited college or university approved to offer teacher education, (2) provides documentation of at least three years of successful licensed experience, (3) earns a score of at least 630 on the Praxis Examination of Educationaj Leadership. Admission to the program is limited and is based on the applicant's academic work, recommendations, writing sample, and professional goals. The program begins in July, and admission decisions are made in early spring. Candidates can earn a master of eduction (M.Ed.) degree at the UO by taking additional course work and completing a terminal project.

Continuing Administrator–Initial Superintendent Licensure Program

This program prepares students for continuing building and program administration—preprimary through grade 12—and for initial school district superintendent assignments. Students who complete the UO basic or initial administrator licensure programs are automatically admitted to the continuing administrator program. Application can be made to the program if the applicant completed a basic or initial administrator program at another institution. Applicants to the continuing program must (1) have a master's degree, (2) hold an Oregon basic or initial administrator license, and (3) submit a completed application including recommendations, transcripts, and a goal statement. Students in the continuing administrator licensure program, if qualified, can be admitted to the doctor of education (D.Ed.) degree program.

Continuing Superintendent Licensure Program

Students who have completed the basic superintendent or continuing administrator program at the University of Oregon are automatically admitted to the continuing superintendent program. Application can be made to the program if the applicant completed a basic superintendent or continuing administrator program at another Institution. Applicants to the continuing superintendent program must (1) have a master's degree, (2) hold an Oregon basic superintendent or continuing administrator license, and (3) submit a completed application including a test score, recommendations, transcripts, and a goal statement. Students in the continuing superintendent licensure program, if qualified, can be admitted to the D.Ed. degree program.

Applications and additional information about administrator licensure programs may be obtained from the director.

Middle-Secondary Teaching

Marilyn Olson and Meredith "Mark" Gall, Codirectors

(541) 346-1360
124 Education Building
Middle-Secondary Teaching Program, College of Education, 1215 University of Oregon, Eugene OR 97403-1215

The Department of Educational Leadership, Technology, and Administration offers a graduate program leading to a master's degree in education with an Oregon middle-secondary teaching license in language arts, mathematics, science (biology, chemistry, integrated science, physics), second languages (French, German, Japanese, Latin, Russian, or Spanish), or social studies. A teaching license in music is available through the School of Music. Information about teaching-license eligibility or reciprocity with in a particular state is available from the college licensure office.

Students are admitted to the program during spring term and are encouraged to attend full time beginning summer session and continuing through the next spring term. Within this time frame, licensure requirements are fulfilled and the student is prepared for employment the next school year. Through partnerships with local middle and high schools, the program provides opportunities each term for site-based practical experience. The program culminates with a full term of supervised student teaching. Those who complete the program are qualified to teach in middle, junior, and senior high schools.

Applicants to the program should have (1) an undergraduate degree in one or more of the endorsement areas with a GPA of 3.00 or higher, (2) passing scores on the PPST, MSAT, and Praxis specialty tests, (3) an interest in working with youth, and (4) a strong commitment to education as a profession.

Information about the programs and application materials are available on the Department of Educational Leadership, Technology, and Administration web site.

English for Speakers of Other Languages (ESOL)

(541) 346-1497
124 Education Building

The ESOL and the ESOL-bilingual add-on endorsement programs prepare teachers to serve students who enter the public school system with a native language other than English. Course work and field experiences develop teachers' skills in (1) providing primarily native-language instruction, (2) providing instruction in a sheltered English program, (3) providing instruction in a bilingual program, (4) assessing ESOL students' language and academic skills, and (5) serving as a resource to teachers of mainstream English-speaking classes to ensure successful transition of a child from a sheltered program to the mainstream program. Another goal of this endorsement program is to prepare teachers to view the native culture of an ESOL student as a source of pride and enrichment rather than as a detriment to learning the English language.

Admission. The ESOL add-on endorsement and the ESOL-bilingual add-on endorsement are only available to teachers who hold a valid teaching license. Applicants who want to enter this program as postbaccalaureate or graduate students should call the UO Graduate School, (541) 346-5129.

Program of Study

Before registering for Supervised Field Experience (EDUC 609), an applicant must meet with the ESOL program coordinator.

Option I (22–23 credits)
Option I leads to an ESOL add-on endorsement for in-service teachers or for newly licensed teachers who want to add this endorsement to their initial license.

Option II (22–23 credits)
Option II leads to a bilingual endorsement in addition to the ESOL endorsement. The bilingual endorsement can not be earned without completing the ESOL endorsement. The bilingual endorsement verifies that the teacher is proficient in a second language, as assessed by the American Council of Teachers of Foreign Languages (ACTFL) oral-proficiency test and the appropriate PRAXIS subject test. The ACTFL standard for the bilingual endorsement is the high-intermediate level of proficiency as administered by a certified ACTFL examiner.

Applied Information Management

This program is described in the **Continuation Center** section of this catalog. See also, in the **Graduate Studies** section, Individualized Program: Applied Information Management.

The Department of Educational Leadership, Technology, and Administration contributes information management courses to the AIM Program.

Educational Leadership, Technology, and Administration Courses (ELTA)

199 Special Studies: [Topic] (1–5R)

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–4R) Seminar topics offered as student interest and faculty availability warrant.

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R) P/N only

410 Experimental Course: [Topic] (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. Not offered 1999–2000.

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. Not offered 1999–2000.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–6R) Recent topics include Athletic Administration; Curriculum Foundations; Information Technology in Education; Law and Governance; Philosophy of Higher Education Policy Analysis in Education I,II,III; Sports Administration; Strategic Planning; and Technology and Education Reform.

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R) P/N only. Practicum for Interns is a current topic.

610 Experimental Course: [Topic] (1–5R)

612 School Improvement (3) Planning and managing improvement of educational environments. Models of school improvement. Research on effective practices. Skills for the management of the change process.

613 Introduction to School Organization (3) Overview of the way schools are organized and managed in the United States. Includes educational governance, organizational perspectives, and theories of administrative function. Not offered 1999–2000.

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: ELTA 615 or instructor's consent.

617 Dissertation Proposal Preparation (3) Helps doctoral students develop dissertation proposals. Not offered 1999–2000.

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 styles of influence.

621 Personnel Evaluation (3) Examines the twin purposes of personnel evaluation: the assessment of performance as the basis of personnel decisions and the improvement of instruction.

622, 623 624 Policy Research and Analysis I,II,III (3,3,3) 622: examines the social construction of knowledge, the philosophy of social science research, and the various ways of conducting research in education and the social sciences. **623:** fundamentals of quantitative research including theory building, propositional inventories, research design and analysis, variables and hypotheses, and use of descriptive and inferential statistics. **624:** focuses on qualitative approaches to policy research and research design; includes observations, interviews, focus groups, documents and records, and case studies.

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. Not offered 1999–2000.

626 Student Rights (3) Analysis of the legal rights of elementary and secondary students under state and federal constitutions, statutes, and administrative rules. Prereq: ELTA 625. Not offered 1999–2000.

628 Teacher Rights (3) Introduction to the legal rights and liabilities of school personnel under state and federal constitutions, statutes, and administrative rules. Prereq: ELTA 625. Not offered 1999–2000.

630 Comparative Education (3) 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 an educational organization can maintain or alter the functioning of a college or school. Topics are communication, goals, conflict, hierarchy, and roles. Not offered 1999–2000.

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. Not offered 1999–2000.

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. Not offered 1999–2000.

660 Qualitative Research Methods (3) 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. Not offered 1999–2000.

665 Project Management (3) Presents theoretical and practical applications of scheduling and project management. Topics include planning, budgeting, and evaluation using project management tools.

666 Expert Systems and Their Applications (3) Introduces expert systems as tools to improve decision-making in management. Topics include knowledge engineering, capabilities, and a case analysis.

667 Management Information Systems in Education (3) Computer and telecommunication systems technology and its application to the management of public schools.

668 Information Systems and Management (3) Information systems, how they change, the role of management, and the structure of organizations. Topics include the strategic role of information, managing systems implementation, and end-user computing.

669 Data Management and Communications (3) Concentrates on work-group and organizational data management and communications issues with emphasis on goals and applications. Extensive use of case studies reinforces the concepts.

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 schools and colleges.

675 School Finance (3) Overview of school finance concepts, Oregon's school financing system, political and legal considerations, taxation, state distribution formulas, school finance reform, the federal role in education.

676 School Facilities (2) Critical analysis and discussion of current trends in school facilities including planning, construction, finance, legal aspects, alternatives to deficit or surplus space problems or both. Not offered 1999–2000.

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.

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) Reviews some prevailing concepts and suppositions about teaching and learning; examines a number of methods and techniques of college teaching. Not offered 1999–2000.

708 Workshop: [Topic] (1–16R)

709 Practicum: [Topic] (1–16R)

710 Experimental Course: [Topic] (1–5R)

Special Education and Community Resources

Robert H. Horner, Department Head

(541) 346-5521
275 Education Building
5261 University of Oregon
Eugene OR 97403-5261

Faculty

Richard W. Albin, senior research associate with title of associate professor (research design, programming and instruction, instructional technology). B.A., 1969, Rochester; M.A., 1973, Illinois; Ph.D., 1986, Oregon. (1986)

Daniel J. Baker, research associate with title of assistant professor (behavior support, staff development, residential services). B.A., 1987, Carleton; M.A., 1991, Ph.D., 1993, Minnesota. (1993)

Michael R. Benz, associate professor (secondary special education, transition and adult services). B.S., 1974, California Lutheran; M.A., 1980, Chapman; Ph.D., 1983, Oregon. (1980)

Michael D. Bullis, professor (secondary special education, transition, adult services). B.P.E., 1973, M.S., 1978, Purdue; Ph.D., 1983, Oregon. (1995)

Deanne A. Crone, visiting assistant professor (attention-deficit hyperactivity disorder and related behavior problems, early literacy and academic engagement). B.S., 1991, M.A., 1994, Ph.D., 1997, State University of New York at Stony Brook. (1997)

Marjorie DeBuse, adjunct assistant professor (talented and gifted). B.A., 1974, Reed; M.A., 1982, Ph.D., 1990, Oregon. (1981)

Debra C. Eisert, research associate with title of associate professor (pediatric psychology, applied developmental psychology). B.A., 1975, Pacific Lutheran; Ph.D., 1978, Nebraska, Lincoln. (1984)

Siegfried E. Engelmann, professor (teaching low-performing learners, instructional design, supervision). B.A., 1955, Illinois. (1970)

Dianne L. Ferguson, senior research associate with title of associate professor (qualitative research, social meaning of disability, curriculum and instruction for teacher training). B.A., 1972, Indiana; M.S., 1979, Southern Connecticut State; Ph.D., 1984, Syracuse. (1985)

Philip M. Ferguson, senior research associate with title of associate professor (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)

K. Brigid Flannery, research associate with title of assistant professor (teacher training, transition issues). B.A., 1975, Marian; M.Ed., 1978, Illinois at Urbana-Champaign; Ph.D., 1992, Oregon. (1989)

Mary Gleason, associate professor (teacher training, supervision). B.S., 1973, Minnesota; M.Ed., 1980, Ph.D., 1985, Oregon. (1983)

Elizabeth G. Glover, assistant professor (aquatics, adapted physical education). B.S., 1959, Tufts; M.S., 1963, Ed.D., 1974, North Carolina, Greensboro. (1964)

Roland H. Good III, associate professor (psycho-educational assessment, multivariate statistics). B.S., 1977, M.S., 1981, Ph.D., 1985, Pennsylvania State. (1988)

Phyllis I. Haddox, research associate with title of assistant professor (teacher training, instructional design, direct instruction). B.A., 1963, Sacramento State; M.A., 1972, Ph.D., 1983, Oregon. (1971)

Cynthia M. Herr, research associate with title of assistant professor (learning disabled adults, secondary and postsecondary education, special education law). B.A., 1972, Gettysburg; M.A., 1973, Ph.D., 1979, Oregon. (1985)

Robert H. Horner, professor (behavior management, research design, applied behavior analysis); director, Specialized Training Program. B.A., 1971, Stanford; M.S., 1975, Washington State; Ph.D., 1978, Oregon. (1976)

Kathleen Jungjohann, senior instructor (teacher training, supervision, special education minor). B.A., 1972, California, Santa Barbara, M.A., 1980, Oregon. (1988)

Edward J. Kame'enui, professor (learning disabilities, instructional design). B.A., 1970, Pacific; M.S., 1977, Ph.D., 1980, Oregon. (1988)

Ruth Kaminski, research associate with title of assistant professor (school psychology and early childhood education). B.S., 1975, Pennsylvania State; M.S., 1984, Ph.D., 1992, Oregon. (1989)

Martin J. Kaufman, professor. See **Educational Leadership, Technology, and Administration**

Nancy Knutson, adjunct instructor (preventative interventions for stepfamilies and single-parent families); practicum supervisor. B.A., 1977, M.S., 1984, Ph.D., 1990, Oregon. (1999)

Deborah Olson, research associate with title of assistant professor (supported employment and families research, qualitative research). B.A. 1974, M.S.Ed., 1975, Wisconsin, Superior; Ph.D., 1991, Syracuse. (1988)

Diana Oxley, research associate with title of assistant professor (school restructuring, secondary school organization, qualitative and quantitative methods). B.A., 1974, Southern Oregon State; M.A., 1979, Ph.D., 1982, Arizona State. (1994)

John B. Reid, senior research associate with title of associate professor (development of aggression, prevention, research in conduct disorders). B.A., 1962, San Francisco State; M.S., 1964, Ph.D., 1992, Oregon. (1972)

Karen L. Rush, assistant professor (early literacy development of preschool children, prevention of early reading difficulties, home-based interventions for at-risk preschoolers). B.S., 1991, M.A. and Ed.S., 1995, Ph.D., 1997, Minnesota. (1997)

Mark R. Shinn, professor (assessment, instructional practice and evaluation). B.A., 1974, Gustavus Adolphus; Ph.D., 1981, Minnesota. (1984)

Michelle M. Shinn, research associate (early childhood). B.A., 1989, Utah; Ph.D., 1996, Oregon. (1999)

Deborah Simmons, associate professor (learning disabilities, literacy). B.S., 1973, M.Ed., 1981, Middle Tennessee; Ph.D., 1986, Purdue. (1994)

Jeffrey R. Sprague, senior research associate with title of associate professor (severe behavior disorders, personal development, social integration) B.S., 1980, M.S., 1981, Ph.D., 1990, Oregon. (1994)

Randall S. Sprick, adjunct professor (behavior management, behavioral consultation, classroom supervision). B.S., 1973, Portland State; M.S., 1974, Ph.D., 1979, Oregon. (1973)

George Sugai, professor (behavior disorders, applied behavior analysis). B.A., 1973, California, Santa Barbara; M.Ed., 1974, Ph.D., 1980, Washington (Seattle). (1984)

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)

Courtesy

Anthony Biglan, courtesy professor (behavioral medicine, community interventions, depression). B.A., 1966, Rochester; M.A., 1968, Ph.D., 1971, Illinois. (1994)

Larry E. Rhodes, courtesy senior research associate (managing service organizations, vocational services). B.A., 1971, M.A., 1973, California State, Sacramento; Ph.D., 1982, Oregon. (1980)

Emeriti

Barbara D. Bateman, professor emerita. B.S., 1954, Washington (Seattle); M.A., 1958, San Francisco State; Ph.D., 1962, Illinois; J.D., 1976, Oregon. (1966)

Wesley C. Becker, professor emeritus. B.A., 1951, M.A., 1953, Ph.D., 1955, Stanford. (1970)

V. Knute Espeseth, associate professor emeritus. B.S., 1955, North Dakota State Teachers; M.S., 1961, North Dakota; Ph.D., 1965, Wisconsin, Madison. (1964)

Andrew S. Halpern, professor emeritus. B.A., 1961, Carleton; M.A., 1963, Yale; Ph.D., 1966, Wisconsin, Madison. (1970)

Richard J. Rankin, professor emeritus. B.A., 1953, M.A., 1954, Ph.D., 1957, California, Berkeley. (1966)

George Sheperd, professor emeritus. B.S., 1955, M.A., 1958, Colorado State; Ed.D., 1965, Illinois. (1965)

Kenneth Viegas, associate professor emeritus. B.S., 1956, Oregon; M.S.W., 1963, California, Berkeley. (1967)

Ruth Waugh, professor emerita. B.S., 1957, Southern Oregon State; M.S., 1963, Ph.D., 1971, Oregon. (1963)

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

Participating

Douglas Carnine, educational leadership, technology, and administration

Gerald Tindal, educational leadership, technology, and administration

About the Department

The Department of Special Education and Community Resources seeks to improve the quality and outcomes of education, employment, and community living for people with special needs and their families through teaching, research, and service.

Graduate Studies in Special Education

The department offers master's and doctoral degrees in school psychology, special education, special education: developmental disabilities, and special education: exceptional learner as well as a doctoral degree in special education: rehabilitation. Students interested in a doctoral degree can, with their adviser, develop an individualized program of study that focuses on interdisciplinary topics in special education and the community. In addition, the department has state-approved programs that lead to licenses and endorsements in early intervention and special education at the early childhood–elementary and middle-high school levels.

Applications for Admission

Applications for admission are available in the department office or by writing to the department. Students who are interested in more than one area of the Department of Special Education and Community Resources should indicate that on their admission applications, and their files will be reviewed by the relevant admission committees. Applications for summer session or fall term must be received by February 1 for doctoral applicants and by February 15 for master's applicants.

Careers

A serious shortage of special education professionals exists throughout the nation. Graduates of the university's academic programs find positions in the United States and abroad. These positions include teaching school-age and adult students, conducting individual and group intervention programs, managing residential living centers, coordinating in-service training programs, consulting with teachers about educating children with disabilities in regular classrooms and school settings, conducting research, teaching in colleges and universities, working in the administration of special education programs, and delivering the best practice in collaboration with a variety of professions in a range of settings. The master's degree program prepares professionals to work as specialists and consultants in school programs that serve students with diverse learning needs (e.g., behavioral, academic, social). Students pursue the master's degree to enhance their skills as special education teachers or consultants, to work in adult service programs for people with disabilities, or to fulfill a prerequisite for school administration programs or for the doctoral program. The doctoral program in special education prepares individuals for research and teaching positions in higher education, research positions with private foundations, administrative positions in school districts and other state educational agencies, and consultation positions in professional education. The licensure and endorsement programs prepare individuals to teach students with disabilities from birth to age twenty-one.

Master's Degree Program

Students can work toward a master of arts (M.A.), master of science (M.S.), or master of education (M.Ed.) degree in several areas of special education. For the M.A. degree the candidate must demonstrate proficiency in a second language. For the M.Ed. degree the candidate must have a valid teaching license and have completed at least one year of successful classroom teaching.

The program of study leading to the master's degree requires a minimum of 45 credits of graduate work. A minimum of 20 credits make up the required core including an optional 3-credit master's project or a 9-credit thesis. Additional electives, selected in consultation with a faculty adviser, allow the student to focus on an area of interest. A licensure or endorsement can be earned concurrently with the master's degree. Students can complete the master's degree course of study in four to six consecutive terms.

Doctoral Degree Program

The department offers doctor of education (D.Ed.) and doctor of philosophy (Ph.D.) degrees. The doctoral degree program provides advanced training in preparation for leadership positions in special education. The program requires approximately 90 credits beyond the master's degree and is designed for full-time students. Typically, students complete the program in three or four years. Financial assistance is available. The program uses a cohort model in which students begin in the fall term.

Licensure and Endorsement Opportunities

The Department of Special Education and Community Resources has redesigned the teacher education programs in special education to meet new licensure requirements of the Oregon Teacher Standards and Practices Commission (TSPC). These new licenses prepare teachers to work with the full range of students with disabilities at early intervention, early childhood–elementary or the middle-high school levels. The program prepares graduates to work in direct and indirect roles in standard classrooms as well as in resource, support, and community-based positions.

At the conclusion of the program, students who pass the PRAXIS tests germane to the licensure area are able to obtain a license in Early Intervention or the new Special Educator License at the early childhood–elementary or middle-high school levels.

Admission and Application

Applicants must meet general university requirements for graduate admission including a bachelor's degree and 3.00 grade point average (GPA). In addition, applicants must submit a formal department application including a statement of professional goals and experience, résumé, letters of recommendation, transcripts, scores from the Graduate Record Examinations or Miller Analogies Test or a transcript with 6 graduate credits of mid-B or better in a relevant field. Applicants must submit passing scores for the California Basic Educational Skills Test (CBEST) and have experience working with special populations. An introductory course in special education is required by some programs. Application and program information packets can be picked up or requested by telephone from the department office.

Early Intervention Licensure or Endorsement Program

Jane Kaplan Squires, Coordinator

(541) 346-2634

The Early Intervention Area offers basic and standard endorsements with options for an add-on (level I) endorsement or a stand-alone (level II) endorsement. The early intervention special education (EI) endorsement program prepares professionals to work with children from birth through kindergarten who have disabilities ranging from mild to severe. The program integrates didactic course work with practical experience. Full-time students can complete the program in four to six terms. The program can be completed as a 22-credit add-on endorsement (EI I) to an elementary or special education license or as a stand-alone endorsement (EI II).

Special Educator—Early Childhood–Elementary Licensure or Endorsement

Kathleen Jungjohann, Program Coordinator

(541) 346-1643

The goal of the endorsement and licensure program is to prepare special educators to work with students who have a variety of diagnostic labels (e.g., learning disabilities, at risk, behavior disorders, developmental disabilities, autism) in elementary schools. The program integrates theory and practice by synthesizing educational models from the research literature with empirically proven procedures.

Program goals are met through course work and field experiences organized around a set of roles and tasks that reflect the range and variety of disabilities and provide a framework for students to link university-based work to school-based work. The immediate application of learning in an applied setting allows students to refine and improve their skills in real contexts. Many of the classrooms used for practicum assignments participate in a variety of departmental research, innovation, and continuing professional development activities.

Students complete the program as a 48-credit add-on endorsement to an existing elementary or early intervention teaching license or as a 65-credit initial teaching license. Students can combine the program with a master's degree with the addition of at least 6 credits in required course work. Full-time students can complete the program in four to six terms.

Required Courses

Special Education Reading Instruction (SPED 521)	4
Special Education Mathematics Instruction (SPED 522)	3
Reading and Writing in Content Areas (SPED 523)	3
Classroom Assessment Procedures (SPED 527)	3
Advanced Behavior and Classroom Management (SPED 536)	3
Providing Student Supports I (SPED 580)	3
Professional Practices (SPED 588)	3
Practicum experiences	7
Law and Special Education (SPED 628)	4
Collaborative Educational Planning (SPED 632)	3
Supervised Field Experience (SPED 655)	5 or 9
Design of Instruction (SPED 660)	4
Foundations in Early Childhood and Early Intervention (SPEI 680)	3

Additional Courses Required for an Initial Teaching License

Foundations of Disability I (SPED 511)	3
Behavior and Classroom Management (SPED 526)	4
Physical Education for Diverse Learners (EDST 540)	3
Seminar (ELTA 607)	3

Ask the program coordinator about specific required seminars and practicums.

Special Educator—Middle-High School Licensure or Endorsement

Cynthia M. Herr and K. Brigid Flannery, Program Coordinators

(541) 346-1410 or -2496

This licensure-endorsement program prepares teachers to work with the full range of disabilities in middle and high school settings. The program provides students with the knowledge, values, and skills they need to implement a broad-based approach to helping youth with disabilities succeed in middle and high school settings and to be better prepared for the transition from school to work opportunities and postsecondary education. The program emphasizes self-determination, skilled teaching, technology, and contextual learning as keys for helping youth achieve high levels of academic and occupational excellence.

Students in this program take several courses with other university students who are preparing to be general secondary education teachers. This cross-disciplinary training provides opportunities for learning about the teaching partnerships necessary to help all youth succeed. The field-based experiences take place in middle and high schools that have diverse student groups, teaching styles, and organizational formats. Participants can take advantage of many other learning opportunities at the university (e.g., grants and research activities of faculty members) and surrounding community (e.g., local public and nonprofit service agencies and community businesses that work in partnership with local schools).

Students complete the program as an add-on endorsement to an existing secondary teaching license or as an initial teaching license.

Graduate Studies in School Psychology

The nationally ranked School Psychology Program offers master's and doctoral degrees and provides service courses to other College of Education and university programs. It is the only such program in the West and Northwest that is accredited by the American Psychological Association and approved by both the National Association of School Psychologists and the Oregon Teacher Standards and Practices Commission.

The program's main objective is to prepare problem-solving psychologists who can identify, assess, and remedy social and educational problems of children and adults. Students are trained to be scientists and practitioners who produce continuous, data-based evaluations of the services they provide.

Each student's program of study is tailored to allow development of individual strengths and interests. Master's and doctoral students take course work in the following general areas: psychological and educational foundations of school psychology; psychometrics, assessment, and research; methods of school-based intervention; professional school psychology; application of research skills; practicum experiences. Every student must complete a one-year, full-time internship. Doctoral students also complete a supervised college teaching experience.

Careers. A serious shortage of school psychologists exists throughout the nation. Graduates of the School Psychology Program find positions in the United States and abroad. These positions include teaching at infant, preschool, school-age, and adult levels; conducting individual and group intervention programs; coordinating in-service training programs; consulting with teachers about educating children with disabilities in regular classrooms and school settings; conducting research; teaching in colleges and universities; working in the administration of special education programs; and delivering the best practice in collaboration with a variety of professions in a range of settings.

Application and Admission

Prospective master's and doctoral applicants may request detailed admission policies and procedures from the School Psychology Program. Students are admitted for fall term only.

Applicants are evaluated on (1) academic record, (2) letters of recommendation, (3) résumé, (4) a statement of purpose in seeking admittance, (5) an interview, (6) Graduate Record Examinations (GRE) general test scores.

Application packets must include application forms, résumé, letters of recommendation, personal statement, and copies of transcripts. Completed applications for both the master's and the doctoral programs must be received by February 15. Notices about the disposition of applications typically are mailed by March 15.

For more information about the school psychology doctoral program, write or call Mark R. Shinn, School Psychology Program, College of Education, 5208 University of Oregon, Eugene OR 97403-5208; telephone (541) 346-2412.

Master's Degree Program

The 99-credit master's degree program leads to a master of arts, master of science, or master of education degree in school psychology. The program is designed to achieve the competencies established by the National Association of School Psychologists. Graduates of the program meet state of Oregon licensure requirements. Completion of the degree typically takes three years—two years to fulfill course and research requirements and one year to complete the full-time supervised internship. Students interested in obtaining an Oregon school psychologist license may complete the licensure requirements concurrently with the master's degree requirements.

Requirements	***99 credits***
Psychological and educational foundations of school psychology Theory-based courses in areas such as learning, instructional design, human development, biological psychology, individual differences, and social and multicultural foundations	18
Psychometrics, assessment, and research Theory and application of measurement, assessment, statistics, and research design	26
Methods of school-based intervention Methods of intervention and consultation with behavior and instructional problems	18
Professional school psychology Professional practice of school psychology including law and ethics	10
Application of research skills Experiences leading to completion of the master's thesis or doctoral dissertation	9
Practicum experiences Courses and applied experiences in school and clinical settings	9
Internship Every student must complete a one-year, full-time internship	9

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. It typically requires four to five years of study beyond the bachelor's degree to earn a doctor of philosophy degree in school psychology. 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 Area's core requirements, doctoral students are expected to select and develop an area of specialization and complete a dissertation.

Requirements	***153 credits***
Psychological and educational foundations of school psychology	31
Psychometrics, assessment, and research	42
Methods of school-based intervention	19
Professional school psychology	22
Application of research skills	18
Practicum experiences	9
Internship	9
Supervised college teaching	3

School Psychology Courses (SPSY)

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R)

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

503 Thesis (1–16R) P/N only

601 Research: [Topic] (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: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R)

617 Tests and Measurements in Education (3) Introduction to measurement. Provides a theoretical and practical basis for evaluating and using the wide range of test and measurement data in educational research. Prereq: undergraduate statistics or educational psychology course or equivalent.

618 Statistics in Education I (4) Covers descriptive statistics and elementary inferential statistics for examining the relation between two quantitative or qualitative variables using selected computer applications. Prereq: SPSY 617.

619 Statistics in Education II (4) Covers between-subject and within-subject effects in analysis-of-variance designs using selected computer applications. Prereq: SPSY 618.

620 Research Design in Education (3) The validity of experimental and quasi-experimental designs is explored with a focus on the control and partitioning of variability. Prereq: SPSY 619.

626 Final Supervised Field Experience (1–15R) P/N only. Prereq: instructor's consent. Limited to students in school psychology program for basic endorsement for an Oregon license.

628 Assessment of Infants and Preschoolers (3) Addresses issues related to developmental assessment of infants and young children; principles of assessment, guidelines for conducting assessments, strategies and assessment tools. Prereq: SPSY 672.

629 History and Systems of Psychology (3) Reviews the foundations, procedures, and heuristics of historical and modern approaches to psychology. Other topics include women in psychology and relationships between science and practice.

630 Play Development and Assessment (3) Explores issues related to development and assessment of play skills in young children: development of play, strategies for assessing play, current research.

642 Social Psychology of Education (4) Theory and research of social psychology applied to relationships between educators, classroom group processes, and organization development in schools.

650 Developmental Psychopathology (3) Overview of descriptive psychopathology in childhood. Covers phenomenology, etiology, development, and prognosis of major psychological disorders in childhood.

651 Attention Deficit Hyperactivity Disorder (3) Not offered 1999–2000.

661 Principles and Practices in School Psychology (4) Theory, role, and function of school psychology in its relation to learning and the school setting.

671 Behavioral Assessment (4) Principles, techniques, and conceptual and practical issues in behavioral assessment; applied aspects include data gathering and interpretation as well as report writing.

672 Intellectual Assessment: Theory and Practice (5) Covers individual assessment of learning aptitude. Includes administering, scoring, and interpreting intelligence tests as well as report writing. Reviews theories of intelligence. Prereq: SPSY 617, 661, 671, 674 and instructor's consent.

673 Functional Assessment: Low-Incidence Populations (4) Content and methods of educational and behavioral assessment procedures to support the education of students with low-incidence disabilities and those at risk for developmental delays. Prereq: SPSY 672.

674 Educational Assessment (4) Methods of educational assessment designed to develop and evaluate instructional interventions; topics include systematic observations, curriculum-based assessment, and teacher interviews.

681 Instructional Consultation (4) Theory and practice in consultation in school settings with emphasis on instructional issues in mainstream and special education classrooms; students complete case studies in schools.

682 Behavioral Consultation (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.

683 Family Interventions in Childhood Behavior Disorders (3) Not offered 1999–2000.

704 Internship: [Topic] (1–15R)

706 Special Problems: [Topic] (1–16R)

709 Practicum: [Topic] (1–16R)

Special Education–Developmental Disabilities Courses (SPDD)

198 Workshop: [Topic] (1–2R) R when topic changes.

405 Reading and Conference: [Topic] (1–18R) R when topic changes.

406 Special Problems: [Topic] (1–21R) R when topic changes.

407/507 Seminar: [Topic] (1–5R) R when topic changes.

408/508 Workshop: [Topic] (1–21R) R when topic changes.

409 Practicum: [Topic] (1–15R) Recent topics are Adult Services, Developmental Disabilities, Experience with Young Children with Disabilities.

410/510 Experimental Course: [Topic] (1–5R) R when topic changes.

503 Thesis (1–9R) P/N only

601 Research: [Topic] (1–6R) P/N only. A current topic is Research with Infants, Toddlers, and Preschoolers Who Are At Risk and Disabled.

602 Supervised College Teaching (1–9R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R) R when topic changes.

606 Special Problems: [Topic] (1–6R)

607 Seminar: [Topic] (1–5R) Recent topics are Assessment and Evaluation of Infants and Young Children, Counseling Exceptional Youth, Facilitating Mainstreaming, Grant Writing and Management, Independent Social Skills, Interdisciplinary Issues in Early Intervention, Program Evaluation, Proseminar, Research Issues in Early Intervention. R when topic changes.

608 Workshop: [Topic] (1–10R) R when topic changes.

609 Practicum: [Topic] (1–16R) Current topics are Adult Services, College Teaching, Experience with Young Children with Disabling Conditions, Developmental Disabilities, Program Evaluation, Students with Severe Disabilities, Supervising Teachers of Students with Severe Disabilities.

610 Experimental Course: [Topic] (1–5R) R when topic changes.

Addresses adult communication and management strategies.

Special Education–Exceptional Learner Courses (SPED)

198 Workshop: [Topic] (1–2R)

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–16R)

407/507 Seminar: [Topic] (1–5R) Topics include Behavior Disorder Issues, Identification and Assessment, Mental Retardation, Physical Disabilities.

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R) Recent topics include Special Education, Handicapped Learner I, Talented and Gifted.

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

411/511 Foundations of Disability I (3) Categorical and cross-categorical survey of information about exceptional children and youths. Topics include history, etiology, identification, classification, legislation, alternate program delivery systems.

421/521 Special Education Reading Instruction (4) Instructional procedures for designing and delivering reading instruction to special education students. Includes emergent literacy, assessment, primary and intermediate decoding and comprehension strategies, and monitoring progress. Prereq: introductory special education course.

422/522 Special Education Mathematics Instruction (3) Systematic instruction of mathematics skills for students with disabilities: assessment, planning, curriculum modification, diagnosis and remediation of persistent error patterns, evaluation.

423/523 Reading and Writing in Content Areas (3) Focuses on reading and writing strategies for low-performing students in general-education curriculum. Identifies key ideas of content-area subjects such as social studies, science, and health. Prereq: SPED 421/521.

426/526 Behavior and Classroom Management (4) Provides behavior management procedures for a variety of educational environments. Emphasizes functional assessment-based behavior support planning, classroom management, and principles of applied behavior analysis.

427/527 Classroom Assessment Procedures (3) Focuses on analyzing and evaluating assessment and testing practices in the classroom, documenting student skills and knowledge, and interpreting program outcomes.

430/530 Introduction to Exceptionalities (3) Examines issues related to disability and services available in schools and in the community for individuals and families.

431/531 Introduction to Learning Disabilities (3) Introduces major topics, issues, and trends in learning disabilities. Addresses the history, definitions, etiologies, theories, characteristics, instructional interventions, and service-delivery models.

436/536 Advanced Behavior and Classroom Management (3) Emphasizes functional assessment-based behavior support planning, individual education plans (IEPs), and effective behavior support systems for a variety of educational environments. Prereq: SPED 426/526.

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, causes, and dynamics of underachievement; alternative education programs and programming.

480/580 Providing Student Supports I (3) Activities and content emphasize supports needed by all learners. Focuses on provision of three kinds of support: behavioral and emotional, communication, and physical and medical.

488/588 Professional Practices (1–3R) Helps students critically assess their field work and to integrate field work and course work in the wider context of the school experience. Coreq: practicum or field experience.

503 Thesis (1–9R) P/N only

601 Research: [Topic] (1–6R) P/N only

602 Supervised College Teaching (1–9R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–6R)

607 Seminar: [Topic] (1–5R) Recent topics include Behavior Disorders; Doctoral Pedagogical Foundations; Doctoral Research Foundations; Doctoral Special Education Issues; Supervision I,II,III.

608 Workshop: [Topic] (1–10R)

609 Practicum: [Topic] (1–16R) Topics include Classroom Consultation; College Teaching; Research; Secondary I,II,III; Supervision; Talented and Gifted.

610 Experimental Course: [Topic] (1–5R)

628 Law and Special Education (3) Knowledge of current case law and legislation, sensitivity to legal issues, application to legal principles related to special education services in school settings.

632 Collaborative Educaitonal Planning (3) Collaborating to (a) identify unique needs of individuals with disabilities and establish legally correct, educationally useful individualized education programs (IEPs), and (b) use knowledge of effective interventions to meet needs. Prereq: SPED 628 or equivalent.

655 Supervised Field Experience (5–12R) P/N only. Provides practical experience in teaching students with disabilities in a public-school setting under the direction of cooperating teachers and university supervisors.

660 Design of Instruction (4) Design, development, and evaluation of instructional material for children with disabilities. Emphasis on analysis and construction of instructional sequences for various learning tasks.

662 Foundations of Disability II (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. Prereq: SPED 411/511.

664 Multi-Method Inquiry in Education (4) Systematic inquiry to generate information that allows effective professional decision-making. Collaborative investigation of a problem of practice.

665 Qualitative Research in Education I (3) Focuses on the knowledge tradition of interpretive inquiry and qualitative methods as applied to educational research. Performance of qualitative research study.

666 Qualitative Research in Education II (3) Focuses on applying qualitative research methods to special education and disability studies. Prereq: SPED 665.

667 Single-Subject Research Methods I (3) Basic strategies used in applied special education research. Emphasis on critically analyzing research reports as consumers and on designing, conducting, and reporting research.

668 Single-Subject Research Methods II (3) Covers general methodological concerns regarding the use of single-subject designs. Provides information on the implementation and evaluation of specific design strategies. Prereq: SPED 667.

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.

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 disabilities. 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) Emphasizes the organization and management of community organizations; includes discussions of theory and issues related to managing nonprofit organizations.

699 Classroom Management and Program Improvement (3) Noninstructional aspects of teacher responsibilities for students with severe disabilities. Topics include working with colleagues and classroom staff members, relating to families, program improvement, staff development, innovations.

706 Special Problems: [Topic] (1–6R) R when topic changes.

707 Seminar: [Topic] (1–5R)

708 Workshop: [Topic] (1–6R)

709 Practicum: [Topic] (1–6R)

School of Journalism and Communication

Timothy W. Gleason, Dean

(541) 346-3738
201 Allen Hall
1275 University of Oregon
Eugene OR 97403-1275
http://jcomm.uoregon.edu/

Faculty

Carol Ann Bassett, assistant professor (environmental journalism, magazine, writing about indigenous cultures). B.A., 1977, Arizona State; M.A., 1982, Arizona. (1998)

Thomas H. Bivins, professor (communication ethics, public relations, publication production). B.A., 1974, M.F.A., 1976, Alaska, Anchorage; Ph.D., 1982, Oregon. (1985)

Carl R. Bybee, associate professor (communication and democracy, cultural studies, communication studies). B.A., 1973, M.A., 1976, Ph.D., 1978, Wisconsin, Madison. (1982)

Charles F. Frazer, Carolyn Silva Chambers Distinguished Professor of Advertising (campaign planning, regulation of advertising, social effects of advertising). A.B., 1968, Rutgers; M.A., 1972, Fairfield; Ph.D., 1976, Illinois. (1990)

Timothy W. Gleason, professor (communication ethics, communication law, news-editorial). B.A., 1980, State University of New York, Empire State; M.A., 1983, Ph.D., 1986, Washington (Seattle). (1987)

Arnold Ismach, professor (media criticism, news-editorial, public-affairs reporting). B.A., 1951, Oklahoma; M.A., 1970, California, Los Angeles; Ph.D., 1975, Washington (Seattle). (1985)

Lauren J. Kessler, professor (alternative media, literary nonfiction, magazine). B.S.J., 1971, Northwestern; M.S., 1975, Oregon; Ph.D., 1980, Washington (Seattle). (1980)

James B. Lemert, professor (news-editorial, political advertising, public opinion). A.B., 1957, M.J., 1959, California, Berkeley; Ph.D., 1964, Michigan State. (1967)

Denise Matthews, assistant professor (children and television, documentary production, electronic media). B.S., 1969, Boston University; M.A., 1978, Connecticut; Ph.D., 1994, Florida. (1997)

Ann C. Maxwell, senior instructor (advertising strategy and creative development, advertising history and practice). B.A., 1973, M.A., 1975, California State, Fullerton. (1986)

Duncan L. McDonald, professor (journalism education and administration, news-editorial); vice president for public affairs and development. B.S., 1966, Ohio; M.S., 1972, Oregon. (1975)

Debra L. Merskin, assistant professor (advertising, girls and media, media and society). B.A., 1983, South Florida, Tampa; M.L.A., 1989, South Florida, St. Petersburg; Ph.D., 1993, Syracuse. (1993)

Stephen E. Ponder, associate professor (communication history, news-editorial, political journalism). B.A., 1964, Washington (Seattle); M.A., 1975, George Washington; Ph.D., 1985, Washington (Seattle). (1985)

Deanna M. Robinson, professor (communication studies, international communication, telecommunication policy). B.A., 1964, M.A., 1972, Ph.D., 1974, Oregon. (1976)

John T. Russial, associate professor (news-editorial, organizational change, technology studies). B.A., 1973, Lehigh; M.A., 1975, Syracuse; Ph.D., 1989, Temple. (1992)

William E. Ryan II, associate professor (graphic design, photojournalism, visual communication). B.A., 1964, Loras; M.A., 1975, Ed.D., 1991, South Dakota. (1987)

Kim Sheehan, assistant professor (advertising, advertising and new media, consumer research and behavior). B.S., 1980, Northwestern; M.B.A., 1993, Boston University; Ph.D., 1998, Tennessee, Knoxville. (1998)

Ronald E. Sherriffs, professor (electronic media, television direction and criticism). B.A., 1955, M.A., 1957, San Jose State; Ph.D., 1964, Southern California. (1965)

Alan G. Stavitsky, associate professor (electronic media, media policy, public telecommunication); associate dean. B.A., 1978, Wisconsin, Madison; M.A., 1983, Ph.D., 1990, Ohio State. (1990)

H. Leslie Steeves, associate professor (African studies, gender and communication, public relations). B.S., 1971, Vermont; M.S., 1974, Ph.D., 1980, Wisconsin, Madison. (1987)

James R. Upshaw, KEZI Distinguished Professor of Broadcast Journalism (television news, media and public service). B.A., 1962, San Diego State. (1992)

Wayne M. Wanta, associate professor (news-editorial, political communication and public opinion, quantitative research methodology). B.A., 1982, Wisconsin, Madison; M.A., 1986, Ph.D., 1989, Texas at Austin. (1992)

Janet Wasko, professor (communication studies, political economy of communication). B.A., 1973, M.A., 1974, California State; Ph.D., 1980, Illinois. (1986)

William B. Willingham, associate professor (documentary, electronic media); media operations manager. A.B., 1957, M.A., 1963, Indiana. (1965)

Thomas H. Wheeler, associate professor (ethics of digital manipulation, magazine, magazine editing). B.A., 1969, California, Los Angeles; J.D., 1975, Loyola, Los Angeles. (1991)

Courtesy

Cheris Kramarae, courtesy professor (gender and language, gender and information technology). B.S., 1960, South Dakota State; M.S., 1963, Ohio State; Ph.D., 1975, Illinois. (1998)

Emeriti

Jack D. Ewan, associate professor emeritus. B.S.J., 1948, M.S.J., 1964, Northwestern. (1964)

Kenneth T. Metzler, professor emeritus. B.S., 1956, Oregon; M.S.J., 1967, Northwestern. (1960)

Roy Paul Nelson, professor emeritus. B.S., 1947, M.S., 1955, Oregon. (1955)

Karl J. Nestvold, professor emeritus. B.S., 1954, Wyoming; M.S., 1960, Oregon; Ph.D., 1972, Texas at Austin. (1961)

R. Max Wales, professor emeritus. B.A., 1933, Washburn; M.A., 1956, Iowa. (1957)

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

About the School

The School of Journalism and Communication offers programs leading to bachelor's, master's, and doctoral degrees. Students major in journalism in one of six specialized areas: advertising, communication studies, electronic media, magazine, news-editorial, or public relations.

The school, which started as a department in 1912 and became a professional school in 1916, is one of the oldest journalism schools in the United States and one of the most broadly conceived. The school is accredited by the national Accrediting Council on Education in Journalism and Mass Communications. The University of Oregon has one of the few accredited programs in the western United States with as many as six fields of study.

The program is based on a premise that the best professional communicator is broadly educated. In accordance with national accrediting standards, students must take at least 131 credits in courses outside the School of Journalism and Communication. Of those, 94 credits must be in courses from the College of Arts and Sciences. A maximum of 49 credits in the 180-credit undergraduate program may be in journalism and communication courses. Students learn about the practice of mass communication and its effects. They study the role of communication media in society, the history of journalism, visual aspects of communication, the ethics of media practices, new communication technologies, the economics of the media, and the legal and social responsibilities of the media in modern society.

Majors are encouraged to consider a second major or a minor in a field

related to their career goals. Preparation in a second field is a valuable addition to a student's education and enhances employability.

The school's faculty members are scholars and researchers who combine academic background with professional experience in their teaching fields. Among them are former copywriters, designers, and advertising-agency executives; newspaper reporters and editors; public-relations executives; broadcast journalists; communication researchers; and magazine writers and editors. The faculty exerts its influence beyond the confines of the university campus through scholarly publication, consulting, and through numerous textbooks and trade books in such areas as advertising, language skills, reporting, interviewing, information gathering, media criticism, political communication, public-relations writing, graphic arts, and magazine writing.

Many students are active in campus affairs, working for the campus daily newspaper, the university's radio stations, 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, National Association of Black Journalists, National Broadcasting Society, Public Relations Student Society of America, and Society of Professional Journalists. Internships are often available at newspapers, magazines, broadcast stations, advertising agencies, public-relations offices, and video-production firms.

Preparation. The best preparation for journalism majors is a broad college-preparatory program with emphasis on language skills, English literature, speech, history, and the social sciences. Prospective students also benefit from the study of mathematics, statistics, computers, and second languages. Students with specific interests in science and technology are encouraged to consider journalism because of the many career opportunities in communicating about those subjects.

Students should have basic computer skills such as keyboarding and a familiarity with word-processing and desktop-publishing programs.

Community college students planning to transfer to the University of Oregon School of Journalism and Communication should concentrate on college-transfer courses, especially in literature, economics, and history, that fulfill university requirements and the school's general-studies requirements. Almost all professional courses are taken at the School of Journalism and Communication. Advising material is available to community college students upon request.

General Information

The School of Journalism and Communication occupies Eric W. Allen Hall, named in memory of the school's first dean. Fully equipped laboratories are provided for news writing, editing, advertising, graphic design, electronic media, and photography. In 1997 the school opened the Carolyn S. Chambers Electronic Media Center, which provides video and audio production facilities; and the John L. Hulteng Student Services Center, consolidating academic advising services for journalism and communication students. Current files of newspapers and trade publications are maintained in the Willis S. Duniway Journalism Resource Center. The school receives the newspaper services of the Associated Press. The Eric W. Allen Seminar Room, furnished by contributions from friends and alumni, is a center for group meetings and receptions. The University of Oregon's Knight Library houses an extensive collection of the literature of journalism and communication.

Scholarships. Scholarships ranging from $500 to $3,000 are available through the School of Journalism and Communication with the support of endowments and contributions. Applications are available in the school's Hulteng center.

Student Loans. Interest from two small endowment funds enables the School of Journalism and Communication to provide short-term or emergency loans to journalism majors. For more information, inquire at the dean's office.

Student Services

Information about admission and degree requirements, advising materials, and sample programs is available in the Hulteng center, 101 Allen Hall. The assistant dean for student services is in 101B Allen Hall.

Undergraduate Studies

The role of the school's undergraduate program is to provide students with the skills and techniques they need to become educated users and professional disseminators of the written and spoken word.

Premajor Admission

New students planning to major in journalism enter the university as premajors and do not need to meet any special admission requirements beyond the general university requirements.

Each premajor is assigned to a journalism faculty adviser, who assists in planning the student's course of study. In the fall term these assignments are made at a meeting of new undergraduate students during Week of Welcome. At other times students may go to the Hulteng center to request assignment to an adviser.

Peer advisers and school staff members can help plan programs, answer questions, and track progress toward admission as a major and toward graduation. Students should check with an adviser at least once a year to ensure that requirements are being met. The director of undergraduate advising for the school is the assistant dean for student services.

A university student in another major may switch to a journalism premajor by submitting a Request for Addition or Deletion of Major form, available in the Hulteng center. To become a premajor, a student must have a minimum cumulative grade point average (GPA) of 2.50 for all work at the University of Oregon.

Premajor Program

Students must complete the school's core curriculum. This consists of four courses: The Mass Media and Society (J 201), Information Gathering (J 202), Writing for the Media (J 203), and Visual Communication for Mass Media (J 204).

Premajors must take the core courses for letter grades and earn a GPA of 2.00 or better for the core before applying for major status.

Premajors typically take another preparatory course, although it is not required. Grammar for Journalists (J 101) prepares students to take the Language Skills Diagnostic Test (LSDT), a prerequisite for J 203. The LSDT is a comprehensive examination of spelling, grammar, and word usage. Students may attempt the LSDT only twice. The journalism faculty suggests that students take J 101 first.

Premajor students may not take most 300- and 400-level journalism courses.

Laboratory courses with controlled enrollment are open only to majors or to students with instructor's consent.

Admission as a Major

Courses needed to meet the school's major requirements will be offered within six academic-year terms to students who are admitted to the major by the beginning of their junior year.

Admission to the School of Journalism and Communication is competitive. Before applying for admission as a major, a premajor must fulfill the following requirements:

1. Complete 45 or more credits of course work
2. For the specialized areas of advertising, electronic media, magazine, news-editorial, and public relations, students must attain a cumulative GPA of at least 2.50 for all work done at the UO. For the communication studies area, they must attain a cumulative GPA of at least 2.00 for all work done at the UO
3. Earn a passing score on the Language Skills Diagnostic Test (LSDT)
4. Complete the school's core curriculum (J 201, 202, 203, 204) with an overall GPA of 2.00 in core courses
5. Develop a plan of study with the help of the student's adviser. This plan is a required part of the application for admission; course work specified in the plan must be completed for approval to graduate

A student's GPA is a major factor in the admissions decision. Students with a UO GPA lower than required should consult the assistant dean for student services about their potential for admission.

Applicants are evaluated and judged competitively by an admissions committee as applications are received. 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 five requirements listed above if other evidence of a candidate's high potential for success as a major is presented and approved.

Transfer Students

Students transferring to the University of Oregon School of Journalism and Communication enter as premajors. They apply to the University of Oregon Office of Admissions and are accepted as premajors if they meet the university's general standards for admission. The school, however, does not encourage a student with a college GPA below 2.50 to apply for premajor status. To be admitted to major status, transfer students must

meet the school's requirements for admission as outlined above.

Transfer Credit. The School of Journalism and Communication accepts journalism credits earned at other colleges and universities as follows:

1. Credits earned at schools of journalism accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) are accepted both for journalism credit and to fulfill specific course requirements
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 49-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 if the courses are taught by members of the School of Journalism and Communication faculty or by teachers approved by the faculty
4. Regardless of the number of credits transferred, students must take at least 27 credits of journalism in residence to earn a degree from the UO
5. Students cannot take more than 49 credits in journalism courses out of the 180 total credits required for a bachelor's degree. They may, however, add credits to the 180-credit total to accommodate extra journalism credits (e.g., take 186 credits to accommodate as many as 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 who want to discuss the transfer policy may consult the assistant dean for student services.

Major Requirements

Majors must meet the UO requirements for the bachelor of arts (B.A.) or bachelor of science (B.S.) degree. In addition, they must meet the following requirements of the School of Journalism and Communication:

1. Satisfactory completion of at least 45 credits in journalism, of which at least 27 must be taken at the University of Oregon School of Journalism and Communication and at least 24 must be upper division
2. Satisfactory completion of at least 131 credits in academic fields other than journalism
   a. At least 94 of those credits from the College of Arts and Sciences
   b. No more than 8 credits in courses whose subject codes do not belong to an academic department of the university (e.g., HDEV) may be applied to the 131 credits
   c. A student who graduates with 180 credits must take no more than 49 credits in journalism, including transfer credits
3. Upper-division breadth requirement:
   a. Satisfactory completion of two courses chosen from Communication Law (J 385), Communication Economics (J 386), Communication History (J 387), Communication Theory and Criticism (J 388), Journalism and Public Opinion (J 394), International Communication (J 396), Communication Ethics (J 495)
   b. Satisfactory completion of one course selected from Issues in Media Systems (J 411), Issues in Media Criticism (J 412), Telecommunication Policy (J 415), Public Broadcasting and Culture (J 417), Communication and Democracy (J 418), Advertising and Society (J 446), Third World Development Communication (J 455), International Journalism (J 492), Media Management and Economics (J 497)

   Majors who specialize in communication studies may not use J 411 or 412 to fulfill the breadth requirement
4. A cumulative UO GPA of 2.50 or better—2.00 or better for journalism: communication studies majors
5. A cumulative GPA of 2.50 or better in courses taken in the School of Journalism and Communication
6. Satisfactory completion of at least one of the following academic-program specialized areas including course prerequisites:

   Advertising. Principles of Advertising (J 340), Advertising Campaigns (J 448), and two of the following: Advertising Copy Writing (J 341), Advertising Layout (J 442), Advertising Media Planning (J 443), Agency Account Management (J 444)

   Communication Studies. Introduction to Media Systems (J 312), Communication Theory and Criticism (J 388), Issues in Media Systems (J 411), Issues in Media Criticism (J 412). Students must take both J 411 and J 412 or either course twice when topic changes.

   Electronic Media. ***Video-Production Option:*** Introduction to Electronic Media (J 330), Television Field Production (J 331), Television Studio Production (J 332). ***Electronic-Journalism Option:*** Introduction to Electronic Media (J 330), Television Field Production (J 331), Reporting for Electronic Media (J 432), either Advanced Radio News (J 433) or Advanced Television News (J 434)

   Magazine. Reporting I (J 361), Magazine Article Writing I (J 371), and two of the following: Specialized Reporting (J 463), Magazine Article Writing II (J 472), Magazine Feature Editing (J 473), The Magazine Editor (J 474), Magazine Design and Production (J 476)

   News-Editorial. Reporting I (J 361), Newspaper Editing (J 364), Reporting II (J 462)

   Public Relations. Principles of Public Relations (J 350), Public Relations Writing (J 351), Public Relations Problems (J 453)

General-Studies Courses. Because the School of Journalism and Communication believes in a broadly based education for its majors, students must complete the following College of Arts and Sciences courses:

1. 16 credits in literature (see Definitions, Limitations, and Policies below). A maximum of 8 credits in *one* of the following categories may be used to satisfy this requirement
   a. Literature courses taught in a second language that are taken as part of a student's program of study in that language
   b. Courses treating film as literature, which must have a significant reading and writing component
2. 8 credits in history
3. 8 credits in economics
4. 8 credits of course work in each of three subject codes in the College of Arts and Sciences that have not been used to satisfy requirements 1 through 3 above. Eligible subject codes are listed in the current *Survival Guide* available in the Hulteng center or from a student's adviser

Courses numbered 196, 198, 199, 399–406, or 408–410 may not be used to fulfill these requirements.

Foreign-language courses used to fulfill the university's bachelor of arts requirement and writing courses used to fulfill the university composition requirement may not be used to fulfill the general-studies courses requirement.

Definitions, Limitations, and Policies

Literature courses include

1. Courses taught by the Department of English and the Comparative Literature Program
2. Literature courses taught in English translation by foreign-language departments or the Department of Classics or courses that are cross-listed for major credit by these departments in the schedule of classes
3. Introduction to the Humanities I,II,III (HUM 101, 102, 103)

Internship. A major may earn no more than 3 credits in Internship (J 404).

Grades. Majors and premajors must take all school courses for letter grades unless a course is only offered pass/no pass (P/N). Grammar for Journalists (J 101) may be taken P/N.

Minor in Communication Studies

The School of Journalism and Communication offers a minor in communication studies, which gives students an overview of the role of communication in society. The minor requires 24 credits, of which 15 must be upper division.

Students who want to minor in communication studies should declare the minor in the school's Hulteng center. Students may submit petitions to apply other courses to the minor.

Required Course (4 credits)

The Mass Media and Society (J 201)

Elective Courses (20 credits)

Choose from the following courses: Women, Minorities, and Media (J 320), Principles of Advertising (J 340), Principles of Public Relations (J 350), Communication Law (J 385), Communication Economics (J 386), Communication History (J 387), Communication Theory and Criticism (J 388), Journalism and Public Opinion (J 394), Media Research and Theory (J 395), International Communication (J 396), Telecommunication Policy (J 415), Survey of the Documentary (J 416), Public Broadcasting and Culture (J 417), Communication and Democracy (J 418), Advertising and Society (J 446), Third World

Development Communication (J 455), International Journalism (J 492), Communication Ethics (J 495), Media Management and Economics (J 497)

All courses for the minor must be passed with grades of P or C– or better.

Second Bachelor's Degree

Students who already possess a bachelor's degree and want to earn a second bachelor's degree in the School of Journalism and Communication may apply for premajor status through the university's Office of Admissions. Upon fulfilling the requirements for application for admission they may apply for major status. Students must complete all of the school's requirements for graduation including the school's general-studies requirement and university requirements for the B.A. or B.S. Credits, including transfer credits, earned for the first bachelor's degree may count toward meeting the requirements as long as they conform to the transfer-credit policy outlined previously.

Graduate Studies

The master of arts (M.A.) and master of science (M.S.) programs at the University of Oregon School of Journalism and Communication seek to expose students to a wide range of ideas concerning the structure, function, and role of mass communication in society. The goals are to educate students to be mass media leaders and decision-makers who actively contribute to improving the quality of media and to prepare students for doctoral studies.

The Ph.D. degree program trains candidates to do research on a broad array of interdisciplinary questions related to communication and society. The school features faculty and course work that explore the cultural, economic, and political analysis of communication and society. The program emphasizes an appreciation of quantitative and qualitative methodologies and offers faculty expertise in content analysis, survey methodology, historical and legal methods, discourse analysis, ethnography, and oral history. Faculty members in departments and schools outside the School of Journalism and Communication have complementary areas of conceptual and methodological expertise to assist in guiding doctoral research.

Requests for information and graduate applications, as well as completed application materials, should be sent to the graduate secretary at the School of Journalism and Communication.

Financial Assistance

The school provides a number of graduate scholarships and graduate teaching fellowships. Scholarships range from $500 to $3,000. Fellowships include a complete tuition waiver and a stipend for the academic year. Graduate teaching fellows assist faculty members with teaching, research, and administrative responsibilities.

Admission materials and applications for scholarships, fellowships, and other financial assistance must be submitted by the deadlines stated under Admission Requirements. Applicants may apply for both a scholarship and a fellowship at the same time.

International Students

A firm mastery of English, including American mass-communication idiom, is necessary for success 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 participating in the graduate program. Though these courses do not carry graduate credit, they qualify to meet students' visa requirements. The best time to enroll in the institute's courses is the summer session preceding the first term in the master's degree program.

Admission Requirements

Admission to the graduate program is granted for fall term only. Application materials are the same for both the master's and the Ph.D. programs. Applicants to the master's program must have received a B.S. or B.A. or equivalent by fall enrollment; applicants eligible to attend the Ph.D. program must have received an M.A. or M.S. or equivalent. To be considered for admission, an applicant must submit the following:

1. Official transcripts from all institutions where undergraduate and graduate work was completed. The minimum undergraduate GPA for admission is 3.00. In exceptional cases, an applicant with a lower GPA may be admitted conditionally
2. Official Graduate Record Examinations (GRE) scores no more than five years old. The minimum combined verbal and quantitative score for admission is 1100. In exceptional cases an applicant with a lower score may be admitted conditionally
3. A 750- to 1,000-word essay describing the applicant's academic and career goals
4. An up-to-date résumé
5. A portfolio, string book, clips, tapes, or other evidence of relevant professional work or evidence of scholarly writing and research. Doctoral applicants may include a copy of a master's thesis
6. Three letters of recommendation, two from academic sources
7. International students must also submit documentation for
   a. Either a Test of English as a Foreign Language (TOEFL) score of 600 or better or a Michigan English Language Assessment Battery (MELAB) score of 85 or better
   b. A score on the Test of Spoken English (TSE). A minimum score is not required for the TSE

Application deadlines are January 15 for doctoral applicants and March 1 for master's degree applicants.

Students without the appropriate professional or academic background in the mass media may be conditionally admitted into the program. These students are required to take no more than four undergraduate courses to prepare them for graduate work. Some of these courses may be taken at the same time as the graduate curriculum; others are prerequisites for certain graduate courses. Courses are determined for each student at the time of admission.

Advising. An adviser is appointed for each graduate student in the school by the director of graduate studies.

Course programs for graduate students are planned individually in consultation with advisers. Graduate students should meet with their advisers at least once a term.

Evaluation of Progress. All graduate students' programs are examined by the school's graduate affairs committee during progress toward the degree.

Requirements for Graduation

A graduate student in the School of Journalism and Communication cannot elect the pass/no pass (P/N) option for a graduate course offered by the school unless that course is offered P/N only.

Master's Degree Program

Candidates for the M.A. or M.S. degree in journalism must earn at least 46 graduate credits with a cumulative GPA of 3.00 or higher. Courses that do not carry graduate credit are not considered in determining the graduate GPA.

The program concludes with either a thesis or a professional project. Students typically take five or six terms to complete the program. Specific requirements follow:

1. Three core courses taken in the first year of graduate study: Experimental Course: Faculty Colloquium (J 610), Mass Communication and Society (J 611), Mass Communication Theories (J 613)
2. Two methodology courses, at least one of which is in the School of Journalism and Communication
3. Three additional 600-level courses in the School of Journalism and Communication. Except for graduate seminars (J 607), J 601–610 do not count toward this requirement
4. At least 6, but no more than 15, graduate credits outside the School of Journalism and Communication. The courses chosen must be part of a consistent, related, educationally enhancing plan that has been approved by the student's adviser prior to enrollment
5. A graduate thesis (9 credits in J 503) or professional project (6 credits in J 609) approved and supervised by a faculty committee. A written proposal, approved the adviser and committee, is required before work is begun on either a thesis or project. A student should register for Thesis (J 503) or Terminal Project (J 609) during the terms in which the research and writing take place

Professional Master's Degree Options

This program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills with a specific focus. Participants earn either an M.A. or an M.S. degree in journalism with a option in advertising management, magazine journalism, or news-editorial journalism. The program begins during summer session and concludes the following summer session with a professional project or internship.

Program Requirements
The 46-credit professional program includes

1. Introductory course work taken during the first summer that provides a foundation for more advanced study
2. Mass Communication and Society (J 611)
3. Course work in one of the option areas described below. Courses are selected by the student in consultation with an adviser to meet the student's professional objectives
4. A final professional project

Advertising Management Course Work

1. Four courses selected from Advertising Research (J 545), Advertising and Society (J 546), Advertising Campaigns (J 548), Advertising Strategy (J 551), Public Relations Problems (J 553), Media Management and Economics (J 597)
2. Three graduate-level elective courses offered by the School of Journalism and Communication
3. The following courses offered by the Lundquist College of Business: one introductory accounting course, Market Dynamics and Segmentation (MKTG 611), Marketing Management (MKTG 612), Advanced Analysis of Consumer Behavior (MKTG 661), Marketing Communications (MKTG 662)

Magazine Course Work

1. Magazine Article Writing I (J 371), Communication Ethics (J 595)
2. At least four courses selected from Magazine Article Writing II (J 572), Magazine Feature Editing (J 573), The Magazine Editor (J 574), Magazine Design and Production (J 576), The Journalistic Interview (J 583), Creative Nonfiction I,II (J 635, 636), Writing the Nonfiction Book (J 638)
3. Five graduate-level elective courses offered by the School of Journalism and Communication. Other graduate-level university courses may be included with adviser's consent

News-Editorial Course Work

1. At least four courses selected from Reporting II (J 562), Specialized Reporting (J 563), Newspaper Design (J 564), Reporting III (J 567), Advanced News Editing (J 568), The Journalistic Interview (J 583)
2. Five graduate-level elective courses offered by the School of Journalism and Communication. Other graduate-level university courses may be included with adviser's consent

Creative Nonfiction Option

Candidates for a master's degree in journalism may specialize in creative nonfiction. Students electing this option must earn 46 graduate credits and have a cumulative GPA of 3.00 or higher. Courses that do not carry graduate credit are not considered in determining the graduate GPA.

Students typically take six terms to complete the program. Specific requirements follow.

Core Courses ***31 credits***

Writing. Creative Nonfiction I,II (J 635, 636), taken during first year of study 12
Journalism. Workshop: Writing (J 608) 6
Mass Communication and Society (J 611) 3
Literature of Literary Journalism (J 631) 3
One 600-level course—e.g., Seminar: Ethics (J 607) or Philosophy of Mass Communication (J 644)—selected from a short list approved by adviser or faculty member 3
Capstone. Writing the Nonfiction Book (J 638), typically taken during second year of study 4

Electives ***minimum of 7 credits***

University courses offered outside the School of Journalism and Communication selected in consultation with the student's adviser.

Terminal Project ***minimum of 6 credits***

Students register for Terminal Project (J 609) during the terms in which research and writing for the project occur. Culmination of the creative nonfiction program requires writing that is noteworthy for its substance and its artistic quality. The student chooses a faculty member to supervise the research and writing of the terminal project. The topic must be approved by the adviser before work begins; a faculty committee oversees the project.

Candidates for the M.A. degree, but not the M.S. degree, must be proficient in a second language. Proficiency can be demonstrated either by completing, within the past seven years, the second year of the language at the college level or by passing an examination demonstrating equivalent competence.

Students nearing completion of their programs should consult with their advisers about requirements to be met before the awarding of the degree. During the term in which the thesis or project is completed, the student schedules an oral examination with his or her thesis or project committee. Students are responsible for meeting Graduate School requirements for thesis format and deposit deadlines.

Doctor of Philosophy Degree

Candidates for the Ph.D. degree typically take about 72 graduate-level credits of course work beyond the master's degree; the exact number of credits depends on the student's graduate-study experience. The program concludes with a dissertation. Specific requirements follow.

Core Sequence. Within the first three terms of study, the student must complete the core sequence of courses: Experimental Course: Faculty Colloquium (J 610), Proseminar I (J 640), Qualitative Research Methods (J 641), Quantitative Research Methods (J 642), Proseminar II (J 643).

Outside Field. In close consultation with an academic adviser and the school's graduate studies director, each student designs an integrated outside-field component for his or her program. Because the program stresses the interconnection of communication with other disciplines, the 18-credit outside field may involve more than one outside department.

Methodological Tool Requirement. Two methods courses, in addition to Qualitative Research Methods (J 641), Quantitative Research Methods (J 642), taken within or outside the school.

Additional Seminars in Communication. At least three 600-level courses in the School of Journalism and Communication. Except for Seminar (J 607), J 601–610 do not count toward this requirement.

University Teaching. Ph.D. candidates must complete Teaching and the Professional Life (J 619). Appropriate teaching experiences are arranged following completion of the course.

Comprehensive Examination. After course work is complete, the student, the graduate studies director, and the student's comprehensive examination committee schedule an examination that requires a synthesis of what the student has learned. The student must pass the comprehensive examination before advancing to candidacy and beginning work on the dissertation.

Dissertation. A dissertation (18 credits in J 603) is the final step in the doctoral program. It is a professionally central experience in the design, conduct, and dissemination of original research. It is written after the student's proposed dissertation topic is approved.

Journalism Courses (J)

101 Grammar for Journalists (3) Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to the journalistic style.

196 Field Studies: [Topic] (1–2R)

198 Colloquium: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201 The Mass Media and Society (4) The various media of mass communication and their effects on society. Bybee, Merskin, Stavitsky, Upshaw, Wanta.

202 Information Gathering (4) Survey of methods and strategies for acquiring information of use to the various mass media. Examination of records, databases, sources, and interview methods. Bybee, Gleason, Kessler, Ponder, Upshaw.

203 Writing for the Media (4) 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. Bassett, Kessler, Russial, Wanta, Wheeler.

204 Visual Communication for Mass Media (4) Theory and application of visual communication in newspapers, magazines, television news, advertising, and public relations. Matthews, Ryan, Wanta.

312 Introduction to Media Systems (3) Critical overview of the economic, social, and political implications of the communication systems and technologies on which the information society is based. Gleason, Robinson, Russial, Stavitsky.

320 Women, Minorities, and Media (3) Inequities in mass media with regard to gender, race, and ethnicity. Ramifications and possible mechanisms of change. Kessler, Merskin, Steeves.

330 Introduction to Electronic Media (4) Introduction to aesthetic and technical elements, as well as professional issues, involved in communication through video, audio, and new applications of the moving image. Matthews, Sherriffs, Stavitsky, Upshaw. Majors only.

331 Television Field Production (4) Graded only. Introduction to techniques of single-camera field video production. Prereq: J 330. Matthews, Sherriffs. Majors only.

332 Television Studio Production (4) Introduction to techniques of multiple-camera, studio-based video production. Prereq: J 330. Sherriffs, Willingham. Majors only.

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, Maxwell, Merskin, Sheehan.

341 Advertising Copy Writing (4) Theory and practice in writing advertising copy. Study of style and structure with emphasis on strategy formulation. Prereq: J 340. Frazer, Maxwell, Merskin. Majors only.

350 Principles of Public Relations (3) Theory and practice, mass media as publicity channels, the public-relations practitioner, departments and agencies. Bivins.

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. Prereq: J 350. Bivins, Steeves. Majors only.

361 Reporting I (4) Basic training in news gathering. Extensive writing under time pressure, including a variety of assignments: straight news, features, interviews, speeches. Prereq: J 202, 203, typing ability. Gleason, Ismach, Ponder, Wanta. Majors only.

364 Newspaper Editing (4) Copyediting and headline writing for newspapers; emphasis on grammar and style. Problems in evaluation, display, makeup, and processing of written and pictorial news matter under time pressure. Prereq: J 361. Russial, Wanta. Majors only.

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. Gleason, Ryan. Majors only.

371 Magazine Article Writing I (3) Writing magazine feature articles; study of the problems of marketing magazine manuscripts. Prereq: J 361 or instructor's consent. Bassett, Kessler, Wheeler. Majors only.

375 Production for Publication (3) Production of news-editorial and advertising material in the print media. Includes printing processes, typography, composition methods, and graphic-arts photography. Ryan. Not offered 1999–2000.

385 Communication Law (4) Legal aspects of the mass media: constitutional freedom of expression, news gathering, access to public records and proceedings, libel, privacy, copyright, advertising, broadcast regulation, and antitrust. Prereq: J 201. Gleason, Ponder.

386 Communication Economics (4) Survey and analysis of economic relationships that exist in our communication system and how that system is integrated into the domestic and international economy. Prereq: J 201. Ismach, Wanta, Wasko.

387 Communication History (4) The changing structure and character of the mass media in the United States. Theories of the media and their relationship to the society. Prereq: J 201. Kessler, Ponder, Stavitsky.

388 Communication Theory and Criticism (4) Survey of contemporary social, scientific, and humanistic theories focuses on the role of technology-mediated communication in modern society. Examines administrative and critical perspectives. Prereq: J 201. Bybee, Lemert, Steeves, Wanta.

394 Journalism and Public Opinion (4) 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. Ismach, Wanta.

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. Ismach, Steeves. Not offered 1999–2000.

396 International Communication (4) National and cultural differences in media and information systems, global news and information flows, implications of rapid technological change, and communication and information policies. Prereq: junior standing. Robinson, Steeves.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–9R)

403 Thesis (1–9R)

404 Internship: [Topic] (1–3R) P/N only. R for maximum of 3 credits.

405 Reading and Conference: [Topic] (1–9R) P/N only

406 Special Problems: [Topic] (1–9R) P/N only

407/507 Seminar: [Topic] (1–4R) Current topics are Alternative Media, Free Press Issues, Media of Presidential Campaigns.

408/508 Workshop: [Topic] (1–4R)

409 Practicum: [Topic] (1–3R)

410/510 Experimental Course: [Topic] (1–4R) Current topics are Advertising in Cyberspace, Audio Production, Cyberjournalism, Infotainment.

411/511 Issues in Media Systems: [Topic] (3R) Uses various approaches, such as political economy, legal, historical, institutional, and comparative, to study media systems. Prereq: J 312. Bybee, Gleason, Robinson, Sherriffs, Stavitsky, Upshaw, Wanta. R once when topic changes. Majors only.

412/512 Issues in Media Criticism: [Topic] (3R) Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Encompasses both social and aesthetic criticism. Prereq: J 312. Bivins, Bybee, Frazer, Sherriffs, Stavitsky, Steeves, Upshaw, Wanta. R once when topic changes. Majors only.

415/515 Telecommunication Policy (3) The nature, philosophy, and consequences of legislative, administrative, and judicial regulation of telecommunication in the United States. Prereq: junior standing. Gleason, Robinson, Stavitsky.

416/516 Survey of the Documentary (3) Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Prereq: junior standing. Sherriffs.

417/517 Public Broadcasting and Culture (3) Comparative analysis of the structure and focus of public and commercial television. Prereq: junior standing. Sherriffs, Stavitsky.

418/518 Communication and Democracy (3) The role of communication in democratic theory. Special emphasis on the implications of the changes in communication and communication technology for contemporary democratic practice. Prereq: junior standing. Bivins, Bybee.

419/519 Editing Styles (3) Introduction to moving-image editing styles through intensive study and analysis of selected film and video materials. Prereq: J 330.

420/520 Concepts in Television Production (3) Study and analysis of the production process by which emotions and ideas are translated into visual language. Prereq: J 331 or 332. Sherriffs. Majors only. Not offered 1999–2000.

421/521 Documentary Television Production (4) Workshop in preparation, shooting, and post-production of the short television documentary. Prereq: J 331, 416/516. Matthews, Sherriffs. Majors only.

432/532 Reporting for Electronic Media (4) Training in gathering, production, and presentation of news for the electronic media. Prereq: J 330. Stavitsky, Upshaw. Majors only.

433/533 Advanced Radio News (4) Special problems and opportunities for gathering, writing, editing, producing, and presenting news for radio broadcasting. Prereq: J 330. Stavitsky. Majors only.

434/534 Advanced Television News (4) Special problems and opportunities for gathering, writing, editing, taping, producing, and presenting the news for television broadcasting. Prereq: J 432/532. Stavitsky, Upshaw. Majors only.

435/535 Television Direction (4) Theory and techniques of television direction explored through group exercises and individual projects. Prereq: J 332. Sherriffs. Majors only.

442/542 Advertising Layout (4) Graphic design for advertising. Work with type and illustrations. Consideration given to all media. Prereq: J 340. Ryan. Majors only.

443/543 Advertising Media Planning (4) Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. Prereq: J 340. Frazer, Merskin, Sheehan. Majors only.

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. Frazer, Sheehan. Majors only.

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. Prereq: J 340. Frazer, Maxwell, Merskin, Sheehan. Majors only.

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, Maxwell, Merskin, Sheehan.

447/547 Advertising Portfolio (4) Graded only. Capstone experience in conceptualizing and executing the creative aspects of advertising campaigns. Prereq: J 341, 442 or instructor's consent. Maxwell.

448/548 Advertising Campaigns (4) Seniors and graduate students produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Prereq: J 340 and two from J 341, 442/542, 443/543, 444/544. Frazer, Maxwell, Merskin, Sheehan. Majors only.

449/549 Advanced Advertising Campaigns (5) Provides firsthand team experience of creating a professional-level advertising plan. Prereq: instructor's consent. Frazer, Maxwell, Merskin, Sheehan.

450/550 Advanced Copywriting (4) Graded only. Advanced work in theory and practice of writing advertising copy. Emphasis on clarification and identification of writer's voice. Prereq: J 341 or instructor's consent. Maxwell.

451/551 Advertising Strategy (4) Graded only. Advanced study of account planning and problem solving in advertising. Focuses on effective communication strategies. Prereq: J 340 or instructor's consent. Maxwell.

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. Majors only.

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. Ponder, Steeves.

462/562 Reporting II (4) Advanced newspaper reporting on public affairs and community news, including internship assignments at area newspapers. Prereq: J 361. Bassett, Ismach, Ponder. Majors only.

463/563 Specialized Reporting: [Topic] (1–4R) Reporting of special topics, including the environment, business and economics, politics, health and medicine, science, the arts, and precision journalism. Prereq: J 361 or 432. Bassett.

464/564 Newspaper Design (4) Graded only. Exposure to trends in the packaging of publications. Emphasis on developing practical skills in the production of effective newspaper-page designs. Prereq: J 204. Wanta, Ryan. Majors only.

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. Prereq: J 361. Majors only. Not offered 1999–2000.

467/567 Reporting III (4R) Contexts and patterns of reporting that go beyond individual news events. Prereq: J 462/562. Ismach, Ponder, Russial. R once with instructor's consent. Majors only. Not offered 1999–2000.

468/568 Advanced News Editing (4) Graded only. Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work with web-based journalism. Focus on teamwork. Prereq: J 364 or instructor's consent. Russial, Wanta.

472/572 Magazine Article Writing II (3) Writing and marketing magazine articles. Individual conferences. Bassett, Kessler, Wheeler. Prereq: J 371. Majors only.

473/573 Magazine Feature Editing (3) Principles and problems of magazine editing. Focuses on professionally written manuscripts. Copyediting, caption and head writing, content selection. Prereq: J 371. Bassett, Kessler, Wheeler. Majors only.

474/574 The Magazine Editor (4) Comprehensive examination of nonediting aspects of the magazine editor's role: issue planning, ethics, marketing, production, circulation, and graphics. Prereq: J 371. Bassett, Kessler, Wheeler. Majors only.

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. Prereq: instructor's consent. Ryan. Majors only.

481/581 Newsletter Publication (3) Examines the principles and practices of newsletter publication including planning, information gathering, writing, editing, layout, and printing. Prereq: J 361. Bivins, Ryan.

483/583 The Journalistic Interview (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. Kessler. Majors only.

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, Steeves.

495/595 Communication 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, Bybee, Gleason.

497/597 Media Management and Economics (4) Issues for media managers and media workers, including leadership, organizational change, new technology, media convergence, and economic strategy. Emphasis is management and social responsibility. Russial.

503 Thesis (1–9R) P/N only

601 Research: [Topic] (1–6R) P/N only. R for maximum of 16 credits.

602 Supervised College Teaching (1–5R) R for maximum of 5 credits.

603 Dissertation (1–16R) P/N only. R for maximum of 18 credits.

604 Internship: [Topic] (1–3R) P/N only. R for maximum of 3 credits.

605 Reading and Conference: [Topic] (1–6R) P/N only. R for maximum of 16 credits.

606 Special Problems: [Topic] (1–6R) P/N only. R for maximum of 16 credits.

607 Seminar: [Topic] (1–5R) A current topic is Gender and Media.

608 Workshop: [Topic] (1–6R) P/N only. R for maximum of 16 credits.

609 Terminal Project (1–6R) P/N only. R for maximum of 6 credits.

610 Experimental Course: [Topic] (1–5R) A current topic is Media Effects.

611 Mass Communication and Society (3) Review of the literature of mass communication. Introduction to graduate study in journalism and mass communication. Ismach, Kessler, Ponder, Stavitsky, Steeves.

612 Approaches to Mass Communication Research (4) Not offered 1999–2000.

613 Mass Communication Theories (3) The communication process; audiences of the mass media; media competition; attitudes of communicators; functions and dysfunctions of media activities. Bybee, Merskin, Stavitsky, Steeves.

614 Communication Research Methods (3) Introduction to graduate research. Selection and planning of research studies; class research project with instruction in appropriate methodology and basic statistical analysis. Ismach, Wanta. Not offered 1999–2000.

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, Stavitsky. Not offered 1999–2000.

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. Ismach. Not offered 1999–2000.

617 Bias in the News Room (3) Objectivity norms and other craft traditions; their consequences for audiences and for the adequacy of media performance. Not offered 1999–2000.

618 Criticizing the Media (3) Traditional, humanistic, social-responsibility approach compared with empirical approach to analysis and criticism of media performance and professional norms. Bybee, Russial.

619 Teaching and the Professional Life (4) Graded only. Explores teaching strategies, curriculum development, and other aspects of academic professional life in journalism and communication. Frazer, Steeves.

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. Not offered 1999–2000.

631 Literature of Literary Journalism (3) Explores philosophical, historical, literary, and moral issues related to the genre of literary journalism, or creative nonfiction. Prereq: acceptance in the creative nonfiction program or instructor's consent. Kessler.

635, 636, 637 Creative Nonfiction I,II,III (6,6,6) Concentrates on student writing of nonfiction in a workshop setting. Prereq: instructor's consent. Approved journalism and creative writing graduate students only. Kessler.

638 Writing the Nonfiction Book (4) **Graded only.** Explores the book-publishing industry. Focuses on conceptualizing a book-length work of literary nonfiction. Prereq: J 631. Kessler.

640 Proseminar I (4) Overview of theories used to study mediated communication, mass communication, and communication technologies; theory application to media processes; discussion of enduring issues in the field. Prereq: doctoral standing. Bybee, Kessler, Steeves, Wanta, Wasko.

641 Qualitative Research Methods (4) Introduces qualitative research methods including traditional historical inquiry, oral history, ethnography, and participant observation. Prereq: J 640. Bybee, Gleason, Kessler, Ponder.

642 Quantitative Research Methods (4) Introduces and analyzes the logic of quantitative research methods in terms of design, measurement, inference, and validity. Focuses on

conceptualization in communication research. Prereq: J 640. Ismach, Sheehan, Wanta.

643 Proseminar II (4) Seminar participants demonstrate competence in broad families of social research by drawing on skills and knowledge obtained in J 640–642. Prereq: J 640, 641, 642. Bybee, Gleason, Wanta, Wasko.

644 Philosophy of Mass Communication (3) Explores the philosophical foundations of mass communication in the United States—including the political philosophies that range from Milton to McLuhan. Bivins, Bybee, Gleason, Stavitsky.

645 Communication Research in Media Law (3) Doctoral-level introduction to legal research and First Amendment theory. Gleason. Primarily for students interested in doing research in mass communication law and policy. Not offered 1999–2000.

646 Political Economy of Communication (3) Introduction to the political economy of communication. Includes such issues as ownership and control patterns; the role of the state; labor; intellectual property rights; and international markets. Wasko.

647 Historical Research in Mass Communication (3) Examines historical approaches to mass communication research, from traditional views of media industries to recent analysis of historical connections between mass communication and society. Prereq: J 387 or equivalent. Gleason, Kessler, Ponder, Stavitsky.

648 Cultural Approaches to Communication (3) Examination of communication and mediated communication as cultural processes in the production and reproduction of social systems. Prereq: J 640, 641, 642, 643 or instructor's consent. Bybee, Steeves, Wasko.

649 International Communication (3) Examines global communication structures and processes and their consequences. Topics include new technologies, news and information organizations, cross-cultural uses of Western media, and information policies. Robinson, Steeves, Wasko.

650 Advertising as a Social Institution (3) Explores how advertising works at the general social level. Examines how consumers use advertising and products or services to make meanings for themselves. Prereq: J 640. Frazer, Merskin, Sheehan. Not offered 1999–2000.

651 Comparative Communication Policies (3) Examines the evolution of national communication policies and infrastructures within their national political-economic and cultural contexts and the global economic environment. Gleason, Robinson, Sherriffs, Stavitsky. Not offered 1999–2000.

652 Communication and Politics: [Topic] (3R) Examines communication and mediated communication in formal political settings as well as the general exercise of political power throughout society. Bybee. R twice when topic changes for maximum of 9 credits.

School of Law

Rennard Strickland, Dean

(541) 346-3852
(541) 346-3846 admissions
(541) 346-1564 fax
105 Knight Law Center
1221 University of Oregon
Eugene OR 97403-1221
admissions@law.uoregon.edu
http://www.law.uoregon.edu

Faculty

Keith Aoki, associate professor (property, arts and the law, corporations). B.A., 1978, Wayne State; M.A., 1986, City University of New York Hunter; J.D., 1990, Harvard; LL.M., 1993, Wisconsin. (1993)

Michael D. Axline, professor (environmental law clinic, oil and gas law); director, clinical program. B.A., 1977, Idaho State; J.D., 1980, Oregon; Idaho bar, 1980. (1982)

Steven W. Bender, associate professor (consumer law, commercial law, secured land transactions). B.S., 1982, J.D., 1985, Oregon (Coif); Arizona bar, 1985. (1990)

Carl S. Bjerre, assistant professor (commercial law, securities regulation, corporations and contracts). B.A., 1982, California, Berkeley; J.D., 1988, Cornell (Coif); New York bar, 1989. On leave 1999–2000. (1996)

John E. Bonine, professor (environmental law, administrative law, constitutional law). A.B., 1966, Stanford; LL.B., 1969, Yale; California bar, 1970; Oregon bar, 1977. (1978)

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)

Robin Morris Collin, professor (remedies, ethics, sustainability). B.A., 1976, Colorado College; J.D., 1980 Arizona State (Coif); Arizona bar, 1980. (1993)

Garrett Epps, associate professor (civil procedure, immigration law, constitutional law). B.A., 1972, Harvard; M.A., 1975, Hollins; J.D., 1991, Duke. On leave 1999–2000. (1992)

Caroline Forell, professor (women and the law, torts, trusts and estates). B.A., 1973, J.D, 1978, Iowa (Coif); Oregon bar, 1978. (1978)

Dave Frohnmayer, professor (constitutional law, legislation, legislative and administrative processes); university president. B.A., 1962, Harvard; B.A., 1964, M.A., 1969, Oxford; J.D., 1967, California, Berkeley (Coif); California bar, 1967; Oregon bar, 1971. (1970)

Susan N. Gary, assistant professor (trusts and estates, nonprofit organizations). B.A., 1977, Yale; J.D., 1981, Columbia; Illinois bar, 1981; Oregon bar, 1989. (1992)

Ibrahim J. Gassama, associate professor (international business transactions, international law, torts). B.A., 1980, Virginia Polytechnic; J.D., 1984, Harvard; New York bar, 1985. On leave fall 1999. (1991)

Dennis Greene, assistant professor (contracts, business planning, entertainment law). B.A., 1972, Columbia; M.Ed., 1984, Harvard; J.D., 1987, Yale. On leave 1999–2000. (1994)

Leslie J. Harris, Dorothy Kliks Fones Professor of Law (criminal law, 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, international environmental law). B.S.E., 1965, J.D., 1968, Michigan (Coif); diploma in law, 1969, Oxford; diploma in law, 1973, Stockholm; California bar, 1969; Oregon bar, 1982 (1978)

Maurice J. Holland, professor (civil procedure, insurance law, Oregon practice and procedure). A.B., 1958, Yale; M.A., 1961, J.D., 1966, LL.M., 1970, Ph.D., 1980, Harvard; Massachusetts bar, 1963; Oregon bar, 1987. (1986)

Jon L. Jacobson, professor (international law, law of the sea). B.A., 1961, J.D., 1963, Iowa (Coif); California bar, 1964. On leave fall 1999. (1968)

Laird C. Kirkpatrick, Hershner Professor of Jurisprudence (criminal law, evidence, alternative dispute resolution). A.B., 1965, Harvard; J.D., 1968, Oregon (Coif); Oregon bar, 1968. On leave 1999–2000. (1974)

Lisa A. Kloppenberg, associate professor (civil procedure, constitutional law, federal courts). B.A., 1984, J.D., 1987 (Coif), Southern California; California bar, 1987; District of Columbia bar, 1990. (1992)

Kimberly D. Krawiec, assistant professor (partnerships and corporations, corporate finance, securities regulation). B.A., 1987, North Carolina State; J.D., 1992, Georgetown; New York bar, 1993. On leave 1999–2000. (1998)

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)

Ralph James Mooney, Wallace and Ellen Kaapcke Professor of Business Law (American legal biography, American legal history, contracts). B.A., 1965, Harvard; J.D., 1968, Michigan (Coif); California bar, 1968. (1972)

James M. O'Fallon, Frank Nash Professor in Law (constitutional law, jurisprudence); associate dean for academics. B.A., 1966, Kansas State; M.A., J.D., 1972, Stanford (Coif); California bar, 1973. (1981)

Margaret L. Paris, associate professor (criminal law, criminal procedure, appellate advocacy). B.A., 1981, J.D., 1985 (Coif), Northwestern; Illinois bar, 1985. (1992)

George M. Platt, professor (secured land transactions). B.S., 1948, LL.B., 1956, Illinois; Illinois bar, 1956. (1966)

David Schuman, associate professor (constitutional law, criminal procedure). B.A., 1966, Stanford; Ph.D., 1974, Chicago; J.D., 1984, Oregon (Coif); Oregon bar, 1984. On leave 1999–2000. (1987)

Nancy E. Shurtz, professor (estate planning, poverty law, women and the law). B.A., 1970, Cincinnati; J.D., 1972, Ohio State; LL.M., 1977, Georgetown; Ohio bar, 1973; Tennessee bar, 1973; District of Columbia bar, 1977. (1982)

Rennard Strickland, Philip H. Knight Professor of Law (American Indian law, legal history, legal anthropology); dean. B.A., 1962, Northeastern State; M.A., 1966, Arkansas; J.D., 1965, S.J.D., 1970, Virginia (Coif); Creek Nation bar, 1965. (1997)

Peter N. Swan, professor (admiralty, antitrust law). B.S., 1958, LL.B., 1961, Stanford; California bar, 1962; United States Supreme Court bar, 1967; Oregon bar, 1979. (1970)

Dominick R. Vetri, B. A. Kliks Professor of Law (copyrights, gay and lesbian legal issues, torts). B.S., M.E., 1960, New Jersey Institute of Technology; J.D., 1964, Pennsylvania (Coif); New Jersey bar, 1965; Oregon bar, 1977. (1967)

Merle H. Weiner, assistant professor (civil procedure, family law). B.A., 1985, Dartmouth; LL.M., 1988, Cambridge; J.D., 1990, Harvard; District of Columbia bar, 1991; Maryland bar, 1991; California bar, 1993. (1998)

Wayne T. Westling, Elmer B. Sahlstrom Senior Fellow in Trial Law and professor (criminal practice, evidence, trial practice). A.B., 1965, Occidental; J.D., 1968, New York; California bar, 1969; United States Supreme Court bar, 1972; Oregon bar, 1981. On leave fall 1999. (1979)

Mary C. Wood, associate professor (Indian law, public lands, environmental law). B.A., 1984, Washington (Seattle); J.D., 1987, Stanford; Washington bar, 1989; Oregon bar, 1990. (1992)

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. A.B., 1952, LL.B., 1954, Kansas; LL.M., 1959, Columbia; Kansas bar, 1954; Oregon bar, 1965. (1962)

Orlando John Hollis, distinguished professor emeritus. B.S., 1926, J.D., 1928, Oregon (Coif); Oregon bar, 1928. (1931)

Frank R. Lacy, professor emeritus. A.B., 1946, Harvard; J.D., 1948, Iowa (Coif); LL.M., 1958, J.S.D., 1971, New York; Iowa bar, 1948; Oregon bar, 1949. (1949)

William D. Randolph, professor emeritus. B.S., 1948, J.D., 1950, Illinois (Coif); Illinois bar, 1950; California bar, 1962. (1976)

Milton L. Ray, professor emeritus. B.A., 1947, Rochester; J.D., 1950, Chicago (Coif); Illinois bar, 1950; California bar, 1964. (1971)

Eugene F. Scoles, distinguished professor emeritus. A.B., 1943, J.D., 1945, Iowa (Coif); LL.M., 1949, Harvard; J.S.D., 1955, Columbia; Iowa bar, 1945; Illinois bar, 1946. (1968)

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

About the School

The School of Law offers a 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. All second- and third-year courses are elective except Constitutional Law II (LAW 644) and Legal Profession (LAW 649), which are required.

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.

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 John E. Jaqua Law Library has more than 350,000 volumes and volume equivalents in microform. Access to the library's collection is provided through Janus, an on-line catalog that serves the university's library system. Library holdings include complete case reports of the National Reporter System, complete state reports from colonial times to the establishment of the reporter system, a substantial collection of English and Canadian case law, codes and compilations of state and federal statutory law, and standard legal digests and encyclopedias. The periodicals collection includes 1,050 legal journals. An excellent collection of publications related to Oregon territorial and state law includes an extensive file of Oregon Supreme Court briefs. An up-to-date computer laboratory gives students access to electronic mail and computer-assisted legal instruction as well as LEXIS and WESTLAW, computer-assisted legal research systems.

The William W. Knight Law Center allows the law school to maintain its own identity at the University of Oregon by providing a Student Bar Association office, lounge, computer research center, locker room, and offices for the editorial boards of the *Oregon Law Review* and the *Journal of Environmental Law and Litigation*. The building's close proximity to other graduate and undergraduate academic resources on campus allows students to take full advantage of the research university setting.

Additional information and complete descriptions of courses offered appear in the *UO School of Law Catalog*. Free copies are available from the law school's Office of Admissions.

Degree Requirements

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 Constitutional Law II (LAW 644) and Legal Profession (LAW 649)
5. Successfully complete all first-year courses

The School of Law reserves the right to modify its curriculum and graduation requirements at any time. Students in the School of Law may accrue up to 5 of the required 85 semester credits by successfully completing graduate-level courses or seminars at the University of Oregon. These courses must be relevant to their program of legal studies and approved in advance by the associate dean for student affairs.

A total of three years of full-time resident professional study in the University of Oregon School of Law or another law school of recognized standing is required for the J.D. degree. Except in unusual circumstances, the last two years must be in residence at the University of Oregon School of Law.

During the second and third years, 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 five 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 eligible 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 Public Defender Services of Lane County, Inc. Students develop advocacy skills in the context of criminal defense representation.

Environmental Law Clinic. Students learn about agency proceedings, submission of petitions requesting government action, techniques of legal access to government files, interviewing of experts and clients, interpretation and presentation of environmental data in legal proceedings, and litigation on behalf of clients. Substantial carefully written work under close supervision is required.

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.

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.

Law and Entrepreneurship Center

The center provides an innovative forum to advance understanding of how lawyers create value for entrepreneurial clients. By bringing together lawyers, entrepreneurs, and academicians in a variety of settings, the center integrates law students and legal scholars with an increasingly entrepreneurial economy. The center sponsors symposia and seminars each year to encourage interaction between the legal and business communities. Externships provide unique opportunities for law students to earn academic credit while they are exposed to attorney-client interactions. The Law and Entrepreneurship Student Association actively participates in directing the center and hosts guest lectures, field trips, and brown-bag lunches with members of the local business and legal communities.

Statements of Completion

Second- and third-year students may develop a specialty in business law, criminal practice, environmental and natural resources law, estate planning, intellectual property law, international law, or ocean and coastal law. A student who satisfactorily completes one of these programs receives a statement of completion.

Summer Session

The School of Law offers a summer session that is open to law students who have completed at least one year of law work and who are in good standing at a law school accredited by the American Bar Association. Summer session students may earn up to 8 semester credits in the law school. *Summer session is not open to beginning law students.*

For complete summer session information, write to the School of Law Student Services Office.

Concurrent Degree Programs

J.D./M.B.A.

The School of Law and the Lundquist College of Business Graduate School of Management offer a doctor of jurisprudence and master of business administration (J.D./M.B.A.) concurrent degree program. The program prepares students to use their legal skills in fields that require understanding of business principles, finance, accounting, and corporate management.

Students study both fields concurrently and receive two degrees in four years rather than in the standard five. Applicants must apply to and be accepted by both schools. Each school maintains its own academic standards and requirements.

J.D./M.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 in the standard 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 who are accepted into the two programs and who complete approved environmental law courses for the J.D. may reduce the number of credits required for the interdisciplinary master's degree in environmental studies. 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.B.A. and J.D./M.S. concurrent degree programs may be obtained by writing to the School of Law's director of admissions.

Academic Support

The Academic Support Program is a voluntary program designed to meet the needs of nontraditional law students.

The program includes summer orientation and academic tutoring 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 Asian–Pacific American Law Student Association; Business Law Student Forum; Christian Legal Society; *Journal of Environmental Law and Litigation;* Land, Air and Water Student Research Group; Law and Entrepreneurship Students Association; Lesbian and Gay Law Students Association; Minority Law Students Association; National Lawyers Guild; National Moot Court Competitions; Native American Law Student Association; Nontraditional Law Student Support Group; *Oregon Law Review;* Oregon Law Students Public Interest Fund; Oregon Women Lawyers; Partners in Law, Lovers, and Relatives Support; Peer Advising; People's Law School; Sports Club; Student Bar Association; *The Weekly Dissent;* Women's Law Forum; and chapters of the Black American Law Students Association, Federalist Society, International Law Society, 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 curriculum. Intellectual maturity and breadth of educational background are considered more important than prescribed subject matter.

Details about prelegal study and law school admission criteria appear under Law, Preparatory, in the **Academic Affairs and Preparatory Programs** section of this catalog.

Admission Correspondence

Specific inquiries, applications, fees, Law School Admission Test (LSAT) and Law School Data Assembly Service (LSDAS) reports, transcripts, and supporting documents should be forwarded to the School of Law's director of admissions.

Basic Admission Requirements

An applicant must have a bachelor's degree from an accredited college or university prior to enrolling in the School of Law. Enrollment restrictions and the large volume of applications for admission to the law school make it necessary to admit 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 Law School Admission Test (LSAT) score, other factors considered in admission decisions include quality of undergraduate education, work experience, maturity, graduate work, extracurricular activities, personal statements, and letters of recommendation. For students in the first-year class entering the School of Law in fall 1998, the median undergraduate GPA was 3.40; the median LSAT score was 157.

Application. Applications and supporting documents should be submitted after October 1 of the academic year preceding the fall semester for which applicants are applying. The School of Law encourages applications from members of racial and ethnic minority groups and from Oregon residents. It does not discriminate on the basis of race, color, religion, sex, age, disability, marital status, veteran status, sexual orientation, or national origin.

Application Fee. Applications must be accompanied by a check for $50 payable to the University of Oregon. An applicant who was admitted previously but did not register at the School of Law must submit another application fee with the reapplication. This fee is neither refunded nor credited toward tuition and fees, regardless of the disposition of the application. Application fees are not waived.

Law School Admission Test. Applicants must take the LSAT and have an official report of the test scores sent to the school through the Law School Data Assembly Service (LSDAS). LSAT/LSDAS registration packets are available in the School of Law Office of Admissions. The admissions committee does not act on an application until the official report of the test scores has been received.

Applicants should plan to take the LSAT in June, October, or December of the year preceding the fall semester for which they are applying. LSAT scores are considered current for a period of five years.

LSDAS—Transcripts. The School of Law participates in the Law School Data Assembly Service. The LSDAS Transcript Request Form must accompany a request to have a transcript from each undergraduate college or university sent to the LSDAS. These matching forms are included in each LSAT/LSDAS registration packet. Applicants should not mail their transcripts directly to the law school. Information concerning the LSDAS is available in the School of Law Office of Admissions or can be obtained from Law School Admission Services, PO Box 2000, Newtown PA 18940-0998.

Acceptance Fee. Applicants who are offered admission to the law school must pay nonrefundable fees of $400—$100 to reserve a space in the entering class and a $300 deposit to be credited toward tuition. The deadline for the $100 reservation fee is April 15. The $300 deposit deadline is June 15.

Previous Law School Study. An applicant who has attended another law school must have the dean of that school send a letter to the admissions committee stating that the applicant is in good standing and eligible to return to that school without condition.

Transfer Applicants and Visiting Students. Transfer students may transfer no more than one year of credit earned in another law school of recognized standing.

Students who have attended another law school for more than one year may apply as visiting students. Visiting students are not eligible for degrees from the School of Law. Direct application inquiries to the law school's director of admissions.

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 GPAs:

A+ ... 4.3	A 4.0	A– 3.7
B+ ... 3.3	B 3.0	B– 2.7
C+ ... 2.3	C 2.0	C– 1.7
D+ ... 1.3	D 1.0	F 0.0

Grades reflect categories of performance articulated in general terms as follows:

A Exceptional honors-level work, equivalent to a recommendation to the national law school honorary, Order of the Coif

B Good work, at a level distinctly above that of normal professional competence

C Professionally competent work, which convinces the instructor that the student can be recommended to the public as being reasonably capable of dealing with client and public problems in the area of study

D Unsatisfactory work, which is not at the level required for ordinary professional competence

but which demonstrates enough potential for improvement that the student could reasonably be expected to achieve such a level by conscientious study

F Failing work, which reflects an extremely low level of learning and ability in the area of study

\+ Performance above the category to which the + is appended but, in the cases of B+, C+, and D+, not sufficiently above to merit a grade of the next higher category

– Performance below the category to which the – is appended but, in the cases of A–, B–, and C–, not sufficiently below to merit a grade of the next lower category

Academic Standards

These standards apply to students first earning law credits in the fall of 1998 and thereafter. For rules that apply to students earning credits prior to that time, see an earlier edition of "The Holding" or contact the associate dean for student and program affairs.

1. Credit requirements. No student may graduate without completing 85 credits with grades of D or higher or, in the case of credits graded on a P/N basis, with grades of P. At least 70 (or 67, for students who have completed
   a. the other requirements for the J.D./M.B.A. or J.D./M.S. concurrent degree program or
   b. a 10-credit, semester-long internship with a grade of P) of such credits must be in courses taken on a graded (rather than a P/N) basis
2. GPA requirements; probation and disqualification
   a. A student is on probation whenever his or her cumulative GPA is lower than 2.00
   b. The following students are required, within a reasonable time after notice from the Academic Standing Committee (ASC), to appear before it and develop a plan (including, without limitation, a proposed course of study) acceptable to the ASC for raising the student's academic performance to an acceptable level:
      (1) students on probation
      (2) students receiving two or more grades lower that C- during their first year
      (3) students receiving an aggregate of three grades lower than C- in the course of their law school studies
   c. No student may graduate if he or she is disqualified. A student becomes disqualified when any of the following applies, and remains disqualified unless and until a petition for readmission is approved:
      (1) While on probation, the student earns a GPA for any semester (including summer session) lower than 2.00
      (2) At any time after completing four semesters of residence under American Bar Association (ABA) standards (and regardless of whether the student is or has been on probation), the student's cumulative GPA is lower than 2.00
   d. Disqualified students may not take further courses unless and until a petition for readmission is approved
3. Petitions for readmission. A disqualified student may file a petition for readmission with the associate dean for student and program affairs (dean of students), subject to the following restrictions
   a. Petitions filed upon a student's first disqualification shall be approved or denied by the ASC. The student may appeal the ASC's decision to the faculty but only if the student's cumulative GPA is
      (1) 1.70 or higher, in the case of students who have completed no more than two semesters of residence under ABA standards, or
      (2) 1.90 or higher, in the case of other students. Such appeals must be filed with the dean of students within thirty days of the mailing to the student of the ASC's decision
   b. Upon his or her second disqualification, a student may file a petition for readmission only if his or her cumulative GPA is 1.90 or higher. The ASC may deny the petition, in which case the student may not appeal to the faculty and has no further recourse. The ASC does not have the power to approve the petition but may recommend to the faculty that it be approved, in which case a final determination on the petition shall be made by the faculty
   c. Notwithstanding the limitations of sections 3(a) and 3(b), any student who has fulfilled all of the requirements for graduation, except that he or she is disqualified, may file a petition for readmission, which shall be approved or denied by the ASC. The ASC's decision in such a case may be appealed by the student to the faculty, regardless of the student's cumulative GPA
   d. A student has no further recourse, before either the ASC or the faculty, if he or she
      (1) is once denied readmission by the faculty
      (2) becomes disqualified a third time, or
      (3) does not satisfy the applicable GPA limitation set forth in section 3(a) or 3(b)—except as provided in section 3(c)
   e. All petitions for readmission shall be filed with the dean of students within one year of the date of mailing to the student of a notice of disqualification. A student who fails to meet this deadline has no further recourse before either the ASC or the faculty
   f. Any decision to approve a petition may be subject to such conditions as the ASC (or, in the case of approvals by the faculty, the faculty) considers appropriate, including without limitation academic counseling, retaking of first-year courses in which grades lower than C were received, limitation of employment or other extracurricular activities, course limitations, course requirements, grade requirements, and a requirement to remain out of school for a period of time. Failure to abide by any conditions imposed hereunder may be cause of revocation of readmission or other appropriate remedy
   g. Students may appear in connection with a petition for readmission before the ASC but not before the faculty
4. Computations. The law school's grading policy sets forth how cumulative and semester GPAs are computed for purposes of these academic standards
5. Applicability. These standards apply to students first earning law credits in fall semester 1998 or thereafter

Regulations Governing Adjustments for Courses Completed with Grades of N or F

The following regulations, established by the faculty, govern the procedures to be followed by students receiving a grade of N or F in any course:

1. No student may graduate without obtaining a grade of D or better in all courses of the first-year required curriculum. Any student receiving an F in such a course must, at the first scheduled opportunity, take the course over for credit and obtain a D or better. Only one attempt to satisfy the requirement will be permitted. The requirement cannot be satisfied by taking the courses at another law school
2. A student who receives a grade of F in any course required for graduation other than the first-year courses is required to:
   a. retake the course for credit, if there is no conflict in class schedules; or
   b. retake the examination the next time it is offered, with the permission of the professor, without course credit for a passing grade; or
   c. with the consent of both the instructor from whom the student received the F grade and the Academic Standing Committee, the student may demonstrate competence in the subject matter of that course by any other method; and
   d. contact the associate dean for student and program affairs to arrange which option the student will exercise
3. A student who receives a grade of N or F in an elective course may, with the instructor's consent, repeat that course for credit
4. The only way to earn credit and a passing grade in a course in which a grade of N or F has already been recorded is to register for and repeat that course at a later date. A grade of N or F remains on the record even if the course is repeated. The grade of N or F is factored into the student's GPA even if a passing grade is later received
5. When the number of hours completed with a passing grade in any semester is insufficient to count as a full semester of residence under the rules of the American Bar Association and the Association of American Law Schools, the student will not be eligible for graduation until she or he makes up the residence deficiency by an appropriate period of resident law study beyond the standard three academic years

Costs and 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 students enrolled for academic credit to all services maintained by the university for the benefit of students.

Tuition and Fees

For the 1998–99 academic year, tuition was $10,236 for resident students and $13,984 for nonresidents. See the law school catalog for more information. Tuition and fee schedules are subject to revision by the State Board of Higher Education.

Residence classification regulations appear in Chapter 580, Division 10, of Oregon Administrative Rules, which are quoted in the **Admissions** section of this catalog. Details governing administration of nonresident and resident policies are complex. For answers to individual questions, students are advised to consult a staff member in the university's Office of Admissions.

Total Costs

Because student living arrangements and personal spending habits vary widely, no single figure represents the cost of attending the university. However, total 1998–99 costs for a single resident student at the School of Law averaged approximately $17,806 (tuition, fees, room and board, books, and personal expenses). For a nonresident, costs averaged $21,554. Up to $2,800 was added for first-year students who purchased computers. For a married resident student, costs averaged around $22,981; they were higher for students with children. The dependent childcare allowance is $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.

Health insurance is optional. Costs for semester or for full twelve-month coverage are available in the office of the Associated Students of the University of Oregon.

Financial Assistance

See the **Student Financial Aid** section of this catalog for complete information about financial aid including loans.

Scholarships and Fellowships

The University of Oregon School of Law gratefully acknowledges the generous contributions of individuals, law firms, and organizations that have established named and endowed scholarships for the benefit of law students. Many of these scholarships are in honor of or in memory of alumni, students, friends, and loved ones.

Lois I. Baker Scholarship. An endowed fund to assist a second-year student—established by friends and former students to honor Lois I. Baker's long service as the school's law librarian. Awarded on the bases of financial need and academic achievement.

James D. Barnett Memorial Scholarship. An endowed fund established by 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. Awarded on the bases of financial need and worthiness.

Derrick A. Bell Jr. Scholarship. An endowed fund for academically talented minority students—established by Hope Dohnal, a 1981 graduate of the school, in honor of former School of Law Dean Derrick A. Bell Jr. for his significant contribution to legal education and civil rights. Awarded on the bases of scholarly interest and achievement and demonstrated ability.

Hugh L. Biggs Scholarship. An endowed fund established by Hugh Biggs, a 1931 graduate of the school and prominent Portland attorney. Awarded on the bases of academic achievement, leadership ability, and professional promise.

Dennis E. Chandler Memorial Scholarship. An endowed fund, primarily to assist new students and those in the African American community. It was established by Eugene and Wilhelmina Bramlett in honor of Luetta and Robert Branch, cousins of Dennis Chandler, who was the son of George Washington University law professor James Chandler. Awarded annually, based on financial need and community involvement and service. Applicants are evaluated on a 400- to 600-word essay.

Francis I. Cheney Scholarship. An endowed fund established by the Ben B. Cheney Foundation in memory of Francis I. Cheney, a 1933 graduate of the school, to assist students who exhibit scholastic achievement, high quality of leadership, good character, citizenship, and motivation. Available to first-, second-, and third-year law students.

Henry E. Collier Law Scholarships. A trust fund established by the late Henry E. Collier for scholarships awarded annually on the bases of financial need and good character to students who intend to make the practice of law their life work. Recipients cannot receive more than $500 in any one year.

Caroline Forell Scholarship. A scholarship established in 1992 by anonymous donors to honor Caroline Forell, a member of the law faculty since 1978.

Lorienne Conlee Fowler Scholarship. A trust fund established by the late Dr. Frank E. Fowler in memory of his wife, Lorienne Conlee Fowler. Awarded on the bases of need and scholastic record.

Otto J. Frohnmayer Scholarship. Established in 1993 by friends of Otto J. Frohnmayer, a member of the Class of 1933, a Medford practitioner, and a leader and innovator in his profession. Awarded annually to a member of each law school class who is an Oregonian.

William F. Frye Scholarship. Established in 1990 by the late William F. Frye, a 1956 graduate of the school, former Lane County district attorney, and former Oregon state senator. Provides three scholarships annually, one for a student in each of the three classes, to graduates of Oregon high schools and to those with an interest in public service.

Herbert B. Galton Labor-Relations Law Scholarship. An endowed fund established by the late Herbert B. Galton, a 1938 graduate of the school and Portland attorney involved in labor-relations law, to assist entering first-year students with an interest in labor-relations law. The Galton scholarship is a two-year award 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.

John and Elenor Halderman Scholarship. An endowed fund established in 1991 by Elenor Halderman to honor her late husband John W. Halderman, a 1931 graduate of the school who was an expert on the United Nations and played an instrumental role in its formation. Awarded on the bases of demonstrated interest and commitment to the pursuit of a career in international law with primary emphasis on the study of world order in international relations and human rights.

Leslie Harris Scholarship. Established by an anonymous donor in 1994 in honor of Leslie Harris, a member of the law faculty since 1982, to provide support for students with financial need.

Dean Orlando John Hollis Scholar Award for Academic Excellence. A fund established by the Bowerman Foundation to honor Orlando John Hollis, a 1928 graduate of the school, member of the faculty from 1931 to 1967, and dean of the School of Law from 1945 to 1967. The recipient is selected from the five students in the third-year class who have the highest cumulative grade point averages and who make a commitment to take the Oregon State Bar Examination and practice law in the state of Oregon.

Charles G. Howard Scholarships. An endowed fund for scholarships established by members of Phi Alpha Delta legal fraternity and named in honor of the late Charles G. Howard, a member of the faculty of the School of Law from 1928 to 1971. Based on exigent financial need and administered by Phi Alpha Delta legal fraternity.

Michael A. Johnston Award. An endowed fund established by family and friends in memory of law student Michael A. Johnston. Given to a graduating student who has a disabling disease or disability and has displayed qualities of independence, perseverance, gentleness of spirit, and love for all manner of people and things.

James T. Landye Scholarships. An endowed fund established by family and friends in memory of the late James T. Landye, a 1934 graduate of the school. Awarded to scholastically superior students who need financial assistance.

Jeanne Latourette Linklater Memorial Scholarship. An endowed fund established by a bequest of Jeanne Latourette Linklater, whose husband Kenneth A. Linklater was a 1935 graduate of the school. Her father, Earl C. Latourette, was chief justice of the Oregon Supreme Court from 1953 to 1955.

Ann Louise Litin Memorial Award. Established by family and friends of the late Ann Louise Litin, a 1982 graduate of the school. Given annually to a second- or third-year law student who exemplifies the courage, integrity, fairness, and concern for other people demonstrated by Litin.

Fredric R. Merrill Writing Award. An award established by friends, family, and colleagues to honor the late Fredric R. Merrill, member of the law faculty from 1970 to 1992. Given annually to a student who has demonstrated excellence in writing for the *Oregon Law Review*.

Wayne Morse Endowed Memorial Scholarship. An endowed fund established in 1991 by the estate of Nancy T. Fisher to honor the late Wayne L. Morse, a member of the faculty of the School of Law from 1929 to 1943, who served as dean from 1931 to 1943 and as a member of the United States Senate from 1944 to 1968.

Oregon Law School Alumni Association Scholarships. 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.

Oregon State Bar Affirmative Action Program Scholarships. Twenty $2,000 scholarships are available through the Oregon State Bar Affirmative Action Program (AAP) to entering and current Oregon law school students who intend to practice in Oregon, who can demonstrate financial need, and who help further the AAP mission. Decision criteria include factors that affect access to justice, such as ethnic minority status, disability, and sexual orientation. Application forms are available from the Oregon State Bar, (800) 452-8260, extension 337.

Oregon State Bar Securities Regulation Scholarship. An annual scholarship awarded 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 Scholarship. An endowed fund established in 1989 by a gift from Helen McKenzie Owens and Richard Owens, a 1970 graduate of the school, in memory of a former UO law student, Kathryn Fenning Owens. Awarded on the bases of financial need and scholastic ability and with a preference for women.

Paul L. Patterson Memorial Scholarship. An endowed fund 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.

Nancy Shurtz Scholarship. Established in 1994 in honor of Nancy Shurtz, a member of the law faculty since 1982, this scholarship is funded by an anonymous donor to provide support for students with financial need.

D. Benson Tesdahl Legal Writing Award. Funded by Ben Tesdahl, a Washington, D.C., attorney and 1984 graduate of the school. Presented annually by the Legal Research and Writing Program to a first-year student demonstrating sustained excellence in legal research and writing.

Donald Walker–Norman Wiener Endowment. Established in 1993 by two members of the law school Class of 1947, Donald Walker and Norman Wiener, both prominent Portland practitioners. Provides research assistantships for law students who are graduates of either Roosevelt or Jefferson High School in Portland.

Williams and Troutwine Civil Justice Writing Award. Established by Gayle Troutwine and Michael Williams, Portland attorneys. Given annually to a second- or third-year student who demonstrates excellence in writing on any aspect of tort law, personal injury law, civil practice and procedure that enhances justice for injured individuals.

Academic Calendar for Law Students

The School of Law operates on an early semester calendar. On this schedule, registration for fall semester takes place in mid-August, fall semester examinations are given before the winter vacation, and the spring semester ends in mid-May. 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 Catalog. *For a free copy, write to the School of Law.*

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

610 Law Courses for Nonlaw Students (1–15R) Generic course number for translating 600-level School of Law semester credits to term credits on academic records of nonlaw students.

Required First-Year Courses

611, 612 Contracts (3,3)
613, 614 Torts (3,3)
615 Civil Procedure (4)
617 Property (4)
618 Criminal Law (3)
622, 623 Legal Research and Writing I,II (2,2)
643 Constitutional Law I (3–4)

Second- and Third-Year Courses

Second- and third-year courses are elective except LAW 644 and 649, which are required. Most of the courses listed below are offered each academic year. Every effort is made to offer all of the following courses at least once every two years, but the ability of the School of Law to offer some courses may be limited by student interest and faculty resources.

630 Consumer Law (2–3)
631 Real Estate Planning (3)
632 Corporate Finance (3)
633 Business Planning (2–3)
634 Corporate Mergers and Acquisitions (2)
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)
642 International Business Transactions (3)
644 Constitutional Law II (3)
645 Oregon Practice and Procedure (3)
646 Federal Jurisdiction and Procedure (3)
647 Conflict of Laws (3)
648 Creditors' Rights (3)
649 Legal Profession (3)
652 Evidence (3)
653 Mediation and Negotiation (3)
654 Insurance (3)
655 Family Law (3)
656 Elder Law (3)
657 Legal Issues of Lesbians and Gay Men (3)
658 Local Government Law (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 (2–3)
666 Admiralty (3)
667 Copyrights (3)
668 Land Use Law (2–3)
669 Water Resources Law (2–3)
670 Public Land Law (3)
671 International Law (2–3)
672 European Community Law (2)
673 Patent Law and Policy (2)
674 Trademark and Unfair Competition Law (3)
675 Legal Writing (1–3R)
676 Environment and Energy (3)
677 Law of the Sea (3)
678 Indian Law (2–3)
679 Ocean and Coastal Law (2–3)
680, 681 Federal Income Tax I,II (3,3)
682 Estate and Gift Taxes (2)
683 Estate Planning (3)
684 Criminal Investigation (3)
685 Criminal Adjudication (3)
686 Environment and Pollution (3)
687 Wildlife Law (2)
688 Hazardous Waste Law (2)
689 Sustainability (3)
690 International Environmental Law (2–3)
691 Comparative Environmental Law (3)
692 International Trade and Investment Law (3)

Professional Writing, Research, and Seminars

601 Research: [Topic] (1–16R)
605 Reading and Conference: [Topic] (1–16R)
607 Seminar: [Topic] (1–5R) Recent topics include Advanced Contract Law, Complex Litigation, Cultural Property Law, Perspectives on Tort Law, Women and the Law.

Clinical Experience and Practice Skills Programs

704 Internship: [Topic] (1–12R)
707 Seminar: [Topic] (1–5R) Recent topics are Advanced Appellate Advocacy; Interviewing, Counseling and Negotiation; Environmental Law Moot Court; Intellectual Property Moot Court; International Law Moot Court Team Workshop; *Journal of Environmental Law and Litigation*; Legislative Issues Workshop; Moot Court Board; Moot Court National Team Workshop.

School of MUSIC

Anne Dhu McLucas, Dean

(541) 346-3761
fax (541) 346-0723
150 Music Building
1225 University of Oregon
Eugene OR 97403-1225

About the School

The School of Music began as the Department of Music in 1886. It became the School of Music in 1900 and was admitted to the National Association of Schools of Music in 1928. The standards of the school are in accordance with those of the association.

The School of Music, which includes the Department of Dance, is a professional school in a university setting. The school is dedicated to furthering creativity, knowledge, pedagogy, and performance in music and dance and to preparing students for a variety of professions in these fields.

Mission Statement. The School of Music and the Department of Dance are dedicated to the enrichment of the human mind and spirit through the professional and intellectual development of artists, teachers, and scholars in a supportive and challenging environment.

Dance

Jenifer P. Craig, Department Head

(541) 346-3386
161 Gerlinger Annex
1214 University of Oregon
Eugene OR 97403-1214

Faculty

Sherrie Barr, associate professor (modern and jazz technique, composition, movement analysis and pedagogy). B.A., 1971, Adelphi; M.F.A., 1973, Wisconsin, Madison; C.M.A., 1987, Laban-Bartenieff Institute of Movement Studies (Seattle and New York City). (1989)

Steven Chatfield, associate professor (modern dance, dance sciences, research); director, graduate studies; coordinator, dance science program. B.A., 1975, M.A., 1984, Ph.D., 1989, Colorado at Boulder. (1989)

Jenifer P. Craig, associate professor (modern and jazz technique, history and dance philosophy, dance production). B.A., 1971, M.A., 1973, Oregon; Ph.D., 1982, Southern California. (1986)

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)

Pamela Geber, visiting professor (modern and jazz technique, improvisation). B.F.A., 1990, Tisch School of the Arts, New York; M.F.A., 1998, Washington (Seattle). (1999)

Amy Stoddart, assistant professor (ballet technique, dance history). B.F.A., 1993, Mercyhurst; M.F.A., 1998, Colorado at Boulder. (1999)

Jeffrey Stolet, associate professor (music for dancers, fundamentals of rhythms, electronic and computer-generated music). B.Mus., 1977, M.Mus., 1979, New Mexico; Ph.D., 1984, Texas at Austin. (1988)

Emeriti

M. Frances Dougherty, professor emerita. B.A., 1935, M.A., 1940, Northern Colorado; Ph.D., 1959, New York. (1959)

Linda S. Hearn, associate professor emerita. B.S., 1962, M.A., 1965, Texas Woman's. (1965)

Bruno V. Madrid, senior instructor emeritus. B.Mus., 1955, Santo Tomas Conservatory of Music, Philippines; M.Mus., 1963, Oregon. (1966)

Susan Zadoff, senior instructor emerita. Ballet Russe de Monte Carlo. (1976)

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

About the Department

The primary aim of the Department of Dance is to enrich the lives of majors, nonmajors, and the Oregon community with diverse dance experiences. Dance is explored as an art form and as one of the humanities in a liberal-arts education. Study in dance as an academic discipline integrates inquiry and theory to develop skills in observation, critical thinking, problem solving, and evaluation. In addition to the academic components, dance students experience the rigorous professional discipline that is inherent in studio classes. The department emphasizes modern dance with a strong supporting area in ballet. Students may also study such idioms as jazz, tap, ethnic, improvisation, and ballroom.

Regardless of a student's career goals, education in dance at the University of Oregon provides the opportunity to develop motivation and self-discipline, intellectual curiosity, and creative imagination. These attributes are essential not only for a successful career but also for experiencing a fulfilling life.

Information about performances, placement classes, performance auditions, master classes, special events, and scheduling updates is available in the department office.

Placement of Majors and Minors

Placement classes are held the week before fall-term classes begin and during spring term. Faculty adjudicators observe and place students according to the students' knowledge and skill levels. Entering freshmen planning to attend IntroDUCKtion in July should attend the spring-term audition. Incoming students who register in the fall should attend auditions during Week of Welcome. Students who want to enter professional-level (DAN) technique courses winter or spring term should request a placement decision. More information is available from faculty members. Write or call the department office for dates of placement classes.

Dance Program for Nonmajors

A variety of dance experiences is provided for enjoyment and enrichment through the dance program. Lower-division DANC courses generally offer beginning or elementary instruction and may be repeated twice for credit. Upper-division DANC courses provide low-intermediate instruction and may be repeated twice for credit. A maximum of 12 credits in DANC courses may be applied to the total number of credits required for a bachelor's degree.

Lower-division DAN courses provide high-intermediate instruction; upper-division DAN courses provide advanced instruction. See DAN course listing for credit repeatability.

Noncredit DANC and DAN studio courses are also available to matriculated university students through the NCS (noncredit student) program and to members of the community through community dance. In each case, a modest instructional fee is assessed by the Department of Dance.

Facilities

The Department of Dance has 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 M. Frances Dougherty

Dance Theatre, which has 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 open to any student interested in dance. Its general function is to enhance and enrich the dance opportunities offered through the departmental curriculum. To this end, Dance Oregon provides a variety of activities each year that are promoted on and off campus. Examples include showing films and videos of diverse dance forms and cultures and sponsoring professional guest artists to perform, lecture, set repertory, or teach master classes.

Department Productions. The department offers frequent opportunities for students to perform in works by faculty members, guest artists, graduate students, and undergraduates. Performances are produced throughout the year, and any university student may participate. Participants are usually selected through auditions. Supervised performances and performance-related activities carry academic credit.

A student may audition a dance for performance in student concerts or gain experience in performance, teaching, lighting, costuming, makeup, management of productions, or a combination of these. Students can earn practicum credit in dance choreography, production design, and management. Workshop credit for performance and production work is also possible.

Repertory groups tour Oregon and the Northwest presenting concert performances as well as lecture-demonstrations and master classes for public schools, colleges, universities, civic organizations, and community concert series.

Additional Dance Opportunities. Theatrical collaborations with the School of Music or Department of Theater Arts provide performance opportunities that incorporate acting, singing, and dancing. These activities also carry academic credit.

Honor Society and Scholarships

Pi Delta, the University of Oregon's chapter of Phi Beta, is a professional fraternity for the creative and performing arts. Membership in the collegiate category is open to majors and minors in dance. Pi Delta has active alumni and patron memberships that award yearly scholarships to talented student performers or choreographers. Applicants for the scholarships must be upper-division undergraduate majors or minors who have been at the university for at least a year.

Fees

Majors in the School of Music pay a term fee of $25. In the Department of Dance, this fee helps to pay expenses associated with dance studio activities, such as class accompaniment and unusually demanding maintenance of the facilities and studio theater. This fee exempts dance majors from paying the per-course fee for DANC courses when they are taken for credit.

Undergraduate Studies

The Department of Dance offers curricula leading to bachelor of arts (B.A.) or bachelor of science (B.S.) 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 one goal of a liberal-arts education. Therefore, dance majors pursue a course of study to acquire a firm intellectual grasp of the theoretical, historical, and creative forces that shape dance as an art form.

Dance, unique in that it is also a physical form of communication, requires continual experience in its technical foundations. Students are expected and encouraged to experience a variety of forms of dance training and idioms. Production and pedagogy are also integral to the undergraduate core, because many students find careers in theater and teaching.

Goals for the Undergraduate Dance Major

1. Explore the field of dance from a liberal-arts perspective
2. Explore disciplined technique and creative processes involved in the artistry of dance
3. Formulate an intellectual understanding of the historical, philosophical, and culturally significant aspects of dance
4. Develop a working knowledge of music and science as they relate to and enhance the dance experience
5. Develop an understanding of dance as a unique art form in conjunction with its relationship to other art forms and disciplines
6. Develop a level of competence in performance, creative, and theoretical aspects of dance to pursue graduate studies or other professional goals

Preparation. High school students planning to major in dance should include preparation in music, drama, art, and dance.

Students transferring to the UO as dance majors after two years of college work elsewhere should have completed two terms of college-level English composition and courses in basic music theory and modern dance and ballet technique.

Careers. Career opportunities include performing in regional dance companies and teaching in universities, colleges, community colleges, community centers, fitness centers, and private studios. Business and technical theater management, dance science, dance research, and dance journalism offer alternatives to performance and creative work.

Admission

Students eligible for admission to the university may apply to be admitted as dance majors. Entering freshmen should have a basic knowledge of dance and music as art forms and technical training in dance. Students transferring from two-year colleges must have at least a 2.75 cumulative grade point average (GPA); in addition, they should have met the university's writing requirement and completed a majority of the university's group requirements. The 2.75 GPA includes all graded credits. 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, beginning and transfer students must pass Looking at Dance (DAN 251) and Fundamentals of Rhythm (DAN 252) to be eligible to continue as dance majors.

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

Students are placed in levels of modern and ballet technique according to skill. Each term students are reviewed to ensure that they are in the most advantageous level for their abilities. Students are placed on department probation if they do not achieve grades of mid-B or better in work at the level in which they are placed or if they do not enroll in at least one technique class in any idiom each term.

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 departmental probation and must repeat the courses for passing grades. Students placed on departmental probation, for any reason, have one term to achieve the goals they agreed upon with their academic advisers. While students are on probation, they receive guidance to help them achieve satisfactory progress toward the degree. A student who fails to fulfill the probation contract is dropped from the major.

All courses required for a dance major or minor must be taken for letter grades when that option is available. Each letter-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.

Advising. Students admitted as majors or minors must meet with a dance faculty adviser prior to registration each term. These meetings inform students about prerequisites and progress toward the degree. Appointment schedules for advising are posted by each adviser. Students must have a signed advising contract in their departmental academic file before they may register each term using DUCK CALL. Students without signed advising contracts in their files are dropped from the dance major.

Major Program

Candidates for the bachelor's degree with a major in dance must satisfy general university requirements, select appropriate courses in related areas, and complete the professional course requirements of the Department of Dance.

Department Requirements

Lower Division	***18 credits***
Looking at Dance (DAN 251)	4
Fundamentals of Rhythm (DAN 252)	3
Dance Production I (DAN 255)	3
Body Fundamentals (DAN 256)	3
Dance Improvisation (DANC 271)	1

For breadth in technique, studio courses in at least two idioms other than modern or ballet . 4

Upper Division ***56 credits***

Dance and Folk Culture (DAN 301) *or* Dance in Asia (DAN 302) 4
Movement Notation (DAN 341) 3
Intermediate Movement Notation (DAN 342) .. 3
Dance Composition I,II (DAN 351, 352) 6
Dance Production II (DAN 355) 1
Dance Kinesiology (DAN 360) 3
Modern Dance Laboratory (DAN 394 or higher), three terms 6
Ballet Laboratory (DAN 396 or higher), two terms 4
Three additional terms in one idiom (DAN 394 or 396 or higher) 6
Internship (DAN 404) 2
Workshop: Performance (DAN 408) 2
Senior Project (DAN 411) 3
Ballet from the Courts to Balanchine (DAN 453) 3
Evolution of Modern Dance (DAN 454) 3
Music for Dancers (DAN 458) 3
Dance Accompaniment (DAN 490) 1
Teaching Dance (DAN 491) 3

Electives ***24 credits***

University requirements and electives to complete 180 credits ***82 credits***

The breadth requirement in dance technique is fulfilled by completing studio courses (DAN or DANC) in two idioms other than modern or ballet. Lower-division breadth courses should be completed by the end of the sophomore year. Students with experience in any of these forms should enroll in the highest level that reflects their competence in each idiom. Decisions about the appropriate level are made in consultation with an adviser.

The technical requirements for ballet and modern are (1) dance majors must enroll in a ballet or modern technique course every term that they are in the program, (2) the minimum competency for graduation is two terms of ballet (DAN 396) and three terms of modern (DAN 394), and (3) during the last three terms before graduation, each major must complete an additional 6 credits of DAN 394 or 396 or higher with minimum grades of B–.

Students who enroll in a DAN or DANC course without completing the course's prerequisite—either a specific course or an audition or a level of skill—are asked to withdraw. Failure to do so results in a grade of F or N (no pass) for that course.

Required internships, performances, and senior projects can be satisfied in a variety of ways. Through consultation students and their advisers choose options for these requirements that allow the students to pursue personal interests.

With approval from their faculty adviser, dance majors can focus their 24 credits of elective work in one of three ways: (1) by completing an established minor or second major, (2) by concentrating on an area of emphasis within dance, or (3) by integrated interdisciplinary study.

University requirements for the B.A. and B.S. degrees are explained in the **Registration and Academic Policies** section of this catalog.

Certification Prerequisite

Three requirements for the dance major are also prerequisites for admission to the Laban Movement Analysis Certification program sponsored by the Laban-Bartenieff Institute of Movement Studies in New York City and the Integrated Movement Studies Program at the University of Utah. These approved courses are Body Fundamentals (DAN 256), Intermediate Movement Notation (DAN 342), and Dance Kinesiology (DAN 360).

Honors College Program

See the **Honors College** section of this catalog for specific honors college requirements. Departmental requirements for dance majors enrolled in the Clark Honors College include (1) 6 credits of independent study in choreography, ethnology, notation, or technical production leading to the senior honors thesis and (2) either a choreography (minimum of ten minutes) with written description and discussion or an honors essay on an approved research topic.

Minor Program

The dance minor is available to undergraduate students who want to combine an interest in dance with a major in another area of study. Dance studies can complement majors in such fields as journalism, architecture, music, theater arts, art history, exercise and movement science, and psychology. The minor allows students flexibility in constructing a program of courses that enhances the major.

Minor Requirements **32 credits**

Core ***14 credits***

Looking at Dance (DAN 251) 4
Fundamentals of Rhythm (DAN 252) 3
Dance Production I (DAN 255) 3
Body Fundamentals (DAN 256) 3
Dance Production II (DAN 355) 1

Dance technique ***9 credits***

Dance courses in the humanities-science and studio-theory areas ***9 credits***

Students must take a placement class before enrolling in a technique course at the DAN level. See Placement of Majors and Minors in this section of the catalog.

The dance minor requires at least 32 credits including the 14-credit core and at least 9 credits of dance technique and 9 credits of elective course work in the humanities-science and studio-theory areas (at least 3 credits in each of these areas). The 32 credits must include 15 upper-division credits. The core courses must be taken for letter grades and passed with grades of mid-C or better. Electives may be taken pass/no pass (P/N), but students are encouraged to take them for letter grades. A list of courses that satisfy the area requirement is available in the dance department office.

Advising. Students are encouraged to develop a close, communicative relationship with a dance adviser. Each student must plan a program of elective courses with the help of an adviser who monitors the student's progress through the minor program, ensuring completion of the necessary requirements in the most beneficial order. Work in generic courses (401, 404, 405, 406, 407, 409, 410) is available with the instructor's approval of a student-initiated written proposal.

Graduate Studies

Master of science (M.S.) and master of arts (M.A.) degrees in dance are offered. Full-time students with adequate undergraduate preparation can complete a master's degree program in two years if their area of specialization is designated during the first year. Graduate students who enter with background deficiencies or who lack a focus for the thesis or final student project typically take more than two years to complete a master's degree.

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 3.00 cumulative undergraduate GPA. In addition, applicants must submit three letters of recommendation, an up-to-date vita, and a statement of purpose explaining why they intend to pursue graduate studies in dance at the UO.

International students whose native language is not English must earn scores of at least 550 on the Test of English as a Foreign Language (TOEFL).

A student with a GPA below 3.00 may be admitted upon review of credentials. Students admitted to the graduate program must audition for placement in technique classes. Placement classes are held each spring term and during Week of Welcome before fall term. 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 be made up by (1) passing proficiency examinations provided by the department, (2) presenting evidence of acceptable practical professional experience, or (3) demonstrating ability on videotape or in person for faculty review. All deficiencies should be corrected at the first opportunity after entering the program.

Graduate fellowships. Some graduate teaching fellowships (GTFs) are available. Applications are in the department office. Applicants must submit a half-inch VHS videotape demonstrating their performance and teaching skills in at least two dance idioms (i.e., African, ballet, ballroom, contact improvisation, ethnic, jazz, and tap). Applications are reviewed beginning February 1 for the following fall term, and positions are filled quickly.

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 a 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 a master of arts (M.A.) degree must demonstrate proficiency in one second language by submitting evidence of two years of college-level study within the previous seven years or by

passing an examination at the university Testing Office, 238 University Health and Counseling Center Building.

Work for the master's degree must be completed within a period of seven years. This includes credits transferred from another institution and the thesis or final project.

Graduate Requirements

Graduate students must enroll in a technique course every term during their studies in residence and earn a minimum of 6 credits in 500-level DAN courses. These 6 credits must be taken for letter grades.

Students must take a minimum of 2 credits in Supervised College Teaching (DAN 602). The department recommends that these credits be earned in at least two teaching experiences, which provide opportunities to develop mentor relationships with faculty members.

A final oral thesis defense or terminal project presentation is administered by the student's faculty committee following completion of the thesis or project.

General Master's Degree with Thesis (54 credits)

In addition to the requirements described above, candidates for the general master's degree with thesis must have completed the following course work:

	29 credits
Improvisation	1
Dance composition	6
Music for dancers	3
Dance history	6
Movement analysis	3
Dance pedagogy	4
Dance kinesiology	3
Dance production	3

Dance as a discipline at the graduate level requires an understanding of research methodology, theoretical issues, and their practical applications. Required core courses provide this understanding for the student seeking the general master's degree with or without thesis.

Upon consultation with the director of graduate studies, students may use graduate-level work that counts toward the master's degree to correct deficiencies.

Core Courses
Scientific Aspects of Dance (DAN 560)

Research Methods in Dance (DAN 611)

Aesthetic Bases for Dance in Art and Education (DAN 693)

Thesis
Students in this program must take a minimum of 9 credits in Thesis (DAN 503). Eight to 16 credits must be earned in graduate courses outside the department. These courses, approved by the major adviser, are selected from fields related to the student's research. At least 4 credits must be earned outside the department before beginning the thesis.

Students may choose a choreographic thesis with written supporting documentation. Early in their programs, these students should enroll in graduate-level choreography courses.

The thesis proposal must be approved by a committee of at least three faculty members representing the fields of study related to the program and thesis topic. 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.

DAN electives may be selected from the following:

Specific Courses and Seminars
Experimental Courses: Notation Reconstruction, Neuromuscular Concerns of Dance (DAN 510)

Tribal Dance Cultures (DAN 552)

Ballet from the Courts to Balanchine (DAN 553)

Evolution of Modern Dance (DAN 554)

Group Choreography (DAN 555)

Music for Dancers (DAN 558)

Dance Accompaniment (DAN 590)

Teaching Dance (DAN 591)

Administration of Dance in Education (DAN 593)

Seminars: Choreographic Analysis and Criticism, Movement Patterning, Movement Analysis (DAN 607)

Generic Courses
A maximum of 6 credits from each of the following courses may be applied to the degree.

Workshop: Performance (DAN 508)

Research (DAN 601)

Supervised College Teaching (DAN 602)

Reading and Conference (DAN 605)

Special Problems: Solo Composition, Formal Composition Structure (DAN 606)

Practicums: 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. Core courses listed above and correction of any undergraduate-level deficiencies are also required.

The nonthesis option requires 19 credits selected from the list of courses set forth in the thesis option above, 8 to 16 credits in an area related to dance, and another 9 project-related credits appropriate to the program selected from within or outside the Department of Dance. All course selections and field choices must have the approval of the student's adviser.

For the student electing the nonthesis option, a project is required in the area of concentration. The project might take the form of a reconstruction from a notated score or a reconstruction from a historical dance treatise (e.g., from original language or notation to article or performance). The proposal must be approved by a project committee 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. Graduate students must have completed the following course work:

	32 credits
Improvisation	1
Dance composition	6
Music for dancers	3
Dance history	6
Movement analysis	3
Dance pedagogy	4
Human anatomy	3
Dance kinesiology	3
Physiology of exercise	3

A thesis is required for this master's degree program. Requirements parallel the general master's degree with thesis with two exceptions:

1. Core courses for this option are Research Methods in Dance (DAN 611), Aesthetic Bases for Dance in Art and Education (DAN 693), and research method or design courses that include
   a. Quantitative statistics through ANOVA or qualitative research design and methodology
   b. Computer applications in research
   c. Interpretation and critique of research

   Options that satisfy this requirement range from 5 to 9 credits
2. At least 16 credits of elective course work must be taken; 6 of these credits may be in Research (601) taken in another department

This individualized program is designed in consultation with the coordinator of the dance science program to meet the interests of the student. Eight to 16 credits must be earned in graduate courses outside the dance department. These courses are selected from fields related to the student's research. At least 4 credits must be earned outside the department before beginning the thesis.

All course work for this option must be approved by the dance science coordinator, who must be a member of the student's thesis committee.

Satisfactory Progress toward the Degree

1. Qualified students are admitted to the dance master's degree program with conditional master's classification. The classification is changed to unconditional master's after a student has
   a. Corrected undergraduate deficiencies
   b. Completed 12 graduate dance credits with grades of mid-B or better
   c. Achieved a technical skill equivalent to the DAN 500 level in at least one idiom. Studio classes taken to prepare for 500-level DAN courses must be passed with letter grades of mid-B or better

   Graduate students must achieve unconditional master's classification before they have completed 36 credits of graduate work
2. Graduate students must meet with a graduate adviser each term to draw up course advising

contracts, which ensure that courses taken fulfill university and department requirements

3. Graduate teaching fellows (GTFs) must satisfactorily complete 9 graduate credits each term as specified in the signed course advising contract
4. DAN graduate courses must be passed with grades of P or B– or better. Courses may be retaken at the next scheduled offering if satisfactory grades are not received. The student may be dropped from the program if a grade of P or B– or better is not earned on the second try
5. Of the 54 graduate credits required for a master's degree in dance, the 6 credits of technique and the core courses must be taken for letter grades. A minimum of 24 graduate credits must be taken for letter grades; the remaining credits may be taken pass/no pass. P is the equivalent of a B– letter grade or better
6. Core courses in dance should be completed the first term they are offered during graduate study. Requests for exceptions are considered by the graduate committee after approval by the student's adviser
7. Students must have a GPA of 3.00 or better in course work used to meet the requirements of the master's degree
8. No more than one incomplete (I) may be earned each term and no more than two each year. Students have one calendar year or less to finish an incomplete, depending on the nature of the course and the instructor's requirements

Introductory Dance Courses (DANC)

DANC courses are open to students who fulfill the prerequisites and meet placement criteria. Introductory Dance Courses I do not have prerequisites or placement criteria.

Not all courses can be offered every year. A list of courses offered each term is in the current UO Schedule of Classes. *Each course requires payment of a laboratory fee.*

101–198 Introductory Dance Courses I (1R) **170:** Modern I, **171:** Contact Improvisation, **172:** Ballet I, **175:** Jazz I, **176:** Tap I, **178:** International Folk I, **179:** Balkans and Eastern European, **180:** Near and Middle East, **181:** North American Folk Heritage, **184:** Ballroom I, **185:** African. R twice for maximum of 3 credits each.

199 Special Studies: [Topic] (1–5R)

201–299 Introductory Dance Courses II (1R) **270:** Modern II, **271:** Dance Improvisation, **272:** Ballet II, **273:** Character Ballet I, **274:** Renaissance and Baroque, **275:** Jazz II, **276:** Tap II, **278:** International Folk II, **284:** Ballroom II, **285:** African II. R twice for maximum of 3 credits each.

301–398 Introductory Dance Courses III (1R) **370:** Modern III, **371:** Advanced Contact Improvisation, **372:** Ballet III, **373:** Character Ballet II, **375:** Jazz III, **376:** Tap III, **384:** Ballroom III. R twice for maximum of 3 credits each.

399 Special Studies: [Topic] (1–5R)

Professional Dance Courses (DAN)

DAN courses are open to students who fulfill the prerequisites and meet placement criteria. Generic courses are limited by faculty workload and availability. A list of courses offered each term is in the current UO Schedule of Classes.

198 Workshop: [Topic] (1–2R) Recent topics include Performance, Production Experience, Repertory.

199 Special Studies: [Topic] (1–5R)

251 Looking at Dance (4) Overview of dance as a cultural and aesthetic experience. Examines its meaning and impact on contemporary United States society.

252 Fundamentals of Rhythm (3) Fundamentals of music with emphasis on musical style and rhythmic structure. Stolet.

255 Dance Production I (3) Introduction to production planning, management, lighting, design, costuming, and publicity for the dance concert. Practical experience in Dougherty Dance Theatre. Craig.

256 Body Fundamentals (3) Exploration of patterning in movement. Various body therapies—Bartenieff Fundamentals, ideokinesis, and body-mind centering—provide a framework for experiential investigations. Barr.

292 Dance Laboratory: [Topic] (2R) Dance technique in jazz, tap, character ballet, and other idioms when available. Prereq: placement prior to registration. R eleven times for maximum of 24 credits in any one idiom.

294 Modern Dance Laboratory (2R) Dance technique in the modern idiom. Prereq: placement audition. R for maximum of 24 credits.

296 Ballet Laboratory (2R) Dance technique in the ballet idiom. Prereq: placement audition. R for maximum of 24 credits.

301 Dance and Folk Culture (4) Investigation of origins, meanings, and development of dance culture and related folk arts in selected regions and countries of the world. Not offered 1999–2000.

302 Dance in Asia (4) History, aesthetics, structure, and content of selected dance forms of India, Cambodia, Thailand, Bali, China, and Japan. Investigates expressiveness and movement choice in cultural contexts. Descutner.

341 Movement Notation (3) 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. Prereq: DAN 252. Barr, Descutner. Offered 1999–2000 and alternate years.

342 Intermediate Movement Notation (3) Theory and application of movement analysis, including Labanotation and Labananalysis. Investigates qualitative and spatial aspects of movement. Prereq: DAN 341. Barr, Descutner. Offered 1999–2000 and alternate years.

351 Dance Composition I (3) Introduction to creation of dance movement as a communication tool. How to select, develop, vary, and phrase dance movement. Choreography of short dance studies. Prereq: DANC 271, DAN 252.

352 Dance Composition II (3) Compositional forms in dance. Crafting of movements into studies. Prereq: DAN 351.

355 Dance Production II (1–2R) P/N only. Extended application of skills and procedures used in producing a concert. Practical backstage work, pre- and postconcert sessions. Prereq: DAN 255. R eleven times for maximum of 24 credits.

357 Dance in Musical Theater (3) Basic movement vocabulary needed for musical theater and opera; historical development; staging, choreography, and performance. Prereq: previous dance experience. Open to nonmajors.

360 Dance Kinesiology (3) Applications of anatomical, muscular, and motor control information to dance training and injury prevention. Chatfield. Offered 1999–2000 and alternate years.

392 Dance Laboratory: [Topic] (2R) Intermediate dance technique in jazz, tap, character ballet, and other idioms when available. Prereq: audition prior to registration. R eleven times for maximum of 24 credits in any one idiom.

394 Modern Dance Laboratory (2R) Dance technique in the modern idiom. Prereq: placement audition. R for maximum of 24 credits.

396 Ballet Laboratory (2R) Dance technique in the ballet idiom. Prereq: placement audition. R for maximum of 24 credits.

401 Research: [Topic] (1–4R) R with adviser's consent.

403 Thesis (1–21R)

404 Internship: [Topic] (1–4R) P/N only. Apprenticeship under the guidance of a supervising teacher in areas such as teaching, arts management, administration, and dance production. Prereq: junior standing, instructor's consent. R twice when topic changes for maximum of 12 credits.

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Recent topics include Dance Careers, Dance in Literature and the Arts, Japanese Dance. R when topic changes.

408/508 Workshop: [Topic] (1–21R) Topics include rehearsal, and performance of ballet, ethnic, jazz, modern, and tap dance in repertory companies, musicals, and student choreographies. Prereq: audition for performance experiences.

409 Practicum: [Topic] (1–21R) Current topics are Choreography, Production Design, and Management.

410/510 Experimental Course: [Topic] (1–5R) Current topics include Neuromuscular Concerns of Dance, Notation Reconstruction.

411 Senior Project (3) Prereq: instructor's consent.

452/552 Tribal Dance Cultures (3) How function, form, movement, performers, and expressive content of dance communicate world views of selected tribal dance cultures. Prereq: DAN 301 or 302 or instructor's consent. Descutner. Open to nonmajors. Not offered 1999–2000.

453/553 Ballet from the Courts to Balanchine (3) Social and theater dance forms of Western cultures from the Middle Ages through 18th-century ballet into the era of contemporary art. Prereq: DAN 251. Stoddart. Open to nonmajors. Offered alternate years; not offered 1999–2000.

454/554 Evolution of Modern Dance (3) Influences of leading dance artists; directions in concert and theater forms in the 20th century; emphasis on dance in the United States. Prereq: DAN 251. Craig. Open to nonmajors. Offered alternate years; not offered 1999–2000.

455/555 Group Choreography (1–3R) Problems and special considerations of group choreography; introduction to the communication of personally created movement to other dancers. Prereq: DAN 352 or instructor's consent. Barr, Craig, Descutner. R for a maximum of 6 credits.

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. R once.

457/557 Renaissance and Baroque Dance (2R) Advanced studio-theory course in dance styles of the 15th through 18th centuries. Prereq: DANC 274, a 300-level DANC course, or instructor's consent. R once for maximum of 4 credits. Open to nonmajors; of interest to musicians, actors, and historians. Not offered 1999–2000.

458/558 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.

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. Offered 1999–2000 and alternate years.

490/590 Dance Accompaniment (1–3R) Examines technique of communication between the dance teacher and the dance accompanist. Prereq: DAN 252, junior standing, and two consecutive terms of DAN 394 or instructor's consent; coreq: DAN 491/591. Stolet. R once for maximum of 6 credits.

491/591 Teaching Dance (1–3R) Application of teaching theories, course planning methods, teaching resources and techniques. Emphasis on teaching in university situation. Prereq: junior standing, DAN 394, DANC 271; coreq: DAN 490/590. Barr, Craig.

492 Dance Laboratory: [Topic] (2R) Advanced dance techniques in jazz, tap, character ballet, and other idioms when available. Prereq: audition. R eleven times for maximum of 24 credits in any one idiom.

493/593 Administration of Dance in Education (3) Organization and administration of dance programs in colleges and universities. Prereq: DAN 491/591 or instructor's consent. Chatfield, Craig. Not offered 1999–2000.

494/594 Modern Dance Laboratory (2R) Dance technique in the modern idiom. Prereq: placement audition. R for maximum of 24 credits.

495/595 Theoretical Foundations: [Topic] (3R) Studio-theory course in dance styles and techniques. Analysis and aesthetic framework, movement vocabulary, and characteristics of a specific style in a given idiom. Prereq: intermediate-level DAN course or instructor's consent. R when topic changes.

496/596 Ballet Laboratory (2R) Dance technique in the ballet idiom. Prereq: placement audition. R for maximum of 24 credits.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R) Topics include Formal Compositional Structure, Solo Composition, and student-initiated topics. Limited by faculty workload and availability.

607 Seminar: [Topic] (1–5R) Current topics include Choreographic Analysis and Criticism, Dance Research, Dance Science, Movement Analysis, Movement Patterning. R when topic changes.

608 Workshop: [Topic] (1–16R) Topics include Performance, Production, Rehearsal. R for maximum of 6 credits.

609 Practicum: [Topic] (1–16R) Current topics include Choreography, Production Management, and Design.

610 Experimental Course: [Topic] (1–5R)

611 Research Methods in Dance (3) Review and evaluation of analytical, descriptive, experimental, and creative research in dance and allied fields. Culminating project is a written proposal for original research in dance.

693 Aesthetic Bases for Dance in Art and Education (3) Theories of dance as an art form; function of the dance in the changing social milieu; elements of dance criticism. Prereq for nonmajors: instructor's consent. Craig.

Music

Anne Dhu McLucas, Dean

(541) 346-3761
(541) 346-0723 fax
159 Music Building
1225 University of Oregon
Eugene OR 97403-1225

Faculty

Barbara Myers Baird, adjunct instructor (organ, harpsichord). B.Mus., 1971, Texas Christian; M.Mus., Southern Methodist, 1976; D.M.A., 1988, Oregon. (1986)

Wayne Bennett, professor (orchestra, graduate-level instrumental conducting, clarinet); director, orchestral activities; conductor, University Symphony Orchestra. B.M.E., 1968, Oklahoma State; M.M., 1969, Ph.D., 1974, North Texas. (1978)

Mark Beudert, associate professor (diction, pedagogy, voice). B.A., 1982, Columbia; M.M., 1991, A.Mus.Doc., 1994, Michigan. (1995)

Jack Boss, assistant professor (theory, composition); summer session coordinator. B.Mus, 1979, M.Mus., 1981, Ohio State; Ph.D., 1991, Yale. (1995)

Susan Boynton, assistant professor (music history). B.A., 1988, M.A., 1991, Yale; Diplôme, 1992, Université Catholique de Louvain-la-Neuve (Belgium); Ph.D., 1996, Brandeis. (1996)

Ellen Campbell, assistant professor (horn). B.A., 1975, Luther; M.M., 1978, Michigan State. (1994)

David Captein, adjunct instructor (jazz string bass). B.M., 1980, Western Washington. (1995)

David R. Case, adjunct instructor (classical guitar). B.A., 1979, M.A., 1984, Oregon. (1975)

Richard G. Clark, associate professor (choral conducting, music education). B.S., 1964, M.A., 1971, Oregon; D.M.A., 1977, Washington (Seattle). (1982)

David Crumb, assistant professor (composition, theory). B.M., 1985, Eastman School of Music; M.A., 1991, Ph.D., 1992, Pennsylvania. (1997)

Michael P. Denny, adjunct instructor (guitar). B.A., 1992, City College of New York; M.A., 1995, Oregon. (1995)

Paul F. Doerksen, assistant professor (music education). B.M., 1983, Western Washington; M.M., 1985, Northwestern; Ph.D., 1994, Ohio State. (1997)

Charles Dowd, professor (timpani, percussion, jazz studies); conductor, Oregon Percussion Ensemble; director, percussion studies. B.A., 1970, San Jose State; M.A., 1971, Stanford. (1974)

Thomas J. Dye, adjunct instructor (vocal jazz). B.M., 1988, Portland State; M.Mus.Ed., 1994, Portland. (1999)

Richard Frazier, instructor (tuba, euphonium, basic music). B.Mus., 1970, M.Mus., 1971, Houston. (1990)

John F. Gainer, adjunct assistant professor (African American gospel, history, and voice). B.A., 1980, Arizona State. (1983)

Fritz Gearhart, assistant professor (violin). B.M., 1986, M.M. 1988, Eastman School of Music. (1998)

Francis Graffeo, adjunct instructor (opera ensemble). B.M., 1984, Texas Tech; M.M., 1986, New England Conservatory. (1993)

Gary Hobbs, adjunct instructor (jazz drumset). (1998)

Robert I. Hurwitz, professor (theory, history); coordinator, undergraduate studies. A.B., 1961, Brooklyn; M.Mus., 1965, Ph.D., 1970, Indiana. (1965)

Dean F. Kramer, associate professor (piano, chamber music). B.Mus., 1973, Oberlin Conservatory; M.Mus., 1976, D.M.A., 1992, Texas at Austin. (1983)

Robert Kyr, associate professor (composition, theory); director, Pacific Rim Gamelan, Vanguard Concert Series, Music Today Festival. B.A., 1974, Yale; postgraduate certificate, 1976, Royal College

of Music (London). M.A., 1980, Pennsylvania; Ph.D., 1989, Harvard. (1990)

Steven Larson, associate professor (theory, aural skills). B.A., 1979, M.A., 1981, Oregon; Ph.D., 1987, Michigan. (1994)

Donald R. Latarski, adjunct instructor (jazz and blues guitar). B.S., 1979, Oregon. (1984)

Mark Levy, adjunct assistant professor (ethnomusicology). B.A., 1969, Chicago; M.A., 1978, Ph.D., 1985, California, Los Angeles. (1986)

Kathryn Lucktenberg, associate professor (violin, chamber music). B.A., 1980, Curtis Institute. (1993)

Gary M. Martin, professor (music education); associate dean; director, graduate studies. B.A., 1961, M.A., 1963, Adams State; Ph.D., 1965, Oregon. (1966)

Gregory Mason, adjunct assistant professor (piano accompaniment, chamber music, piano); faculty accompanist; director, accompaniment and chamber music. B.M., 1979, Michigan; M.M., 1983, D.M.A., 1995, Illinois at Urbana-Champaign. (1996)

Sarah E. Maxwell, adjunct assistant professor (harp). B.A., 1957, Oregon. (1980)

Anne Dhu McLucas, professor (musicology, ethnomusicology). B.A., 1965, Colorado; M.A., 1968, Ph.D., 1975, Harvard. (1992)

Lance Miller, recording engineer. A.A., 1982, Mt. Hood Community. (1998)

Christine W. Mirabella, adjunct instructor (piano pedagogy). B.A., 1965, M.M., 1968, Indiana. (1997)

J. Robert Moore, professor (oboe, saxophone, woodwind techniques). B.Mus.Ed., 1961, M.Mus., 1962, Tulsa; D.M.A., 1980, Eastman School of Music. (1975)

Randall S. Moore, professor (music education); director, Oregon Children's Choir. B.A., 1963, M.A., 1965, Oregon; Ph.D., 1974, Florida State. (1974)

Forrest Moyer, adjunct instructor (classical bass). B.Mus., 1983, M.Mus., 1987, Oregon. (1993)

Julia Neufeld, adjunct instructor (gospel choir). B.M., 1979, Alabama; M.M., 1983, Juilliard School. (1995)

Stephen W. Owen, associate professor (jazz studies, music theory); director, jazz studies. B.Mus.Ed., 1980, North Texas State; M.Mus., 1985, Northern Colorado. (1988)

Steven Pologe, associate professor (cello, chamber music). B.M., 1974, Eastman School of Music; M.M., 1978, Juilliard School. (1993)

Robert D. Ponto, associate professor; director of bands. B.M.E., 1979, Wisconsin, Eau Claire; M.M., 1985, Michigan, Ann Arbor. (1992)

George W. Recker, associate professor (trumpet). Former principal trumpet, Kennedy Center Opera House Orchestra, Florida State University, George Peabody College, 1964–69. (1983)

Douglas Scheuerell, adjunct instructor (tabla). B.Mus., 1971, Wisconsin, Madison. (1993)

Gene Slayter, adjunct instructor (music education); director, summer music camps. B.S., 1951, Oregon. (1998)

Marian Elizabeth Smith, associate professor (music history). B.A., 1976, Carleton; B.Mus., 1980, Texas at Austin; Ph.D., 1988, Yale. (1988)

Sylvie Spengler, assistant professor; director, Community Music Institute. B.Mus., 1975, M.Mus., 1978, Oregon. (1993)

Victor Steinhardt, professor (piano, chamber music). B.Mus., 1964, Mount St. Mary's; M.A., 1967, California, Los Angeles. (1968)

Jeffrey Stolet, associate professor (theory, composition, electronic music). See **Dance**

Leslie Straka, associate professor (viola, chamber music). B.M., 1976, M.Mus., 1978, D.M.A., 1987, Arizona State. (1987)

Ann Tedards, associate professor (voice, diction, pedagogy). A.B., 1970, Sweet Briar; M.M., 1972, North Carolina at Chapel Hill; D.M.A., 1997, Peabody Conservatory of Music, Johns Hopkins. (1987)

Richard Trombley, associate professor (music history, flute). B.S., 1961, Juilliard School; M.Mus., 1962, Manhattan School; D.M.A., 1977, Stanford. (1963)

Marc Vanscheeuwijck, assistant professor (music history, collegium). B.A., 1982, M.A., 1984, Ph.D., 1995, University of Ghent. (1995)

Milagro Vargas, associate professor (diction, pedagogy, voice). B.M., 1977, Oberlin Conservatory; M.M., 1981, Eastman School of Music. (1992)

Gary T. Versace, assistant professor (jazz piano, jazz studies). B.S., B.Mus., 1991, Connecticut; M.M., 1993, Eastman School of Music. (1993)

Claire L. Wachter, assistant professor (piano pedagogy, piano). B.M., 1975, Peabody Conservatory; M.M., 1977, D.M.A., 1993, Texas at Austin. (1991)

Jeffrey Williams, associate professor (trombone, brass chamber music); director, Brass Choir. B.Mus., 1965, North Texas; M.S., 1966, Illinois; D.M.A., 1974, North Texas. (1980)

Carl Woideck, adjunct instructor (jazz history, rock music history, blues history). B.M., 1981, M.S., 1989, Oregon. (1996)

Emeriti

Doris Renshaw Allen, associate professor emerita. B.A., 1950, Westminster; M.A., 1976, Goddard. (1978)

Exine Anderson Bailey, professor emerita. B.S., 1944, Minnesota; M.A., 1945, professional diploma, 1951, Columbia. (1951)

Peter Bergquist, professor emeritus. B.S., 1958, Mannes College; M.A., 1960, Ph.D., 1964, Columbia. (1964)

Leslie T. Breidenthal, professor emeritus. B.S., 1948, M.A., 1949, Columbia; A.Mus.Doc., 1965, Michigan. (1967)

David P. Doerksen, associate professor emeritus. B.M.E., 1956, Willamette; M.M., 1969, Southern California; D.M.A., 1972, Oregon. (1983)

John M. Gustafson, associate professor emeritus. A.B., 1947, Augustana; M.Mus., 1951, Michigan; Ph.D., 1956, Florida State. (1956)

John Hamilton, professor emeritus. A.B., 1946, California, Berkeley; M.Mus., 1956, D.M.A., 1966, Southern California. (1959)

J. Robert Hladky, professor emeritus. B.Mus., 1950, Oklahoma State; M.Mus., performer's certificate, 1952, A.Mus.Doc., 1959, Eastman School of Music. (1961)

Homer T. Keller, professor emeritus. B.Mus., 1937, M.Mus., 1938, Eastman School of Music. (1958)

Lawrence C. Maves Jr., associate professor emeritus. B.Mus., 1954, M.Mus., 1959, Oregon; diploma, 1958, Juilliard School. (1958)

John C. McManus, professor emeritus. B.Mus.Ed., 1943, Northwestern; M.A., 1950, Columbia. (1967)

James A. Miller, professor emeritus. B.A., 1952, Goshen; M.Mus., 1956, A.Mus.Doc., 1963, Michigan. (1965)

Robert E. Nye, professor emeritus. B.Ed., 1932, Milwaukee State Teachers; M.A., 1942, Ph.D., 1949, Wisconsin. (1950)

Harold Owen, professor emeritus. B.Mus., 1955, M.Mus., 1957, D.M.A., 1972, Southern California. (1966)

Morrette L. Rider, professor and dean emeritus. B.Mus., 1942, M.Mus., 1947, Michigan; D.Ed., 1955, Columbia. (1975)

H. Royce Saltzman, professor emeritus. B.A., 1950, Goshen; M.Mus., 1954, Northwestern; D.M.A., 1964, Southern California. (1964)

Stephen Stone, associate professor and assistant dean emeritus. B.S., 1949, M.S., 1956, D.M.A., 1971, Oregon. (1976)

Monte Tubb, associate professor emeritus. B.A., 1956, Arkansas; M.A., 1960, Indiana. (1966)

Mary Lou Van Rysselberghe, senior instructor emerita; coordinator, Children's Concert Series. B.Mus., 1956, M.Mus., 1976, Oregon. (1977)

William C. Woods, professor emeritus. B.Mus., 1948, M.Mus., 1949, Southern California. (1950)

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

Participating

Leslie K. Bennett, library

About the School

Facilities

The School of Music is housed in a building complex of five units that includes the 550-seat Beall Concert Hall; separate band, choir, and orchestra rehearsal rooms with support facilities; more than thirty practice rooms; a small recital hall; studio offices, classrooms, and seminar rooms.

The Music Services Department, located on the third floor of the Knight Library, has composers' complete works, music reference resources, current and bound periodicals, interactive music CD-ROM programs, and a large collection of books and scores. The Douglass Listening Room houses recordings (LPs, cassettes, and compact discs). Facilities include listening carrels with remote-control capability, individual listening rooms, and two group-listening rooms. The score and record collections' strengths include music by Oregon composers, women composers, and contemporary publications provided by approval plans for recently published North American and European scores. The book collection includes a large German-language collection and most United States university-press publications. Reference service to the collection is provided in the Music Services Department.

The School of Music houses seven pipe organs, including a 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.

Three computer-music studios, maintained for qualified students, contain the most recent music technology including programs for an array of synthesis techniques, algorithmic composition, MIDI sequencing and composition, and digital recording and editing in a fully automated mixing environment.

The university owns an extensive collection of orchestral and band instruments and a distinctive collection of ethnic instruments and reproductions of early musical instruments.

The Pacific Rim Gamelan performs on the beautiful instruments of Gamelan Suranadi Sari Indra Putra, donated to the school in 1986 by John and Claudia Lynn of Eugene. The ensemble is a multicultural composing and performing orchestra, and works composed by its members use instruments from around the world as well as gamelan instruments. The School of Music is the only institution in the nation to include an ensemble of this kind as an integral part of its curriculum.

The Edward W. Kammerer Microcomputer Laboratory offers students the opportunity to become familiar with a variety of music notation and sequencing software programs. Users have access to the Internet; E-mail; computer-assisted

instructional materials; and word-processing, desktop-publishing, and graphics programs for academic use, exploration, and development of computer skills.

Concerts and Recitals

More than 200 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 internationally famous artists sponsored by the Chamber Music Series and the World Music Series.

The annual Vanguard Concert Series features 20th-century music in concerts and workshops. Nationally prominent artists give a public concert and hold workshops in which they read, rehearse, and record music composed for them by members of the Composers Forum. This series is the only one of its kind in the nation that is featured as an essential part of a composition curriculum.

The biennial Music Today Festival, founded and directed by Robert Kyr, is a three-week series of concerts and cultural events that celebrates 20th-century music from around the world. The festival features regional performers and ensembles as well as internationally renowned artists.

The School of Music features jazz concerts and workshops by nationally prominent artists and offers opportunities for university students to perform at these events. The Jazz Studies Program hosts the Oregon Jazz Celebration, an annual weekend festival that includes workshops for middle school, high school, and college jazz ensembles.

Since 1969 the School of Music has conducted the annual Oregon Bach Festival during a two-week period in late June and early July. The festival, under Artistic Director and Conductor Helmuth Rilling, combines an educational program in choral music for academic credit with the offering of some thirty public concerts. While the focus is Bach, major choral and instrumental works by other composers are programmed regularly. Distinguished soloists from around the world are featured with the festival chorus and orchestra.

Honorary 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, Oregon Wind Ensemble, Oregon Percussion Ensemble, Oregon Marching Band, Symphonic Band, Oregon Basketball Band, Campus Band, Green Garter Band, University Symphony Orchestra, Brass Choir, Trombone Ensemble, Jazz Guitar Ensemble, Oregon Jazz Ensemble, Jazz Laboratory Bands, Small Jazz Ensembles, Vocal Jazz Ensembles, University Gospel Ensemble, University Gospel Choir, Opera Ensemble, Pacific Rim Gamelan, East European Folk Ensemble, and many other small chamber ensembles offer membership and performance opportunities to qualified students. The Collegium Musicum, a vocal-instrumental group, provides opportunities for the study of 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. The application deadline for fall term consideration is March 1. For additional details on financial aid, write to the dean of the music school.

Ruth Lorraine Close Musical Fellowship (about $75,000 awarded annually to approximately fifty students for advanced study in music, with some awards reserved for students in harp and composition)

Carol Nelson Corbett Scholarship

Elizabeth P. Slottee Memorial Scholarship

Elizabeth Waddell Newman Memorial Scholarship

Eugene Kiwanis Foundation George P. Hopkins Scholarship

Francis Y. Doran Scholarship

George B. Van Schaack Memorial Scholarship

Gordon Tripp String Scholarship

Jim Polastri Memorial Scholarships

Linda Jean Moore Scholarship

Maude and H. B. Densmore Memorial Scholarships, Women's Choral Society

Mu Phi Epsilon Scholarships

Oregon Tuba Association Scholarship

Paul Clarke Stauffer Scholarships

Phi Beta Scholarships

Presser Foundation Scholarship

Robert G. Guitteau Endowed Scholarship

Vivian Malone Gilkey Endowed Graduate Violin Fellowship

Wayne Riley Atwood Scholarship

Whitfield Memorial Scholarships

William T. McConnell Memorial Scholarship

Public School Teaching Licensure

Teacher licensure 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 increasing amounts of time in public school settings; in the third term they are full-time student teachers. The fourth term is spent on 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 in the School of Music.

Fees

Performance Studies (Studio Instruction) (per credit, per term)	Dollars
Guitar at a level lower than MUP 180	80
Guitar at MUP 180 and higher levels for nonmusic majors	80
Guitar at MUP 180 and higher levels for music majors	60
All other performance studies	60

Students must register for at least 2 credits of performance study. The number of lessons per term is determined in consultation with the instructor. Typically, it is one less than the number of weeks of instruction in the term.

Jazz majors who are enrolled in both jazz and classical performance studies pay a fee for only the course with the fewer credits.

Fee Exemptions

Music majors, provided the instruction is a degree requirement as primary performance study above the 170 level

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 performance studies fees.

Other Fees (per term)	Dollars
All music majors	35
Ensemble fee	10
Nonmajors' access to practice rooms	25
Access to locked grand-piano practice room	10
Rental of university instruments is based on use and value—maximum fee	50
Short-term instrument rental (per week)	5
Percussion-studies instrument fee	10
Use of electronic studio	50
Use of organs and harpsichords	10
Music-education course fee	10

A student who needs an accompanist is typically charged a fee by the accompanist.

Performance Studies

Courses in performance studies are listed with the MUP subject code. MUP courses are in two general categories:

Basic and intermediate performance studies (MUP 100–162). Fee required

Performance Studies (Studio Instruction) (MUP 170–191, 271–291, 341–361, 371–391, 471–491, 611–631, 641–661, 670–691, 741–761, 771–791) Fee required unless waived. See Fee Exemptions above

Enrollment in any performance studies sequence must be preceded by an audition. Auditions are conducted to establish details (e.g., level, credits) for registration. Auditions also precede advancement from one level to another.

Performance studies carries 2–4 credits a term. Students giving recitals must be enrolled in performance studies and may enroll in Reading and Conference (MUS 405 or 605) during the term of the recital. The number of credits, up to 4, for Reading and Conference is determined by the instructor. Prerecital auditions are required to evaluate the student's readiness for public performance. After the recital a faculty evaluation is required. If approval is given, the recital is formally acknowledged as a fulfilled degree requirement.

Enrollment in performance studies is sometimes limited because of faculty teaching loads. Under such circumstances, priority is given to continuing music majors. Students who are not assigned to a faculty teacher may study with a graduate teaching fellow for credit at extra cost.

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 catalog, including About the School, earlier in this section of the catalog. See also the **Registration and Academic Policies** and **Graduate School** sections.

Undergraduate Studies

Nonmajors

Courses

The School of Music offers a variety of opportunities for nonmajors to be involved in music courses and performance ensembles. See course listings for details. The following courses, which are open to students who haven't had musical instruction, satisfy some of the university's general-education requirements. See Group Requirements and Multicultural Requirement in the **Registration and Academic Policies** section of this catalog.

Basic Music (MUS 125)

Introduction to Music and Its Literature (MUS 207, 208)

History of Rock Music I,II (MUS 264, 265)

History of the Blues (MUS 270)

History of Jazz (MUJ 350)

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)

Beethoven (MUS 355)

Music in World Cultures (MUS 358)

Music of the Americas (MUS 359)

Film: Drama, Photography, Music (MUS 380)

History of Gospel Music (MUS 450)

Introduction to Ethnomusicology (MUS 451)

Musical Instruments of the World (MUS 452)

Folk Music of the Balkans (MUS 453)

Music of India (MUS 454)

Music and Gender (MUS 460)

Courses are occasionally offered under Special Studies (MUS 199), Seminar (MUS 407), Experimental Course (MUS 410). Such courses do not fulfill general-education requirements.

Ensembles

Course numbers through 499 are for undergraduates; 500-, 600-, and 700-level courses are for graduate students.

East European Folk Ensemble (MUS 190, 390, 690)

Collegium Musicum (MUS 191, 391, 691)

Chamber Ensemble—Brass Choir, Trombone Ensemble, Tuba Euphonium Ensemble, other ensembles as needed (MUS 194, 394, 694)

Band—Oregon Basketball Band, UO Campus Band, Green Garter Band, Oregon Marching Band, UO Symphonic Band, Oregon Wind Ensemble (MUS 195, 395, 695)

Orchestra (MUS 196, 396, 696)

Chorus—Chamber Choir, University Gospel Ensemble, University Gospel Choir, University Men's Chorus, University Women's Chorus, University Singers (MUS 197, 397, 697)

Jazz Laboratory Band III (MUJ 190, 390, 690)

Jazz Laboratory Band II (MUJ 191, 391, 691)

Oregon Jazz Ensemble (MUJ 192, 392, 692)

Small Jazz Ensemble (MUJ 195, 395, 695)

Oregon Vocal Jazz (MUJ 197, 397, 697)

Opera Workshop (MUS 398, 698)

Gamelan (MUS 490/590)

Minor Requirements

The School of Music offers two minors: a minor in music and a minor in music education: elementary education

Minor in Music

This minor in music requires a minimum of 27 credits, 15 of which must be upper division. A minimum of 15 credits, including performance-study and ensemble requirements, must be taken in residence. Courses applied to the minor must be graded C– or better.

Students choose either Option A, which does not require a placement examination, or Option B, which requires a placement examination. Credits are distributed as follows:

Course Requirments for the Minor	***27–28 credits***
Core (choose A or B)	***11–12 credits***
Option A: Basic Music (MUS 125)	3
Introduction to Music and Its Literature (MUS 207, 208)	8
Option B: Music Theory I (MUS 131, 132, 133), and Aural Skills I (MUS 134, 135, 136)	12

Option B students who do not qualify for MUS 131 must take Rudiments of Music Theory (MUS 126), and those who do not qualify for MUS 134 must take Rudiments of Aural Skills (MUS 127) before starting MUS 131 and 134.

Additional Requirements	***16 credits***
Performance Studies (Studio Instruction)	2–4
Performance ensembles	1–2
Choose at least three courses from the following: Survey of Music History (MUS 267, 268, 269), History of Jazz (MUJ 350), 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), Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Introduction to Ethnomusicology (451), Musical Instruments of the World (MUS 452), Folk Music of the Balkans (MUS 453), Music of India (MUS 454), Music and Gender (MUS 460), other music courses approved by petition to the undergraduate committee	10–13

Minor in Music Education: Elementary Education

The minor in music education: elementary education requires 26 credits, 9 of which must be upper division, in addition to the prerequisites. As a component of this minor, students must complete 23 credits of prerequisites or pass waiver examinations. Nine credits may be transferred from another college or university at the discretion of the coordinator for the music education: elementary education minor. These credits must have been completed in the past seven years. Up to 6 credits in the minor program may be taken pass/no pass (P/N); letter-graded courses applied to the minor must be passed with grades of C– or higher. At least 18 credits must be taken at the University of Oregon.

Prerequisites	***23 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 207, 208)	8

Required Courses	***9–10 credits***
Basic Performance Studies: Voice (MUP 101)	2
Music for Early Childhood (MUE 428)	3
Music in Special Education (MUE 429)	3
Instrumental or choral ensemble	1–2

Electives	***17–24 credits***
Choose from the following: General Music in the Middle School (MUE 415); Orff-Kodály (MUE 420); Children's Choir (MUE 424), Music Classroom Ecology and Management (MUE 430); technique courses or performance studies in piano, recorder, guitar, or another instrument; summer workshops in music education with the consent of the minor coordinator	

Music Major Programs

A detailed checklist of requirements for each degree is available in the undergraduate office, 158 Music Building.

Bachelor's Degrees

Bachelor of Arts (B.A.) in Music

Bachelor of Science (B.S.) in Music

Bachelor of Music (B.Mus.)

- Jazz Studies
- Music Composition
- Music Education
- Music Performance
- Music Theory

The bachelor of arts in music is primarily for students who want a broad liberal-arts education while majoring in music. The bachelor of science in music is appropriate for those who want a broad education in the sciences or social sciences while majoring in music. Students who want strong preparation in music should work toward the bachelor of music degree.

Admission

Students who are eligible for admission to the university may apply to the School of Music for admission as music majors.

Auditions. The audition is the single most important factor in determining admission to the School of Music in most degree programs. Applicants to most music degree programs must audition or submit an audition tape as part of the

admission process. Applicants who submit a tape are required to audition in person upon arrival on campus. Students who plan on completing a B.A. with the option in history and literature or a B.S. with the option in music technology do not need to audition as part of the admission process, although an audition is required later for placement in performance studies. Auditions both for admission and for scholarships are held in February each year or by appointment. A brochure describing the audition process is available from the undergraduate office, 158 Music Building.

Placement examination. Placement examinations are required of all first-year music majors and transfer students. The freshman placement examination determines the appropriate placement for students beginning college-level study in music theory, aural skills, and keyboard skills. Students are placed either in preparatory courses or in undergraduate core courses. The transfer placement examination determines the appropriate core courses for students who have some college-level study in music. Study guides for these examinations are available in the undergraduate office.

Performance Studies

Placement in performance studies requires an audition, which can be scheduled by appointment. Dates for auditions, usually held winter term, are available in the undergraduate office of the School of Music. Details about repertory and procedure are available on request from the undergraduate office. Applicants who are unable to arrange an on-campus audition may submit a tape recording.

Jazz Studies

Students who want to enter the jazz studies major have a second audition. A placement examination specific to jazz studies is required of freshmen and transfer students who want to enter the program.

Program Requirements

Ensemble Requirements

Each degree requires a specific number of terms of ensemble. Some degrees require participation in specific ensembles.

Music majors and minors enrolled in performance studies must enroll concurrently in a band, chorus, or orchestra and must audition for ensemble placement before each fall term. Students entering winter and spring terms audition at the time of entrance. In making assignments a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, the University Singers, and the Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles. Exceptions may be considered by the undergraduate committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete an Ensemble Requirement Petition
3. Return the petition to the undergraduate office

The petition is given to the chair of the undergraduate committee, and the student is notified of the action taken.

Jazz studies majors and studio guitar students may, with the approval of the director of jazz studies, enroll in Small Jazz Ensemble (MUJ 195, 395) or Chamber Ensemble (MUS 194, 394) instead of large conducted ensembles.

Piano students may enroll in Chamber Ensemble (MUS 194, 394) or The Collaborative Pianist (MUS 421, 422, 423) instead of large conducted ensembles.

Harp, classical guitar, harpsichord, and organ students may enroll in a chamber ensemble instead of the large conducted ensembles.

Studio guitar students may enroll in a chamber ensemble, studio guitar ensemble, or jazz ensemble instead of the large conducted ensembles.

Other students who are enrolled in a chamber ensemble must enroll concurrently, by audition, in an assigned band, chorus, or orchestra.

General Requirements

In addition to the general university requirements for bachelor's degrees (see the **Registration and Academic Policies** section of this catalog), all undergraduate degrees in music require the following:

Core Courses	*53 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
On the Nature of Music (MUS 167)	2
Music Theory II (MUS 231, 232, 233)	6
Aural Skills II (MUS 234, 235, 236)	6
Keyboard Skills II (MUS 237, 238, 239)	3
Survey of Music History (MUS 267, 268, 269)	12
Analysis (MUS 324, 325, 326)	9
Student Forum (MUS 170 or 370) (nine terms)	

All students must pass a musical repertoire identification examination before graduation, preferably by the end of the freshman year. Guided Listening (MUS 168, 169) is offered as an aid to passing the examination.

Satisfactory Progress toward the Degree

Music majors must earn a C– or better in every core course.

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, result in probationary status or suspension from the major.

Students are subject to the degree requirements stated in the UO catalog 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.

Sample First-Year Program

Fall Term	*15 credits*
Music Theory I (MUS 131)	2
Aural Skills I (MUS 134)	2
Keyboard Skills I (MUS 137)	1
On the Nature of Music (MUS 167)	2
Ensemble (MUS 195–197)	2
Performance Studies (Studio Instruction)	2
Group-satisfying course	4
Student Forum (MUS 170 or 370)	

Winter Term	*18 credits*
Music Theory I (MUS 132)	2
Aural Skills I (MUS 135)	2
Keyboard Skills I (MUS 138)	1
Guided Listening (MUS 168)	1
Ensemble (MUS 195–197)	2
Performance Studies (Studio Instruction)	2
College Composition I (WR 121)	4
Group-satisfying course	4
Student Forum (MUS 170 or 370)	

Spring Term	*18 credits*
Music Theory I (MUS 133)	2
Aural Skills I (MUS 136)	2
Keyboard Skills I (MUS 139)	1
Guided Listening (MUS 169)	1
Ensemble (MUS 195–197)	2
Performance Studies (Studio Instruction)	2
College Composition II or III (WR 122 or 123)	4
Group-satisfying course	4
Student Forum (MUS 170 or 370)	

Specific Degree Requirements

Minimum requirements for a bachelor's degree in music are 36 credits in the major, including 24 upper-division credits. In addition to general university requirements and the general requirements for all undergraduate music degrees, each undergraduate music degree has the following specific requirements.

Bachelor of Arts

B.A. in Music

All B.A. degrees in music require proficiency in French, German, or Italian (see **Registration and Academic Policies**)

General Music Option	*credits*
Performance studies (MUP 171 or above), at least three terms	6–12
Ensemble: at least six terms	6–12
History of Western Art I,II,III (ARH 204, 205, 206) or World Literature (ENG 107, 108, 109)	12

Senior project: a scholarly work, extensive paper, recital, presentation, lecture or lecture-recital, or composition. If a recital is chosen, three terms of performance study at the MUP 341 level or higher are required. Enrollment in Senior Project (MUS 499) is optional; consult adviser for details and procedure

Music History and Literature Option	*credits*
Performance studies: at least three terms, the last of which must be MUP 140 or above	6
Ensemble: at least six terms	6–12
History of Western Art I,II,III (ARH 204, 205, 206) or World Literature (ENG 107, 108, 109)	12
Upper-division music literature courses or seminars or a senior project completed under faculty guidance	9

Optional enrollment in Reading and Conference (MUS 405); consult adviser for details and procedure

Bachelor of Science

B.S. in Music

All B.S. degrees require competence in mathematics or computer science (see **Registration and Academic Policies**)

General Music Option	*credits*
Performance studies (MUP 171 or above), at least three terms	6–12
Ensemble: at least six terms	6–12

Senior project: a scholarly work, extensive paper, recital, presentation, lecture or lecture-recital, or composition. If a recital is chosen, three terms of performance study at the MUP 341 level or higher are required. Senior Project (MUS 499) is optional; consult adviser for details and procedure

Music Technology Option ***credits***

Performance studies: at least three terms, the last of which must be at the MUP 140 level or above 6
Ensemble: at least three terms 3–6
Concepts of Computing: Information Processing (CIS 120) 4
Concepts of Computing: Computers and Computation (CIS 121) 4
Concepts of Computing: Algorithms and Programming (CIS 122) 4
Physics of Sound and Music (PHYS 152) 3
Electronic Music Techniques I,II (MUS 443, 444) ... 6
Advanced Electronic Composition (MUS 445) ... 9
Computer Music Applications (MUS 446) 3
Reading and Conference: History of Electroacoustic Music (MUS 405) 3
Group options: Suggested courses include Composition I,II,III (MUS 240, 241, 242; 340, 341, 342; 440, 441, 442), Schenkerian Analysis (MUS 430, 431, 432), Electronic Music Techniques I,II (MUS 443, 444), Advanced Electronic Composition (MUS 445), Piano Literature (MUS 464, 465, 466), Orchestral Music (MUS 470, 471, 472), History of Opera (MUS 474, 475), additional performance studies, additional ensembles, courses in the music of other cultures 32
Senior project completed under faculty guidance. Enroll in Senior Project (MUS 499); consult adviser for details and procedure 3–9

Bachelor of Music

B.Mus. in Jazz Studies

credits

Ensemble: Small Jazz Ensemble (MUJ 195, 395), nine terms including six at the 300 level 15
Three terms of chamber ensemble, band, orchestra, or chorus (MUS 194, 195, 196, 197, 394, 395, 396, 397) 3–6
Small Jazz Ensemble Laboratory (MUJ 180, 181, 182; 280, 281, 282) 6
Performance Studies (Studio Instruction) MUP 171 or above, including three terms of MUP 271 or above 12
Jazz Theory (MUJ 270) 2
Functional Jazz Piano I,II (MUJ 271, 272) 4
Jazz Improvisation I,II (MUJ 273, 274) 4
History of Jazz (MUJ 350) 4
Music in World Cultures (MUS 358) or Music of the Americas (MUS 359) 4
Electronic Music Techniques I (MUS 443) 3
Computer Music Applications (MUS 446) 3
Jazz Repertoire I,II,III (MUJ 474, 475, 476) 6
Jazz Arranging I,II,III (MUJ 480, 481, 482) 9
Advanced Jazz Repertoire I,II,III (MUJ 477, 478, 479) or Advanced Jazz Arranging I,II,III (MUJ 483, 484, 485) 9
Electives 20

Suggested electives include studio instruction: jazz performance studies

Senior recital: consult director of jazz studies for details

A total of at least 125 music credits including electives and required courses

B.Mus. in Music Composition

credits

Composition I,II,III (MUS 240, 241, 242; 340, 341, 342; 440, 441, 442) 27
Ensemble: at least nine terms 18
Schenkerian Analysis (MUS 430, 431, 432) 9
Counterpoint (MUS 433, 434, 435) 12
Scoring for Voices and Instruments (MUS 439) ... 3
One course in electronic or computer music applications chosen from Electronic Music Techniques I,II (MUS 443, 444), Advanced Electronic Composition (MUS 445), Computer Music Applications (MUS 446) 3
One course in ethnomusicology chosen from Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Introduction to Ethnomusicology (MUS 451), Musical Instruments of the World (MUS 452), Folk Music of the Balkans (MUS 453), Music of India (MUS 454), Gamelan (MUS 490) 2–4
Proficiency in piano (MUP 271) or proficiency in piano (MUP 171) and in another instrument or in voice (MUP 171 or above)

Proficiency in conducting determined by the composition faculty

A total of at least 121 music credits including electives and required courses

Senior recital: a public performance of compositions written by the student under the guidance of the composition faculty

Final approval of the student's recital and general qualifications by the composition faculty

B.Mus. in Music Education

credits

Foundations of Music Education (MUE 326) 3
Approved course in adolescent development and behavior; Development (PSY 375) recommended 3
Teaching Laboratory I (MUE 386, 387, 388) 3
Voice Pedagogy (MUE 391) 1
Instrumental Techniques (MUE 392), seven terms 7
Practicum: Early Field Experience (MUE 409), three terms 3
Band Methods (MUE 411) or Teaching Methods: Secondary Choral and General (MUE 413) 3
Teaching Methods: Elementary Choral and General (MUE 412) 3
Scoring for Voices and Instruments (MUS 439) . 3
Advanced Choral Conducting (MUS 485) 3
Advanced Instrumental Conducting (MUS 486) ... 3
Teaching Laboratory II (MUE 486, 487, 488) 3
Ensemble, at least twelve terms 24
Performance studies 18

A total of at least 125 music credits including required and elective courses

Minimum cumulative grade point average (GPA) 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

Choral and General Option. Students whose primary performance medium is piano must pass at least three terms of MUP 271 or above and pass three terms of Intermediate Performance Studies: Voice (MUP 140). Students whose primary performance medium is voice must pass at least three terms of MUP 274 or above and pass three terms of Functional Piano (MUP 163)

Instrumental Option. Students whose primary performance medium is a band or orchestra instrument must pass at least three terms of MUP 374 or above (piano, organ, recorder, harp, and guitar may not be used to meet instrumental option requirements)

B.Mus. in Music Performance

credits

Performance studies: at least 36 credits including three terms of MUP 471 36
Upper-division MUS elective credits 5
Ensemble: at least twelve terms

A total of at least 121 music credits including required and elective courses

Junior and senior recitals: credit may be earned in Reading and Conference: Recital (MUS 405); consult studio teacher for details

Areas of specialization are bassoon, cello, clarinet, classical guitar, euphonium, flute, harp, harpsichord, horn, oboe, organ, percussion, piano, saxophone, string bass, studio guitar, trombone, trumpet, tuba, viola, violin, voice. Students may also specialize in more than one wind instrument. Consult studio teacher for details. Additional requirements for each option follow:

Voice Option. Proficiency in French, German, Italian equivalent to completion of one year of college study in each of two languages or two years of study in one language

Two terms of Introduction to Lyric Diction (MUS 155, 156). Consult adviser for details

Piano proficiency: three terms of Functional Piano (MUP 163) or equivalent

Chamber ensemble (MUS 194 or 394), one term

Piano Option. Six of the twelve terms of ensemble must be in Chamber Ensemble (MUS 194, 394)

Piano Pedagogy I,II,III (MUE 471, 472, 473)

Practicum (MUE 409)

Prerecital auditions must be approved at least six weeks before the proposed recital date

Harpsichord and Organ Option. Six of the twelve terms of ensemble must be in Chamber Ensemble (MUS 194, 394)

Strings, Woodwinds, Brass, Guitar, and Harp Option. In addition to the twelve terms of ensemble, at least three terms of Chamber Ensemble (MUS 194, 394) are required

Percussion Option. In addition to twelve terms of ensemble, twelve terms of Percussion Master Class (MUS 411) and one term of Instrumental Techniques: Percussion (MUE 392) are required

B.Mus. in Music Theory

credits

Performance studies: at least 18 credits including at least three terms of MUP 271 or above 18
Advanced Keyboard Harmony (MUS 425) 2
Schenkerian Analysis (MUS 430, 431, 432) 9
Counterpoint (MUS 433, 434, 435) 12
Scoring for Voices and Instruments (MUS 439) ... 3
Choose 10 credits from Composition I (MUS 240, 241, 242), Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Score Reading (MUS 426), Electronic Music Techniques I,II (MUS 443, 444), Computer Music Applications (MUS 446), music literature courses (MUS 464–476), Jazz Theory (MUJ 470) 10
Demonstrated proficiency in piano (MUP 271) or three terms of piano performance (MUP 171) with grades of C– or better

Ensemble: at least twelve terms

A total of at least 121 music credits, including electives and required courses

College Composition I and III (WR 121 and 123) strongly recommended

Senior lecture-recital: optional Reading and Conference (MUS 405); consult adviser for details

Final approval of the student's lecture-recital and general qualifications

Graduate Studies

Detailed checklists for all degrees are available from the graduate office, 154 Music Building.

Fifth-Year Program for Initial Teacher Licensure

Students are admitted to the fifth-year program with graduate postbaccalaureate status, but this does not constitute admission to the master's degree program in music education. Students who want to complete the master's degree as well as licensure must apply to the music-education faculty for approval.

Candidates for the fifth-year program are required to establish an area of emphasis.

Areas of Emphasis
Band
Choral
Early childhood and elementary general music
String

	credits
Advanced methods I,II and licensure level (see fifth-year checklist)	
Choose one course according to area of emphasis: Seminars: Wind Materials for Schools or Orchestra Development (MUE 507), Band Methods (MUE 511), Teaching Methods: Elementary Choral and General (MUE 512), Methods: Secondary Choral and General (MUE 513), Orff-Kodály (MUE 520), Teaching Singing in the Classroom (MUE 542), Jazz and Marching Methods (MUE 555), Music for Early Childhood (MUE 528), Choral Materials for Schools (MUE 544), String Methods (MUE 556), Administration of School Programs (MUE 636)	3
Experimental courses (ELTA 610 and SPED 610)	7
Practica (EDUC 609) in music education, three terms (3,3,9)	15
Supervised Field Experience (MUE 777), three terms, 1 credit each term	3

Students may enroll concurrently in the fifth-year licensure program and the M.Mus. in music education program. Music Classroom Ecology and Management (MUE 530), Technology of Teaching Music (MUE 637), and advanced methods requirements may be used to fulfill the degree area of emphasis for the M.Mus. in music education.

Master's Degree Programs

Master's Degrees Offered

Master of Arts (M.A.)
- Music History
- Music Theory

Master of Music (M.Mus.)
- Jazz Studies
- Music: Conducting
  - Choral option
  - Orchestral option
  - Wind ensemble option
- Music: Piano Pedagogy
- Music Composition
- Music Education
- Music Performance
  - Violin and viola performance and pedagogy option

Admission

Applicants must satisfy general university, Graduate School, and School of Music requirements governing admission. See the **Graduate School** section of this catalog for information about credits, residence, and transfer of graduate work taken elsewhere.

Send to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217: the original copy of a Graduate Admission Application, a $50 fee, and an official transcript showing receipt of a bachelor's degree.

Send the following materials to the coordinator of graduate studies, School of Music:

1. The four carbon copies of the Graduate Admission Application
2. A copy of transcripts of all undergraduate and graduate study
3. Three written recommendations, one from a primary-area faculty member
4. A statement of career goals including purpose and intent in earning a graduate degree
5. A recent sample, such as a term paper, of the applicant's scholarly writing
6. Supporting material related to the primary area of interest. *Performance students:* a tape, a repertoire list, and copies of programs from solo public performances; *composers:* musical scores and tapes, list of compositions, and copies of programs from performances of applicant's works; *music education majors:* copies of programs conducted; *jazz studies:* a tape demonstrating improvisation over standard jazz repertoire, musical scores with accompanying tape; *other music majors:* copies of recent programs in which the applicant has participated

Following are additional admission requirements for each major or area of emphasis:

Jazz Studies

Instrumental Performance Emphasis. University of Oregon B.Mus. in jazz studies or equivalent; advanced improvisational skills with substantial study of jazz repertoire.

Composition-Arranging Emphasis. University of Oregon B.Mus. in jazz studies or equivalent skills; substantial portfolio of arrangements or compositions for large and small jazz ensemble.

Music: Conducting

Choral Conducting. Minimum of two years of successful conducting experience supported by letters of recommendation, tapes, and programs.

Orchestral Conducting. Proficiency to enter Performance Studies (Studio Instruction): (MUP 641 level or above). Student must also have two years' experience as a conductor and pass an audition of conducting skills.

Wind Ensemble Conducting. Proficiency to enter Performance Studies (Studio Instruction): (MUP 641 level or above). Student must also have two years' experience as a conductor and pass an audition of conducting skills.

Music: Piano Pedagogy

Proficiency to enter Performance Studies (Studio Instruction): Piano (MUP 641).

Music Composition

Demonstration of substantial ability and technical skill in composition by submitting to the composition faculty scores and tapes of original works for large and small ensembles and evidence of a senior recital or other performance of the candidate's works. The candidate should arrange an interview with a member of the composition faculty, if possible, prior to the first term of graduate study.

Music Performance

Proficiency to enter Performance Studies (Studio Instruction) (MUP 671–694). Prospective voice specialists must also have piano proficiency in sight-reading and accompanying.

Any student whose admission is based on a taped performance is considered tentatively admitted until that student has a live audition at the beginning of study.

Multiple Woodwind and Brass Instruments. Proficiency to enter Performance Studies (Studio Instruction) (MUP 681–690) in primary instrument. Proficiency to enter Performance Studies (Studio Instruction) (MUP 621–630) in two secondary instruments.

Entrance Examinations

Students who are admitted into a master's degree program, either conditionally or unconditionally, must take entrance examinations in music theory and music history before their first term of enrollment. These examinations are given before the first day of classes each term. Students who do not take the examination prior to their first term on campus or who do not pass the examinations (or portions of them) must complete prescribed courses by the end of their second term of enrollment. Entering students in music education must pass a teaching-skills examination or complete courses prescribed by the music education committee.

Program Requirements

Detailed information about School of Music graduate programs is in the *Graduate Procedures and Policies* booklet, available in the graduate office.

Ensemble Requirements

Each degree requires a minimum number of terms of ensemble, and some require participation in specific ensembles.

Students, other than keyboard or guitar specialists, enrolled in performance studies must be concurrently enrolled in a band, chorus, or orchestra, and they must audition for ensemble placement before each fall term. Students entering winter and spring terms audition at the time of entrance. In making assignments a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, the University Singers, and the Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles.

Jazz Studies. Majors may, with the approval of the director of jazz studies, enroll in Small Jazz Ensemble (MUJ 695) or Chamber Ensemble (MUS 694) instead of large conducted ensembles.

Keyboard and Guitar. Instead of the large conducted ensembles, keyboard and guitar specialists may enroll in a Chamber Ensemble (MUS 694), and keyboard students may enroll in The Collaborative Pianist (MUS 521, 522, 523). Other students who are enrolled in a chamber ensemble must enroll concurrently in an assigned conducted ensemble.

Exceptions may be considered by the undergraduate committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete an Ensemble Requirement Petition
3. Return the petition to the graduate office

The petition is given to the chair of the undergraduate committee, and the student is notified of the action taken.

Degree Requirements

A minimum of 50 percent of degree requirements must be taken in 600- or 700-level courses. Degree candidates must give the coordinator of graduate studies a copy of the terminal project—written and audio or video recording—for the Music Services Department's archives in Knight Library. In addition to Graduate School requirements for master's degrees (see the **Graduate School** section of this catalog), each degree program listed below has specific requirements.

Master of Arts

M.A. in Music History

	credits
Performance studies, at least three terms	6
Research Methods in Music (MUS 611)	3
Ensemble, at least three terms	3–6
Choose four of the following: Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665)	12
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 564–576, 643, 644, 689, or additional seminars (MUS 507, 607)	
Thesis (MUS 503)	9

A total of at least 48 graduate credits

Language requirement: reading proficiency in a second language (usually German), demonstrated by two years of successful undergraduate study, one year of German for Reading Knowledge (GER 327, 328, 329), or by passing an examination. Language courses taken to satisfy this requirement do not count toward the 48 total credits

Completion requirements: an oral examination reviewing the thesis and degree course work

M.A. in Music Theory

	credits
Performance studies, at least three terms	6–12
Ensemble, at least three terms	3–6
Schenkerian Analysis (MUS 530, 531, 532)	9
Counterpoint (MUS 533, 534, 535)	12
Research Methods in Music (MUS 611)	3
Advanced Aural Skills (MUS 635)	3
Group Option I. Choose one course from History of Theory (MUS 637), Pedagogy and Practicum: Theory (MUE 639)	3
Group Option II. Choose one course from Post-Tonal Theory I (MUS 516), Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526), Seminar: Music Theory (MUS 607), Analysis of Rhythm (MUS 636), or a second course from Group Option I	2–3
Choose 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
Thesis (MUS 503)	9

A total of at least 56 graduate credits

Language requirement: reading proficiency in a second language (usually German), demonstrated by two years of successful undergraduate study within the seven-year limit of the program or by passing an examination

Completion requirements: an oral examination reviewing the thesis and degree course work

Master of Music

M.Mus. in Jazz Studies

Composition-Arranging Emphasis	*credits*
Computer Music Applications (MUS 546)	3
Advanced Jazz Arranging I,II,III (MUJ 583, 584, 585)	9
Research Methods in Music (MUS 611)	3
Pedagogy and Practicum: Jazz Studies (MUE 639)	3
Jazz Program Planning and Development (MUJ 661)	3
Music in the 20th Century (MUS 665)	3
Large Jazz Ensemble (MUJ 690 or 691 or 692), two terms	2
Small Jazz Ensemble (MUJ 695), two terms	4
Choose at least 6 credits from Seminar: Topics in Ethnomusicology (MUS 507), Workshop: Instrumental Conducting (MUS 508), Schenkerian Analysis (MUS 530, 531, 532), Electronic Music Techniques (MUS 543), Introduction to Ethnomusicology (MUS 551), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Gamelan (MUS 590), Advanced Aural Skills (MUS 635)	6
Consult adviser for additional required courses.	
Electives at the 500 level or above chosen in consultation with adviser	6

A total of 54 credits including 18 in the area of emphasis and 18 in other music courses

Completion requirements: compositions or arrangements of substantial dimension, composed under the guidance of a member of the jazz faculty. Public recital and recording of works composed under the guidance of a member of the jazz faculty and approved by the jazz studies committee. Final oral examination with emphasis on jazz history, literature, and pedagogy

Instrumental Performance Emphasis	*credits*
Computer Music Applications (MUS 546)	3
Advanced Jazz Repertoire I,II,III (MUJ 577, 578, 579)	9
Research Methods in Music (MUS 611)	3
Pedagogy and Practicum: Jazz Studies (MUE 639)	3
Jazz Program Planning and Development (MUJ 661)	3
Music in the 20th Century (MUS 665)	3
Large Jazz Ensemble (MUJ 690 or 691 or 692), three terms	3
Small Jazz Ensemble (MUJ 695), three terms	6
Choose at least 6 credits from Topics in Ethnomusicology (MUS 507), Schenkerian Analysis (MUS 530, 531, 532), Introduction to Ethnomusicology (MUS 551), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Gamelan (MUS 590), Advanced Aural Skills (MUS 635), Technology of Teaching Music (MUE 637)	6
Consult adviser for additional required courses.	
Electives at the 500 level or above chosen in consultation with adviser	6

A total of 54 credits including 18 in the area of emphasis and 18 in other music courses

Completion requirements: two full-length public recitals, one of which demonstrates mastery of improvisation in historically significant styles. Each recital must have prior approval from the jazz studies committee. Final oral examination with emphasis on jazz history, literature, and pedagogy

M.Mus. in Music: Conducting

Choral Emphasis	*credits*
Seminar, practicum, and choral literature courses selected in consultation with the adviser	16
Performance studies: at least three terms of voice	6
Ensemble: at least three terms of choral ensemble	6
Research Methods in Music (MUS 611)	3
At least 6 credits in music history selected from MUS 661–665	6
Instrumental Conducting Master Class (MUS 686)	3
Two summer workshops associated with the Oregon Bach Festival	6–12
Three consecutive terms in residence, excluding summer sessions	
Consult adviser for additional required courses.	
Electives selected from Scoring for Voices and Instruments (MUS 539), Pedagogy and Practicum: Voice (MUE 639), Notation of Medieval and Renaissance Music (MUS 643, 644), Performance Practices before 1800 (MUS 689), Collegium Musicum (MUS 691)	

A total of at least 54 graduate credits

Completion requirements: conduct at least two public performances of choral ensembles (faculty approval required), piano proficiency examination, final oral examination that includes coverage of degree course work

Orchestral Emphasis	*credits*
Orchestral Music (MUS 570, 571, 572)	6
Research Methods in Music (MUS 611)	3
Bibliography in Instrumental Conducting (MUS 620)	3
Instrumental Conducting Laboratory (MUS 624), three terms	6
Performance studies (MUP 641 or above), three terms	6
Two additional courses in music history chosen from MUS 660–664	6
Instrumental Conducting Master Class (MUS 686)	3
Performance Practices before 1800 (MUS 689)	3
Orchestra (MUS 696), three terms	6
Electives in the area of emphasis, chosen with an adviser, to complete 54 graduate credits	

Completion requirements: academic year in residence, final oral examination that includes coverage of degree course work, juried rehearsal, juried conducting performance, and a research paper dealing with some aspect of orchestral conducting

Wind Ensemble Emphasis	*credits*
Research Methods in Music (MUS 611)	3
Bibliography in Instrumental Conducting (MUS 620)	3

Wind Repertoire (MUS 621, 622, 623) 9
Instrumental Conducting Laboratory (MUS 624), three terms 6
Performance studies (MUP 641 or above), three terms 6
One additional course in music history chosen from MUS 660–664 3
Music in the 20th Century (MUS 665) 3
Instrumental Conducting Master Class (MUS 686) 3
Band: Wind Ensemble (MUS 695), three terms 6

Electives in the area of emphasis, chosen with an adviser, to complete 54 graduate credits

Completion requirements: academic year in residence, final oral examination that includes coverage of degree course work, juried rehearsal, juried conducting performance, and research paper dealing with some aspect of wind ensemble conducting

M.Mus. in Music: Piano Pedagogy

	credits
Piano Literature (MUS 564, 565, 566)	9
Piano Pedagogy I: Teaching Beginners (MUE 571)	2
Piano Pedagogy II: Teaching Groups (MUE 572)	2
Piano Pedagogy III: Teaching Intermediate Levels (MUE 573)	2
Advanced Pedagogy: Piano (MUE 591)	3
Practicum (MUE 609), three terms	3
Research Methods in Music (MUS 611)	3
Performance studies in piano (MUP 641 or above)	at least 12
Ensemble, at least three terms	3–6
Seminars or courses in music history or literature at the 500 level or above	6
Electives at the 500 level or above and chosen in consultation with an adviser	6
Research (MUE 607) project and short recital consisting of at least thirty minutes of music performance	3

A total of at least 52 graduate credits

Final oral examination reviewing the project and degree course work

M.Mus. in Music Composition

	credits
Ensemble, at least three terms	3–6
Composers' Forum (MUS 538), at least three terms	9
One course in electronic or computer music applications chosen from Electronic Music Techniques I, II (MUS 543, 544), Advanced Electronic Composition (MUS 545), Computer Music Applications (MUS 546)	3
One course in ethnomusicology chosen from Introduction to Ethnomusicology (MUS 551); Musical Instruments of the World (MUS 552); Folk Music of the Balkans (MUS 553); Music of India (MUS 554); Gamelan (MUS 590), two terms	4
Research Methods in Music (MUS 611)	3
Advanced Composition Studies (MUS 640, 641, 642)	6
One course chosen from MUS 661–664	3
Music in the 20th Century (MUS 665)	3
At least two courses outside the School of Music at the 500 level or above	4–8
Thesis (MUS 503): a composition of substantial dimension, composed under the guidance of a member of the music composition faculty, performed and recorded on campus	9

Music electives, selected in consultation with an adviser, to complete at least 54 graduate credits

Proficiency in Schenkerian analysis equivalent to MUS 530, 531, 532

Proficiency in counterpoint equivalent to MUS 533, 534, 535

Proficiency in piano (MUP 271) or proficiency in piano (MUP 171) and proficiency in another instrument or in voice (MUP 171 or above)

Public performance—usually a graduate recital—of works composed under the guidance of a member of the composition faculty

Final oral examination reviewing the thesis and degree course work

M.Mus. in Music Education

Candidates are required to establish an area of emphasis.

Areas of Emphasis

Choral conducting and literature

Elementary general music

Instrumental conducting and literature

Other areas of emphasis within or outside the School of Music can be arranged (consult adviser and graduate committee)

Ensemble: at least three terms

Performance studies: at least three terms

	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
At least 9 credits in music history, literature, theory, or composition at the 500 level or above	9
At least 12 credits in courses related to the degree emphasis area at the 500 level or above	12
Professional education courses	9

Electives, chosen with an adviser, within or outside the School of Music to complete 51 graduate credits

Courses as needed in expository writing

Completion requirements. Choose one of the following options:

1. 9 credits in Thesis (MUS 503) and oral examination, *or*
2. Major project consisting of 2–4 credits in Research (MUE 601) and oral examination, *or*
3. Major project consisting of a recital (if performance studies is MUP 641–662 or above) and oral examination

The oral examination in each option includes coverage of degree course work.

M.Mus. in Music Performance

Options are available in bassoon, cello, clarinet, euphonium, flute, harp, harpsichord, horn, oboe, organ, percussion, piano accompanying, solo piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, voice.

Core Requirements	*credits*
Research Methods in Music (MUS 611)	3
Performance Studies (Studio Instruction) (MUP 670–694) (except for piano accompanying option)	12
Ensemble, at least three terms (except for piano accompanying option)	3–6
Collegium Musicum (MUS 691)	1
Seminars or courses in music history or literature at the 500 level or above approved by an adviser (except for voice and piano accompanying options)	12

Electives, approved by an adviser, to total at least 48 graduate credits

Public recital: consult adviser for procedures. Enroll in MUP 670–674 during the term of the recital

Completion requirements: final oral examination with emphasis on history, literature, and pedagogy of the primary performance medium

Specific Requirements for Selected Options

Piano	*credits*
Piano Literature (MUS 564, 565, 566)	9

Multiple Woodwind or Brass Instruments	*credits*
Reading and Conference: Wind Instrument Music (MUS 605)	3
Performance Studies (Studio Instruction) (MUP 621–630), at least 3 credits in each secondary instrument	6
Pedagogy and Practicum: Woodwinds or Brass (MUE 639)	3

Completion requirements: (1) Public recital of both solo and ensemble music on the primary instrument, and performance of a substantial composition on each of the two secondary instruments during a public student recital. (2) Final oral examination with emphasis on history, literature, and pedagogy of the primary and secondary instruments

Percussion	*credits*
Percussion Master Class (MUS 511) along with private percussion study	3–6

Voice	*credits*
Lyric Diction (MUS 555, 556)	6
Solo Vocal Music (MUS 567, 568, 569)	6
History of Opera (MUS 574, 575)	8
Pedagogy and Practicum: Voice (MUE 639)	3
Courses in music history (MUS 660–665)	6
Chorus ensemble (MUS 697)	6

Electives, approved by an adviser, to total at least 51 graduate credits

Proficiency in Italian, French, German: equivalent to completion of one year of college study in each language or two years of study in one language and one year of study in another

Piano Accompanying	*credits*
Performance Studies (Studio Instruction): Piano Accompanying (MUP 670)	9
Performance Studies (Studio Instruction): Piano (MUP 671)	3
Chamber Ensemble (MUS 694), four terms	4
Reading and Conference: Music for Chamber Ensemble (MUS 605)	2
Solo Vocal Music (MUS 567, 568, 569), two terms	4
Lyric Diction (MUS 555, 556)	6
The Collaborative Pianist (MUS 521, 522, 523)	6
Seminars or courses in music history or literature at the 500 level or above approved by an adviser	6

Electives, approved by an adviser, to total at least 50 graduate credits

Two public recitals: consult adviser for procedures

Doctoral Degree Programs

Doctoral Degrees Offered

Doctor of Musical Arts (D.M.A.)

- Music Composition
- Music Education
- Music Performance

Doctor of Philosophy (Ph.D.)

- Music Composition
- Music Education
- Music History

Music Theory

Primary and supporting areas are offered in music composition, music education, music history, music performance, and music theory. Supporting areas are offered in choral conducting, ethnomusicology, wind ensemble conducting, orchestral conducting, jazz studies, and music education research.

Doctoral candidates in music must complete one primary area and one supporting area. Details are available upon request from the graduate office.

Admission

Conditional Admission

Send to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217: the original copy of a Graduate Admission Application, a $50 fee, and an official transcript showing receipt of a bachelor's degree.

Send to the coordinator of graduate studies, School of Music:

1. The four carbon copies of the Graduate Admission Application
2. A copy of transcripts of all undergraduate and graduate study
3. Three written recommendations from people who know the applicant's professional and personal qualifications
4. A recent sample of the applicant's scholarly writing, such as a term paper, and recent copies of concert or recital programs
5. For applicants choosing either a primary or a supporting area in composition: copies of scores and tape recordings of a representative sample of original compositions and copies of programs as evidence of performances of the applicant's work
6. Graduate Record Examinations (GRE) scores from the general test (verbal, quantitative, analytical)
7. Supporting material related to the areas of interest:
   a. *Primary area in music education*: two letters of recommendation indicating three years of successful full-time music teaching. *Supporting area in music education*: two letters of recommendation indicating two years of successful full-time music teaching. These letters are in addition to the recommendations required of all applicants in item 3
   b. *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 item 4
   c. *Primary or supporting area in music performance*: a personal audition or a recent tape recording of a performance that qualifies for admission to performance courses MUP 741 or above; a list of repertoire and copies of recent programs
8. Any other materials the applicant believes are of interest to the School of Music graduate admission committee

Entrance Examinations

Students who are admitted into a doctoral or predoctoral program must take entrance examinations in musicianship and music history before or early in the first term of enrollment. These examinations are given before or during the first week of classes each term. Students who do not pass the examinations (or portions thereof) must complete prescribed courses by the end of their second term of enrollment.

Unconditional Admission

Unconditional admission is accomplished by appearing before the graduate committee during the second or third term of residence (excluding summer session). Students must meet this requirement to be permitted to enroll for subsequent terms. More information about unconditional admission is available from the graduate secretary.

General Degree Requirements

In addition to the Graduate School's requirements for doctoral degrees, the School of Music has the following general requirements:

	credits
Research Methods in Music (MUS 611)	3
Pedagogy and Practicum (MUE 639), two terms, one each in primary and supporting areas	6
Concept Development in College Music Teaching (MUE 641, 642)	6
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
At least 9 credits in nonmusic courses, chosen in consultation with the faculty adviser and excluding basic language courses and courses required for primary and supporting areas	9

Ph.D. candidates, except those in music education, must demonstrate proficiency in two second languages, usually chosen from French, German, and Italian

D.M.A. candidates must demonstrate proficiency in a second language, usually French, German, or Italian. Students with a primary or supporting area in voice must demonstrate proficiency in French, German, and Italian equivalent to two years of college study in one language and one year of college study in each of the other two

Research (MUS 601), Dissertation (MUS 603), and Reading and Conference (MUS 605) are available during the summer session only with adviser's consent

Ensemble Requirement. After conditional admission, students with a primary or supporting area in piano performance must enroll in three terms of The Collaborative Pianist (MUS 521, 522, 523). Students with a primary or supporting area in voice, wind, string, or percussion performance must enroll in three consecutive terms of band, chorus, or orchestra, and they must audition for ensemble placement before each fall term. In making assignments a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, University Singers, and Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles.

Exceptions may be considered by the undergraduate committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete an Ensemble Requirement Petition
3. Return the petition to the graduate office

The petition is given to the chair of the undergraduate committee, and the student is notified of the action taken.

Specific Area Requirements

In addition to the general requirements of the Graduate School and the School of Music for doctoral degrees, the following are specific requirements for primary and supporting areas:

Music Composition

The following requirements are the same for the Ph.D. and D.M.A. except for the language requirement and the choice of supporting area. Ph.D. candidates choose ethnomusicology, music education research, music history, or music theory for the supporting area. D.M.A. candidates choose choral conducting, wind ensemble conducting, orchestral conducting, jazz studies, or performance for the supporting area.

Primary Area	***credits***
Composers' Forum (MUS 538), at least three terms	9
Dissertation (MUS 603)	18
Advanced Composition Studies (MUS 640, 641, 642)	6
Courses outside the School of Music that are chosen with the faculty adviser	12
One course in electronic or computer music applications chosen from Electronic Music Techniques I,II (MUS 543, 544), Advanced Electronic Composition (MUS 545), Computer Music Applications (MUS 546)	3
One course in ethnomusicology chosen from Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Introduction to Ethnomusicology (MUS 551), Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Gamelan (MUS 590)	2–4
Pedagogy and Practicum: Theory (MUE 639), one term; if the supporting area is other than theory, this term is in addition to the one term required in the supporting area	3

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

Performance and recording of the dissertation

Supporting Area	***credits***
Composers' Forum (MUS 538), three terms	9
Courses in composition, in analysis, or in pedagogy of theory or composition, chosen in consultation with 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 requirements are the same for the D.M.A and the Ph.D. degrees.

Primary Area	***credits***
Statistical methods, two terms	6
Dissertation (MUE 603)	18

Research Methods in Music (MUS 613) 3
Resources in Music Education (MUE 614) 3
Additional graduate MUE courses 17

Performance studies, three terms

Supporting Area for D.M.A. ***credits***
Statistical methods, one term 3
Research Methods in Music (MUS 613) 3
Additional graduate MUE courses 9

Performance studies, three terms

Supporting Area for Ph.D
At least 21 credits, chosen in consultation with the adviser, in research methodology and in courses that provide a theoretical foundation for the dissertation research

Music History

Primary Area ***credits***
Dissertation (MUS 603) 18
Notation of Medieval and Renaissance Music (MUS 643, 644) 6
Performance Practices before 1800 (MUS 689) ... 3
Collegium Musicum (MUS 691), three terms ... 3

In addition to specifically required courses, choose one period-survey course, three history seminars, and three theory courses including Schenkerian Analysis (MUS 530, 531, 532), and History of Theory (MUS 637)

Each student, in consultation with the adviser, develops a plan to remedy any deficiencies and prepare for comprehensive examinations

Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the University of Oregon campus

Supporting Area ***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

At least three terms in music history or theory seminars (MUS 507, 607)

Music Performance

Primary Area ***credits***
Performance Studies (Studio Instruction) (MUP 771–791), six terms 24
D.M.A. students may complete a lecture-document (MUS 601) or write a dissertation (MUS 603) ..... 6 or 18
Seminar in thesis organization (MUE 607) 2

Three public performances (subject to prerecital approval by faculty jury) on the University of Oregon campus; one must be a solo recital

Supporting Area ***credits***
Performance Studies (Studio Instruction) (MUP 741–761), three terms 12

Two public performances (subject to prerecital approval by faculty jury); one must be a solo recital

Music Theory

Primary Area ***credits***
Post-Tonal Theory I (MUS 516) 3
Choose at least three of the following: Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526), Counterpoint (MUS 533, 534, 535) 8–12
Schenkerian Analysis (MUS 530, 531, 532) 9
Dissertation (MUS 603) 18
Collegium Musicum (MUS 691), three terms 3

In addition to general degree requirement, at least one graduate-level course or seminar in music history or music theory

Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the University of Oregon campus

Supporting Area ***credits***
Post-Tonal Theory I (MUS 516) 3
Choose at least three of the following: Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526), Counterpoint (MUS 533, 534, 535) 8–12
Schenkerian Analysis (MUS 530, 531, 532) 9
In addition to general degree requirement, at least one graduate-level course or seminar in music history or music theory

Choral Conducting

Supporting Area ***credits***
Supervised College Music Teaching (MUE 602), or Instrumental Conducting Master Class (MUS 686) 3
Performance Studies (Studio Instruction) (MUP 741–761), three terms 6–12
Seminar, practicum, and choral literature courses, selected in consultation with adviser 12

Chorus ensemble (MUS 697)

Inquire at the graduate office 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 (special fee assessed)

Piano proficiency, demonstrated by examination

One public choral conducting performance (faculty approval required)

Diction proficiency in French, German, Italian, and Latin: may be demonstrated by successful completion of Lyric Diction (MUS 555, 556) or by examination

Comprehensive examination in choral conducting

Orchestral Conducting

Supporting Area ***credits***
Orchestral Music (MUS 570, 571, 572) 6
Bibliography in Instrumental Conducting (MUS 620) 3
Instrumental Conducting Laboratory (MUS 624), three terms 6
Instrumental Conducting Master Class (MUS 686) 3
Performance Practices before 1800 (MUS 689) . 3
Orchestra (MUS 696), three terms 6
Performance Studies (Studio Instruction) (MUP 741–761), three terms 6–12

Electives on subject chosen by student and adviser

A juried rehearsal and a juried conducting performance in addition to those required at master's level

Wind Ensemble Conducting

Supporting Area ***credits***
Bibliography in Instrumental Conducting (MUS 620) 3
Wind Repertoire (MUS 621, 622, 623) 9
Instrumental Conducting Laboratory (MUS 624) 3
Instrumental Conducting Master Class (MUS 686) 3
Band: Wind Ensemble (MUS 695), three terms 6
Performance Studies (Studio Instruction) (MUP 741–761), three terms 6–12

Electives in subject chosen by student and adviser

A juried rehearsal and a juried conducting performance in addition to those required at master's level

Ethnomusicology

Supporting Area ***credits***
Music in World Cultures (MUS 358) or equivalent 4
Introduction to Ethnomusicology (MUS 551) ... 4
Pedagogy and Practicum: Ethnomusicology (MUE 639) 3
Courses chosen from the following: Music of the Americas (MUS 359), Seminar (MUS 507) in ethnomusicology, Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Music and Gender (MUS 560), Gamelan (MUS 590), Reading and Conference (MUS 605), East European Folk Ensemble (MUS 690), courses outside the School of Music (e.g., anthropology, folklore, dance) chosen in consultation with adviser 16

A total of 27 credits, 23 of which must be in music courses

Jazz Studies

Supporting Area

Jazz Performance Emphasis ***credits***
Survey of Jazz Improvisation (MUJ 551) 3
Jazz Pedagogy (MUJ 560) 3
Jazz Repertoire I,II,III (MUJ 574, 575, 576) 6
Jazz Program Planning and Development (MUJ 661) 3

Juried solo recital

Jazz Arranging Emphasis ***credits***
Survey of Jazz Composition (MUJ 550) 3
Jazz Pedagogy (MUJ 560) 3
Jazz Arranging I,II,III (MUJ 580, 581, 582) 9
Jazz Program Planning and Development (MUJ 661) 3

Juried recital of compositions and arrangements

Computer Music

Supporting Area ***credits***
Electronic Music Techniques I,II (MUS 543,544) .. 6
Advanced Electronic Composition (MUS 545), three terms 9
Computer Music Applications (MUS 546) 3
Additional course selected in consultation with adviser

Exit examination that covers knowledge of synthesis techniques, digital audio, music software, electroacoustic music literature and history, and MIDI

Program Requirements

Comprehensive Examinations

Written and oral comprehensive examinations in the primary and supporting areas are taken before advancement to candidacy but after meeting the following conditions:

1. Classification as a graduate doctoral student
2. Completion of all course work in the examination area
3. Approval of dissertation proposal by dissertation advisory committee
4. Approval from adviser
5. Satisfaction of second-language requirements

Additional information about comprehensive examinations is available from the graduate secretary.

Advancement to Candidacy

Advancement to candidacy is based on successful completion of comprehensive examinations and second-language requirements, approval by the

dissertation advisory committee, and the recommendation of the adviser.

Dissertation Requirement
A dissertation is required in all doctoral 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 public performances and a written dissertation or a public lecture with accompanying document 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 approval by the dean of the Graduate School.

Courses Offered

The School of Music curriculum is divided into four general categories, each designated by a different subject code:

MUS: music courses and ensembles

MUJ: jazz studies

MUE: music education

MUP: performance studies

Music Courses (MUS)

125 Basic Music (3) Elementary study of terms and notational symbols; designed for students with no background in musical notation. Frazier. Nonmajors or premajors only.

126 Rudiments of Music Theory (3) Rudimentary study of terms and notational symbols; designed to develop elementary competence in performing from notation and in notating musical ideas. Prereq: instructor's consent or placement examination. Campbell. For music majors and minors who need preparation to enter MUS 131.

127 Rudiments of Aural Skills (3) Rudimentary study of sight singing, dictation, and related skills. Prereq: placement examination. For music majors and minors who need preparation to enter MUS 134.

131, 132, 133 Music Theory I (2,2,2) Elementary study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence. Prereq: placement examination; coreq for 131: MUS 134, 137, and laboratory. Hurwitz. Primarily for majors and minors.

134, 135, 136 Aural Skills I (2,2,2) Elementary ear training through sight singing, dictation, and related activities. Sequence. Prereq: placement examination; coreq for 134: MUS 131, 137, and laboratory. Larson. Primarily for majors and minors.

137, 138, 139 Keyboard Skills I (1,1,1) Performance of rhythmic patterns, scales, intervals, and chord progressions. Harmonization, transposition, improvisation, and figured bass on the keyboard. Sequence. Coreq for 137: MUS 131, 134. Hurwitz. Primarily for majors and minors.

155, 156 Introduction to Lyric Diction (2,2) Introduction to pronunciation of standard languages for students pursuing careers related to singing. The International Phonetic Alphabet is applied to the texts of simple repertoire. 155: English, Italian, Spanish. 156: German, French. Sequence. Coreq: Performance Studies: Voice (MUP 174 or above) or instructor's consent. Tedards.

167 On the Nature of Music (2) Introduction to styles, concepts, and frameworks for music history and performance. McLucas. Primarily for majors and minors.

168, 169 Guided Listening (1,1) P/N only. Guided listening experience designed to aid in acquisition of listening skills and experience with the most important repertoire, genres, and styles of Western music. Prereq: MUS 167. Primarily for majors and minors.

170 Student Forum (0.5R) P/N only. Concerts, lectures, and other music-related events in the Student Forum Series at the School of Music. R five times for maximum of 3 credits.

190 East European Folk Ensemble (2R) Performance ensemble in which participants learn to play village-style folk dance music from Bulgaria, Macedonia, Serbia, Greece, and neighboring regions of Eastern Europe. Prereq: placement interview. Levy. R twice for maximum of 6 credits.

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. Vanscheeuwijck.

194 Chamber Ensemble: [Topic] (1R) Study of music through small-group rehearsal. For string and wind instrument players, percussionists, keyboard players, and singers. Prereq: audition, instructor's consent. Mason.

195 Band: [Topic] (1–2R) Oregon Marching Band, Oregon Wind Ensemble, UO Symphonic Band, Oregon Basketball Band, UO Campus Band, Green Garter Band. Ensemble fee for Oregon Wind Ensemble, UO Symphonic Band, UO Campus Band. Prereq: audition for all bands except UO Campus Band and Oregon Marching Band. Ponto.

196 Orchestra (2R) University Symphony Orchestra. Ensemble fee. Prereq: audition, instructor's consent. W. Bennett.

197 Chorus: [Topic] (2R) University Singers, Chamber Choir, University Men's Chorus, University Women's Chorus, University Gospel Ensemble, University Gospel Choir. Ensemble fee. Prereq: audition, instructor's consent for all except University Men's Chorus. Clark, Gainer, Miller, Neufeld.

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

207, 208 Introduction to Music and Its Literature (4,4) Cultivation of understanding and intelligent enjoyment of music through study of its elements, forms, and historical styles. Boynton, Vanscheeuwijck. Nonmajors only.

231, 232, 233 Music Theory II (2,2,2) Continuation of MUS 131, 132, 133. Sequence. Prereq: MUS 133 or equivalent proficiency. Larson. Primarily for majors and minors.

234, 235, 236 Aural Skills II (2,2,2) Continuation of MUS 134, 135, 136. Sequence. Prereq: MUS 133, 136 or equivalent proficiency. Hurwitz. Primarily for majors and minors.

237, 238, 239 Keyboard Skills II (1,1,1) Continuation of MUS 137, 138, 139. Sequence. Prereq: MUS 139 or equivalent proficiency. Primarily for majors and minors.

240, 241, 242 Composition I (3,3,3) Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Sequence. Prereq: MUS 133, 136 or equivalent, instructor's consent. Crumb.

264, 265 History of Rock Music I,II (4,4) Evolution of rock emphasizing musical style and social context. 264: roots of rock through the British Invasion. 265: psychedelic rock to early rap music. Sequence. Woideck.

267, 268, 269 Survey of Music History (4,4,4) Study of the history and evolution of music, principally Western art music, from the early Middle Ages to the present. Sequence. Prereq: MUS 133 or instructor's consent; prereq for nonmajors: instructor's consent. Boynton, Vanscheeuwijck. Primarily for majors.

270 History of the Blues (4) Traces blues music from its African and African American roots through its 20th-century history and its influence on the values of jazz, rhythm and blues, and country music. Woideck.

322 Music Fundamentals (3) Music notation and terminology; learning musical rudiments through singing simple songs; introduction to simple melodic, rhythmic, and harmonic instruments. Laboratory fee. R. Moore. Prospective elementary teachers only.

324, 325, 326 Analysis (3,3,3) Techniques of analyzing melody, harmony, rhythm, and form in music from various periods and cultures. Sequence. Prereq: MUS 233, 236, 269 or equivalent proficiency. Boss, Hurwitz, Trombley.

340, 341, 342 Composition II (3,3,3) Composition and public performance of small works for piano, voice, and small ensembles. Prereq: MUS 242 or equivalent proficiency, instructor's consent. Boss.

351 The Music of Bach and Handel (3) Compositions by Bach and Handel such as organ chorales, cantatas, oratorios, operas, and masses; cultural context in Germany, France, Italy, and England for the development of their styles. Primarily for nonmajors.

352 The Classic Symphony and Sonata (3) Not offered 1999–2000.

353 Survey of Opera (3) Introduces several operatic masterpieces including works by Mozart, Wagner, and Verdi. Smith. Primarily for nonmajors.

354 Introduction to 20th-Century Music (3) Not offered 1999–2000.

355 Beethoven (4) Life and works of Beethoven considered in the context of the tumultuous events of postrevolutionary Europe. Works

include piano sonatas, symphonies, and quartets. Primarily for nonmajors. Smith.

356 Innovative Jazz Musicians: [Topic] (4R) Graded only. Covers one or two innovative and influential jazz musicians per term. Examines issues of history, biography, multiculturalism, racism, and critical reception. R twice when topic changes for maximum of 12 credits. Woideck.

358 Music in World Cultures (4) Appreciation of music in its cultural contexts throughout the world. Emphasis on listening skills, aesthetics, styles, genres, transmission, and sociocultural backgrounds. Levy.

359 Music of the Americas (4) Appreciation of African American, Asian American, Latin American, and Native American musics in their cultural contexts in North and South America. Levy.

370 Student Forum (0.5R) P/N only. See MUS 170.

380 Film: Drama, Photography, Music (4) Graded only. Understanding the manner in which drama, photography, and music combine to form the whole through extensive viewing and analysis. Trombley.

390 East European Folk Ensemble (2R) See MUS 190. R twice for maximum of 6 credits.

391 Collegium Musicum (1R) See MUS 191.

394 Chamber Ensemble: [Topic] (1R) See MUS 194.

395 Band: [Topic] (1–2R) See MUS 195.

396 Orchestra (2R) See MUS 196.

397 Chorus: [Topic] (2R) See MUS 197.

398 Opera Workshop (2R) Traditional and contemporary repertory for musical theater through analysis, rehearsal, and performance of complete and excerpted works; training in stage movement, diction, and rehearsal techniques. Prereq: instructor's consent, audition. Graffeo.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R) Prereq: instructor's consent.

403 Thesis (1–21R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (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 equivalent, instructor's consent.

407/507 Seminar: [Topic] (1–5R) Various topics at an advanced level, offered periodically according to student and faculty interest and availability.

408/508 Workshop: [Topic] (1–21R) Various topics at a level beyond that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalent, instructor's consent.

409 Supervised Tutoring (1–21R)

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

411/511 Percussion Master Class (1R) Techniques of percussion ensemble, performance, education methods, instrument construction, mallet construction. Prereq: instructor's consent; coreq: private percussion study. Dowd. Limited to percussion specialists and music education majors.

412 Music Theory Review (2–3) Review of tonal theory, aural skills, and sight singing. Prereq: placement examination.

413 Music History Review (3) Review of music history from the medieval period to the present. Prereq: placement examination.

415/515 Piano: The Inside Story (3R) Development of stringed keyboard instruments; function and terminology of the parts of the modern piano; purchase considerations, care, and maintenance of pianos of all types. R once with instructor's consent for maximum of 6 credits.

416/516, 417/517, 418/518 Post-Tonal Theory I,II,III (3,3,3) Graded only. Introduction to theory and analysis of post-tonal music. **416/516, 417/517:** concepts of pitch-class set analysis and practical applications. **418/518:** analytic approaches to twelve-tone music. Sequence. Prereq: MUS 326 or instructor's consent. Boss.

419/519 MIDI for Musicians (2) Concepts, uses, applications, and practical experience with using the personal computer to make music. Includes MIDI (musical instrument digital interface), digital audio, web-based music, and sequencing. Latarski.

421/521, 422/522, 423/523 The Collaborative Pianist (2,2,2R) Comprehensive study of techniques and literature for artistic ensemble performance by pianists. Includes chamber music, art song, opera arias, accompaniment, sight-reading, and orchestral reduction skills. Sequence. Prereq: MUP 271 or above, or instructor's consent. Mason. R once each, with instructor's consent, for maximum of 4 credits per course.

425/525 Advanced Keyboard Harmony (2) Realization of figured bass reflecting baroque performance practice; development of modulation techniques and related skills, C clef reading, vocal and orchestral score reading. Prereq: MUS 233, 236 or equivalent, instructor's consent.

426/526 Score Reading (2R) Analysis of musical scores of compositions for small and large ensembles involving transposition of parts; use of the piano as a means of studying ensemble scores. Maves. R once with instructor's consent for maximum of 4 credits.

430/530, 431/531, 432/532 Schenkerian Analysis (3,3,3) Analytical techniques, developed by Heinrich Schenker, studied through application to music of all periods and styles. Sequence. Prereq: MUS 326. Boss, Larson. Offered 1999–2000 and alternate years.

433/533, 434/534, 435/535 Counterpoint (4,4,4) Study of modal and tonal counterpoint through analysis and composition. **433/533:** 1500–1650; **434/534:** 1650–1750; **435/535:** 1750–1950. Sequence. Prereq: MUS 233, 236 or instructor's consent. H. Owen.

438/538 Composers' Forum (3R) Composition and discussion of works for performance by professional and student performers, study of 20th-century compositional techniques. Prereq: instructor's consent. Kyr. R twenty-four times for maximum of 75 credits.

439/539 Scoring for Voices and Instruments (3) Techniques of arranging and scoring for various types of choral and instrumental groups. Prereq: MUS 233, 236.

440/540, 441/541, 442/542 Composition III (3,3,3) Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital. Prereq: MUS 342, instructor's consent. Kyr.

443/543 Electronic Music Techniques I (3) P/N only. Fundamentals of electroacoustic music including additive and subtractive synthesis, MIDI basics, and analog recording. Laboratory fee. Prereq: instructor's consent. Stolet.

444/544 Electronic Music Techniques II (3) Intermediate-level topics of electroacoustic music including digital and direct-to-disk recording, digital signal processing, FM synthesis, and compositional techniques. Laboratory fee. Prereq: instructor's consent. Stolet.

445/545 Advanced Electronic Composition (3R) Advanced topics of sound synthesis, digital signal processing, and electroacoustic compositional techniques. Laboratory fee. Prereq: instructor's consent. Stolet. R twenty-four times for maximum of 75 credits.

446/546 Computer Music Applications: [Topic] (3R) Use of computers for music notation, education, analysis, performance, research, and other applications. Prereq: instructor's consent. R three times when topic changes for maximum of 12 credits.

450/550 History of Gospel Music (4) Graded only. Study of black-American sacred music from early spirituals to today's contemporary gospel sound. Emphasis on origins, development, and style of gospel music. Gainer.

451/551 Introduction to Ethnomusicology (4) History and development of the study of world musics in their cultural contexts. Comparison of various approaches and issues from the late 19th century to the present. Levy.

452/552 Musical Instruments of the World (4) Examines instruments of the world in their cultural contexts. Covers cross-cultural issues and focuses on particular geographic areas. Includes films, recordings, live demonstrations. Levy.

453/553 Folk Music of the Balkans (4) Forms and styles of folk musics and dances in their cultural contexts in southeastern Europe: Albania, Bosnia, Bulgaria, Croatia, Greece, Macedonia, Romania, Serbia. Levy.

454/554 Music of India (4) Introduction to the classical music traditions of North and South India. Discussion of dance, rural folk music, and popular film music. Levy.

455/555, 456/556 Lyric Diction (3,3) Analysis and transcription of song and opera texts with emphasis on the singer's approach to performance. Prereq: MUS 156 or instructor's consent. Tedards. Offered alternate years; not offered 1999–2000.

460/560 Music and Gender (4) Examines the role of gender in shaping the music that is created, performed, taught, and listened to in representative cultures of the world, including the West. Boynton.

464/564, 465/565, 466/566 Piano Literature (3,3,3) Solo keyboard music from the time of J. S. Bach to the present; original works for four hands and for two pianos; the concerto; emphasis on style as it affects performance. Prereq: MUS 269 or equivalent. Kramer.

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 269 or equivalent. 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 269 or equivalent. Maves.

474/574, 475/575 History of Opera (4,4) Critical study of the musical and dramatic content of operas forming the standard international repertoire. **474/574:** Monteverdi to Mozart. **475/575:** Mozart to the present. Sequence. Prereq: MUS 269 or equivalent. Smith.

476/576 Organ Music (3) The organ in church and concert, organ repertoire from the 15th century to the present. Baird.

485/585 Advanced Choral Conducting (3) Refinement of choral conducting techniques; study of musical scores from contemporary and earlier periods with emphasis on analysis, interpretation, and rehearsal procedures. Administrative procedures for choral organizations. Clark.

486 Advanced Instrumental Conducting (3) Conducting techniques as applied to band and orchestral music with emphasis on various styles and periods of music; study of 20th-century rhythms and related conducting problems. W. Bennett, Ponto.

490/590 Gamelan (2R) Pacific Rim Gamelan ensemble. Performance of original compositions and traditional music for gamelan. Three public performances a year. Kyr. R with instructor's consent. Limited to twelve performers.

499 Senior Project (3R) Projects in music history, analysis, theory, composition, performance, or related disciplines designed by the student in consultation with the instructor. Prereq: instructor's consent. R twice for maximum of 9 credits.

Thesis, Research, Dissertation, and Reading and Conference are available during summer sessions with adviser's consent.

503 Thesis (1–16R) P/N only. Prereq: instructor's consent.

601 Research: [Topic] (1–16R) P/N only. Prereq: instructor's consent.

602 Supervised College Teaching (1–5R) P/N only. Prereq: instructor's consent.

603 Dissertation (1–16R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–4R) Individual study of topics beyond the availability of the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic, instructor's consent.

607 Seminar: [Topic] (1–5R) Studies of various topics at an advanced level offered periodically according to student and faculty interest and availability.

608 Workshop: [Topic] (1–16R)

609 Terminal Project (1–16R)

610 Experimental Course: [Topic] (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, Hurwitz, R. Moore.

620 Bibliography in Instrumental Conducting (3) Survey of research in conducting. Discussion of rehearsal strategies and psychology. W. Bennett.

621, 622, 623 Wind Repertoire (3,3,3) Survey and analysis of music composed for large wind groups. **621:** 1500–1850. **622:** 1850–1950. **623:** 1950 to the present. Sequence. Ponto.

624 Instrumental Conducting Laboratory (2R) Study, preparation, and conducting of works for instrumental ensembles in rehearsals and performances. W. Bennett, Ponto. R twice for maximum of 6 credits.

635 Advanced Aural Skills (3R) Exercises and projects in transcription and analysis of music presented aurally; discerning discrepancies between performed and notated music; analysis of music without recourse to scores. R once with instructor's consent. Offered 1999–2000 and alternate years.

636 Analysis of Rhythm (3) Examination and evaluation of theories of rhythmic structure in tonal music. Application of relevant principles in analytical projects. Hurwitz. Offered alternate years; not offered 1999–2000.

637 History of Theory (3) Examination and evaluation of theories of harmony and musical structure from the baroque era to the present including the works of Zarlino, Rameau, Tartini, Riemann, Hindemith. Hurwitz. Offered 1999–2000 and alternate years.

638, 639 Timbral Analysis and Orchestral Composition I,II (3,3) Methods of timbral (sound-color) analysis pertaining to orchestration and composition from the baroque era to the present. Sequence. Prereq: instructor's consent. Kyr. Limited to five students.

640, 641, 642 Advanced Composition Studies (2,2,2) Studio instruction in composition. Prereq: MUS 442/542 or instructor's consent; coreq: MUS 538. Crumb, Kyr.

643, 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 1999–2000.

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. Boynton.Offered 1999–2000 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. Vanscheeuwijck. Offered alternate years; not offered 1999–2000.

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 1999–2000.

663 Music in the Classical Period (3) Sources of classical style and their culmination in the music of Haydn, Mozart, and Beethoven. Dramatic forms and procedures in opera. Bergquist. Offered 1999–2000 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*. Smith. Offered alternate years; not offered 1999–2000.

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 trends. Offered 1999–2000 and alternate years.

686 Instrumental Conducting Master Class (3) Advanced conducting techniques as applied to band and orchestral music with emphasis on baton techniques and rehearsal strategies; includes score preparation. Prereq: instructor's consent. W. Bennett. Offered summer session only.

689 Performance Practices before 1800 (3) Introduction to 17th- and 18th-century performance practices; investigation of primary sources; comparative study of recorded examples; preparation of a performing edition, class demonstrations. Trombley, Vanscheeuwijck. Offered 1999–2000 and alternate years.

690 East European Folk Ensemble (2R) See MUS 190. R twice for maximum of 6 credits.

691 Collegium Musicum (1R) See MUS 191.

694 Chamber Ensemble: [Topic] (1R) See MUS 194.

695 Band: [Topic] (1–2R) See MUS 195.

696 Orchestra (2R) See MUS 196.

697 Chorus: [Topic] (2R) See MUS 197.

698 Opera Workshop (2R) See MUS 398.

Jazz Studies Courses (MUJ)

180, 181, 182 Small Jazz Ensemble Laboratory (1,1,1R) Drills and practical application of scales, chords, harmonic progressions, rhythmic patterns, and approach-note groups for development of skills in small jazz ensembles. Coreq: MUJ 195, instructor's consent. R twice for maximum of 3 credits each.

190 Jazz Laboratory Band III (1R) Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. S. Owen.

191 Jazz Laboratory Band II (1R) Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. S. Owen.

192 Oregon Jazz Ensemble (1–2R) Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Prereq: audition. S. Owen.

195 Small Jazz Ensemble: [Topic] (1R) Improvisation group. Study current and past small-group jazz performances. Prereq: audition, instructor's consent. S. Owen.

197 Oregon Vocal Jazz (2R) Composed of approximately sixteen voices and a rhythm section. Explores a wide variety of styles in the jazz idiom. Prereq: audition. Dye.

270 Jazz Theory (2) Introduction to jazz harmony: chord symbols, chord voicing practices, analysis, reharmonization practices, scale choices for improvisation, creation of bass lines. Prereq: MUS 133, 136, 139; or instructor's consent. S. Owen.

271, 272 Functional Jazz Piano I,II (2,2) Performance of one- and two-handed comping style including common voice-leading practices, scales, and harmonic formulas. Reading from chord symbols and lead sheets. Sequence. Prereq: MUJ 270 or instructor's consent. Versace.

273, 274 Jazz Improvisation I,II (2,2) Task-oriented performance of selected standard jazz repertoire. **273:** chord and scale study, solo

transcription, analysis, pattern practice, simple compositional forms. 274: chord alteration, chord substitution, reharmonization and chromaticism. Prereq: MUJ 270, pre- or coreq: MUJ 271 S. Owen.

280, 281, 282 Small Jazz Ensemble Laboratory (1,1,1R) Drills and practical application of scales, chords, harmonic progressions, rhythmic patterns, and approach-note groups for development of skills in small jazz ensembles. Sequence. Coreq: MUJ 195, instructor's consent. R twice for maximum of 3 credits each.

350 History of Jazz (4) 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. Woideck.

390 Jazz Laboratory Band III (1R) See MUJ 190.

391 Jazz Laboratory Band II (1R) See MUJ 191.

392 Oregon Jazz Ensemble (1–2R) See MUJ 192.

395 Small Jazz Ensemble: [Topic] (1–2R) See MUJ 195.

397 Oregon Vocal Jazz (2R) See MUJ 197.

405 Reading and Conference: [Topic] (1–4R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

450/550 Survey of Jazz Composition (3) Jazz composition from 1900 to the present. The evolution of jazz composition and arranging through the study of major jazz stylistic periods. S. Owen. Offered alternate years; not offered 1999–2000.

451/551 Survey of Jazz Improvisation (3) Jazz improvisation from 1900 to the present. Includes the evolution of specific instruments (saxophone, trumpet, trombone, piano, bass drum set, guitar) through major stylistic periods. Versace. Offered alternate years; not offered 1999–2000.

460/560 Jazz Pedagogy (3) Instructional techniques used to work effectively with beginning to advanced jazz ensembles. Rehearsal techniques, rhythm section, teaching improvisation, jazz performing literature, and educational materials. Prereq: MUJ 470/570, 471/571. S. Owen.

474/574, 475/575, 476/576 Jazz Repertoire I,II,III (2,2,2) Study of traditional jazz literature through performance. Emphasis on improvisation and developing the ability to categorize songs by ear through the recognition of common chord progressions and modulations. Sequence. Prereq: MUJ 274 or instructor's consent. S. Owen.

477/577, 478/578, 479/579 Advanced Jazz Repertoire I,II,III (3,3,3) Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Sequence. Prereq: MUJ 476/576 or instructor's consent. Versace.

480/580, 481/581, 482/582 Jazz Arranging I,II,III (3,3,3) Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, five-part density. Sequence. Prereq: MUJ 272 or instructor's consent. Versace.

483/583, 484/584, 485/585 Advanced Jazz Arranging I,II,III (3,3,3) Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for senior and graduate degree recitals. Sequence. Prereq: MUJ 482/582 or instructor's consent. S. Owen.

503 Thesis (1–16R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–16R)

661 Jazz Program Planning and Development (3) Designing and nurturing a successful jazz program. Jazz curriculum, grant writing, budgets, resources (American Institute of Jazz Education, Music Educators National Conference), organizing student support, setting and reaching program goals. S. Owen.

690 Jazz Laboratory Band III (1R) See MUJ 190.

691 Jazz Laboratory Band II (1R) See MUJ 191.

692 Oregon Jazz Ensemble (1–2R) See MUJ 192.

695 Small Jazz Ensemble: [Topic] (1–2R) See MUJ 195.

697 Oregon Vocal Jazz (2R) See MUJ 197.

Music Education Courses (MUE)

199 Special Studies: [Topic] (1–5R)

326 Foundations of Music Education (3) Social, philosophical, historical, and curricular foundations of music education; justification for including music in the public school curriculum; professional, ethical, and social aspects of teaching. Extra fee.

386, 387, 388 Teaching Laboratory I (1,1,1) Graded only. Practical experiences in teaching using microteaching techniques and music education methods in a laboratory setting. Clark.

391 Voice Pedagogy (1R) Vocal techniques for chorus, studio, and class instruction. Methods and materials for adolescent and mature soloists. Vargas.

392 Instrumental Techniques: [Topic] (1R) Elementary instruction in pedagogy and performance of various instruments. Sections in strings, woodwinds, brass, percussion, flute, clarinet and saxophone, oboe and bassoon, trumpet, trombone, horn, violin and viola, cello, recorder, guitar, and classroom instruments. Instrument rental fee. Prereq: instructor's consent. Primarily for music education majors.

401 Research: [Topic] (1–21R) Prereq: instructor's consent.

403 Thesis (1–21R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–4R) Individual study of topics at a level above that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalent, instructor's consent.

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Various topics at an advanced level, offered periodically according to student and faculty interest and availability. Recent topics are Music Applications for the Macintosh, Oregon Common Curricular Goals, Pop Music in Society, Readings in Music Education.

408/508 Workshop: [Topic] (1–21R) Various topics at a level above that available in the standard curriculum. Prereq: instructor's consent.

409 Practicum: [Topic] (1–4R) Practical experience in guiding learning activities. Prereq: instructor's consent. Slayter.

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

411/511 Band Methods (3) Concerns of band teachers in secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Instrumental technique classes recommended. P. 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. Laboratory fee. Coreq: Practicum: Elementary School Music (MUE 409). Van Rysselberghe. Majors only.

413/513 Teaching Methods: Secondary Choral and General (3) Instructional procedures and materials for secondary choral and general music classes.

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.

420/520 Orff-Kodály (3) Investigation of approaches in teaching general music that were developed by composers Orff and Kodály. Readings and laboratory experimentation on performance skills. R. Moore.

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.

426/526 The General Music Program: Elementary (3) Musical development of children from nursery through elementary school; curriculum, methods, materials, and evaluation. Laboratory fee. Prereq: MUE 412/512. R. Moore.

427/527 The General Music Program: Secondary (3) Objectives, procedures, instructional materials, and evaluation of music programs for the general student in both junior and senior 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. Van Rysselberghe. R twice for maximum of 9 credits.

429/529 Music in Special Education (3) Music for disabled or gifted learners. Educational and therapeutic uses of music for mentally, physically, and emotionally disabled as well as gifted learners. R. Moore.

430/530 Music Classroom Ecology and Management (3) Exploration of the sociolinguistic factors of race, gender, and cultural diversity of teacher-student interaction; techniques for maintaining an ecological environment conducive to learning music in the classroom. Van Rysselberghe.

442/542 Teaching Singing in the Classroom (3) Methods for teaching singing in the classroom with emphasis on addressing the special needs of the adolescent voice and the changing voice. Olson.

444/544 Choral Materials for Schools (3) Repertoire for choral groups in secondary schools; choral music from early historical periods to the avant-garde; criteria for selection of choral music; instructional program and concert planning. Olson.

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. R. Moore.

455/555 Jazz and Marching Methods (3) Teaching methods for jazz ensembles and marching bands in secondary schools. Haton, S. Owen.

456/556 String Methods (3) Teaching methods for the beginning string class in elementary and middle schools. Development of technique sequences for string groups in secondary schools.

460/560 Violin Pedagogy I: Suzuki Method (3R) Development of skills for teaching young beginning violin students using the Suzuki Method, its philosophies, and its repertoire. Required observation of private and group instruction. Prereq: instructor's consent. R once with instructor's consent for maximum of 6 credits.

461/561 Violin Pedagogy II: Suzuki Method (3R) Interactive supervised teaching assignment with the Community Music Institute Suzuki Violin Program. Lectures and techniques relate to this teaching experience. Prereq: MUE 460/560. R once with instructor's consent for maximum of 6 credits.

462/562 Pedagogy Methods: Violin and Viola (2) Principles and techniques of violin and viola teaching at beginning through intermediate levels. Emphasis on the pedagogical approach of Paul Rolland.

471/571 Piano Pedagogy I: Teaching Beginners (2) In-depth study of beginning methods and materials for children and adults. Individual teaching experience. Wachter.

472/572 Piano Pedagogy II: Teaching Groups (2) Methods and materials for group instruction of all ages and levels. Survey of learning theories and new technologies. Individual and group teaching experience. Prereq: MUE 471/571, coreq: MUE 409 or 609. Wachter.

473/573 Piano Pedagogy III: Teaching Intermediate Levels (2) Study of repertoire, technique, and teaching methods appropriate for intermediate-level piano students. Individual and master-class teaching experience. Prereq: MUE 472/572; coreq: MUE 409 or 609. Wachter.

486, 487, 488 Teaching Laboratory II (1,1,1) Graded only. See MUE 386, 387, 388. P. Doerksen.

491/591 Advanced Pedagogy: [Topic] (3R) Sections in piano and other topics. R twice in different sections for maximum of 9 credits.

492/592 Advanced Instrumental Techniques: [Topic] (3R) Advanced performance techniques and teaching strategies for various instruments. R twice when topic changes for maximum of 9 credits.

503 Thesis (1–16R) P/N only. Prereq: instructor's consent.

601 Research: [Topic] (1–16R) P/N only. Prereq: instructor's consent.

602 Supervised College Music Teaching (1–5R) P/N only. Prereq: instructor's consent.

603 Dissertation (1–16R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Topic] (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 equivalent, instructor's consent.

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recent topics are Field Experience, Thesis Organization.

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–4R) Professionally related experience, on campus or elsewhere, supervised by a qualified expert both in planning and in carrying out the project. Prereq: knowledge and competence in the substance of the activity and in curricular planning, instructor's consent. Slayter.

610 Experimental Course: [Topic] (1–5R)

614 Resources in Music Education (3) Development of bibliographic and writing skills necessary for scholarly research—problem specification, locating and reviewing research literature, and preparation of reports for presentation and publication. P. Doerksen.

632 Music in School and Society (3) Musical experiences and responses in contemporary society; standards for musical quality. Elementary and secondary school music programs, past and present, and their relationships to the communities they serve. R. Moore, Van Rysselberghe.

636 Administration of School Music (3) Topics include facilities, budgets, capital equipment, sheet music purchase, music library, scheduling classes, school-year organization, grading, student handbooks, booster organizations, fundraising, public relations, concert preparation, and group travel. P. 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. P. Doerksen.

638 Curricular Strategies in Music Education (3) Procedures for developing music courses for today's schools; determination of goals, content, instructional materials, and evaluative criteria; exploration of significant curriculum development projects in music education.

639 Pedagogy and Practicum: [Topic] (3R) Teaching strategies and practical application. Topics include composition, conducting, ethnomusicology, jazz studies, music education, music history, music theory, voice, keyboard, strings, woodwinds, brass, and percussion. Prereq: instructor's consent. R twice when topic changes for maximum of 9 credits.

641, 642 Concept Development in College Music Teaching (3,3) Developing knowledge, skills, and attitudes useful for teaching music; current principles of educational psychology at the college level, instructional techniques, tests and measurements. Prereq: instructor's consent. Martin. Doctoral students only.

777 Supervised Field Experience (1R) P/N only. Discussion of problems encountered in student teaching. Preparation of required work samples. Preparation for productive job search. Prereq: instructor's consent. P. Doerksen, Olson, R. Moore. R twice for maximum of 3 credits.

Performance Studies Courses (MUP)

There is an extra fee for nonmajors enrolled in MUP 171–791. Unless it is a degree requirement, majors taking more than one performance studies course pay an extra fee.

MUP 140–791 coreq for majors: enroll in major ensemble

Percussion studies (MUP 161, 191, 291, 361, 391, 491, 631, 661, 691, 761, 791) coreq: MUS 411/511, enroll in major ensemble

100–105 Basic Performance Studies: [Topic] (2R) P/N only. Classroom instrumental instruction. **100:** Piano, **101:** Voice, **102:** Strings, **103:** Woodwinds, **104:** Brass, **105:** Percussion. Extra fee. Prereq: instructor's consent, audition for MUP 102–105. R twice for maximum of 6 credits.

108 Basic Performance Studies: Jazz Guitar (Studio Instruction) (2R) P/N only. Beginning-level group instruction in music reading, chording techniques, improvisation, scales, and simple theory. Listening is an important part of the course. Extra fee. Latarski. R twice for maximum of 6 credits.

109 Basic Performance Studies: Jazz Guitar (Studio Instruction) (2R) P/N only. Extra fee. Prereq: instructor's consent. R twice for maximum of 6 credits.

110 Basic Performance Studies: Classical Guitar (Studio Instruction) (2R) P/N only. Extra fee. Prereq: audition. R twice for maximum of 6 credits.

120 Beginning Guitar I (3R) Beginning-level group instruction in the fundamentals of guitar playing, song accompaniment, ensemble playing, reading music, basic music theory, and practice skills. Extra fee. Case. R twice for maximum of 9 credits. Primarily for nonmajors.

121 Beginning Guitar II (3R) Continued study of topics in MUP 120 with emphasis on chord voicings, finger-style playing, and arranging. Requires music reading and barré chord skills. Extra fee. Prereq: MUP 120 or instructor's consent. Case. R twice for maximum of 9 credits. Primarily for nonmajors.

124 Jazz Guitar (2R) P/N only. Introduction to chords, scales, songs, and related techniques used in jazz. Designed for beginners; students must provide own instruments. R once for maximum of 4 credits.

127 Blues Guitar I (2R) P/N only. Introduction to blues chords, scales, songs, and related techniques. Designed for beginners; students must provide own instruments. R once for maximum of 4 credits.

128 Blues Guitar II (2R) P/N only. More blues chords, scales, songs, and related techniques. Designed for intermediate students, who must provide own instruments. Prereq: MUP 127. R once for maximum of 4 credits.

140–161 Intermediate Performance Studies: [Topic] (2R) Classroom instruction in performance for students with minimal previous training. **140:** Voice, **141:** Piano, **142:** Harpsichord, **143:** Organ, **145:** Violin, **146:** Viola, **147:** Cello, **148:** Bass, **149:** Harp, **150:** Guitar, 151: Flute, **152:** Oboe, **153:** Clarinet, **154:** Saxophone, **155:** Bassoon, **156:** Trumpet, **157:** French Horn, **158:** Trombone, **159:** Euphonium, **160:** Tuba, **161:** Percussion. Extra fee. Prereq: audition, instructor's consent. R twice for maximum of 6 credits.

163 Functional Piano (2) Individual instruction in functional keyboard skills. Wachter. Prereq: placement interview.

170–191 Performance Studies (Studio Instruction): [Topic] (2–4R) Technique and style of artistic performance. **170:** Voice for Nonvoice Specialists, **171:** Piano, **172:** Harpsichord, **173:** Organ, **174:** Voice, **175:** Violin, **176:** Viola, **177:** Cello, **178:** Bass, **179:** Harp, **180:** Guitar, **181:** Flute, **182:** Oboe, **183:** Clarinet, **184:** Saxophone, **185:** Bassoon, **186:** Trumpet, **187:** French Horn, **188:** Trombone, **189:** Euphonium,

190: Tuba, 191: Percussion. Prereq: audition, instructor's consent.

199 Special Studies: [Topic] (1–5R) Recent topics include Funk Guitar, Guitar Theory I, Keyboard Sight-Reading, Jazz Drumset, Saxophone, Songwriting, Tabla. Extra fee.

271–291 Performance Studies (Studio Instruction): [Topic] (2–4R) 271: Piano, **272:** Harpsichord, **273:** Organ, **274:** Voice, **275:** Violin, **276:** Viola, **277:** Cello, **278:** Bass, **279:** Harp, **280:** Guitar, **281:** Flute, **282:** Oboe, **283:** Clarinet, **284:** Saxophone, **285:** Bassoon, **286:** Trumpet, **287:** French Horn, **288:** Trombone, **289:** Euphonium, **290:** Tuba, **291:** Percussion. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to completion of 100 level.

341–361 Performance Studies (Studio Instruction): [Topic] (2–4R) 341: Piano, **342:** Harpsichord, **343:** Organ, **344:** Voice, **345:** Violin, **346:** Viola, **347:** Cello, **348:** Bass, **349:** Harp, **350:** Guitar, **351:** Flute, **352:** Oboe, **353:** Clarinet, **354:** Saxophone, **355:** Bassoon, **356:** Trumpet, **357:** French Horn, **358:** Trombone, **359:** Euphonium, **360:** Tuba, **361:** Percussion. Prereq: jury audition, instructor's consent, proficiency equivalent to completion of 200 level.

365 Performance Studies for Music Minors (2R) Graded only. Not offered 1999–2000.

371–391 Performance Studies (Studio Instruction): [Topic] (2–4R) 371: Piano, **372:** Harpsichord, **373:** Organ, **374:** Voice, **375:** Violin, **376:** Viola, **377:** Cello, **378:** Bass, **379:** Harp, **380:** Guitar, **381:** Flute, **382:** Oboe, **383:** Clarinet, **384:** Saxophone, **385:** Bassoon, **386:** Trumpet, **387:** French Horn, **388:** Trombone, **389:** Euphonium, **390:** Tuba, **391:** Percussion. Prereq: jury audition, instructor's consent, proficiency equivalent to completion of MUP 271–291.

471–491 Performance Studies (Studio Instruction): [Topic] (2–4R) 471: Piano, **472:** Harpsichord, **473:** Organ, **474:** Voice, **475:** Violin, **476:** Viola, **477:** Cello, **478:** Bass, **479:** Harp, **480:** Guitar, **481:** Flute, **482:** Oboe, **483:** Clarinet, **484:** Saxophone, **485:** Bassoon, **486:** Trumpet, **487:** French Horn, **488:** Trombone, **489:** Euphonium, **490:** Tuba, **491:** Percussion. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to completion of MUP 371–391.

611–631 Performance Studies (Studio Instruction): [Topic] (2R) 611: Piano, **612:** Harpsichord, **613:** Organ, **614:** Voice, **615:** Violin, **616:** Viola, **617:** Cello, **618:** Bass, **619:** Harp, **620:** Guitar, **621:** Flute, **622:** Oboe, **623:** Clarinet, **624:** Saxophone, **625:** Bassoon, **626:** Trumpet, **627:** French Horn, **628:** Trombone, **629:** Euphonium, **630:** Tuba, **631:** Percussion. Prereq: instructor's consent, jury audition in primary performance medium to demonstrate proficiency required for admission to MUP 341–361 or 371–391. R for maximum of 6 credits.

641–661 Performance Studies (Studio Instruction): [Topic] (2–4R) 641: Piano, **642:** Harpsichord, **643:** Organ, **644:** Voice, **645:** Violin, **646:** Viola, **647:** Cello, **648:** Bass, **649:** Harp, **650:** Guitar, **651:** Flute, **652:** Oboe, **653:** Clarinet, **654:** Saxophone, **655:** Bassoon, **656:** Trumpet, **657:** French Horn, **658:** Trombone, **659:** Euphonium, **660:** Tuba, **661:** Percussion. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 271–291. R for maximum of 12 credits.

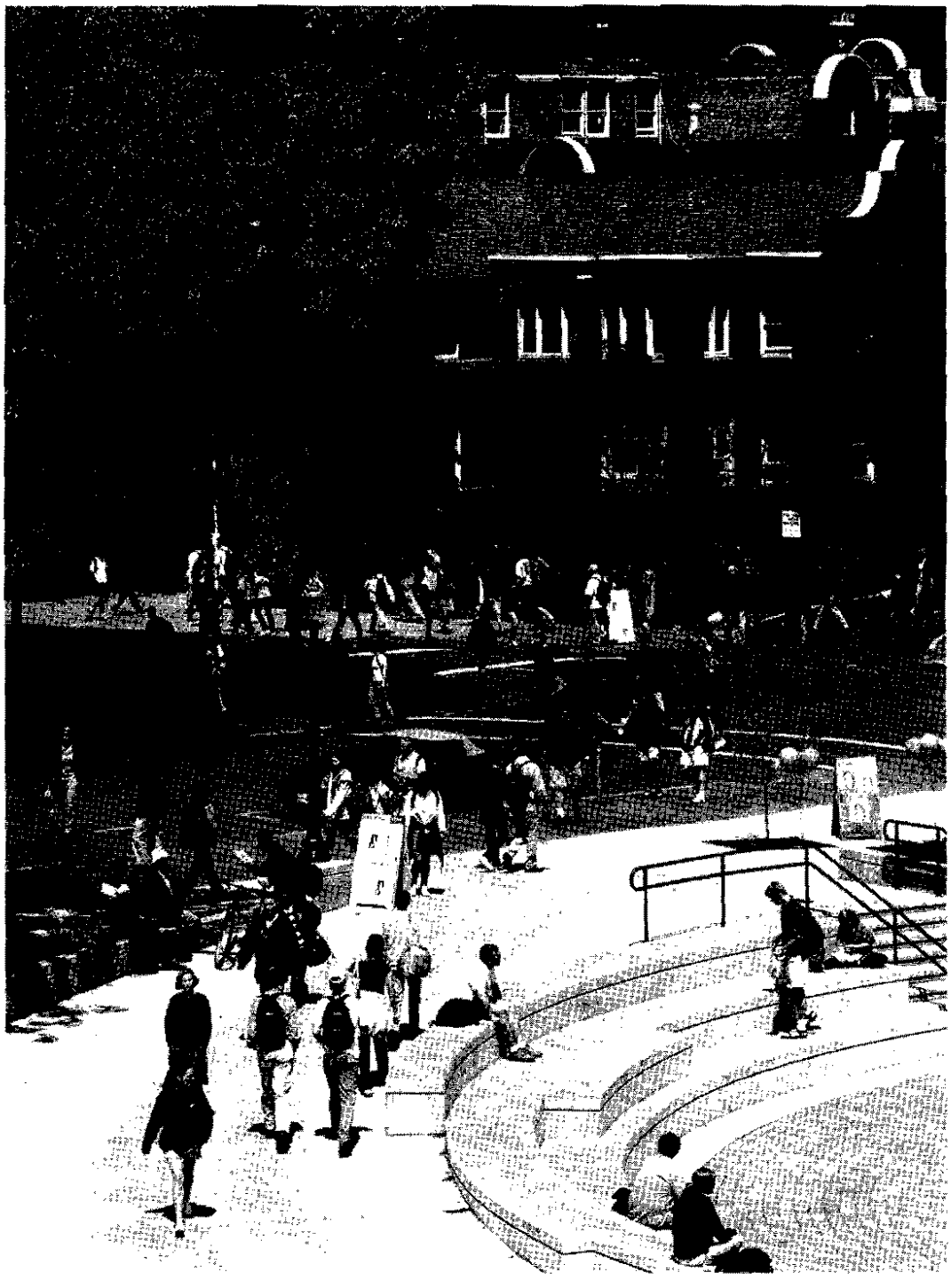
670 Performance Studies (Studio Instruction): Piano Accompanying (2–4R) Concentration on vocal and instrumental repertoire. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to MUP 671.

671–691 Performance Studies (Studio Instruction): [Topic] (2–4R) 671: Piano, **672:** Harpsichord, **673:** Organ, **674:** Voice, **675:** Violin, **676:** Viola, **677:** Cello, **678:** Bass, **679:** Harp, **680:** Guitar, **681:** Flute, **682:** Oboe, **683:** Clarinet, **684:** Saxophone, **685:** Bassoon, **686:** Trumpet, **687:** French Horn, **688:** Trombone, **689:** Euphonium, **690:** Tuba, **691:** Percussion. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 471–491.

741–761 Performance Studies (Studio Instruction): [Topic] (2–4R) 741: Piano, **742:** Harpsichord, **743:** Organ, **744:** Voice, **745:** Violin, **746:** Viola, **747:** Cello, **748:** Bass, **749:** Harp, **750:** Guitar, **751:** Flute, **752:** Oboe, **753:** Clarinet, **754:** Saxophone, **755:** Bassoon, **756:** Trumpet, **757:** French Horn, **758:** Trombone, **759:** Euphonium, **760:** Tuba, **761:** Percussion. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 671–691, sufficient talent and experience to justify undertaking performance as a supporting area.

771–791 Performance Studies (Studio Instruction): [Topic] (2–4R) 771: Piano, **772:** Harpsichord, **773:** Organ, **774:** Voice, **775:** Violin, **776:** Viola, **777:** Cello, **778:** Bass, **779:** Harp, **780:** Guitar, **781:** Flute, **782:** Oboe, **783:** Clarinet, **784:** Saxophone, **785:** Bassoon, **786:** Trumpet, **787:** French Horn, **788:** Trombone, **789:** Euphonium, **790:** Tuba, **791:** Percussion. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 671–691, sufficient talent and experience to justify undertaking performance as a primary area.

Academic Affairs and Preparatory Programs



Academic Affairs

Most tenured faculty members are listed under academic departments and programs within sponsoring colleges or schools. The following people are assigned to administrative units.

Faculty

Christopher R. Bolton, associate professor (gerontology). B.M.E., 1966, Drake; M.A., 1968, Northern Iowa; Ph.D., 1974, Oklahoma. (1982)

Lorraine G. Davis, professor (health education, statistics); vice provost for academic affairs. B.S., 1965, M.S., 1967, Wisconsin, La Crosse; Ph.D., 1972, Oregon. (1972)

Emeriti

Jack D. Adler, associate professor emeritus. B.A., 1951, M.S., 1960, Washington (Seattle); D.Ed., 1967, Oregon. (1965)

John W. Borchardt, professor emeritus. B.S., 1940, La Crosse; M.A., 1951, Ph.D., 1966, Iowa. (1948)

William J. Bowerman, professor emeritus; assistant athletic director emeritus. B.S., 1933, M.S., 1951, Oregon. (1948)

Robert E. Kime, professor emeritus. B.S., 1954, M.S., 1958, Wisconsin, La Crosse; Ph.D., 1963, Ohio State. (1963)

Christine Leonard, assistant professor emerita. B.S., 1981, Oregon. (1968)

Marian H. Miller, professor emerita; assistant university physician emerita. B.A., 1925, M.D., 1930, Oregon. (1931)

Myra Miller, associate professor emerita. B.A., 1937, Washington (Seattle); diploma, 1939, New York School of Social Work. (1967)

Larry L. Neal, associate professor emeritus (recreational management, Pacific Rim studies, international tourism). B.S., 1961, M.S., 1962, D.Ed., 1969, Oregon. (1965)

Lois E. Person, assistant professor emerita. B.S., 1948, North Dakota; M.S., 1950, Cornell. (1959)

Jessie L. Puckett, professor emerita. B.S., 1931, M.S., 1937, Oregon. (1952)

Norval J. Ritchey, professor emeritus. B.S., 1953, M.S., 1956, Oregon. (1956)

Lynn S. Rodney, professor emeritus; dean emeritus, health, physical

education, and recreation. B.A., 1936, M.A., 1938, Washington State; Ph.D., 1955, Michigan. (1955)

Richard G. Schlaadt, professor emeritus. B.S., 1957, Lewis and Clark; M.S., 1958, Illinois; Ed.D., 1966, Oregon State. (1967)

Frances G. Scott, professor emerita. B.A., 1953, M.A., 1954, Texas; Ph.D., 1960, California, Los Angeles. (1962)

Karen Seidel, director emerita, Bureau of Governmental Research and Service. B.A., 1957, Knox. (1963)

Richard J. Smith, associate professor emeritus. B.S., 1949, M.Ed., 1953, Springfield; Ph.D., 1968, Oregon. (1962)

Warren E. Smith, professor emeritus. B.S., 1941, Oregon; M.A., 1941, Michigan; Ed.D., 1957, Stanford. (1963)

Celeste Ulrich, professor emerita. B.S., 1946, M.A., 1947, North Carolina; Ph.D., 1956, Southern California. (1979)

Donald P. Van Rossen, associate professor emeritus. B.S., 1953, M.Ed., 1954, Ph.D., 1968, Illinois. (1958)

Frances VanVoorhis, assistant professor emerita of home economics. B.S., 1932, Minnesota; M.S., 1949, Iowa State. (1944)

Margaret J. Wiese, associate professor emerita of home economics. B.S., 1941, Iowa State; M.A., 1945, Iowa. (1947)

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

In addition to the curriculum described under the university's academic units, additional courses are available in the areas listed below.

Academic Learning Services

Susan Lesyk, Center Director

(541) 346-3226
68 Prince Lucien Campbell Hall

The Center for Academic Learning Services offers the following courses.

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: [Topic] (1–5R) R twice per topic for maximum of 6 credits.

399 Special Studies: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–4R)

409 Supervised Tutoring (1–4R) R for maximum of 6 credits.

608 Workshop: [Topic] (1–4R)

609 Supervised Tutoring (1–4R) R for maximum of 6 credits.

A maximum of 12 credits in ALS courses may be applied to the total credits required for a bachelor's degree.

Air Force ROTC

(541) 737-6284
(800) 633-7352
AFROTC Detachment 685, 300 McAlexander Fieldhouse, Oregon State University, Corvallis OR 97331

Students interested in obtaining an officer's commission in the United States Air Force upon graduation may join the Air Force Reserve Officers Training Corps (AFROTC) program offered through the Department of Air Force Studies at Oregon State University. Undergraduate credits earned in this program may be transferred to the UO as elective credits. Students may complete a degree in any field while in the program. There is no cost to the student (other than travel expenses to OSU for classes and activities), and classes are available to fit into individual schedules. See the statement on Concurrent Enrollment in the **Registration and Academic Policies** section of this catalog.

Programs

Students who qualify may pursue either of these two programs.

Four-Year Program

The four-year program consists of the general military course, six terms of lower-division air force studies courses including a laboratory each term, and the professional officer course, six terms of upper-division air force studies courses including a laboratory each term. Four-year cadets attend Field Training (AS 304) for four weeks during the summer before their junior year of college.

Previous military experience (ROTC, academy, or military service) may allow the officer in charge of Air Force studies to waive all or part of the general military course (freshman and sophomore years) for students who are enrolled in the four-year AFROTC program.

Students may enter the freshman class at the start of the fall, winter, or spring term. Sophomores may enter at the start of the fall term and take the freshman- and sophomore-level courses concurrently.

Before enrolling in the last two years of the program, the professional officer course, the student must meet AFROTC qualification standards and requirements.

Two-Year Program

Entry is competitive. Application should be made early in the fall term of the student's sophomore year. Participants must attend Field Training (AS 306) for five weeks in the summer before their junior year of college. The curriculum also includes six terms of upper-division air force studies courses, including a laboratory each term. Applicants must have two years remaining in college after the field training, which may be undergraduate or graduate work or a combination of the two.

Commitments

Students in the four-year program incur no obligation during their first two years in AFROTC unless they are awarded a scholarship. After enrolling in Air Force Leadership and Management (AS 311), the student agrees to accept a commission if it is offered. Scholarship students incur a commitment at the beginning of their sophomore year. Upon accepting their commission, pilots incur an obligation of ten years after completion of pilot training; navigators incur a six-year obligation after initial training and all others agree to serve for four years after receiving the commission.

Scholarships

Scholarships are available for qualified students. High school students interested in applying should consult their high school counselors in their junior year or early in their senior year. University students in the four-year AFROTC program can compete for scholarships twice a year on the basis of grade-point average, Air Force Officer Qualifying Test scores, Scholastic Assessment Test scores, and a personal interview. Special scholarship programs are also available to students of selected minority backgrounds or who are majoring in critical-demand areas deemed necessary by the U.S. Air Force. Students receiving scholarships must be able to complete the Air Force ROTC program, receive a degree, and be commissioned before reaching age twenty-seven (thirty for veterans). Each scholarship covers the cost of tuition, laboratory fees, incidental expenses, $432 a year for textbooks, and a $150 monthly subsidy.

For students who are not selected for any other scholarship program, the Air Force offers $3,450 a year for tuition and textbooks plus $150 a month for expenses to students in any academic major during their junior and senior years. To qualify for this scholarship, the student must

- be a full-time student
- not be older than twenty-seven upon graduation (can be waived for students with military service)
- maintain a 2.35 GPA every term. As in the other scholarship programs, students must enroll in the AFROTC program and agree to accept an Air Force officer commission and service commitment upon graduation

Allowances, Uniforms, Textbooks

Students enrolled in the professional officer course are paid a $150 monthly stipend. Uniforms and textbooks for both the general military course and professional military course are provided by the Air Force.

Field Training

One summer field training session is required for either Air Force ROTC program. The two-year program requires five weeks of field training; the four-year program requires four weeks. Students are paid varying amounts for each of these training periods. This pay is in addition to travel pay to and from the field training location.

Standards

Cadets must be U.S. citizens of sound physical condition and high moral character.

Nonscholarship cadets must receive a field training allocation before reaching age thirty to be commissioned as Air Force officers. Cadets designated to attend flight training must receive their commission before reaching age twenty-six and a half (twenty-seven and a half for veterans)

Other Educational Opportunities

After completing AFROTC requirements, advanced degrees may be sought by delaying active-duty commitments. Some commissioned officers continue advanced studies through fully funded Air Force Institute of Technology programs. Special provisions are available for medical, law, and meteorology students.

Write to the department mailing address for more information about Air Force ROTC programs.

Army ROTC

See Military Science

Human Development

Overseen by the vice provost for academic affairs, a few courses are offered under the human development subject code.

Human Development (HDEV) Courses

199 Special Studies: [Topic] (1–5R)

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.

405 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent. Not offered 1999–2000.

407/507 Seminar: [Topic] (1–5R)

409 Practicum: [Topic] (1–6R) Prereq: instructor's consent. Not offered 1999–2000.

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

605 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent. Not offered 1999–2000.

609 Practicum: [Topic] (1–6R) Prereq: instructor's consent. Not offered 1999–2000.

610 Experimental Course: [Topic] (1–5R)

Labor Education and Research Center

Margaret J. Hallock, Center Director

(541) 346-5054
(541) 346-2790 fax
1675 Agate Street
1289 University of Oregon
Eugene OR 97403-1289
http://darkwing.uoregon.edu/~lerc

Faculty

Barbara Byrd, instructor. B.A., 1971, Rice; M.S., 1978, Massachusetts at Amherst; Ph.D., 1988, Texas at Austin. (1994)

Steven Deutsch, professor (sociology of labor, technology, work environment). B.A., 1958, Oberlin; M.A., 1959, Ph.D., 1964, Michigan State. (1966)

Lynn M. Feekin, adjunct instructor. B.A., 1972, Northern Iowa. (1994)

Margaret J. Hallock, professor. B.A., 1969, Southern California; M.A., 1971, Ph.D., 1974, Claremont. (1988)

Steven Hecker, associate professor (occupational safety and health). B.A., 1972, Yale; M.S.P.H., 1981, Washington (Seattle). (1980)

Gordon Lafer, assistant professor. B.A., 1983, Swarthmore; M.A., 1989, M.Ph., 1992, Ph.D., 1995, Yale University. (1997)

Charles H. Spencer, adjunct instructor. See **Planning, Public Policy and Management**

Marcus Widenor, associate professor. B.A., 1974, Antioch; M.A., 1976, Massachusetts at Amherst. On leave 1999–2000. (1983)

Emeriti

James J. Gallagher, associate professor emeritus. B.A., 1961, California, Berkeley. (1978)

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.

About the Center

The Labor Education and Research Center (LERC) was established at the University of Oregon in 1977 by the Oregon Legislative Assembly on the recommendation of the State Board of Higher Education. 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 university system. Research and educational programs provide a catalyst for interaction among labor leaders, public officials, arbitrators, labor relations specialists, and members of the academic community.

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 week-long 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, and the changing work force. LERC publishes a regular monograph series and occasional working papers.

A workplace 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 catalog. It provides increased service to the metropolitan area through general and specialized programs. A Portland-area committee of labor leaders provides consultation about program offerings. The University of Oregon Portland Center is located at 722 SW 2nd 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. More information is available from the center.

Labor Education and Research Center Courses (LERC)

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Supervised Field Study: [Topic] (1–21R) Supervised activity related to areas such as labor education, local union administration, and job safety and health.

407/507 Seminar: [Topic] (1–5R) Only a few seminars can be offered each year. Recent topics are Arbitration, Contemporary Labor Problems, Occupational Safety and Health Issues, The Role of Unions in the United States, Selected Issues in Public Employment Relations, Unions and Workforce Development, and Workers' Compensation.

408/508 Workshop: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–5R) Topics include Bargaining Simulations, Techniques of Labor Education, and Unions and Technology.

601 Research: [Topic] (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R)

606 Supervised Field Studies (1–16R)

608 Workshop: [Topic] (1–16R)

Library System

George W. Shipman, University Librarian

Office of the Librarian, Knight Library
(541) 346-3056

For information on University of Oregon Library System services and faculty members, see the Library System section of this catalog under **Campus and Community Resources**.

Library Courses (LIB)

101 Introduction to the Library (1) Introduction to using the fundamental resources of a library: its catalogs, periodical indexes, electronic resources, and special collections.

199 Special Studies: [Topic] (1–5R) Introduction to general library resources and to subject-related library resources. R when topic changes.

210 Research Strategies and Information Technology (3) Introduction to the complexities of locating and retrieving information—develop-

ing research strategies, searching databases and the Internet, evaluating information, and examining the social-political issues of information access.

240 Legal Research (3) Provides a basic understanding of the legal system and process. Introduction to legal research tools and use of the law library.

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Library resources and bibliography.

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

605 Reading and Conference: [Topic] (1–16R)

Military Science

Robert H. Rhen, Department Head

1679 Agate Street
(541) 346-3102
1297 University of Oregon,
Eugene OR 97403-1297

Courtesy Faculty

Kevin M. Bolan, courtesy assistant professor; major, U.S. Army. B.S., 1981, U.S. Military Academy at Westpoint; M.A., 1991, Washington (Seattle). (1998)

Richard A. Lewis, courtesy assistant professor; captain, U.S. Army. B.S., 1989, Colorado, Boulder. (1997)

Mark A. Magalski, courtesy assistant professor; captain, U.S. Army. B.S., 1990, Park. (1998)

Robert H. Rhen, courtesy professor; lieutenant colonel, National Guard. B.A., 1972, Oregon; M.A., 1974, Lewis and Clark. (1995)

Special Staff

Ronald Dinsmore, courtesy senior instructor; sergeant first class, U.S. Army. (1999)

Brian M. Stall, courtesy senior instructor; master sergeant, U.S. Army. (1999)

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

About the Department

The Department of Military Science is an instructional division that reports to the vice provost for academic affairs. 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 opportunities to learn and practice leadership styles, dimensions, and techniques
2. Provide an understanding of the historical role of the army and how that role supports the goals and objectives of national policy
3. Develop and improve communication skills using practical oral and written exercises
4. Develop an understanding of the professional military ethic
5. Provide general knowledge of the structure of the army, its organization, and how its various components work together
6. Provide an understanding of American military history and the leadership principles that caused military leaders to succeed or fail

Lower Division. Lower-division (100- and 200-level) courses are offered for 1 or 2 credits each. Lower-division courses are open to all undergraduates and need not be taken in sequence. They provide the basic framework of knowledge and emphasize basic military terms, leadership, organization, and military history. Students write one paper each term.

Upper Division. Upper-division (300- and 400-level) courses primarily are offered for 3 credits each. They provide the advanced leadership, decision-making, communication, ethics, and tactical education to prepare the student to become a commissioned officer in the U.S. Army. Students complete one written project each term.

Extracurricular Activities

The department supports a variety of events including ranger challenge (club sport), marauders, and color guard.

Military Science Courses (MIL)

121, 122, 123 Military Science I (2,2,2) 121: Constitutional beginnings, organization, and role of today's army; physical fitness; introduction to equipment and small-unit operations. **122:** operational and survival skills, essentials of topographic map reading and land navigation, small-unit tactics, practical exercises with Army weapons and equipment. **123:** characteristics and methods of successful leadership—building trust, understanding, cooperation, and communication; responsibilities of leadership including personal motivation and ethics.

191 Leadership Laboratory (1R) Laboratory for practical experience. Assesses cadet leadership potential, physical fitness. One field-training exercise a term. Prereq: enrollment in military science. R five times for maximum of 6 credits.

199 Special Studies: [Topic] (1–5R) A current topic is Physical Fitness Training.

221, 222, 223 Military Science II (2,2,2) 221: U.S. Army's beginnings, the Constitution, and the culture of the young nation; impact of early leaders on the army's organization; American Revolution through Mexican War. **222:** battles, leadership, and tactics from the Civil War through World War II. **223:** battles, leadership, and tactics from the Korean War through Desert Storm ; transition from worldwide conflict to peacekeeping and humanitarian assistance; principles of developing military operations orders.

321, 322, 323 Military Science III (3,3,3) 321: applies the twenty-three leadership dimensions to infantry tactics, operation orders, and orienteering; aerobic conditioning and strength training. **322:** strengthens individual abilities with experience in marksmanship, drill, and tactics. **323:** evaluation of leadership abilities in tactical and nontactical settings.

405 Reading and Conference: [Topic] (1–3R)

410 Experimental Course: [Topic] (1–4R)

411, 412, 413 Military Science IV (3,3,3) 411: planning, evaluating, and conducting unit training; practical exercises in planning, coordinating, and executing small unit training. **412:** detailed study of judicial and nonjudicial proceedings and administrative actions available to commanders, procedures for resolving damage to or loss of government property. **413:** social psychology of leadership and transition to a military career; addresses ethics, superior and subordinate relations, loyalty, and mission.

About ROTC

The U.S. Army supports Reserve Officers Training Corps (ROTC) programs at colleges and universities throughout the country. Students who take military science courses may also participate, by contractual arrangement with the Department of the Army, in the process that leads to a commission 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, and computer literacy. Most of these courses count toward general-education group requirements for a bachelor's degree.

The army sponsors two-, three-, and four-year scholarships. These are awarded competitively by the army to students who seek a commission. Anyone interested in pursuing a commission or scholarship or both should write, call, or visit the department.

Overseas Study

Thomas Mills, Director, Office of International Education and Exchange

(541) 346-3207
330 Oregon Hall
5209 University of Oregon
Eugene OR 97403-5209

The Office of International Education and Exchange, which reports to the Office of International Programs, 221 Johnson Hall, is responsible for University of Oregon overseas study and exchange programs. Each subject code below is unique to a single overseas study program; the X88 numbers signify overseas study courses. As in other UO courses, course level is indicated by the first digit in the course number:

1=freshman

2=sophomore

3=junior

4=senior

6=graduate

Participating students register in courses with the subject codes, numbers, titles, and credit ranges shown below. After UO course equivalents are determined, the generic overseas-study information is replaced with appropriate course-level designations, titles, and credits. For example, a junior-level 5-credit course in the history of 19th-century Australia that was taken at La Trobe University appears on the student's permanent UO academic record as **OLAT 388 HIST: Australia in the 19th Century 5 [credits].**

NCSA is the Northwest Council on Study Abroad. CIEE is the Council on International Educational Exchange. ACTR is the American Council of Teachers of Russian. SIT is the School for International Training.

See also International Education and Exchange in the **Campus and Community Resources** section of this catalog.

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, Central Institute for Nationalities (1–12R)

The Czech Republic

OCHA 188, 288, 388, 488, 688 Overseas Studies: Prague, Charles University (CIEE) (1–12R)

Denmark

ODIS 188, 288, 388, 488, 688 Overseas Studies: Copenhagen, Denmark's International Study Program (1–12R)

Ecuador

OQUI 188, 288, 388, 488, 688 Overseas Studies: Quito, Catholic University of Ecuador (1–12R)

England

OBRT 188, 288, 388, 488, 688 Overseas Studies: London (1–12R)

OLON 188, 288, 388, 488 Overseas Studies: London, NCSA Program (1–12R)

OUEA 188, 288, 388, 488, 688 Overseas Studies: Norwich, University of East Anglia (1–12R)

Finland

OTAM 188, 288, 388, 488, 688 Overseas Studies: Tampere, University of Tampere (1–12R)

France

OAVI 188, 288, 388, 488 Overseas Studies: Avignon, NCSA Program (1–12R) Not offered 1999–2000.

OLYO 188, 288, 388, 488, 688 Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) (1–12R)

OMAI 188, 288, 388, 488 Overseas Studies: Le Mans, Université du Maine (1–12R) Not offered 1999–2000.

OPOI 188, 288, 388, 488, 688 Overseas Studies: Poitiers, University of Poitiers (1–12R)

Germany

OBWU 188, 288, 388, 488, 688 Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg (1–12R)

OCOL 188, 288, 388, 488 Overseas Studies: Cologne, NCSA Program (1–12R) Not offered 1999–2000.

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) Not offered 1999–2000.

Indonesia

OMAL 188, 288, 388, 488 Overseas Studies: Malang, Institut Keguran Dan Ilmu Pendidikan (CIEE) (1–12R)

Israel

OHUJ 188, 288, 388, 488, 688 Overseas Studies: Jerusalem, Hebrew University of Jerusalem (1–12R)

Italy

OPAV 188, 288, 388, 488, 688 Overseas Studies: Pavia, University of Pavia (1–12R)

OPER 188, 288, 388, 488, 688 Overseas Studies: Perugia, Italian University for Foreigners (1–12R)

OROM 188, 288, 388, 488, 688 Overseas Studies: Rome, Summer Architecture Studio (1–12R)

OSIE 188, 288, 388, 488 Overseas Studies: Siena, NCSA Program (1–12R)

Japan

OAGU 188, 288, 388, 488 Overseas Studies: Tokyo, Aoyama Gakuin University (1–12R)

OJBS 188, 288, 388, 488, 688 Overseas Studies: Tokyo, CIEE Summer Japan Business and Society Program (1–12R) Not offered 1999–2000.

OKEI 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Keio University (1–12R) Not offered 1999–2000.

OMEI 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Meiji University (1–12R)

OWAS 188, 288, 388, 488 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: Querétaro, Summer Study in Mexico (1–12R)

OUAC 188, 288, 388, 488 Overseas Studies: Cholula, Universidad de las Américas (1–12R) Not offered 1999–2000.

Norway

OBER 188, 288, 388, 488, 688 Overseas Studies: Bergen, University of Bergen (1–12R)

Poland

OWAR 188, 288, 388, 488 Overseas Studies: Warsaw, Central Institute of Planning and Statistics (CIEE) (1–12R)

Russia

OACT 188, 288, 388, 488, 688 Overseas Studies: American Council of Teachers of Russian (1–12R)

OSTP 188, 288, 388, 488, 688 Overseas Studies: Russia (CIEE) (1–12R)

Scotland

OMAC 188, 288, 388, 488, 688 Overseas Studies: Glasgow, University of Glasgow Charles Rennie Mackintosh School of Architecture (1–12R) Not offered 1999–2000.

OUAB 188, 288, 388, 488, 688 Overseas Studies: Aberdeen, University of Aberdeen (1–12R)

Spain

OSEV 188, 288, 388, 488, 688 Overseas Studies: Seville, Study in Spain (1–12R)

OSVL 188, 288, 388, 488, 688 Overseas Studies: Seville, University of Seville (CIEE) (1–12R)

Sweden

OUPP 188, 288, 388, 488, 688 Overseas Studies: Uppsala, Uppsala University (1–12R)

Thailand

OKKU 188, 288, 388, 488 Overseas Studies: Khon Kaen, Khon Kaen University (CIEE) (1–12R)

Vietnam

OHAN 188, 288, 388, 488, 688 Overseas Studies: Hanoi, Hanoi University (CIEE) (1–12R)

Experimental Programs

Africa

OXAF 188, 288, 388, 488, 688 Overseas Experimental Program: Africa (1–12R)

Asia and Oceania

OXAO 188, 288, 388, 488, 688 Overseas Experimental Program: Asia and Oceania (1–12R)

Europe

OXEU 188, 288, 388, 488, 688 Overseas Experimental Program: Europe (1–12R)

Latin America

OXLA 188, 288, 388, 488, 688 Overseas Experimental Program: Latin America (1–12R)

Middle East

OXME 188, 288, 388, 488, 688 Overseas Experimental Program: Middle East (1–12R)

Physical Activity and Recreation Services

Karla S. Rice, Director

(541) 346-4105
181 Esslinger Hall

Faculty

James Blanchard, senior instructor (outdoor pursuits). B.S., 1967, M.S., 1979, Oregon. (1979)

Brent Harrison, instructor (recreation); director, recreation and intramurals. B.S., 1988, M.S., 1991, Bemidji State. (1993)

Nancy A. Heapes, instructor (aquatics). B.A., 1979, Adams State; M.Mus., 1987, Oregon. (1992)

Lani Loken-Dahle, senior instructor (aquatics, gymnastics). B.S., 1971, Michigan; M.A., 1973, Arizona State. (1979)

Janice Radcliffe, instructor (fitness management). B.S., 1978, M.S., 1985, Oregon; Ph.D., 1994, Texas at Austin. (1986)

Peggy J. Rees, instructor (individual sports, team sports). B.S., 1977, M.S., 1991, Oregon. (1984)

Karla S. Rice, senior instructor (recreational programs). B.S., 1962, Central Michigan; M.A., 1965, Michigan State. (1967)

Becky L. Sisley, professor (women's sports leadership); athletic liaison. B.A., 1961, Washington (Seattle); M.S.P.E., 1964, Ed.D., 1973, North Carolina, Greensboro. (1965)

Michael Strong, instructor (outdoor pursuits). B.S., 1976, Alberta; M.S., 1986, Oregon. (1986)

Mark Zakrzewski, instructor (racquet sports, team sports). B.S., 1993, Fort Hays State; M.A., 1996, Arizona. (1996)

Emerita

Lois J. Youngen, associate professor emerita. B.S., 1955, Kent State; M.A., 1957, Michigan State; Ph.D., 1971, Ohio State. (1960)

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

About PARS

Physical Activity and Recreation Services (PARS) enhances the lives of UO students and staff and faculty members by providing physical-activity programs and services that promote health and fitness, active recreation, and participation in sports. PARS comprises Physical Education, Recreational Sports, and Facilities Services.

Employment. Students who are interested in physical activity and sport are good candidates for the many part-time jobs generated by the large variety of programs and services offered by PARS and in the operation of facilities. Students may apply for any of the more than 150 positions as lifeguards, sports officials, office workers, weight-room supervisors, facility supervisors, and equipment-room attendants. Lifeguards must have current certification; training is provided for other positions.

Physical Education

The Physical Education (PE) program offers physical-activity courses for university students and faculty and staff members as well as members of the Eugene-Springfield community. Physical education courses emphasize the development of physical skills, improvement in physical-fitness levels, and the acquisition of knowledge that contributes to a healthy lifestyle.

More than 130 instruction courses are offered each term in a variety of activity areas—aerobics, aquatics, individual activities, martial arts, outdoor pursuits, racquet sports, running, team sports, weight training, and yoga. This ever-changing array of courses is taught by an international staff of faculty members, coaches, graduate teaching fellows, and contract employees who share their expertise and experiences.

More than 3,300 participants enroll in PE courses each term. Most classes meet twice a week for 1 credit. Several outdoor-pursuit courses include three-day field trips in addition to on-campus sessions. Up to 12 credits in physical education may be applied to the bachelor's degree. Each term's offerings are listed in the schedule of classes. Students may register for credit-earning courses through DUCK CALL, which is explained in the **Registration and Academic Policies** section of this catalog.

Students and members of the staff, faculty, and community are welcome and encouraged to enroll in physical education courses as noncredit participants. Noncredit participants pay only the PE course fee and register in person at the PE office at the start of DUCK CALL each term.

Opportunities are also available for people who have disabilities or who need special accommodations in order to participate in physical education courses. More information is available from the PE office, 181 Esslinger Hall; telephone (541) 346-4105. The office is open from 8:00 A.M. to noon and 1:00 to 5:00 P.M., Monday through Friday.

Fees for Physical Education Courses

Course	*Dollars*
Activity (1 credit)	49
Activity (2 credits)	90
Outdoor-pursuits	39–280
Practicum (1–3 credits)	10–49

Some courses require additional fees to pay for equipment, transportation, and certification. Fees and fee-refund schedules are printed in each term's schedule of classes.

Recreational Sports

Recreational Sports programs provide opportunities for members of the university community and their families to enjoy competitive sports and informal, relaxing recreational activities. These opportunities include all-campus tournaments, intramurals, and special events. Some of the most popular activities are badminton, basketball, cross-country, flag football, golf, indoor soccer, racquetball, softball, soccer, swimming, tennis, track and field, ultimate frisbee, volleyball, and wrestling.

Fitness Workouts. Fitness workouts provide high-quality and inexpensive exercise experiences without academic pressure. Activities include aerobics, bench, low impact, and body sculpting.

Open Recreation. University sports facilities may be used for open recreation when they are not scheduled for class use. Students must show a current UO identification card to use the facilities. Faculty, staff, and community members may purchase a facility user's pass valid for a single term or for a full year. Passes are sold in the Recreational Sports office, 102 Esslinger Hall.

Facilities Services

This component of Physical Activity and Recreation Services is responsible for maintaining facilities, equipment, and locker rooms.

Facilities. University buildings and playing fields that are devoted to physical education activities occupy a forty-two acre tract at the southeast corner of the campus. The Student Recreation and Fitness Center has a three-court gymnasium complex, a suspended running track, a strength and conditioning room, a rock climbing wall, and a juice bar. Esslinger Hall houses gymnasiums and court facilities, men's and women's locker rooms, and the main offices for Physical Activity and Recreation Services. The building also meets the instructional and recreational needs of the university community. Gerlinger Hall holds the Janet G. Woodruff Gymnasium and men's and women's locker rooms. Gerlinger Annex's well-equipped gymnasiums and dance studios are used for instruction and recreation. Leighton Pool, a competition pool attached to Esslinger Hall, and Gerlinger Pool, in Gerlinger Hall, are used for instruction and recreation.

Playing fields located east and south of Esslinger Hall and on the south bank of the Willamette River provide excellent facilities for outdoor instruction, intramural, and club sports. Hayward Field accommodates track-and-field facilities for intercollegiate athletics, classes, and recreational programs. There are six standard plexipave tennis courts north of Hayward Field and five covered courts east of Leighton Pool.

Physical Education Courses

These courses, which are offered for credit or noncredit, are open to anyone. Most courses are coeducational. Gender-specific classes are indicated in the Prerequisites/Comments column in the UO Schedule of Classes. *Because not every course listed here can be offered every year, students should consult the most recent class schedule.*

Aerobics (PEAE)

101–198 Aerobics: [Topic] (1–2R) 111: Stretch and Flex I, **131:** Body Sculpting I. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Aerobics: [Topic] (1–2R) 221: Aerobics I, **222:** Aerobics II, **231:** Aerobic Bench I, **232:** Aerobic Bench II, **241:** Aerobic Funk I. R once for maximum of 2 credits per activity.

301–398 Aerobics: [Topic] (1–2R) 321: Aerobic Power I, **331:** Aerobic Bench Power I, **332:** Aerobic Bench Power II, **340:** Cross Training. R once for maximum of 4 credits per activity.

399 Special Studies: [Topic] (1–2R)

Aquatics (PEAQ)

101–198 Aquatics: [Topic] (1–2R) 111: Learn to Swim, **121:** Aqua Aerobics I, **122:** Aqua Aerobics II, **123:** Power Aqua Aerobics. R once for maximum of 4 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Aquatics: [Topic] (1–2R) 213: Learn to Lap Swim, **221:** Swim Conditioning I, **222:** Swim Conditioning II, **231:** Water Polo I, **241:** Springboard Diving I, **242:** Springboard Diving II, **243:** Springboard Diving III. R once for maximum of 2 credits per activity.

301–398 Aquatics: [Topic] (1–2R) 311: Swim Training I, **312:** Swim Training II, **321:** Swim and Run, **351:** Lifeguard Certification, **361:** Lifeguard Instructor, **366:** Water-Safety Instructor (American Red Cross), **368:** Basic Scuba, **369:** Advanced Scuba, **370:** Scuba (Rescue Diver), **371:** Scuba (Underwater Navigator), **372:** Scuba (Altitude Diver), **373:** Scuba (Search and Recovery), **374:** Scuba (Multilevel Diver–Drift Diver), **375:** Scuba (Deep Diver), **376:** Scuba (Night Diver-Underwater Naturalist), **381:** Scuba (Dive Master I), **382:** Scuba (Dive Master II), **383:** Scuba (Professional Association of Diving Instructors Instructor-Development Course). R once for maximum of 4 credits per activity.

399 Special Studies: [Topic] (1–2R)

Individual Activities (PEI)

101–198 Individual Activities: [Topic] (1–2R) Beginning levels of individual activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Individual Activities: [Topic] (1–2R) 201: Juggling I, **202:** Juggling II, **221:** Billiards I, **222:** Billiards II, **241:** Golf I, **242:** Golf II, **243:** Golf III, **251:** Ice Skating I, **252:** Ice Skating II, **261:** Trampoline I, **262:** Trampoline II, **263:** Trampoline III. R once for maximum of 2 credits per activity.

301–398 Individual Activities: [Topic] (1–2R) 301: Aerial Maneuvers I, **302:** Aerial Maneuvers II.R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Intercollegiate Athletics (PEIA)

101–198 Intercollegiate Athletics: [Topic] (1–2R) Beginning levels of intercollegiate athletic activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Intercollegiate Athletics: [Topic] (1–2R) Intermediate levels of intercollegiate

athletic activities. R once for maximum of 2 credits per activity.

301–398 Intercollegiate Athletics: [Topic] (1–2R) 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), **350:** Soccer (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.

399 Special Studies: [Topic] (1–2R)

Martial Arts (PEMA)

101–198 Martial Arts: [Topic] (1–2R) 115: Self-Defense, **121:** Aikido I, **122:** Aikido II, **123:** Aikido III. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Martial Arts: [Topic] (1–2R) 211: Fencing I, **212:** Fencing II, **221:** Karate I, **222:** Karate II, **223:** Karate III, **231:** Bo-Quarterstaff I, **232:** Bo-Quarterstaff II, **241:** Judo I, **242:** Judo II, **246:** Wrestling I, **247:** Wrestling II, **248:** Wrestling III, **251:** Tae Kwon Do I, **252:** Tae Kwon Do II. R once for maximum of 2 credits per activity.

301–398 Martial Arts: [Topic] (1–2R) Advanced levels of martial arts activities. **301:** Aikido Weapons, **311:** Jeet Kune Do. R once for maximum of 2 credits per activity

399 Special Studies: [Topic] (1–2R)

Outdoor Pursuits—Land (PEOL)

101–198 Outdoor Pursuits—Land: [Topic] (1–2R) R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Outdoor Pursuits—Land: [Topic] (1–2R) 241: Mountain Bike I, **251:** Rock Climbing I, **252:** Rock Climbing II, **255:** Introduction to Sport Climbing, **258:** Introduction to Outdoor Pursuits, **261:** Cross-Country Skiing I, **266:** High-Angle Rescue Preparation, **271:** Alpine Skiing I, **272:** Alpine Skiing II, **273:** Alpine Skiing III, **280:** Snowboarding I, **281:** Snowboarding II, **282:** Snowboarding III, **285:** Wilderness Survival, **286:** Backpacking Preparation, **287:** Ice Climbing Preparation, **288:** Mountaineering Preparation, **289:** Glacier School Preparation, **290:** Mountain Rescue Preparation, **291:** Rock Climbing II Preparation, **292:** Snow Camping Preparation, **294:** Ski Touring Preparation, **295:** Back-Country Ski Preparation, **296:** Avalanche Safety Preparation. R once for maximum of 2 credits per activity.

301–398 Outdoor Pursuits—Land: [Topic] (1–2R) 341: Introductory Lead Climber, **351:** Backpacking Outing I, **352:** Backpacking Outing II, **353:** Canyoneering Outing, **361:** Mountaineering Outing I, **363:** Ice Climbing I, **364:** Mountain Rescue Outing, **365:** Glacier School, **366:** High-Angle Rescue, **371:** Snow Camping Outing I, **381:** Ski Touring Outing I, **383:** Back-Country Ski Outing, **391:** Avalanche Safety Outing. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

451 Adventure Education (3) Graded only. Focuses on principles and practices of adventure education using experiential education methods. How to facilitate outdoor adventure experiences. Prereq: PEOL 285.

453 Environmental Education (3) Graded only. Introduces students to the natural history of the area. Emphasizes how to teach effectively in the outdoor environment. Prereq: PEOL 285.

455 Principles of Outdoor Leadership (3) Graded only. Preparation for leading safe and environmentally responsible outdoor pursuits courses. Topics include field leadership, risk management, and emergency procedures. Prereq: PEOL 285, backpacking experience, instructor's consent.

457 Administration of Outdoor Pursuits (3) Introduction to design, implementation, and management of safe and environmentally responsible outdoor pursuits courses, programs, and businesses. Prereq: PEOL 285, instructor's consent.

493 First Aid in Outdoor Emergencies (4) Meets special needs of hikers, climbers, skiers, and others who spend time away from professional assistance and medical facilities.

Outdoor Pursuits—Water (PEOW)

101–198 Outdoor Pursuits—Water: [Topic] (1–2R) Beginning levels of outdoor pursuits—water activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Outdoor Pursuits—Water: [Topic] (1–2R) 205: Fly Fishing I, **206:** Fly Fishing II, **211:** Sailing I, **212:** Sailing II, **221:** Windsurfing, **243:** White-Water Canoe, **261:** Kayaking I, **263:** Sea Kayaking. R once for maximum of 2 credits per activity.

301–398 Outdoor Pursuits—Water: [Topic] (1–2R) 361: River Rescue Techniques. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Physical Education Professional Experience (PEPE)

199 Special Studies: [Topic] (1–5R)

241 First Aid-Cardiopulmonary Resuscitation (American Red Cross) (2R) Provides certified training, knowledge, and skills needed in an emergency to sustain life and provide care until professional help arrives. Certification optional.

399 Special Studies: [Topic] (1–5R)

408 Workshop: [Topic] (1–5R) Professional topics in physical education.

409 Practicum: [Topic] (1–6R) Practical experiences in equipment and facilities management service, outdoor pursuits, recreation and intramurals, and physical education.

Racquet Sports (PERS)

101–198 Racquet Sports: [Topic] (1–2R) Beginning levels of racquet sport activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Racquet Sports: [Topic] (1–2R) 211: Table Tennis I, **212:** Table Tennis II, **231:** Badminton I, **232:** Badminton II, **233:** Badminton III, **241:** Racquetball I, **242:** Racquetball II, **243:** Racquetball III, **271:** Tennis I, **272:** Tennis II, **273:** Tennis III. R once for maximum of 2 credits per activity.

301–398 Racquet Sports: [Topic] (1–2R) Advanced levels of racquet sport activities. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Running (PERU)

101–198 Running: [Topic] (1–2R) 131: Jogging-Running. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Running: [Topic] (1–2R) 231: 10K Road Running. R once for maximum of 2 credits per activity.

301–398 Running: [Topic] (1–2R) 331: 5K Training, **332:** Running, **333:** Advanced Running. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Team Sports (PETS)

101–198 Team Sports: [Topic] (1–2R) Beginning levels of team sport activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Team Sports: [Topic] (1–2R) 232: Volleyball II, **233:** Volleyball III, **242:** Basketball II, **243:** Basketball III, **252:** Ultimate Frisbee I, **253:** Ultimate Frisbee II, **261:** Soccer I, **262:** Soccer II, **263:** Soccer III, **265:** Indoor Soccer II, **266:** Indoor Soccer III. R once for maximum of 2 credits per activity.

301–398 Team Sports: [Topic] (1–2R) Advanced levels of team sport activities. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Weight Training (PEW)

101–198 Weight Training: [Topic] (1–2R) Beginning levels of weight training activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Weight Training: [Topic] (1–2R) 211: Weight Training I, **212:** Weight Training II. R once for maximum of 2 credits per activity.

301–398 Weight Training: [Topic] (1–2R) 331: Sports Conditioning. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Yoga Courses (PEY)

101–198 Yoga Training: [Topic] (1–2R) 101: Meditation I, **102:** Meditation II, **108:** Kundalini Meditation, **131:** Tai Chi I, **132:** Tai Chi II. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Yoga Training: [Topic] (1–2R) 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.

301–398 Yoga Training: [Topic] (1–2R) Advanced levels of yoga activities. **301:** Relaxation. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Preparatory Programs

Students may begin preparing for the following professional or graduate programs at the University of Oregon. Some of the programs simply require a bachelor's degree for admission, while others require specific undergraduate courses, standardized examinations, and field experience. Students who are interested in the preparatory programs should consult appropriate university advisers. The Office of Academic Advising and Student Services assists students in all aspects of the application process.

Engineering, Preparatory

David M. Strom, Preengineering Director

(541) 346-6108
418 Willamette Hall

Graduates with bachelor's degrees in engineering are in great demand to solve practical problems by applying the principles of physical science and mathematics. While it is sometimes difficult to define the difference in outlook between a career in one of the physical sciences, e.g., physics or chemistry, and a career in engineering, engineering solutions to problems are usually more influenced by practical and economic considerations.

There are two academic phases in earning a bachelor's degree in an engineering field: (1) preengineering is the first two to three years of course work before admission to a professional engineering program, and (2) professional engineering is the last two years of course work at a school of engineering leading to a bachelor of arts or bachelor of science degree in engineering. Engineering graduates may become licensed professional engineers after four years of employment in their field of specialization and successful completion of state license examinations.

The University of Oregon offers a preengineering program for students who want to complete their first two to three years of study at a liberal-arts university before transferring to a school of engineering. Details are contained in the *Student Guide for Engineering Preparation at the University of Oregon including the 3/2 Program with Oregon State University*, available in the Department of Physics office.

High School Preparation. Students interested in an engineering career should complete as much mathematics and science as possible in high school. If possible, four years of high school mathematics (including advanced algebra, trigonometry, and elementary functions) should be completed in order to begin calculus in the first year at the university. Physics and chemistry courses are strongly recommended.

Preengineering Requirements

The following requirements are designed for students planning to transfer into the Oregon State University (OSU) College of Engineering. Detailed requirements are specified in the OSU College of Engineering *Advising Guide*, available from the College of Engineering, Oregon State University, Corvallis OR 97331; telephone (541) 737-5236.

While preengineering requirements at other engineering schools are similar, students should obtain advising guides from the schools of their choice.

Preengineering students should be aware that candidates at OSU must earn a minimum of 204 credits for a bachelor's degree in engineering. Therefore completion of the degree takes an average of almost five years.

The University of Oregon does not offer certain preengineering courses. However, Engineering Graphics (GE 115), Statics (ENGR 211), Dynamics (ENGR 212), Strength of Materials (ENGR 213), and Electrical Fundamentals I (ENGR 221) are available from the Science Department at Lane Community College. Full-time UO preengineering students may take these courses at no additional charge. ENGR 211, 212, 213 must be taken in sequence. Details of registration for these courses, including pre- and corequisites, are available from the preengineering director.

The Department of Physics offers a three-plus-two program. It allows a student to earn a bachelor's degree in physics from the University of Oregon and a bachelor's degree in engineering physics from Oregon State University by completing three years of study in Eugene followed by two years in Corvallis in the OSU College of Engineering. Interested students should consult the preengineering director.

Required preengineering courses must be completed with grades of C– or better for admission to the OSU College of Engineering. These courses 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)	4
*Introduction to Numerical Computation with FORTRAN (CIS 133)	4
Humanities and social science	8
Sophomore Year	*50 credits*
*Introduction to Differential Equations (MATH 256)	4
*Several-Variable Calculus I,II (MATH 281, 282)	8
*General Chemistry (CH 221, 222, 223)	12
*General Chemistry Laboratory (CH 227, 228, 229)	6
*Foundations of Physics II (PHYS 351)	4
Statics, Dynamics, Strength of Materials (ENGR 211, 212, 213)	12
Humanities or social science	4

Sample Program

The following sample program is for students not prepared to begin calculus in their freshman year.

Freshman Year	*46 credits*
*College Algebra (MATH 111), Elementary Functions (MATH 112), Calculus I (MATH 251)	12
*General Chemistry (CH 221, 222, 223)	12
*General Chemistry Laboratory (CH 227, 228, 229)	6
*College Composition I (WR 121)	4
Humanities and social science	12
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
Statics, Dynamics, Strength of Materials (ENGR 211, 212, 213)	12

Additional Requirements

In addition to WR 121, two communication courses and an upper-division writing-intensive course in the major are required.

Consult the preengineering director about these and other bachelor's degree requirements for the OSU School of Engineering.

Health Sciences, Preparatory

Stephen Stolp, Coordinator

(541) 346-3211
(541) 346-1049 information area
164 Oregon Hall
http://gladstone.uoregon.edu/~health/

The Office of Academic Advising and Student Services supervises the following preprofessional health science programs. Information on other health-career programs is available from the coordinator. Because professional schools change admission requirements frequently, students need to consult regularly with UO advisers and with the professional schools they want to enter.

The Office of Academic Advising and Student Services has a prehealth sciences information area with catalogs, recent literature about the profession, and information and assistance on admission tests and procedures. Information is also available on the prehealth sciences web site.

Dental Hygiene, Preparatory

Hilda Yee Young, Head Adviser

(541) 346-3211

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. All courses required for admission must be taken for letter grades.

The following courses satisfy basic requirements:

Introductory General Chemistry (CH 211, 212, 213), or General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229)

Organic Chemistry I (CH 331) with laboratory (CH 337)

General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213)

College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)

One course in nutrition, which may be completed after admission to the dental hygiene program

One course in speech

Arts and letters: two group-satisfying courses

Introduction to Cultural Anthropology (ANTH 110)

Mind and Brain (PSY 201), Mind and Society (PSY 202)

Introduction to Sociology (SOC 204)

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.

Dentistry, Preparatory

Greg Nelson, Director

(541) 346-5112

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 taken for letter grades. In the computation of the overall grade point average (GPA), the OHSU School of Dentistry counts an N (no pass) as a failing grade.

Students who plan to complete the requirements for a bachelor's degree after entering the OHSU School of Dentistry and after earning 132 UO credits should satisfy all major and university requirements at the UO that cannot be met with course work at the School of Dentistry. For general university requirements, see Bachelor's Degree Requirements in the **Registration** and **Academic Policies** section of this catalog.

Although a bachelor's degree is not an admission requirement, the OHSU School of Dentistry and most other dental schools recommend that their students complete an undergraduate degree.

Science Requirements

The following courses are required at most dental schools in the United States:

Mathematics (MATH 111 and above), 12 credits

One-year general chemistry sequence with laboratories

Organic chemistry (CH 331, 332 or CH 331, 335, 336) with laboratories (CH 337, 338). Although the OHSU School of Dentistry accepts CH 331, 332, some dental schools require a full year of organic chemistry

Foundations I,II,III: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life (BI 261, 262, 263) is the recommended biology sequence. Foundations IV: Biological Interactions (BI 264) is also recommended

Alternatively, some predental students may take three terms of general biology, which meets minimum admission requirements, but is not recommended as the sole preparation either for dental school work or for the Dental Admission Test. This sequence is acceptable for the UO general science major and partially prepares students for additional work in biology. It does not, however, fully substitute for the core courses required for the biology major. Other students should consult their advisers on the suitability of this alternative

General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213) with laboratories (PHYS 204, 205, 206)

Admission

Admission to the OHSU School of Dentistry is competitive. The mean grade point average (GPA) of the entering class of 1996 was 3.40. If the applicant's GPA is below 3.00, there is little probability of acceptance. However, the Admissions Committee of the School of Dentistry makes special allowance for students who start poorly but improve substantially in their predental course work.

The Dental Admission Test should be taken no later than fall term one year before admission. Application for 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 Center, 244 Hendricks Hall.

Recommended Electives. Dental schools recommend that predental students, in addition to completing the basic requirements already described, choose electives that broaden their cultural background and strengthen their scientific training. Courses in the following fields are suggested: developmental biology, microbiology, genetics, physical chemistry, mathematics, second language (completion of a second-year course), philosophy, public speaking, music and art appreciation, history, economics, sociology, literature, anthropology, and personnel management. Students should explore their own interests and obtain the best possible general cultural education. The guidance of predental advisers in course planning is indispensable, and their counsel should be sought regularly.

Forensic Science, Preparatory

Deborah B. Exton, Head Adviser

(541) 346-4629

The University of Oregon offers courses that prepare students for graduate programs and careers in forensic science. Forensic science is the application of science and medicine to law. Graduates of forensic science programs work in a variety of settings including modern crime laboratories, at the local, state, and national levels, and in law enforcement agencies such as the Drug Enforcement Administration, Food and Drug Administration, Environmental Protection Agency, and Occupational Safety and Health Administrations. Other opportunities exist in private industry.

Minimum Requirements

Bachelor's degree in any discipline, although biology, chemistry, computer and information science, general science, or physics are most appropriate.

Scores from Graduate Record Examinations; a few schools will accept Medical College Admission Test scores instead.

Letters of recommendation from science faculty members.

Suggested Science Courses

Foundations I,II,III,IV: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life, Biological Interactions (BI 261, 262, 263, 264)

Introductory General Chemistry (CH 211, 212, 213) 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); Organic Chemistry (CH 331, 335, 336) with laboratories (CH 337, 338)

Instrumental Analysis (CH 429) is strongly recommended

Calculus I,II (MATH 251, 252) and a course in statistics

General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206) or General Physics with Calculus (PHYS 211, 212, 213)

A complete list of graduate programs is available from the head adviser. Students are urged to contact the graduate programs of their choice for information about application procedures.

Medical Technology, Preparatory

M. Charlene Larison, Head Adviser

(541) 346-4525

The university offers most course work needed to satisfy the minimum requirements for admission to the Oregon Health Sciences University (OHSU) Medical Technology Program in Portland. A required course in immunology, which is not offered at the UO, must be taken elsewhere.

Two program options are available. The first option, requiring three years of work on the UO campus and one year at the OHSU, 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. This second option prepares students to apply to programs that do not offer a bachelor's degree.

Requirements

The first three years of undergraduate work (135 credits) must include the following:

General-Education Courses. Selection depends on whether the student chooses to enter the OHSU program from the UO after three years or four. See the head adviser for specifics.

Biology. 24 credits including Microbiology (BI 330) and Microbiology Laboratory (BI 331) and a course in immunology. Genetics, physiology, and anatomy are recommended

Chemistry. 24 credits of lecture and laboratory work that includes general inorganic chemistry, organic chemistry, or biochemistry. Quantitative analysis and physical chemistry are recommended

Mathematics. One course in college-level mathematics, MATH 111 or higher. Additional mathematics and statistics courses are recommended

In addition, the OHSU strongly recommends Instrumental Analysis (CH 429) and General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)

Admission

An application for admission may be obtained from Medical Technology Program, Oregon Health Sciences University School of Medicine, 3181 SW Sam Jackson Park Road, Portland OR 97201-3098; telephone (503) 494-8698 or -7474.

Medicine, Preparatory

Stephen Stolp, Head Adviser

(541) 346-3211

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 Office of Academic Advising and Student Services has a prehealth sciences information area with catalogs, 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. Because most students apply to eight to ten medical schools, they should consult this book during their junior year.

Minimum Requirements

The minimum requirements for admission to the OHSU School of Medicine and many others can be met with the following course work:

Introductory General Chemistry (CH 211, 212, 213) 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)

Organic Chemistry I,II,III (CH 331, 335, 336) with laboratories (CH 337, 338)

Three terms of biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. Premedical students may take Foundations I,II,III: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life (BI 261, 262, 263). Foundations IV: Biological Interactions (BI 264) is also recommended

Alternatively, some students take General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213). Although these courses meet minimum admission requirements, they are not recommended as the sole preparation either for medical school work or for the Medical College Admission Test (MCAT). This sequence is acceptable in the general science major program and partially prepares students for additional work in biology. The sequence does not, however, substitute for the core courses required for the biology major. Student who choose this sequence are recommended to take Foundations III: Biochemical Basis of Life (BI 263) as well.

One college-level mathematics course. Many schools require calculus

General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213) with laboratories (PHYS 204, 205, 206)

One year of English including a composition course

One year of arts and letters courses

One year of work in the social sciences

Specific courses are recommendations only; in some instances alternative courses may be acceptable or preferred to meet major requirements. Transfer students and postbaccalaureate students may meet the minimum requirements in other ways; they should consult their advisers and *Medical School Admission Requirements*.

Admission

The OHSU School of Medicine requires applicants to have a bachelor's degree prior to admission. Most other medical schools give preference to students with bachelor's degrees in academic subjects; premedicine is not an academic major. Any major is acceptable to medical schools, and recent research has demonstrated that there is no bias against the nonscience major in the selection process. Nor is there any significant difference between the science and the nonscience major in medical school performance or in eventual selection of residency. Specific requirements for various majors are found in this catalog under department and program headings; see also the **General Science** section.

A few medical schools accept students at the end of their junior year on the assumption that science credits earned in medical school may be transferred back to the undergraduate institution to satisfy bachelor's degree requirements. 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. These students must have completed 132 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, letters of recommendation, and awareness of and experiences in health-related fields.

Currently, a 3.50 GPA is the national mean for accepted applicants, and it is unlikely that an applicant with a GPA below 3.00 would be accepted at most United States medical schools. Furthermore, courses taken to satisfy science requirements must be taken for letter grades.

Nearly all medical schools require applicants to take the MCAT, given in early spring and late summer each year. Reservations for this examination must be made at least one month in advance of the scheduled date; reservation blanks are available in the prehealth sciences information area, which also has a manual that describes the test and provides practice questions and suggestions about preparing for the test. Applicants must take the test at least one full year before anticipated admission.

Three to five letters of recommendation from college or university instructors are generally required. Most schools request that two of these letters come from science instructors. The importance of these letters cannot be overemphasized. A letter of recommendation should be requested at the conclusion of a course while the student's performance is fresh in the instructor's mind. Most schools also require volunteer experience and/or a letter of recommendation from someone who works in a health-related field.

The university sponsors an academic and service society, the Asklepiads. For more information, see the **Honors at Oregon** section of this catalog.

Osteopathic medical schools require basically the same minimum undergraduate program. A few schools request letters of recommendation from practicing osteopaths.

Chiropractic medical schools require many of the same courses, although some require anatomy and physiology.

Naturopathic medical schools require many of the same science courses.

Nursing, Preparatory

Hilda Yee Young, Head Adviser

(541) 346-3211

The College of Arts and Sciences offers preparation designed to meet the general requirements for admission to bachelor's degree programs in nursing. One to three years of prenursing course work followed by two or three years of professional course work at a school of nursing leads to a bachelor of science degree in nursing (B.S.N.). Satisfactory completion of the prenursing requirements does not guarantee admission to a nursing program since admission to these programs is competitive.

The B.S.N. is offered by Oregon Health Sciences University (OHSU) in Portland. OHSU also administers the B.S.N. programs at Eastern Oregon University in La Grande, Oregon Institute of Technology in Klamath Falls, and Southern Oregon University in Ashland. Private schools offering the B.S.N. in Oregon include the University of Portland, Linfield College, and Walla Walla College. Associate degrees in nursing (A.D.N.) are offered by Oregon community colleges.

Students can complete transfer requirements at the UO for other programs in the state. Some out-of-state accelerated programs admit students after they have completed a bachelor's degree in any subject and taken specified science courses.

Before transferring to most B.S.N. programs, students should have completed

Introduction to Cultural Anthropology (ANTH 110)

Human anatomy and human physiology

Introductory General Chemistry (CH 211, 212, 213) with laboratories (CH 227, 228, 229)

College Algebra (MATH 111), Introduction to Methods of Probability and Statistics (MATH 243)

Ethics (PHIL 102)

Mind and Brain (PSY 201) or Mind and Society (PSY 202), Development (PSY 375)

Nutrition

College Composition I,II,III (WR 121, 122, 123)

Prior to registration students should contact the head adviser, who can provide information about the above options and assist in course selection.

Registered nurses who want to complete the B.S.N. degree should call OHSU for information, (503) 494-7725.

Pharmacy, Preparatory

James W. Long, Head Adviser

(541) 346-2924

The University of Oregon offers a program that fulfills admission requirements to the Oregon State University (OSU) College of Pharmacy Pharm.D. degree program and to most other accredited pharmacy schools. *Pharmacy Schools Admission Requirements* is available for review in the Office of Academic Advising and Student Services, 164 Oregon Hall, or in the office of the head adviser.

The prepharmacy curriculum for the OSU College of Pharmacy requires three to four years of study including:

General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)

Introductory General Chemistry (CH 211, 212, 213) 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)

Organic Chemistry I,II,III (CH 331, 335, 336) with laboratories (CH 337, 338)

Foundations I,II,III: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life (BI 261, 262, 263)

Human Physiology I,II (BI 313, 314)

Bacteriology (BI 318) or Microbiology (BI 330)

Calculus I (MATH 251) or Calculus for Business and Social Science I (MATH 241)

Mind and Brain (PSY 201)

Introduction to Economic Analysis: Microeconomics (EC 201)

Two of the following: Introduction to Economic Analysis: Macroeconomics (EC 202), Mind and Society (PSY 202), Introduction to Sociology (SOC 204)

College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)

A third composition course taken at the UO or a course in speech taken at Lane Community College

Advanced first aid if available or valid CPR and first aid cards.

Required courses must be taken for letter grades whenever that option is available.

In addition to the required courses, students must submit letters of recommendation from the teaching faculty and from a pharmacist. OSU does not require the scores from the Pharmacy Admission Test, but many schools do. Information about the test is available in the Office of Academic Advising and Student Services.

Although OSU accepts students without a bachelor's degree into the program, most UO students complete a degree on this campus. Majors in biology, chemistry, and general science are most readily adapted to prepharmacy studies. Students admitted to OSU without a bachelor's degree must complete bachelor's degree requirements by the end of their third year at OSU.

Generally, the application deadline for the following fall term is early January. Applications are available in September from the Oregon State University College of Pharmacy, Corvallis OR 97331-3507; telephone (541) 737-3424. Information is also available on the OSU College of Pharmacy web site <http://www.orst.edu/dept/cop/>.

Physician Assistant, Preparatory

Stephen Stolp, Head Adviser

(541) 346-3211

The University of Oregon offers the courses required for admission to the Oregon Health Sciences University School of Medicine program to prepare physician assistants. Completion of the two-year program earns a bachelor of science degree. The required courses also meet requirements for many programs elsewhere in the United States.

Applicants to the program must have completed a minimum of two years of college (90 credits) including

College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)

9 credits of group-satisfying arts and letters courses

9 credits of group-satisfying social sciences courses

College mathematics through Elementary Functions (MATH 112)

Mind and Society (PSY 202)

General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213) or Foundations I,II,III: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life (BI 261, 262, 263); Human Anatomy I,II (BI 311, 312); and Human Physiology I,II (BI 313, 314); Microbiology (BI 330)

Introductory General Chemistry (CH 211, 212, 213) 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)

Required courses should be taken for letter grades

In addition to academic requirements, employment in a responsible position in a health-care setting is expected of applicants. Preference is given to applicants who have experience that required a period of training and/or responsibilities in direct patient care. Students are responsible for gaining the appropriate experiences before they apply.

The applications are available in the fall from Oregon Health Sciences University Physician Assistant Program, 3181 SW Sam Jackson Park Road, Portland OR 97201-3098; telephone (503) 494-1484.

Veterinary Medicine, Preparatory

M. Charlene Larison, Head Adviser

(541) 346-4525

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 U.S. 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 literature available in the biology advising center, 73 Klamath Hall. Some schools maintain informational web sites.

Most veterinary schools request scores from the Graduate Record Examinations as well as veterinary medical exposure and animal experience. A few schools require the Veterinary College Admission Test. Requirements should be studied early so that they can be fulfilled prior to admission.

Requirements

Introductory General Chemistry (CH 211, 212, 213) 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)

Organic chemistry sequence (CH 331, 332) or (CH 331, 335, 336) with laboratories (CH 337, 338)

One upper-division biochemistry course. Foundations III: Biochemical Basis of Life (BI 263) meets this requirement; see adviser for letter to accompany application

College Algebra (MATH 111), Elementary Functions (MATH 112)

Foundations I,II,III,IV: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life, Biological Interactions (BI 261, 262, 263, 264). BI 261, 262 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

Students may be admitted to veterinary school before completing the bachelor's degree. However, the bachelor's degree must be completed before the doctor of veterinary medicine (D.V.M.) degree can be granted. With careful planning, credits earned at the professional school can be transferred to the undergraduate institution to satisfy the remaining requirements for the bachelor's degree. UO students must complete 132 credits at the University of Oregon or have satisfied university residence requirements. Students planning on early entry into veterinary school should consult regularly with advisers to ensure that general university requirements as well as major requirements are met.

WICHE Programs in the Health Sciences

The Western Interstate Commission for Higher Education (WICHE) Student Exchange Programs have been developed to help students in the western United States obtain access to fields of professional education that are not available at

state institutions in their home states. Oregon's participation in WICHE enables qualified resident students to apply for assistance in the programs described below while attending participating institutions in any of the thirteen participating WICHE states.

Assistance under these programs enables a limited number of students to pay reduced tuition and fees at state-supported and independent institutions. Students must 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 146 Susan Campbell Hall on the UO campus; telephone (541) 346-5725.

Additional information about the WICHE programs described below is available from the Office of Academic Advising and Student Services, 5217 University of Oregon, Eugene OR 97403-5217.

Occupational Therapy, Preparatory

Hilda Yee Young, Head Adviser

(541) 346-3211

The university offers courses that satisfy the requirements for admission to United States schools of occupational therapy. Students may either 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.

Communication with the school proposed for transfer is also recommended. Bachelor's degree programs usually require undergraduate work in the biological and physical sciences, English, psychology, and sociology. Most require at least three manual or recreational skills and course work in drawing and design, speech, music appreciation, and woodworking. In addition, transfer students may have to meet specific general-education requirements for that school.

Practicum experience is required to help students clarify career goals and use opportunities to consult practitioners who have current information about the profession. Many schools require 100 to 200 hours of observation with therapists.

Practicum credit in the Department of Exercise and Movement Science is arranged through the Office of Academic Advising and Student Services.

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.

The only occupational therapy program in Oregon is a master's degree program at Pacific University.

Individual inquiries are welcomed by the American Occupational Therapy Association, 1383 Piccard Drive, PO Box 1725, Rockville MD 20850; telephone (800) 366-9799.

Optometry, Preparatory

Stephen Stolp, Head Adviser

(541) 346-3211

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 second 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.

Address inquiries to the American Optometric Association, 243 N Lindbergh, St Louis MO 63141.

Pacific University, a private school; Southern California College of Optometry; and University of California, Berkeley, participate in the WICHE program.

Physical Therapy, Preparatory

Hilda Yee Young, Head Adviser

(541) 346-3211

The university offers a prephysical therapy program that satisfies requirements for admission to most United States schools of physical therapy. Students may obtain a bachelor's degree, simultaneously fulfilling requirements for entrance into a physical therapy master's degree program.

Requirements. Students planning to obtain a bachelor's degree at the UO should declare their majors relatively early so that physical-therapy option requirements can be fulfilled as part of a chosen major. No specific major is required for most postbaccalaureate programs as long as certain course work is completed. Because considerable physical science background is required for admission, students usually choose a compatible major, such as biology, general science, or exercise and movement science.

Most schools require a year-long sequence each of general biology, general chemistry, and general physics and 6 credits each of human anatomy and human physiology (including laboratories in all science courses). 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 required to help students clarify career goals and use opportunities to consult practitioners who have current information about the profession. Most schools require 100 to 200 hours of observation with therapists.

Practicum credit in the Department of Exercise and Movement Science is arranged through the Office of Academic Advising and Student Services.

Applying for Admission. Applications to physical therapy programs are made during fall term a year in advance of expected enrollment. Most application deadlines are in early winter; selections are made in March and April for the following fall. Application for WICHE certification must be completed by October 15 of the year preceding admission.

Most schools of physical therapy do not accept students with grade point averages below 3.00. Moreover, recent competition for admission has caused the mean grade point average for accepted students to rise above this level.

The only physical therapy program in Oregon is a master's degree program at Pacific University. 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; telephone (800) 999-2782.

Podiatry, Preparatory

Stephen Stolp, Head Adviser

(541) 346-3211

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 (MCAT), and on careers in podiatry is available in the Office of Academic Advising and Student Services. For more information, students may write to the American Podiatry Association, 20 Chevy Chase Circle NW, Washington DC 20015.

The California College of Podiatric Medicine participates in the WICHE program; telephone (800) 334-2276.

Law, Preparatory

Stephen Carney, Head Adviser

(541) 346-3211
164 Oregon Hall

In general, 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.

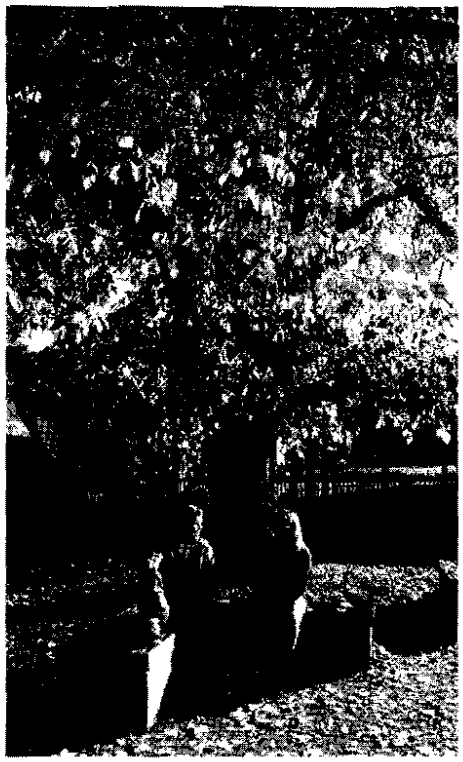
The University of Oregon School of Law recommends the following courses for student consideration. They are not required for admission, nor do they substitute for a broad, well-developed educational background.

College Composition I,II,III (WR 121, 122, 123)

Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202)

United States (HIST 201, 202, 203)

Introduction to Accounting I (ACTG 211), Introduction to Accounting II (ACTG 213)



Critical Reasoning (PHIL 103), Social and Political Philosophy (PHIL 307, 308), Law and Society (PHIL 446)

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; the School of Law admissions office; and the University Counseling Center's Testing Office, 238 Student Health Center. Completed forms must be mailed a month before the testing date. For those planning to attend law school immediately upon graduation, it is recommended that the examination be taken in the spring of the junior year or at the earliest possible date in the senior year. The test may be repeated, but most law schools average combined scores. The Center for Academic Learning Services, 68 Prince Lucien Campbell Hall, offers moderately priced review courses each term.

Each law school has its own admission criteria. The primary predictors of admission are LSAT scores and grade point averages. Various subjective factors are also considered. Students should use the pass/no pass option with restraint. They should expect to provide letters of recommendation and statements of purpose.

Additional information about prelegal study and law school admission is contained in the *Official Guide to U.S. Law Schools*, available at the Office of Academic Advising and Student Services, the School of Law admissions office, and the campus bookstore. Students who want more information or assistance should inquire at the prelaw information area and consult the director of admissions for the University of Oregon School of Law.

Staff members in the Office of Academic Advising and Student Services supply the prelaw information area with catalogs, recent literature on the profession, and information and assistance on admission tests and procedures. Each fall and spring workshops are scheduled for students interested in preparing for law school.

Master of Business Administration, Preparatory

Jessica Nelson, Head Adviser

(541) 346-3211
164 Oregon Hall

The master of business administration program trains graduates for high-level management positions. Many schools look for diversity of background in their applicants, and a broad liberal arts education is considered an excellent foundation. Students should develop analytic skills through course work in calculus, computer programming, and economics; and communication skills through course work in business English, scientific and technical writing, advanced composition, and literature. Studies in the behavioral sciences are particularly suitable for future managers.

For most graduate schools of business, significant work experience and achievement are considered in evaluating an application for admission. Certain types of experience may reflect motivation, exposure to practical problems, and the ability to apply these to a business school education. In the evaluation of work experience, one of the qualities business schools look for is leadership potential. An individual's response and reaction to a job experience and the personal growth that may result are considered more closely than the actual status of a job. Business schools are also interested in a student's extracurricular activities, internships, and part-time, summer, or volunteer work.

The Office of Academic Advising and Student Services schedules informational workshops during fall and spring terms for students interested in earning an M.B.A.. The pre-M.B.A. information area has catalogs, recent literature on the profession, and information and assistance on admission tests and procedures.

See the **Graduate School of Management** section of this catalog for information on University of Oregon M.B.A. degree programs.

Social Work, Preparatory

Stephen Carney, Head Adviser

(541) 346-3211
164 Oregon Hall

Graduate programs in social work usually require a bachelor's degree but not a specific 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 professional programs in social work have found majors in anthropology, educational studies, political science, psychology, and sociology especially useful in providing the foundation for graduate study in social work. Courses in a second language, oral and written communication, management, ethnic studies, biology, and computer science are also valuable.

Professional social workers not only provide direct services to clients in a wide variety of settings but also become administrators, supervisors, and consultants. Most graduate programs in social work expect applicants to show relevant volunteer or paid experience, which can help prospective social workers understand the profession and decide whether it is appropriate for them.

Volunteer and internship opportunities may be offered through the student's major department; students should also check with local volunteer agencies and the UO Career Center.

The Office of Academic Advising and Student Services houses a catalog library of graduate programs in social work and provides advising about admission requirements, programs of study, and career opportunities. While the application process generally begins very early in the senior year, students are encouraged to begin the process toward the end of the junior year.

Teacher Education, Preparatory

Jessica Nelson, Head Adviser

(541) 346-3211
164 Oregon Hall

Several routes are available to UO students who seek teaching careers. Students who want elementary and special-education teaching licenses should complete the educational-studies integrated-licensure program offered by the College of Education.

Students who want middle-secondary teaching licenses should complete a fifth-year program offered by the College of Education in one or more of the following areas: foreign language (French, German, Japanese, Latin, Russian, Spanish), language arts, social studies, biology, chemistry, physics, integrated science, or mathematics. Other fifth-year programs are offered in music education and special education. These graduate programs take approximately one year to complete, and they emphasize field work, teaching methods, and pedagogy. With additional work, a master's degree can be earned. Admission to any of the fifth-year programs is competitive and requires a strong academic record. Applicants are expected to have tested their interest in teaching through various experiences with young people.

It is important for prospective candidates to make early and regular contact with the College of Education in order to keep abreast of application timetables and admission requirements.

The College of Education's Office of Academic Support and Student Services maintains a library of pertinent information on state and regional schools.

Campus and Community Resources

CAPITAL Center

Janet Cormack, UO Site Coordinator

(503) 725-2213
18640 NW Walker Road, Suite 1007, Beaverton OR 97006-8927

The CAPITAL Center, developed by the Oregon University System, houses a variety of technical and business programs that serve the Portland community. These include the Applied Information Management (AIM) Program, the Oregon Executive M.B.A. Program, and the Oregon Master of Software Engineering Program. The Oregon Center for Advanced Technology Education has an office and classrooms at the CAPITAL Center.

University of Oregon activities at the center include courses offered by several Continuation Center programs including the Applied Information Management Program and the ePublishing Program. The Continuation Center also conducts computer application training courses in the CAPITAL Center's computer laboratory. For more information about these programs, see Continuation Center in this section of the catalog.

Computing Center

Joanne R. Hugi, Director

(541) 346-4403
(541) 346-4397 fax
250 Computing Center
1212 University of Oregon
Eugene OR 97403-1212
http://cc.uoregon.edu

The Computing Center supports the computing needs of the university through the creation and maintenance of state-of-the-art computing and networking environments. Staff members administer computing hardware and software, provide a variety of user services, and conduct research in advanced technologies, all in support of instruction, research, and administration.

Hardware. Computing hardware includes central hosts, computer laboratories, the campus network, remote access modems, and outside networks. Central hosts include

- DARKWING, a Sun/UNIX computer, and Alpha, a cluster of Compaq/UNIX computers, all targeted for compute-intensive academic applications
- GLADSTONE, a Sun/UNIX system that provides university students with access to E-mail and Internet resources
- The VMScluster, three large-scale Compaq/VMS computers that support academic research and administrative applications

Staff members oversee the operation of several instructional and public-access computer laboratories on campus and some 350 high-speed modems, which facilitate remote dial-in access to campus computers and networks.

The UO's Network Services staff provides support for UOnet, the campus network, and OWEN, a statewide network that serves K–12 schools, higher education, and state government agencies.

Software. Academic services staff members support a wide selection of statistical packages, programming languages, utilities, and other software, including

- text editors for UNIX and VMS (pico, vi, emacs, EVE)
- X Window software
- E-mail (pine, Eudora) and other network software (ftp, telnet)
- web browsers (Netscape, Internet Explorer) for all computing platforms
- USENET News readers
- video content, available at the desktop with IPTV
- popular programming languages and libraries (FORTRAN, Pascal, C++, C, the IMSL mathematics and statistics subroutine library)
- statistics packages for UNIX and VMS systems (sas, spss, bmpd, Minitab, rats, Splus, eqs, SCA)
- other special-purpose applications programs and packages, including maple (symbolic mathematics), rasmol (three-dimensional molecular modeling), radiance (ray shading), and clustalw (phylogenetic mapping)

Services. The Computing Center's support services include

- the Help Desk, which provides computing accounts and general guidance to drop-in users
- consulting assistance for large-system users in statistics, VMS and UNIX operating systems, E-mail, USENET, network audio and video, and the web
- microcomputer consulting, including assistance with public domain software, disk and file recovery, file transfers, network access, maintenance of software libraries, and site-licensing and distribution of software
- elementary and advanced workshops, videotapes, and demonstrations
- network support ranging from installing network hardware and software to troubleshooting and diagnosing network problems
- detection of data and network security breaches and deployment of appropriate protection systems
- user's guides, handouts, reference cards, and other documentation, including a quarterly news journal
- a documents library of vendor manuals, local documentation, and computing-related periodicals and textbooks
- microcomputer and electronics maintenance and upgrade services
- a Computing Center web site
- data entry and test scoring
- limited contract programming

Advanced Technologies. The Advanced Network Technology Center is engaged in research, engineering, and development of next-generation Internet technologies. Current projects include

- global Internet routing systems
- integrated services (Internet)
- multicast backbone (MBONE) technology
- IPv6 (advanced Internet protocol)
- Internet 2 (higher education's new network application initiatives)

- Abilene, a new, high-speed academic and research network backbone, funded by the National Science Foundation

Through efforts by the Advanced Network Technology Center, The university was selected as a charter member of Internet2, a collaborative effort of the U.S. research universities that have been planning and designing a high-speed academic and research network. With the center's assitance, the UO also serves as a *Gigapop*, a regional Internet2 exchange site, and supports the Oregon Internet Exchange, a regional connection point for Internet service providers and high-speed networks.

The Network Startup Resource Center, a subgroup of the Advanced Network Technology Center, provides support for the deployment of networks in the developing countries of the world.

The Computing Center is a service unit independent of the Department of Computer and Information Science, the academic department that offers for-credit courses for bachelor's and advanced degrees. For information about that department, see the Computer and Information Science section of this catalog.

Continuation Center

Curtis D. Lind and Ronald E. Trebon, Codirectors

(541) 346-4231
(800) 524-2404 in Oregon
1277 University of Oregon
Eugene OR 97403-1277
ctrinfo@oregon.uoregon.edu

Community Education

Sandra Gladney, Program Coordinator

(541) 346-5614
1234 University of Oregon
Eugene OR 97403-1234
http://cep.uoregon.edu/

An important dimension of the University of Oregon's continuing education responsibility is the Community Education Program, which offers university courses to individuals who are not formally admitted to the UO.

Community education students may register for a maximum of 8 credits a term at reduced fees. Credits earned through the Community Education Program are listed on a student's permanent UO academic record and are evaluated as transfer credits when applied to a graduate or undergraduate degree.

Continuing Education

Curtis D. Lind, Director

(541) 346-4231
Baker Downtown Center, South Building
975 High Street, Eugene OR 97401
http://center.uoregon.edu/

Continuing Education is the program through which the Continuation Center offers educational activities in the Eugene area and throughout Oregon. Activities include for-credit and noncredit lectures, conferences, seminars, workshops, and formal courses. Topics cover such diverse subjects as microcomputer applications, international affairs, business computing, children's art, arts management, substance abuse, recreation and tourism management, teacher education, and educational administration.

The Continuation Center offers computer classes, nondegree certificates of completion, and graduate degree programs in the Portland area. Other off-campus programs are the Teacher and Administrator Education Program, which, serves teachers and administrators throughout Oregon, and the Applied Information Management Program. Both are described in this section.

Programs overseen by Continuing Education are described below. Unless new information is listed, the various programs may be reached through Continuing Education.

Applied Information Management Program

Linda F. Ettinger, Director

(503) 725-2289
(800) 824-2714
CAPITAL Center, 18640 NW Walker Road, Suite 1007, Beaverton OR 97006
aim@continue.uoregon.edu
http://aim.uoregon.edu.

Academic Advisory Board

Janet Cormack, arts and administration
Linda F. Ettinger, arts and administration
Warren B. Brown, management
Curtis D. Lind, Continuation Center
Philip K. Piele, educational leadership, technology, and administration

The multidisciplinary 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 from the Interdisciplinary Studies: Individualized Program offered by the Graduate School. Most courses are scheduled during the evening once a week at the CAPITAL Center in Beaverton.

The degree, initially designed to serve midcareer professionals working in high-technology organizations, serves a broad student population. The AIM program is based on the belief that information managers must have more than an understanding of new technologies. To meet the challenges of the future, they must combine knowledge in management, business, and visual communications with an awareness of high technology and a global context. The AIM program offers innovative graduate study in management education as an alternative to the traditional master of business administration (M.B.A.) and to the M.S. in computer science or data processing.

Curriculum. To obtain a master of science degree in interdisciplinary studies: individualized program: applied information management, students must complete a 54-credit program consisting of four components: information management, business management, information design, and research. A list of required courses is available from the AIM 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, undergraduate grade point average (GPA), and test scores from the Graduate Record Examinations (GRE), the Graduate Management Admission Test (GMAT), or the Miller Analogies Test (MAT).

More information and application materials are available from the AIM program coordinator.

Business and Professional Computing Program

Kathy Chatfield, Program Coordinator

(800) 824-2714
UO Portland Center, 722, SW 2nd Avenue, Portland OR 97204

The Business and Professional Computing Program offers classes in Portland and Beaverton. The intensive, interdisciplinary program offers practical experience on Macintosh and IBM-compatible computers. Subjects include Windows, Internet and web-based design, graphic arts, databases, spreadsheets, word processing, and projects and presentations. The program has Authorized Training Center status from the following software companies: Adobe, Macromedia, and Microsoft.

The program offers noncredit educational activities, including monthly workshops in basic computer skills for senior citizens and courses for university faculty members, staff members, and the community.

Conferences and Special Programs

Paul Katz, Program Director

This division offers substantive conferences and noncredit workshops and supports academic departments and individual faculty members in developing activities for UO students and community members. It sponsors annual events including the Techgraphics and Design-to-Print Conference, National Educational Computing Conference, and Northwest Council for Computer Education Conference. The division serves senior citizens through Elderhostel and young students in the Summer Computer Camp and other precollege programs. In addition, the division sponsors academic society and association regional meetings, nonacademic community-interest programs, and credit opportunities for the nontraditional student.

Corporate Training Program. Individualized programs provide educational support and staff development for local, regional, and national organizations in business, industry, public utilities, and education. Courses are specifically designed for applications in the participating organization.

Distance Education

Sandra Gladney, Program Coordinator

http://de.uoregon.edu/

Distance Education offers courses that allow admitted and Community Education students the flexibility of completing course work outside the traditional classroom setting. Courses follow the academic term schedule, and students receive university credit upon completion. Delivery methods and procedures vary by course, but most

require frequent access to E-mail and a web browser.

Education 2000 Program

Brooke Belcher, Program Coordinator

http://center.uoregon.edu/eugene/2000/

The Education 2000 Program provides educational opportunities to professional K–12 educators through an ongoing selection of workshops. The program's goal is to provide information about innovations in education in order to support positive change, enhance learning for students, and meet the needs of educators. Several workshops are offered in Eugene each term. Topics vary and are determined inconsultation with educators and administrators from around the state, who pinpoint vital issues for education in Oregon. Workshops range in length from a day to several days, and academic credit from the UO College of Education is usually available. A brochure listing workshop offerings is published each term and is posted on the program's web site.

Electronic Publishing Program

Eliza Drummond, Curriculum Adviser

Information about rapidly changing technology is combined with a foundation of critical thinking skills to create an effective training program in desktop and electronic publishing. Areas of study include communication skills, design, project management, software applications, publication production, knowledge of current issues in the technology, and complex problem solving. Courses provide a solid foundation in basic desktop and electronic publishing skills. After completing the program, students can approach publication challenges with confidence while keeping abreast of the industry. More information and application materials are available from the curriculm adviser.

See also Business and Profession Computing Program.

Learning in Retirement

Ruth Heller, Program Coordinator

This self-supporting, member-run program was established to meet the educational interests of the community's retired and semiretired men and women.

An annual membership fee of $100 entitles members to attend any courses offered in this program. A college degree is not required.

Teacher and Administrator Education Program

A special mission of Continuing Education is off-campus service to teachers and administrators throughout the state. Courses are offered in local areas for professional self-improvement and licensure requirements. Participants are not required to complete formal admission procedures or to travel to the UO campus in Eugene to attend classes. Courses that enhance teaching skills, supervision skills, and public school administration are offered in many communities. Teachers and administrators may take courses in arts and administration, education, educational policy and management, counseling psychology, school psychology, and special education. All courses and instructors are approved by the appropriate UO academic unit.

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 participated in the program. University of Oregon credit may also be arranged for community-based educational events. For additional information, details about courses, or placement on a mailing list, write or call the program coordinator for teacher and administrator education at Continuing Education.

Summer Session

Ronald E. Trebon, Director

(541) 346-3475
(800) 524-2404 in Oregon
1279 University of Oregon
Eugene OR 97403-1279
http://uosummer.uoregon.edu

Enrollment during summer session does not require formal admission to the university. Summer courses carry university credit and begin throughout the summer. Most academic departments, schools, and colleges at the university offer courses in summer. Enrollment in summer is about 40 percent of academic year enrollment, which results in smaller classes. The free summer session catalog, available in late March, has detailed information about summer courses, fees, and registration.

The dates for the eight-week 2000 summer session are June 19–August 11. Telephone registration begins May 1. Selected eleven-week courses begin June 19 and end September 1. Students may also register the first day of class.

Financial Aid. The university can assist students with loans, grants, and part-time work during the summer. Financial aid is available only for students who are admitted to the university and enrolled in a program leading to a degree or certificate. A student must be in good academic standing to receive financial aid. To apply for financial aid for the 2000 summer session, a student must have submitted a completed financial aid application for the 1999–2000 academic year and any other necessary documents to the Office of Student Financial Aid on or before May 1, 2000.

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.

International Education and Exchange

Thomas Mills, Director

(541) 346-3206
330 Oregon Hall

The university enrolls about 1,450 international students from ninety countries and sponsors overseas study programs in Africa, Asia, Australia, Europe, and Latin America. Through the Office of International Education and Exchange, 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 Education and Exchange offers academic and personal counseling and helps students adjust to life in this country. It also coordinates the Friendship Family Program, which introduces international students to local families.

This office is the official university liaison for several international agencies including the Institute of International Education and the African American Institute.

Overseas Study, Exchange, and Internship Opportunities

Students and faculty members can study, teach, conduct research, or hold an internship abroad by participating in an exchange, internship, or study-abroad program. Overseas study courses that are offered for UO credit are listed in the **Academic Affairs** section of this catalog. More complete information about each of the following programs is published in the pamphlets, *Experience the World* and *Global Graduates—The Oregon International Internship Program*, available in the Office of International Education and Exchange.

CIEE is the Council on International Educational Exchange. NCSA is the Northwest Council on Study Abroad. SIT is the School for International Training.

Africa. Students can participate in SIT field-based programs in the following countries: Botswana, Cameroon, Ghana, Kenya, Madagascar, Mali, Morocco, South Africa, Tanzania, Uganda, and Zimbabwe. Programs include language study, home stay, field methodology course, thematic seminar, excursions, and an independent study project. Each program focuses on a theme such as arts, culture, development, or environment. More details about the individual programs are available from the Office of International Education and Exchange. These semester-long programs are offered fall and spring.

Australia, Melbourne or Perth. La Trobe University and Curtin University offer a broad curriculum for students participating in these semester or yearlong exchange programs. Students attend regular university classes and follow the Australian academic year, which begins in February and ends in November.

China, Beijing. The fall- or spring-semester program at the Central University for Nationalities offers intensive study of Chinese and a chance to learn about China's minority peoples. The program includes a two-week study tour of one of China's minority regions. Students in the spring semester program may participate in an internship through Global Graduates. Students may also choose a full academic-year program.

China, Xiamen. Faculty members may study or conduct research in one of China's national universities located in southeast China.

The Czech Republic, Prague. Participants in this CIEE-sponsored program may take courses in Czech language, history, literature, culture, politics, economics, theater, film, religion, and music. Students live in university dormitories. This program is offered fall or spring semester.

Denmark, Aalborg. This program, taught in English, is designed for undergraduate students who want to study comparative, contemporary, or regional European issues. Course and project work is offered by the University of Aalborg's European Cultural Studies Program. Graduate students may study at Aalborg with the approval of their department and the UO Graduate School.

Denmark, Copenhagen. Denmark's International Study Program offers semester and full-year programs in architecture and design, international business, marine biology and ecology, arctic biology, geology of Iceland, environmental studies, medical practice and policy, humanities, and social sciences. Field trips are integrated with academic course work. Architecture and design are also offered in summer semester programs. Courses are taught in English by Danish professors.

Ecuador, Quito. Students with at least two years of college-level Spanish can spend a semester or a full year at the Catholic University of Ecuador or at the Universidad San Francisco de Quito. Language and culture courses are offered, and students with sufficient competence in the language may enroll in regular university courses in most fields of study. Students live with host families.

England, Bristol. One student is accepted into this yearlong exchange progam at the University of Bristol. It is open to UO students who concentrate their course work in mathematics or the sciences. Students attend regular university courses and are assisted by a Study Abroad Programme academic adviser. Housing is in the university residence halls.

England, London. Historic London is the setting for this program, which emphasizes the humanities and social sciences. Field trips are integrated with academic work to provide a balanced educational experience. Students live with British families. The program is offered fall, winter, and spring terms.

England, London. Every other spring, graduate and undergraduate students may study the performing arts in London. Accompanied by a UO professor, participants attend more than forty performances. Course credits apply to UO graduation requirements.

England, Norwich. This academic exchange program between the University of East Anglia and the University of Oregon is based in the School of English and American Studies. Students may take courses across disciplinary lines, but at least half of the courses taken during the year must be in the School of English and American Studies.

Finland, Tampere. UO students without Finnish may enroll in a variety of business, social science, and humanities courses offered in English at the University of Tampere. Students with sufficient Finnish enroll in regular university courses. Instruction is available in beginning to advanced Finnish language courses.

France, Angers. Students in this program study the French language and culture in a language institute at the Université Catholique de l'Ouest, which has a variety of language levels. Students may choose to spend one to three summer months, a fall term, or a spring semester in Angers. One term of French is required. Excursions are part of the program, and students live with French families.

France, Lyon. Students with intermediate or advanced training in French language may choose the yearlong program in Lyon. Students who have taken three or more years of college-level French may enroll in regular university courses at Lyon I, II, III, and the Faculté Catholique. Students who have two years of French enroll in a language institute at Lyon II. Housing is arranged for students.

France, Poitiers. This one-year academic program is for students who have studied at least two years of college-level French. Most students are enrolled in the Institute for Foreigners at the University of Poitiers, where they study French language and literature. Students with sufficient academic preparation may enroll in regular University of Poitiers courses. Housing is arranged for students.

Germany, Baden-Württemberg. Students in this yearlong program may study at any one of the participating universities at Freiburg, Heidelberg, Hohenheim, Karlsruhe, Konstanz, Mannheim, Stuttgart, Tübingen, or Ulm. Instruction is in German; students with sufficient competence in German may enroll in regular university courses in most fields of study. At least two years of college-level German is required.

Germany, Tübingen. Students with two terms of first-year German language are eligible for this intensive language program offered each year from April to July. By the end of the program, participants will have completed the entire second-year German sequence.

Greece, Athens. Organized by the Athens Center, this fall- and spring-term program showcases Athens' rich historical and cultural resources. Except for one course in modern Greek, all courses are taught in English. Excursions and field trips are important parts of the progam.

Hungary, Budapest. Participants in this CIEE-sponsored program may take courses in Hungarian language, culture, history, politics, and economics. Students live in apartments or with host families. This semster-long program is offered fall and spring.

India, Mysore. This semester-long, field-based program, sponsored by SIT, focuses on gender and development. The program includes Kannada language study, home stay, field methodology course, thematic seminar, excursions, and an independent study project. The program is offered fall and spring.

India, New Dehli. This semester-long, field-based program, sponsored by SIT, focuses on arts and culture. The program includes Hindi language study, home stay, field methodology course, thematic seminar, excursions and an independent study project. The program is offered fall and spring semesters.

Indonesia, Malang. Participants in this CIEE-sponsored program take courses in Indonesian language, history, culture, development studies, and indigenous arts. Students spend the last month of the program conducting a field-study project. The semester-long program is offered fall and spring semesters.

Israel, Jerusalem. Historic Jerusalem is the site of a one-year or semester program. Course work focuses on the social sciences and humanities with special concentrations in international, religious, and Middle East studies. Students live in campus dormitories. There is no foreign-language prerequisite.

Italy, Macerata. Students who have one term of Italian-language study may participate in this fall- or spring-semester program. Course offerings include Italian language, social sciences, and humanities. Italian language is taught at beginning, intermediate, and advanced intermediate levels. Excursions are an integral part of the program.

Italy, Pavia. One student is accepted into this yearlong program each year. Advanced undergraduate or graduate students with at least three years of college-level Italian take course work in Italian at the University of Pavia.

Italy, Perugia. A six-week summer program in Italian language and culture is offered at the Italian University for Foreigners in Perugia. Italian is offered at all levels.

Italy, Rome. Each summer the UO School of Architecture and Allied Arts sponsors a studio in Rome. A faculty member from the Department of Architecture accompanies the Oregon group.

Italy, Siena. Italian language, humanities, and the social sciences are emphasized in this program. Intensive Italian language is taught at Siena's University for Foreigners. All other courses are taught in English. Field trips complement classroom work. One term of college-level Italian is required. The program is offered fall, winter, and spring terms.

Japan, Nagoya. The Daido Institute of Technology and the University of Oregon have had an active faculty exchange program since 1978. Daido students study language and culture at the UO each summer.

Japan, Tokyo—Aoyama Gakuin. Aoyama Gakuin University's School of International Politics, Economics, and Business is the center of this program, which integrates American and Japanese students. This yearlong program follows the Japanese academic calendar, beginning in April and ending in February. Instruction is in English, but participants must have at least one year of college-level Japanese.

Japan, Tokyo—Meiji University. One or two students with advanced skills in Japanese have the opportunity to study a wide range of subjects. Students enroll in regular Japanese university classes, and instruction is in Japanese. This yearlong exchange program follows the Japanese academic calendar, starting at the beginning of April and ending in mid-February.

Japan, Toyko—Senshu University. Senshu offers a program of intensive language, culture, history, and business studies for prebusiness, business administration, and other UO majors. This program is offered during summer and fall

term. Prior study of Japanese is recommended, but not required.

Japan, Tokyo—Waseda University. Waseda University's International Division offers a variety of courses in Asian studies that are taught in English. Students live with Japanese families. Participants must have at least one year of college-level Japanese.

Korea, Seoul. Yonsei and Ewha Universities each offers UO students yearlong programs in business, Korean, and Asian studies. There is no language requirement, but previous study of Korean is recommended. Scholarships are available.

Mexico, Cuernavaca, Guadalajara, Monterrey. Students with two years of college-level Spanish can spend a semester or full year at one of three campuses of the Instituto Tecnologico de Estudios Superiores de Monterrey. Courses in Mexican business, Latin American culture, politics, art, and literature are available, depending on the student's interests and Spanish proficiency. Advanced students may enroll in regular university courses in many fields of study. Students live with host families or in dormitories.

Mexico, Querétaro. Spring-, summer-, and fall-term programs are available. Spring focus is on intensive Spanish-language acquisition for UO students who have completed the second term of First-Year Spanish (SPAN 102). Summer and fall cover second-, third-, and fourth-year Spanish course work in Mexican literature, art history, and civilization. Classes are held at the Universidad Autónoma de Querétaro. Home stays, excursions, and student services are provided by the Interamerican University Studies Institute.

Norway, Bergen. Students with sufficient knowledge of Norwegian can enroll in regular University of Bergen courses for one semester or one academic year. Others can study Scandinavian history, politics, and culture, all taught in English. Norwegian language courses are offered at every level of proficiency.

Poland, Warsaw. Participants in this CIEE-sponsored program may take courses in Polish language, history, culture, politics, economics, and business. Students live in university dormitories and may be reimbursed for tickets to the theater, ballet, opera, film, and some second-class train travel in Poland. This program is offered spring semester.

Russia, Moscow, St. Petersburg, or cities in the New Independent States of the former Soviet Union. This program is sponsored by the American Council of Teachers of Russian (ACTR). Students take courses in Russian language and area studies and must have two or more years of college-level Russian to participate. This program is offered fall semester, spring semester, summer, or for a full year.

Russia, St. Petersburg. Students in this program sponsored by CIEE take courses in Russian language and literature. Students must have at least two years of college-level Russian. This program is offered fall semester, spring semester, summer, or for a full year. A summer business program is also offered with no Russian language prerequisite.

Scotland, Aberdeen. The University of Aberdeen is the site of this yearlong exchange program. Students have opportunities to take course work in a wide range of disciplines with the guidance of a faculty adviser. Housing is in university dormitories.

Spain, Seville. This spring semester program offers courses in Spanish language, literature, history, and culture. Applicants must have completed at least one 300-level Spanish course during the spring term before the program or have equivalent language proficiency. In addition, students must take Hispanic Culture and Civilization (SPAN 361) during the fall term before the program. Classes are held at the Institute of International Studies. Students live in guest houses or with host families.

Spain, Seville. A semester- or yearlong business program is available through CIEE. At least one 300-level Spanish course and two business or economics courses are required before starting the program. Business, language, and culture courses are held in Spanish at the University of Seville. This program is suspended pending review.

Sweden, Uppsala. Students can enroll in a variety of courses taught in English at Uppsala University, one of Europe's finest universities. Those with sufficient Swedish can enroll in regular university courses taught in Swedish. Swedish language courses are offered at beginning to advanced levels.

Thailand, Chiang Mai. Participants study Thai language, history, politics, and culture. Students in the fall semester program may stay for a second semester or participate in a Global Graduates internship.

Thailand, Khon Kaen. Offered through CIEE, this program provides a fundamental grasp of the Thai language and a broad understanding of contemporary Thai culture, society, and issues related to development and the environment. Students spend the last month of the program conducting a field-study project. It is offered fall semester and summer.

Vietnam, Hanoi. Participants in this CIEE-sponsored program take Vietnamese language, culture, history, and society and contemporary Vietnamese history. The semester-long program is offered fall and spring.

New Programs

The Foreign Study Programs Committee reviews proposals for new programs. Information about recent developments is available from the Office of International Education and Exchange.

Global Graduates—the Oregon International Internship Program

University of Oregon students can earn academic credit while they gain career-related work experience overseas. The program is open to juniors, seniors, and master's degree students who are currently enrolled in a degree program at any Oregon University System institution. Financial aid, including scholarships, is available. Because this program is funded by a grant from the U.S. government, scholarship awards are available only to U.S. citizens and permanent residents. Continuation of this program beyond December 1999 is contingent upon funding.

Grants and Scholarships for Study Abroad

Because students are registered at the UO while participating in overseas study programs, they are eligible to receive most or all of their UO-awarded financial aid. Grants are available to qualified graduating seniors and graduate students for research, university study, and overseas teaching. Fulbright grant applications must be submitted to the Fulbright program adviser by mid-October. The Office of International Education and Exchange has reference books on other overseas scholarship opportunities. For more information, request the pamphlet *Scholarships and Loans for Overseas Study and Research*.

Library System

George W. Shipman, University Librarian

(541) 346-3056
Office of the Librarian, Knight Library

Faculty

Colleen Bell, assistant professor; library instruction coordinator and reference librarian. B.Mus, 1987, Victoria; M.L.I.S., 1991, Western Ontario. (1996)

Juanita Benedicto, assistant professor; social sciences librarian. B.A., 1994, M.I.L.S., Missouri, Columbia. (1997)

Leslie K. Bennett, professor; head, music services. B.A., 1971, M.A., 1977, California State, Long Beach; M.L.S., 1979, California, Los Angeles. (1983)

Andrew R. Bonamici, professor; associate university librarian for administrative services. B.A., 1983, Marylhurst; A.M.L.S.,1984, Michigan. (1985)

Sara N. Brownmiller, professor; systems librarian. B.A., 1974, Incarnate Word; M.L.S., 1978, Arizona. (1987)

Mieczyslaw "Mischa" E. Buczkowski, associate professor; Slavic librarian. B.A., 1966, Obra College; M.A., 1970, 1972, Lateran University (Rome); Diploma, 1973, Vatican School of Archives; M.A., 1985, California State, Sacramento; M.L.S., 1990, Simmons. (1994)

Barbara A. Butler, associate professor; science librarian. B.S., 1980, M.S., 1983, California, Davis; M.L.I.S., 1990, California, Berkeley. (1992)

Deborah A. Carver, professor; associate university librarian for public services and collections. B.A., 1973, Massachusetts; M.L.S., 1976, North Carolina, Chapel Hill; M.P.A., 1984, Virginia, Charlottesville. (1990)

Jon E. Cawthorne, assistant professor; reference and outreach services librarian. B.A., 1991, Evergreen; M.L.S., 1990, Maryland, College Park. (1995)

Faye A. Chadwell, associate professor; head, collection development. B.A., 1984, M.A., 1987, Appalachian State; M.L.S., 1988, Illinois at Urbana-Champaign. (1995)

Mary E. Clayton, associate professor; associate law librarian. B.A., 1971, Illinois State; M.L.S., 1973, Oregon; J.D., 1975, Marshall. (1984)

Karen D. Darling, professor; catalog and projects librarian. B.A., 1973, St. Olaf; Dipl. Lib., 1975, Polytechnic of North London. (1982)

Kaia Stavig Esau, assistant professor; architecture and allied arts reference librarian. B.A., 1979, Kalamazoo; M.L.S. 1987, Chicago; M.A., 1993, Bryn Mawr. (1995)

Robert H. Felsing, professor; East Asian bibliographer. B.A., 1968, Briar Cliff (Sioux City); M.A., 1970, Hawaii, Manoa; Ph.D., 1979, M.L.I.S., 1984, Iowa. (1989)

Paul A. Frantz, professor; reference librarian, journalism. B.A., 1972, Alberta; M.A.,1977, Portland State; M.L.S., 1984, Washington (Seattle). (1986)

James A. Galbraith, assistant professor; business and economics reference librarian. B.A., 1992, Buffalo; M.A., 1994, Illinois; M.L.S., 1997, Buffalo. (1999)

Joni Gomez, associate professor; technical services law librarian. B.A., 1981, Arizona; M.L.S., 1986, Arizona State. (1994)

Christine Grandy, associate professor; music catalog librarian. B.A., 1971, M.L.S., 1972, Oregon. (1973)

Mary C. Grenci, assistant professor; serials catalog librarian. B.Mus., 1985, Youngstown State; M.Mus. 1987, New England Conservatory of Music; M.L.S., 1995, Southern Connecticut. (1996)

Joanne V. Halgren, professor; head, interlibrary loan service. B.A., 1966, George Fox; M.L., 1967, Washington (Seattle). (1967)

Kathryn Heerema, program coordinator, Information Technology Center. B.A., 1971, Louisiana State. (1983)

J. Richard Heinzkill, professor; reference librarian. B.A., 1955, Saint John's (Collegeville); A.M.L.S., 1964, Michigan. (1967)

John F. Helmer, associate professor; head, library systems and automation. B.A., 1981, California, San Diego; M.L.S., 1988, California, Los Angeles. (1988)

Jill Holman, assistant professor; electronic services librarian. B.A., 1991, Kalamazoo; M.I.L.S., 1993, Michigan. (1996)

Dennis R. Hyatt, professor; law librarian. B.A., 1969, Missouri; J.D., 1972, M.L.L., 1974, Washington (Seattle). (1976)

Barbara Baxter Jenkins, professor; head, reference department. B.A., 1978, Earlham; M.L.S., 1982, Chicago. (1992)

JQ Johnson, professor; academic education coordinator. A.B., 1973, Harvard; M.A., 1987, Stanford. (1987)

Sheila M. Klos, 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, professor; reference librarian. B.A., 1983, Eastern Illinois; M.L.S., 1985, Illinois. (1985)

Shirley Lincicum, assistant professor; catalog librarian. B.A., 1993, Oberlin; M.L.I.S., 1995, Illinois at Urbana-Champaign. (1995)

Linda J. Long, associate professor; manuscripts librarian. B.A., 1978, Seattle; M.A., 1979, Case Western; M.L.S., 1987, Brigham Young. (1997)

Michael Majdic, associate professor; television producer and director, Instructional Media Center. B.A., 1984, Illinois at Urbana-Champaign; M.A., 1993, Sangamon State. (1994)

Lisa Manotti, director, library development. B.A., 1986, Colgate. (1997)

Bernard F. McTigue, associate professor; director, special collections and archives. B.A., 1973, M.S., 1974, Columbia; M.A., 1980, City University of New York, Hunter. (1993)

Stephanie A. Midkiff, assistant professor; law reference librarian. B.A., 1978, J.D., 1985, M.L.S., 1994, Kentucky. (1997)

Angus B. Nesbit, assistant professor; law reference librarian. B.A., 1984, Maine; M.L.I.S., 1985, Pittsburgh; J.D., 1992, Oregon. (1997)

Robin Paynter, assistant professor; reference librarian, area studies. B.A., 1987, M.L.I.S., 1993, Wisconsin, Madison. (1994)

Lori Proudfit Robare, assistant professor; catalog librarian. B.A., 1982, Lewis and Clark; M.A., 1986, Monterey Institute of International Studies; M.L.I.S., 1992, California, Berkeley. (1994)

George W. Shipman, professor; university librarian. B.A., 1963, Albion; M.A., 1965, Western Michigan; A.M.L.S., 1967, Michigan. (1980)

Nancy Slight-Gibney, assistant professor; head, acquisitions. B.A., 1978, M.A., 1986, Oregon; M.L.I.S., 1990, Michigan. (1993)

Ted D. Smith, assistant professor; documents reference librarian. B.A., 1982, California State, Long Beach; M.L.S., 1992, California, Los Angeles. (1994)

Terry M. Smith, associate professor; catalog librarian. B.S., 1972, Purdue; M.L.S., 1976, M.S., 1978, Oregon. (1979)

Diane L. Sotak, assistant professor; science reference librarian. B.S., 1988, Michigan; M.L.S., 1996, Syracuse. (1997)

Laine Stambaugh, associate professor; personnel librarian. B.A., 1977, M.A., 1986, California State, Long Beach; M.L.S., 1987, Arizona. (1987)

Peter L. Stark, professor; head, Map and Aerial Photography Library. A.B., 1976, California, Berkeley; M.L., 1978, Washington (Seattle). (1983)

Thomas A. Stave, professor; head, government documents and microforms. 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)

Susan E. Storch, assistant professor; archivist. B.A., 1990, McGill; M.A., 1994, Massachusetts, Boston. (1997)

Christine L. Sundt, associate professor; visual resources curator. B.A., 1969, Illinois, Chicago; M.A., 1972, Wisconsin, Madison. (1985)

Bruce Harwood Tabb, associate professor; catalog librarian. B.Mus., 1987, Cincinnati; M.Mus., 1989, Yale; M.L.S., 1991, Southern Connecticut. (1992)

Hsiao-Guang "Daphne" Wang, associate professor; East Asian catalog team leader. B.A., 1984, M.L.S., 1986, Rutgers. (1997)

Heather E. Ward, assistant professor; humanities librarian. B.A., 1992, Portland; M.L.S., 1997, Indiana. (1997)

Mark R. Watson, professor; associate university librarian for technical services. B.A., 1981, Whitworth; M.A., 1983, Washington State; A.M., 1986, Chicago. (1986)

Emeriti

Eugene B. Barnes, professor emeritus. B.A., 1941, M.A., 1943, Minnesota; Ph.D., 1947, Chicago. (1947)

Rodney E. Christensen, professor emeritus. B.S., 1956, M.S., 1957, Northern Illinois; M.S., 1967, Southern California. (1967)

Lawrence N. Crumb, associate professor emeritus. B.A., 1958, Pomona; M.A., 1967, Wisconsin, Madison; M.Div., 1961, S.T.M., 1973, Nashotah House. (1978)

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)

Carl W. Hintz, professor emeritus of librarianship; university librarian emeritus. A.B., 1932, DePauw; A.B.L.S., 1933, A.M.L.S., 1935, Michigan; Ph.D., 1952, Chicago. (1948)

Jane Yen-Cheng Hsu, assistant professor emerita. B.A., 1946, Gingling Girls' School, Nanking. (1956)

Donald L. Hunter, professor emeritus. B.S., 1945, Nebraska. (1946)

Edward C. Kemp, professor emeritus. A.B., 1951, Harvard; M.L.S., 1955, California, Berkeley. (1955)

Clarice E. Krieg, professor emerita. B.A., 1932, Iowa; B.S., 1933, A.M., 1935, Illinois. (1941)

William C. Leonard, professor emeritus. A.A., 1958, San Jose City; B.S., 1965, M.S., 1970, Oregon. (1968)

Howard A. Lindstrom, associate professor emeritus. B.S., 1958, Southern Oregon State; M.A., 1966, California State, San Jose; Ed.D., 1987, Oregon. (1987)

Robert R. Lockard, assistant professor emeritus. B.A., 1952, Colorado State; M.A., 1965, Denver; M.A., 1970, Oregon. (1961)

Robin B. Lodewick, assistant professor emerita. B.A., 1959, Brooklyn; M.L.S., 1961, Rutgers. (1961)

Richard J. Long, senior instructor emeritus. B.S., 1949, Pennsylvania State; M.S., 1966, Oregon. (1966)

Margaret Markley, associate professor emerita; senior catalog 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)

Hulbert Paul, assistant professor emeritus. B.A., 1963, Sophia, Tokyo; M.L.S., 1965, California, Berkeley. (1965)

K. Keith Richard, professor emeritus. B.S., 1958, Oregon College of Education; M.S., 1964, M.L.S., 1971, Oregon. (1972)

Claire Runkel, assistant professor emerita. B.A., 1958, M.A., 1961, Minnesota. (1961)

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)

Ruth E. South, associate professor emerita. B.A., 1950, M.L.S., 1972, M.A., 1981, Oregon. (1973)

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)

Luise E. Walker, associate professor emerita; science reference librarian. A.B., 1951, Washington (Seattle); A.M.L.S., 1955, Michigan; M.S., 1961, State University of New York College of Environmental Sciences and Forestry. (1967)

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

Facilities and Services

The University of Oregon Library System supports the instructional and research programs of the university. Services provided by the library include reference and research assistance, library instruction, Internet searching, interlibrary loan, and reserve reading. The library has more than 2,000,000 volumes and subscribes to more than 15,000 journals. In addition to books and journals, the library system 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 Knight Library, the Kenneth Lucas Fenton Memorial Law Library, and four branch libraries. The law library is located in the law center. 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 Photography Library is in Condon Hall.

The library's on-line system, Janus, provides computerized access to more than 900,000 titles

in the library's collections. Janus is updated constantly with information about new books, orders, and recent issues of journals. Information about journal receipts and holdings is constantly updated. Janus provides access to cataloged library materials added to the collection since 1975, including the complete holdings of the Architecture and Allied Arts Library, the law library, and the Mathematics Library. Users can access Janus from terminals throughout the library system and over the Internet.

Janus also allows students and faculty members to search many on-line periodical indexes and electronic journals. The indexes cover several thousand journals in a variety of disciplines as well as many newspapers.

Janus provides an Internet connection to library catalogs located throughout the United States. The newest feature on Janus is Orbis, a union catalog that includes the holdings of other schools in the Oregon University System and private institutions in the state. One search on Orbis retrieves information about relevant books and journals in thirteen libraries.

Reference service is provided in all the UO libraries. Regular tours of Knight Library are offered during the first two weeks of each term on Wednesdays and Thursdays at 2:30 P.M. The library system offers workshops, in-class presentations by librarians, an extensive curriculum in Internet technology, and for-credit courses as part of its instructional program; these courses are listed in the **Academic Affairs** section of this catalog.

The library system supports undergraduate reading and advanced research. Through membership in the Center for Research Libraries, interlibrary loan, and Orbis, many items not owned by the library system 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 Knight, Science, and Architecture and Allied Arts Libraries all have computer facilities that allow students and faculty members to access on-line and off-line resources. These information technology centers provide access to the World Wide Web as well as CD-ROM resources.

The library's Instructional Media Center supports the instructional and research endeavors of the university's faculty with an extensive 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 system. 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 related to the university community; audiotapes, film, and videos 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 (541) 346-3054.

History

Although the University of Oregon opened its doors in 1876, an official library was not established until 1891, when Henry Villard donated a book collection valued at $1,000. As collections grew during the next twenty years, the library moved to progressively larger quarters in various locations. The 1905 legislature appropriated funds for a new library building, now Fenton Hall. The building was completed in 1907, and a fireproof stack annex was added in 1913.

Knight Library was designed by Ellis F. Lawrence and constructed in 1937. The facade has been described as "exotic . . . a combination of modernized Lombardy and Greco-Roman with art deco details." The building contains exceptionally fine exterior and interior decorative work, including the fifteen stone heads by Edna Dunberg and Louise Utter Pritchard, ornamental memorial gates by O. B. Dawson, carved wooden panels by Arthur Clough, and two large murals painted by Albert and Arthur Runquist. The 1937 building and the quadrangle it faces are listed on the National Register of Historic Places.

Additions to the Knight Library were constructed in 1950 and 1966. During a third expansion and renovation project, a 132,000-square-foot addition was completed in 1992, and substantial renovation of the existing building was completed in 1994.

Friends of the University Libraries

The Friends of the University Libraries is a volunteer membership organization founded in 1940 to promote the welfare of the University of Oregon Library System. In addition to making financial contributions to the library, the Friends of the University Libraries 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; students enrolled spring term may borrow materials during the summer. 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.

Borrowers are subject to fines for overdue materials. Borrowers who lose library materials or return damaged materials pay a replacement or repair charge, a per-item service charge, and any accrued fines.

The libraries of the Oregon University System 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 and fine policies. Faculty and students can also order materials directly from the Orbis catalog. UO faculty members may apply for a reciprocal borrower's card, which allows them to borrow materials at more than seventy-five research libraries.

Library services and facilities are accessible to patrons with disabilities. Staff members at service desks in each library can provide details about relevant services. Patrons may also contact Kathleen M. Lenn, liaison for patrons with disabilities, at (541) 346-3072.

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, 1299 University of Oregon Library System, Eugene OR 97403-1299.

Museums

Condon Museum of Geology

William N. Orr, Director

(541) 346-4577
325D Cascade Hall
1272 University of Oregon
Eugene OR 97403-1272

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 extensive personal 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 50,000 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 mammals, 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 museum.

Museum of Art

David Robertson, Director

1430 Johnson Lane
(541) 346-3027
(541) 346-0976 fax
1223 University of Oregon
Eugene OR 97403-1223
http://uoma.uoregon.edu

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 12,500 works of art is a large and renowned collection of Asian 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 Asian influence. The museum also has collections of Russian icon paintings; Ghandaran and Indian sculpture; Persian miniatures and ceramics; ancient Roman glass; 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, constructed in 1930 with private funds, houses 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 for class projects.

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 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 (youth) to $1,000 (associate). Corporate memberships start at $2,500. Museum volunteers organize fundraising events regularly for the museum and participate in museum activities.

Admission to the museum is free for UO students, faculty and staff members, and members of the museum. There is a suggested $3 entry fee for other visitors. A museum store offers unusual items related to the museum's collections. Museum hours are noon to 8:00 P.M., Wednesday, and noon to 5:00 P.M., Thursday through Sunday.

Museum of Natural History

C. Melvin Aikens, Director

(541) 346-3024
(541) 346-5334 fax
1680 East 15th Avenue
1224 University of Oregon
Eugene OR 97403-1224
http://oregon.uoregon.edu/~mnh/

The Museum of Natural History, established in 1936, offers exhibits in the natural and cultural sciences. Exhibits focus on animals, plants, geology, fossils, and human cultures past and present. Lectures, workshops, and special events round out the museum's educational mission. While emphasis is on the Pacific Northwest, displays and programs also cover other areas of the world.

The museum has an active volunteer program, and anyone who is interested in natural history is welcome to join. Volunteers serve at the front desk, lead group tours, and staff the museum store. Students can earn practicum credit for work on museum projects.

Trained docents offer guided group tours. Tours are by reservation only and require a minimum of two weeks' advance notice.

Researchers and instructors of UO courses may make special arrangements through the director to see items from the museum collections that are not on display.

The museum store features natural-history publications and gifts.

Exhibition and museum store hours are noon to 5:00 P.M., Wednesday through Sunday, except university holidays. A $2 admission donation is requested.

Oregon State Museum of Anthropology

C. Melvin Aikens, Director

(541) 346-5120
1680 East 15th Avenue
1224 University of Oregon,
Eugene OR 97403-1224
http://oregon.uoregon.edu/~mnh/

The State Museum of Anthropology, a division of the University of Oregon Museum of Natural History, was established by the Oregon Legislative Assembly in 1935 as the official repository for state-owned anthropological collections. It houses research collections resulting from archaeological fieldwork throughout Oregon as well as ethnographic objects from around the world.

Highlights include an extensive collection of prehistoric basketry from excavations in the dry caves of eastern Oregon and historic Native American basketry from across the western United States. Museum holdings also feature large collections from Africa, Asia, and the Pacific.

The museum is the custodian of the historic Condon collection of fossils, assembled through the pioneering paleontological research of Thomas Condon in the late 19th century and contains a number of smaller natural history collections. A large collection of prepesticide birds' eggs, nests, mounted birds, and study skins forms the core of the museum's zoological holdings.

The museum's research staff conducts rescue archaeology under cooperative agreements with state and federal agencies, and complements the archaeological teaching and research mission of the university's Department of Anthropology. The museum's collections division curates archaeological research specimens obtained through its own work in Oregon as well as specimens from other agencies' research projects on state and federal lands.

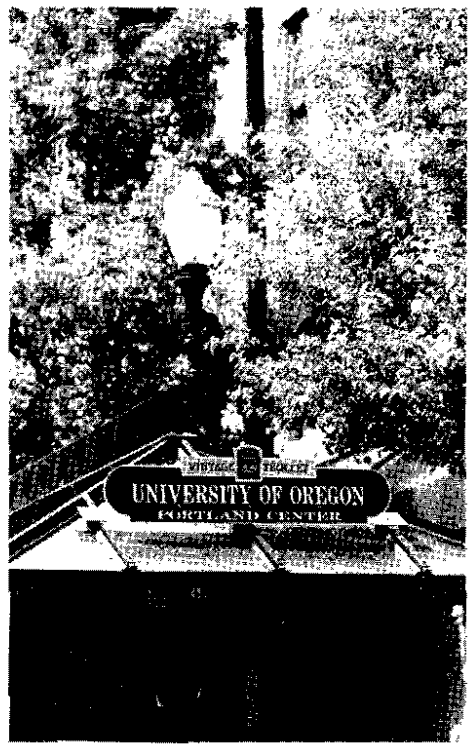
Portland Center

(503) 725-3055
722 SW 2nd Avenue, Portland OR 97204

The University of Oregon's Portland Center, opened in 1987, is the headquarters for UO activities in the Portland area. The center includes branch offices for the Duck Athletic Fund, UO Bookstore, UO Foundation, Labor Education and Research Center, and UO Career Center.

University programs use the facilities for special events, seminars, workshops, and meetings. The center is located on the corner of Southwest Second Avenue and Yamhill Street, where the following services are available.

The Continuation Center offers academic programs at the Portland Center. Faculty members from various academic departments at the



University of Oregon campus in Eugene participate in workshops and seminars. Subject areas include journalism, law, music, and the arts and sciences. Courses in computing applications enroll 400 to 500 working professionals and other nontraditional students each month in noncredit courses.

The UO Department of Architecture's Portland Program, housed in the Portland Center, offers an M.Arch. degree, workshops, and professional continuing education.

The Labor Education and Research Center (LERC) 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 for-credit short courses, workshops, conferences, and institutes.

The Career Center sponsors student internships that match the needs and interest of students with Portland-area employers.

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 UO Foundation Portland Development Center and its director are housed in the Portland Center. The foundation hosts receptions and committee meetings at the 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 staff coordinates fund-raising, promotions, information, special events, and ticket information in the Portland area. The office is headquarters for the Oregon Club of Portland, an athletics booster organization.

The UO Bookstore and Duckshop outlet sells memorabilia, emblematic clothing, gifts, some computer software, and books for Portland classes.

Research Institutes and Centers

Vice Provost for Research

(541) 346-3081
207 Johnson Hall

The university's interdisciplinary institutes and centers provide opportunities for graduate training and research in addition to those offered by schools and departments. Members of centers and institutes hold faculty positions in related academic departments. Graduate students who intend to work in one of the institutes as part of thesis or dissertation research must also satisfy the graduate degree requirements of the related department through which they earn their degree.

Students who want to work in any of these fields may obtain detailed information from the institute and center directors about the programs and financial aid.

See the Subject Index for other research facilities.

Center for Asian and Pacific Studies

Gerald W. Fry, Director

(541) 346-5088
(541) 346-0802 fax
110 Gerlinger Hall
1246 University of Oregon
Eugene OR 97403-1246
caps@darkwing.uoregon.edu
http://darkwing.uoregon.edu/~caps/

The Center for Asian and Pacific Studies facilitates program development, research, and outreach activity to enhance understanding of Asia and the Pacific Islands.

The center's associates include approximately eighty UO faculty members who teach and do research in the humanities, social sciences, and sciences as well as in the professional schools and colleges. Thirty-four faculty members from other Oregon public and private institutions of higher education participate in center activities as affiliate members. The center encourages the involvement of its associates and affiliates in interdisciplinary and cross-regional teaching and research. By sponsoring visitors and public presentations and through collaborative efforts with other Oregon institutions, the center fosters public awareness and knowledge of the Asian and Pacific region and its rich cultural and linguistic traditions. Through its outreach activities, the center serves as a resource for various Oregon communities, especially those involved in public education and business.

The Office of International Affairs oversees the Center for Asian and Pacific Studies.

Center for Housing Innovation

Donald B. Corner, Director

(541) 346-4064
264 Onyx Bridge

Participating Faculty
G. Z. Brown, architecture
Donald B. Corner, architecture
Howard Davis, architecture
Ronald W. Kellett, architecture
Peter A. Keyes, architecture
Robert L. Thallon, architecture
Polly Welch, architecture

The Center for Housing Innovation is a nonprofit, multidisciplinary research, development, and public-service arm of the University of Oregon. The purpose of the center is to advance the state of knowledge and professional expertise related to the planning, design, construction, and manufacture of housing in North America, especially the Pacific Northwest. Center members are experts in housing production and manufacture, energy-related issues in housing, regulatory issues such as zoning and building codes, housing design, and user participation in housing and community design. Innovative use of wood products is a particular concern of the center.

With the strong core staff and a wide network of potential resources, the center undertakes research, consulting, educational, and community-service projects. These include research for government agencies, development of design and construction prototypes, creation of innovative community and neighborhood design plans, development of new zoning ordinances, services to architects and planners involved in housing design and construction, and services to civic, community, and neighborhood groups.

Students in the various degree programs of the School of Architecture and Allied Arts are active participants in the activities of the center through course offerings by center faculty members, student employment opportunities, and research fellowships.

Center for the Study of Women in Society

Sandra L. Morgen, Director

(541) 346-5015
(541) 346-5096 fax
340 Hendricks Hall
csws@oregon.uoregon.edu
http://darkwing.uoregon.edu/~csws/

The Center for the Study of Women in Society (CSWS), a multidisciplinary research center, is committed to generating, supporting, and disseminating research on women and gender. This mission reflects the breadth of CSWS programs, which includes research initiatives, grant and fellowship opportunities, events and sponsored projects, publications, and curriculum and faculty development. An important goal is to work with the university community and with regional, national, and international networks to create conditions that facilitate excellent research and to make connections between education and research, public policy, and advocacy.

The center's executive committee consists of three members of the center's professional staff or faculty, five to seven UO faculty affiliates, a graduate student, and an affiliate from the local community.

The center—which fosters collaboration and interchange among researchers interested in questions about women; the intersection of gender, race, and class; and feminist scholarship—supports a series of research interest groups: collaborating scholars or researchers with mutual scholarly interests. Three research initiatives are in place: women in the northwest United States, the feminist humanities project, and women's health and aging.

Seminars, conferences, and lecture series are part of the program. The center also provides grants and fellowships to faculty members and graduate students and supports efforts of collaborative research groups to secure external grants. A bequest from William B. Harris in honor of his wife, Jane Grant, a writer and feminist, established a Fund for the Study of Women, which provided initial support for the center.

Computational Intelligence Research Laboratory

David W. Etherington, Director

(541) 346-0470
Riverfront Research Park, Suite 108
info@cirl.uoregon.edu
http://www.cirl.uoregon.edu

Members
David P. Clements
Brian Drabble
Matthew L. Ginsberg

The Computational Intelligence Research Laboratory (CIRL) performs research on basic questions in artificial intelligence including search, knowledge representation, and reasoning. Emphasis is on planning, scheduling, constraint satisfaction, and common-sense reasoning. Laboratory faculty members participate in some activities in the Department of Computer and Information Science, including the supervision of graduate students.

The laboratory provides financial support for students and fosters an intimate relationship among a small group of researchers and the graduate students working in closely related areas. CIRL is committed to having no more than twice as many students as faculty members.

Computational Science Institute

Douglas R. Toomey, Director

(541) 346-5576
105 Cascade Hall

Members
Gregory D. Bothun, physics
Katharine V. Cashman, geological sciences
John S. Conery, computer and information science
Janice Cuny, computer and information science
Sarah A. Douglas, computer and information science
Matthew L. Ginsberg, computational intelligence research laboratory
Roger Haydock, physics
James N. Imamura, physics
Michael E. Keilman, chemistry

Eugene M. Luks, computer and information science
Michael R. Lynch, biology
Allen D. Malony, computer and information science
Gary Meyer, computer and information science
Warner L. Peticolas, chemistry
Brad S. Shelton, mathematics
Terry Takahashi, biology
Russell S. Tomlin, linguistics
Douglas R. Toomey, geological sciences
Douglas Ry Wagner, biology
Charles R. B. Wright, mathematics
Yuan Xu, mathematics

Computation, once viewed as a mere adjunct to theoretical and experimental approaches, is emerging as a principal means of scientific research. New technology makes it possible to solve numerical problems that were, until just recently, beyond our reach. As a result, computational methods are now applied to models simulating such diverse phenomena as superconductivity, species extinction, molecular dynamics, gene expression, and seismic tomography. Computational science is the study and application of these solution techniques.

Computational science combines research in application areas such as physics, chemistry, and biology with work in applied mathematics and computer science. The University of Oregon, with its strong science departments and its long tradition of interdisciplinary cooperation, provides an ideal environment for this type of work. The Computational Science Institute, established in September 1995, is an association of researchers from nine departments formed to support computational science efforts at the university.

The Computational Science Institute's parallel supercomputers are connected via a network to researchers around the state and to the national supercomputing centers. In addition, several members of the institute have joined with faculty members from Oregon State University and Portland State University to form the Northwest Alliance for Computational Science and Engineering.

Institute for a Sustainable Environment

John H. Baldwin, Director

(541) 346-0675
130 Hendricks Hall

Executive Committee

John H. Baldwin, planning, public policy and management
Alan Dickman, biology
Maradel K. Gale, planning, public policy and management
Richard G. Hildreth, law
David Hulse, landscape architecture
Patricia F. McDowell, geography
David C. Povey, planning, public policy and management
Mark H. Reed, geological sciences
William Rossi, English
Lynda P. Shapiro, biology

The Institute for a Sustainable Environment was established to address the long-term sustainability of the earth's environmental systems. The goal of the institute is to foster research and education at the University of Oregon on environment and development, and initiate programs that encompass environmental themes in the natural sciences, social sciences, policy studies, humanities, and the professional fields. Because environment and development problems are seldom adequately addressed by a single discipline, the institute encourages cross-disciplinary research, education, and public service and provides a structure for the development and support of such programs.

The institute also sponsors workshops and conferences at local, regional, national, and international levels; publishes a newsletter, *SustainAbility*; supports visiting speakers; and houses a video library for campus use. Opportunities for student research and work are available through institute projects.

Institute of Cognitive and Decision Sciences

John M. Orbell, Director

(541) 346-4941
38 Straub Hall

Members and Associates

Michael C. Anderson, psychology
Holly Arrow, psychology
Dare A. Baldwin, psychology
Kathie Carpenter, linguistics
Scott DeLancey, linguistics
Sarah A. Douglas, computer and information science
Arthur M. Farley, computer and information science
Jennifer J. Freyd, psychology
T. Givón, linguistics
Marion Sherman Goldman, sociology
William T. Harbaugh, economics
Douglas L. Hintzman, psychology
Sara D. Hodges, psychology
Ray Hyman, psychology
Mark Johnson, philosophy
Bertram F. Malle, psychology
Robert Mauro, psychology
Louis J. Moses, psychology
Mikhail Myagkov, political science
Helen Neville, psychology
John M. Orbell, political science
Doris L. Payne, linguistics
Eric W. Pederson, linguistics
Michael I. Posner, psychology
Mary K. Rothbart, psychology
Myron Rothbart, psychology
Patricia L. Rounds, linguistics
Jacquelyn Schachter, linguistics
Margaret E. Sereno, psychology
Paul Slovic, psychology
Kent A. Stevens, computer and information science
Jean Stockard, sociology
Lawrence S. Sugiyama, anthropology
Terry Takahashi, biology
Marjorie Taylor, psychology
Russell S. Tomlin, linguistics
Nancy Tuana, philosophy
Don M. Tucker, psychology
Cynthia M. Vakareliyska, linguistics
Philip D. Young, anthropology

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. Institute members study questions ranging from the neural basis of thought processes through the organization of memory and language to how individuals and groups make decisions and manage risks. Common to the institute is the use of observational and experimental methods to formulate and test theories. Faculty members and students from several departments meet weekly to discuss their research. The institute actively collaborates with the Institute of Neuroscience and the UO Center for the Cognitive Neuroscience of Attention.

Research projects include work on human-computer interaction, computer instruction, the perception and comprehension of language, semantics, attention, motor skills, visual cognition, memory, computer models of sensory and cognitive processes, neuropsychology of cognition and emotion, linguistic and conceptual development, social categories and prejudice, deception, social dilemmas, negotiation, decision theory, expert systems, and risk assessment. Off-campus facilities affiliated with the institute include Decision Research, in Eugene, and the Laboratory of Cognitive Neuropsychology, in Portland.

Courses, seminars, and research projects allow graduate and undergraduate students to participate actively in the institute. Students wanting to do graduate work in cognitive and decision sciences should apply for admission to one of the participating departments.

Institute of Industrial Relations

James R. Terborg, Director

(541) 346-5141
209D Gilbert Hall

The Institute of Industrial Relations was founded in 1965 to create a program of graduate education in labor-management relations and to stimulate research and public service in the field. Today, the institute seeks to support research and service relevant to employment in a competitive, global marketplace. Research and service in the field takes an integrated look at human resource opportunities and problems from the perspective of management, the behavioral and social sciences, and the context of union-management relations and from institutional perspectives of public policy and national welfare.

The institute coordinates activities with the Labor and Education Research Center and the Charles H. Lundquist College of Business.

Institute of Molecular Biology

Tom H. Stevens, Director

(541) 346-5151
297 Klamath Hall

Members

Alice Barkan, biology
Bruce A. Bowerman, biology
Roderick A. Capaldi, biology
Frederick W. Dahlquist, chemistry
Christopher Q. Doe, biology
O. Hayes Griffith, chemistry
Diane K. Hawley, chemistry
Brian W. Matthews, physics
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
Peter H. von Hippel, chemistry
Douglas Ry Wagner, biology

Associates

Bruce P. Branchaud, chemistry
Margaret E. Saks, biology

The Institute of Molecular Biology fosters research and training in contemporary biology at the molecular level by bringing together scientists from various disciplines into a common intellectual and physical space. Collaboration is encouraged through the sharing of facilities and ideas. Because a broad range of expertise is focused on related problems, researchers with specialties ranging from molecular genetics to physical biochemistry and protein structure directly benefit from each other.

Research is directed toward understanding basic cellular mechanisms in both eukaryotes and prokaryotes, including control of gene expression and development, genetic recombination, replication and transcription of DNA, translocation and folding of proteins and cellular signalling mechanisms. A more fundamental understanding is developed through studies of DNA-protein interactions as the basis for control of gene expression, macromolecular structure using imaging microscopes, x-ray crystallography and nuclear magnetic resonance, and structure-function relationships in proteins and in membranes.

Members of the institute hold academic appointments in the biology, chemistry, or physics departments. Graduate students are admitted through one of these departments and are supported by the institute. Prospective students should indicate an interest in the institute when applying to one of the participating departments.

Along with the Institute of Neuroscience and the cell and developmental biology program, the Institute of Molecular Biology is part of the Biotechnology Center of Excellence at the University of Oregon.

The institute includes the Center for Macromolecular Assemblies, funded by a grant from the Lucille P. Markey Charitable Trust.

Institute of Neuroscience

William Roberts, Director

(541) 346-4556
222 Huestis Hall

Members

Christopher Q. Doe, biology
Judith S. Eisen, biology
Barbara Gordon-Lickey, psychology
Marvin Gordon-Lickey, psychology
Steven Keele, psychology
Daniel P. Kimble, psychology
Charles B. Kimmel, biology
Gary A. Klug, exercise and movement science
Shawn R. Lockery, biology
Richard Marrocco, psychology
Helen Neville, psychology
Peter M. O'Day, biology
Michael I. Posner, psychology
John H. Postlethwait, biology
William Roberts, biology
Kent A. Stevens, computer and information science
Terry Takahashi, biology
Nathan J. Tublitz, biology
Paul van Donkelaar, exercise and movement science
Janis C. Weeks, biology
Monte Westerfield, biology
James A. Weston, biology
Marjorie Woollacott, exercise and movement science

The interdisciplinary Institute of Neuroscience promotes research training in neuroscience by providing a formal structure that facilitates collaboration among scientists and students from four departments. It provides a graduate curriculum in neuroscience that receives integrated input from participating faculty members.

The institute's focus is experimental neuroscience, with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. One aspect of the program is the effective interdisciplinary approach to problems, brought about by the collaboration of scientists from various disciplines who have differing viewpoints about neuroscience. Within the program, a group of developmental neurobiologists is pursuing questions concerning the establishment of nervous-system patterns during growth. Other research programs focus on the neuronal and neuroendocrine control of behavior, visual neurobiology, molecular neurogenetics, membrane biophysics, CNS regeneration, and proprioceptive mechanisms in humans.

The 1985 Oregon Legislative Assembly approved funding for five Centers of Excellence at the University of Oregon. Along with the Institute of Molecular Biology and the Department of Biology's Cell Biology Program, the Institute of Neuroscience is part of the Biotechnology Center of Excellence.

Institute members hold appointments in the academic departments of biology, computer and information science, exercise and movement science, and psychology. Research scientists 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. 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 catalog.

Institute of Theoretical Science

James N. Imamura, Director

(541) 346-5204
(541) 346-5217 fax
450 Willamette Hall
http://darkwing.uoregon.edu/~its/

Members

Dietrich Belitz, physics
Howard J. Carmichael, physics
Paul L. Csonka, physics
Charles W. Curtis, mathematics
Nilendra G. Deshpande, physics
Peter B. Gilkey, mathematics
Marvin D. Girardeau, physics
Amit Goswami, physics
Marina G. Guenza, chemistry
David R. Herrick, chemistry
Stephen D. H. Hsu, physics
Rudolph C. Hwa, physics
James N. Imamura, physics
James A. Isenberg, mathematics
Michael E. Keiman, chemistry
John V. Leahy, mathematics
Robert M. Mazo, chemistry
Joel W. McClure Jr., physics
Davison E. Soper, physics
John J. Toner, physics
Robert L. Zimmerman, physics

The Institute of Theoretical Science provides a center for interdisciplinary research in overlapping areas of theoretical physics, theoretical chemistry, and mathematics. Research focuses on the areas of statistical mechanics, chemical physics, theory of solids and liquids, 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, usually funded by the United States Department of Energy and the National Science Foundation.

International Institute for Sport and Human Performance

Henriette Heiny, Director

(541) 346-4114
Bowerman Family Building

Established in 1983, the International Institute for Sport and Human Performance promotes and synthesizes interdisciplinary research in sport, exercise, and human movement sciences. It also educates the general public on the benefits of healthy living. The institute's advisory board is made up of community and business leaders and university faculty members.

Microform Publications of Human Movement Studies, a service of the institute, provides the international academic community with research and teaching resources concerning health, physical education, and recreation; exercise and sport sciences; sport history and philosophy; and dance. Microfiche copies of recently completed U.S. and Canadian theses and dissertations are distributed to subscribing university libraries and research institutions in North America, Europe, Asia, and Australia and by request to students and researchers all over the world. Microform Publications works cooperatively with such organizations as the American Alliance for Health, Physical Education, Recreation, and Dance and the Sport Information Resource Centre of Canada.

As an affiliate of the Department of Exercise and Movement Science, the institute provides learning opportunities for interested students. As new

professions emerge in the field, the institute identifies educational requirements and provides continuing education programs in cooperation with other partners from the health care industry. Since 1998, the institute has served as the home office of the Northwest Chapter of the American College of Sports Medicine (ACSM). The institute, in cooperation with PeaceHealth's Oregon Heart Center, offers the ACSM Health/Fitness Instructor$_{SM}$ and Exercise Specialist$_{SM}$ certifications for fitness and cardiovascular rehabilitation specialists as well as certificates of enhanced qualification. The institute works with the Japanese subsidiary of an American sports medicine products company to educate Japanese students in athletic training.

Community outreach efforts include a biannual newsletter and regularly scheduled programs such as the Athletic Training Service Center and the Health through Exercise and an Active Lifestyle (HEAL) Conference, which focuses on older-adult health and rehabilitation.

Materials Science Institute

David C. Johnson, Director

(541) 346-4784
(541) 346-3422 fax
163 Willamette Hall
http://materialscience.uoregon.edu/msi.html

Members

Dietrich Belitz, physics
J. David Cohen, physics
Stephen Gregory, physics
Roger Haydock, physics
James E. Hutchison, chemistry
David C. Johnson, chemistry
Stephen D. Kevan, physics
Mark Lonergan, chemistry
Andrew Marcus, chemistry
Catherine J. Page, chemistry
Geraldine L. Richmond, chemistry
Peter C. Sercel, physics
John J. Toner, physics

Associates

Russell J. Donnelly, physics
Kenneth M. Doxsee, chemistry
Michael M. Haley, chemistry
Thomas W. Mossberg, physics
George W. Rayfield, physics
Michael G. Raymer, physics
Jack M. Rice, geological sciences
David R. Tyler, chemistry
Hailin Wang, physics

Initiated as a state Center of Excellence in 1985, the Materials Science Institute fosters collaboration among materials-oriented research groups in the Departments of Chemistry, Physics, and Geological Sciences. Members of the institute are active in the study of the synthesis, structure, reactivity, and thermodynamics of materials; the characterization of electronic, magnetic, and optical properties of materials; and condensed matter theory. Materials scientists seek to understand the relationships among the composition, structure, and properties of materials. A broad definition of materials includes organic and inorganic solid-state materials and lower-dimensional condensed phases such as polymer chains, thin films, and certain aspects of liquids. Materials science is by nature an interdisciplinary field, combining expertise from the basic disciplines of physics, chemistry, and geology. All areas of chemistry make important contributions to this field in the synthesis and characterization of various materials. The discovery and improved understanding of new materials that have possible technological applications is a source of exciting and innovative research.

The institute oversees the industrial internship program in semiconductor device processing and polymer science, which is offered in conjunction with master's degree programs in chemistry and in physics. Participating students take courses during summer session then work at regional industries in internship positions. This program is described in the **Chemistry** section of this bulletin.

A variety of graduate courses are offered on the physics and chemistry of materials, and weekly materials-science seminars feature prominent scientists from around the nation and the world.

Researchers working in the Materials Science Institute have access to a variety of modern instrumentation, either through individual research laboratories or central facilities. Sharing of facilities and expertise among the various research groups in the institute is an important and valued aspect of the program.

Projects include developing novel synthetic routes for the preparation of inorganic solid-state materials (e.g., high-temperature oxide superconductors, nonlinear optical materials, and refractory metal silicides and carbides); x-ray diffraction studies of reactions between thin elemental films; synthesis and study of novel organic conductors; optical studies of polymers and polymer films; laser-induced dynamics at surfaces and interfaces; ultra-high vacuum surface science; characterization of electronic materials and devices; properties of amorphous semiconductors; fundamental optical, electrical and thermal transport properties of rationally designed nanoscale structures; and theoretical studies in the area of statistical mechanics.

Oregon Center for Optics

Howard J. Carmichael, Director

(541) 346-4528
240 Willamette Hall
http://oco.uoregon.edu/

Members

David S. Alavi, chemistry
Howard J. Carmichael, physics
Jeffrey A. Cina, chemistry
Stephen Gregory, physics
Thomas W. Mossberg, physics
Michael G. Raymer, physics
Peter C. Sercel, physics
Hailin Wang, physics

Associates

Steven L. Jacques, Oregon Medical Laser Center, Providence St. Vincent Medical Center
Andrew Marcus, chemistry
David McIntyre, physics, Oregon State University
Geraldine L. Richmond, chemistry

The Oregon Center for Optics aims to promote and facilitate scientific research and education at the University of Oregon wherever optical science is involved in an essential fashion, in either its fundamental aspects or its technological applications. The center promotes scientific interactions among its members and between its members and the wider academic and industrial optics communities. The Oregon Center for Optics was founded in 1997 as an outgrowth of a 1985 Centers of Excellence initiative of the Oregon Legislative Assembly to foster scientific activities that promote economic development.

The field of optics is defined not by a specific set of physical phenomena, as are many fields in science, but rather by certain enabling technologies, the most important one being the laser. Others include imaging, detection of light, data storage and processing, and modulation—the impression of information on a light beam. In a scientific context, these techniques are used for research in a wide range of disciplines. In engineering, they are used more and more to achieve a myriad of practical goals. Optics is an interdisciplinary field, bringing together scientists and engineers from many areas—physics, electrical engineering, chemistry, biology, medicine, and vision.

Research and development is carried out at the Oregon Center for Optics in numerous areas, including

- lasers—physical principles, advanced engineering concepts
- nonlinear optics—optical frequency conversion in waveguides and at surfaces
- quantum optics—fundamental quantum interactions of light and matter
- semiconductor optical devices—nanofabrication of submicron structures
- semiconductor device physics—semiconductor lasers, fundamental interactions
- molecular physics—control of processes with ultrashort laser pulses
- atomic physics—laser-cooled atomic vapors, atoms in structured environments
- ultrafast optical detection techniques—subpicosecond photon counting
- optical data storage—time domain holography, new architectures
- optical beam routing—time domain holographic techniques
- light scattering in biological tissue—optical transport and coherence.

Oregon Humanities Center

Steven Shankman, Director

(541) 346-3934
154 Prince Lucien Campbell Hall

Advisory Board

Ian Duncan, English
Garrett Epps, law
Linda F. Ettinger, arts and administration
Kenneth M. George, anthropology
Olakunle George, English
Evlyn Gould, Romance languages
Kenneth I. Helphand, landscape architecture
Ronald W. Kellett, architecture
Brian W. Matthews, physics
John McCole, history
Alexander B. Murphy, geography
F. Regina Psaki, Romance languages

Forest Pyle, English
Marian Elizabeth Smith, music
Nancy Tuana, philosophy
Cynthia M. Vakareliyska, linguistics

The Oregon Humanities Center, established by the Oregon State Board of Higher Education in 1983, seeks to serve and foster a community of scholars, educators, and citizens. It is at once a research institute, a catalyst for educational innovation, and a public forum. Its primary activities are described below.

Research. The center stimulates, supports, and disseminates important humanistic research. Its program of Oregon Humanities Center Research Fellowships supports full-time research in residence for university faculty members. Its summer program brings to campus leading humanities scholars from other institutions. The center also provides support for university graduate students during the final year of their study for the Ph.D. or professional degree. The center makes available other forms of support in connection with faculty research publication.

Teaching. The center offers a program of teaching fellowships to University of Oregon faculty members to develop and teach innovative, interdisciplinary humanities courses. Courses may be taught at the introductory, intermediate, or advanced level; courses can be large lecture classes or small seminars; and they may be team-taught. Through its Distinguished Visiting Lecturers program, the center provides support for leading humanities scholars from other institutions to teach at the University of Oregon during the summer.

Public Programs. The center offers a broad range of public lectures, conferences, symposiums, exhibitions, and performances. These include five endowed annual lectures, an annual spring symposium or conference, and weekly work-in-progress talks as well as activities cosponsored with other groups.

The center understands the term *humanities* to include literature; philosophy; history; the study of languages; linguistics; religion; ethics; jurisprudence; archaeology; history, theory, and criticism of the arts; and the historical, interpretive, and conceptual aspects of the social and natural sciences and the professions. The center seeks to explore the relations of the humanities to other disciplines and to question traditionally accepted disciplinary boundaries and self-understandings.

Oregon Institute of Marine Biology

Lynda P. Shapiro, Director

(541) 888-2581
(541) 888-3250 fax
PO Box 5389, Charleston OR 97420
http://darkwing.uoregon.edu/~oimb/

Faculty

Barbara A. Butler, library
Richard W. Castenholz, biology
Richard B. Emlet, biology
Greta A. Fryxell, biology
Janet Hodder, Oregon Institute of Marine Biology
Patricia Mace, geography
Steven S. Rumrill, biology
Alan Shanks, biology
Lynda P. Shapiro, biology
Nora B. Terwilliger, biology
A. Michelle Wood, biology

The Oregon Institute of Marine Biology is situated on 107 acres of coastal property along Coos Bay on the southern Oregon Coast. The variety of marine environments in that area provide the institute with an ideal location for the study of marine organisms. Research focuses on invertebrate physiology and biochemistry, larval biology, wetlands ecology, coastal ecology, marine snow, and the ecology and physiology of marine phytoplankton. The institute facilitates graduate research on a range of related subjects.

The institute offers summer, fall, and spring programs for undergraduate and graduate biology students and students in general science and the environmental studies. Courses include marine ecology, invertebrate zoology, vertebrate biology, marine birds and mammals, algae, and biological oceanography. Students have the opportunity to conduct research projects in these and related areas. Facilities for individual research are available throughout the year.

The institute sponsors workshops and seminar programs on a variety of topics. For detailed information and applications, write to the director of the institute.

Oregon Survey Research Laboratory

Patricia A. Gwartney, Director

(541) 346-0824
(541) 346-5026 fax
34 Prince Lucien Campbell Hall
5245 University of Oregon,
Eugene OR 97403-5245
osrl@oregon.uoregon.edu
http://darkwing.uoregon.edu/~osrl

Advisory Committee

Gerald S. Albaum, marketing
Daniel W. Close, applied behavioral and communication sciences
Lewis R. Goldberg, psychology
Patricia A. Gwartney, sociology
D. Terri Heath, Center for the Study of Women in Society
Arnold Ismach, journalism and communication
Stephen M. Johnson, sociology
Alan D. Meyer, management
Larry D. Singell Jr., economics
Jean Stockard, sociology
Wayne M. Wanta, journalism and communication

The Oregon Survey Research Laboratory serves as a resource and an intellectual home for faculty and staff members and students involved in survey-related research. The laboratory also offers a complete range of survey-related services to nonacademic clientele, including local, state, and federal government agencies; other research organizations; and nonprofit organizations.

The laboratory designs and conducts surveys on target populations using techniques that fall within the current paradigm of survey research methodology. It is specially equipped for trained interviewers to conduct computer-aided telephone interviews using random-digit dialing. The laboratory designs studies to meet the needs of the particular investigation, including atypical survey conditions. Survey research services offered by the laboratory include study design and planning, sampling, instrument design, data collection, coding and direct data entry, data cleaning and file construction, data analysis and computing services, and data archiving.

The laboratory provides training, instruction, and employment for students in survey methods, and it conducts and promotes research in survey methodology. Products of laboratory research are available to the public within a reasonable time after completion of a project. Projects follow appropriate standards for the protection of human subjects.

Solar Energy Center

Frank Vignola, Director

(541) 346-4745
361 Onyx Bridge

Participating Faculty

G. Z. Brown, architecture
Virginia Cartwright, architecture
Alison G. Kwok, architecture
David K. McDaniels, physics
John S. Reynolds, architecture

Associates

John H. Baldwin, planning, public policy and management
Frank Vignola, physics

The Solar Energy Center emphasizes a regional approach to research in using the sun's radiant energy for heating water; for lighting, heating, and cooling buildings; and for generating electricity. Work includes expanded collection and improved monitoring of insolation data in Oregon, evaluation of basic solar cell parameters, and development of passive solar design information in solar heating, passive cooling, photovoltaics, and daylighting. The center's efforts include the development and distribution of information; the development of needed technology and the facilitation of its application; and the study of legal, economic, and subsequent technical problems that accompany solar energy development in this region.

University research personnel in the areas of architecture, planning, and physics are active 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.

SERVICES FOR STUDENTS

James R. Buch, Associate Vice President for Student Academic Affairs

Under the direction of the associate vice president, the Division of Student Academic Affairs provides services that support and enhance students' academic experience and help students benefit more fully from their educational programs. The division comprises the following offices: the Career Center and the Offices of Academic Advising and Student Services, Admissions, Multicultural Affairs, the Registrar, Student Financial Aid, and Student Retention Programs.

Academic Advising and Student Services

Joe Wade, Director

(541) 346-3211
(541) 346-6048 fax
164 Oregon Hall
http://darkwing.uoregon.edu/~aass/index.html

Academic Advising

Advising Services

The Office of Academic Advising and Student Services coordinates advising for students who have not declared an academic major. These students, who are classified as undeclared, are assigned advisers from the academic advising and student services staff and from selected faculty members in the College of Arts and Sciences. The staff also coordinates initial advising meetings between students who have indicated a major preference and faculty advisers from specific academic departments. Students in the prehealth sciences, fifth-year education programs, and prelaw receive advising assistance in this office. See the **Preparatory Programs** section of this catalog.

Students seeking help with problems such as choosing a major, making a smooth transition to the university, cutting red tape, and withdrawing from the university also receive assistance. Students may drop in weekdays between 9:00 A.M. and 4:30 P.M. to seek advice about general university requirements or personal problems that affect academic progress.

Special Services for Student-Athletes

Special advising and academic support for student-athletes was instituted by the university in the late 1960s to help student athletes achieve their academic goals.

Student-athletes commit a large percentage of their time to participating in university-sponsored athletic activities. In recognition of this, the university provides a support program to ensure that each student-athlete proceeds toward graduation in a timely manner.

The special support staff, located next door to McArthur Court, offer academic support, tutorial assistance, academic advising, and short-term personal advising and counseling. In providing academic advising, the staff works cooperatively with the university's teaching faculty.

Staff members, who include codirectors Micki Donahue and Twinkle Ann Morton and adviser-counselor Reggie Jordan, can be reached at (541) 346-5428.

Peer Advising

The Peer Academic Advising Program supplements faculty advising for undergraduate students. Trained students assist their peers in using academic advising appointments to the best advantage. More than fifteen academic departments participate in the program.

Peer advisers 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 Jessica Blumberg, 164 Oregon Hall; telephone (541) 346-3211; or send E-mail to jessica@oregon.uoregon.edu.

Academic Standing

Academic standing at the University of Oregon is determined by the grade point average (GPA) a student earns in university courses. Good academic standing means that the student has a cumulative UO GPA of 2.00 or better.

Academic sanctions are explained in the **Registration and Academic Policies** section of this catalog and in the Schedule of Classes. Counselors in the Office of Academic Advising 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 Academic Advising and Student Services 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 pre-enrollment 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, 164 Oregon Hall; telephone (541) 346-3211.

Emergencies

The Office of Academic Advising and Student Services is the university contact point for students who must receive an emergency message. For example, in the event of a sudden family illness, the staff provides help in reaching the student. In case of emergency, telephone (541) 346-3211.

Students with Disabilities

The University of Oregon is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The university does not discriminate on the basis of disability in admission or access to, treatment of, or employment in its programs or activities. A variety of accommodations help ensure that teaching methods and the results of evaluation reflect a student's ability based on knowledge and quality of study.

Typical accommodations include but are not limited to note taking, sign-language interpreting, equipment checkout, classroom relocations, and modification such as substitution of some degree requirements and alternative testing procedures. Assistance with registration, academic advising, and adaptive equipment is also available.

As necessary, the university makes modifications to its academic requirements to ensure that such requirements neither discriminate nor have the effect of discriminating on the basis of disability against a qualified, demonstrably disabled applicant or student. Academic requirements that the university can demonstrate are essential to the program of instruction being pursued by such a student or to any directly related licensing requirement are not regarded as discriminatory.

Eligibility for services must be supported by professional documentation of disability and need for services. For more information consult Hilary Gerdes, 164 Oregon Hall; telephone (541) 346-3211; TTY (541) 346-1083.

Affirmative Action and Equal Opportunity

Kenneth F. Lehrman III, Director

(541) 346-3123
(541) 346-0852 TTY
474 Oregon Hall

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 about their rights, options, and resources. In addition, anyone alleging *disability* discrimination, whether or not a student or employee at the university, may request assistance from the office.

The Office of Affirmative Action and Equal Opportunity has information on grievance procedures and referrals. Confidentiality is respected for all parties.

Associated Students of the University of Oregon

(541) 346-3724
Erb Memorial Union, Suite 4
http://gladstone.uoregon.edu/~asuoprog/

The Associated Students of the University of Oregon (ASUO) is the recognized representative organization of students at the university. Its network of agencies, activities, and programs serves student needs and interests. The ASUO gives students the opportunity to plan and direct their own programs, to become involved in every aspect of university life, and to influence the decisions that affect the quality of education and student life at the university. Students who pay incidental fees are members of the ASUO.

Organization. The ASUO comprises seven branches of student government—the ASUO Executive, the Student Senate, ASUO Programs Finance Committee, ASUO Athletic Department Finance Committee, Erb Memorial Union Board (EMU Board), the Associated Students Presidential Advisory Council (ASPAC), and the Constitution Court. Members of the senate and certain members of the Programs Finance Committee, the EMU Board, and ASPAC are elected. The remaining members of these bodies and members of the Athletic Department Finance Committee and the Constitution Court are appointed. Together these bodies provide governance, leadership, and representation for students.

ASUO Executive. The ASUO Executive is composed of an elected president, a vice president, and hired officers and staff members. As the recognized voice of UO students, it administers more than eighty-five funded ASUO programs. The ASUO Constitution describes the legal and procedural functioning and the general makeup of the ASUO Executive.

ASUO Athletic Department Finance Committee. This body has five student members. It acts on matters related to the allocation and appropriation of incidental fees for the UO Department of Intercollegiate Athletics for the purpose of recommending a budget to the Student Senate.

ASUO Programs Finance Committee. This body's seven student members act on matters related to the allocation and appropriation of incidental fees to ASUO programs for the purpose of recommending a budget to the Student Senate. The ASUO Executive submits its recommendation on each program budget to the Programs Finance Committee. After public hearings on these budget proposals, the committee presents its recommendations to the Student Senate.

Student Senate. The eighteen members of the ASUO Student Senate represent the constituent interests of students and act on matters related to the allocation and appropriation of incidental fees. The incidental fee is a self-imposed tax by which students finance nonacademic activities and programs. Reflecting its two functions, nine members of the Student Senate are elected by major to represent academic departments, and nine are elected to serve on finance committees.

The ASUO Programs Finance Committee, the ASUO Athletic Department Finance Committee, and the Erb Memorial Union Board individually develop budget recommendations for submission to the Student Senate every year during spring term. The Student Senate then votes to approve or deny these budget recommendations and forwards the final fee recommendation to the ASUO Executive and the president of the University of Oregon. The final incidental fee budget is approved by the Oregon State Board of Higher Education. While individual student programs submit budgets to the appropriate finance committee, the full Student Senate hears special requests throughout the year.

Student senators serve as active members of the University Senate, the faculty body that debates and sets general university policies. In addition, Student Senate members staff an information and grievance table once a week in the lobby of the EMU, approve appointments, and help make up the ASUO Committee on Committees, which nominates students for more than eighty positions on twenty-six faculty-student committees.

EMU Board. The fifteen-member committee consists of students, faculty members, and EMU staff personnel. It is responsible for making general policy decisions and long-range plans for the operation of the EMU. The board is responsible for allocating a $5 million budget to programs and service areas and for allocating space in the 200,000-square-foot facility. The board, on which students form the majority, also advises staff members in the management and administration of the EMU.

Constitution Court. The ASUO Constitution Court, appointed by the ASUO president and confirmed by the Student Senate, serves as the court of appeals for the ASUO. The court has the authority to rule on questions arising under the ASUO Constitution or rules promulgated under it. This power of review covers almost any action by ASUO government bodies, programs, and individual students that fall under the ASUO Constitution.

Associated Students Presidential Advisory Council. The council offers discussion and advice about matters of student concern in monthly meetings with the UO president. The council includes representatives from the ASUO Executive; ASUO programs; campus student media; EMU Board; Greek organizations; Graduate School or School of Law; Lesbian, Gay, Bisexual, Transgender Alliance; Residence Hall Governance Committee; Student Senate; one international student, one nontraditional student; and two students elected for two-year terms from the student body at large.

Student Health Advisory Committee. This committee advises the director of the University Health Center and the vice president for administration on policies and procedures of the health center. This includes evaluation of proposed budgets and subsequent recommendation of an annual health center budget and fee to the center's director. The ASUO Committee on Committees and the ASUO president recommend nine students to the UO president for appointment to this body.

Student Activities and Services

Advertising Club is a national organization of professional and student groups whose goal is to encourage students to enter advertising careers.

Alpha Phi Omega is a national service organization.

American Institute of Architecture Students offers speaker and film series, peer advising, design competitions, and tours of local architecture offices.

Amnesty International works for the immediate release of prisoners of conscience, fair trials for prisoners, and the end of torture.

Asian–Pacific American Student Union serves the university's considerable population of Asian–Pacific Americans.

Associated Students for Historic Preservation, composed of students in the university's historic preservation program, works to advance knowledge and understanding of historic preservation among other students.

ASUO Childcare Task Force, an advocatory student group, advises the ASUO Executive, represents the childcare needs of student parents, and sets policy for the ASUO Childcare Subsidy Program. Student members are appointed annually by the ASUO president.

Avenu is the student newspaper of the School of Architecture and Allied Arts. It is published three 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 Law Students Association provides a support group for black law students, facilitates contacts between black attorneys and students, and is a member of the National Black Law Students Association.

Black Student Union serves as a support group for black students and exposes the university and Eugene-Springfield communities to black culture by sponsoring social and cultural events.

Black Women of Achievement provides social, cultural, and educational activities for African American women on campus.

Campus Crusade for Christ is an interdenominational Christian support group emphasizing personal growth in Christ and development of ministry skills.

Campus Radio (KWVA) offers opportunities to learn radio broadcasting in a hands-on environment. Management and operation of the station are conducted by students in a professional atmosphere with the intent of developing innovative programming. Music, information gathering, and dramatic productions are emphasized, and technical training is provided from operation to repair.

Campus Recycling Program, jointly funded and administered by students and the university, staffs recycling projects and creates new projects for the UO community. The program promotes education about recycling, related grassroots actions, and waste reduction services.

Chi Alpha Christian Fellowship offers worship services, bible studies prayer meetings, and social activities for interested students.

Chinese Student Association coordinates academic, social, and cultural activities with the goal of improving understanding of Chinese culture.

Circle K International is a college-level club that is dedicated to providing community service.

Coalition against Environmental Racism, a coalition of student and community groups, is dedicated to providing a forum for education and to promoting environmental justice through increasing awareness of the fundamental link between social inequities and environmental problems.

College Democrats is a campus organization that gives student Democrats a chance to be involved in local, state, and national politics.

College Republicans is the official campus affiliate of the Republican Party. Members work in campaigns, lobby legislators, register voters, and attend Republican Party conventions.

Committee for the Musical Arts sponsors artists who represent traditions, cultures, and repertoires not provided by the School of Music, the Cultural Forum, or other campus organizations.

Community Internship Program is a student-initiated and student-run internship program in which students earn credit as community and public school volunteers.

Conflict Resolution Services, provided to students by the ASUO and the university, offers pregrievance problem resolution to students or student groups. The program also offers workshops and courses for members of the university community.

Co-op Family Center, a student cooperative at Spencer View Family Housing, offers high-quality, low-cost childcare and seminars on parenting, teacher education, and child development.

Crisis Center provides emergency counseling when other university and ASUO facilities are unavailable. The Crisis Center phone line operates twenty-four hours a day; telephone 346-4488. Center staff members also refer students to specialized agencies.

Dance Oregon offers students the opportunity to see, perform, and participate in dance concerts, master classes, and workshops. Performing membership is obtained through auditions held each fall.

DELTA-GSO support services for graduate students in the Department of Educational Leadership, Technology, and Administration and other College of Education departments include orientation, workshops, and brown bag lunches.

Designated Driver Shuttle provides transportation for students from licensed drinking establishments, restaurants, and residences to their places of residence. Members also work on alcohol-related issues to promote the well-being and safety of UO students. The program strives to educate students about making responsible choices in the use of alcohol.

Forensics is the university's debate society and speech club.

Geographic Students' Society seeks to enrich the social and academic environment of the UO Department of Geography and to serve the local community.

Hawaii Club promotes Hawaiian culture on campus and in the community, informs Hawaiian students of resources, promotes a festive and creative environment for students, and encourages student leadership.

Hong Kong Student Association works to represent and to improve the general welfare of Hong Kong students at the university and to help students adjust to the American culture, lifestyle, and university life by offering social welfare services and other activities.

HOPES (Holistic Options for Planet Earth Sustainability) promotes education about creating sustainable living environments to students, professionals, and the community at large.

House of Film is an organization for students who are interested in every aspect of the movie industry including acting, directing, script writing, cinematography, marketing, editing, sound engineering, administration, and fundraising.

Interfraternity Council provides a central organization for general fraternity activities and leadership opportunities and promotes campus involvement.

International Law Students Association sponsors activities and speakers relevant to the practice of international law and is a member of the National International Law Students Association.

International Student Association (ISA) is an umbrella organization for students from nations around the world. Included are Norwegian Students Abroad, Chinese Students and Scholars Association, Indonesian Student Association, Japanese Students Association, Korean Students Association, Kultura Filipinas, Latin American and Caribbean Students Association, and the Malaysian Students Association. 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 provides activities based on the Jewish cultural, social, and philisophical traditions and advocates for Jewish issues and against anti-Semitism in the campus 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.

Land, Air, and Water is the School of Law's environmental organization, dedicated to improving the natural environment.

Legal Services provides legal services free of charge to enrolled UO students through incidental fees provided by the ASUO. Services include but are not limited to landlord-tenant disputes, uncontested divorce, and small-claims counseling.

Lesbian, Gay, Bisexual, Transgender Alliance provides a safe, supportive place for students and others to explore and understand their sexuality; to advocate for gay, lesbian, bisexual, and transgender rights; and to actively educate about issues important to lesbian, gay, bisexual, and transgender people.

Lesbian, Gay, and Bisexual Law Student Association offers students who are interested in representing gay, lesbian, and bisexual students the opportunity to learn about issues of importance to the gay, lesbian, and bisexual community.

Literary Society publishes *Timberline*, a literary and arts magazine that features prose, poetry, and artwork by University of Oregon students. The society also sponsors the Kidd Tutorial Reading Series and other activities for UO students.

MEChA (*Movimiento Estudiantil Chicanos de Aztlan*), the official voice of Chicano and Chicana students at the university, provides a feeling of community and security with the goal of increasing the recruitment and retention of Oregon Chicano and Chicanas.

Model United Nations Organization seeks to increase its members' knowledge of international relations through learning about other cultures, the United Nations system, and the skills of debate and parliamentary procedure.

Multicultural Center brings together students and faculty, staff, and community members to promote personal growth, cultural pluralism, community education, positive social change, and the end of human oppression by examining issues of gender, sexuality, and culture with primary focus on race and ethnicity

Muslim Student Association fosters understanding of Islamic culture and works to fulfill the educational and cultural needs of Muslim students at the university.

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, a constituent service of the ASUO, provides free representation to students in matters of student grievances, conduct code, and related matters. Staff members help students resolve problems that arise from university life.

Oregon Ballroom Dance Club organizes weekly dances and classes that teach ballroom dance technique.

Oregon Commentator, a conservative 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 Law Students' Public Interest Fund raises money to fund stipends for law students who are interested in working in public interest law.

Oregon Marching Band is the musical representative of UO spirit at home football games and selected away games. Members also participate in the Basketball Band and the Green Garter Band.

Oregon Marine Science Student Association coordinates student activities between the Eugene campus and the Oregon Institute of Marine Biology in Charleston.

Oregon Student Association provides a collective voice for students of Oregon's institutions of higher education to influence public-policy decisions. It conducts research on issues that affect students, lobbies decision-makers, and provides a mechanism for sharing information among students.

Oregon Voice, a general-interest magazine, presents and expresses ideas that affect the quality of life in the university community.

Panhellenic Council members are sorority leaders who serve as links to the university administration, the Interfraternity Council, other sororities, and other student groups. The council promotes 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.

Pocket Playhouse, a student-run production agency, supplies space and funding for production workshops directed by students or guest artists, theater-related films, and other events. Students need not be majors in theater arts to participate.

Predental Club sponsors activities that present a general view of dentistry as a health-oriented profession. At these activities predental students educate other students about dental care and hygiene.

Prehealth Science Center offers seminars, professional school information, and clinical observation for premedical and predental students.

Prelaw Society provides an information area and services, including meetings and newsletters, for prelaw students, especially for juniors and seniors engaged in the law school application process.

Project Saferide, a free shuttle service that provides women with a safe alternative to walking alone at night and risking possible assault, is available to UO women who need rides to their cars, homes, work, classes, or campus events.

Returning Student Association, an organization of adult students helping other adult students, provides returning students with a voice to be heard by the decision-making bodies of the university student government and administration.

Singapore Student Association helps students from Singapore adapt to living in Oregon.

Solar Information Center, a student-run clearinghouse and education center, pursues the advancement of solar and renewable energies and efficient resource use as viable paths to a sustainable future. The center houses a library and offers free lectures, workshops, exhibits, research projects, and a quarterly newsletter, *Solar Incidents*, to the campus and general public.

Southeast Asian American Student Association promotes cultural awareness of Southeast Asia and its diverse ethnic groups and acts as a support group for Southeast Asian students.

Spencer View Community Tenants, an elected body, represents the interests of Spencer View tenants and participates in the Family Housing Board.

Student Bar Association is an umbrella organization of many student interest groups in the UO School of Law.

The Student Insurgent is an alternative student-run newspaper of the left. It provides a forum for the diverse perspectives of people who seek an end to the oppression of societies based on class, gender, and race exploitation.

Students for the Ethical Treatment of Animals is dedicated to educating the university community about the mistreatment, exploitation, and oppression of nonhuman animals.

Survival Center works for social justice and environmental freedom, and acts as a resource center for a range of current issues.

University Theatre, the production wing of the theater arts program, is an independent organization that produces shows from its own box office.

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.

Taiwanese Student Organization focuses on cultural, social, political, economic, historical, educational, and ecological developments in Taiwan and is open to any UO student interested in Taiwanese culture.

Vietnamese Student Association is a social, cultural, and support group for Vietnamese American students.

Westmoreland Tenants Council, an elected body, represents the interests of Westmoreland family housing tenants and participates on the Family Housing board.

Whitebird Clinic Rideshare links people offering rides with those needing rides.

Women's Center provides information, support, and services to facilitate education about feminism, women, and gender. It fosters an atmosphere in which students and staff and faculty members can engage in discussions and activities that empower women as individuals and as a community. Services include resources and referral, advocacy, event planning and coordination, support groups, a women's newsletter, and cultural events cosponsored with other student groups.

YWCA provides services to women, minorities, and disabled youth through the Exceptional Friendship Program and the Outreach Program.

Bookstore

James L. Williams, General Manager

(541) 346-4331
895 East 13th Avenue
uobkstr@oregon.uoregon.edu
http://www.uobookstore.com

The University of Oregon Bookstore is located just west of the campus. The bookstore was established in 1920 to serve students and faculty and staff members.

The bookstore is open from 7:45 A.M. to 6:00 P.M. Monday through Friday; 10:00 A.M. to 6:00 P.M. Saturday; and noon to 6:00 P.M. Sunday.

Services

The bookstore is a collegiate 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 class schedules and a variety of merchandise including calculators, computers, and software. The bookstore operates the Microcomputer Resale Program, which offers educational prices on computers and software to students and faculty and staff members. A complete university sportswear and insignia department is located along the west side of the floor. On the east side are greeting cards, gifts, magazines, candy, and snacks. The Duck Stop coffee and espresso counter features specialty coffee drinks.

In the upper-level general book department, the bookstore offers more than 40,000 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 new and used course books at a discount and 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 its book department discount. Although the

percentage is not guaranteed, last year the bookstore gave UO students and employees of the university a savings of 10 percent off the publisher's list price. Since 1973 the bookstore has returned more than $10 million to its members through this discount.

Specific services offered at the bookstore include no-charge check cashing, U-Lane-O and Bank of America automatic-teller machines, free gift boxes for store purchases, free notary public service, free self-service coin lockers, key making, postage stamp sales, film-processing service, UO jewelry sales, graduation cap and gown sales and rentals, self-service photocopiers, a free campus telephone, public restrooms, and benches and bicycle parking outside the store. The bookstore also offers UPS package service and outgoing fax service at competitive prices.

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. Some supplies required for Portland architecture studios are available at the Portland Center bookstore. The Duck Shop is located at 734 SW Second Avenue in Portland; bookstore telephone (503) 725-3057.

Organization and Management

For many years a cooperative store, the bookstore is now an independent, nonprofit corporation whose membership is composed of the students, faculty members, and civil-service staff members of the university. Policy is made by a board of directors comprising 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 part-time students or spouses of students.

Vision. The vision for the bookstore is to join UO students and faculty and staff members in the pursuit of knowledge, intellectual growth, and higher education through the sale of products and the provision of services.

Mission. The mission of the bookstore is to provide course-related materials for UO courses; to sell required course merchandise at the best possible prices through the benefit of the nonprofit corporate structure; and to provide products and services that make attending, teaching, doing research, and working at the UO fulfilling and convenient.

The bookstore strives to find 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 more information.

Career Center

Lawrence H. Smith, Director

(541) 346-3235
244 Hendricks Hall
http://uocareer.uoregon.edu

The University of Oregon Career Center is the primary campus resource for students and alumni seeking career direction and full-time and part-time employment.

Career Planning. Career planning services help students combine educational and career goals. The Career Assessment Program, Special Studies: Career Exploration (CPSY 199), and Field Studies: Career Decisions (CPSY 406) provide a systematic approach for identifying skills and interests. College Outcomes, a web resource, links college learning to essential job skills. Individual counseling and career assessment services are available to help students select courses and majors to fit their goals.

The career library houses an extensive collection of career and employment resources. Information is provided about local, regional, and national internship programs as well as the center's Career Development Internship Program.

Mentor Program. This program is described in the **Academic and Career Planning** section of this catalog.

Employment Services. Each year more than 14,000 jobs—part-time, full-time, work-study, summer, international, and education—are listed with this office.

Job information is available on the center's web site and on hard copy. A computerized job-matching service provides information to employers that match the job seeker's qualifications, experience, and education. The Campus Interview Program brings more than 150 employers to campus each year.

Workshops and seminars teach résumé writing, interview skills, and job-search strategies. Workshop: College to Career (CPSY 408/508) provides comprehensive information about the job-search process.

The office has a reference file service to support applications for graduate school or educational employment.

Currently enrolled students and alumni are invited to use the Career Center's services. The services are free for currently enrolled students.

For more information, see the **Academic and Career Planning** and **Employment Services** sections of this catalog.

Counseling and Testing

Weston H. Morrill, Director

(541) 346-3227
(541) 346-2842 fax
Second Floor, University Health and Counseling Center Building
1590 East 13th Avenue
http://darkwing.uoregon.edu/~counsel/

The University Counseling Center offers individual and group mental health counseling, developmental programs and workshops, and testing to students at the university. Some fees are charged for testing. Counseling services are offered without charge to students currently enrolled at the university.

Counseling: 346-3227. The center offers confidential individual and group counseling on such topics as substance abuse, eating disorders, relationship difficulties, stress, depression, sexual identity, and cultural issues. Staff members provide consultation and outreach services to various student groups at the university and, upon request, consult with faculty members, students, and others on behavioral and mental health issues.

Testing: 346-3230. The testing office schedules and administers required placement examinations for mathematics, composition, and Chinese, French, German, Spanish, and Japanese languages. Credit by Examination programs are coordinated through this office, which provides test descriptions; reading lists for preparation; and administration, scoring, and reporting of the results. The testing office is a computer-based test site that offers national testing for such programs as Graduate Record Examinations (GRE), Graduate Management Admissions Tests (GMAT), Test of English as a Foreign Language (TOFEL), and Pre-Professional Skills Test (PPST). Bulletins about other paper-and-pencil national test programs, registration materials, and information are also available in the office. The testing center, located at 238 University Health and Counseling Center Building, is open Monday through Friday from 9:00 a.m. to 5:00 p.m with some extended hours for computer-based testing. Tests are administered by appointment. To register for a computer-based test, call 346-2772.

Training. The center offers a predoctoral internship program that is approved by the American Psychological Association and supervised practicum internships for graduate students in counseling, clinical psychology, and social work.

Crisis Center: 346-4488. The crisis line, a telephone service supervised by the counseling center, operates evenings from 5:00 P.M. to 8:00 A.M., Monday through Friday, and twenty-four hours a day on weekends.

Erb Memorial Union

Charles Miller, Director

(541) 346-3705
1222 East 13th Avenue

The Erb Memorial Union (EMU) is committed to providing programs and activities for the educational, cultural, and recreational enrichment of the university community. Through a combination of programs, services, and facilities, the EMU strives to make students' extracurricular activities an integral part of their education.

The EMU provides group-meeting rooms, a variety of food service options, lounges, a recreation center, and a staff of program consultants to help groups and individuals plan programs. Student government and activities offices are located throughout the EMU.

Also housed in the building are the *Oregon Daily Emerald* offices, a branch of the United States Postal Service, the Campus Copy Center, photo I.D. service, a small variety store, a ticket outlet, the university lost-and-found service, a travel agency, six automatic teller machines, and the Computing Center Laboratory.

Other facilities of the EMU that are not housed in the building are the Waterworks Canoe Company, which rents canoes and kayaks for use on local waterways, and the Outdoor Program's trip staging facility.

The Erb Memorial Union is funded from two sources: the incidental fees paid by students each term and the income generated by some EMU units. Each year the EMU board submits its subsidy request to the Associated Students of the University of Oregon (ASUO) Student Senate, which makes recommendations to the president of the university about the allocation of incidental fees to the Department of Intercollegiate Athletics, the ASUO, the University Counseling Center, and the EMU.

Board of Directors. The board of directors is responsible for making general policy decisions and long-range plans for the Erb Memorial Union. The board also advises EMU staff members on matters of day-to-day management and administration. The board is made up of elected students and appointed students and faculty members.

University Scheduling and Information Services. This office is responsible for scheduling nonacademic events and activities in the EMU, classrooms, Gerlinger Hall Alumni Lounge, and outdoor areas for university departments, student organizations, and off-campus users. A variety of services that support events are provided through the technical service, ticket, and support services departments

Child Care and Development Centers

Six high-quality, state-certified childcare sites are located on campus, in the East Campus area, and at Westmoreland Family Housing. They provide developmentally appropriate childcare for children twelve months through six years of age. Student families receive first priority for enrollment. Spaces are also available for children of staff members and faculty members.

Opportunities exist for students to work in the programs as employees or to receive practicum credit through various departments.

Club Sports

This competitive, recreational program offers more than forty sports during the academic year for students and faculty and staff members. It is designed as an athletic alternative that bridges the gap between intramural and intercollegiate programs. The basic philosophy and key to the success of the program is student involvement in its coordination and administration. Students organize each club and select coaches who perform as volunteers. Emphasis is on participation in competition and on offering students the chance to be recognized as collegiate athletes.

Craft Center

The Craft Center's workshops and courses are open to everyone. People who purchase a term pass can use studios that are well equipped for ceramics, fibers, graphics, glass, photography, woodworking, and other areas of the visual arts. The center also sponsors programs by visiting artists, art exhibits, and annual craft fairs.

Cultural Forum

The Cultural Forum presents a program of campus entertainment and cultural activities including the visual arts program for the EMU, films, concerts, lectures, and performing arts.

Greek Life Advising

Greek life advisers oversee efforts to establish and maintain programs that create positive group-living experiences. Sororities and fraternities are actively involved in academic growth, leadership, community services, and athletic and social events.

For more information see Affiliated Housing in the **Student Housing** section of this catalog or inquire at the Office of Student Life.

Outdoor Program

The Outdoor Program offers low-cost, cooperative activities such as bicycle touring, camping, canoeing, hiking, river rafting, sea kayaking, ski touring, and wind surfing. The program hosts on-campus lectures, slide presentations, and instructional workshops.

Recreation Center

The newly renovated Recreation Center provides a championship billards area, an informal television and billards lounge, a complete video game arcade, and separate areas for table tennis and other reacreational board games. The center sponsors an extensive schedule of special events and tournaments for every skill level. On the Millrace, the center operates the Waterworks Canoe Company located at 1395 Franklin Boulevard.

Student Activities Resource Office

The Student Activities Resource Office provides resources to students and student organizations for events programming. The staff also offers consultation and workshops to help meet individual or group goals.

Women's Center

See the Associated Students of the University of Oregon section of this catalog for information about the Women's Center.

Health Services

Gerald J. Fleischli, M.D., Director

(541) 346-4441
First Floor, University Health and Counseling Center Building
East 13th Avenue and Agate Street
http://healthcenter.uoregon.edu/

The University Health Center provides a variety of medical and health-care services for currently enrolled UO students who have paid student fees. These services are provided by a highly qualified staff that includes physicians, a dentist, nurse practitioners, registered nurses, laboratory and x-ray technicians, athletic trainers, physical therapists, pharmacists, dental hygienists, health educators, and support 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 care for allergies, internal medicine, psychiatry, and minor surgical procedures
4. Allergy clinic and 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. Physical therapy and rehabilitative services, sports medicine and therapy clinics for treatment of injuries
10. Licensed pharmacy
11. Nutrition counseling
12. Health-education services
13. Travel clinic
14. Health insurance program

Hours of Operation. The University Health Center is open from 8:00 A.M. to 6:00 P.M., Monday, Wednesday, Thursday, Friday, and Saturday; from 9:00 A.M. to 6:00 P.M., Tuesday; and from 10 A.M. to 6:00 P.M., Sunday, fall through spring terms. Summer session hours are 8:00 A.M. to 4:30 P.M., Monday through Friday. The health center is closed between terms.

Appointments. Students should make appointments for outpatient care. An appointment can be made by telephone or in person during weekday hours. Students must show a current university student identification card at the University Health Center.

Urgent Care. Students who need immediate attention can use the urgent care service whenever the health center is open, including weekends. However, because this care is first-come, first-served, more time may be spent in the waiting room than if an appointment is made.

A telephone nurse triage program is available when the heath center is closed in the evening, on weekends, and between terms; telephone 346-2770.

Students can use the local emergency rooms and after-hours clinics for emergency and immediate care when the health center is closed.

Charges. The University Health Center charges for laboratory tests, x-rays, medications and prescriptions, immunizations and injections, dental procedures, and other special services and supplies. Every effort is made to keep these charges low.

There is no charge for basic nursing care. There is a nominal fee for the office visits with a staff physician, dentist, psychiatrist, or nurse practitioner.

Students who are referred for medical services that are not available at the University Health Center or who seek medical or health services elsewhere are fully responsible for all expenses.

Health Insurance. All students are strongly encouraged to have health insurance, which can be purchased in 101 University Health and Counseling Center Building. The health center staff members can explain how to obtain a bill for insurance purposes, but the center does not bill insurance companies.

University Health Requirement for International Students. International students may be required to have a screening for tuberculosis by health center staff members. Screening may include a tuberculin PPD skin test or a chest x-ray.

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 University Health Center. After the beginning of a term, registered students can be vaccinated for measles at the health center for a fee.

Other General Information

All medical care and treatment provided at the University Health Center is confidential. Medical records, patients' bills, and other patient information are not released, unless required by law, without the specific written authorization of the patient.

The University Health Center is fully accredited by the Accreditation Association for Ambulatory Health Care.

Brochures available at the University Health Center offer more information about health services, or visit the health center's web page.

Intercollegiate Athletics

Bill Moos, Director

(541) 346-4481
Casanova Athletic Center
2727 Leo Harris Parkway

Head Coaches

Renee Baumgartner, women's golf
Mike Bellotti, football
Rick Gamez, softball
Jack Griffin, women's tennis
Tom Heinonen, women's cross-country, track and field
Chuck Kearney, wrestling
Ernie Kent, men's basketball
Cathy Nelson, volleyball
Steve Nosler, men's golf
Jody Runge, women's basketball
Chris Russell, men's tennis
Martin Smith, men's cross-country, track and field
Bill Steffen, women's soccer

Intercollegiate athletics at the university is an integral part of the institution. Opportunities to participate in athletics are offered to students of both sexes.

The university has a rich heritage in men's intercollegiate athletics, one that includes five National Collegiate Athletic Association (NCAA) track-and-field championships, four NCAA cross-country championships, and the first-ever NCAA basketball championship in 1939. University women earned national cross-country titles in 1983 and 1987 and the outdoor track-and-field crown in 1985. The men claimed NCAA track championships in 1962, 1964, 1965, 1970, and 1984.

Success in sports has made Eugene and the university an attractive site for national championships. The university has been the host for collegiate national championships in men's and women's track and field, women's basketball, gymnastics, wrestling, and golf.

Eugene was the site of the 1972, 1976, and 1980 Olympic Track and Field Trials and hosted its eighth NCAA meet in spring 1996.

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.

Emphasis on academics and athletics has resulted in the university accumulating thirty-two GTE Academic All-Americans, four NCAA Top-Eight awards, and twenty-two NCAA postgraduate scholarship recipients.

The university fields seven sports for men and nine for women. Men's sports are basketball, cross-country, football, golf, tennis, outdoor track and field, and wrestling. Women's sports include basketball, cross-country, golf, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. 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; both men and women compete at the Division I level. 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.

The UO football program—participants in thirteen bowl games since the 1916 season—has been selected for seven postseason appearances in the last ten years.

Pac-10 schools have captured more NCAA titles than any other conference in the nation.

Duck Athletic Fund

The Duck Athletic Fund is the fundraising arm of the Department of Intercollegiate Athletics. Home offices are in 205 Casanova Athletic Center on the UO campus; telephone (541) 346-5433. There are branch offices in Medford and at the Portland Center. The Medford branch is at 201 West Main, Suite 3C; telephone (541) 773-5487. The Portland Center is at 722 SW Second Avenue in Portland; telephone (503) 725-3828.

Physical Activity and Recreation Services

Karla S. Rice, Director

(541) 346-4105
(541) 346-3583 fax
181 Esslinger Hall
http://darkwing.uoregon.edu/~pars

Physical Activity and Recreation Services (PARS), made up of Physical Education, Recreational Sports, and Facilities Services, supports itself through fees charged for physical-activities courses and other services. PARS sponsors comprehensive sports and recreational programs for students and for faculty and staff members of the university.

The more than 130 physical-activity courses offered by Physical Education emphasize the development of physical skills that contribute to a healthy lifestyle. Recreational Sports programs offer participants the opportunity to enjoy competitive sports, fitness activities, and informal recreational activities. Facilities Services maintain the facilities, equipment, and locker rooms.

PARS programs are described more fully in the **Academic Affairs** section of this catalog.

Public Safety

George Hecht, Interim Director

Straub Hall
1319 East 15th Avenue
http://safetyweb.uoregon.edu/

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 public safety and police, crime prevention, keys, parking, transportation, the faculty-staff Lane Transit District Ridership Program, bicycle registration, and driver certification.

Parking regulations are available in the Office of Public Safety. Students and university employees may purchase parking permits for motor vehicles or obtain free bicycle permits in this office from 8:00 A.M. to 5:00 P.M., Monday through Friday. Fees are listed under Special Fees in the **Tuition and Fees** section of this catalog. Visitors may obtain one-day parking permits from the public safety office, the information kiosk at 13th Avenue and Beech Street, or from the department they are visiting.

Special Services

Academic Learning Services

Susan Lesyk, Director

(541) 346-3226
68 Prince Lucien Campbell Hall

The Center for Academic Learning Services (ALS) provides academic support to 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 assistance 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 participating 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. Courses offered by the center are listed in the **Academic Affairs** section of this catalog.

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, and the Medical College Admission Test.

Tutoring. Peer tutors in entry-level undergraduate courses are available through the center. Students may drop in to receive free assistance with mathematics and writing at the center's laboratories.

American English Institute

Sarah Klinghammer, Director

(541) 346-3945
(541) 346-3917 fax
107 Pacific Hall
5212 University of Oregon
Eugene OR 97403-5212, USA
aei@oregon.uoregon.edu
http://babel.uoregon.edu/aei/aei.html

The American English Institute (AEI) offers five English-language programs for adults who want to improve their English proficiency in order to perform effectively in an academic or professional setting. They are the Intensive English Program, the Academic English for International Students program, the International Graduate Teaching Fellow program, the Academic Orientation for International Students of Business, and special short-term programs.

Institute instructors are university faculty members with specialized training in linguistics, applied linguistics, or teaching English as a second language (TESL). Classes begin in September, January, March, and June.

Intensive English Program. This program consists of a basic six-level curriculum and an elective curriculum.

The basic six-level curriculum is divided into two combined skill areas: oral communication, which emphasizes speaking and listening; and written communication, which emphasizes reading and composition.

The elective curriculum consists of 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, Computer-Assisted Language Learning, and American Films.

Other services and facilities, including an audio-video laboratory and a Macintosh computer laboratory, afford the student opportunities to develop proficiency in English. Advanced students may enroll, with approval from AEI, in one regular university course. Trained and supervised tutors help students individually with course work, conversation, listening, reading, composition, and pronunciation.

Academic English for International Students. The AEIS program is offered to enrolled undergraduate and graduate students who need or request additional training in English as a second language for academic work. Courses are offered in pronunciation, listening and note taking, speaking, reading and vocabulary, and writing. Occasionally, adjunct courses to regular university courses are offered. A placement test determines the area in which work in English is needed. AEIS courses earn university credit and are taken at the same time as other university course work. Information about this program is available from AEIS office, 112C Pacific Hall.

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 AEIS office, the Office of International Education and Exchange, and the Graduate School.

Academic Orientation for International Students of Business. This summer-only program is offered jointly by AEI and the Charles H. Lundquist College of Business to prepare students to meet the linguistic and cultural demands of graduate programs in business and economics. The six-week program includes macroeconomics, offered with a language support course; contemporary business concepts; business case studies; effective business presentation skills; computer training; library research skills; and individual tutoring. A 550 TOEFL score and acceptance into a university graduate program are recommended for admission. A personal statement, nonrefundable $50 application fee, and financial verification documents must accompany the application form. All applications and requests for information should be addressed to the Business Programs Coordinator at AEI.

Short-Term Programs. Upon request, the institute designs and teaches two- or five-week programs for groups of students. Programs may target areas of interest such as business, university preparation, American language and culture, or second-language teaching methodology.

Student Services. The institute's student services include an academic counselor, an extensive orientation program before classes begin, planned activities in Eugene and the state of Oregon, and host families.

Admission Procedures. The institute's Intensive English Program is open to students who have successfully completed secondary school and are able to demonstrate sufficient financial support for study at the institute. To apply, 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 $65

If a student is transferring from another English-language program in the United States, a recommendation from the program director or a transcript must be included.

Admission to the American English Institute's Intensive English Program does not imply admission to any other school or program at the University of Oregon.

Inquiries regarding admission should be directed to the AEI admissions coordinator.

Educational Opportunities Program

Susan Lesyk, Director

68 Prince Lucien Campbell Hall
(541) 346-3232

The Educational Opportunities Program (EOP) is part of the Center for Academic Learning Services. Funded by a federal grant, the program provides comprehensive academic support including courses, noncredit workshops, tutoring, academic and personal counseling, and advocacy and mediation help for disadvantaged and traditionally underrepresented students. The program offers services to students with a variety of problems and skill levels—from those who are having trouble staying in the university to those whose plans include graduate or professional schools.

For more information, see also Academic Learning Services in the **Academic Affairs** section of this catalog. The Educational Opportunities Program office is open weekdays from 8:00 A.M. to 5:00 P.M.

High School Equivalency Program

Emilio Hernandez Jr., Director

(541) 346-0881
1685 East 17th Avenue

Federally funded and sponsored by the University of Oregon, the High School Equivalency Program (HEP) is a multicultural, bilingual alternative-education program for migrant and seasonal farm-worker youths. The program offers services to students with a wide range of academic and language skills and provides instruction in social, academic, and survival skills necessary to pass the general educational development (GED) test and to be placed in college, job training, or employment. The High School Equivalency Program office is open weekdays from 8:00 A.M. to 5:00 P.M.

Multicultural Affairs

Carla D. Gary, Director and University Advocate

(541) 346-3479
(541) 346-3416 (fax)
470 Oregon Hall
http://darkwing.uoregon.edu/~oma/

The Office of Multicultural Affairs (OMA) is dedicated to helping students of color successfully complete their University of Oregon education. OMA strives to meet this responsibility by providing an honest and caring atmosphere sensitive to students. Specific goals are to

- Help African American, Asian American–Pacific Islander, Chicano or Latino, and Native American students achieve academic success
- Retain students of color and facilitate their graduation from the University of Oregon
- Assist the University of Oregon with issues of racial and ethnic diversity
- Coordinate summer research initiatives for students of color
- Assist the Office of Admissions with the recruitment of students of color to the University of Oregon
- Work with the Career Center and the Graduate School to facilitate placement opportunities

The office's support services include

- Academic advising
- Macintosh computer laboratory with word-processing software, Internet connection, and graduate school practice exams
- Scholarship, fellowship, employment, and internship information
- Graduate school preparation
- Student advocacy
- Tutorial assistance
- Selected course offerings including College Composition I,II (WR 121, 122), College Algebra (MATH 111), Special Studies: Intermediate Algebra (ALS 199), Calculus for Business and Social Science I,II (MATH 241, 242), Introduction to Methods of Probability and Statistics (MATH 243)

OMA sponsors the Reach for Success Middle School Visitation Program, the Awards and Graduation Ceremony, and multicultural speakers and presenters. The office also provides

nical, advisory, and financial support to student organizations, and it enhances the new student experience by coordinating an open house, Week of Welcome activities, and a Fall Orientation Retreat for new students of color.

Services are free. Students of color are encouraged to use the Office of Multicultural Affairs.

National Student Exchange

Joe Wade, Coordinator

(541) 346-3211
164 Oregon Hall

The University of Oregon is one of some 150 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 UO student must have a 2.50 cumulative grade point average (GPA) or better and have a record of good conduct at the university. Students typically participate in the exchange program during the sophomore or junior year. In general, students apply during winter term. Tuition is assessed by the host institution at the in-state resident rate; however, in some situations tuition may be paid at the University of Oregon.

Speech-Language-Hearing Center

Jane Eyre McDonald, Director

(541) 346-3593
Clinical Services Building

The Speech-Language-Hearing Center offers a full range of clinical and consultative speech, language, and audiological services for individuals of all ages. These services are offered in the clinic in the Center on Human Development and in a variety of off-campus sites including preschools, public schools, hospitals, rehabilitation centers, and clinics. The center serves as a local, state, and national resource for innovative clinical service and clinical research, providing high-quality, databased speech, language, and hearing services to individuals with communication disorders or delays. Simultaneously the center creates opportunities in clinical practica for students in the Communication Disorders and Sciences Program.

Veterans Affairs

Herbert R. Chereck, University Registrar

(541) 346-3119
220 Oregon Hall

The Office of Veterans Affairs, in the Office of the Registrar, helps eligible student veterans and their dependents obtain veterans' educational benefits in compliance with Veterans Administration procedures and regulations.

The office provides basic information about Veterans Administration and Oregon State Veterans benefits including Veterans Vocational Rehabilitation, Veterans Tutorial Assistance, and contact with the Veterans Administration Regional Office in Portland. A student wanting ***advance pay*** for educational benefits should write or call the Office of Veterans 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. 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.

Yamada Language Center

Jeffrey Magoto, Director

541) 346-4011
(541) 346-3917 fax
121 Pacific Hall
ylc@darkwing.uoregon.edu
http://babel.uoregon.edu/

The Yamada Language Center houses the University of Oregon's language laboratories; it has an extensive collection of audio and video media and computer software. The center has multimedia laboratory facilities for individual and group work; several classrooms with audio, video, laser disc, and video overhead projecting equipment; and a computer laboratory. The center's lounge has reading material in variety of languages and is used for seminars and a film series.

The center also provides support services to training programs for teachers of second languages and English as a second language. As a research unit, the center brings together faculty members in second-language instruction, education, and related fields to work on individual and collaborative projects in second-language acquisition, teaching methodology, and the development of audio, video, and software instructional media with accompanying texts. The center hosts workshops and seminars on topics related to second-language acquisition and instruction.

Student Alumni Association

(541) 346-5681
123 Agate Hall
uosaa@darkwing.uoregon.edu

The University of Oregon Student Alumni Association is an independent, nonprofit organization of students who volunteer their time and skills as representatives of the University of Oregon in coordination with the UO Alumni Association. The council seeks to:

- 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 and the alumni association
- create avenues of communication among students, faculty members, administrators, staff members, alumni, parents, and community residents

The group is composed of students who demonstrate strong leadership, organizational skills, and an interest in and understanding of the university. New members are selected each fall and spring by a committee of current members including the primary council.

In addition to planning, organizing, and implementing special events such as Homecoming, Parents' Weekend, Trading Places, Take a Duck to Lunch, and blood drives, the council also works as a liaison between the community and the university.

Student Life

Weston H. Morrill, Dean

(541) 346-3216
364 Oregon Hall

The Office of the Dean of Student Life helps students derive full benefit from their University of Oregon experience by assessing and communicating the needs of a changing student body, providing education and support programs and services, working to ensure that all students are supported and accepted, minimizing the obstacles to student success, and celebrating the accomplishments of individuals and the campus community.

Commencement

Mary Hudzikiewicz, Coordinator

All-university commencement exercises are held in June and August. Individual departments and colleges hold additional ceremonies in June. See the academic calendar for dates.

Conflict Resolution Services

Ann Bentz, Director

(541) 346-4240
318 Erb Memorial Union

Services include a variety of culturally appropriate conflict resolution methods—peacemaking, go-between, conciliation, mediation, arbitration—as well as consultations and coaching about interpersonal, small-, and large-group conflicts. The program's trained mediators and interns offer skills workshops on various aspects of managing serious disagreements, handling difficult people, anger management, and basic conflict resolution skills. Workshops also address design and facilitation of problem-solving, planning, decision-making, and team-building gatherings. All services for students and faculty and staff members are free and confidential.

Gay, Lesbian, Bisexual, and Transgender Educational and Support Services

Stephanie Carnahan, Director

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

Understanding and acceptance are essential to creating a welcoming environment for gay, lesbian, bisexual, and transgendered people. This program develops and provides educational services related to homophobia and heterosexism; assists student organizations and academic units in bringing speakers to campus for educational programs; serves as a referral source for and provides consultation to members of the lesbian, gay, bisexual, and transgender community; offers support services for lesbian, gay, bisexual, and transgender people and their heterosexual allies; and acts as a liaison between the university

administration and the lesbian, gay, bisexual, and transgender community.

Honors and Awards

See the Honors at Oregon section of this catalog for information about honorary societies, outstanding-student awards, scholarships and prizes, and the Dean's List.

Multiethnic Student Programs

Troy Franklin, Coordinator

The Office of the Dean of Student Life provides support and assists students in developing programs designed to enhance and foster a campus environment that recognizes, celebrates, and values its racial diversity. In addition, the office provides assistance to the ethnic student unions and the Multicultural Center in achieving the objectives of ensuring that students of color have a successful and productive experience at the University of Oregon. The office also assists the unions in building stronger coalitions on campus.

Programs for Parents and Families of UO Students

Tris O'Shaughnessy, Director

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 speeches are some of the events offered during Parents' Weekends. Parents of prospective students are invited to an annual Preview Day in the fall, and IntroDUCKtion in the summer introduces newly admitted students and their parents to the university. A newsletter, *Connections*, is published by the Office of the Dean of Student Life.

Race Task Force

Troy Franklin, Coordinator

Coordinated by the Office of the Dean of Student Life, the Race Task Force provides support to students who experience racism and mediates incidents of racial tension on campus. The task force offers forums and events for the public discussion of racial issues, publishes an educational brochure on racism, and advocates for victims of racial harassment.

Student Conduct Program

http://oregon.uoregon.edu/~conduct/index.html

The university's student conduct program is designed to protect the rights, health, safety, and well-being of every member of the university community and, at the same time, protect the educational objectives of the university. The program handles complaints made against students by other students and by faculty or staff members.

A faculty-student committee has primary responsibility for formulating and evaluating student conduct policies and procedures. The program is administered by the student conduct coordinator.

An abridged version of the Student Conduct Code and information concerning the student conduct program appear in the Schedule of Classes. Copies of the complete code are available for examination in the Office of the Dean of Student Life and from University Housing, the ASUO, and the Office of Student Advocacy. A copy of the code and more information is available on the World Wide Web.

Substance Abuse Prevention and Education

Byron McCrae, Coordinator

The Office of the Dean of Student Life offers programs and services to campus organizations and students who want information about the use and abuse of alcohol and other drugs. The office also coordinates and provides information about campus efforts in alcohol and drug abuse education, prevention, and intervention.

Unwanted Sexual Behavior Prevention

Byron McCrae, Coordinator

The Office of the Dean of Student Life coordinates the Unwanted Sexual Behavior Task Force, self-defense classes, courses about preventing sexual assault, and other programs and events designed to prevent unwanted sexual behavior. In addition, the office provides support for survivors of sexual violence.

Student Retention Programs

Jane DeGidio, Director

(541) 346-1152
(541) 346-5811 fax
372 Oregon Hall
5256 University of Oregon
Eugene OR 97403-5256
http://darkwing.uoregon.edu/~orsp/

The staff of the Office of Student Retention Programs works in partnership with teaching faculty members and other staff members to provide information and programs that help undergraduate students succeed at the University of Oregon. Programs begin even before students enroll, include a new-student orientation, and continue through graduation.

Staff members are committed to providing a variety of learning communities to respond to the diverse needs of stuents. The staff links faculty members with students to explore academic goals and build the knowledge, skills, and interpersonal relationships necessary for a successfull academic career.

Faculty Firesides

Jane DeGidio, Coordinator

The Faculty Firesides program, a joint effort of the UO Foundation and the Office of Student Retention Programs, partially funds faculty-hosted events that give students and faculty members the opportunity to spend time together in casual settings where conversation is encouraged and relationships are enhanced.

Freshman Interest Groups

Jack W. Bennett, Director

Freshman Interest Groups (FIGs) help students fulfil some general university requirements while they focus on a particular area of interest and possibly a major. Students in each interest group share enrollment in three related courses. One course has a small class size so that members meet other students who share similar interests. In addition to FIG courses, students plan an academic 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 plan to attend IntroDUCKtion in July receive in early June information and an invitation to join a FIG. Students who do not attend IntroDUCKtion receive their invitation in early August. Because spaces are limited and allocated as reservation requests are received, students are urged to return their requests as soon as possible.

Freshman Seminars

Sherri Willard Argyres, Coordinator

Freshman Seminars are innovative courses developed especially for new students. Open only to students in their first year of university study and to international transfer students with fewer than 45 credits from a U.S. university, the seminars emphasize activities that help sharpen critical reasoning, writing, and reading skills. And, unlike traditional lecture courses, Freshman Seminars emphasize active discussion by participants and development of a sense of community among students. This personalized method of instruction gives students the opportunity to interact with classmates and express ideas and opinions freely. The seminars offer a great opportunity to be challenged intellectually in a relaxed atmosphere, become better acquainted with faculty members at the University of Oregon, and meet new friends. A course schedule, available in the Office of Student Retention Programs, lists each term's offerings. Enrollment in each seminar is limited to twenty students.

Leadership Classes and On-Campus Internships

Jane DeGidio and Jack W. Bennett, Coordinators

Students can learn how to be effective leaders and, in many instances, gain practical leadership experience by taking student development leadership courses and on-campus internships. Higher education professionals offer these opportunities in cooperation with the Department of Educational Leadership, Technology, and Administration. Students can earn academic credit for the internships and most courses.

New Student Orientation

Kris Winter, Director

Orientation programs for new undergraduate students and their parents focus on improving the quality of the new-student experience at the University of Oregon by providing assistance with academic, social, and personal adjustment to the university.

ConDUCKtours. Student volunteers, ConDUCKtors, lead tours of the university at 10:00 a.m. and 2:00 p.m., Monday through Friday, and at 10:00 a.m . on Saturdays. ConDUCKtors staff the Tours and Information booth, first floor of Oregon Hall, where they distribute campus maps and pamphlets about various university programs and answer general questions about the university.

IntroDUCKtion. IntroDUCKtion, a two-day, summer orientation program for new students and their parents, provides an opportunity to learn about support services, receive academic advising, and register for courses. IntroDUCKtion is offered several times during the month of July. During IntroDUCKtion, participants register for fall-term courses and have a chance to meet faculty members and other new students. When they return to campus in the fall, they are free to participate in UO Week of Welcome activities.

New Student Telephone Project. This telephone outreach program employees students to contact potential UO students, answer their questions, and help ease anxieties about college life at the University of Oregon. The telephone project runs through winter and spring terms each year.

Week of Welcome. During Week of Welcome, held in September, more than 300 academic, social, and cultural programs are presented by faculty members and returning students. Programs help entering freshmen and new transfer students start their academic careers smoothly. Week of Welcome provides opportunities before classes begin to meet other students and to discover the campus and community resources vital to the student's educational goals.

Reach for Success

Jane DeGidio, Coordinator

Reach for Success is a college visitation day for middle school students of color, parents, teachers, and counselors.

September Experience

Jane DeGidio, Coordinator

Students can earn five credits, recorded as earned during summer session, by taking the two-week courses and workshops offered through September Experience, an affordable fixed-cost program. Courses are held just before the start of fall term. The program is ideal for students who need to earn additional credits to advance class standing or meet elective-credit requirements for a degree.

Work and Family Services

Karen Logvin, Administrator

(541) 346-2962
463 Oregon Hall

University Work and Family Services, a program in the Office of Human Resources, assists university families in managing work, education, and family life. The office coordinates information about campus and community childcare options, resources for families and elder care, and university policies related to children and families. Staff members are available to consult with students and faculty members about parenting, childcare, and other family issues.

ASUO Student Childcare Subsidy. Funded by student incidental fees, the program pays a percentage of childcare expenses for low-income students. UO-affiliated and licensed community childcare expenses are covered. More information and applications are available from the EMU Child Care and Development Centers office, 1511 Moss Street; telephone 346-4384.

Family Childcare Network. A program of Work and Family Services, the Family Childcare Network provides education, consultation, and

support to family-housing residents who are interested in or are currently providing childcare at their homes. The network encourages and supports family-housing home childcare providers through informational meetings, use of a professional library, and introduction to community childcare referral services and training opportunities. For more information, call Work and Family Services.

UO Affiliated Childcare Programs

Opportunities exist for students to work in UO childcare programs as employees or to receive practicum credit through various departments.

Co-op Family Center

(541) 346-7400

The center accepts children who are between the ages of eight weeks and eleven years.

The center serves primarily families who live in Spencer View Family Housing but accommodates some UO and community parents when space is available. Parents may reduce their costs through several cooperative options and may also share in the center's management through membership on the center's board of directors. See also Associated Students of the University of Oregon in this section of the catalog.

Parent and Baby Co-op

(541) 346-2962

The parent-initiated and -managed program, for children who are between the ages of six weeks and one year, is designed to support parents reentering the work force or returning to school after a birth or adoption.

UO parents may register for a designated baby room in the East Campus area, or locate space close to their work site to use as a baby room. The request for work space must be approved by the employee's dean or department head and vice president. The parent then works with the work and family services administrator to plan and implement the program.

EMU Child Care and Development Centers (CCDC)

(541) 346-4384

The centers accept children who are between the ages of fifteen months and six years.

The centers primarily serve student families but accommodate the children of UO faculty and staff members when space is available. Administered by the Erb Memorial Union, the centers comprise six childcare programs located at sites in the East Campus area, Westmoreland Family Housing, and the EMU. Parents can share in policy decisions by belonging to the centers' Parent Council. See also Erb Memorial Union in this section of the catalog.

Vivian Olum Child Development Center

(541) 346-6586

The center provides comprehensive childcare and education for children at a variety of developmental levels, who are between the ages of six weeks and eleven years.

The center primarily serves faculty and staff families, with student families guaranteed priority access to a percentage of available openings, and it mainstreams community children with special needs. Administered by the Office of Human Resources' Work and Family Services, the center comprises two on-campus sites located at the UO Center on Human Development and at an east-campus site, 1650 Columbia Street.

Enrollment by Major and Classification Fall 1998

College of Arts and Sciences	Admitted Undergraduates Freshman	Sophomore	Junior	Senior	Postbaccalaureate	Admitted Graduates Master	Doctor	Other	Totals
Anthropology	28	30	66	70	2	14	40	0	250
Asian Studies	1	4	9	11	2	19	0	0	46
Biochemistry	23	8	11	27	2	0	0	0	71
Biology	125	123	113	130	16	18	65	3	593
Chemistry	19	24	28	47	2	4	75	0	199
Chinese	5	1	2	6	1	0	0	0	15
Classical Civilization	1	0	0	0	0	0	0	0	1
Classics	10	5	1	3	0	7	0	0	26
Comparative Literature	2	6	6	12	0	0	33	0	59
Computer and Information Science	89	95	103	105	41	45	26	0	504
Creative Writing	0	0	0	0	1	22	0	0	23
East Asian Languages and Literatures	0	0	1	0	0	17	10	0	28
Economics	15	21	77	84	6	19	31	0	253
English	68	119	147	173	12	11	72	6	608
Environmental Studies	43	67	122	141	5	6	0	0	384
Ethnic Studies	1	2	4	3	0	0	0	0	10
Exercise and Movement Science	39	44	59	69	6	47	11	0	275
French	2	4	18	12	2	8	1	0	47
General Science	32	36	59	90	7	0	0	0	224
Geography	2	11	27	31	3	22	19	0	115
Geological Sciences	12	8	17	20	4	12	25	0	98
German	0	2	7	6	3	4	7	0	29
History	29	43	53	71	5	21	21	0	243
Humanities	5	4	6	17	0	0	0	0	32
International Studies	0	0	21	32	4	38	0	0	95
Italian	1	2	1	1	0	4	0	0	9
Japanese	12	6	15	20	1	0	0	0	54
Linguistics	6	5	15	13	7	21	17	1	85
Mathematics	20	21	19	32	2	8	40	1	143
Mathematics and Computer Science	4	4	7	6	3	0	0	0	24
Philosophy	8	21	16	20	2	2	39	1	109
Physics	17	14	23	22	5	5	62	3	151
Political Science	64	86	127	128	5	0	23	0	433
Preengineering	10	2	2	0	1	0	0	0	15
Prepsychology	163	152	126	31	9	0	0	0	481
Psychology	0	25	116	231	9	24	60	0	465
Religious Studies	1	3	10	14	0	0	0	0	28
Romance Languages	2	6	13	14	1	9	17	0	62
Russian	2	2	2	3	0	8	0	0	17
Sociology	24	83	165	194	7	0	40	0	513
Spanish	7	24	41	55	5	9	1	0	142
Theater Arts	28	34	26	33	0	7	9	1	138
Undeclared Premajors	1,363	661	303	70	43	0	0	2	2,442
Women's Studies	1	3	3	0	0	1	0	0	8
Total	2,284	1,811	1,987	2,047	224	432	744	18	9,547
Professional Schools									
Architecture and Allied Arts	139	144	249	449	31	444	3	4	1,463
Education	124	116	130	127	13	295	194	2	1,002
Journalism and Communication	241	232	259	250	23	36	14	1	1,056
Law	0	0	0	0	0	0	507	0	507
Lundquist College of Business	458	401	447	457	19	166	34	1	1,983
Music	67	60	74	102	3	69	62	2	439
Total	1,029	953	1,159	1,385	89	1,011	814	10	6,450
Other									
National Student Exchange	0	0	0	0	0	0	0	0	70
Interdisciplinary Studies	0	0	0	0	0	44	1	0	45
Unclassified Graduates	0	0	0	0	0	0	0	22	22
Unclassified Undergraduates	3	0	1	0	0	0	0	0	4
Nonmatriculated	0	0	0	0	0	0	0	0	642
Total All Majors and Classifications	3,316	2,764	3,147	3,432	313	1,487	1,559	50	16,780

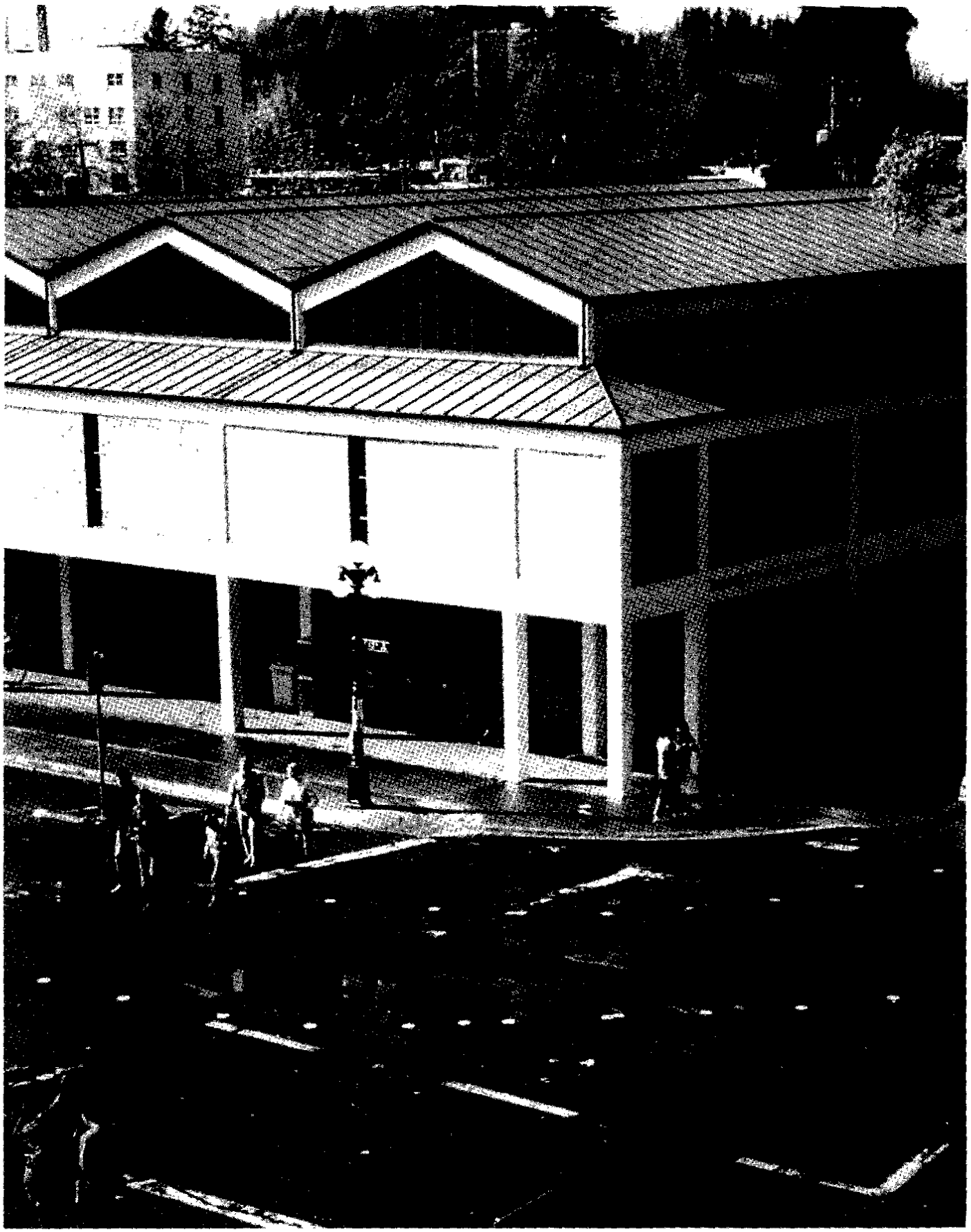
Summary of Degrees Granted: Fall 1997 through Summer 1998

Bachelor's Degrees	Male	Female	Total
Bachelor of Arts	463	863	1,326
Bachelor of Science	684	843	1,527
Bachelor of Architecture	20	41	61
Bachelor of Fine Arts	30	35	65
Bachelor of Interior Architecture	9	3	12
Bachelor of Landscape Architecture	12	12	24
Bachelor of Education	1	1	2
Bachelor of Music	15	12	27
Total	1,234	1,810	3,044

Advanced Degrees	Male	Female	Total
Master of Arts	50	84	134
Master of Science	125	156	281
Master of Architecture	41	23	64
Master of Business Administration	101	36	137
Master of Community and Regional Planning	9	11	20
Master of Education	2	6	8
Master of Fine Arts	13	19	32
Master of Human Resources and Industrial Relations	0	6	6
Master of Interior Architecture	0	2	2
Master of Landscape Architecture	2	2	4
Master of Music	2	15	17
Doctor of Philosophy	80	76	156
Doctor of Musical Arts	0	3	3
Doctor of Jurisprudence	94	84	178
Total	519	523	1,042
Total Degrees Granted	1,753	2,333	4,086

Retention and Graduation Rates for Freshmen Entering from High School

Term of Entry	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Number of Students in Entering Class	1,923	2,116	1,889	2,168	2,455	2,401	2,504	2,430	2,233
Percentage Enrolled the Following Fall Term	83.3%	78.4%	80.3%	77.3%	76.6%	77.2%	76.5%	80.3%	81.0%
Percentage Graduated after Four Years	32.9%	31.3%	35.4%	34.7%	37.3%	36.8%			
Percentage Graduated after Five Years	56.1%	51.1%	54.7%	52.5%	54.8%				
Percentage Graduated after Six Years	60.6%	56.0%	59.3%	56.7%					



The University of Oregon Bookstore will mark seventy-seven years of service to students and to faculty and staff members in 1998. This is the seventeenth year the bookstore has assisted in funding the *UO Undergraduate and Graduate Bulletin*'s full-color covers, reiterating 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.

FACULTY Index

Faculty listings are based on information received in the Office of University Publications by May 1, 1999.

Aaron, Laura 195
Abbott, Max G. 247
Abia-Smith, Lisa 195
Acheson, Keith A. 247
Acker, Joan R. 173
Acker, Martin H. 242
Acres, Alfred 143, 191
Adler, Jack D. 291
Agiş, Ayşe 130
Aguirre, Carlos 101, 120, 132
Aikens, C. Melvin 51, 56, 195, 311
Alavi, David S. 315
Albaum, Gerald S. 126, 232, 316
Albert-Galtier, Alexandre 162
Albin, Richard W. 250
Alexander, Henry A. Jr. 146
Allen, Doris Renshaw 275
Alley, Henry M. 44, 180
Alpert, Laura J. 180, 197
Altmann, Barbara K. 72, 130, 143, 162, 180
Amundson, David 202
Anderson, Frank W. 137
Anderson, Michael C. 49, 156, 313
Anderson, Susan C. 116
Anderson-Inman, Lynne 35, 236, 246
Andrew, Barbara 146
Andrews, Fred C. 137
Andrews, George F. 185
Aoki, Keith 101, 263
Argyres, Sherri Willard 326
Ariola, Zena M. 75
Arrow, Holly 44, 156, 313
Ash, Amy D. 152
Awh, Edward 156
Axline, Michael D. 96, 263
Ayres, William S. 51, 56, 96, 144, 145

Bailey, Exine Anderson 275
Baird, Barbara Myers 274
Bajer, Andrew S. 58
Baker, Daniel J. 250
Baker, Doris Luft 162
Baker, Lois I. 263
Baldwin, Dare A. 133, 156, 313
Baldwin, Ewart M. 112
Baldwin, John H. 64, 96, 126, 169, 184, 211, 313, 316
Barkan, Alice 58, 313
Barnes, Bruce A. 137
Barnes, Cathy E. 228
Barnes, Eugene B. 309
Barnhard, Ralph J. 64, 106
Barr, Sherrie 269
Barrar, Richard B. 137
Bartel, Roland 91
Bartlein, Patrick J. 96, 108
Barton, Robert 177
Bassett, Carol Ann 96, 255
Bastress-Dukehart, Erica 44
Bateman, Barbara D. 250
Bates, Barry T. 103
Baugh, William H. 152
Baumgartner, Renee 323
Baumgold, Deborah 152
Baxter, Diane B. 44, 51, 130
Bayless, Martha J. 69, 90, 143
Beck, Jacob 157
Becker, Wesley C. 250
Beebe, John Fred 169
Beelman, Glenn T. 137
Bekoff, Anne 103
Belitz, Dietrich 148, 314, 315
Bell, Colleen 308
Bellotti, Mike 323
Bender, Steven W. 101, 263
Benedicto, Juanita 308
Bengston, Carla 197
Bennett, Jack W. 126, 326
Bennett, Leslie K. 275, 308
Bennett, Wayne 274
Bentz, Ann 325
Benz, Michael R. 238, 250
Bergquist, Peter 275
Berk, Gerald 152
Best, Roger J. 232
Bettman, Ann 96, 208
Beudert, Mark 274
Biersack, Aletta 51, 56, 96, 130, 144, 180
Biglan, Anthony 250
Bingham, Edwin R. 120
Birn, Raymond 120
Birrell, Pamela 180
Bishop, Dennis 185
Bishop, Louise M. 44, 90, 143
Bivins, Thomas H. 255
Bjerre, Carl S. 263
Black, Teresa D. 211
Blanchard, James 96, 295
Blandy, Doug 64, 105, 184, 195
Blonigen, Bruce A. 86
Bode, Ann 103
Boekelheide, Virgil C. 64
Bogel, Cynthea J. 56, 143
Bogen, Gerald K. 247
Boggs, Sam 112
Bohls, Elizabeth A. 90, 180
Bolan, Kevin M. 294
Boles, Shawn 96
Bolton, Christopher R. 291
Bonamici, Andrew R. 308
Bonds, Alexandra 126, 177
Bonine, John E. 96, 263
Bonnett, Howard T. Jr. 58
Borchardt, John W. 291
Bordwell, Constance 91
Boren, James L. 90, 133, 143
Borovsky, Zoe 72, 116, 143, 172
Boss, Jack 274
Bothun, Gregory D. 96, 148, 312
Botvinnik, Boris 137
Boucot, Arthur J. 111
Boush, David M. 232
Bowditch, P. Lowell 69, 72
Bowerman, Bruce A. 58, 313
Bowerman, William J. 291
Boynton, Susan 143, 180, 274
Bradshaw, William E. 58
Branchaud, Bruce P. 64, 314
Brandon, John 103
Brau, James E. 148
Breidenthal, Leslie T. 275
Bricker, Diane D. 235, 242
Briscoe, John L. 185
Brodie, Donald W. 263
Brokaw, Cynthia J. 56, 120, 180
Brown, G. Z. 96, 185, 312, 316
Brown, Richard Maxwell 120
Brown, Steven T. 56, 72, 81
Brown, Warren B. 102, 230, 305
Brownmiller, Sara N. 180, 308
Brox, Randi M. 162, 180
Brundan, Jonathan 137
Bryan, Stanley W. 185
Buch, James R. 317
Buckley, Aileen R. 96, 108
Buckner, Paul E. 197
Buczkowski, Mieczyslaw "Mischa" E. 169, 308
Buhl, Cheryl 236
Bullis, Michael D. 238, 250
Burris, Vallon L. 172
Burton, Richard H. 219, 232
Butler, Barbara A. 308, 316
Bybee, Carl R. 255
Byrd, Barbara 293

Cadbury, William 91
Calhoon, Kenneth S. 35, 72, 102, 116, 130
Calin, Françoise G. 162
Campbell, Ellen 274
Campbell, Robert 86
Capaldi, Roderick A. 58, 313
Capt, Betty 242
Captein, David 274
Carmichael, Howard J. 148, 314, 315
Carnahan, Stephanie 325
Carney, Stephen 302, 303
Carnine, Douglas 237, 246, 251
Carpenter, Gaylene 180
Carpenter, Kathie 56, 133, 313
Carroll, George C. 58, 96
Carter, Lawrence R. 96, 172
Cartier, Carolyn L. 56, 72, 96, 108, 180
Cartwright, Virginia 185, 316
Carver, Deborah A. 35, 308
Case, David R. 274
Cashman, Katharine V. 111, 312
Castenholz, Richard W. 58, 96, 316
Castillo, David R. 72, 162
Cava, John 185
Cawthorne, Jon E. 308
Ceccacci, Nadia 162
Chadwell, Faye A. 308
Chalmers, John M. R. 229
Chatfield, Steven 269

Cheng, Nancy Yen-wen 185
Chereck, Deborah 223
Chereck, Herbert R. 14, 325
Chope, Roger A. 227
Choquette, Robert J. 211
Christensen, Ned J. 241
Christensen, Rodney E. 309
Cina, Jeffrey A. 64, 315
Civin, Paul 137
Clark, Chapin D. 263
Clark, Richard G. 274
Clark, Robert D. 177
Clark, Suzanne 72, 90, 96, 130, 180
Clayton, Mary E. 308
Clements, David P. 312
Close, Daniel W. 242, 316
Close, Valerie Taylor 237
Coale, Shirley Ann 144
Coe, Jeanne 48
Cogan, Frances B. 44, 180
Cohen, J. David 148, 315
Cohen, Shaul E. 96, 108, 130
Coleman, Edwin L. II 91, 105
Collin, Robert W. 96
Collin, Robin Morris 96, 101, 263
Collins, Paul F. 156
Combellack, Frederick 69
Conant, Eaton H. 230
Conery, John S. 75, 96, 312
Conley, David T. 237, 246
Connolly, Thomas J. 52
Contreras, Alan 212
Cook, Stanton A. 108
Coppock-Bland, Nan 47
Cormack, Janet 195, 304, 305
Corner, Donald B. 184, 185, 312
Craig, Jenifer P. 51, 269
Crasemann, Bernd 148
Crone, Deanne A. 250
Crosswhite, James R. 90, 96
Crumb, David 274
Crumb, Lawrence N. 309
Cruz, Jacqueline 72, 132, 162, 180
Csonka, Paul L. 44, 148, 314
Cunningham, John H. 232
Cuny, Janice 75, 312
Curland, David J. 162
Curtis, Charles W. 137, 314

Dahle, Thomas L. 247
Dahlquist, Frederick W. 64, 313
Daley, William E. 219, 232
Dann, Larry Y. 229
Darling, Karen D. 308
Darst, Robert G. 96, 102, 152, 169, 172
Dasso, Jerome J. 228
Dassonville, Paul 156
Davie, William E. 146
Davies, James C. 152
Davis, Howard 185, 202, 312
Davis, Lorraine G. 177, 291
Davis, Richard M. 86
Davis, Robert L. 133, 162
Dawson, Jane I. 96, 152, 169
Deater-Deckard, Kirby 156

DeBevoise, Ken 120
DeBuse, Marjorie 238, 250
DeChaine, Faber B. 177
Deck, R. Larry 227
Decker, Leslie 120
Degge, Rogena M. 195
DeGidio, Jane 247, 326, 327
DeHaven, Edna P. 247
deJung, John E. 247
DeLancey, Scott 56, 133, 313
Del Guercio, Diane Garcia 229
Dennis, Matthew 96, 105, 120, 130
Denny, Michael P. 274
Descutner, Janet W. 56, 105, 269
Deshpande, Nilendra G. 148, 314
Desroches, Richard H. 162
Deutsch, Steven 172, 293
Devine, Linda 326
DeVries, Philip J. 58, 96
Diamond, Irene 96, 130, 145, 152, 180
Dickman, Alan 58, 96, 313
Dietheim, Jerome 96, 208
Dinsmore, Ronald 294
Dishion, Thomas J. 156
Dizney, Henry F. 242
Doe, Christopher Q. 58, 144, 313, 314
Doerksen, David P. 275
Doerksen, Paul F. 35, 274
Dole, Philip H. 185, 202
Dolezal, Mary-Lyon 130, 143, 169, 191
Donkelaar, Paul van 314
Donnelly, Marian Card 191
Donnelly, Russell J. 148, 315
Dore, Michael F. 47, 232
Dorjahn, Vernon R. 51, 52
Dorsey, Rebecca J. 96, 111
Dougherty, M. Frances 269
Douglas, Sarah A. 75, 133, 312, 313
Dowd, Charles 274
Downes, Bryan T. 49, 64, 96, 195, 211
Doxsee, Kenneth M. 64, 315
Drabble, Brian 312
Dracobly, Alexander 120
Dreiling, Michael C. 47, 172
Dryzek, John S. 152
Duckett, Kenneth W. 309
Dudley, Gordon A. 242
Duff, Stephen F. 185
Dugaw, Dianne M. 72, 90, 105, 180
Dumond, Don E. 52, 195
Duncan, Ian 72, 90, 315
Durnell, Jane B. 309
Durrant, Stephen W. 44, 56, 81, 126
Dusseau, David T. 230
Dye, Thomas J. 274
Dyer, Micheal N. 137
Dyke, Thomas R. 64

Earl, James W. 90, 125, 143, 160, 172
Easton, Rebecca 51
Eaton, Katherine G. 309
Edson, C. H. 64, 247
Ehlhardt, Laurie 241

Eisemann, Eric L. 202
Eisen, Judith S. 58, 144, 314
Eisert, Debra C. 250
Elder, Molly 144
Ellis, Christopher J. 86
Ellis, Jennifer M. 86
Emami, Ali 229
Emlet, Richard B. 58, 96, 316
Endzweig, Pamela E. 52
Engelking, Paul C. 64, 96
Engelmann, Siegfried E. 250
Epple, Juan A. 132, 162
Epps, Garrett 263, 315
Epstein, Maram 56, 72, 81, 130
Erdmann, Dan 236
Erickson, Kenneth A. 247
Erlandson, Jon M. 51
Esau, Kaia Stavig 308
Espeseth, V. Knute 251
Etherington, David W. 312
Etter, Orval 212
Ettinger, Linda F. 180, 195, 305, 315
Evans, George W. 86
Ewan, Jack D. 255
Exton, Deborah B. 64, 299
Eyster, Michael 31

Fagan, Susan J. 90
Fagot, Robert F. 157
Fair, Laura 51, 72, 120, 180
Falconeri, G. Ralph 120
Falk, Daniel K. 130, 160
Falsgraf, Carl 133
Fang, Yue 228
Farley, Arthur M. 75, 96, 313
Farwell, Marilyn 91, 180
Feekin, Lynn M. 293
Felsing, Robert H. 56, 308
Ferens, Robert R. 185
Ferguson, Dianne L. 238, 250
Ferguson, Philip M. 250
Ferrington, Gary W. 236, 247
Fickas, Stephen F. 75
Fifield, Michael E. 185
Fishlen, Michael B. 56, 81
Fiszman, Joseph R. 152
Flannery, K. Brigid 238, 250, 252
Fleischli, Gerald J. 322
Ford, Karen J. 90
Forell, Caroline 180, 263
Foster, David G. 197
Foster, John B. 96, 126, 172
Fracchia, Joseph G. 44, 72, 101, 120
Frank, David A. 44, 126, 130, 145
Frank, Peter W. 58
Franklin, Troy 326
Frantz, Paul A. 308
Frazer, Charles F. 255
Frazier, Richard 274
Freed, Lynn 80
Freeman, Robert S. 137
Freinkel, Lisa 72, 90, 130, 180
Freund, Richard D. 242
Frey, Raymond E. 148
Freyd, Jennifer J. 44, 156, 180, 313

Friedman, Robert P. 177
Friestad, Marian 35, 232
Frishkoff, Paul 227
Frohnmayer, Dave 263
Fry, Gerald W. 56, 64, 126, 144, 152, 176, 312
Fryxell, Greta A. 316
Fujii, Noriko 56, 81, 133
Fuller, Linda O. 101, 126, 132, 172, 180
Fullerton, Sally 242

Gage, John T. 90, 96
Gainer, John F. 274
Galbraith, James A. 309
Gale, Maradel K. 96, 126, 144, 211, 313
Gale, Richard P. 96, 172
Gall, Meredith "Mark" 246, 248
Gallagher, James J. 293
Gamez, Rick 323
García-Pabón, Leonardo 72, 132, 162
Garfield, Richard F. 185
Gary, Carla 324
Gary, Susan N. 263
Gassama, Ibrahim J. 51, 126, 263
Gast, Gerald 185
Gearhart, Fritz 274
Geber, Pamela 269
Gehring, Jane 195
Genasci, Donald 185
George, Kenneth M. 51, 56, 72, 105, 176, 315
George, Olakunle 51, 72, 90, 101, 315
Gernon, Helen 225, 227
Gersten, Russell M. 246
Ghent, Kenneth S. 137
Gilberts, Robert D. 247
Gilkey, Peter B. 137, 314
Gilland, Wilmot G. 185
Ginsberg, Matthew L. 312
Girardeau, Marvin D. 148, 314
Girling, Cynthia 208
Giustina, Sylvia B. 162
Givens, James W. 185
Givón, T. 91, 133, 313
Gladhart, Amalia 132, 162, 180
Gladney, Sandra 305
Glaser, Susan R. 230
Gleason, Timothy W. 255
Gleason-Ricker, Mary 250
Glover, Elizabeth G. 250
Goble, Andrew E. 56, 120, 126, 143, 160
Goldberg, Lewis R. 157, 316
Golden, Nancy L. 246, 248
Golden, Patrick F. 241
Goldman, Marion Sherman 130, 160, 172, 180, 313
Goldman, Paul 64, 173, 246
Goldrich, Daniel 96, 132, 152
Goldschmidt, Steven M. 246
Goldstein, Henry N. 86
Goles, Gordon G. 44, 106, 111, 144
Gomez, Joni 309
Gontrum, Peter B. 116

Good, Roland H. III 177, 250
Goodman, Bryna 56, 120, 180
Gordon-Lickey, Barbara 144, 156, 314
Gordon-Lickey, Marvin 144, 157, 314
Gore, Angela 227
Goswami, Amit 314
Gould, Evlyn 72, 102, 130, 162, 315
Graff, Ronald J. 197
Graffeo, Francis 274
Grandy, Christine 309
Grant, Philip 58
Granzin, Alexander C. 250
Gray, Jane 58, 96, 111
Gray, Jo Anna 86
Greene, Dennis 101, 263
Greene, Roland 44, 72, 90, 101, 125, 130
Greenfield, Thelma 91
Gregory, Stephen 148, 315
Grenci, Mary C. 309
Griffin, Jack 323
Griffith, Clark 91
Griffith, O. Hayes 64, 313
Grosenick, Judith K. 242
Grove, Myron A. 86
Grudin, Robert 91
Guenza, Marina G. 64, 314
Gustafson, John M. 275
Guzowski, Kenneth 202
Gwartney, Patricia A. 172, 180, 316

Hackman, Robert M. 51
Haddox, Phyllis I. 250
Hahn, Walther L. 116
Haislip, John A. 91
Haley, Michael M. 64, 315
Halgren, Joanne V. 309
Hallock, Margaret J. 293
Halpern, Andrew S. 238, 251
Hamilton, John 275
Hanes, Jeffrey E. 56, 120
Hanhardt, Arthur M. Jr. 152
Hanna, William S. 120
Harbaugh, William T. 86, 96, 313
Hardwick, John 64, 148
Harford, Jarrad V. T. 229
Harris, Leslie J. 180, 263
Harris, Patricia Jean 58
Harris, Stephanie A. 103
Harris, William H. 247
Harrison, Brent 295
Harrison, David K. 137
Hart, Thomas R. 72
Harvey, S. Marie 51, 180
Haskett, Robert S. 120, 132
Haushalter, G. David 229
Hawk, N. Ray 247
Hawkins, Del I. 232
Hawley, Diane K. 64, 313
Hawn, Arthur W. 185, 191, 202, 204
Haydock, Roger 35, 148, 312, 315
Haynes, Stephen E. 86, 177
Heapes, Nancy A. 295
Hearn, Arthur C. 247
Hearn, Linda S. 269
Heath, D. Terri 212, 316
Hecht, George 323
Hecker, Steven 64, 293
Heerema, Kathryn 309
Heinonen, Tom 323
Heinrich, Jim 162
Heiny, Henriette 314
Heinzkill, J. Richard 309
Helmer, John F. 309
Helphand, Kenneth I. 96, 130, 191, 202, 208, 315
Hennessy, Michael 75
Herbert, Daniel M. 185
Herbert, Robert T. 146
Herman, Ellen 120, 180
Hernandez, Emilio Jr. 237, 324
Herr, Cynthia M. 238, 250, 252
Herrick, David R. 64, 314
Hessler, Julie M. 120, 130, 169
Hibbard, Judith H. 173, 180, 211
Hibbard, Michael 96, 126, 202, 211
Hickman, R. Craig 197
Hilden, Patricia J. Penn 101, 120
Hildreth, Richard G. 96, 144, 263, 313
Hill, Larry K. 211
Hintz, Carl W. 309
Hintzman, Douglas L. 156, 313
Hladky, J. Robert 275
Ho, Suenn 185
Hobbs, Gary 274
Hodder, Janet 96, 316
Hodgdon, Rosaria Flores 185
Hodge, George M. Jr. 185
Hodges, Sara D. 156, 313
Hoffer, Kathleen 241
Hoffman, Elizabeth 195
Hokanson, Katya E. 72, 169
Holbo, Paul S. 120, 172
Holcomb, J. Michael 197
Holland, Maurice J. 263
Hollander, Jocelyn 172, 180
Hollis, Orlando John 263
Holman, Jill 309
Holser, William T. 112
Hongo, Garrett K. 72, 80
Honka, Rita 51
Hopewell, Michael H. 229
Horak, Fay 103
Hornet, Robert H. 237, 250
Hornof, Anthony J. 75
Hosagrahar, Jyoti 56, 126, 185, 202
Hosticka, Carl J. 96, 211
Housworth, Elizabeth A. 137
Howard, Dennis 232
Hsu, Jane Yen-Cheng 309
Hsu, Stephen D. H. 148, 314
Hudzikiewicz, Mary 46, 47, 49, 325
Huff, Maureen E. 241
Hugi, Joanne R. 304
Huhndorf, Shari M. 72, 90, 101, 105, 180
Hull, Ray E. 247
Hulse, David 96, 208, 212, 313
Humphreys, Eugene D. 111
Hunter, Donald L. 309
Hurwit, Jeffrey M. 69, 191
Hurwitz, Robert I. 274
Hutchison, James E. 64, 315
Hwa, Rudolph C. 148, 314
Hyatt, Dennis R. 309
Hyman, Ray 157, 313
Hynes, Joseph A. Jr. 44, 91

Imamura, James N. 148, 312, 314
Irvin, Larry K. 236, 241, 242
Isenberg, James A. 137, 314
Ismach, Arnold 130, 255, 316

Jackson, Ruth F. 91
Jacobson, Esther 56, 130, 169, 191
Jacobson, Jon L. 64, 96, 126, 263
Jacques, Steven L. 315
Jaeger, Mary K. 69, 130
James, Robert C. 197
James, Stanley L. 103
Jayaram, Jayanth 228
Jenkins, Barbara Baxter 309
Jenkins, Dennis L. 52
Jette, George S. 208
Jewett, Wayne J. 185, 204
Johannessen, Carl L. 108
Johnson, Bart 96, 208
Johnson, Benton 160, 173
Johnson, David C. 64, 315
Johnson, Gloria E. 91
Johnson, JQ 309
Johnson, Karen J. 183
Johnson, Leon B. 197
Johnson, Lyman T. 185, 204
Johnson, Mark 130, 133, 146, 313
Johnson, Miriam M. 173
Johnson, Stephen M. 144, 316
Johnston, A. Dana 111
Jones, Beverly J. 195
Jones, Catherine M. 230
Jones, Donald C. 103
Jones, Stanton 208
Jung-Palandri, Angela 82
Jungjohann, Kathleen 239, 250, 251

Kahle, Lynn R. 232
Kame'enui, Edward J. 237, 250
Kaminski, Ruth 250
Kanagy, Ruth 56, 81, 133
Kantor, William M. 75, 137
Karlyn, Kathleen Rowe 72, 90, 180
Kaufman, Martin J. 235, 246, 250
Kays, M. Allan 112
Keana, John F. W. 64
Kearney, Chuck 323
Keele, Steven 157, 314
Keith, Robert E. 212
Keller, Homer T. 275
Kellett, Ronald W. 64, 185, 312, 315
Kellman, Michael E. 64, 312, 314
Kelsky, Karen L. 51, 56, 72, 180
Kemp, Edward C. 309
Kempner, Kenneth M. 126, 132, 246
Kensler, Gordon L. 195
Kent, Ernie 323
Kessler, Lauren J. 96, 125, 180, 255
Keutzer, Carolin 157
Kevan, Stephen D. 148, 315
Keyes, Peter A. 185, 312
Kezer, James 58
Khang, Chulsoon 86
Kim, Hee-Jin 160
Kimball, R. Alan 120, 126, 169
Kimble, Daniel P. 144, 157, 314
Kime, Robert E. 291
Kimmel, Charles B. 58, 144, 314
King, Linda L. 212
King, Raymond D. 223, 227
Kintz, Linda 35, 72, 90, 101, 130, 132, 180
Kirkpatrick, Laird C. 48, 263
Kissler, Gerald R. 212
Kitzhaber, Albert A. 91
Kleinsasser, William 185
Klemm, LeRoy H. 64
Kleshchev, Alexander S. 137
Klinghammer, Sarah 133, 323
Klonoski, James R. 152
Kloppenberg, Lisa A. 180, 263
Klos, Sheila M. 309
Klug, Gary A. 103, 106, 144, 314
Kneen, Terry 238
Knutson, Nancy 250
Koch, Richard M. 48, 106, 137, 142
Kohl, Stephen W. 56, 81
Kokis, George 197
Kolpin, Van W. 86
Koreisha, Sergio 172, 228
Kramarae, Cheris 255
Kramer, Dean F. 274
Kraus, Richard 56, 152
Krawiec, Kimberly D. 263
Krieg, Clarice E. 309
Krier, Patricia 52, 195
Krinsley, David 111
Kripkov, Oleg 169
Kripkov, Yelaina 169
Krusoe, Sana 197
Kwok, Alison G. 185, 316
Kyr, Robert 56, 72, 274, 276

Lachman, Charles H. 56, 125, 143, 191
Lacy, Frank R. 263
Ladau, Ronald 90
Lafer, Gordon 152, 293
Laing, Ellen Johnston 191
Lailas, John E. 247
Lamon, William E. 247
Lande, Russell S. 58, 96
Larison, M. Charlene 58, 299, 301
Larson, Sidner 90, 101
Larson, Steven 275
Larson, Wendy 56, 72, 81, 180
Larson-Muhr, Joanna 241
LaRusso, Dominic A. 177
Laskaya, C. Anne 90, 143, 180

Latarski, Donald R. 275
Laux, Dorianne 80
Lawrence, Mary S. 263
Leahy, John V. 106, 137, 314
Lees, Clare A. 72, 90, 143, 180
Lehrman, Kenneth F. III 317
Lemert, James B. 255
Lenn, Kathleen M. 309
Leonard, Christine 291
Leonard, William C. 309
Leong, Albert 169
Leppmann, Wolfgang A. 116
Lesage, Julia 90, 132, 180
Lesyk, Susan 292, 323, 324
Leué, Cathleen S. 88
Levi, Don S. 130, 146
Levy, Mark 105, 130, 169, 275
Lewinsohn, Peter M. 157
Lewis, Richard A. 294
Li, David Leiwei 90, 101
Liberman, Kenneth B. 160, 172
Libeskind, Shlomo 137
Lichtenstein, Edward 157
Lieuallen, Roy E. 247
Lin, Huaxin 137
Lincicum, Shirley 309
Lind, Curtis D. 305
Lindholm, Richard T. 229
Lindstrom, Howard A. 309
Littman, Richard A. 157
Livelybrooks, Dean W. 148
Lo, Virginia M. 75
Lockard, Robert R. 309
Lockery, Shawn R. 58, 144, 314
Lodewick, Robin B. 309
Loeb, Henry L. 137
Logan, John M. 111
Logvin, Karen 327
Loken-Dahle, Lani 295
Lollini, Massimo 72, 102, 130, 162
Lombardi, V. Patteson 58, 103
Lonergan, Mark 64, 315
Long, James W. 64, 301
Long, Linda J. 309
Long, Richard J. 309
Long, Robert Hill 80
Loughary, John W. 242
Love, Glen A. 64, 91
Lovinger, Ronald J. 130, 208
Lowe, Raymond N. 242
Lowenstam, Steven 69
Loy, William G. 108
Lucktenberg, Kathryn 275
Luebke, David M. 120, 130
Lukacs, John R. 51, 56, 106
Luks, Eugene M. 75, 142, 313
Luneski, Chris J. 227
Lutes, Donald H. 185
Lynch, Michael R. 58, 96, 313
Lyons, Richard M. 80
Lysaker, John T. 96, 130, 146

Mace, Miki 238
Mace, Patricia 316
MacKinnon, Melanie 241
Macpherson, Jane 103
Maddex, Jack P. 120, 130, 160
Madrid, Bruno V. 269
Madrigal, Robert 232
Magalski, Mark A. 294
Magoto, Jeffrey 325
Maitland-Gholson, Jane C. 195
Majdic, Michael 309
Malle, Bertram F. 44, 156, 313
Malony, Allen D. 75, 313
Malsch, Derry 133
Mance, Ajuan Maria 90, 101, 130, 180
Manga, Michael 96, 111
Manotti, Lisa 309
Marcus, Andrew 64, 315
Mariner, Joan K. 90
Markley, Margaret 309
Marlow, Elisabeth A. 162
Marrocco, Richard 144, 156, 314
Martin, Gary M. 275
Martin, Walter T. 173
Martins, Emilia P. 58, 96
Mason, Gregory 275
Mate, Mavis Howe 120, 143, 180
Mathäs, Alexander 116
Matsunaga, Steven R. 48, 227
Matthews, Brian W. 148, 313, 315
Matthews, Denise 255
Matthews, Esther E. 242
Mattson, Robert H. 247
Mauro, Robert 156, 313
Maveety, Beth E. 116
Maves, Lawrence C. Jr. 275
Maxwell, Ann C. 255
Maxwell, Sarah E. 275
May, Barbara D. 101, 132, 162, 180
May, Glenn A. 56, 120
Mazo, Robert M. 64, 314
McBirney, Alexander R. 112
McBride, Margaret L. 90
McClain, Yoko M. 82
McClure, Joel W. Jr. 148, 314
McCole, John 48, 72, 120, 130, 315
McCollough, Robert R. 309
McConnaughey, Bayard H. 58
McCormmach, Russell 120
McCrae, Byron 326
McCready, Reyburn R. 309
McDaniels, David K. 148, 316
McDonald, Duncan L. 255
McDonald, Jane Eyre 237, 241, 325
McDowell, Patricia F. 96, 108, 313
McDowell, Sherri C. 23
McFarlane, Skipper E. 211
McFee, June K. 195
McGowen, Randall E. 120, 180
McIntyre, David 315
McKenzie, A. Dean 191
McKernie, Grant F. 102, 177
McKinney, Phillip 103
McLauchlan, Gregory 96, 145, 172
McLucas, Anne Dhu 105, 195, 269, 274, 275
McManus, John C. 275
McPherson, Karen S. 72, 162
McQuilkin, Ellen 162
McTigue, Bernard F. 120, 309
McWhirter, Benedict T. 241
McWhirter, Ellen Hawley 241
McWilliams, James R. 116
Meacham, James E. 108
Medler, Jerry F. 96, 152
Melnick, Robert Z. 96, 183, 202, 208
Merello, Shelley 162
Merskin, Debra L. 180, 255
Messerschmidt, Donald A. 126
Metzler, Kenneth T. 255
Meyer, Alan D. 230, 316
Meyer, Gary 75, 313
Meyer, Grant A. 108
Micklavzina, Stanley J. 148
Midkiff, Stephanie A. 309
Mikesell, Raymond 86
Mikkelson, Wayne H. 225, 229
Miller, Charles 321
Miller, Gretchen 211
Miller, James A. 275
Miller, Marian H. 291
Miller, Martin G. 111
Miller, Myra 291
Mills, Peter K. 230
Mills, Thomas 126, 172, 294, 306
Milton, David 173
Mirabella, Christine W. 275
Mitchell, Ronald B. 96, 152
Mitchell, Wendy 221
Mitchell, William C. 152
Mittman, Arthur 242
Mohr, James C. 120, 130
Monroe, Scott M. 156
Montoya, Candace Glass 90
Mooney, Ralph James 263
Moore, Bryan J. 162
Moore, J. Robert 275
Moore, R. Terrance 212
Moore, Randall S. 275
Moos, Bill 323
Moreno, Geraldine 51, 56, 96, 126, 130, 180
Morgen, Sandra L. 52, 101, 126, 130, 172, 180, 312
Morrill, Weston H. 242, 321, 325
Morris, Richard 169
Morrison, Perry D. 309
Morrogh, Andrew 72, 191
Morse, Dale 227
Moseley, John T. 148
Moses, Louis J. 156, 313
Moss, Madonna L. 51, 64, 96, 180
Mossberg, Thomas W. 148, 315
Moursund, David G. 236, 246
Moursund, Earl E. 185
Moursund, Janet 242
Mowday, Richard T. 230
Moye, Gary W. 185
Moyer, Forrest 275
Munz, Frederick W. 58
Murphy, Alexander B. 96, 102, 108, 126, 315
Murphy, Gordon J. 58
Murray, Christopher D. 220
Myagkov, Mikhail 152, 169, 313
Natella, Dora C. 197
Neal, Larry L. 64, 144, 291
Nelson, Cathy 323
Nelson, Greg 299
Nelson, Jessica 303
Nelson, Roy Paul 255
Nesbit, Angus B. 309
Nestvold, Karl J. 255
Neufeld, Julia 275
Neville, Helen 133, 144, 156, 313, 314
Newman, Judy 237
Nicholls, Roger A. 116
Nicholson, Kathleen D. 191
Nickel, Robert E. 237
Nicols, John 69, 120, 125
Nicols, Marianne S. 69, 120
Niemela, Joseph 148
Nippold, Marilyn A. 239, 241
Nixon, C. Max 198
Nosier, Steve 323
Novick, Aaron 58, 313
Novitski, Edward 58
Novkov, Julie 152, 180
Nye, Robert E. 275

O'Brien, Robert M. 126, 172, 177
O'Connell, Kenneth R. 197
O'Day, Peter M. 58, 144, 314
O'Fallon, James M. 35, 263
Okada, Frank S. 198
O'Keefe, Terrence B. 227
Olson, Deborah 250
Olson, Marilyn 246, 248
Olum, Paul 137
O'Neill, Brian L. 52
O'Neil, Theresa D. 51, 101
Orbell, John M. 44, 152, 313
Orr, William N. 112, 310
O'Shaughnessy, Tris 326
Osternig, Louis R. 38, 103
Ostler, Jeffrey 96, 101, 105, 120
Owen, Harold 275
Owen, Stephen W. 275
Oxley, Diana 250

Page, Catherine J. 64, 315
Palandri, Guido A. 309
Palmer, Theodore W. 137
Pan, Yigang 232
Paris, Margaret L. 263
Park, Kwangjai 148
Parker, Robert G. 211
Parman, Alice 195
Partch, M. Megan 229
Pascal, C. Bennett 69
Pascoe, Peggy 35, 72, 101, 120, 180
Patton, Clyde P. 108
Paul, Huibert 309
Paul, Kenneth H. 197
Payne, Doris L. 51, 130, 133, 313
Paynter, Robin 56, 144, 309
Pederson, Eric W. 133, 313
Pengelly, Scott 103
Peppis, Paul W. 72, 90
Person, Lois E. 291

Petersen, Kenneth J. 228
Peticolas, Warner L. 64, 313
Pering, Donald L. 38, 105, 185, 202
Pettinari, James A. 185
Peyron, Nancy 211
Pfeiffer, Beth 47
Phelps, Mark M. 232
Phillips, N. Christopher 137
Phipps, Charlene J. 211
Piccioni, Pasquale M. 185
Pickering, Richard C. 197
Pickett, Barbara Setsu 197
Piele, Philip K. 236, 246, 305
Pierron, Ione F. 247
Pierson, Stanley A. 120
Pitts, Martha 11
Plant, Helmut R. 116
Platt, George M. 263
Plēsums, Guntis 185
Pologe, Steven 275
Pomeroy, Earl 120
Ponder, Stephen E. 96, 255
Ponto, Robert D. 275
Poole, Kathy 51, 144
Pope, Barbara Corrado 101, 120, 180
Pope, Daniel A. 96, 120
Posner, Michael I. 133, 144, 156, 313, 314
Postlethwait, John H. 58, 144, 314
Poston, Dan 223
Poticha, Otto P. 185
Potter, Robert E. 241
Povey, David C. 96, 211, 313
Powell, Amanda W. 162, 180
Powell, Dan 197
Powell, John L. 148
Powers, Perry J. 162
Pratt, Scott 125, 146
Prentice, Margaret 197
Price, Edward T. 108
Proskurowski, Andrzej 75
Proudfoot, Robert C. 44, 56, 96, 101, 126
Psaki, F. Regina 72, 125, 143, 162, 180, 315
Puckett, Jessie L. 291
Pyle, Forest 72, 90, 101, 180, 316

Racette, George A. 229
Radcliffe, Janice 295
Raiskin, Judith 72, 101, 130, 180
Ramsing, Kenneth D. 126, 172, 228
Randolph, William D. 263
Rankin, Richard J. 251
Ravits, Martha A. 130, 180
Ray, Milton L. 263
Rayfield, George W. 148, 315
Raymer, Michael G. 148, 315
Recker, George W. 275
Reed, Mark H. 96, 111, 313
Rees, Peggy J. 295
Reid, John B. 250
Reinmuth, James E. 228
Reis, Elizabeth 120, 130, 160, 180
Reiss, Timothy J. 72
Reithel, Francis J. 64
Remington, Stephen J. 148, 314
Rendall, Steven 162
Retallack, Gregory J. 96, 111
Reynolds, John S. 96, 185, 316
Rhee, Song Nai 52
Rhen, Robert H. 294
Rhodes, Larry E. 250
Ribe, Robert G. 96, 208, 212
Rice, Jack M. 111, 315
Rice, James L. 72, 105, 169
Rice, Karla S. 295, 323
Rich, Stuart U. 232
Richard, K. Keith 309
Richards, Larry E. 177, 228
Richins, W. Dwaine 232
Richmond, Geraldine L. 64, 315
Rider, Morrette L. 275
Ringer, Greg 212
Ritchey, Norval J. 291
Ritter, Jane M. 75
Robare, Lori Proudfit 309
Robeck, Mildred C. 247
Robert, William J. 232
Roberts, Kathleen 241
Roberts, William 58, 144, 314
Robertson, David 191, 195, 310
Robinson, Deanna M. 64, 126, 144, 255
Robinson, Horace W. 177
Rocha, Elizabeth M. 96, 180, 211
Rocha, Elpidio 212
Rockett, William 90
Rodney, Lynn S. 291
Romero, Philip J. 219
Romney, Miles E. 247
Rondeau, Jennifer F. 72, 120, 143, 160
Rose, Janet 177
Rosen, Nathan 169
Ross, Kenneth A. 137
Ross, Lawrence W. Jr. 232
Rossi, William 90, 96, 313
Roth, Leland M. 105, 191, 202
Rothbart, Mary K. 157, 180, 313
Rothbart, Myron 157, 313
Rounds, Patricia L. 133, 313
Rowe, George 72, 90
Rowell, John S. 185
Rudy, Paul P. 58
Ruff, Wallace M. 208
Rumrill, Steven S. 58, 316
Runge, Jody 323
Runkel, Claire 309
Runkel, Philip E. 247
Runyan, Anita 242
Rusch, Charles W. 96, 185
Rush, Karen L. 250
Russell, Chris 323
Russial, John T. 255
Russo, Michael V. 96, 230
Ryan, C. B. 198
Ryan, C. Patrick 112
Ryan, Cheyney C. 44, 72, 130, 145, 146
Ryan, William E. II 255

Sabry, Amr A. 75
Sadofsky, Hal 35, 137
Saks, Margaret E. 58, 314
Salisbury, Ralph J. 91
Saltzman, H. Royce 275
Sampson, Roy J. 232
Sanders, J. T. 130, 160
Sang, Tze-Lan 56, 72, 81
Saranpa, Kathy 48, 72, 116, 172
Saucier, Gerard 157
Savage, Norman M. 111
Sayre, Gordon M. 90, 96, 101
Schabtach, Eric 58
Schachter, Jacquelyn 133, 313
Scheer, Bradley T. 58
Schellman, John A. 64, 314
Scheuerell, Douglas 275
Schiff, Eric 195
Schlaadt, Richard G. 292
Schminke, Clarence W. 247
Schmuck, Richard A. 247
Schombert, James M. 106, 148
Schultz, Karla L. 116, 130, 180
Schuman, David 263
Schuman, Sharon 44
Schwarz, Robert H. 241, 251
Scoles, Eugene F. 263
Scott, Frances G. 292
Searl, Gary H. 108
Segall, Zary 75
Seidel, Karen 292
Seitz, Gary M. 137
Selker, Eric 58, 314
Sercel, Peter C. 148, 315
Sereno, Margaret E. 157, 313
Service, Rose Marie 309
Seubert, Frederick J. 230
Severson, Herbert H. 242
Severson, Ronald 230
Shaffer, Michael B. 112
Shankman, Steven 44, 69, 72, 90, 125, 315
Shanks, Alan 58, 96, 316
Shao, Qi-Man 137
Shapiro, Lynda P. 58, 96, 313, 316
Sheehan, Kim 255
Shelton, Brad S. 137, 313
Sheperd, George 251
Shepherd, John R. 177
Sherer, Peter 230
Sheridan, George J. Jr. 72, 102, 120, 125
Sherman, Sharon R. 42, 91, 105, 130, 160
Sherriffs, Ronald E. 64, 255
Shiao, Jiannbin Lee 101, 172
Shinn, Mark R. 250
Shinn, Michelle M. 250
Shipman, George W. 293, 308, 309
Shumway-Cook, Anne 103
Shurtz, Nancy E. 180, 263
Siegel, Barry N. 86
Sieradski, Allan J. 137
Sigler, Marcia J. 309
Silva, Emilson C. D. 86
Silverman, Carol T. 51, 105, 130, 169, 180
Simmons, Deborah 250
Simmons, Sherwin 169, 191
Simonds, Ann G. 51
Simonds, Paul E. 52
Simons, Anne D. 157
Simonsen, William 211
Simpson, Paul B. 86
Simpson, William T. 64
Sims, Kevin J. 103
Singell, Larry D. Jr. 44, 86, 316
Singer, Kenneth M. 103
Sisley, Becky L. 295
Skalnes, Lars 152
Skilton, David 202
Skolnik, Jonathan S. 116, 130
Slayter, Gene 275
Slight-Gibney, Nancy 309
Slovic, Paul 96, 157, 313
Smith, Donald T. 309
Smith, Everett G. Jr. 64, 108
Smith, Lawrence H. 242, 321
Smith, Marian Elizabeth 102, 125, 275, 316
Smith, Martin 323
Smith, Megan E. 212
Smith, Richard J. 292
Smith, Robert E. 86
Smith, Robert W. 120
Smith, Ted D. 64, 309
Smith, Terry M. 309
Smith, Warren E. 292
Snyder, Alison B. 130, 185, 202, 204
Soderwall, Arnold L. 58
Soha, John W. 227
Sohlberg, McKay Moore 241
Sohlich, Wolfgang F. 162
Sokoloff, David R. 148
Soper, Davison E. 148, 314
Sorenson, Lloyd 120
Sotak, Diane L. 309
Soule, Edmund F. 309
South, Ruth E. 309
Southwell, Priscilla 152, 180
Sowash, Julianna 223
Spencer, Charles H. 212, 293
Spengler, Sylvie 275
Sprague, George F. Jr. 58, 314
Sprague, Jeffrey R. 238, 250
Sprague, Karen U. 58, 106, 314
Sprick, Randall S. 250
Squires, Jane Kaplan 242, 251
Stahl, Franklin W. 58, 314
Stall, Brian M. 294
Stambaugh, Laine 309
Staples, Lloyd W. 112
Stark, Peter L. 309
Stave, Thomas A. 309
Stavitsky, Alan G. 48, 255
Steers, Richard M. 56, 126, 230
Steeves, H. Leslie 51, 126, 180, 255
Steffen, Bill 323
Stein, Arlene 72, 130, 172, 180
Stein, Michael 227

Stein, Richard L. 91, 130
Steinhardt, Victor 275
Stephen, Lynn 51, 101, 126, 132, 180
Stern, Theodore 52, 133
Stevens, Kent A. 75, 144, 313, 314
Stevens, Tom H. 64, 313, 314
Stevenson, Richard C. 91
Stirling, Isabel A. 309
Stockard, Jean 172, 180, 212, 313, 316
Stoddart, Amy 269
Stolet, Jeffrey 269, 275
Stolp, Stephen 48, 298, 300, 301, 302
Stone, Joe A. 50, 86
Stone, Stephen 275
Storch, Susan E. 309
Stormshak, Elizabeth A. 242
Straka, Leslie 275
Strange, William C. 91
Strickland, Rennard 263
Strom, David M. 148, 298
Strong, Michael 96, 295
Strum, Gregory M. 103
Sugai, George 237, 250
Sugiyama, Lawrence S. 51, 96, 313
Sundberg, Norman D. 157
Sundt, Christine L. 143, 191, 309
Sundt, Richard A. 143, 144, 172, 191
Suttle, John E. 247
Suttmeier, Richard P. 56, 96, 152
Swan, Peter N. 263
Swangard, Randy 230
Sylwester, Robert A. 247
Szurmuk, Mónica 72, 130, 132, 162, 180

Tabb, Bruce Harwood 172, 309
Takahashi, Terry 58, 144, 313, 314
Tan, Ying 197
Tasa, Guy 52
Tate, Robert F. 137
Taylor, Donald S. 44, 91
Taylor, Marjorie 157, 313
Tedards, Ann 275
Teich, Nathaniel 91
Tepfer, Sanford S. 58
Terborg, James R. 230, 313
Terwilliger, Nora B. 58, 97, 316
Textor, Robert B. 126
Thallon, Robert L. 185, 312
Thatcher, Edward P. 309
Theodoropoulos, Christine 185, 202
Thoma, Mark A. 86
Thomas, Stuart 137
Tice, James T. 185
Tindal, Gerald 237, 246, 251
Tiras, Samuel 227
Todd, Dennis 44, 97
Tokuno, Kyoko 56, 143, 160
Toll, William 120, 130
Tollenaar, Kenneth C. 212
Tomlin, Russell S. 91, 133, 313
Toner, John J. 148, 314, 315
Toobert, Saul 242
Toomey, Douglas R. 97, 111, 312, 313
Trebon, Ronald E. 247, 305, 306
Trigueiro, Kathleen L. M. 137
Triplett, Pimone 80
Trombley, Richard 275
Troxel, Richard K. 103
Truax, Donald R. 137
Tuan, Mia 101
Tuana, Nancy 96, 130, 146, 180, 313, 316
Tubb, Monte 275
Tublitz, Nathan J. 58, 144, 314
Tucker, Don M. 157, 313
Tusler, Martin H. 212
Tyler, David R. 64, 315

Udovic, Daniel 58, 96
Ulrich, Celeste 292
Ungson, Gerardo R. 230
Upshaw, James R. 255
Urquhart, Alvin W. 108
Utsey, Glenda Fravel 185, 202
Utsey, Michael D. 185

Vakareliyska, Cynthia M. 133, 143, 169, 313, 316
Van Buskirk, James M. 137
Vandenburgh, Laura 197
van den Nouweland, Anne 86
van Donkelaar, Paul 103, 144
Van Houten, Donald R. 173
Van Otten, Daniel A. 212
Van Rossen, Donald P. 292
Van Rysselberghe, Mary Lou 275
Vanscheeuwijck, Marc 275
VanVoorhis, Frances 292
Vargas, Milagro 275
Veltman, Margaret A. 242
Verano, Luis F. 162
Versace, Gary T. 275
Vetri, Dominick R. 263
Via, Emory F. 293
Viegas, Kenneth 251
Vignola, Frank 148, 316
Vignoul, Edmond 25
Vitale, Paul G. 212
Vitulli, Marie A. 137
Vlatten, Andrea 116
von Hippel, Peter H. 64, 314

Wachter, Claire L. 48, 275
Wade, Joe 317, 325
Wade, Louise Carroll 120
Waff, Harve S. 111
Wagenknecht, Jeanne S. 229
Wagle, Kathleen E. 197
Wagner, David H. 58
Wagner, Douglas Ry 58, 313, 314
Wales, R. Max 255
Walker, Hill M. 237, 238, 250
Walker, Luise E. 309
Walker, Peter A. 51, 96, 108
Walter, Marion I. 137
Walters, Fred 202
Wang, Hailin 148, 315
Wang, Hsiao-Guang "Daphne" 309
Wanta, Paul 316
Wanta, Wayne M. 35, 255
Ward, Heather E. 309
Ward, Lewis E. Jr. 137
Warnek, Peter 146
Warpinski, Terri 97, 197
Wasko, Janet 64, 255
Watson, John C. 125, 177
Watson, Mark R. 309
Waugh, Ruth 251
Weakley, Timothy 64
Weatherhead, A. Kingsley 91
Weatherhead, Ingrid A. 116
Weeks, Edward C. 212
Weeks, Janis C. 58, 144, 314
Wegelin, Christof A. 91
Weiner, Merle H. 263
Weinstein, Marc 169, 230
Weisband, Barry 219
Weise, Margaret J. 292
Weise, Peter 241
Weiss, Anita M. 56, 126, 160, 173, 180
Weiss, Julian 72, 130, 143, 162
Weiss, Robert L. 157
Welch, Polly 35, 180, 185, 312
Weldon, Ray J. 97, 111
Welke, Barbara Y. 120
Wessells, Norman K. 58
Westerfield, Monte 58, 144, 314
Westling, Louise 44, 91, 97, 180
Westling, Wayne T. 263
Weston, James A. 58, 144, 314
Wetherwax, Peter B. 58, 97
Wheeler, Elizabeth A. 72, 91, 180
Wheeler, Thomas H. 255
Whitelaw, W. Ed 86
Whitlock, Cathy 97, 106, 108, 111
Wickes, George 91
Widenor, Marcus 293
Wiebe, Catherine 162
Wielesek, Richard A. 64
Williams, Jeffrey 275
Williams, Jerry R. 177
Willingham, William B. 255
Willis, John H. 58
Wilson, Christopher B. 75, 106
Wilson, Douglas L. 232
Wilson, Malcolm 69, 102
Wilson, Wesley W. 86
Winter, Kris 326
Wisner, Herbert P. 58
Witkin-Stuart, Bonnie 241
Witte, John C. 91
Wixman, Ronald 102, 105, 108, 130, 160, 169
Woideck, Carl 275
Wojcik, Daniel N. 72, 91, 105, 160
Wolcott, Harry F. 52
Wolfe, Jerry M. 137
Wolfe, Raymond G. Jr. 64
Wonham, Henry B. 72, 91
Wood, A. Michelle 58, 97, 316
Wood, Mary C. 97, 263
Wood, Mary E. 91, 130, 180
Wood, Stephanie 120, 132, 180
Woods, William C. 275
Woollacott, Marjorie 103, 144, 314
Wright, Charles R. B. 75, 137, 313
Wright, Peter 232

Xu, Daming 137, 177
Xu, Yuan 137, 313

Yoder, Sharon 246
Young, Hilda Yee 47, 144, 298, 300, 302
Young, Jenny 185, 202
Young, Michal 75
Young, Philip D. 35, 52, 97, 132, 133, 313
Youngen, Lois J. 295
Yurevich, Fruim 169
Yuzvinsky, Sergey 137

Zabala, Gloria 162
Zadoff, Susan 269
Zakrzewski, Mark 295
Zaninovich, M. George 152
Zappala, Daniel 75
Zeller, Richard W. 144, 237
Ziliak, James 86
Zimmer, Linda K. 185, 204
Zimmerman, Robert L. 44, 106, 148, 314
Zuck, Virpi 72, 102, 116, 172, 180
Zweig, Arnulf 146

SUBJECT Index

Academic advising 33, 317
  Peer advising 317
Academic affairs 291–97
Academic calendar 10, 268
Academic English for International Students (AEIS) 324
Academic learning services. *See* Center for Academic Learning Services
Academic majors and minors 5, 15, 33
Academic planning 33–34
Academic policies 14–23
Academic standing 22, 317
Accelerated master's programs
  Business 224
  Computer and information science 78
Accounting 222, 227–28
  Courses 227–28
  Faculty 227
  Undergraduate studies 222
Accreditation 1
ACT. *See* American College Test
Acting courses 178–79
ACTR. *See* American Council of Teachers of Russian
Administrator licenses 248
Admission
  Application deadlines 11
  Application procedures 11–12, 37
  Freshman 11–12
  Graduate 12, 37–38
  International 37
  Postbaccalaureate 12, 37
  Procedures 37–38
  Students with disabilities 317
  Transfer 12
Adult learners 317
Advanced degrees 6, 35–38
Advanced placement 23
Advanced technology in education. *See* Center for Advanced Technology in Education
Advertising Club 256, 318
Advising 33–34, 317
AEIS. *See* Academic English for International Students
Affirmative action 317–18
African studies 51
Air Force ROTC 292
Alpha Kappa Delta 47
Alpha Kappa Psi 47, 219
Alpha Lambda Delta 47
Alpha Phi Omega 49, 318
American College Test (ACT) 11
American Comparative Literature Association 72
American Council of Teachers of Russian (ACTR) 169
American English Institute 37, 135, 323–24
American Institute of Architecture Students 318
Amnesty International 318
Ancient Order of the Druids 47
Anthropology 51–55
  Courses 53–55
  Faculty 51–52
  Graduate studies 52–53
  Undergraduate studies 52
Anthropology museum. *See* Oregon State Museum of Anthropology
Application fee 11, 12, 24, 37
Application for a degree 15, 39
Applied behavioral and communication sciences 241–46
  Courses 244–46
  Faculty 241–42
  Graduate studies 242–44
Applied information management program 42, 220, 305
Archaeology 52–55
Architecture 185–91
  Courses 190–91
  Faculty 185
  Graduate studies 187–88
  Undergraduate studies 187
Architecture and Allied Arts, School of 183–217
  Centers and institutes 184
  Courses 184
  Research and development 183
Archives, university 310
Army ROTC. *See* Military science
Art history 191–95
  Courses 193–95
  Faculty 191
  Graduate studies 192–93
  Undergraduate studies 192
Art, Museum of 1, 310–11
Arts and administration 195–97
  Courses 197
  Faculty 195
  Graduate studies 196
  Undergraduate studies 196–97
Arts and Sciences, College of 50–181
Arts management 196
Asian studies 56–57
  Courses 57
  Graduate studies 56
  Undergraduate studies 56
Asian-Pacific American Student Union 318
Asklepiads 48, 300
Associated Students for Historic Preservation 318
Associated Students of the University of Oregon (ASUO) 318–20
  Athletic Department Finance Committee 318
  Childcare Task Force 318
  Executive 318
  President's Advisory Council 318
  Programs Finance Committee 318
Association of American Universities 1
Astronomy. *See* Physics
  Courses 150
ASUO. *See* Associated Students of the University of Oregon
Athletics, intercollegiate 323
Attendance costs 25
Autzen Stadium 1
Avenu 318
Awards, individual and organization 49

B.A. *See* Bachelor of arts
B.Arch. *See* Bachelor of architecture
B.Ed. *See* Bachelor of education
B.F.A. *See* Bachelor of fine arts
B.I.Arch. *See* Bachelor of interior architecture
B.L.A. *See* Bachelor of landscape architecture
B.Mus. *See* Bachelor of music
B.S. *See* Bachelor of science
Bachelor of architecture (B.Arch.) 187
Bachelor of arts (B.A.) 15–22
Bachelor of education (B.Ed.) 239–41
Bachelor of interior architecture (B.I.Arch.) 204
Bachelor of landscape architecture (B.L.A.) 208
Bachelor of music (B.Mus.) 277–79
Bachelor of science (B.S.) 15–22
Bachelor's degree requirements. *See also* individual departments of instruction
  Bachelor of architecture 187
  Bachelor of arts 15–22
  Bachelor of education 239–41
  Bachelor of interior architecture 204
  Bachelor of landscape architecture 208
  Bachelor of music 277–79
  Bachelor of science 15–22
  Bachelor's degree with honors 22
  Second bachelor's degree 22, 153, 221, 258
Beall Concert Hall 275
Behavioral Research and Teaching 237
Beta Alpha Psi 48, 219
Beta Gamma Sigma 48, 219
Bicycle registration 24
Big Brother/Big Sister Program of Mid-Oregon 318
Biochemistry 65, 66
Biology 58–63
  Courses 61–63
  Faculty 58
  Graduate studies 60–61
  Research institutes 61
  Undergraduate studies 58–60
Biophysical chemistry 66–67
Black Law Students Association 318
Black Student Union 318
Black Women of Achievement 318
Bookstore. *See* University of Oregon Bookstore
Bowerman Family Building 1
Braddock Educational Success Team 222
Broadcasting courses 259–62
Bulgarian 171
Business administration
  Major 222–23
  Minor 223
Business computing laboratory 219
Business environment courses 233
Business, Undergraduate School of 221–23

Calendar, academic 10, 268
Campus Crusade for Christ 318
Campus map 342
Campus radio 1, 319
Campus recycling program 319
Canadian studies 64
CAPITAL Center 304
Career Center 33, 321
Career Information System 236–37
Casanova Athletic Center 1
Catalog expiration 4

Cell biology 66
Center for Academic Learning Services 292, 323
  Courses 292
Center for Advanced Technology in Education 236
Center for Asian and Pacific Studies 312
Center for Electronic Studying 236
Center for Housing Innovation 184, 312
Center for the Cognitive Neuroscience of Attention 313
Center for the Study of Women in Society 312
Center on Human Development (CHD) 237, 327
Center to Improve the Tools of Educators, National 237
Ceramics 199–200
Certificates 5, 6. *See also* Graduate School
  Ethnic studies 101
  European studies 102
  Folklore 105
  Russian and East European studies 170
  Second-language acquisition and teaching 133–34
  Technical teaching in architecture 188
  Women's studies 181
Chamber Music Series 276
Charles H. Lundquist Center for Entrepreneurship 219
Charles H. Lundquist College of Business 219–33
  Centers and institutes 219–20
  Courses 220–21
  External affairs 220
CHD. *See* Center on Human Development
Chemistry 64–69
  Courses 67–69
  Faculty 64
  Graduate studies 66–67
  Research areas 66–67
  Undergraduate studies 64–66
Chi Alpha Christian Fellowship 319
Child Development and Rehabilitation Center 237
Childcare 319, 321, 327
Chinese 84
Chinese Student Association 319
CIEE. *See* Council on International Educational Exchange
Circle K International 49, 319
Clark Honors College. *See* Robert Donald Clark Honors College
Classics 69–71
  Classical archaeology 70
  Classical civilization 70
  Courses 71
  English translations 71
  Faculty 69
  Graduate studies 70–71
  Undergraduate studies 69–70
Clearinghouse on Educational Management. *See* ERIC Clearinghouse on Educational Management
Clinical experience program, law 264
Clinical psychology 158
Club sports 322
Co-op Family Center 319
Coalition Against Environmental Racism 319
Cognitive and decision sciences institute. *See* Institute of Cognitive and Decision Sciences
Coif. *See* Order of the Coif
College Board 23
College Democrats 319
College Republicans 319
College-Level Examination Program (CLEP) 23
Commencement 325
Committee for Musical Arts 319
Commonwealth of Independent States 169
Communication disorders and sciences 242–43
  Courses 244–45
  Faculty 241
  Graduate studies 242–43
  Undergraduate studies 239
Communication studies 257
Community and regional planning 213–14
Community arts minor 196
Community education program 23, 305
Comparative Literature journal 72
Comparative literature program 72–75
  Courses 74–75
  Faculty 72
  Graduate studies 73–74
  Undergraduate studies 72–73
Computational Intelligence Research Laboratory 312
Computational Science Institute 312
Computer and information science 75–80
  Courses 79–80
  Faculty 75
  Graduate studies 77–79
  Undergraduate studies 76–77
Computer graphics 184
Computer science, major in mathematics and 142–43
Computing Center 304–5
Concurrent degrees 15
  Graduate programs 264–65
Concurrent enrollment 23
Condon Museum of Geology 114, 310
ConDUCKtours 1, 326
Conduct code, student 22, 326
Conferences. *See* Continuation Center
Conflict resolution services 325
Consolidation Loan, Federal Direct 27
Constitution Court 318
Continuation Center 1, 304, 305–6, 311
  Conferences and special programs 305
Continuous enrollment, graduate 39, 40, 43
Cooperatives 32
Corporate accounting 223
Corporate training program 305
Costs of university attendance 25
Council on International Educational Exchange (CIEE) 169
Counseling psychology
  Courses 245
  Faculty 241–42
  Graduate studies 243–44
Course numbering system 9, 37–38
Craft Center 322
Creative nonfiction writing 259
Creative writing 80–81
  Courses 81
  Faculty 80
  Graduate studies 80
Credit by examination 23, 24, 38
Credit, transfer of 12, 40–41, 257, 265
Crisis Center 319, 321
Cultural Forum 322

D.Ed. *See* Doctor of education
D.M.A. *See* Doctor of musical arts
Dance 269–74
  Courses 273–74
  Faculty 269
  Graduate studies 271–73
  Program for nonmajors 269
  Undergraduate studies 270–71
Dance Oregon 270, 319
Danish 119
Danish international studies program 186
Daylighting center, regional 183
Dean's list 46
DeBusk Memorial Center 238–39, 243
Decision sciences 228–29
  Courses 228–29
  Faculty 228
Definitions of academic terms 7–8
Degree, application for a 15, 39
Degrees offered 5, 35–38
Delta Phi Alpha 48
Dental hygiene, preparatory 298–99
Dentistry, preparatory 299
Designated Driver Shuttle 319
Developmental biology 61
Doctor of education (D.Ed.) 36, 43, 243
Doctor of jurisprudence (J.D.) 224, 264
Doctor of musical arts (D.M.A.) 36, 43, 282–85
Doctor of philosophy (Ph.D.) 42–43
Doctoral degree requirements 42–43. *See also* individual departments of instruction
  Doctor of education 36, 43, 243
  Doctor of jurisprudence 224, 264
  Doctor of musical arts 36, 43, 282–85
  Doctor of philosophy 42–43
Dormitories 31
Duck Athletic Fund 311, 323

Early Childhood CARES option 237
Early intervention
  Courses 246
  Faculty 242
  Graduate studies 244
East Asian languages and literatures 81–85
  Courses 84–85
  Faculty 81–82
  Graduate studies 82–84
  Undergraduate studies 82
East Asian studies, minor in 56
Economics 86–90
  Courses 89–90
  Faculty 86
  Graduate studies 87–88
  Undergraduate studies 86–87
Education, College of 235–54
  Academic support and student services 238
  Facilities, organizations, and services 238–39
  Research and outreach services 236–38
  Undergraduate studies 239–41
Educational leadership, technology, and administration 246–50
  Courses 249–50
  Faculty 246–48
  Graduate studies 248–49
Educational opportunities program 324
Educational studies 239–41
  Courses 240–41
Emerald. See *Oregon Daily Emerald*
Employment, student 30
EMU. *See* Erb Memorial Union
Energy studies in buildings laboratory 183
Engineering, preparatory 298
English 90–96
  Courses 93–96
  Faculty 90–91
  Graduate studies 92–93
  Undergraduate studies 91–92
English as a second language (ESL) 324
English for speakers of other languages (ESOL) 248–50
Enrollment statistics 328
Entrepreneurial accounting 223
Entrepreneurship 223. *See also* Charles H. Lundquist Center for Entrepreneurship
Environmental studies 96–100
  Courses 100
  Faculty 96
  Graduate studies 100
  Undergraduate studies 97–100
Equal opportunity 317–18
Erb Memorial Union (EMU) 321–22
  EMU Board 318
ERIC Clearinghouse on Educational Management 236
ESL. *See* English as a second language
ESOL. *See* English for speakers of other languages (ESOL)
Ethnic minority students 324–25
Ethnic studies 101–2
  Courses 101–2
  Faculty 101
  Undergraduate studies 101
Eugene-Irkutsk Sister City Committee 169
European studies 102
  Certificate in 102
  Courses 102

Exchange students 325
Executive M.B.A. program, Oregon 223
Exercise and movement science 103–5
  Courses 104–5
  Faculty 103
  Graduate studies 103–4
  Undergraduate studies 103
Expository writing 93

Faculty Artist Series 276
Faculty Firesides 326
Family and community studies faculty 242
Family services 327
Federal Direct Consolidation Loan 27
Federal Direct Loan Program, William D. Ford 27
  Additional Unsubsidized Stafford/Ford Loan 27
  Parent Loan for Undergraduate Students (PLUS) 27
  Stafford/Ford Loan 27
  Unsubsidized Stafford/Ford Loan 27
Federal Pell Grant 26
Federal Perkins loan 26–27
Federal Supplemental Educational Opportunity Grant (FSEOG) 26
Federal Work-Study Program 26, 30
Fee refunds 24
Fellowships 39–40, 49
Fibers courses 200
FIGs. *See* Freshman Interest Groups
Finance 229–30
  Courses 230
  Faculty 229
Financial aid
  Application deadlines 25
  Application procedures 25
  Eligibility 25
  Graduate 26, 39
  Grants 26
  Loans 26–30
  Notification of 26
  Packages 25
  Programs 26–28
  Repayment 27
  Restricted funds 29–30
  Scholarships 28–29
  Undergraduate 25
  Unrestricted funds 29
  Work-study 26
Fine and applied arts 197–202
  Courses 199–202
  Faculty 197–98
  Graduate studies 198–99
  Undergraduate studies 198
Finnish 120
Folklore 105–6
  Certificate in 105
  Courses 105–6
  Graduate studies 42
Folklore archive. *See* Randall V. Mills Archive of Northwest Folklore
Foreign students. *See* International students
Foreign study. *See* Overseas study opportunities
Foreign-language requirement. *See* Second-language requirement
Foreign-language teacher education. *See* Middle-secondary teaching
Forensic science, preparatory 299
Forensics 319
Fraternities 32
French 163, 165–66
Freshman admission 11
Freshman application procedures 11
Freshman Interest Groups (FIGs) 326
Freshman Seminars 326
Friars 47
Friends of the University Libraries 310
Friendship Family Program 306
FSEOG. *See* Federal Supplemental Educational Opportunity Grant
Fulbright grants 308

Gay, Lesbian, Bisexual, and Transgender Education and Support Services 325
GED. *See* Test of General Educational Development
General science 106–7
Generic courses 9
Geography 108–11
  Courses 110–11
  Faculty 108
  Graduate studies 109–10
  Undergraduate studies 108
Geography Club 319
Geological sciences 111–16
  Courses 114–16
  Faculty 111–12
  Graduate studies 113–14
  Undergraduate studies 112–13
Germanic languages and literatures 116–20
  Courses 118–20
  Faculty 116
  Graduate studies 118
  Undergraduate studies 117–18
Gifted. *See* Talented and gifted programs
Global Graduates 308
GMAT. *See* Graduate Management Admission Test
Golden Key 47
Grade point average (GPA) 11, 15
Graded credits 15
Grading system 14–15
Graduate Council 35
Graduate credit
  Registering for 41
  Reserving 41
  Transferring 41
Graduate Funding Library 40
Graduate School
  Admission 12, 37
  Application procedures 37
  Continuous enrollment 39, 43
    On-leave status 39
    Reregistration 39
  Credit by examination 38
  Degrees and certificates 35–37
  Doctoral degrees 43
    Procedures 43
  Fellowships 39–40
  Financial aid 39–40
  General requirements 38–39
  Grade requirements 38
  Interdisciplinary master's degree programs 41–42
  International students 37, 40
  Master's degrees 40–42
  Residency 39, 40, 42
  Tuition, fees 24, 39
Graduate School of Management 223–27
Graduate teaching fellowships (GTFs) 40
Graduation requirements, undergraduate 15–22
Grants 26
GRE. *See* Graduate Record Examinations
Greek 69, 71
Grievance resolution. *See* Student Advocacy, Office of
Group requirements 16–22
GTFs. *See* Graduate teaching fellowships

Hawaii Club 319
Hayward Field 1
Health center. *See* University Health Center
Health insurance 25, 322
Health services 322–23
High School Equivalency Program (HEP) 237, 324
High school preparation 11
Historic preservation 202–4
History 120–24
  Courses 122–24
  Faculty 120
  Graduate studies 121–22
  Undergraduate studies 120–21
Holiday schedule 10
Hong Kong Student Association 319
Honorary societies 46–49
Honors college. *See* Robert Donald Clark Honors College
Honors, departmental 46
Honors lists 46
Honors Track 46
HOPES (Holistic Options for Planet Earth Sustainability) 319
House of Film 319
Housing
  Cooperatives 32
  Family and graduate student 32
  Fraternities and sororities 32
  Nonuniversity 32
  Residence halls 31
Housing innovation. *See* Center for Housing Innovation
Human development center. *See* Center on Human Development
Human development courses 293
Humanities 125–26
  Courses 125
  Independent study program 126
  Undergraduate studies 125
Humanities center. *See* Oregon Humanities Center

IFC. *See* Interfraternity Council
Incompletes 15, 39
Independent study program 126
Indonesian 135
Inorganic chemistry 67
Institute for a Sustainable Environment 184, 313
Institute for Community Arts 184
Institute for the Development of Educational Achievement 237
Institute of Cognitive and Decision Sciences 135, 159, 313
Institute of Industrial Relations 313
Institute of Molecular Biology 61, 66, 150, 313–14
Institute of Neuroscience 61, 314
Institute of Theoretical Science 67, 149, 314
Institute on Violence and Destructive Behavior 238
Instructional Media Center 310
Intensive English program 324
Intercollegiate athletics 323
Interdisciplinary master's degree 41–42
Interfraternity Council (IFC) 319
Interior architecture 204–7
  Courses 206–7
  Graduate studies 205
  Undergraduate studies 204–5
International admission 12
International baccalaureate 23
International Institute for Sport and Human Performance 104, 314
International internship program 308
International Law Students Association 319
International Research and Exchange Board (IREX) 169
International Society for Technology in Education 236
International Student Association 319
International students 258, 306, 319
  Admission 12, 37
  Financial aid 40
  Health insurance 25, 37, 322
International studies 126–30
  Courses 129–30
  Faculty 126
  Graduate studies 129
  Undergraduate studies 126–29
International study. *See* Overseas study opportunities
Internships 34, 186, 238, 308, 319, 321
IntroDUCKtion 327
IREX. *See* International Research and Exchange Board
Italian 163, 166

J.D. *See* Doctor of jurisprudence
James H. Warsaw Sports Marketing Center 219
Japanese 85
Jazz studies 287
Jewelry. *See* Metalsmithing and jewelry courses
Jewish Student Union 319
Joint-campus program, graduate 38
Journal of Environmental Law and Litigation 265, 319
Journalism and Communication, School of 255–62
  Courses 259–62

Faculty 255
Graduate studies 258–59
Undergraduate studies 256–58
Judaic studies 130–31
Courses 131
Faculty 130–31
Undergraduate studies 131
Junior scholars 46

Kappa Tau Alpha 48
Kidd Tutorial Program 80
Korean 85
KWAX-FM 1
KWVA 319

Labor Education and Research Center (LERC) 293, 311
Courses 293
Faculty 293
Land, Air, and Water Student Research Group 265, 319
Landscape architecture 208–11
Courses 210–11
Faculty 208
Graduate studies 209–10
Undergraduate studies 208–9
Languages
Bulgarian 171
Chinese 84
Danish 119
Finnish 120
French 165–66
German 118–19
Greek 71
Hebrew 131
Indonesian 135
Italian 166
Japanese 85
Korean 85
Latin 71
Norwegian 120
Polish 171
Romanian 172
Spanish 167–68
Swedish 120
Thai 136
Vietnamese 136
Late registration fee 24
Latin 69, 71
Latin American studies 132
Latin honors 46
Law and Entrepreneurship Center 264
Law, preparatory 302–3
Law Review, Oregon. See *Oregon Law Review*
Law School Admission Test (LSAT) 265, 303
Law School Data Assembly Service (LSDAS) 265
Law, School of 263–68
Academic support program 265
Admission 265
Courses 268
Degree requirements 264
Faculty 263
Scholarships and fellowships 267–68
Tuition and fees 23, 267
Leadership classes 326
Leave of absence
Architecture 186
Graduate. *See* On-leave status, graduate
Legal services 319
LERC. *See* Labor Education and Research Center
Lesbian, Gay, and Bisexual Law Student Association 319
Lesbian, Gay, Bisexual, and Transgender Alliance 319
Library System, University of Oregon
Courses 293–94
Faculty 308–9
Licensure programs, education
Administrator 248
Communication disorders 243
Early intervention 251
English for speakers of other languages 248
Middle-secondary teaching 248
Music education 280
Special educator—early childhood–elementary 251
Special educator—middle–high school 252
Linguistics 133–36
Courses 135–36
Faculty 133
Graduate studies 134–35
Undergraduate studies 133–34
Literary Society 319
Loans
Student 25–30
University fund, long- and short-term 29
Lost-and-found service 321
LSAT. *See* Law School Admission Test
LSDAS. *See* Law School Data Assembly Service

M.A. *See* Master of arts
M.Actg. *See* Master of accounting
M.Arch. *See* Master of architecture
M.B.A. *See* Master of business administration
M.C.R.P. *See* Master of community and regional planning
M.Ed. *See* Master of education
M.F.A. *See* Master of fine arts
M.I.Arch. *See* Master of interior architecture
M.L.A. *See* Master of landscape architecture
M.Mus. *See* Master of music
M.S. *See* Master of science
Magazine journalism 257
Majors
Academic 5, 15, 33
Graduate 6
Malheur Field Station 60
Management 230–31
Courses 231
Faculty 230
Management, Graduate School of 223–27
Map, Campus 342
Marching band, Oregon 276, 285, 320
Marketing 232–33
Courses 232–33
Faculty 232
Marks (grading) 15, 39
Mass media studies 257–58
Master of accounting (M.Actg.) 225
Master of architecture (M.Arch.) 187–88
Master of arts (M.A.) 40–42
Master of business administration (M.B.A.) 223–25, 264
Preparatory 303
Master of community and regional planning (M.C.R.P.) 213
Master of education (M.Ed.) 243
Master of fine arts (M.F.A.) 80, 178, 198
Master of interior architecture (M.I.Arch.) 205–6
Master of landscape architecture (M.L.A.) 209–10
Master of music (M.Mus.) 280
Master of science (M.S.) 40–42
Master's degree requirements. *See also* individual departments of instruction
Interdisciplinary master's degree 41–42
Master of accounting 225
Master of architecture 187–88
Master of arts 40–42
Master of business administration 223–25, 264
Master of community and regional planning 213
Master of education 243
Master of fine arts 81, 178, 198
Master of interior architecture 205–6
Master of landscape architecture 209–10
Master of music 280
Master of science 40–42
Second master's degree 40
Materials Science Institute 67, 150, 315
Mathematics 137–41
Courses 139–41
Faculty 137
Graduate studies 139
Undergraduate studies 137–39
Mathematics and computer science, major in 142–43
Mathematics Association of America 48
McArthur Court 1
MCAT. *See* Medical College Admission Test
MEChA 319
Media Literacy Online Project 236
Medical College Admission Test (MCAT) 300
Medical services 322
Medical technology, preparatory 299
Medicine, preparatory 300
Medieval studies 143
Mentor Program 321
Metalsmithing and jewelry courses 200
Microform Publications of Human Movement Studies 314
Middle-secondary teaching 248
Military credit 23
Military science 294
Minorities 324
Minority education. *See* Multicultural affairs
Minority Law Students Association 265
Minors, academic 5, 15, 33
Molecular biology 66. *See also* Institute of Molecular Biology
Moot Court 265
Mortar Board 47
Moshofsky Sports Center 1
Motor control. *See* Exercise and movement science
Mu Phi Epsilon 48, 276
Multicultural affairs 324–25
Multicultural Center 319
Multidisciplinary arts 200
Multiethnic student programs 326
Museum of Art 1, 310–11
Museum of Geology, Condon 114, 310
Museum of Natural History 1, 311
Music education
Licensure 276
Minor in elementary education 277
Music ensembles 276
Music fees 276
Music performance studies 276–77
Music, School of 269–90
Courses 285–90
Faculty 274–75
Graduate studies 280–85
Undergraduate studies 277–79
Music Today Festival 276
Muslim Student Association 319
National Collegiate Athletic Association (NCAA) 323
National Student Exchange (NSE) 325
Native American Student Union 319
Natural history museum. *See* Museum of Natural History
Natural History, Museum of 1
NCAA. *See* National Collegiate Athletic Association (NCAA)
Need grants 25
Neuroscience 67, 144–45. *See also* Institute of Neuroscience
Interdisciplinary study 144
New student orientation 327
News-editorial journalism. *See* Journalism and Communication, School of
Nonresident tuition and fees 24
Nonuniversity housing 32
Northwest Association of Schools and Colleges 1
Northwest Consortium for Southeast Asian Studies 176
Northwest Regional Consortium for Southeast Asian 57
Norwegian 120
NSE. *See* National Student Exchange
Nursing, preparatory 300–301
OAT. *See* Optometry Admission Test
Observatory. *See* Pine Mountain Observatory
Occupational therapy, preparatory 302
Off-campus programs 305–6
On-campus internships 34, 321
On-leave status, graduate 39
Options, academic 6
Optometry Admission Test (OAT) 302
Optometry, preparatory 302

Order of the Coif 48, 265
Oregon Bach Festival 276
Oregon Ballroom Dance Club 319
Oregon Center for Optics 150, 315
Oregon Commentator 319
Oregon Daily Emerald 319
Oregon Humanities Center 315–16
Oregon Institute of Marine Biology (OIMB) 1, 60, 316
Oregon Jazz Celebration 276
Oregon Law Review 265
Oregon Law Students' Public Interest Fund 320
Oregon Marching Band. *See* Marching band, Oregon
Oregon Marine Science Student Association 320
Oregon School Study Council (OSSC) 238
Oregon Student Association 320
Oregon Survey Research Laboratory 316
Oregon Voice 320
Organic chemistry 67
Organotransitional metal chemistry 67
Orientation and registration for new students 327
OSSC. *See* Oregon School Study Council
Outdoor program 322
Overseas study opportunities
  Africa 295, 306
  Asia 295
  Australia 295, 306
  China 295, 306
  Czech Republic 295, 307
  Denmark 186, 295, 307
  Ecuador 295, 307
  England 295, 307
  Europe 295
  Finland 118, 172, 295, 307
  France 163, 295, 307
  Germany 186, 295, 307
  Greece 307
  Hungary 295, 307
  India 307
  Indonesia 295, 307
  Israel 295, 307
  Italy 163, 186, 295, 307
  Japan 295, 307
  Korea 295, 308
  Latin America 295
  Mexico 163, 295, 308
  Middle East 295
  Norway 118, 172, 295, 308
  Oceania 295
  Poland 295, 308
  Russia 295, 308
  Scotland 295, 308
  Spain 163, 295, 308
  Sweden 118, 172, 295, 308
  Thailand 295, 308
  Vietnam 295, 308

PACE option 237
Pacific island studies 144–45
Pacific Rim Gamelan 275
Pacific-10 Conference (Pac-10) 323
Painting courses 200–201
Panhellenic Council 320
Papé Field 1
Parent and family programs 326
Parent Loan for Undergraduate Students (PLUS), Federal Direct 27
Pass/no pass credits 15
Peace studies 145, 238
Peer advising 317
Pell grant, Federal 26
Performance, music 276
Ph.D. *See* Doctor of philosophy
Pharmacy, preparatory 301
Phi Alpha Theta 48
Phi Beta 48, 276
Phi Beta Kappa Society 47
Phi Eta Sigma 47
Philosophy 146–48
  Courses 147–48
  Faculty 146
  Graduate studies 146–47
  Undergraduate studies 146
Philosophy Club 320
Photography 201–2
Photojournalism. *See* Journalism and Communication, School of
Physical activity and recreation services 295–97, 323
  Facilities services 296
  Faculty 295
  Physical education courses 296–97
  Recreation sports 296
Physical chemistry 67
Physical education 296–97
Physical therapy, preparatory 302
Physician assistant, preparatory 301
Physics 148–52
  Courses 150–52
  Faculty 148
  Graduate studies 149–50
  Undergraduate studies 148–49
Pi Alpha Alpha 49
Pi Kappa Lambda 276
Pine Mountain Observatory 1, 150
Planning, public policy and management (PPPM) 211–17
  Courses 216–17
  Faculty 211–12
  Graduate studies 213–16
  Undergraduate studies 212
PLUS, Federal Direct. *See* Federal Direct Loan Program, William D. Ford
Pocket Playhouse 178, 320
Podiatry, preparatory 302
Polish 171
Political science 152–56
  Courses 154–56
  Faculty 152
  Graduate studies 153–54
  Undergraduate studies 152–53
Portland Center 186, 311–12, 321
Postbaccalaureate admission 12
Postbaccalaureate study 12, 37
Postdoctoral fellowships 40
PPPM. *See* Planning, public policy and management
Prebusiness 221
Predental Club 320
Predentistry 299
Preengineering preparation 149, 298
Prehealth sciences 60, 298–302, 320
Prelaw preparation 265, 302–3
Prelaw Society 320
Premajor status 12
Premedicine 300
Prenursing 300
Preparatory programs 298–303
  Dental hygiene 298–99
  Dentistry 299
  Engineering 149, 298
  Forensic science 299
  Health sciences 60, 298–302
  Law 302–3
  Master of business administration 303
  Medical technology 299–300
  Medicine 300
  Nursing 300–301
  Pharmacy 301
  Physician assistant 301
  Social work 303
  Teacher education 303
  Veterinary medicine 301
  WICHE programs in the health sciences 301–3
    Occupational therapy 302
    Optometry 302
    Physical therapy 302
    Podiatry 302
Preteaching 303
Preveterinary medicine 301
Printmaking courses 201
Prizes 49
Professional organizations 47–49
Proficiency-based Admission Standards System Project 237
Program planning 33–34
Psi Chi 49
Psychology 156–60
  Clinical 158
  Courses 159–60
  Faculty 156–57
  Graduate studies 158–59
  Undergraduate studies 157–58
Public affairs 214
Public policy and management 211–17
Public relations 257, 260
Public Safety, Office of 323
Public service 214–16
Publications, student 318, 319, 320

Radio-television journalism. *See* Journalism and Communication, School of
Randall V. Mills Archive of Northwest Folklore 105
Reader's guide to the bulletin 7–9
Real estate 230
Recreation
  Facilities 323
  Intramurals 296
  Programs 323
  Sports 323
Reenrollment 22
REESC. *See* Russian and East European Studies Center
Refunds of tuition and fees 24
Regional Daylighting Center 183
Religious studies 160–61
  Courses 161
  Faculty 160
  Graduate studies 161
  Undergraduate studies 161
Removal of incompletes 15, 39
Requirements policies 4
Research institutes and centers 312–16
  Center for Asian and Pacific Studies 312
  Center for Housing Innovation 312
  Center for the Cognitive Neuroscience of Attention 313
  Center for the Study of Women in Society 312
  Center on Human Development 237
  Computational Intelligence Research Laboratory 312
  Computational Science Institute 312
  Institute for a Sustainable Environment 313
  Institute of Cognitive and Decision Sciences 313
  Institute of Industrial Relations 313
  Institute of Molecular Biology 61, 66, 150, 313–14
  Institute of Neuroscience 61, 314
  Institute of Theoretical Science 67, 149, 314
  Institute on Violence and Destructive Behavior 238
  International Institute for Sport and Human Performance 104, 314
  Materials Science Institute 67, 150, 315
  Oregon Center for Optics 150, 315
  Oregon Humanities Center 315–16
  Oregon Institute of Marine Biology 1, 316
  Oregon Survey Research Laboratory 316
  Solar Energy Center 316
Residence halls 31
Residency requirements
  Graduate 40, 42
  Undergraduate 15
Resident tuition and fees 24
Returning Student Association 320
Review, School of Architecture and Allied Arts 183
Robert Donald Clark Honors College 44–46,
  Admission 44
  Courses 46
  Faculty 44
  Requirements 44
Robinson Theatre 178
Romance languages 162–68
  Courses 165–68
  Faculty 162
  Graduate studies 163–65
  Undergraduate studies 162–63
Romanian 172
ROTC, Army. *See* Military science
Russian and East European Studies Center 169–72
  Courses 170–72
  Faculty 169
  Graduate studies 170
  Undergraduate studies 170
Russian courses 170–71

SAT. *See* Scholastic Assessment Test
Scandinavian courses 119
Scandinavian studies 172

Schedule of Classes, UO 22
Scholarships 28–29, 49
Scholastic Assessment Test (SAT) 11
School psychology
  Courses 252–53
  Graduate studies 252
Science, general 106–7
Sculpture courses 201
Second bachelor's degree 22, 153, 221, 258
Second master's degree 40
Second Season 178
Second-language acquisition and teaching, certificate in 133–34
Second-language requirement 16
Secondary education. *See* individual departments
Secondary Special Education Transition Research Group 238
Services for students 317–27
Short-term loans 29
Singapore Student Association 320
Slavic studies 171
Small business 223
Social Science Data Services Laboratory 88
Social Science Instructional Laboratory 88
Social work, preparatory 303
Sociology 172–76
  Courses 174–76
  Faculty 172–73
  Graduate studies 174
  Undergraduate studies 173–74
Solar Energy Center 316
Solar Information Center 320
Sororities 32
Southeast Asian American Student Association 320
Southeast Asian studies 176
  Minor in 56
Spanish 163, 167
Special education
  Developmental disabilities courses 253
  Early intervention courses 246
  Exceptional learner courses 253–54
  Minor in 239
Special education and community resources 250–54
  Courses 253–54
  Faculty 250–51
  Graduate studies 251–52
Special fees 24
Specialized admission assistance 12
Specialized Training Program 237
Speech-Language-Hearing Center 237, 325
Spencer View Cooperative Community Tenants 320
Sports 322
  Intramural 323
Sports marketing 223. *See also* James H. Warsaw Sports Marketing Center
Staff fees 24, 38
Stafford/Ford loans, Federal Direct 27
  Unsubsidized 27
State of Oregon need grants 26
Statistics 177
Student academic affairs 317
Student Activities Resource Office 322
Student Advocacy, Office of 319
Student athletes, services for 317
Student Bar Association 265
Student conduct code 22, 326
Student exchange programs. *See* Western Interstate Commission for Higher Education
Student financial aid 25
Student government 318–20
Student Health Advisory Committee 318
Student housing 31–32
Student Insurgent 320
Student life 325
Student loans 25–30, 256
Student lobby. *See* Oregon Student Lobby
Student organizations 318–20
Student publications 318, 319, 320
Student records policy 22, 39
Student retention programs 326
Student Senate 318
Student services 317
Student union. *See* Erb Memorial Union
Student University Relations Council 325
Students for the Ethical Treatment of Animals 320
Students with disabilities 317
Study abroad. *See* Overseas study opportunities
Style and Policy Manual for Theses and Dissertations 41, 42
Subject codes 8
Substance abuse
  Prevention and education 326
  Prevention program 238
Summer Architecture Academy 186
Summer session 22, 264, 306–8
Supplemental educational opportunity grant, Federal 26
Supplemental fee waiver, OUS 26
Survival Center 320
Swedish 120

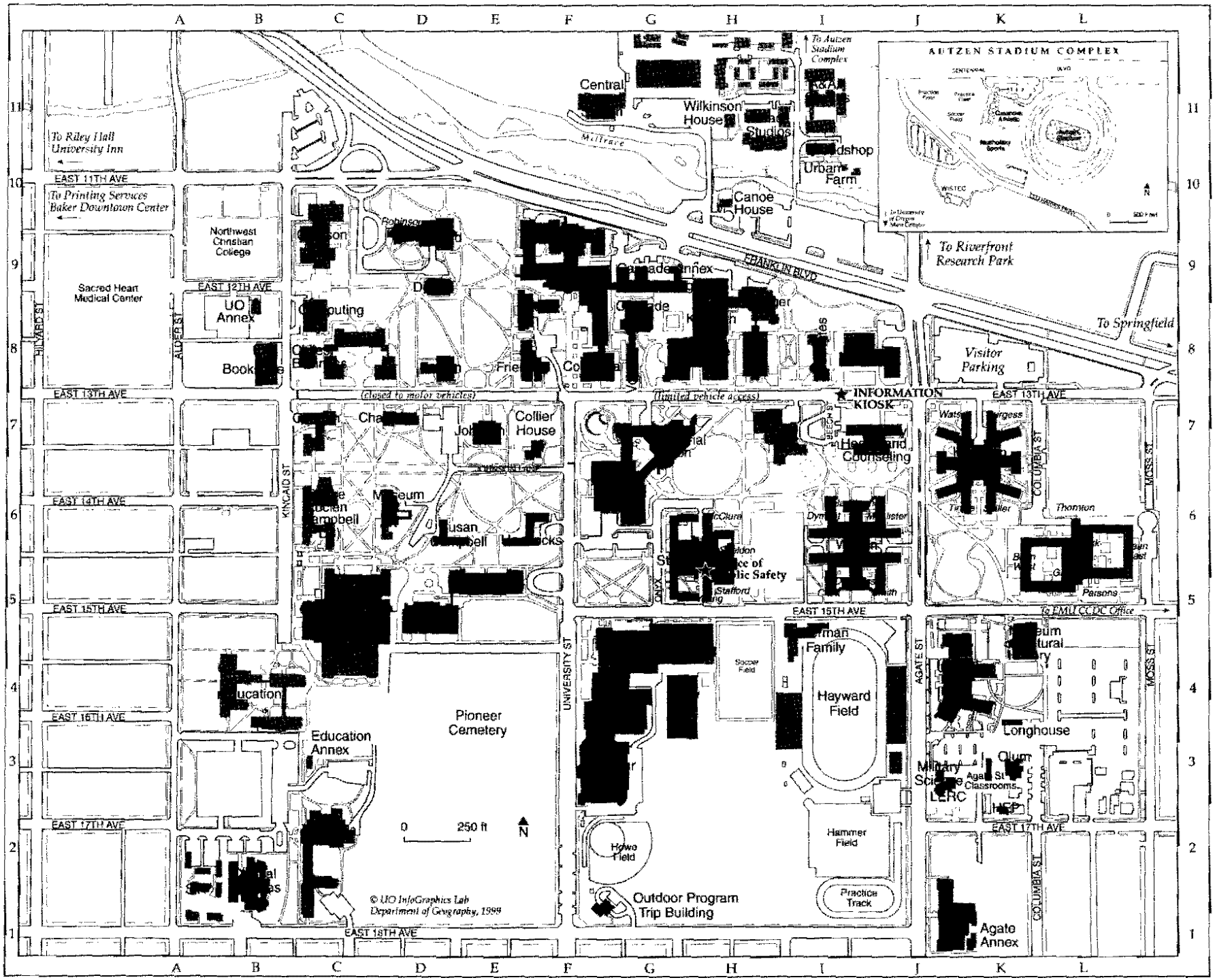
Taiwanese Student Organization 320
Talented and gifted 238
Teacher and administrator education 305–6
Teacher education preparation 303
Teaching English as a second language 248, 324
Technical teaching in architecture, certificate in 188
Technology Education Center 238–39
Television journalism. *See* Journalism and Communication, School of
Test of English as a Foreign Language (TOEFL) 12, 324
Test of General Educational Development (GED) 11
Testing service 321
Thai 136
Theater arts 177–79
  Courses 178–79
  Faculty 177
  Graduate studies 178
  Undergraduate studies 178
Theoretical chemistry 67
Theoretical science institute. *See* Institute of Theoretical Science
Timberline 319
TOEFL. *See* Test of English as a Foreign Language
Transcripts 22–23
Transfer of credit
  Graduate 40
  Journalism and communication school 257
  Law school 265
  Reserved graduate 41
  Undergraduate 12
Transfer students 12, 40–41, 256
Tuition and fees, 23–24, 39
  Graduate 24, 39
  Law school 267
  Refunds 24
  Resident tuition 24
  Senior citizens 24
  Staff 24
  Undergraduate 24
Tutorial services 323

Undergraduate
  Admission 11–12
  Transfers 12
  Tuition 24
Undergraduate School of Business 221–23
University Committee on International Studies 126
University Health Center 322–23
University housing 31–32
University of Oregon Bookstore 312, 320–21
University Singers 276
University Theatre 178, 320
Unsubsidized Stafford/Ford Loan
  Federal Direct 27
  Additional Federal Direct 27
UO Model United Nations Organization 320
USSA 320

Vanguard Concert Series 276
Veterans affairs 325
Veterinary medicine, preparatory 301
Vietnamese 136
Vietnamese Student Association 320
Visual design courses 201–2
Volcanology. *See* Geological sciences

Weaving. *See* Fibers courses
Western Interstate Commission for Higher Education 1, 301
  Programs in the health sciences 301–3
  Regional graduate programs 38
Western Regional Resource Center 237
Westmoreland Tenants Council 320
Whitebird Clinic Rideshare 320
William Lowell Putnam examination, mathematics 49, 137
Withdrawal from the university 24
Women in society. *See* Center for the Study of Women in Society
Women's Center 320
Women's studies 180–81
  Courses 181
  Faculty 180
  Graduate studies 181
  Undergraduate studies 180–81
Work-study program, Federal 26
World Music Series 276

Yamada Language Center 145, 162, 325
YWCA, UO 320


AUTZEN STADIUM COMPLEX
To Autzen Stadium Complex
To Riley Hall University Inn
To Printing Services Baker Downtown Center
To Riverfront Research Park
To Springfield
Central
Wilkinson House
Studios
Urban Farm
Canoe House
Millrace
FRANKLIN BLVD
Northwest Christian College
Sacred Heart Medical Center
UO Annex
Visitor Parking
INFORMATION KIOSK
(closed to motor vehicles)
(limited vehicle access)
Collier House
Museum
Thornton
Parsons
Stafford
Pioneer Cemetery
Education Annex
Hayward Field
Soccer Field
Longhouse
Howe Field
Hammer Field
Practice Track
Outdoor Program Trip Building
Agate Annex
EAST 11TH AVE
EAST 12TH AVE
EAST 13TH AVE
EAST 14TH AVE
EAST 15TH AVE
EAST 16TH AVE
EAST 17TH AVE
EAST 18TH AVE
KINCAID ST
UNIVERSITY ST
AGATE ST
COLUMBIA ST
MOSS ST
ALDER ST
HILYARD ST
0 250 ft N
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Buildings

A&AA Studios I11
Agate Annex K1
Agate Hall K1
Agate St. Classrooms K3
Allen Hall E9
Autzen Stadium L11
Beall Concert Hall C2
Bookstore, UO B8
Bowerman Family Building I5
Casanova Athletic Center K11
Cascade Annex G9
Cascade Hall G8
CCDC M5
Chapman Hall D7
Chiles Business Center C8
Clinical Services Building B2
Collier House E7
Columbia Hall F8
Computing Center C9
Condon Hall C7
Deady Hall D9
Deschutes Hall I8
Education Annex C3
Education Building B4
Erb Memorial Union (EMU) F6
Esslinger Hall F4
Facilities Services G12
Fenton Hall D8
Friendly Hall E8
Gerlinger Annex D5
Gerlinger Hall E5
Gilbert Hall C8
Grayson Hall C10
Health and Counseling Center Building, University J7
Hendricks Hall E6
HEP K3
Huestis Hall H8
Johnson Hall E7
Klamath Hall H9
Knight Law Center K4
Knight Library C5
Lawrence Hall F10
LERC J3
Longhouse K3
McArthur Court F3
Military Science J3
Millrace Studios H11
Moshofsky Sports Center K10
Museum of Art D5
Museum of Natural History K5
Music Building C2
Olum Child Development Center K3
Onyx Bridge G9
Oregon Hall J8
Outdoor Program Trip Building G1
Pacific Hall F9
Prince Lucien Campbell Hall (PLC) C6
Rainier Building 1244 Walnut St.
Riverfront Research Park J9
Robinson Theatre D10
STP A1
Straub Hall G5
Streisinger Hall H9
Susan Campbell Hall D5
UO Annex B7
Villard Hall D10
Volcanology Building G8
Wilkinson House H11
Willamette Hall H8

Offices and Services

Academic Advising and Student Services, Oregon J8
Academic Affairs and Provost, Johnson E7
Academic Learning Services, PLC C6
Administration, Johnson E7
Admissions, Oregon J8
Affirmative Action and Equal Opportunity, Oregon J8
African Studies, Allen E9
Alumni Association, UO, Agate K1
American English Institute, Pacific F9
Anthropology, Condon C7
Archaeology Labs; 1305, 1311, 1325 Franklin Blvd.
Architecture and Allied Arts, School of, Lawrence F10
Art History, Lawrence F10
Arts and Administration, Lawrence F10
Arts and Sciences, College of, Friendly E7
Asian Studies, PLC C6
Associated Students of the University of Oregon (ASUO), EMU F6
Athletics, Intercollegiate, Casanova K11
Beall Concert Hall, Music C2
Biology, Klamath H9
Bookstore, UO B8
Business, Charles H. Lundquist College of, Gilbert C8
Business Affairs, Office of, Oregon J8
Career Center, Hendricks E6
Chemistry, Klamath H9
Childcare and Development Centers (CCDC) 1511 Moss St.
Classics, PLC C6
Communications, Office of, Johnson E7
Comparative Literature, Villard D10
Comparative Literature Program, Villard D10
Computer and Information Science, Deschutes I8
Computing Center, Computing Center C9
ConDUCKtours, Oregon J8
Continuation Center, Oregon J8
Counseling Center, University, University Health and Counseling Center Building J7
Creative Writing, Columbia F8
Dance, Gerlinger Annex D5
Development, Agate Hall K1
Disabilities, Students with, Oregon J8
East Asian Languages and Literatures, Friendly E7
Economics, PLC C6
Education, College of, Education B4
English, PLC C6
Environmental Studies, Pacific F9
Ethnic Studies, Gerlinger E5
European Studies, Johnson E7
Exercise and Movement Science, Esslinger F4
Facilities Services, Facilities Services G12
Financial Aid, Student, Oregon J8
Fine and Applied Arts, Lawrence F10
Folklore, PLC C6
Foundation, UO, Agate K1
General Science, Willamette H8
Geography, Condon C7
Geological Sciences, Cascade G8
Germanic Languages and Literatures, Friendly E8
Graduate School, Chapman D7
Health Center, University, University Health and Counseling Center Building J7
High School Equivalency Program (HEP) K3 1685 E. 17th Ave.
Historic Preservation, Lawrence F10
History, PLC C6
Honors College, Robert Donald Clark, Chapman D7
Housing, University, Walton I5
Human Resources, Oregon J8
Humanities Program, PLC C6
InfoGraphics Lab, Condon C7
International Affairs, Johnson E7
International Education and Exchange, Oregon J8
International Studies, PLC C6
Journalism and Communication, School of, Allen E9
Judaic Studies, Harold Schnitzer Family Program in, PLC C6
KWAX Radio Station, 75 Centennial Loop
Labor Education and Research Center (LERC) K3
Landscape Architecture, Lawrence F10
Latin American Studies, PLC C6
Law, School of, Knight Law Center K4
Leighton Pool, Esslinger F4
Library System, UO
Architecture and Allied Arts, Lawrence F10
Knight C5
Law, Knight Law Center K4
Map and Aerial Photography, Condon C7
Mathematics, Fenton D8
Science, Onyx Bridge G9
Linguistics, Straub G5
Mathematics, Fenton D8
Media Services, Knight Library C5
Medieval Studies, PLC C6
Merchandise Marketing and Licensing, Johnson E7
Military Science K3
Multicultural Affairs, Oregon J8
Music, School of, Music C2
New Media Center, Riverfront J9
Northwest Review, PLC C6
Olum Child Development Center, Vivian, Olum Center K3
Oregon Daily Emerald, EMU F6
Oregon Humanities Center, PLC C6
Oregon Law Review, Knight Law Center K4
Oregon Quarterly, Chapman D7
Oregon University System (OUS), Susan Campbell D5
Pacific Island Studies, Gerlinger E5
Parking permits (Public Safety), Straub G5
Peace Studies, PLC C6
Philosophy, PLC C6
Physical Activity and Recreation Services (PARS), Esslinger F4
Physics, Willamette H8
Planning, University, Facilities Services G12
Planning, Public Policy and Management, Hendricks E6
Political Science, PLC C6
Post office, U.S., EMU F6
President, Office of the, Johnson E7
Printing Services, 318 E. Broadway
Psychology, Straub G5
Public Affairs and Development, Johnson E7
Public Safety, Straub G5
Publications, University, Chapman D7
Recreation and Fitness Center, Student, Esslinger F4
Recreational Sports, Esslinger F4
Registrar, Oregon J8
Religious Studies, Chapman D7
Research, Johnson E7
Romance Languages, Friendly E8
Russian and East European Studies, Friendly E8
Scandinavian Studies, Friendly E8
Sociology, PLC C6
Southeast Asian Studies, PLC C6
Specialized Training Program (STP) A1
Summer Session, Oregon J8
Testing Office, University Health and Counseling Center Building J7
Theater Arts, Villard D10
University Club, Collier House E7
Women's Studies, Hendricks E6
Work-Study, Hendricks E6
Yamada Language Center, Pacific F9

University Housing

Bean Complex (Caswell, DeBusk, Ganoe, Henderson, Moore, Parsons, Thornton, Willcox) L6
Carson Hall H7
Earl Complex (McClure, Morton, Sheldon, Stafford, Young) G5
Hamilton Complex (Boynton, Burgess, Cloran, Collier, Dunn, McClain, Robbins, Spiller, Tingle, Watson) K7
Riley Hall, 650 E. 11th Ave.
Spencer View, 2250 Patterson St.
University Inn, 1000 Patterson St.
Walton Complex (Adams, Clark, DeCou, Douglass, Dyment, Hawthorne, McAlister, Shafer, Smith, Sweetser) I5
Westmoreland Family Housing, W. 18th Ave. and Arthur St.

Living in EUGENE

Eugene is paradoxical: It's a mid-sized city (population 133,460) with big-city culture and a relaxed, small-town feel.

Eugene is natural and beautiful: Lush and green, the city nestles between two mountain ranges at the junction of the Willamette and McKenzie Rivers, with an abundance of parks, trails, tall trees, flowers, and water rippling over rocks.

Eugene is cultural: The Hult Center for the Performing Arts brings in performers such as Riverdance, Itzak Perlman, Sawyer Brown, the Indigo Girls, and Natalie Cole. The Hult is also the performance home for the Dance Theatre of Oregon, Eugene Ballet Company, Eugene Concert Choir, Eugene Opera, Eugene Symphony, Oregon Bach Festival, Oregon Festival of American Music, and Oregon Mozart Players. Cuthbert Amphitheater in Alton Baker Park is the venue for popular music concerts on warm summer evenings. Museums, theaters, art galleries and festivals, music clubs, and concerts in the parks provide ample diversion.

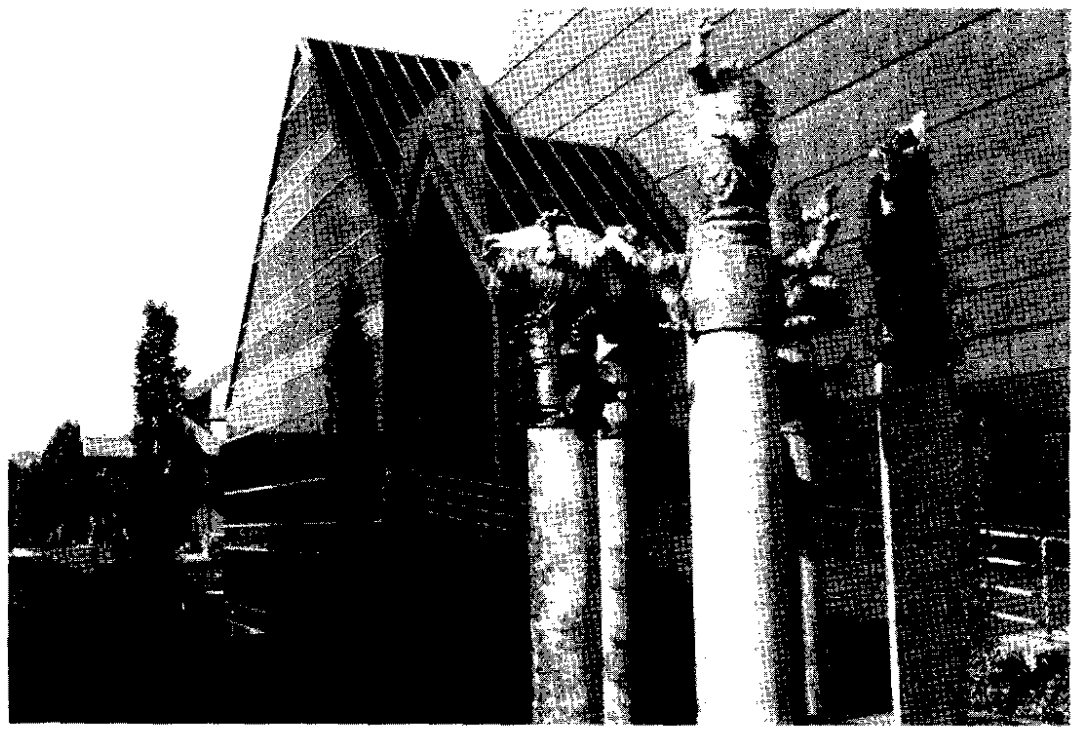
Eugene is multicultural: The birthday of Martin Luther King Jr. is celebrated with a long list of events. The Oregon Asian Celebration, Fiesta Latina–Cinco de Mayo, the Asian Kite Festival, and the Japanese Obon and Taiko Drum Festival are all held in Eugene, while Springfield hosts the Ukrainian Day festival and Junction City, the Scandinavian Festival.

Eugene is active and athletic: Bodies are in motion hiking, biking, skating, canoeing, rafting, kayaking, running, swimming, rock climbing, and fishing . . . and that's just in town. Sailboats and sailboarders zip across the water at nearby Fern Ridge Reservoir, while skiers and snowboarders test the powder at Willamette Pass, about an hour away. When people slow down long enough, they watch the UO Ducks play football at Autzen Stadium and cheer the basketball team at McArthur Court. Track-and-field enthusiasts check out Olympic contenders at Hayward Field, while baseball lovers follow the Eugene Emeralds at Civic Stadium.

Eugene is quirky, colorful, fun, different: A Slug Queen reigns over the Eugene Celebration, a weekend when downtown streets are blocked to traffic for a parade, exotic food booths, music, art, and athletic events; it's a time for celebrating life in all its diversity. The open-air Saturday Market is a mini-celebration from spring through fall, with arts, crafts, music, and food. Tie-dyed attire is optional.

Eugene is convenient, Part I: All the local fun stuff is within easy reach of campus by foot, bike, or bus. The bus system is free to UO students, and Eugene is bike friendly. Other cities have a rush hour; Eugene has a rush minute.

Eugene is convenient, Part II: The Pacific Ocean—with miles of unspoiled public beaches, rocky cliffs, tidepools, sand dunes, sea lions, and migrating whales—is about an hour's drive west. The Cascade Mountain Range—with ancient forests and wild rivers, elk and eagles, and hiking and ski trails—is about the same distance east. Portland, home of the Trail Blazers, is about 110 miles north, and the Eugene Airport provides direct service to Portland, Seattle, San Francisco, Denver, and Reno.



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

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